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Performance Excellence in Education

President's Page

The Mission of any educational system is to equip every student to achieve his/her God given potential.

USA developed Malcolm Baldrige National Quality Award (MBNQA) program on education in 1988 to establish criteria for evaluating improvement efforts and share best practices for performance excellence in education.

In India the same system was adopted as RBNQA (Ramkrishna Bajaj National Quality Award) for Business excellence in 1997 and subsequently got extended to both profit making and nonprofit making educational institutions.



B. Banerjee

The criteria are built on the following set of eleven interrelated core values:

- | | |
|--|---|
| (i) visionary leadership | (ii) student-centered excellence |
| (iii) organizational and personal learning | (iv) valuing workforce members and partners |
| (v) agility | (vi) focus on the future |
| (vii) managing for innovation | (viii) management by fact |
| (ix) societal responsibility | (x) focus on results and creating value and |
| (xi) systems perspective. | |

The requirements of the criteria for performance excellence in education are embedded in seven categories as follows: (i) Leadership (ii) Strategic Planning (iii) Customer Focus (iv) Measurement, Analysis and Knowledge Management (v) Workforce Focus (vi) Operations Focus and (vii) Results.

For process criteria (Criteria 1 to 6) ADLI (approach, deployment, learning and integration) approach is followed. For results (Criteria 7.1 to 7.5) LeTCI (level, trend, comparison and integration) principle is adopted.

Any educational institution eyeing for performance excellence award must benchmark its performance with global leaders. Quite often I hear people telling me that benchmarking is difficult, not possible, no competitor shares real facts etc. etc. To them I tell "when it rains all birds look for some shelter but eagle does not; it is the only one who beats the cloud by flying high. The problem is common but attitude makes the difference."

To achieve this end result, right at the beginning, the organization must identify the performance parameters for each of five result criterion based on SMART principle. Some guidelines on each of them are itemized below:

Criterion 7.1 Student Learning and Process Outcomes:

- | | | |
|---|--------------------------|-------------------------------|
| (I) academic performance | (ii) university rankings | (iii) cycle time reduction of |
| (a) enrollment process | (b) attendance process | (c) feedback process |
| (d) library books issue and return | | |
| (iv) cost reduction in work processes | | |
| (v) work system satisfaction by workforce, students and other stakeholders. | | |

Contd....2

Criterion 7.2 Customer Focused Outcomes:

- (i) Student satisfaction with teachers and faculties
- (ii) Alumni satisfaction with campus
- (iii) student engagement through courses/programs
- (iv) effectiveness of learning aids
- (v) percentage of placements and average entry package (for engineering and management institutes).

Criterion 7.3 Workforce Focused Outcomes:

- (i) faculty retention rate
- (ii) support to faculty qualification improvement
- (iii) faculty research encouragement
- (iv) job security
- (v) workforce satisfaction including rewards & recognitions.

Criterion 7.4 Leadership and Governance Outcomes:

- (i) overall performance of strategic objectives and action plans
- (ii) performance on short term action plans
- (iii) performance on long term action plans
- (iv) internal audit findings
- (v) results for key measures and indicators of ethical behavior and breaches of ethical behavior such as copying during examinations.

Criterion 7.5 Budgetary, Financial and Market Outcomes:

- (i) cost incurred towards research
- (ii) cost per student particularly in engineering, & medical colleges, IITs etc.
- (iii) allocation of resources as per budget
- (iv) improvements in teaching, training and learning facilities
- (v) cost incurred towards academic infrastructures.

The above list is only illustrative and by no means exhaustive

For details of RBNQA process the reader is advised to go to the website www.imcrbnqa.com or e-mail to excellence@imcrbnqa.com.

It may not be out of place to mention here that NCQM has number of experts in this area who have been successfully conducting training and guiding various organizations in acquiring this excellence award. NCQM members can take advantage of the same.

Wishing you a Very Happy & Prosperous New Year

B. Banerjee
President

NCQM BEQET COMPETITION

**AT NCQM LEARNING CENTRE G-501,
VIKHROLI, MUMBAI**

DATE : JANUARY 28, 2017

Free workshop for BEQET participants

compiled by Mr. B. Banerjee

With a view to improving quality of BEQET projects, one full day workshop was held on Saturday 26th November'16 at NCQM Learning Centre.

23 participants from nine institutions participated. Mr.S.V.Viswanathan (Hon.Secretary) and Ms.Lakshmi Iyer (Member) of NCQM also contributed to its success.

President of NCQM and Chairman of its education committee personally handled 3 out of 4 sessions. Initially he summarized SPC basics, provided an overview on seven basic QC tools and worked out exercises on Histogram and Pareto analysis. Second session was devoted to root cause analysis techniques such as Stratification, Brain storming coupled with cause & effect analysis (Ishikawa diagram) and Why-Why analysis. Finally techniques of relentless root cause analysis (RRCA) practiced in Japanese industries were covered. They comprised modified Nominal Group Technique (NGT), Why-Verify-Why analysis, Kepner –Tregoe or Differential diagnosis technique and Phenomenon-Mechanism (P-M) analysis. Suitable case examples were duly highlighted.

The last session was exclusively handled by Dr.(Mrs) Deepa Sharma, Principal, M.D.Shah Mahila college, who are repeat winner of this prestigious award. She highlighted criteria for selection of a BEQET project (eg. large beneficiary), and steps to be taken for its successful completion. From her own experiences she provided number of useful tips for project report writing and its effective presentation.

Normally such day long workshop would have costed Rs. 3000/ for each participant. However as a gesture of goodwill no fee was charged.

Feedbacks have been excellent. Encouraged by its response, it is decided to repeat the same in the next year. NCQM Website: www.ncqm.com



Mr. S. V. Viswanathan, Hon. Secretary, NCQM presenting memento to Dr. Deepa Sharma, Principal, M D Shah Mahila College, who was a Faculty at BEQET Workshop



Improvements in Education - Some Ideas

by Dr. V. Ramachandran, Ex-Scientific Officer, BARC &
Ex-Associate Director, SIES Indian Institute of Environment Mangement

Education - what it should mean

Since Independence, India has memorably developed in the field of technology, economy, rural development, public health etc. but our education system has not reached the desired heights where it should have. The whole of Education system in India, from primary education to higher education including professional education need an objective review and remediation to make our country globally competitive. Large number of our engineers and science graduates seek enrolment in foreign universities for higher education. This system of intellectual migration to the west has been a neglected area for a pretty long time. At present the quality of education is such, that it hardly makes majority of students either intellectually competent or motivated to do innovative and constructive work in responsible manner. It only encourages students to concentrate all their attention to get white collared jobs. Education has unfortunately been misunderstood to be academic or theoretical studies leading towards award of degrees. True education is a relentless process of continued education life long. It aims at intellectual growth and consciousness. Its purpose is human excellence – improvement in the form of thought and action and full control over one's objective self. It embraces reading, observation and thought. Its primary concern is opening out the world to students, to know their aptitude, select their career, their way of living and understand rationally their own as well as their society's interests. A sound education system develops in students power of concentration and capacity of attention and observation. It ensures physical, intellectual as well as emotional and ethical integration of students. It gives them confidence and makes them aware of their real self and their place in society.

Existing Problems

Our education system basically promotes rat race among our children. It tests the ability to recall what is memorized but generally doesn't promote understanding. Unfortunately our education system is not helping to develop persona of a child. The child is not exposed to outside life. Our children are not encouraged to do any critical individualistic analysis of anything, like history, culture or religion. They don't learn to look at things from their own perspective. They don't learn to question basically. Our teaching staff are not properly trained in handling children. Somewhere a teacher needs to shift the focus from teaching to learning by students. Each child is different from the other. A fast learner is pampered while a slow learner is ignored. Teacher to student relationship is very important in learning. A teacher should be primarily liked by the students, then respected and then the teacher becomes a mentor for the student lifelong. Language and medium of instruction also adds to our existing

problems. A child has to speak one language at home, learn to speak a different language with classmates and gets educated in yet another language. This creates a huge difference in caliber of students from a rural area and a cosmopolitan area. Overcrowding of class rooms is hampering individual learning. A teacher will find it difficult to give individual attention if the class strength is high. An optimum teacher to student ratio is to be strictly enforced.

Parents are not involved enough in their child's education.

There is an over dependence on the school

Of all the things out of the control of teachers, this one is perhaps the most frustrating. Time spent in the classroom is simply not enough for teachers to instruct every student, to teach them what they need to know. There must, inevitably, be some interaction outside school hours. Of course, students at a socio-economic disadvantage often struggle in school, particularly if parents lack higher levels of education. But students from middle and upper class families aren't off the hook, either. The demands of careers and an over-dependence on schools put higher-class kids at risk too when it comes to the lack of parental involvement in academics.

Our schools are overcrowded

The smaller the class, the better the individual student experience. A study by the National Center for Education Statistics found that 14 percent of U.S. schools exceed capacity. At a time where children need more attention than ever to succeed, overcrowded classrooms are making it even tougher to learn and tougher still for teachers to be effective.

The most apparent failure of our education system is after completing graduation in any discipline students are not able to get jobs. It is because the skills that are required in a job market are not present in a fresh graduate. All that a student is taught in his entire school and college life is almost redundant for job seekers. Skills are not taught. Our education system should equip the children to comprehend our existing social economic and environmental problems and strive to seek a solution for them. Social service in all aspects should be an essential part of the curriculum. Innovation and creation should be encouraged. Our students prefer to get a highly paid job instead of becoming an entrepreneur. They lack the required ambition to make it really big. Cost to quality education is becoming prohibitive in our country. Rich could afford quality education to their children while the poor fall behind.

Possible suggestions to improve the system

Compulsory free education should be made available till Class

XII. The state and central governments should completely absorb the cost of providing free education till 12th standard to every child, irrespective of caste, religion and economic status. This should cover not just school fees, but also free books, food if necessary, uniform clothing and even a place to stay if the parents cannot afford that to their children. Those with money can always opt for their favourite private school, and feed their own children. Emphasis should shift from teaching to learning.

Individual reading goals to set for students. The focus on students, parents and teachers is on maximising exam marks and not on learning, which needs to be corrected by having Board Exams that measure learning. - Assessment should shift from ability to recall to ability to comprehend and communicate clearly. Community development work should be made compulsory. Field visits to educate on how things happen around to be communicated. Students should give their opinion how things could be changed for better. Identification of individual skill at primary level needs to be done and time should be allocated for developing the skill along with school education under a mentor. Regular third party assessments are needed to measure progress in learning – India should participate regularly in international assessments like Trends in International Mathematics and Science Study and Programme for International Student Assessment so as to set goals and benchmark its performance and progress. a mission of promoting research on how children learn. Specialised training programmes need to be created for teachers on reading skill development and measurement. Reading tests need to be made available on computers, tablets and mobile phones so that parents can determine the reading levels of their children. high-quality training programmes need to be deployed for teacher training. More parent teacher connect on day to day basis is needed. Parents should take more active part in children's education. Public education campaigns should be aimed at prospective teachers to attract talent to the sector; at parents to make them aware of what constitutes a good school, the value of education beyond marks etc.; and at existing teachers to make them understand that every child can learn well if supported. Efforts in areas such as sports, arts and culture should be initiated or expanded in order to enrich holistic development. Financial literacy and business skills and marketing consumerism manufacturing and environmental issues need to be taught at school level.

Revamping higher Education

The curriculum or the syllabus for students in our country in higher education (mainly engineering colleges) is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved on with. To infuse dynamism, you need the curriculum

to be progressive in nature. The spirit of curriculum should be projects driven not exams driven, it should be innovation driven and it should evolve not stay stagnated. Exams need to be there to measure but they should be complimented with incentives for innovation. projects should have independent people who judge them not just faculty in place. Most of the younger professors are either outcasts (from the IT factory) or are doing this job because they don't have better things to do. Very few among the young are actually in teaching for the sake of teaching. One of the key pillars in growth in education is the level of industry interaction with the students. One of the most underrated potentials in Indian education system is the power of the Alumni. Alumni are very eager to give; just that a) they don't know who to give b) they are worried about where the money would go. Once you establish a credible network which is transparent, it would give the avenue as well as the confidence for the alumni to contribute in terms of money or academic expertise.

We could learn few tips from our ancient past in th field of education. In Mahabharata, Pandavas and Kauravas went through a mentor-led education. Drona took meticulous care of his students. He not only taught them skill sets, but also provided them opportunities to use the skills in real life ,like fighting a war with Drupada while doing the studies. In ancient times in the Gurukula system of education, knowledge was passed on orally from one generation to another . Education involved three basic processes, **one**, which included '*Sravana*' (stage of acquiring knowledge of '*Shrutis*' by listening). **Two**, '*Manana*' (meaning pupils to think, analyse themselves about what they heard, assimilate the lessons taught by their teacher and make their own inferences,) and **three** '*Nidhyasana*' (meaning comprehension of truth and and apply/use it into real life). The three steps , *Sravana*, *Manana* and *Nidhyasana* are relevant even today. The present system of relaxation of admission to professional bodies based on reservation overlooking merit needs a relook. Social reservation could be financial support and not lead to creation of poorly skilled professional man power.

About the Author

Dr. Venkataraman Ramachandran has been actively engaged in pursuing research work as well as in teaching in the area of desalination, waste water treatment, membrane science and environment management.. He had worked as a Senior Scientific Officer for over 38 years in Bhabha Atomic Research Centre and as Associate Director in SIES Indian Institute of Environment Management for over six years. He has over 55 research publications in peer reviewed International journals. He is still active in the area of environmental education.



Quality in Education - The Need Of The Hour Towards Skill Development

by Dr. Seethalekshmi N., Assoc. Professor, SIES College of Commerce & Economics

Abstract

The present Government has adopted 'make in India' policy soon after they have assumed the power. India is a country which is proud of its demographic dividend. At the same time the same demographic dividend can become demographic despair if sufficient care is not taken in the form of skill development. There is a close relation between education, population, and development. Right to Education Act which came into effect on 1st April 2010 aims to provide eight years of free and compulsory elementary education to all children between the age group of 6-14. Article 45 of the constitution states that the state shall endeavor to provide within a period of 10 years from the commencement of the constitution free and compulsory education to all children till they complete the age of 14 years. In spite of all these the quality of our education is declining drastically. This paper tries to analyse the reasons for the reduction in quality as well as ways through which quality can be improved. Only quality improvement of education can lead to skill development since both are complementary to each other.

Key words:- demographic dividend, quality, education and skill development.

Introduction

Education is essential for improving the quality of life of people as well as for sustainable development. We need to know the demographics related to how many children are in the population and those that will be born in the coming years to plan for the number who will need to be educated at different levels, the number of trained teachers required as well as the infrastructural facilities needed. Most importantly good quality education and employable skills with equity is very urgent need of the hour.

India is one of the youngest nations in the world with more than 54% of its total population below 25 years of age. This necessitates the youth in the country are equipped with the skills and knowledge to enter the workforce through education and training... A large proportion of the products of the education system are found to lack employable skills. This reference is given by MHRD in the year 2016.

The education scenario in India according to 2011 census data reveals that there is a gender gap in literacy level, which is diminishing. For example: According to 2001 Census the male literacy was 76% where as female literacy was 54%. Which has come down in 2011- male literacy is 82% and female literacy is 66%. What is interesting in India is that when the literacy levels among the men and women were low, the gender gap was narrow. Among women 39% literacy rate has gone upto 54 % in 2001 and 66% in 2011. i.e. nearly 70% in 20 years, whereas among men 1991-2011 was 28% i.e from 64% in 1991 to 82% in 2011 resulting in narrowing the gap which is a major achievement for us.

Again there were 97 million men and 176 million women above 6 years of age who were illiterate in 2011. 2 out of 5 rural women are enumerated as illiterate which is a matter of huge concern. There is also relation between quality of education and employability skills. Employability means the ability of an individual to get a job with his caliber and capacity. The higher the quality of education higher will be the employability and vice versa. Employability skills include soft skills, conceptual skills, as well as technical skills. All these are directly dependent on quality of education.

According to the report both private schools as well as public school quality is declining considerably due to various reasons. This results in a gap, the gap between the market requirements and what we provide out of our educational institutions. This gap is widening. This will not help us to have 'make in India' policy unless we make our new generation equipped with development in their skills.

Objectives of this Study

This study aims at the following objectives:

- To understand how far the quality of education is important for skill development.
- To find out the reasons for lack of quality in education.
- To analyze and suggest measures to improve quality.

Review of Literature

Employability is a set of achievements, skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and economy. (Yorke).

A study conducted by Archer & Davison in US university found that regardless of the size of the company soft skills have more weight than technical skills.

Another study says employability skills include positive attitude, communication skills, team work and self management. Employers prefer graduates who can demonstrate openness to new ideas, entrepreneurial and innovative approach can do attitude, and creative thinking. This is made possible only with high quality students.

Analysis & Discussion

While providing education at school level teachers should see that their future is in our hands and therefore extra care should be taken to impart education in such a way that, at the tender age all doubts are to be cleared and solved. The teacher should inspire the students. Let us realise some ground realities. The NGO called Pratham shows the real quality of our education. This situation has not improved much till today.

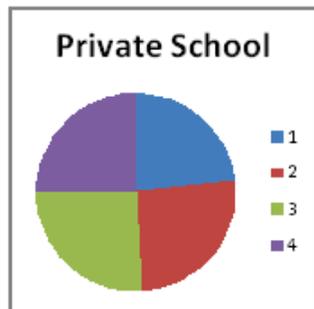
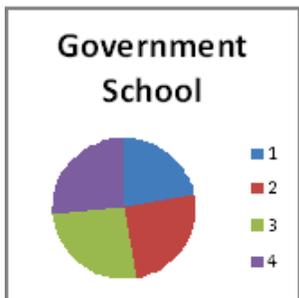
Table No.1 showing Children who cannot do Subtraction & Division Percentage (%) of Children in Std 3 Who Cannot do Subtraction

Year	Government School	Private School
2010	66.8%	52.2%
2011	74.8%	55.4%
2012	80.2%	56.6%
2013	21.1%	55.4%

(Source:- Pratham Report)

Table No.2 showing children who cannot do division Percentage (%) of children in Std 5 who cannot do Division

Year	Government School	Private School
2010	66.1%	55.8%
2011	75.5%	62.3%
2012	79.7%	62.2%
2013	79.2%	61.1%



(Source:- Pratham Report)

Just like the government school even the quality decreases in private schools also. The above charts show the deteriorating quality of school children in India. The same school children will be continued with higher education cannot get a job of their own. The reasons for this sad plight is many. One of the major reasons is the lethargic attitude of teachers. One Study says primary schools in Bihar, Jharkhand etc teacher never actively engage in teaching. During a surprise visit the inspection team reported that only 45% engage in active teaching, rest either absent/ absent minded. In some schools they are not questioned since they are affiliated to certain parties or they have 'godfathers' among the parties. Even for non performance there is zero risk of firing in schools, which is to be removed. The other reasons are lack of dedication or commitment from the teachers' side. This attitude has to be changed. Just like higher education various parameters should be given to evaluate the performances of school teachers. This can improve their performance efficiency. When we mix up education

with political interference, chances of improvement becomes a rare event.

Apart from this higher education, have its own problems. Most of the universities are working with temporary faculty members. One of the biggest central universities in India, Delhi University has got 357 non -permanent faculty members. This is followed with non-filling of vacancies in every university including Mumbai University. This leads to appointment of guest faculties as well as temporary staff under university-affiliated colleges. The poor remuneration offered for guest faculties attracts any tom dick and harry for teaching. Large-scale sacking is also permanent feature in universities. On December 1st 2016 Delhi university has sacked 14 teachers at one go. This gives job in security for this profession. So talented people will never think of teaching as a profession since no incentives, no promotions and many other issues are to be faced.

The following suggestions can be given to answer why we need quality as the stepping stone towards skill development.

Suggestions & Recommendations

- Teachers' role is very important in primary and secondary level of education. 100% dedication & commitment is required at school level especially Primary & Secondary level . This is the period in which they will be inquisitiveness to learn.
- Reduction in Teacher absenteeism with strict policy by the Education department as well as introducing incentives for the hard working as well as qualified teachers.
- Training and development activities at various stages of promotions of teachers.
- Performance Appraisal of school teachers as well as higher education institutions should be made mandatory.
- Facilities in schools (Covered roof, toilets, electricity, drinking water, libraries) so that children will be enthusiastic to attend school.
- Continuous monitoring and evaluation of both teachers as well as students at school level.
- Emphasis on employability skills through skill development centres.
- Gap between education and requirements of job market should be reduced by establishing industry -academia relation from school level itself. Accordingly the changes in the syllabi should be incorporated.
- Value based education can inculcate perfect value system among the students.
- ICT integration should be practiced by every teacher, wherever possible. Any one cannot accommodate themselves with the modern technologically advanced teaching aids should get rigorous training and if cannot cope up should think of taking VRS.
- Academic Governance both by Heads of the Institution and management with legal and ethical sense.

Conclusion

Government has taken initiative to revamp the skill programme for rural India. The ministry sees the need to increase expenditure in the wake of the success of LIFE (Livelihoods in Full Employment) a programme under Mahatma Gandhi National Rural Employment Guarantee Scheme, which provides training facilities for activities ranging from beauty courses, horticulture and agriculture. Prime minister Mr. Modi has launched the Skill India Mission to converge and monitor skill development schemes with the aim of training 40 crore people. This can become true only when we are having quality education. This can make the vision of Jyotirao Phule successful by linking productive skills with intellectual, cultural and humane pursuits. When all people joint together aim at “Quality India” the Make in India can be made

possible along with “Skill India Mission”. Let us hope for the best when our prime minister is gearing up towards 'Skill University in India'

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English Speaking in INDIA

by Mr. N. N. Shankaran

“India now claims to be the world's second-largest English-speaking country. The most reliable estimate is around 10% of its population or 125 million people, second only to the US and expected to quadruple in the next decade.” Nov 27, 2012 (Extracted from Google)

This provides a fantastic opportunity for English Speaking and Communication Skills Institutes to train students in English at Foundation, Basic or Advance levels and other job related skills.

It is observed that students who have completed their 10th or 12th or even Graduation in a medium other than English, often find the need to join English speaking and Communication skills development Institutes, to get a better job or if already employed, to become eligible for higher responsibilities and more attractive salaries. Generally, this is because they lack fluency in English and possess poor communication skills, which often results in them losing out to their colleagues, who speak English fluently although they may not have the same levels of experience or qualification.

Such learning Academies also train students in Presentation Skills, Personality Development, Job Interview Skills, Voice and Accent, Business English and even help students prepare for IELTS and TOEFL Exams and organize training for other such soft skills development. This is the need of the hour.

It is good that such opportunities are available, for various learners of English at various levels of English learning, to improve their English and take it to the next level. Those students who are not fluent in English should take advantage of such English Speaking and skills development Programmes and equip themselves with the right knowledge, skills and attitude.

In our country, where so many different languages are spoken, we could make excellent use of English to enable communication and understanding between people who can't speak or understand the other spoken languages in India. English is a very easy language to learn how to read, write and speak. Let's hope more and more people both in urban and rural India speak English fluently, besides the other languages which are also very important.

About the Author

Mr. N. N. Shankaran, an English Language and Communications Trainer at WordStar Academy, Bandra, a partner of Let's Talk, one of India's premier English Training Institutes. He hold a Diploma in Commerce, Microsoft Office and Business Management and have 40 years of experience in a reputed Pharmaceutical Company as Manager in Strategic Marketing Services Team.





Education - Its purpose Yesterday, Today and Tomorrow!!

by Prof. Dr. Parag Amin, SIESCOMS, Nerul

Few days back someone gifted me a wonderful and thought provoking book written by Marshall Goldsmith with Mark Reiter. The title of the book, “What Got You Here Won't Get You There” turned out to be the provocation for me to pen this article. I felt that this title is so very true and relevant, more particularly in today's context, when we are staring at an increasingly competitive, complex and discontented world. While the rapid development on the technological front has opened new possibilities for growth and development, it has also shrunk the world into what is now called as the “Global Village”, thus giving rise to several other challenges. Enough has been written and discussed on “Challenges of the emerging world” and most of these focused on Technology, Infrastructure, Climate Change, etc. The question that is central to my thought process in writing this article is “What are we educating for?” In other words, is our education system addressing the “right things”? What are we preparing the younger generations for? Before we answer these question, let us first try and understand what are the “right things” that need to be addressed by the education system and why they are the “right things”!

Let us face one stark reality...those who laid the framework of the education system we have been following for years in independent India, were a part of a different world! It means that their compulsions were different and their objectives were different. We have reached thus far riding on the prevailing education system. However, there is now an urgent need to review the present system and make it more contemporary and forward looking or compliant with the needs of the future.

In my view, there is a greater need than ever before for our education system to address the following 3 components-

- **Mind-** One of the key requirements as well as compulsions of tomorrow's world is going to be “Mental fitness” in addition to “Physical fitness”. This is due to the ever increasing competition, rising uncertainties, lack of “fall-back” mechanism (collapsing family structures) and lesser and lesser physical contact with other people (friends, relatives, etc). This necessitates a person to be mentally sound and fit so as to be able to deal and cope up (fast) with any and every uncertainty. Moreover, having the right attitude and approach to life and living will be the key to success and survival. The definition of “Success” itself needs will undergo a change. The world is already witnessing increasing incidents of mental illnesses.

- **Intellect-** In the context of education, we always speak of Knowledge, Skills and Attitude. Given the rate of change, Knowledge and Skills are becoming redundant very fast. As a result, it is important to replace the present bouquet of Knowledge and Skills with that of contemporary (if not futuristic) knowledge and skills as a practice. Moreover, within the domain of knowledge, we can further look at 2 more aspects-Knowing and Doing! Unfortunately, the education system we inherited long back lays more focus on “Knowing” and very little on “Doing”. Even our assessment systems are more aligned towards measuring the “Knowing” component than the “Doing” component. Our earlier reliance on Intelligence Quotient (IQ) and Emotional Quotient (EQ) has now to be replaced with “Happiness Quotient”. It is also pertinent to note that most of the content now is readily available through internet and hence, there is not much requirement or need to “know” it

- **Body-** Intellectual greatness and Mental fitness are not of much use unless the body is physically fit. The changing world has thrown up several challenges to its inhabitants. One of the biggest challenge is the rising pollution levels. This is already having an impact on our health. Secondly, changing food habits as well as increasing consumption of non-traditional food (including packaged foods, fast food, etc) is taking its own toll. Apart from this, consumption of alcohol, drugs and other banned substances for pleasure is rising alarmingly.

So now the big question is “What should our education focus on”? While there is no straight or standard answer to this question, in my opinion, our education must focus on “Holistic development of people so that they achieve fitness of Mind, Intellect and Body”! In other words, the education must make people “Happy”! India has had a rich heritage and culture and has always boasted of its traditional “Guru-shishya” style of teaching. Traditionally, this style of teaching focused on holistic development of the student. It made the student not only physically strong and knowledgeable, but also focused on his mental well being. As a result, these students remained grounded even after touching pinnacle of success or remained calm and undeterred while facing calamities or losses or failure. In short, success or failure did not affect them much. They remained perfectly balanced in their approach to life.

So what stops us from doing this? On a positive note, I am happy to share that several initiatives have been taken by various individuals and organizations to offer “Holistic” (unconventional) education. However, this has not yet become the “mainstream”. What is required is a complete paradigm shift in the way we look at things. One of the biggest deterrents has been our own resistance to change! Secondly, we are not yet fully open to embracing the idea of a “Holistic” education and experiment with the same. Thirdly, we are being too short-sighted and self centered.

One of the silver linings on the cloud is that in recent times, I have heard of atleast one company that is recruiting candidates based on their “creative self” rather than based on education (degrees). If this trend catches up, we will soon have a different kind of a compulsion on our education system to produce “creative” people! I firmly believe that there has to be a good enough compulsion for the system to change. This is going to be the need of the hour in few years to come. This article is just an attempt to sensitize the readers on the looming problem that our future generations are going to face and possibly, seek answers to!!

About the Author

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**Education replaces empty mind
with positive thoughts**



Higher Education in India

by Koel Roy Choudhury, Principal (I/C),
SIES College of Arts, Science and Commerce, Nerul.

Introduction

Higher Education is critical for India's aspirations to emerge as a major player in the global knowledge economy. The global competitiveness of Indian economy will depend on quality of human capital with their acquired skills and training.

A country's endowment of its traditional factors of production-land, labour and capital determine its economic strength and therefore its comparative advantage. Labour and particularly the quality of labour has become the key determinant for the competitiveness of a country. New theories of economic growth have emphasized a greater role for human capital in a country economic development. Economists regard expenditures on education, training, medical care as investment in human capital. They are called human capital because people cannot be separated from their knowledge and skills. Economic growth closely depends on the synergies between new knowledge and human capital which is why large improvements in education have helped advanced countries to achieve significant economic growth.

India today is the largest contributor to the global workforce. The median age of India's 1.5 billion strong population is a mere 32; a good ten years lower than most other nations in the country. Indian economy has emerged as the third largest economy - an achievement underpinned by its unique demographic advantage, its skilled labour force. Indian education system has been instrumental in achieving this. Over the last two decades, the higher education system in India has witnessed tremendous transformation. Large scale reforms have been introduced to improve the accessibility of education to all.

Higher Education in India

The education system in India is divided into a differentiated academic system with a three-tiered structure comprising highly selective elite research universities at the top, comprehensive universities and specialized institutions in the middle, and an array of highly-accessible and high-quality colleges at the bottom. While the first tier caters exclusively to furthering India's intellectual capital, the other two focus on delivering economic and social value respectively.

Top-tier research universities are centres of excellence for the creation of new knowledge, set up with the vision to emerge as national and international leaders in research and innovation. They enrol a selective set of talented, research-oriented students to be taught by stellar faculty.

These universities have helped to broaden the scope of India's research capabilities for creating new knowledge that is relevant for India in the new world. For example, Indian universities are at the forefront of research in bioscience, environment and climate change, inclusive development and leadership.

The second tier of India's higher education consists of industry-aligned professional institutions has seen the greatest growth over the last two decades. Focused on quality teaching and producing highly employable graduates, these institutions are a passport to white-collar jobs in a knowledge economy. They not only impart knowledge and technical know-how but also produce well-rounded industry leaders in the field of technology, engineering and management. Student learning outcomes are centre stage to this model.

The last tier of broad-based highly-accessible universities is designed

to expand the reach of higher education to all eligible and deserving students in the country. They offer a wide range of courses aimed at providing a holistic education to India's masses, and play a major role in promoting equity and access. Their distinguishing characteristic is a varied student population with significant regional and linguistic diversity and a balanced gender profile.

Challenges in higher education

Despite these developments, the Indian education system faces several challenges. The biggest challenge facing the higher education is the problem of increasing accessibility. The system is not able to cater to the increasing demand; therefore private sector has been trying to meet the unmet demand. There has been mushrooming of private institutions across the country. The fees charged by these institutions are quite high. This has made education unaffordable to many.

Another challenge in this sector is that of low participation which is reflected in low Gross Enrolment ratio (GER). In India, GER stands at 24% which is low compared to the world average of 33%. The GER also shows disparities between male and female and between urban and rural. Therefore, inclusive education has been possible in India.

Faculty shortage and their poor quality have hampered the quality of education system in India. Faculty famine can be attributed to dearth of teachers with required qualification. Teachers are appointed on ad hoc basis with very little qualification. The quality of higher education also depends on infrastructure like libraries, laboratories, workspace and other facilities. In spite of the efforts made by the government to improve these facilities, they are not adequate.

One of the important areas that have been ignored is the quality of the research work. There is a lack of quality research work especially in the field of science. The number of PhDs and good quality research publications in reputed journals are way below the standards in developed countries.

Lastly, higher education requires constant monitoring from the regulator bodies through periodic inspection and performance measurement methodologies. There are no appropriate parameters to measure performance indexes once faculty are employed.

Improvement in the education system

1) Make the curriculum dynamic: The curriculum or the syllabus for students in India for higher education is outdated in most cases. To make the syllabus dynamic, the curriculum needs to be progressive in nature. The spirit of syllabus should be project driven not exam driven. It should be innovative in nature. Exams need to be there to measure but they should be complimented with incentives for innovation.

2) Industry and academia connection: There needs to be industry academic connects to ensure curriculum and skills are in line with industry requirement. Skill building exercises need to be introduced to improve the employability of students.

3) Need for job oriented courses: There is a need to introduce courses which are market oriented in nature. Courses based on

taxation, corporate governance, CSR, information technology will help students to get jobs faster.

4) Quality improvement initiatives: Quality will play an important role in improving the standards of higher education. Institutions need to concentrate on quality aspects rather than quantity of education. This can be done by creating internal quality assurance cell within college. These cells should assist the head of the institution to monitor quality in the colleges. There is a need to create parameters to assess quality in areas like teaching methodologies, research, infrastructure, service to the community and the academic environment.

5) Improvement in research: If we look at the number of faculties and students engaged in research as compared to developed nations, it is grossly inadequate. There is an urgent need to enhance the research environment in our institutions through various incentives. Scholarships should be given to students for undertaking research. There is also a need to have tie-ups with industry to finance research in science and technology.

6) World class institutions: India should aspire for international standard. Efforts should be made to improve the academic environment of the institutions to become institutions recognised all over the world for their excellence.

7) Use of alumni network: One of the most underrated potentials in Indian education system is the power of the Alumni. Barring the IITs and few other top institutions, the concept of alumni networking is nonexistent. There is a need to create a network between institutions and the alumni.

8) Use of information technology: The world is entering into an information age and developments in communication, information and technology will open up new and cost effective approaches for providing the reach of higher education to the youth.

9) Public private partnership (PPP): Public private partnership is the most essential to bring in quality in the higher education system. Governments can ensure PPP through an appropriate education policy. We need to develop PPP and industry interfaces at all levels and particularly in the backward regions, which is the need of the hour.

10) International Cooperation: International cooperation is gaining importance in recent times. With the increased developments in information technology there is greater emphasis on international cooperation and action to find satisfactory solutions to problems that have global dimensions and higher education is one of them.

Conclusion

India is today one of the fastest developing countries of the world with an annual growth rate of over 7%. Sectors like biotechnology, information technology and financial services have great potential to develop in India. In order to sustain their growth, there is a need to improve the standard of higher education in India. There is a need for all stakeholders in the education sector like government, regulatory bodies, industry, educational institutions, faculties and student community to come together and develop appropriate programs for academic development with greater emphasis on education in India becoming truly global in nature.



What I should teach child Today?

by Mrs. Sheela Ravindran, Ex-Headmistress
New Horizon Public School (Jr. Div.), Bengaluru

Being the Head Mistress of New Horizon Public School (Jr. Div) is indeed a privilege and pleasure. Working with the staff, parents and students to build a community where learning for the present and for the future is paramount, it is my personal and professional goal to develop skills in the young ones such that, they are ready to face the challenges of higher education. We cater to the educational needs of all students thereby affirming our commitment to ensure that all students succeed.

The vision of the school is to ascertain that the child becomes an inspiring leader. We lay emphasis on the moral, intellectual, physical, special and aesthetic development of every child. We chalk out comprehensive programs with opportunities for every child to be actively engaged in learning through a range of classroom and co-curricular programs that will prepare the child holistically.

I am certain that your child would make the best of the training given at our school to grow up to be a successful, intelligent, compassionate and dynamic person.

As a parent, grand parent, primary school teacher for 20 years and retired Headmistress of a primary school(Jr. Divn), I would emphatically say that “Teaching begins at home”.

Mother, Father and all others around the child at home are the first and most important teachers for a child. Every word and sound that the infant hears, and every gesture that we make are very important as the infant learns them very fast.

Therefore, all parents and others around should always speak only the good, positive words with a soft voice. This is the beginning for the child to learn and grow to be a good human being.

As the child grows, we should teach him/her to be independent. The child should be slowly taught to use the washroom regularly for moving bowels and urination and develop it as a habit. Personal

hygiene to be taught at a young age such as cleaning of hands, regular bath, keeping clean surroundings etc.

Then comes the most important factors/qualities namely “discipline and responsibility” to be nurtured from early childhood for development of good personality (behaviour). By these qualities, not only the children mature and become good individuals, but also the society gets immensely benefitted by producing responsible citizens. This results in the society developing to be a healthy one in all aspects.

I saw in my recent visit to Japan about two weeks ago, how young and old people are so much disciplined and display their responsibility in every sphere of their activity whether on road or in public place or public transport being orderly moving, boarding or sitting, keeping their places clean, free of noise and any disturbance.



Education Journey

by Ms. Meenakshi Shreeram,
SIES Pre Primary School

Education implies acquisition of knowledge, skills, value, and beliefs and usually takes place under the guidance of educators.

Today's education system forces the educations to lay stress on reading and writing. The lessons in textbooks are outdated. The syllabus too is very vast with numerous subjects compelling the students to mug the lessons without understanding. Thus the students master the ability to memories rather than to improve their knowledge. From the time a child enters school and till the time he finishes college he carries the burden of assignments examinations and competition in order to prove his success and gain acceptance from his parents and society.

The education system should be reformed by introducing more practical work in class rooms, setting of vocational training institutions with short term course for the benefit of young students to seek employment. Syllabus also should be planned in order to make learning a pleasurable experience for young students than a stressful one.

As far as the preschool education goes the first and foremost is to recruit t good teachers with bachelors' degree and additional qualification of ECCed. When the young ones enter school, they expect teachers to replicate their mothers imparting & showering them with the same love and care they get at home. Another important aspect is the infrastructure of the school. In today's world packing is a very important part of marketing a product. As the saying goes, "The first impression is the best impression". The external infrastructure should include colourful paintings and artwork at the preschool child level. For example: painting of underwater animals, cartoon characters, animals and story sequencing etc which they can easily relate to. Provision to display children's artistic talents, a garden where they can learn about environment, its importance, an area for sand play, water play and a play area with slides, sea-saws, swings etc are some of the necessities for the children's overall development.

The classrooms again should be colourful with provisions for the children to scribble on the wall, comfortable seating arrangements, space to move around freely in the classrooms interacting with the teachers and friends. Toys, colourful picture books, educational activities like puzzles, boards etc

should be in plenty. Children learn from observing and from our surroundings.

The school should be able to incorporate frequent field-trips where children learn by seeing, feeling, and doing things themselves. Celebrating festivals should be an integral part of the curriculum as it creates a feeling of oneness and unity among the children of various religions . Celebrating sports day, annual day, fancy dress competition etc helps the children break from the nut shell and overcome their fears and perform well. It also provides opportunity to showcase their talents and express themselves.

Introducing music and movement in the preschool curriculum will influence the social and emotional caring of the children as they love music. It can develop social skills, enable the child to express emotions, enhancing listening skills, learning new words, improve balance, coordination, small motar skills etc.

Hence I conclude by stating as the preschool education prepares a sound base for higher education and since rapid growth and development takes place in the early childhood years, quality education has to be provided .

Since education is a journey and not a race it has to be a pleasurable, memorable and an enjoyable journey.

**To promote
Quality in youth & Educational Institutes
A Special Scheme of Membership has been
introduced by NCQM**

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**The scheme will be available only for
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**We invite Institutes to take benefit of
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Mr. S. V. Viswanathan enrolled 110 students from
SIES-GST, Nerul, Navi Mumbai and
6 Students from AMSMR, Vile Parle

NCQM Governing Board recognizes his initiatives



Introduction:

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeable and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers. Education is a light that shows the mankind the right direction to surge. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. It is an integral part of their growth and helps them become good citizens. Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

The role of education is to develop critical skills for improved conditions for innovations in the economy, which requires innovations within the educational sector itself. The report consists of four parts. The first part is on innovations in teaching and learning, with a special focus on new technologies that expand the educational toolbox. The second part is on teachers. The success of new teaching methods depends on the ability of the teachers to invent and apply innovative teaching methods, and how incentives can be designed to foster successful implementations of such methods. The third part is on skills. The role of education is to deliver skilled and innovative students to the workforce, and when the demand for different types of skills changes, the educational sector should respond correspondingly. The last part is on governance for innovation and improvements in education.

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the “chalk-and-talk” method and overhead projector

(OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective (Skinner, 1938) and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Orlich et al.,1998). It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture students assume a purely passive role and their concentration fades off after 15-20 minutes.

The demand for different types of skills in the labour market depends on industrial structure and the applied technology. The increased intensity in the use of information technologies has changed the way workers and organizations operate and communicate, and changes in international trade patterns have implications on the type of production. The educational system must respond to such changes and adapt to the needs of the labour market. Innovations have many facets, but are most often related to technological improvements. One might argue that scientific skills, in particular in technology and natural sciences, are of increasing importance for the innovative capacity of economies in a globalized world. The main basis for such skills is education in mathematics and science. One might also argue that the implementation of new technologies and innovative ways of organising the production require a broader set of skills than those related to specific subjects in the educational system. The role of education is skill development of the students. This section is on what kind of skills is rewarded in the economy. Since the most valuable workers for firms are those who are able to innovate and to adapt to new technologies and other innovations, this is the most direct way of investigating the need for innovation in education. If mathematical skills are highly rewarded in the labour market, changes that improve such skills are important innovations in education. This section firstly presents evidence on the return to ICT skills in the labour market. Thereafter the importance of general skills in mathematics and science and non-cognitive skills are discussed.

Cognitive skills are associated with intelligence and the ability of problem solving. A number of papers have investigated the

impact of test scores in mathematics and science on earnings and other individual outcomes. For example Bishop (1989), Murnane et al. (1995), and Altonji and Pierret (2001) find that measures of achievement in these subjects are important determinants of individual earnings for given educational attainment and observed individual and family characteristics. Koedel and Tyhurst (2012) use a different approach to reach the same conclusion. In a resume-based field experiment where they submitted fictitious applications on job openings, they find that employers are more likely to respond to resumes that indicate stronger mathematical skills. Competition is the fundamental premise for efficient use of resources and economic growth in developed economies. Firms that are able to innovate increase their profit and expand their markets. Innovative activity has the best conditions under external pressures from customers and other market participants in combination with intrinsic motivation within the enterprise. This mechanism is the same for education as for other industries. Schools facing competition have stronger incentives for innovation.

Competition can be viewed as an accountability device. If the enterprise does not deliver products as expected, it will lose customers and profits, and go bankrupt as the utmost consequence. If the competition is weak, other accountability devices must replace competition in order to achieve the external pressure that is necessary for innovation and efficiency. Competition and accountability requires autonomous schools. Planning and instruction are alternative models to competition and accountability. Efficiency by use of such governance systems does, however, require detailed information of the production process. In education, the production function is clearly very hard to observe for outsiders. Clearly, the need for innovation is a recognition that teaching methods can be improved, but without knowledge on how. This is even more obvious in higher education where education and research are partly integrated processes. .

There is a severe information problem with respect to school quality. While this is a major challenge for educational governance with planning and control, it also limits the efficiency of competition in educational markets. This section firstly presents evidence on the effect of competition and autonomy in education. One presumption for competition is autonomy to react to changes in demand. As for other 29 markets we expect competition to improve innovation and efficiency. This is, however, an empirical question because the market for education might have many imperfections. For

example, the quality of individual schools and universities can be hard to observe for parents and students. Thereafter we discuss the role of accountability and stakeholders when the degree of competition is low.

Multimedia Learning Process

I hear and I forget. I see and I believe. I do and I understand. - Confucius
Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based learning environment by giving the students a multimedia project to train them in this skill set.

Z TO A Approach

This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications. For example in management subject-motivation is explained in a manner that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is.

Role playing and scenario analysis based teaching:

Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. But the similar kind of practice can be tried in other specialization too like science and engineering. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment. For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where

theory is supplemented by proper practical knowledge. Similar kind of technique can be applied in management, engineering and science courses.

Mnemonics words - words - words approach

Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language courses this technique can be used as an effective medium by the teacher to develop word power. 9 Dictionary must be used widely 9 Word power increases 9 Teacher also gets to know many words pertaining to a particular concept.

Teaching with sense of humour - “Humour an effective medium of teaching”

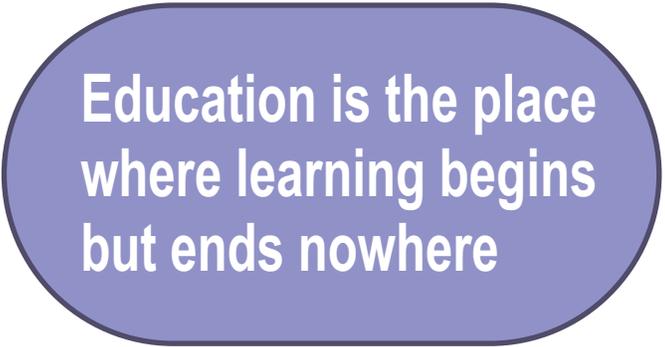
Everyone loves a teacher with an infectious sense of humor. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are convinced both by experience and research that using humour in teaching is a very effective tool for both the teacher and student.

It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics. The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.

Across the world, information technology is dramatically altering the way students; faculty and staff learn and work. Internet-ready phones, handheld computers, digital cameras, and MP3 players are revolutionizing the college life. As the demand for technology continues to rise, colleges and universities are moving all sorts of student services, from laundry monitoring to snack delivery online. At Columbia University, a real-time Web-based service called Laundry View lets students log on to a Web- based system to see which washing machines are free before they head to the

laundry room. They can monitor their wash and can even program the service to e-mail them when their load is done. Technology is also changing the classroom experience. The classrooms at New York University's Leonard N Stern School of Business feature all sorts of conveniences for students and teachers. For instance, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files.

In addition, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send them directly to their students' PCs and he will get a feed back from each student. From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge an the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths. The analysis reveals some of the suggestions that the teaching community can practice in the classrooms. Ultimately the teaching people are satisfied when he could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.



**Education is the place
where learning begins
but ends nowhere**



Improvements in Higher Education in India

by Mr. Mithun Pillai,

SIES (Nerul), Arts, Science & Commerce College

“Education is not the filling of a pail, but the lighting of a fire.” is a famous quote by Irish poet William Butler Yeats. As India stands on the cusp of being a super power, the education system of our country is a challenge which has to be managed by government and civil society. With a literacy rate of 74% the government focus has to be on primary education. However it is higher education and universities and institutes of higher learning which will create the environment for economic growth.

The higher education sector definitely requires effective qualitative changes. Mere tinkering by Indian policy makers will not solve the problems facing the sector. Demand for higher education has increased dramatically in recent years in India, as it has in other countries across the newly industrialised world. Globally, enrolments have increased more than 50 percent in the past decade and now exceed 150 million worldwide. India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research.

Higher Education in India at the undergraduate level and above is controlled and monitored by the University Grants Commission. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught.

As India strives to compete in a globalised economy in areas that require highly trained professionals, the quality of higher education becomes increasingly important. So far, India's large, educated population base and its reservoir of at least moderately well trained university graduates have aided the country in moving ahead, but the competition is fierce; from China in particular. Other countries are also upgrading higher education with the aim of building world class universities.

According to a study only 25% of engineering graduates are directly employable (Infosys, an IT giant, last year sorted through 1.3 million applicants only to find that around two percent were qualified for jobs.) Quality of education delivered in most institutions is very poor. While India has some institutions of global repute delivering quality education, such as (Indian Institute of Management) IIMs and (Indian Institute of

Technology) IITs, we do not have enough of them. It has very narrow range of course options that are offered and education is a seller's market, where is no scope of incentive to provide quality education. There is clearly a lack of educated educators and teaching is not an attractive profession. It's a last choice in terms of career. Number of Ph.D produced each year is very low and those required by academia is far higher. In fact, at many institutions fresh graduates are employed to teach, leading to poor quality of classroom instruction.

The government of India has been actively promoting the participation of the private sector in promoting the reach of higher education. Over last two decades, a growing Indian economy has led to spectacular demand for educated and skilled labour. To match the manpower needs of an accelerating economy, private players have sprung up unstoppably to complement government education institutions. Over the past few decades, it has actually been the private sector that has been driving capacity-creation in Indian higher education. This has leveraged tremendous growth of 14 the education sector especially within the last fifteen years and has enabled India to become the third largest education system in the world. Today the share of the private sector in education institutions is around 64%, while enrolments are over 53% of the total education system in the country.

While the role of the private sector in Indian higher education is undeniable, it is also a painful trend with more and more venturing into the stream with the sole intention of profiteering by disregarding stipulated norms and severely compromising on quality on several fronts. This has adversely affected the delivery and sustenance of quality with the end result that most students are no better after their higher education than they were before. While the role of private participation in delivering higher education is quite appreciable, it behoves upon both the government and the individual players to comprehensively understand the responsibility they carry in shaping the direction of the country.

The challenges facing higher education are as follows-

- 1) **Poor Infrastructure-** Public and Private Investments are not adequate to develop infrastructure in higher education. More investments are required on a immediate basis.
- 2) **Inadequate faculty-** There is a perennial shortage of faculty members in the education sector.
- 3) **Untrained faculty-** Faculty members are not adequately trained and are inexperienced especially in the private sector.

4) **Inappropriate curriculum-** Policy makers have to revise curriculum to meet changes in the industry in a highly competitive and digital environment which is constantly changing.

In the context of changing field of higher education let us examine some policies which can improve aspects of higher education.

An education system that includes both public and private institutions may help governments better meet student demand and shift some of the burden of education to private providers. Private institutions, however, are often more expensive than public ones due to the absence of state support. So, financial-aid programmes may be needed to make private education accessible. The quality of private institutions also varies greatly, so quality-assurance mechanisms on government backed loans may also be needed to ensure the quality of such schools

Student Teacher ratio must be brought up to an ideal level and all faculty must possess adequate qualifications and training before taking up education. Periodical refresher training is an indubitable necessity to ensure adherence to performance standards. While updating curricula the faculty must be acquainted with the newer studies and technologies to keep them abreast and conduct proper delivery. Adequate emphasis must be placed on improvement of internet and communication technology as it enables easier access to information and educational content and facilitates better education than traditional methods.

The higher education system must provide for updating of curriculum over regular frequencies to help learning match industry requirement. This way employability skill would be better and so do the prospects.

The curriculum or the syllabus for students in our country in higher education (mainly engineering colleges) is outdated in most cases. It is stale, dogmatic and teaches things that the world has moved on with. To infuse dynamism, you need the curriculum to be progressive in nature. People need to be given the option of doing multiple courses in the first year and allowed to choose what they want after the first semester or year. The spirit of curriculum should be projects driven not exams driven, it should be innovation driven and it should evolve not stay stagnated. Exams need to be there to measure but they should be complimented with incentives for innovation

The academic curriculum board, in most cases is filled with senior professors but we need a bunch of younger professors in there to have that mix of experience and youth in the system.

One of the key pillars in growth in education is the level of industry interaction with the students. Companies should be

sought out for such interactions, if they don't agree to it, then the universities should use their advantage. Government must initiate policies for corporate to spend money on CSR initiatives in the field of education. Students must be encouraged to take up internships and live projects with industry.

One of the most underrated potentials in Indian education system is the power of the Alumni. Barring the IIT's and few other top institutes, the concept of Alumni networking is nonexistent. In an era where every Indian graduating is earning somewhere, alumni networks need to be very well intertwined with the university affairs. Alumni are very eager to give; just that a) they don't know who to give b) they are worried about where the money would go. Once you establish a credible network which is transparent, it would give the avenue as well as the confidence for the alumni to contribute in terms of money or academic expertise.

Thus an overhaul of Indian higher Education system is the need of the hour. Initiating these policies would go a long way in making India an education hub and a market which will attract foreign investments and expertise.

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Education in twenty-first century

by Mr. S. V. Viswanathan, Hon. Secretary &
Chairman, Publication Committee, NCQM

When we talk of education various stakeholders understand it differently.

The child gets admitted in a school and always thinks their school to be the best in the country. The parents want their children to be well educated, graduate with flying colours, find a job and settle down in life. The teacher would like to impart the best possible knowledge by way of subject knowledge and practical experiences. The authorities would like them to be good citizens, participating in various extracurricular activities and understand a citizen's role. Some of them set the syllabus, norms for teaching, selection, fees fixation and courses tuned to industry requirement.

There are other stake holders that include politicians, leaders, mafia who bring in disrepute by indulging in money making and create chaos.

The problem comes when there are dilutions, shortcuts and corruption. Example a parent pays money to join his child somewhere without realizing the child is unfit for it; teachers are appointed without basic knowledge and have come to that position because of lack of suitable jobs elsewhere; Owners want education to be imparted without realizing their facility lack the basic infrastructures and norms that include manpower; politicians change the rules to suit their hold over institutions the governments have their own purpose.

Partnerships

Blind copying of foreign institutions is not necessarily the ultimate goal. Many educational organizations exist by having a foreign partner for the purpose of tagging a foreign partner for which parents are ready to pay. The stake holders that include the authorities seem to please these partner countries where nothing happen other than giving you a certificate for money. This dilution in the name of modernization, there is nothing to learn, nothing for the country to gain. Most of the time the media which is owned by interested parties are part of this governance process of changing the course. Many of these partners have no locus standee in their country or ranked very low in their ranking.

India often boasts of great establishments it had, such as, Nalanda University. But if the attitude is a mere copying of a foreign partner you will always be the laggards.

Have we gained after freedom?

The question that is been repeatedly asked is after 70 years of independence why are there reservation, quotas and stake holders to have their own say.

There are different curriculums viz, state boards, central boards, CBSC, ICSC, international schools and so on. Why can't be only one syllabus so that all citizens are equal, students are thought common things and compete equally?

Similarly the fees differs, facilities lack, there are different ranking agencies. Court has to intervene in most cases for some justice to the students.

Professional courses

The students are thought many subjects which are totally irrelevant to present day understanding. Why can't we have credit system? Students keep writing exams every week for what they have learnt through the college exams except for the final year final exam. This will mean all professional students are forced to study, college conduct exams and no university exams till final year. Anybody failing is forced to study to get credit, each college is allowed to set their questions as per syllabus.

Consider against this there is a present review system and many students pass it, leads only to corruption in university, **political interference** and dilution of the system.

Extracurricular

Most of the colleges have extracurricular activities has the main work and students attend classes elsewhere, with a result may be legislation is needed defining the same in terms of percentage of hours spent on extra curriculum as against total hours defined for studying the subject.

Holistic development is required in that case why can we make this as part of the syllabus or give credit and a suitable reward system.

Foreign studies

In the name of foreign studies our countries loose the following:

- Good students
- Money being spent on studies, travel and living abroad.
- Invariably the parents have to be there for the graduation ceremony means again the country loosing valuable money.
- Most of these students get employment there as routine staff and a few miniscule population excel making the country proud.

Comprehensive & skill development education

There are work related courses specially like counseling, special education courses for helping children with special needs, teacher training needs for startups, technical knowledge, skill development, personality development, communication, soft skills etc.

Entrepreneurial skills

The Prime Ministers thrust for the youth to stand on their feet is very much important with more than 65% of the 125 Crores population being youth and looking for jobs. The question here why not stand on ones feet and hence developing entrepreneurship quality is the need of the hour rather than lamenting I do not have a job. It is therefore important that education create the hunger for leadership qualities and opportunities for creating new business.

What needs to be done in education?

- Create educational excellence centers
- Create an environment where everybody can study what they want.
- Create equality of studying, fee payment and non-interference from authorities.
- Create job opportunities
- Create entrepreneurial qualities in students.



Excellence in Education

by Dr. Manu K. Vora, Chairman and President,
Business Excellence, Inc., USA

Introduction

"Education is a progressive discovery of our own ignorance."

- Will Durant

When we examine the world history, one can notice the civilizations that survived for a longer time had a great education system, which served as a foundation for sustainable development and growth.

Based on my personal experience as an Adjunct Professor for 24 years and connected with over 80 educational institutes globally, I would like to share my observations regarding education and importance of quality of education (systems view) and quality in education (curriculum excellence).

1. Quality of education has a direct impact on workforce suitability for employment.
2. Must celebrate excellence and success in the classrooms, as opposed to mere attempts (focus on outcome not just activity).
3. Quality in education plays a very important role in nation building - workforce success based on acquired knowledge through education and skills building.

In the 20th Century, the focus was on **Reading, Writing, and Mathematics**. Going forward in the 21st Century, we need to focus on **Teamwork, Problem Solving, and Project Management**. The entire education system should gear up to adequately prepare the workforce for the 21st Century. The focus should also be on creating entrepreneurs who will employ many people.

Perfect examples are Japan and South Korea. Other nations can take a cue from their success of using quality in education and building institutional quality at the systems level to achieve economic prosperity, growth, and sustainable future.

We can apply a Balanced Scorecard approach to measure success of a global strategy of establishing outstanding schools and universities (temples of learnings) as shown below.

Education - Balanced Scorecard



Educational Issues in India

The following table captures State of Higher Education in India based on my personal observations

No.	Current State	Future State
1.	Focus on Rote Learning (Memorization)	Encourage Inquiry-based Learning
2.	Focus on Dry Theories	Include Best-In-Class Practices
3.	Irrelevant Curriculum	Align Curriculum with Industry Needs
4.	Lack of Soft Skills in Curriculum	Focus on Soft Skills in Curriculum (Communication, Leadership, Project Management) (Interpersonal skills, Problem Solving, Teamwork)
5.	No Social Service Requirement (Unused Potential)	Require Social Service for Graduation (Engage the Youth in Nation Building)
6.	Lack of Quality in Education (Curriculum, Entire System)	Instill Quality in Education (In Curriculum, System-Wide Excellence)
7.	Faculty Lack Industry Experience	Recruit Faculty with Few Years of Industrial Experience
8.	Static Faculty Knowledge (Use of Old Teaching Materials)	Require Faculty Knowledge Upgrade Continuously
9.	Lack of Industry Interactions	Create Advisory Boards with Industry Leaders Tie-up with Professional Organizations
10.	Lack of Alumni Interactions	Strengthen Alumni Association for Better Branding

Secondary Higher Education (age 18 and above):

As per Report of the Higher Education in India, key issues are related to **Expansion, Inclusiveness, Quality, and Finance** (University Grants Commission [UGC], September 2010). The access to higher education measured in term of Gross Enrollment Ratio (GER) increased from 0.7% in 1950/1951 to 1.4% in 1960–61. By 2006/2007 the GER increased to about 11 percent. By 2012, (the end of 11th plan objective) is to increase it to 15%.

Opportunities and Solutions

Education and The World Bank:

Education is fundamental to development as it contributes strongly to economic growth. It also holds sustainable, proven benefits for people in terms of higher earnings, better health, and greater resilience to shocks.

Helping countries reform their education systems to promote learning for all is a central thrust of the World Bank's Education Strategy. The concept is broad, recognizing that it takes multiple actors and reforms to realize progress.

Why Systems?

Because a systems approach focuses on education outcomes, and how inputs contribute best. The results depend not only on having enough classrooms, teachers, and textbooks but also on having the policy environment, resources, and accountability mechanisms that can promote—and not obstruct—education results.

SABER (Systems Approach for Better Education Results) is a global knowledge platform that is helping countries assess their education policies and identify actionable priorities to help education systems achieve **learning for all**. Policy areas covered by SABER include early child development, student assessment, teachers, and workforce development.

- By collecting data on policies and institutions that matter for success (according to evidence) and producing an objective snapshot of how well the system is performing in relation to global good practice (and other countries).
- By providing metrics to measure and monitor progress.
- By promoting cross-country learning.

US Baldrige Performance Excellence in Education Framework:

In the United States, by the Act of Congress in 1987, the Baldrige Performance Excellence Award Program was established. In 2001, Education category was included in the Program. Since 2001, there are **11** educational institutes that have won the prestigious national award for Excellence in Education. It includes *seven K-12 schools, one grade 7-12 school, one community college, one undergraduate business school, and one university*. You can learn more about Baldrige in Education at <https://www.nist.gov/baldrige/publications/baldrige-excellence-framework/education>

These criteria focus on **Systems Approach** and include seven categories starting with Leadership and ending with Results. Personally, I have a pleasure to use the Baldrige Criteria at AT&T Bell Laboratories, Naperville, Illinois, Naperville School System (K-12), a Pharmaceutical Packaging Company, and in my

Operations Management / Quality Management courses since 1993 at various business schools globally.

The following figure captures seven categories of the Baldrige Framework.



Figure 2. The US Baldrige Performance Excellence Framework, Courtesy NIST

The **ASQ India** has a singular focus of uplifting educational excellence at all levels (primary, secondary, and in higher education areas). The use of the Baldrige in Education Criteria, one can begin the assessment of an institution, identify areas of strengths, and opportunities for improvement. There are various role model examples of Baldrige Award Winners in Education. Learning and adapting some of the best practices from the winners will serve Indian Educational Institutions well.

Recommendations:

- All India Council for Technical Education (AICTE), Government of India should include Soft Skills and Quality Management Knowledge in all higher education curricula.
- In India, an effort should be made to deploy US Baldrige Performance Excellence in Education Framework. This framework will encourage excellence rather than mere compliance prevalent in India.

"Education is the most powerful weapon which you can use to change the world." - Nelson Mandela

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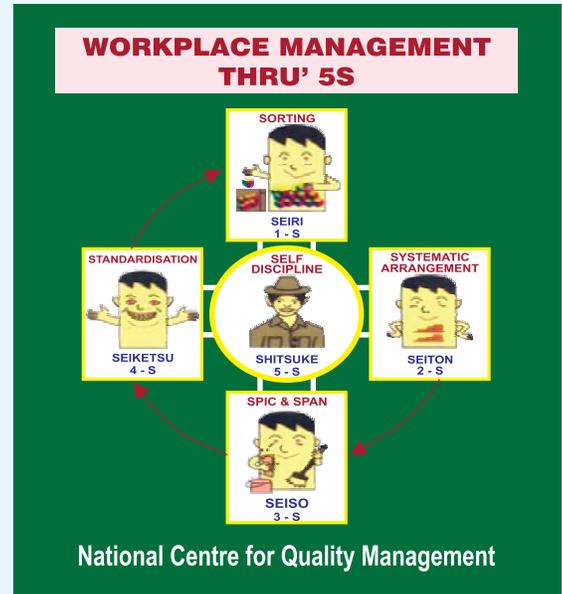
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