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Editorial

Dear Readers,

Wish you a purposeful, peaceful, and productive New Year.

In this issue we bring to you extremely relevant articles for the contemporary context. In the era of internationalisation of education, challenges for school and higher education are multifaceted and mindboggling. Along with education, training, skill enhancement, there is a need for social harmony, multicultural ethos, peaceful resolution of difference of opinions and faith in harmonious co-existence.

Articles in this issue gain their significance as they respond to these challenges through their evidence based and grounded research.

By Prof. Thomas Weber, in his lucid article, '**Satyagraha as used in Interpersonal Conflicts**' brings to the fore Gandhiji's views on principle of non-violence, the technique of resistance inspired by boundless love and compassion. It is opposed to sin, not sinner; the evil, not evildoer. Primary research-based article, '**School Infrastructre and Academic Achievement: A Study of Secondary School Students of Mumbai**' by Dr. Rahul Dandekar & Prof. Manisha Karne addresses an important concern in education. Their study shows that better infrastructure at school is positively related to higher academic performance.

Ms. Usha Abraham has selected the most powerful and poignant verses and provided her critical reflections on an anthology, ***Women Empowerment Through Poetry*** edited by Ayashe Debnath, Arushi Sharma, Manisha Karne, Aparna Phadke, Satish Kumar and Rajesh Kharat.

Review Article by Dr. Disary Roy of ***India Higher Education Report 2021:Private Higher Education*** edited by N.V. Varghese and Jinusha Panigrahi, throws light on economic and social-cultural implications of privatisation of higher education in India.

We request the scholars and experts to send their original research-based articles, case studies and book reviews on contemporary challenges faced by the education sector.

Prof. Vibhuti Patel

SATYAGRAHA AS USED IN INTERPERSONAL CONFLICTS

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Satyagraha as used in interpersonal conflicts, often depends on the degree to which its values have been internalised rather than on a conscious adoption of tactics. Gandhiji firmly believed that the home was the training ground of satyagraha that it was the world in microcosm and how we reacted to aggression from strangers or handled our disagreement with them depended upon that training.

Introduction

Gandhi claimed that "there is no royal road" to achieve peaceful resolution to interpersonal conflicts. It will only be possible "through living the creed in your life which must be a living sermon". This "presupposes great study, tremendous perseverance, and thorough cleansing of one's self of all impurities", which in turn requires working through "a wide and varied experience of interior conflict". These interior conflicts, for example the questioning of one's own motives and prejudices, the sincere attempt to see if in fact the other's position is nearer the truth, and if need be, admitting one's errors, are in some measure alternatives to wider conflicts.

The critics of nonviolence often attack the pacifist approach or justify not trying nonviolent solutions by posing the hypothetical case in which the satyagrahi is either himself attacked, or is witness to the attack upon another. It is unlikely that such an eventuality will occur in the lifetime of average individuals - most human conflicts take place in quite different circumstances. Lanza del Vasto, therefore, warns against using such "extreme, exceptional, and overpowering" imaginary circumstances for formulating general rules or drawing conclusions from them concerning legitimacy of action. The striving for nonviolence, instead of planning for such possible eventualities, accepts that if they did occur, they would be still taken care of somehow (just as if they had been planned for), while during the rest of one's life, other, almost daily conflicts could be solved in more cooperative ways.

The rule for reconciling the duty of resistance to evil on the one hand and of ahimsa on the other, according to Gandhi, "is that one should ceaselessly strive to realise Ahimsa in every walk of life and in a crisis act in a manner that is most natural to

him. The result will be nonviolence to the extent to which he has successfully striven." Eventually such conscious striving will be internalised and "spontaneous reactions in a crisis will be nonviolent".

In the language of Christ or Gandhi, Lanza del Vasto explains, if we can control our actions we should, or if we have internalised nonviolence sufficiently, we will, if struck on one cheek turn the other. The returning of evil for evil, rather than ending evil, doubles it. No one, he claims, is so bad as to continue "taking advantage indefinitely of the opening given to him and his own impunity", and even those mad with rage have been known to stop "as if thunderstruck when you do not retaliate". The reason for behaving this way, for accepting self-suffering rather than retaliating, is that "your enemy is a man". In fights the enemy is generally dehumanised, is seen as a beast or monster, and "that is the moment and not now when you must stick to the hard truth that he is a man, a man like yourself", and "if he is a man, the spirit of justice dwells in him as it dwells in you".

Where the defence of a third party is in question Gandhi does not take as narrow an approach as one of his mentors, Tolstoy, did. Tolstoy was firm in his belief that the justification of violence used against a neighbour for the sake of defending another man against worse violence is always incorrect, because in using violence against an evil which is not yet accomplished, it is impossible to know which evil will be greater.

Gandhi, however, insisted that injustices had to be fought and his intolerance of cowardice prompted him to explain that self-defence and defence of third persons, even if violence is involved, "is the only honourable course where there is unreadiness for self-immolation". He was even willing to go as far as to claim that nonviolence may be compatible with killing, but never with hating:

Even manslaughter may be necessary in certain cases. Suppose a man runs amuck and goes furiously about sword in hand, and killing anyone that comes in his way, and no one dares to capture him alive. Anyone who despatches this lunatic, will earn the gratitude of the community and be regarded as a benevolent man.

When Gandhi was asked by his eldest son what action he should have taken had he been present when Gandhi was almost fatally assaulted in 1908, whether he should have run away and seen his father killed or whether he should have used the physical force that he wanted to use in defence of Gandhi, he was informed that "it was his duty to defend me even by using violence".

Gandhi was fond of pointing out that satyagraha can be used in broader fields, as it can in the everyday domestic situation; however, he was careful to add "that he who fails in the domestic sphere and seeks to apply it only in the political and

social sphere will not succeed".

Those who harbour feelings of fear will always be potential enemies. Fear is a deep-seated emotion that is hard to fight. The false impression of fearlessness is easily seen through by others and therefore what must be aimed at for internalised nonviolence is the removal of fear and its replacement with trust. As Naess observes, personal relationships are an area where this substitution can be commenced as a first step towards integrating it as a life-style.

Most conflicts are in the order of zero-sum, both parties having the desire to dominate. Often this is born of fear or insecurity, the feeling that if one yields, or shows trust, advantage will be taken of them. The function of nonviolent resistance in these conflicts is never to harm the opponent or impose a solution on them, against their will, but to help both parties into "a more secure, creative, happy and truthful relationship". This can be achieved by remaining nonviolent despite the hardships and apparent losses, and by respect for personality, good-will, acts of kindness, adherence to truth, disciplined order, a belief that human unity and underlying similarities are more enduring and important than human differences, and a steady series of deeds in accord with that belief.

In dyadic conflicts, of which domestic quarrels are a good example, "non-cooperation, civil disobedience of the orders of the offender if he happens to be in exercise of authority, suffering of hardships that came as a result of this resistance, fasting, etc. "may be employed, but the chief measures to be used will be persuasion and discussion. The Gestalt therapist Fritz Perls' claims that in the world a peculiar polarity exists between listening and fighting: "People who listen don't fight, and people who fight don't listen." With more listening he believes that the number of hostilities would greatly diminish. Listening and seeing the other's point of view, however, must be more than an intellectual exercise, it must contain a sincere desire to understand, it must have empathy. This clarifies the issues and aids the search for truth.

The genuine quest for truth in conflict situations has the byproduct of changing perceptions as the circumstances and the underlying causes become more apparent, for "the action of an individual depends directly on the way in which he perceives the situation." This means that satyagrahis cannot remain rigid in their attitude but must, while hoping to win the opponent over, be willing to change their own attitudes with the dictates of the unfolding facts.

As mentioned, the resolution of interpersonal conflicts along Gandhian lines depend to a large degree on how far the principles of satyagraha have been internalised; however, there are various techniques that can be learned which will

aid in the cooperative solution of such conflicts. These techniques are in keeping with the Gandhian ideal of nonviolence, that is, treating the other as a "you" rather than as an "it".

When interpersonal conflicts arise, whether they be between parties having differing degrees of authority (for example, parent/child in the home or teacher/student in the school) or between parties having theoretically equal power (friends, marriage partners, etc.) the general ways of bringing conflicts to an end are for the parties to attempt to impose their will on each other, for authority figures to exercise their authority, or for one party to give in. The first of these "zero-sum" approaches (authoritarian) may produce resentment and hostility in the loser, provide them with little motivation to carry out the solution, requires heavy enforcement, inhibits the growth of self-responsibility, self-discipline and creativity, fosters dependence and submission (mainly out of fear), and may make the winner feel guilty.

The second approach (permissiveness) is of the "Okay-you-win, I-give-up" method of dealing with conflict. In the winner this may foster selfishness and reduce their respect for the loser. For the loser it fosters resentment towards the winner, makes them feel guilty about not getting their needs met and may require the loser to be pushed into an authoritarian approach. In these conflict situations those without power or authority learn to cope by rebelling, retaliating, dishonesty (lying, cheating, blaming others, etc., submitting or even fantasizing and regressing).

The use of these zero-sum methods will generally have the outcome of solving the manifest conflicts where the parties have unequal power. Where the parties are of relatively equal power zero-sum methods often result in bitter stalemates making cooperative methods of solving disputes in these circumstances perhaps even more important. Cooperative approaches to conflict solution avoid these negative outcomes.

A technique, appropriate in cases where personal needs rather than values or beliefs are the focus of the conflict, which allows one to express underlying conflicts is called the "I-Message". In interpersonal conflict the initial response is often destructive, taking the form of blame which generally obscures the real issues underlying the conflict. Reformulating negative statements of blame into "I-Messages" (which explain the feelings of the speaker as the result of unacceptable behaviour by the other and give the speaker's perception of the consequences of the behaviour to themselves, rather than the more usual blaming of the other for unacceptable behaviour and its consequences), can aid the clarification of the

issues and steer the conflict onto a constructive and cooperative path. "You-Messages" that are very often sent, unlike "I-Messages", tend to provoke resistance and rebellion.

Another technique that can clarify the real issues in an interpersonal conflict and thus aid its solution is the role-reversal technique of switching viewpoints where each party honestly tries to argue for the other's viewpoint, while the other listens. These techniques are applicable in domestic situations or with friends and neighbours where there is a sufficient degree of rapport.

In line with Rapoport's insistence on the importance of being correctly heard and understood, and Gandhi's insistence on establishing the truth, the techniques of "active-listening" and "mirroring" could be used until hearing what the opponent in a conflict is saying becomes second nature. The essence of active listening is mirroring back what has been said. This assures the accuracy of listening and also "assures the sender that he has been understood when he hears his own message fed back to him accurately". Active listening can help to solve immediate interpersonal conflicts or it can be used by a third party to help one of the antagonists in a conflict situation clarify their own feelings and think creatively about possible solutions.

Where active listening is used to reach a solution to an immediate interpersonal conflict its effectiveness excludes conflicts over the collision of values or beliefs. In these cases, it is hard to point to tangible and concrete effects of the annoying behaviour of one party on the other. (It should be noted, however, that authoritarian and permissive win/lose methods also have limited success in truly solving these types of problems.) One must live and be a model for one's own value system while trying to become more accepting. Gordon suggests, as a way of seeking truth, that in conflicts over values or beliefs the individual has a duty to honestly ask themselves "why do I find it so difficult to accept someone who chooses to be different from me?"

Of course Gandhi did not know of these techniques; however, he was fond of emphasising the need for caring and cooperative interpersonal relations that these techniques may aid to achieve. The care and attention paid to small seemingly unimportant conflicts is as important as that given larger disputes, "For it will be by those small things that you shall be judged."

Source: *'Conflict Resolution and Gandhian Ethics'* by Thomas Weber

SCHOOL INFRASTRUCTURE AND ACADEMIC ACHIEVEMENT: A STUDY OF SECONDARY SCHOOL STUDENTS OF MUMBAI

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ABSTRACT

School infrastructure is a critical foundation for effective teaching and learning in the classroom. The physical infrastructure of the school has a significant impact on the learning environment and general quality of instruction for pupils. It includes all of the tangible resources, services, and facilities that a school offers. The study aimed at finding out whether perceived school infrastructure of secondary school students differ based on type and medium of school. It also tries to find out whether there exists any relationship between perceived school infrastructure and academic achievement of secondary school students. The sample consisted of 643 secondary school students from various schools of Greater Mumbai. To collect data, the researcher prepared school infrastructure scale. Validity of the scale was assessed and reliability was established using Cronbach's alpha. The results of the present study revealed that there is no significant difference in the perceived school infrastructure of secondary schools based on type and medium of school. Study also revealed that there is a significant positive relationship between the academic achievement of secondary school students and their perceived school infrastructure.

KEY-WORDS: *academic achievement, school infrastructure, secondary school students*

INTRODUCTION

The physical infrastructure of the school has a significant impact on the learning environment and general quality of instruction for pupils. It includes all of the tangible resources, services, and facilities that a school offers. The quality of schooling is significantly influenced by the physical environment. Classrooms, libraries, labs, and recreation areas that are well-equipped improve learning and support efficient teaching and learning.

Children from all socioeconomic levels get access to a high-quality education when schools are in good shape, situated in convenient locations, and provided with adequate transportation resources. By doing so, inclusion is promoted and the educational gap is abridged.

Students' safety and wellbeing are guaranteed by properly constructed and maintained school facilities. To create a safe atmosphere for learning, adequate classrooms, fire exits, a clean water supply, and secure borders are necessary.

Clean and hygienic sanitation facilities are essential for maintaining the health and dignity of students and staff. Access to clean water, separate toilets for boys and girls, and proper waste disposal systems are critical.

In conclusion, the safety, quality, and accessibility of education are all impacted by school infrastructure, which is a crucial part of the educational system. For the all-round development of students and the advancement of society, it is crucial to ensure that schools are well-equipped and maintained.

Relevance of Academic Achievement with Respect to School Infrastructure

The impact of facilities and infrastructure on learning in the twenty-first century may be described as substantial, given that learning infrastructure facilities are now beginning to change with the growth of their functions suited to the techniques and tactics employed.

The contact between instructor and student, as well as student engagement in the learning process, influence whether or not infrastructure is used effectively. Schools in the twenty-first century must emphasise concerns targeted at enhancing infrastructure aspects connected to learning, such as the construction of libraries, science labs, computer labs, or other public use areas. Educational facilities and infrastructure are amenities that help the learning process operate smoothly, particularly in terms of accomplishing learning objectives.

School infrastructure is a critical foundation for effective teaching and learning in the classroom. The objective of secondary school infrastructure is to promote student attendance, increase staff motivation, and improve student academic success. Classrooms, labs, halls, open fields, games equipment, dorms, and sanitary facilities are all part of the school infrastructure.

Classrooms are where formal teaching and learning take place on a daily basis. It is in the libraries that the students get the chance to do their own independent studies and research. It is on the field that various co-curricular activities take place. Students and faculty must be housed at the school whilst also having access to sanitation amenities such as toilets, waste disposal services, and clean water. As a result, school infrastructure is a critical component in guaranteeing successful education.

A study was conducted on how school infrastructure and resources do matter in regards to a student's performance, by Murillo and Román (2011). These authors concluded that provision of basic infrastructure as well as amenities like water, electricity and sewage do affect the achievement of students. Even didactic facilities, such as sports installations, libraries and laboratories, and the number of books and computers available in a library, seem to have an impact on academic achievement. There can certainly be seen a need to invest in such resources into school effectiveness models.

Review of Related Literature

Eric Hanushek (1989) acknowledged the inseparability of Economics and Education; it is significant to note that in the consideration of schools and their capacities an economist should give due consideration to infrastructure and resources with respect to expenditure per student in the context of schools allocating money. He noted that administration and facilities show no systematic relation with academic performance. However, data with respect to school expenditure and achievement shows that there is a strong positive affiliation.

Hedges, Laine, and Greenwald (1994) undertook a reanalysis of the earlier reviews on education production function with respect to resources as indicating no significant relation between resources and academic achievement by making use of refined synthesis methods and proved that there is a systematic positive relation between resource inputs and school outputs. Their analysis is suggestive that the median relation (regression coefficient) is large enough at the practical level.

Hanushek (1997) analysed the various school resources and classified them into three categories viz: real resources (teacher student ratio, teacher education and teacher experience), financial aggregates of resource (teacher salary and expenditure per student), and measures of other resources (specific teacher characteristics, administrative inputs and infrastructural facilities). Real resources are the determinants of financial aggregates. When these are amalgamated with teacher per student, the variables provide a description of variations in the instructional resources with respect to classrooms. As regards real resources and teacher student ratio only 9% and 15% of studies respectively according to Hanushek find a positive relation with respect to academic achievement. Merely adding resources does not guarantee an effective increase in academic achievement

Betts and Morell (1999) acknowledged that how high school resources affect academic achievement hasn't been analysed much. According to Betts only 14 published studies have been undertaken so far at that time. His study of more than around 5000 students at the University of California, San Diego revealed that school resources project a positive relation with academic achievement.

Betts and Shkolnik (2000) conducted research in which school resources have been analysed from a non-tangible perspective with respect to teacher student ratio, number of years of teaching experience and educational level of teacher. It has been noted that an increase in the above leads to an increase in the school expenditure. However, the greater the utilisation of resources by the school, the greater positive impact has been observed on academic achievement.

Mokaya, Z. M. (2013) conducted a study whose purpose was to establish the impact of school infrastructure on the quality education in public secondary schools in Kajiado County in Kenya. This research had four main objectives: to determine the extent to which the physical layout of teaching as well as learning infrastructure in turn affects the students' performance, to analyse and observe how the adequacy of the boarding infrastructure impacts the students' performance, to explain how cocurricular infrastructure also impacts the students' performance, and to explain the extent to which following the government policies in school infrastructure influences the students' performance. A descriptive survey was done on a sample of 360, with 53 teachers and 307 students. This study also involved both, quantitative as well as qualitative data. The results and findings of this study found that improved academic achievement was indeed associated with more adequate and well-spaced classrooms, ample spacing in the libraries, adequate science laboratories, proper water and sanitation facilities and also adequate participation in co-curricular activities.

Hong, K., & Zimmer, R. (2016) realised that within the research community, there is a debate on whether or not additional educational expenditures will lead to improved performance of school students. To help fill this gap, the authors examined the causal impact of capital expenditures on school district proficiency rates in Michigan. For the analysis of this research, the authors employed a regression discontinuity design where they used the outcomes of bond elections as the forcing variable. Their results did provide some evidence that capital expenditures indeed can have positive effects on student proficiency levels.

A detailed review of related literature was done in order to find out the theoretical underpinnings of the connection between school infrastructure and academic performance of the students. All the studies stated above shows substantial association between school infrastructure and academic performance of the students.

Operational Definitions of the Variables

Academic Achievement

Academic Achievement is operationally defined as the marks that students have got in 10th Standard. (Secondary School Certificate - Maharashtra Board)

School Infrastructure

School infrastructure includes tangible resources that contribute to students' academic growth and progress such as classrooms, laboratories, library, playground, sanitation etc.

OBJECTIVES

1. To compare perceived school infrastructure of secondary schools on the basis of type and medium of school.
2. To measure the relationship between the academic achievement of secondary school students and their perceived school infrastructure.

NULL HYPOTHESES

1. There is no significant difference in perceived school infrastructure of secondary schools on the basis of type and medium of school.
2. There is no significant relationship between the academic achievement of secondary school students and their perceived school infrastructure.

DESIGN OF THE STUDY

Design of the study comprises of methodology of the study, sampling techniques and tools used in present research.

Methodology of the Study

The descriptive research method included under the quantitative paradigm has been used in the present research.

The causal comparative method was used to compare the perceived school infrastructure of secondary school students on the basis of type and medium of school.

The correlational method was used to determine the relationship between academic achievement and perceived school infrastructure.

Sampling Techniques

For the purpose of present study, a three-stage sampling technique was used, with stratified random sampling and simple random sampling at the different stages. At the first stage of sampling, the selection of schools was done by the stratified random sampling technique. The strata were formed on the basis of geographical location of the schools in Mumbai. The entire area of Mumbai was divided in to two strata, viz. Mumbai city and Mumbai suburban. At second stage of sampling, schools from Mumbai city and Mumbai Suburban were selected through simple random sampling technique. At third stage of sampling, students at the matriculation level were selected by using simple random sampling technique. The sample for the present study comprises of 643 students who passed SSC (Maharashtra board) examination in the year 2019 from Mumbai.

Tools Used in Present Research

For the purpose of present research school infrastructure scale was prepared by the researcher keeping in mind all the tangible aspects of school which may have bearing on the academic achievement of a student. This was accomplished by doing a strong literature review. Researcher could not find any scale which was relevant in current time period so it was decided to prepare a fresh School Infrastructure scale suitable for the current study. School Infrastructure Scale was developed as a 5-point Likert scale. Initially there were 31 statements. Out of these 21 statements were positive and 10 statements were negative. Researcher deliberately included negative statements for minimizing response pattern bias.

Once the scale was ready it was tested for Content validity to check its suitability and relevance to the purpose of the current study. Content validity was done by calculating Lawshe's content validity ratio. The final version of School Infrastructure Scale had 27 statements. Out of these 19 statements were positive and 8 statements were negative. After completing the validity procedure, the final version of the tools was examined to evaluate its reliability. Cronbach 's alpha was

found to be 0.82. Minimum and maximum possible scores of school infrastructure scale are **27** and **135** respectively. The scale is designed in such a way that higher is the score better is the school infrastructure and vice versa.

For assessing academic achievement of secondary school students their marks in 10th standard were considered.

Descriptive Data Analysis

For descriptive data analysis mean, median, mode, standard deviation, skewness, and kurtosis were calculated.

Table 1
Descriptive Statistics of Perceived School Infrastructure of Secondary School Students on the basis of type & medium of school

Perceived School Infrastructure	Sample Size	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Aided schools	340	95.67	95.00	93.66	12.48	0.16	1.22
Unaided schools	303	95.89	95.00	93.22	14.53	0.18	0.63
English medium	471	95.94	95.00	93.12	13.96	0.20	0.88
Vernacular medium	172	95.31	95.00	94.38	12.09	0.08	0.93

Source: Primary data collected by the researcher

Table 2
Descriptive Statistics of Academic Achievement of Secondary School Students

Academic Achievement	Sample Size	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Total Sample	643	64.78	65.00	65.44	12.58	-0.05	-0.58

Source: Primary data collected by the researcher

FINDINGS DISCUSSIONS AND CONCLUSION

Testing of Hypothesis 1

There is no significant difference in perceived school infrastructure of secondary schools on the basis of type and medium of school.

The statistical technique used to test this hypothesis is **t test**.

Table 3

Relevant Statistic of Perceived School Infrastructure on the Basis of type and medium of school

Variables	Group	N	Mean	SD	't' Value	I.o.s.
Perceived School Infrastructure	Aided schools	340	95.67	12.48	0.20	Not Significant
	Unaided schools	303	95.89	14.53		
	English medium	471	95.94	13.96	0.56	Not Significant
	Vernacular medium	172	95.31	12.09		

**df = N-2 = 643-2 = 641. From t -table, for df 641, t = 1.96 at 0.05 level*

Both **t** values are insignificant. There is no significant difference in the perceived school infrastructure of secondary schools on the basis of type and medium of school. This means that school infrastructure of aided and unaided schools is more or less similar. Schools, which are like a child's second home, have several functions in a child's life. Schools do it all, from building students' self-esteem to teaching them the value of cooperation and coordination. Students spend the majority of their time at school when they are away from home. School infrastructure contributes to the development of child's personality in a positive way. Parents will not send their child to a school where the structure is dilapidated and where the playgrounds require frequent maintenance. Even child will never prefer such a school. Therefore, irrespective whether school is aided or unaided it has to provide up-to-date infrastructure to the students. This is the reason why school infrastructure of aided and unaided schools is more or less similar.

As this study is based in Mumbai, which has a highly competitive education sector, the emphasis on having basic infrastructure in schools is crucial. Therefore, irrespective whether school is English medium or vernacular medium, in Mumbai schools are providing up-to-date infrastructure to the students. This is the reason why school infrastructure of English and vernacular medium schools is more or less similar.

Testing of Hypothesis 2

There is no significant relationship between the academic achievement of secondary school students and their perceived school infrastructure.

The statistical technique used to test this hypothesis is **Karl Pearson's Coefficients of Correlation (r)**.

Table 4

Relevant Statistic of the relationship between the academic achievement of the secondary school students and their perceived school infrastructure

Variables	Total Sample	DF	Calculate d 'r'	Critical Value of 'r' at 0.05 L.O.S.	Critical Value of 'r' at 0.01 L.O.S.	L.O.S.
Academic Achievement and School Infrastructure	Male	250	0.17	0.113	0.148	0.01
	Female	389	0.11	0.098	0.128	0.05
	Total	641	0.14	0.062	0.081	0.01

Source: Primary data collected by the researcher

All the Karl Pearson's coefficients of correlation between academic achievement of secondary school students and their school infrastructure for male, female and total sample are **0.17**, **0.11** and **0.14** respectively. All these 'r's are positive and significant because calculated values of 'r's are greater than the critical values of 'r'. For male students and total sample, it is significant at **0.01 level** and for female students it is significant at **0.05 level**. Thus, the null hypothesis is rejected. There is a significant positive relationship between the academic achievement of secondary school students and their school infrastructure. Advanced level of school infrastructure leads to higher academic achievement.

For parents and children, school infrastructure plays very important role in selecting the school. It includes all the tangible aspects like class rooms, proper benches, ventilation, electricity, blackboard, canteen, library, washrooms, gymkhana, ground etc. Availability of all such infrastructure is a necessity for all round development of a child.

Conclusion And Significance of The Study

There is no significant difference in perceived school infrastructure of secondary schools on the basis of type and medium of school. All aided, unaided, English and vernacular medium schools of Mumbai have more or less similar level of infrastructure.

Result of the study also highlights significant relationship between school infrastructure and academic achievement of secondary school students and show that better infrastructure at school is positively related to higher academic performance.

This study will help managements of the schools for taking appropriate steps towards improving educational outcomes of students. The findings of the study would enable parents to get a holistic picture of the relationship between academic achievement and school infrastructure and thereby aid them in the selection of school for their child.

The findings of the study would enable the principals and teachers of the school to get an idea about the relationship between academic achievement and school infrastructure and thereby plan various teaching strategies which will optimise the use of existing school infrastructure.

Awareness about the relationship between academic achievement and school infrastructure will help government to introduce various schemes through which grants can be given to needy schools for updating their infrastructure. Government should do a periodic assessment and evaluation of the existing school infrastructure. Government can also keep some amount of public expenditure for updating the school infrastructures. This eventually will ensure better academic performance by all students.

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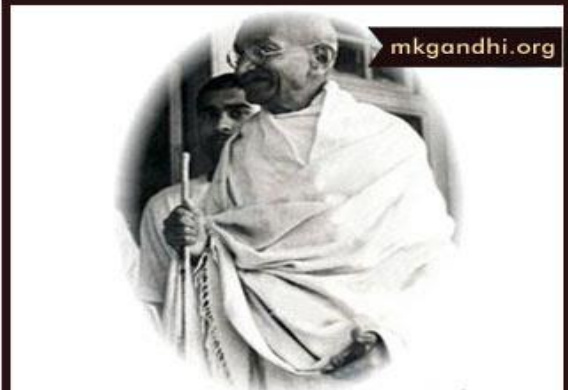
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Ahimsa is no mere theory with me, it is a fact of life based on extensive experience.

अहिंसा केवल मेरे लिए सिद्धान्त मात्र नहीं है, वह तो विस्तृत अनुभवपर आधारित जीवनकी सच्चाई है.

- M. K. Gandhi
CWMG, Vol. 87, p. 441

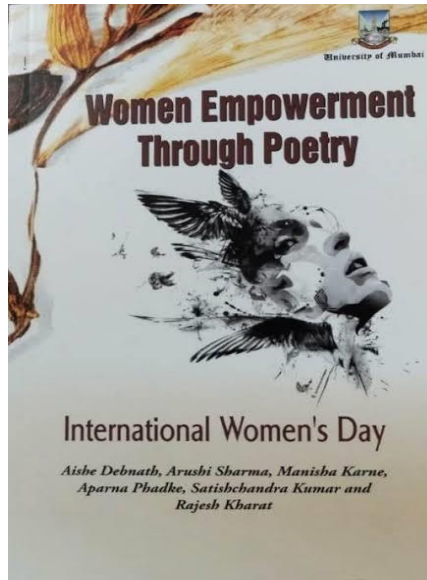
Bombay Sarvodaya Mandal - Gandhi Research Foundation

SELECTED VERSES AND CRITICAL REFLECTION

on

Women Empowerment Through Poetry edited by Ayashe Debnath, Arushi Sharma, Manisha Karne, Aparna Phadke, Satish Kumar and Rajesh Kharat, Adroit Publication House, Delhi, Pages: 336, ISBN 10: 8186393963 Price: Rs.720/-. Released on 8th March, 2022.

By **Ms. Anna Usha Abraham**,
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This volume includes poems in English, Hindi and Marathi. This anthology of poems maps down the distinct roles of women, their journey, barriers on the way and sagas of overcoming hurdles. The heterogeneity of poems in this book reminds us of all the challenges and struggles women have faced and made a way for them to walk on. From dealing with inequality to standing up for her 'self' and from demanding 'A room of one's own' to creating 'freedom of mind and place', she gripped her belonging with all her unsettling thoughts in this settled world.

My tears are now coloured in revolution – Aashitaa

A beautiful poem so full of strength. Aashitaa takes us through this journey which commences with her watching her dreams disappearing.

“As I hold strainer in hand,
while seeing my dreams,
walking further away from my reach,
sliding through my grasp”.

The poet acknowledges the fear we may have when we want to break free from the stereotyping of the role of a woman. The poet sees many colours on the palette of revolution that require to be shed. She first addresses the colour red which denotes the suppression that every woman faces in her home and is also the strongest bond. Having shed the strongest link, she will be able to continue her journey towards empowerment by taking on society that has kept her away from her dreams. She has many more hurdles to cross before she can acquire peace meaning full empowerment and is determined to keep walking and discarding each one of these barriers.

Not Made to Measure – Vrinda Chaturvedi and Vanshika Parwani

The poem makes you think of women like the many hues of nature. You may try and define her but it will never be the entire story. The poem reminds the readers that a woman writes and rewrites her own story throughout her life and you will be foolish if you compartmentalise/ define her.

“Am a story yet untold,
In a plot still unknown.
Writing and rewriting itself
Through a meandering course.

Full of hope,
And little remorse
Judge me? Sure.
At the cost of crying yourself hoarse.”

One is reminded of the famous words of the Nigerian Poet, Chimamanda Ngozi Adichie who said, “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story”.

Women’s Day – Moitrayee Das

The poem talks about the various efforts corporates make to celebrate women’s day but unfortunately turn a deaf ear to what women have to say. She then goes on to tell corporates that such tokenism does not empower women unless they are accompanied by partnering women in achieving equality and encouraging them to live life on their own terms. Women are known to be strong says the poet, but that doesn’t mean that the path must be made more difficult to prove their strength! The poet concludes by stating that women will make history by continuing the fiery fight for equality and setting themselves free from expected behaviours.

“May we continue to break boundaries, rules and norms
Take on our lives like fiery storm
We are all travellers and the world is our platform
Tells us when to break, mould and eventually transform
Because you say women are a mystery
But
I know for sure “Well behaved women rarely make history”.”

A Letter to My Sisters – Anushka Dey

The poet reminds every woman of her inner strength to fight all oppressions and even heal her own wounds. A woman is like a caterpillar who is safe within her cocoon nourishing herself. But like butterflies’, women must break free from such oppressions to soar to the skies.

We are caterpillars,
Nourishing ourselves within our cocoons.
We are safe inside, undoubtedly.
But we must break free someday.

The Woman They Created – Anushka Dey

The poem oscillates between the voice of society and that of women. It speaks about society eulogizing women as epitomes of love, nurturers and care givers. A society that will never be satiated and expects women to give more and more of herself. In the process it takes her for granted and forgets her inner strength. Driven to the brink, women rise from the flames like phoenix and fly away from such pressures. Such pressures bring destruction but will usher in change.

“In the blink of an eyelid,
From snowflakes to blizzards.
Raindrops to floods.
Windy gusts to hurricanes.
Water drops to tsunamis.
And flames to a phoenix;
Flying away from our clutches and cages.
You caused destruction as you left,
Turning fate’s pages.”

She - Vidula Gaitonde / Vidula Parsekar

A beautiful poem that tells a story of a pregnant woman who is at the verge to kill herself and types in a message to her mother. It is when she types the word mother, she is engulfed with a myriad of emotions and decides to live. She feels the power in herself and resolves to turn her weakness into strength and utilise every opportunity. The poem takes the reader through the various emotions and issues that women face in life. It ends with the realisation we have the power within us to define our own story. And that we also need to give each other the strength to find/use this power.

“I am invincible, the power lies in me.
I am part of the mother Goddess and my own destiny.
I will turn my weakness into my strength and utilise every opportunity.”

Mother – Mridula Ghai

This poem shares the paradox of motherhood. The poem describes how a woman looks forward to becoming a mother, to be able to nurture a child and help it stand on its own feet. She showers all her love and even forsakes her own ambitions and aspirations. Her world revolves around the child.

As she grows old, she has memories of the time she played with her child like a toy and now longs for her child to return that love, but is disappointed. Yet women never give up the hope of being a mother.

*“You broke
My last hope
But you
Could not rope
The desire
Of a mother
To beget a child
And await him
To be
By her side!!!”*

Look at Her – Prachi Goradia

A very powerful poem that begins by describing the torture and physical pain inflicted on women. Her tormentors bind her and torture her. Her throat is parched, probably from her cries. But she knows her time will come and her tormentors can feel the anger growing inside her.

She knows she has the power to fight back and cause destruction to those who torment her. But she holds back and they misread this as their victory. She has pity for such persons for they know not, “warriors cannot be caged by flimsy shackles”.

T is for Thank you to all Women – Tejasvi Khattry

Perhaps the poet took inspiration from Billy Joel's song , “We dint start the fire”, where he chronicles the major events and names leaders from 1949 to 1989. Here the poet Tejasvi mentions and thanks all the women who made a mark in their own field. While the poet thanks these women, it may also inspire readers to reach for greater heights.

They & She – Suchita Krishnaprasad

A poignant poem which describes how women are used, raped and even killed for either instant pleasure or to be used when required. The oppressors are so bold that they are able to burp with satisfaction from raping or using women and yet have the audacity to deny the acts. This poem brings back memories of the desolate feeling that we have felt while reading about such incidences across the world.

“Then she is allowed to merge with the earth where she worked.
As the ashes.
Or an overnight manure.
And they burp.
There was no rape.”

I will Rise – Christine Mendonsa

This is a poem of self-assurance. The poet is assuring herself of her strength to meet the world on her terms and not care about what society has to say.

“I will fly through the darkness,
And come out spotless.
I will rise and shine,
And create my own design.”

A Crash Course in Understanding Women's Poetry – Priyal Panchal

This poem lends itself to several interpretations. One can see it as an expression of conflict that every woman faces within herself at all times, or her conflict with society in general. It could also be a reflection of how women are either put on a pedestal or thrown into obscurity. Or yet in another interpretation it can mean that a woman's actions in reality is not what her mind or soul would like to do and so she uses poetry to discover herself.

Blessed one - Aarti Prasad

Here the poet acknowledges her privileges that allowed her to get an education there by opening up many more opportunities. She wonders if the world would have been the same if all women had the privilege of an education.

Out of brackets, no boundaries – Akhouri Baibhav Prasad

A very powerful poem which reminds us that we are defining the roles of women, the ceiling to which she can soar, or the path she needs to take. We compare creativity to the standards we have in our mind, we chose our profession based on our economic needs. Yet we want this (bonsai) woman, who we have tied to the boundaries we have set, to become a Banyan. Perhaps referring to the humungous influence "The Pilgrim's Progress" by John Bunyan had in the history of English literature. The poet then reminds us to let women find their own path.

“Every seed reaches its peak without intervention,
Every river finds its way to ocean
Every fish swims without training
Then we in our ignorance nurture the nature.”

Self-Maid – Lakshmi Sherman

This poem is a tribute to all the unsung women who draw power from within themselves to meet what life throws at them. Their decisions to find ways to become financially independent and care for their family may not be in sync with what society expects of a woman. But women are able to overlook all opposition and rise to the occasion as for women their children matter most. They endure the hardships with a smile but carry on what they have to do.

“Here’s to empowerment of women who have stood up despite all odds
May blessings continue to shower upon them from all the heavenly Gods!”.

If I were my mother tongue I’d leave me too – Dhrumi Singh

The poet is distressed listening to the effects of war. She hears about the children who become orphans, the people who had to melt their silverware and women who had to sell their bodies to feed their families. When her father tells her to close her eyes from the miseries and love God just as she loves him. She realises that since both her father and God are absent from reality, they can remain unmoved!

“How to love while my heart hangs out of my body above claws of a wild cat.
Father tells me to love God as I love him,
which is fair
They both remain absent.”

I am not your Barbie Doll – Maya Sharma Sriram

The poet begins with the modern symbolism of a Barbie doll and warns that women are not dolls to be clothed and unclothed as per the wishes of society. Society is afraid of the clothing she may choose to wear and is more afraid if she bares her true power. So like a Barbie doll, society chooses to keep clothing and unclothing her according to the occasion. However these forces of society will go too far and one day women will rise. The powerful women who rise are now likened to the symbol of one who wears the necklace of human skulls with bloodshot eyes in the poem. This symbolism is used perhaps from mythology, where Mother Kali is a symbol of liberation and the power to overcome evil. Once the woman is awakened, no amount of clothing and unclothing can put her back in that box for she now has the power to destroy evil. Even the “blue necked god” will not be able to stop her dance of destruction.

She is a Woman – Varsha Vivek

The poet compares empowerment to the 5 elements of nature. Like earth, empowerment gives birth to life and withstands all pressures. Like water, empowerment can be calm and reflect hope. But can also bring destruction to the tormentors. Like fire, empowerment spreads love and hate and burns down oppression. As air, empowerment can only be felt but not described. And as space, empowerment is enigmatic and not confined to a person or gender.

She is space

Mysterious and enigmatic

Not confined to words or imaginations

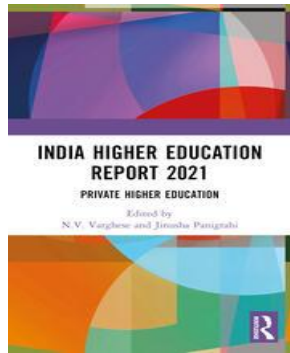
Planting roots of inspiration and wonder

She is not a Gender

She is not a person

She is an empowerment

She is nature in its purest form.



REVIEW ARTICLE

ON

India Higher Education Report 2021 – Private Higher Education
Edited by N.V. Varghese and Jinusha Panigrahi, Delhi: Routledge India,
Taylor and Francis, 2022, pages: 274, Price: Rs. 2500/-

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Introduction

The India Higher Education Report 2021 – Private Higher Education has been edited by Prof. N.V. Varghese, the Vice Chancellor of the National Institute of Educational Planning and Administration (NIEPA), New Delhi. and Jinusha Panigrahi, Assistant Professor at the Centre for Policy Research in Higher Education, NIEPA. The report is published by Routledge in the year 2023. The report is organized under four crucial themes: (i) Growth and expansion of private higher education in India; (ii) Private higher education institutions: Technical and professional; (iii) Quality, excellence, and regulations of private higher education; and (iv) Financing of private higher education and concerns for equity. The four parts are further divided into thirteen illuminating chapters related to education where several of the top academics and decision-makers in higher education have contributed. An extensive examination of the crucial elements of Indian higher

education is given in the Higher Education report of 2021 (henceforth, IHER, 2021). The report focuses on how public policy and private higher education are developing and expanding in India. The term 'higher education' regarding India indicates the tertiary level training that is conferred following twelve years of tutoring. This includes undergraduate courses such as bachelor's degrees, postgraduate courses such as master's degrees and doctoral programs, as well as professional courses. India has the second-largest higher education system in the world, and 78 per cent of the establishments and 66 per cent of the student enrolment are in private institutions. India is now progressing towards increasing its the gross enrolment ratio (GER) from 26.3 per cent in 2018 to 50 per cent by 2035 and the private sector will be relied on for the expansion of the sector. The growth and extension of higher education, internationalization, institutional autonomy, funding, quality, and equality issues in Indian higher education are among the subjects covered in this report. The report describes how these institutes of higher education can contribute to the internationalization of the Indian higher education system. It examines the internationalization trends that private higher education institutions have embraced and explains how these trends have affected areas like program diversity, employability, skill development, pedagogy, curriculum development, research and development, and wider ramifications for advancing India's soft power and international relations. While outlining the challenges of Open Distance Learning (ODL) and online education in India, the report also discusses the use of Information and Communication Technology (ICT), Open Educational Resources (OER), and Massive Open Online Courses (MOOCs), among others, to address the challenges of the ODL system. This report will be of immense interest to academicians, students, and researchers of education, political science, international relations, law, sociology, economics, and political economy.

Chapter wise Discussion

Part I: Growth and Expansion of Private Higher Education in India is divided into chapters 1,2,3 and 4.

Chapter 1: Private Higher Education: An Overview by N.V. Varghese and Jinusha Panigrahi

The chapter focuses on private for-profit and not-for-profit higher education institutions, private higher education and internationalisation, and elite private institutions. It also discusses how higher education in India has expanded at an unparalleled rate during the past twenty years. The massification of higher

education in India mostly depended on private organizations and non-state financing. The private HEIs that are managed by non-state actors receive little or no state funding and rather rely heavily on tuition and fees. The very fact that the public exchequer is under pressure to fund the growing social demand for higher education has been aptly pointed out here by the authors. Arguments have been put forth both in favour of and against state-funded higher education.

Chapter 2: For-Profit Higher Education in India by Asha Gupta

This chapter brings to the forefront the fact during the 1970s and 1980s, a trend towards self-financing professional education emerged, especially in the southern and western states of India. There was a growing demand for higher education and vocational skills. The inability of the public institutions to cope with the demand paved the way for the evolution of private higher education institutions in India. India is now planning to increase the gross enrolment ratio (GER) from 26.3 per cent in 2018 to 50 per cent by 2035 and the private sector will be relied on for the expansion of the sector. In short, this chapter deals with the functioning of private universities. Till today no private university has been set up by the Parliament, though the central government has accorded the status of 'deemed to be university'. Elitist private universities have been set up by the corporate sectors whose sole purpose is to earn profits through unethical means and/or profiteering with the help of public resources and contacts. It is important to note that in October 2002, in the T.M. Pai vs. State of Karnataka case, the Supreme Court extended the right to establish higher education institutions to all citizens of India. Earlier this right was provided only to the minorities based on language or religion. The government in India has already allowed 100 per cent foreign direct investment (FDI) in the education sector. The NEP 2020 also envisages foreign direct investment in education in India and setting up of branch campuses by foreign universities. The author is of the opinion that such efforts may further expand the area of operation and influence private higher education in India.

Chapter 3: Internationalisation and Private Higher Education Institutions by Rupa Chanda and Neha Betai

The point that the authors are trying to bring home in this chapter is that Internationalisation of education is not a new concept in India as universities such as Nalanda and Takshashila, had attracted international students during the 4th and 7th century B.C respectively. This chapter provides an overview of recent trends in the internationalisation of private higher education in India. This chapter also discusses the Indian government's attitude towards internationalisation of higher education system, impact of internationalisation on aspects such as the diversity of programmes, skill formation, employability, pedagogic practices, standards,

curriculum development, and research and development as well as the challenges encountered by private higher education institutions (PHEIs) due to regulatory and other constraints.

Chapter 4: Rise of Elite Private Universities in India by Eldho Mathew

This chapter deals with ‘elitism’ in the Indian higher education system. In fact, growth of corporate backed ‘elite’ private universities such as O.P. Jindal Global University (JGU) and Shiv Nadar University (SNU) has been influencing higher education system in India owing to their diversity, capacity in building and maintaining international partnerships, advanced curriculum, global rankings, ensuring job placements, attracting the best talents from India and abroad.

Part II: Private Higher Education Institutions: Technical and Professional is divided into chapters 5,6,7 and 8.

Chapter 5: Private Sector in Professional Education by M.D. Venkatesh, D. Srikanth Rao, Arvind Kumar, and Sheshdri Chari

This chapter gives an analysis of how the private sector has been concentrating on improving the professional education sector in India by assessing the overall functioning of private institutions in the professional courses and the challenges associated with a number of regulations binding them in the context of the National Policy on Education. More than 78 per cent of professional institutions in the country are managed by the private sector. This is because of the low levels of public investment in professional education on one hand and the growing demand for the professional education sector on the other hand. The authors opine that in order to make private higher educational institutions more viable and responsive to the needs of the times, it is important to extend to them substantive and functional autonomy. Autonomy should be provided in areas such as curriculum formation, choosing research areas and subjects, industry interface for research subjects and grants, finance management, infrastructure development, resource allocation, faculty selection, staff appointments, and pay structure.

Chapter 6: Private Sector in Management Education by Vijaya Sherry Chand

This chapter discusses the setting up of formal management education centres shortly after India’s independence in 1947. At the outset the Industrial Administration Business and Management Committee was established in 1948–1949. This was followed by the establishment of Xavier’s Labour Relations Institute in 1949, the Indian Institute of Social Welfare and Business Management in 1953, Indian Institutes of Management (IIMs) at Ahmedabad and Kolkata in

1961 and IIM Bengaluru in 1973. The chapter also mentions that the growth of the services sector and noteworthy development in compensation levels were contributing to the growth of postgraduate management education in India.

Chapter 7: Private Sector in Medical Education and Allied Health Disciplines by Rama V. Baru and Archana Diwate

This chapter deals with the establishment of government medical schools in colonial and post-colonial India and the exponential growth of the private sector in providing medical education during the past three decades. In fact, the number of private medical, para medical and nursing colleges is much higher than government medical colleges which implies the massive demand for such colleges. This holds true for courses on Allopathy, Ayurveda, Unani, Siddha, and Homeopathy. The chapter also mentions about the need of conducting research work on the indigenous systems of medicine and allied health disciplines.

Chapter 8: Privatisation of Open and Distance Learning and Online Education in India: Perspectives and Challenges by S. Jeelani

The chapter begins by stating that at the moment, higher education enrolment in India is 26.3% against the global average of 27 per cent of enrolment. The National Education Policy (2020) recommended colossal expansion of universities nationwide and introduction of open and distance learning (ODL) programmes that would enable India to attain a gross enrolment ratio of 50 per cent by 2035. In this context, the chapter throws light on the flexibility and usefulness of distance education in which teacher and students do not have to remain physically present in the same place and at the time. The teacher and the students remain connected with each through the use of technology such internet. Open and Distance learning (ODL) has gone through various transformations since its inception. The initial model of distance education in early 60s was entirely different from current ICT driven model. ICTs based learning material has become an important of pedagogy and broadcasting has become integral part of teaching-learning. The chapter also highlights the significant role of Open Education Resource (OER) and Massive Open Online Courses (MOOCs) in imparting e-learning. The author also talks about the necessity of strictly adhering to the UGC guidelines to ensure quality of ODL courses is not compromised and the goal of providing opportunity of education to people in disadvantaged situations because of their location, job engagement etc. is achieved.

PART III: Quality, Excellence, and Regulations of Private Higher Education is divided into chapters 9, 10 and 11.

Chapter 9: Quality Assurance and Private Higher Education in India by Ganesh Hedge

The chapter discusses the phenomenal upsurge in enrolment of students in higher education and the role of private institutions in admitting large number of students. Simultaneously, the crucial role that University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC) plays in determining the quality of Indian education system has also been dealt with in this chapter. The author has reiterated the fact that the responsibility for education primarily lies with the institutions of higher education institutions.

Chapter 10: Legal Regulatory Framework for Private Universities in India by Amlanjyoti Goswami

The author states that out of the total number of 967 universities in the country, there are around 470 private universities in the country. The number of private institutions is set to grow and this growth is essential if India has to attain 50% gross enrolment ratio (GER) in higher education by 2035. The chapter brings to the fore the challenges that private institutions as bastion for learning might have to encounter in the days to come. Such institutions must be governed with adequate autonomy in order to impart skilful and quality education. The students belonging to the financially distressed families must also be given admission based on merit and this is how the concept of endorsing elitism in private institutions can be handled. This chapter looks into some of the regulatory aspects governing universities and the role of University Grants Commission (UGC) to determine standards of higher education in the country that includes curriculum, teaching, examination, evaluation and research qualification, admission, pupil–teacher ratio, practical examination etc in its ambit. The NEP 2020 has envisaged replacing UGC with Higher Education Commission of India (HECI) whose primary responsibility will be to investigate issues of higher education pertaining to coordination issues. This is for the larger social good.

Chapter 11: Institutional Autonomy in Private Universities in India by Sangeeta Angom

The chapter discusses the need of giving autonomy to the private educational institutions in India so as to enable them take informed decisions on matters related to governance and finance. It also explores the comparison between the public and

private universities in some aspects of autonomy. In comparison with the public university, the private university enjoys better substantive and procedural autonomy because they are self-financed and possessed by private bodies. The reform agenda of NEP 2020 may bring about changes in the extent of institutional autonomy currently enjoyed by the private universities with appropriate implementation procedures. The ulterior motive would be to establish their accountability towards the society, encourage philanthropy rather than the profit motive, and to make financial management corruption free.

PART IV Financing of Private Higher Education and Concerns for Equity is divided into chapters 12 and 13.

Chapter 12: Affordability and Equity Concerns in Private Higher Education Institutions by Vibhuti Patel

The chapter gives an insightful discourse on commercialised higher education in India and inclusivity in HEIs. Inclusive education emphasizes access to education for all irrespective of their social status, economic status, ethnic origin or gender. Ironically enough, only financially well-off people can pay for higher education from private institutions. This creates disparity between the rich and the poor as worthy students from economically backward sections of the society are unable to continue higher studies. The author argues that the higher education sector in India has witnessed wide-ranging forms of inequalities in terms of access, affordability, quality, and outcome of education. Another major issue is the under-representation of students from disadvantaged communities in Science Technology Engineering and Mathematics (STEM) subjects. It is imperative to implement measures of positive discrimination such, scholarships, extra-tuition classes, subsidised canteen, and hostel facilities for the worthy yet economically disadvantaged students. The National Education Policy 2020 has duly recommended scholarships funded by private universities as one of the means to eradicate inequality. The study criticises the NEP 2020 for being silent about the future of the reservation policies in higher education institutions and highlights the fact that Private Universities Bill will make it legally binding on the HEIs to create 10 per cent quota for economically weaker sections (EWS) of society. In fact, this provision has been successfully implemented by many higher education institutes in the 2023-24 academic session.

The author voices her concern about the fund crux faced by the centres of women's studies, Dalit studies, tribal studies, and disability studies. Even though these disciplines are enormously significant for the creation of a responsible citizenry, they are marginalised in the academic hierarchy and their existence is at stake.

Education is concerned with the transmission of knowledge and understanding and it is high time to view spending on higher education by both the government and the private higher education institutions as a vital asset, not expenditure.

Chapter 13: Financing of Private Higher Education Institutions in India by Jinusha Panigrahi

The chapter analyses how privatisation of public higher education institutions and expansion of private sector that went hand in hand since the 1990s resulted in the mammoth growth in higher education enrolments and institutions in the country. The introduction of self-financing courses in law, social sciences, media, medicine, engineering etc. helped the private institutions overcome financial hurdles. It also brought about radical change in the then prevailing nature of the higher education system in India in terms of funding and responsibilities towards the society. However, the higher education institutions were not managed properly and their exorbitant fee structure increased the household expenditure on education. This created dissatisfaction among the student fraternity and resulted in protest movement including legal battles in the country. The recommendations of Justice B.N. Krishna Committee prescribing guidelines for tuition and other fees for professional courses came as a temporary relief. Subsequently, the UGC passed Institutions Deemed-to-be-Universities Regulations, 2016 (UGC 2016) with the objective of controlling the exorbitant fees charged by such private institutions. The author has mostly relied on secondary data from the All India Survey of Higher Education (AISHE) report, the Ministry of Human Resource Development (MHRD) Report, the University Grants Commission (UGC) Report, and various central and state government reports and regulations while writing this chapter.

Conclusion

A strong higher education system will help to enhance the competences of the citizens. However, the HEIs are faced with numerous challenges, some of which includes insufficient investments in higher education, disparities in access to higher education etc. Also, the NAAC is currently reeling under the issue of scarce capacity to bring all HEIs into the accreditation framework. It is important to broaden the accreditation network and acknowledge the diversity of standards during the assessment. At the same time, enhancing access to vulnerable communities by providing scholarships would enable meritorious students from underprivileged communities to continue higher studies. Also, expanding education access to cater to geographically disadvantaged areas through Massive Online Open Courses (MOOC) and Open and Distance Learning (ODL) is the need of the hour.

There is the need for effective pedagogies and assessment practices based on National Higher Education Qualifications Framework and Learning Outcome-based Curriculum Framework.

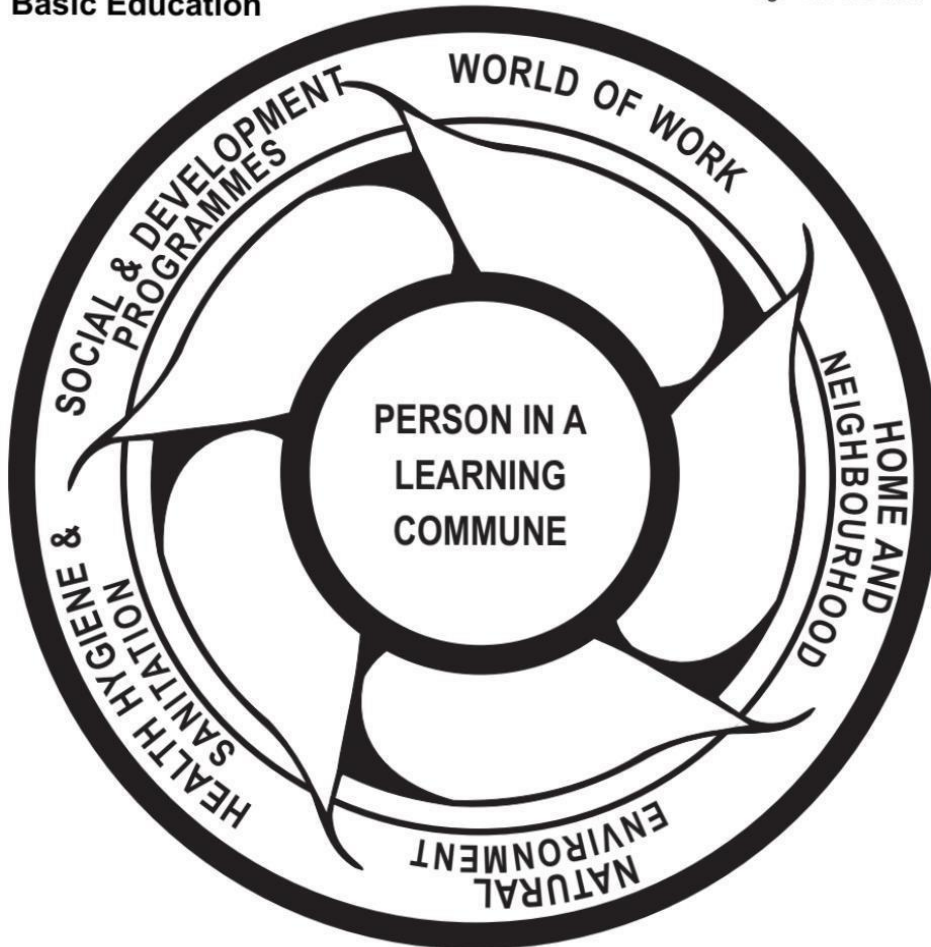
Internationalization of higher education by way of expanding academic collaboration with Higher Education Institutions abroad for knowledge sharing and research collaboration is of utmost importance now especially because the government of India has approved 100% FDI in education. In short, the IHER 2021 report will be immeasurably helpful interest for both academicians and students.

GANDHI SHIKSHAN BHAVAN

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Development of well-integrate personality is possible if :

- a. Educational experiences and work experiences interweave, intersect and reinforce each other.
- b. Students and teachers participate actively in the community services such as adult education, promotion of better health, hygiene and sanitation etc.
- c. Curriculum provides for self-directed learning and
- d. Education concerns itself with the development of the human person.

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