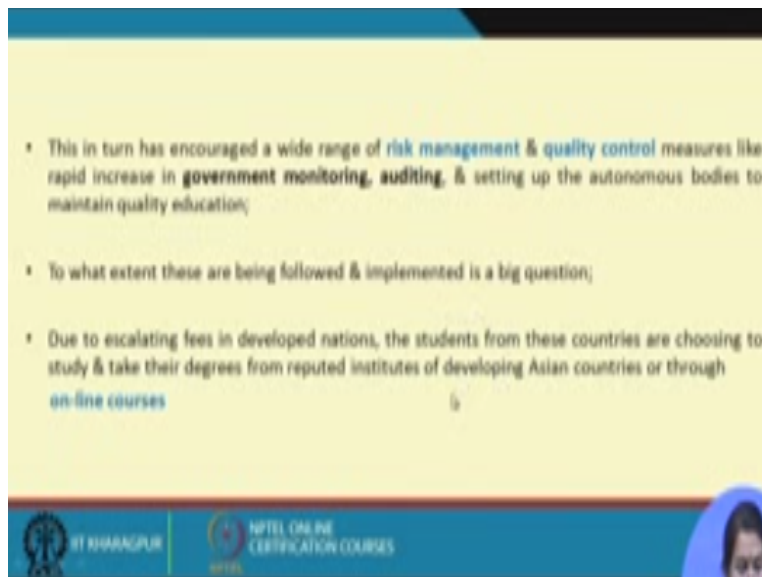


NPTEL
NPTEL ONLINE CERTIFICATION COURSE
Course
on
Educational Leadership
by
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Center for Educational Technology
Indian Institute of Technology Kharagpur
Lecture 20: Managing Diversity and Inclusion
(Contd.)

Welcome viewers welcome to this NPTEL course on education leadership so in the last class we are discussing about the scenario.

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Higher education and in that context we are discussing about you know there are some of the features in the education sector like the decreasing funding state funding and how business houses have started investing in education system higher education sector now education as become a industry has become an industry and there is more unknown common method is the more commercial values of education in terms of degrees profit co modification of knowledge and it is marketing etc...

So today we will discuss as a result of that say a new trained up entrepreneurship as also have emerged in the education as become a considered knowledge industry knowledge industry the entrepreneur have started their new ventures like you know and the new have introduced the new vocabularies like the students are customers guidance are the stake holders intellectual capital copy right intellectual property out sourcing of knowledge management.

All these kinds of you know business language business vocabularies have come up in the knowledge industry and education sector and a new range of income generating ventures also have come up like in our private colleges technical and vocational intellectuals must remain in engineering colleges must remain management schools and the with much risk profile like the lower quality and high escalating fees so all these private institutions and must remain colleges and the schools.

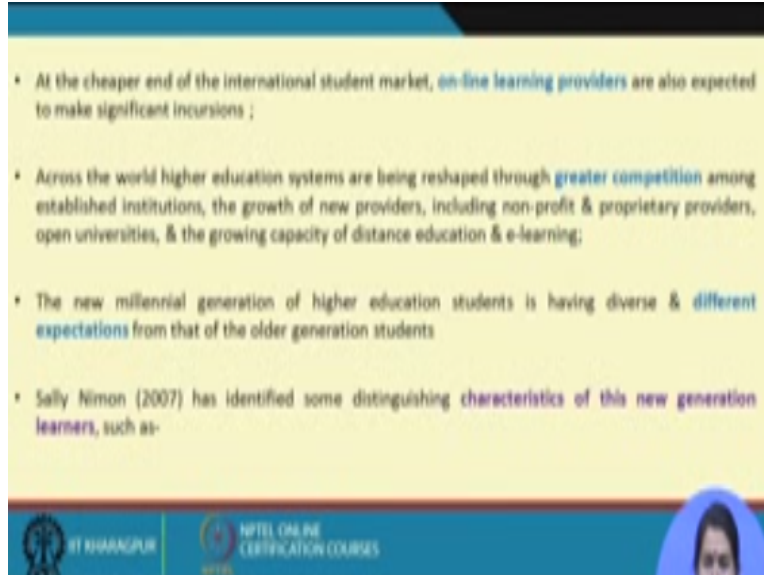
So they are properly maintaining the quality of education and high caption fees some of the fake university are coming up in terms of providing the degrees and more commercialization of the research and teaching so these all this features have emerged as a result of that so these in turn as encouraged the wide range of risk management and the quality control with the mushrooming colleges, engineering college technical colleges institutes and management schools also.

So the quality as the quality has been diluted and the fake universities fake degrees are coming up so ultimately to control this and monitor this also the government as also introduce different kinds of regulations or the auditing mechanism to maintain the to maintain the quality control the quality and manage the risk say in terms of quail maintain the quantity education but the question is to what extant this have very effective in controlling and monitoring the quality.

Due to escalating fees and developed nations like in a US and UK etc getting the higher education is highly expensive and everybody cannot effort to have it but again people's expectations use the expectations have increased so they want to have the higher academic degrees so as result of this huge capitation fees and admission fees etc...

So more and more people from the developed countries are moving towards to developing countries are more of the Asian countries through to get the degrees through online various online courses relearning packages etc.

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So at the cheaper end of the international student market in online similarly online learning providers are also making some significant in course like so many online providers there providing different kinds of degrees and the customize course in different fields of profession technical field etc.

They have become the you know adamanacies or educational enter partitions now a days so across the world higher education systems the systems have been reshaped with the greater completion among the establishing insures so as the more and more online providers e learning courses have come up so there is a greater computation also amount the established institutions in the group of the new providers including some of the providers nonprofit.

And providers some of the providers are also property in open universities and the growing distance education e learn platforms have also come up so this new million an generation of higher education students is having the diverse and different expectations I gave with the emerging new education institution new online courses open sources of learning online learning providers knowledge industry academy business the educational interpreters etc the students expectations have also increase and the needs and expectations are become very more diverse in comparison to the older generations students, now let us discuss about the characteristics of this new generation learners what are their characteristics.

Now this new generation learners are their hesitant to engage in the long term planning so this youngsters this youngsters they are very you know they are very there in a hurry there in a hurry to grab some of the professional degrees and the courses and etc... but they are hesitant to engage themselves in any kind of long term planning but rather restrict to the soft term planning and immediate goal achievement an immediate job etc... immediate goal in immediate benefits of their education with being all kinds of short term courses the professional courses etc.. they do not give.

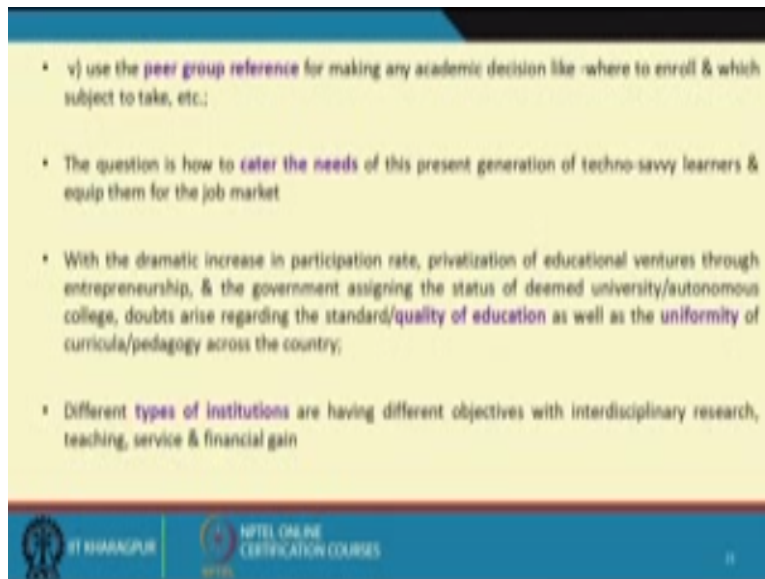
Much importance to the notion of standards of his achievements and that means they do not mind to dilute the quality or the term more give attention to have a high quality education etc... rather they give more importance to just to get passed in your subject or whatever they submitted should be so be this should be then this should be a past and irrespective of the quality and there is standard of achievement then the notion of theirs notion of standard of achievement is very low and they just.

They want to compromise and they do not want to strict to the quality high quality and of academic standard so their likely to have different attitudes to the web-based place plagiarism etc... now this is the generation of the students they do not mind and mind doing all kinds of you know hacking all kinds of plagiarism all kinds of you know copying the copy past of the knowledge etc. So they have different attitude they do not mind so here comes your super is that ethics in the values.

Of academic entrepreneurship and stands oh, they do not stick to the that guidelines etc.. if they do not differ to stick to that guidelines and values and they expect everything to be that to be readily available and not as a self relate as a previous relations, so they as because it is become more kind of you know cafeteria approach to get their offers immediately, so they expect that everything should be provided to them immediately instantly with less hostels and do not want to be committed to that.

There are not self reliant and unlike the previous generations they do not that means they do not want to spend time quality time or effort to more to achieve a higher level of academic quality rather they just want to have the degrees and past somehow to pass the professional courses have the certificates etc. and they quickly get into the job that is their parity so and again moreover they also use that group here.

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- v) use the **peer group reference** for making any academic decision like -where to enroll & which subject to take, etc.;
- The question is how to **cater the needs** of this present generation of techno-savvy learners & equip them for the job market
- With the dramatic increase in participation rate, privatization of educational ventures through entrepreneurship, & the government assigning the status of deemed university/autonomous college, doubts arise regarding the **standard/quality of education** as well as the **uniformity of curricula/pedagogy** across the country;
- Different **types of institutions** are having different objectives with interdisciplinary research, teaching, service & financial gain

Here group has the reference point so for any kind of higher studies or any kind of academic decisions they, their stick to that fear group for the reference and where to end role where to get the admission were which university to go with subject to text oh that mostly consult with their appears so the question is how to cater to the needs of this present in generation of tech civil learners and equate them for job make, so the strengths of the present generation learners are there and they are very techno serve.

We and the very and techno so needs and their expectations and needs are different the biggest challenge for the educations is are there like how to get it to the needs of this present generations so were very techno civil and but at the same time they do not have the long term goals they are not self reliant they do not was stick to a course for a long time and but how to prepare them for the job mark that is the biggest challenge, so with the dramatic increase in the participation rate privatization of their education ventures through entrepreneurs and the government signing this practice of demand of they need university or autonomous colleges etc... doubt arise that involve standard of quality of education.

With that last demand of higher education's so many and private universities government universities many schools management schools locations institutions have come up but previous that how to as a result of that government has also assign the different kinds of labels like this

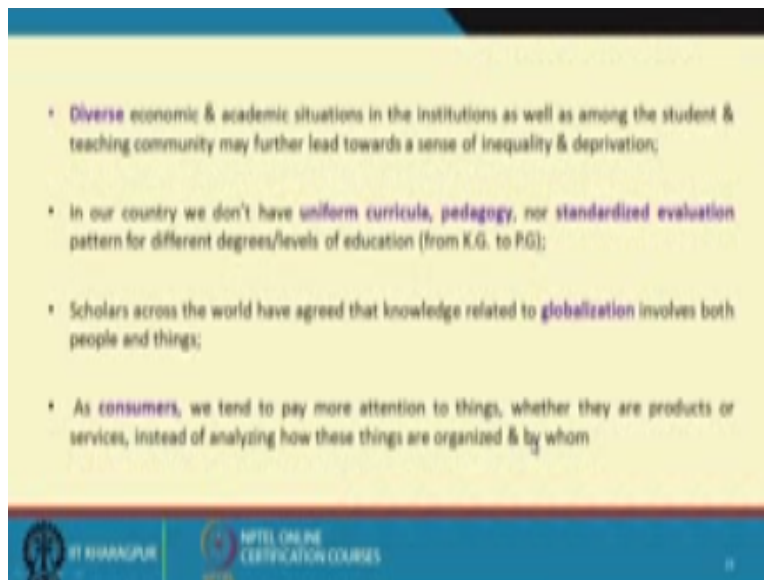
some of the university at the deemed university or autonomous bodies etc.. but what about the quality but how to maintain this standard and quality come quality of the education as well as the uniformity of the curricular.

Pedagogy and the all occurs in the we have the n number of education institutions autonomous bodies etc. but similarly our course curricular pedagogy have not uniform discipline wise discipline wise across the country so different types of institutions are having different objectives so the disciplinary research teachings or this and financial so government institutions their having their different reason mission it is, is a value private universities are having their own vision mission and values goals.

So our institutional all types of education institution they vary in terms of that not only in terms of their curricular pedagogy etc but in terms of their inter discipline research also, because you know something they focus on some specific research areas because they can get they wise finding from the different sources like and some of the research topics some of the resources so that priorities are become that how to conduct the inter discipline resource in specific areas.

Similarly teaching also in terms of teaching and then we how to that means how to higher faculty or the teacher with the meaning on salary package so that is, it is also compromise in terms of service also and so and they give more importance to the financial gain the profit and how to generate more and more financial resources, so that institution they vary enormously and they have become very, very diverse in not only in terms of research where pedagogy and course curriculum but in terms of their values, missions and the goals as well.

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So diverse economic and academic institutions in the institution as well as among the students also teaching community may further lead to sense of inequality and different visions, so with this diversity also there is a feeling of inequality or deprivation or you know exist or has emerge among the students, among the faculty, among the current generation of learners as because the institution they vary in terms of quality, in terms of you know fees in terms of research, in terms of brand name, in terms of the status etc.

So in our country we do not have any uniform curricular pedagogy nor any standard evaluation pattern for different degrees of the so some same in your in different universities are offering the same degree in your technical courses, professional courses, management courses, humanity, social science courses etc, but there is no priority there is no uniformity in terms of curricular nor pedagogy nor any kind of standard evaluation some universities gave the libeler markings of the students where they can easily get the good degrees, good divisions and ranks etc where are the some other universities are different.


The scholars accurse the world had agreed that knowledge related to globalization inverse both people and things, so definitely post globalizations, knowledge are interested relates to do both the quality the course content curricular as well as the people, so but now it is just business language has introduced now with those students as the customers and parents and guidance are the stakeholders.

So as the consumers we tend to pay attention of the things, so the all the private schools, private universities, institutions they give more importance to the material things okay, like in the facilities labs, infrastructure etc instead of analyzing how these things are been utilized or the quality of teaching, quality of teacher, quality of you know education materials etc, so we give that means it is importance and attention to this.

So what is the higher education realities in India, India has the large higher education sector that is it is the third largest country in the world in terms of students numbers after China and USA, so definitely in India also the higher education enrollment has also increased a lot and next is that English is the primary language in higher education and research. Yes, India educates approximately 10% of its youth higher education in comparison to the older days.

But however it is also much lower in international standard and compared to more than 15% in China, so even today also the China.

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Higher Education Realities in India

- India has a large higher education sector – **third largest** in the world in terms of student numbers after China and USA;
- **English** is the primary language of higher education & research;
- Yet, India educates approximately **10%** of its youths in **higher education**, much lower in International Standard & compared to more than **15%** in China;
- India's academic system has an unusually **small high quality** sector at the top in the pyramid, & this tiny top tier consists of only few institutes like IITs, IIMs, IISc Bangalore, AIMS, NISER, IISER, IIT and few private institutes like TIFR and BITS

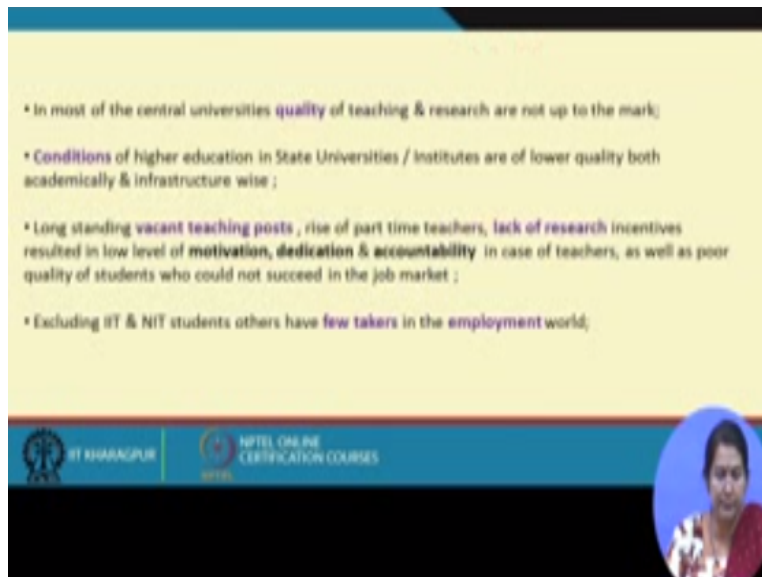
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In China gives enrollment to more than 15% of its youth in higher education in comparison to India which only gives education 10% of youth so India's academic system has also annually unusually small high qualities sector at the top of the pyramid, the top of the pyramid Indian education sector, higher education sector has a very small portion in the pyramids that is this tiny

top power consists of only few IT's and IT's are we can say HSC the Bangalore or AIMS and NISER whatever our top higher education institutions are there.

So these are that means you know very few it can easily accounted and very few top power higher education institutions are there in the pyramid which consists over the very tiny portion of the educational structure of the country and hardly the private universities like some of the few reputed banned universities like BITS and TIFR or you know some of them it is schools etc are the top ladder.

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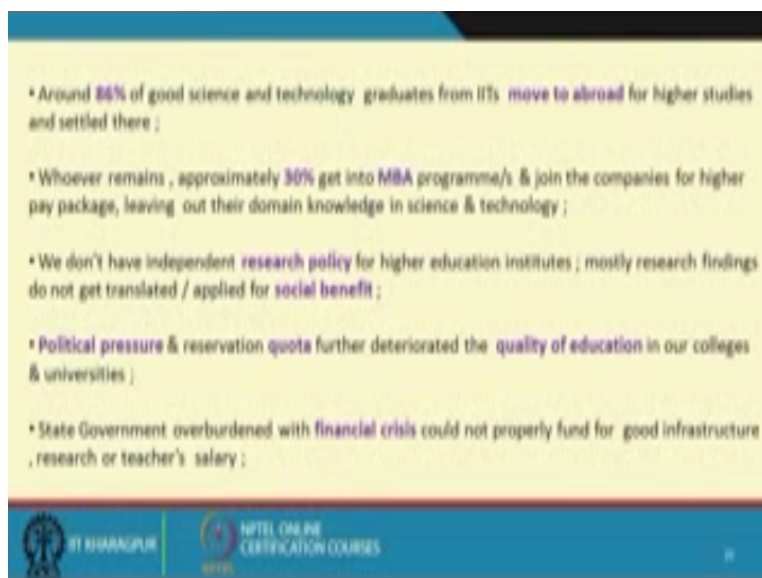
So most of the central universities they have been the quality of teaching and researches are not up to that even though the central universities nowadays central in number of central universities, central institution have increased even then the quality of the teaching and research are not up to the mark and in most of the universities their the institutions the faculty like the any of the faulty post their line vacant then the lab works are you know lab set off lab works are incomplete so the conditions of the higher education in state universities and institutions are of lower quality both academically and infrastructure.

The size of the central universities most of this state universities also the quality of higher education is very, very poor very low in terms of academic quality in terms of infrastructure in terms of man power in terms of long standing vacant teaching post rise up the part time teachers contextual teachers more and more state universities are you know at during to the contextual lectures teachers.

Lack of research incentives and then again result in low level of motivation dedication and accountability among the teachers so these are the you know this resources financial setback etc as demotivated the faculty and the teachers are teaching community for not against of not getting incentive for the research .

And also in case the teachers as well as poor quality of students who could not succeed in the job matters so the quality of teaching of the infrastructure not good incentives for the research not the students standards are up to the mark to get and enrolled in the job market up to they get good jobs so excluding some of the IT's an NIT as students others have few takers in the employment world. Because that the poor quality lack of 21st centuries general schemes provisional knowledge competence etc so they are very few takers in the job market.

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- Around 86% of good science and technology graduates from IITs move to abroad for higher studies and settled there ;
- Whoever remains , approximately 30% get into MBA programme/s & join the companies for higher pay package, leaving out their domain knowledge in science & technology ;
- We don't have independent research policy for higher education institutes ; mostly research findings do not get translated / applied for social benefit ;
- Political pressure & reservation quota further deteriorated the quality of education in our colleges & universities ;
- State Government overburdened with financial crisis could not properly fund for good infrastructure , research or teacher's salary ;

Around 86% of the good science and technology graduates more broad moreover from the top rank institutes 86 around 86% students they more abroad for the higher studies and get settle there now resulted in such a situation as become little bit different and whoever remains

approximately 30% get into the MBA programmes even though the students are from the technical background engineers.

But ultimately they are getting admission into MBA programmes and more than 30% students get into MBA programmes because it conveys you know weight packages and administrative post and getting the domain knowledge science and technology and utilized for the country for the benefit of the country for the benefit of the society.

So we can have independent research policy for the higher education so as you have many central universities many state universities many autonomous many deemed universities and they doing own research so they have not inform research policy like that governments are not prescribed that this the good research areas.

All the academic deals suggestions at least central funded institutions to do research which can ultimately benefit the society we do not have that kind of research policies hence we do not get the benefit out of that research findings so all the research most of the research findings not getting oscillated or apply to the social benefit and moreover other new challenges like the political pressure and reservation quota etc further deteriorated the quality of education in our colleges and universities.

Now state government are also overburdened with financial crisis that could not properly fund for the good infrastructure for the infrastructure for the research and teacher's salary in the state universities and the state colleges as well.

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> Under - investment , **backdated curricula & stagnation** have become the feature in maximum universities, producing only the **mediocre graduates/postgraduates** ;

> Some of the private universities prepare good quality students but mostly in management & humanity subjects **not enough in science & technology** ;

> We don't have the **world class** universities ;

> Severe **shortage** of good quality teachers at higher education level ;

> Teachers' **salaries are not uniform** across the state & central universities ;

> To our dismay, in Asia, **China is investing** heavily in making world class universities & research labs ;

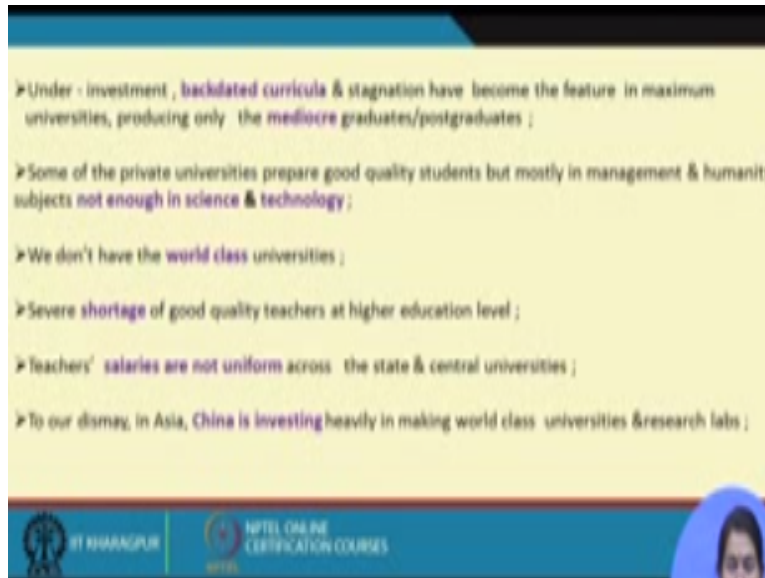
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So moreover that is why under developed that this under investment than that curricular stagnation etc is further has become to the future of the maximum universities producing only the mediocre graduates so even though in terms of number very large and large number of universities schools colleges these and the in terms of quality in terms of quality we are very poor and we are produce school mediocre graduates.

Because how very less top education institutions for which whatever we could produce in terms of good quality students they are going abroad and get settled their where as other universities large number of universities and colleges whatever you are produced is all mostly mediocre students and those graduates so some of the private universities prepare good quality students but mostly management and humanity subject not enough in science and technology.

So the mushrooming engineering colleges the science and technologies subjects the subjects have been open but if the qualified students are very poor. For us one of the top universities they produce good students that while primarily management and humanity areas.

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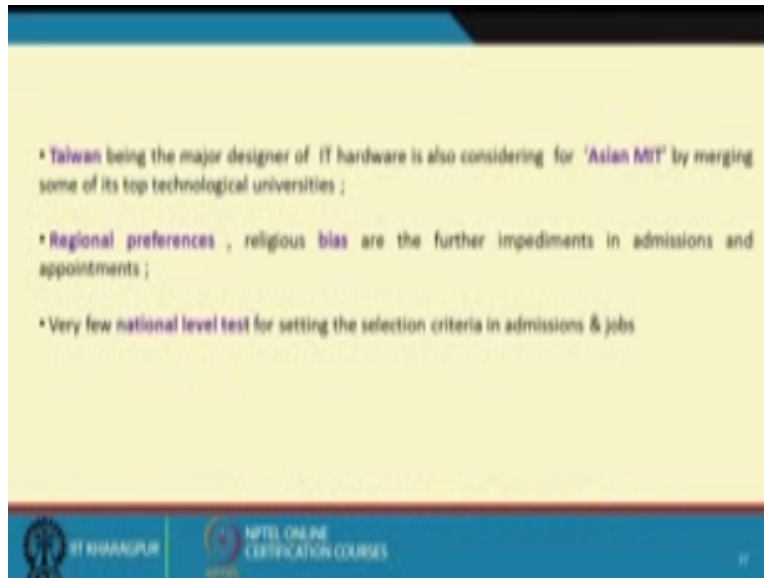


We do not have the world class universities like you know oxford etc, we do not have the world class universities of let we have started this and I do not know what will be the future of these kind of. So we do not have the world class universities. Severe shortages of good quality teachers at higher education level, the state good quality teachers because of this poor incentives, poor infrastructure, poor salary, irregular salary etc.

So people are not interested to get into this profession, so one of getting the good quality teachers in the higher education level, the teacher is salary are not uniform again more over even there are conditions announced this and that but that the state governments they are not been able to give the equal pay at par which is central government to all the teachers, to state government teachers and the college teachers. So these are not uniform, that is also another de motivating factors.

Further to our dismay in Asia, China is investing heavily in making the world class universities where as democratic dividend of youth, the largest number percentage off youth and young generation. But china is investing more on higher academic and research labs then us.

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Taiwan has become the major designer of the IT hardware and it is also considering for the Asian MIT by merging some of the top technology universities. And more over the regional preferences, religious bias are also further impediments in admission and the appointments also. They are totally we are facing the challenges like disparities, diversity, lack of uniformity, lack of quality these are the issues.

But regional preferences, the regional bias further impediments, getting the admission and the appointments also. Very few national level test for setting the selection criteria in admission & jobs. For you know I am just introducing some of national level interest for different professional courses, for the students like medical and law etc. but for getting into the jobs we do not have national level PQ test for the teachers, teachers of any sort of selection criteria for teaching jobs at the national level.

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Reforms Needed

A combination of specific conditions & resources are needed to create outstanding universities (According to Philip G. Altbach, 2005):

1. Sustained financial support, with an appropriate mix of accountability & autonomy
2. The development of a clearly differentiated academic system – including private institutions – in which academic institutions have different missions, resources & purposes
3. Managerial reforms & the introduction of effective administration

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How to need that? Need to have some reforms in our education system, so the reforms are badly needed in the present situation. So what are the reforms? A combination of specific conditions and resource are needed to create outstanding universities. So we have to focus on different kinds of reforms and these reforms have to be combination different kinds of resources and specific conditions. The first thing is the sustained financial support with an approximate mix of accountability and autonomy.

So as we are badly in need of financial support we are sustained continuous financial support is required at the same time it should be properly mixed with accountability and autonomy, as autonomy is required for the educational to start, but accountability to the government should also be there. Because you know education institution we are accountable to the society to the public, because it is the public investment it is the public vulture.

So there is the development of a clearly differentiated academic system including the private institutions in which academic institutions have different missions, resources and the purposes so when we need to have we need to develop clearly different academy system for this school education for the higher education technical education professional education and for what is the specific criteria for the private institution as well.

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So in terms of the reasons resources and the purposes etc we have to clearly differentiate this academic system the managerial reforms and then the introduction of effective administration so again educational management has become the important factor here how to manage the educational institutions it is not an easy task to run the educational institutional academy.

This is the managerial reform it is also well must necessarily it is very much required because now we can also see that some of the private universities private academy institutions are running very well very effectively with brand value but at the same time some of the government central universities government institutions are not performing well are not functioning well so we need to bring some managerial reform.


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Reforms Needed

A combination of specific conditions & resources are needed to create outstanding universities (According to Philip G. Altbach, 2005):

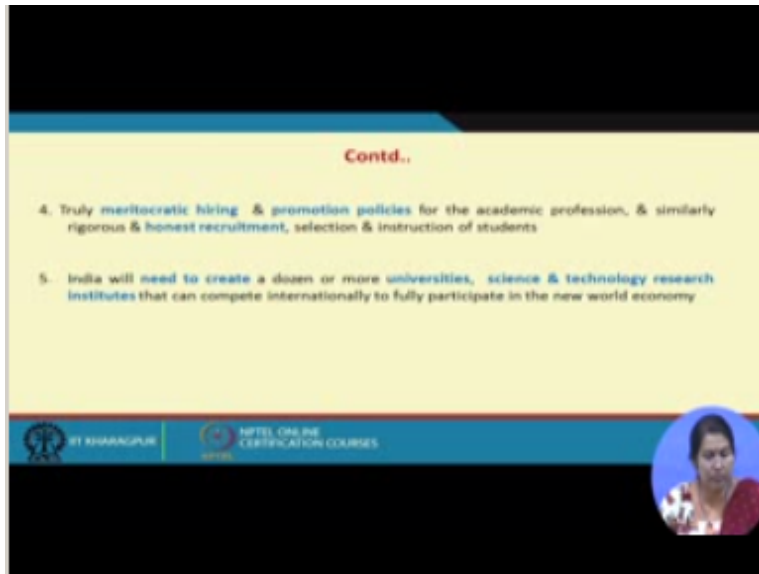
1. **Sustained financial support**, with an appropriate mix of **accountability & autonomy**
2. The development of a clearly **differentiated academic system** – including private institutions – in which academic institutions have different missions, resources & purposes
3. **Managerial reforms & the introduction of effective administration**

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And we have been introduce effective administration for that matter all kinds of administrators are different labels starting from the department to institution to let us all the administration need to go to the training which are from time to time to do the academic leaders to put in the institution as effective administrator similarly

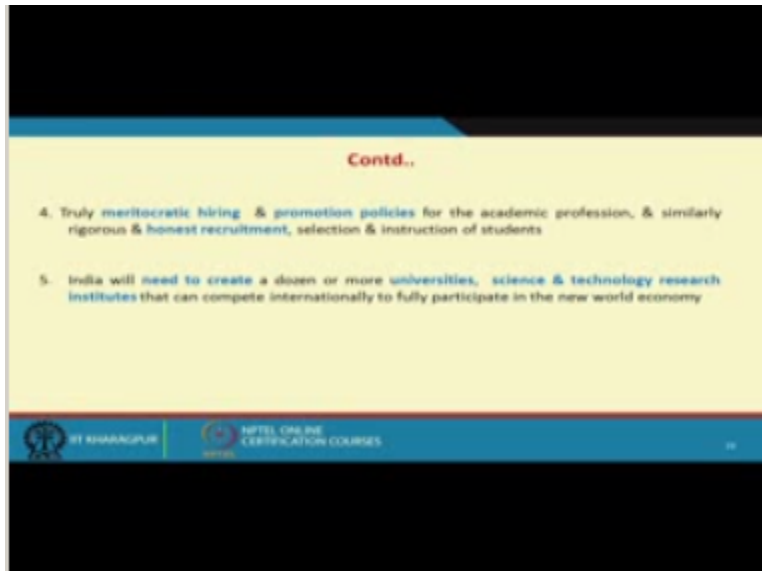
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Truly meritoriate hiring promotion policies for the academic profession hiring on the bases of merit clearly specified promotion policies similarly honest recruitment rigorous selection process instruction to process instruction to students this should also be induced in the higher education management so India will need to create a dozen of more universities more over as because you have a very tiny layer of top universities of higher education we need to take dozen of more universities of result even though we have many more central universities have been induced and many more higher IITs are certain there but we don't have the qualified people teachers resources to fill up these vacancies.

So we not only need to create dozen of university science and technology research institution we also we have to promote our teacher education also teacher education prepare the qualified teachers and increase the you know higher potential and candidate individuals of the top layer of creamy layer of the academic institutions to go for the teaching profession and

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Then only we can compete internationally with other countries in the world economy so that only to introduce many more top institutions from the research institutions but we need to have academy and just to interface research you know apply resources you have to focus more on the applied research and again a design we have to prepare a lot of teacher educators teachers professional teachers educators management leaders then administrators to higher academic institutions.

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- Researchers and academicians have identified **three major areas** to be considered in the **pedagogical approach** of enhancing students' understanding of international contexts, competition & the meaning of globalization:
- a) **linguistics**, b) **curriculum**, c) **leadership** (Gee, 2004; Lakoff, 2004, 2006; Apple, 2004, 2009; Giroux, 2005; Banks, 2008; Anderson, 2009)
- Educational leaders can support **critical pedagogies** that prepare students to discuss world issues;
- Researchers (Apple & Anderson, 2009) have promoted the new concept of "**advocacy leadership**"
- **Advocacy leaders** in the institution should prepare themselves & their teachers to **critically analyze** local, national & international landscape of socio-political & economic implications & encourage both teachers & students to create space for dialogue about civic participation in society

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Next class we will discuss about that.