

Seminar Report

SIXTH INTERNATIONAL SEMINAR PRIVATIZATION OF HIGHER EDUCATION CHALLENGES & QUALITY PERSPECTIVES

October 31 - November 2, 2004

THE Sixth International Seminar organised under the joint auspicious of International University for Human Transformation, Society for Human Transformation and Research, Delhi School of Professional Studies and Research, Delhi School of e-Learning, DSPSR, Centre for Information Technology, SHTR Consulting Group, SHTR Career Solutions, e11CRM Solutions, Smart Campus Card, Value-one, Association of International Organisations and Universities.

Inaugural Session

On October 31, 2004, 10.30 A.M.

Venue: Main Hall, Hotel Babylon, VIP Road, Raipur, Chhattisgarh, India.

The inaugural session of the Seminar had a galaxy of dignitaries starting from the first citizen of the state his excellency **Lt. Gen (Retd.) K.M. Seth**, Hon'ble Governor, Chhattisgarh State, **Professor D.P.S. Bhawuk**, College of Business Administration, University of Hawaii at Manoa, Honolulu, USA, **Professor Om Prakash**, Formerly Vice-Chancellor, University of Rajasthan, Jaipur, **Professor S.B. Singh**, Vice-Chancellor, University of Lucknow, **Dr. U.S. Pathak**, Education Advisor, Chhattisgarh Private University Regulatory Commission, Raipur, **Professor B.P. Singh**, Chancellor, International University for Human Transformation (IUHT), Raipur, **Professor Ajay Kr. Singh**, Vice Chancellor, International University for Human Transformation (IUHT), Raipur, **Professor P.N. Singh**, Rector, IUHT, Raipur.

After National Anthem by Police Band and lighting of lamps by H.E. **Lt. Gen (Retd.) K.M. Seth**, hon'ble Governor of Chhattisgarh state, **Prof. B.P. Singh** delivered the welcome address followed by **Prof. Ajay Kr. Singh**, who introduced the theme to the delegates assembled from different parts of the India and the world.

His Excellency **Lt. Gen. (Retd.) K.M. Seth**, Governor, Chhattisgarh State, the Chief Guest of the Inaugural session, in his Inaugural Address stressed that the "Privatisation of Higher Education is the need and necessity of present-day time". He dwelt upon the enormous demand coming up to join the stream of higher education, which is beyond the reach of conventional Universities set up by government funding. He said that inspite of governments best effort, we have been able to provide higher education to hardly 5-6% of students coming from schools whereas to match the International standards in this regard we need to raise this percentile to 20-30% in the near future, if we want to translate the dream of our Hon'ble President to make India a World Economic Power by 2020.

He cautioned the private sector not to drift into commercialization of higher education. The Hon'ble Governor emphasized the Restructuring of the Regulatory Mechanism, and making higher education based on the Agriculture, Forestry, Fisheries, Poultry and other related economic activities where the State of Chhattisgarh have great strength.

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Hon'ble Governor released the vol. 5 no. 2 of bi-annual journal "Delhi Business Review: An International Journal of Society for Human Transformation and Research", the sponsoring body of the University.

Prof. David Ross, University of Southern Queensland (SQA), Australia, in his keynote address stressed upon the Global Village and the concept of the corporate university as an opportunity for the Institutions and university system to meet the global need with the international standards. He emphasized the necessity of the fast, fluid and flexible model – for the survival of higher education in global era.

Prof. P.N. Singh, Rector, IUHT, proposed vote of thanks to one and all.

Theme Session

The session was chaired by **Prof. S.B. Singh**, Vice Chancellor, University of Lucknow who set the tone for the session by a brief introduction to the theme.

Prof. David Ross, of the University of Southern Queensland, Australia delivered the Keynote Address. He presented a model of corporate university system. He deliberated at length on the concept, model and objectives of corporate universities and how they work in terms of corporate alliances and how they segment the market. Prof. Ross also brought out lucidly how corporate universities make education socially relevant. The difference between the traditional centres of training and development and the corporate university system was described vividly by Prof. Ross.

Prof. S.K. Saha of IUHT made a presentation of the current scenario of higher education in India. Emphasizing on the basic needs of higher education, he made out a case for the imperative need for the privatization of higher education in India.

Prof. S.B. Singh, Chairman of the session, summarized the proceedings of the session and concluded by saying that corporate universities needed different paradigms from what are followed by institutes of higher learning in India.

Rapporteur for the Session:

- **Prof. Ashok K. Mohanty**
Department of Business Administration, Berhampur University, Orissa, India.

TECHNICAL SESSION NO. 1 : PRIVATE UNIVERSITIES: ROLE OF REGULATORY BODIES

On October 31, 2004, 2.30 P.M. - 4.00 P.M.

The first technical session was chaired by **Prof. Om Prakash**, Formerly Vice-Chancellor, University of Rajasthan, Jaipur, and Bundelkhand University, Jhansi.

The Keynote Speaker **Prof. D.P.S. Bhawuk** from College of Business Administration, University of Hawaii at Manoa, Honolulu (USA), emphasized that privatization is an age-old practice in India. All the charitable activities aimed at public good were the endeavours made by private bodies. His deliberation included examples including the role of a grass-cutter in motivating Aadi Kabi Brahm Bhakt to write the Nepalese version of the epic-Ramayan. Prof. Bhawuk shared the experiences of privatization in US universities, and presented a case study of the Kathmandu College of Management (KCM). Finally, Prof. Bhawuk suggested that there should be greater freedom and empowerment for institutions, regulation would not ensure quality of higher education. Hence, institutions should be empowered to perform and let open market decide about quality of education provided by them.

Prof. P.R. Agrawal, Head, School of Management Studies, Motilal Nehru National Institute of Technology, Allahabad, stressed upon the socio-economic forces and feasibility aspects in the process of privatization of higher education. He recommended for introduction of Circuit Business Schools, could import learning in two phases. in Phase-I, the core courses have to be taught by the school, and the second phase of learning has to be completed through collaborative learning. In the second phase, a student has to be sent outside the institute, to get the knowledge about what is the global business

scenario. He narrated 4 Ps as : People (i.e. work force, customer), Policy (i.e. concerned with policy regulation, political systems and awareness), Product (input, process, output, infrastructure, service technology and distribution of value added products), and Price (including purchasing power and affordability). Prof. Agrawal suggested that there should be relaxation in the immigration and visa norms followed by different countries, so that the circulated business school could function effectively.

Dr. U.S. Pathak, Educational Advisor, Chhattisgarh Private University Regulatory Commission, Govt. of Chhattisgarh, Raipur that there is a need for change in the people's perception of a 'Private University'. He further mentioned that there is no clarification as private university or public university, even in the norms defined through the law of the land. He mentioned that there are about 800 private universities in China and many in Indonesia too. While emphasizing the role of private universities, Dr. Pathak also mentioned about the quality education and the ability of the government to bear its cost. Finally, Dr. Pathak narrated the role of regulatory commission and stressed upon the private university to fulfill five minimum conditions for its viability and continuity. He authenticated the validity of degree provided by private universities.

Prof. Om Prakash called for a greater flexibility on the part of regulatory bodies. He stressed that privatization and autonomy should move together. We should not aim at forming more regulatory bodies like SEBI, that could curb the autonomy of the private sector through powerful regulations (Viz : Political, bureaucratic and business regulations) are finally drawn into the court (which he called as court regulation).

The session ended with the concluding remarks from the Chancellor, IUHT, **Prof. B.P. Singh**. Prof. Singh stressed that due weightage for knowledge capital, possessed by a private university, has to be made by the regulatory bodies.

Rapporteur for the Session:

- **Prof. P.K. Padhy**
P.G. Department of Business Administration, Berhampur University, Orissa, India.

TECHNICAL SESSION NO. 2 : UNIVERSITIES IN THE GLOBAL VILLAGE: FOREIGN VS. LOCAL

On October 31, 2004, 2.30 P.M. - 4.00 P.M.

The session was chaired by **Mr. Binay Kumar** and Co-chaired by **Prof. K.K. Tiwari**, Regional Director, M.P. Bhoj Open University Centre, Jabalpur, with **Professor P.K. Padhy** as a Keynote Speaker.

Mr. Binay Kumar highlighted that in the past decade, lot of events have taken place, worldwide like the breaking up of the erstwhile USSR, into its 15 separate republics. It was the fall out of globalization, privatization and liberalization. This has brought a tremendous change in our life style. Due to stiff competition, in every field, each player tries to outdo the other competitor in the true spirit of the Games Theory of Operations Research. In such a scenario, the education system should stress *co-existence in place of competition; inter dependence in lieu of independence and individualism. It will facilitate in achievement of synergy and coordination of total efforts for betterment of human lives.* This is one area where our education system should be made more meaningful and in tune with the needs of international community. And the essence behind mergers, acquisitions and joint ventures is to pool in experience and expertise of participants for maximum good of the maximum number.

In the changed scenario, the new education system should stress cooperation and teamwork and preserve the rich ancient heritage of Indian cultural values.

Regulatory Commission should ensure that the *education system takes care of the masses. In this regard, TISCO has fulfilled its corporate social responsibility very well. It has set a model for other*

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corporateurs to emulate. Education should be need based and meet aspirations of people besides proliferating knowledge and wisdom. On the basis of educational advancement, the universe could be classified into developed, developing and underdeveloped countries.

The new educational era has witnessed *downsizing of manpower* requirements as a result of automation and mechanization of manual functions. This has led to loss of employment opportunities. In this regard, both Indian and foreign institutions are to be blamed equally.

The objectives of new education system should be *cognitive improvement, enhancement of knowledge and wisdom.* Education system should induce introspection, thereby bringing in improvement, enlightenment, self-awareness, acquisition of knowledge and wisdom. Besides, fulfilling physiological, social and security needs, the new education system should fulfill esteem and self-actualization needs of the educated.

Prof. P.K. Padhy, in his Keynote Address, stressed both the strong and the weak points of private and public institutions. While the Govt. institutions usually provide higher education at reasonable cost, the private institutions charge students exorbitantly. In this context, the employability of the educated youth is a better indicator of quality of education.

In the new millennium, the goals and structure of the new education system should be streamlined. The new system should nurture a *global vision and initiate a suitable control mechanism to ensure quality.* Education should bring about the desired transformation of knowledge and standardize the output. Intellectual capital should be built up ultimately. *Both soft and hard skills of the educated should be developed besides attaining global competence.*

The main thrust of education system should be development of aptitude, attitude, skills and knowledge in the right proportion. A successful person in future will be he who is professionally competent, capable of analyzing situations, ethical and communicative. Any meaningful analysis of situation should be based on four variables; these are action, reflection, theorizing/conceptualization and experimentation. This will pay rich dividends in future.

Prof. K.K. Tiwari, the Co-chairman of the session highlighted three basic objectives of education, as outlined by UNESCO i.e. to inform and make person knowledgeable, secondly to develop feelings i.e. the effective role of education and thirdly, to develop skills through education.

The desired education system should inculcate self awareness, improve interpersonal skills and enable the educated to earn their livelihood. A Nobel laureate from the field of zoology, who had no compassion for animals, had benefited only to a very limited extent from the desired effects of education.

There is a need for an academic regulatory framework to protect our education system from pernicious and deleterious influence of vested political interests. Education was an exclusively state subject at the time of independence and has been brought within the purview of concurrent list now to enable the central government to legislate in the overall educational interests of Indian society. The development of people, society and ultimately the nation should be the main role of education.

With regard to Govt. funding of educational institutions, it was a mere 5% grant by Govt., given for innovations, at the time of independence. There was only one Govt. school and a college in each district. Other institutions were financed privately. After 1962, leftists led state Govts resumed 90% of the control of these institutions. But in the last decade, Govt. realized its own financial limitations and encouraged corporate participation for school education. However, the financial health of higher education institutions was ignored and neglected. Against such a background, Private Universities (Establishment & Regulation) Act, 2002, was passed by the state legislature of Chhattisgarh.

The education system needs to be regulated in order to bring it in tune with the needs of Indian society and external environment. The ancient Indian cultural values needs to be preserved by the desired new education system.

Rapporteur for the Session:

- **Lt. Col. (Retd.) Dharmendra Singh**
NCC Gp HQ, Vishakhapatnam, India, now settled in USA.

TECHNICAL SESSION NO. 3 : ON LINE EDUCATION IN THE OPEN REGIME: CHALLENGES AND PERSPECTIVES

On November 1, 2004, 9.30 A.M. - 11.00 A.M.

The third technical session was chaired by **Professor B.K. Mehta**, Director, Institute of Distance Education, Pandit Ravi Shankar Shukla University, Raipur.

Dr. David Ross the keynote speaker from US, Australia started his deliberations by citing personal examples of face-to-face communication and its advantages, to conclude that different modes of communication which ultimately leads to learning have undergone gradual changes and in 21st century, e-learning has come up as the latest revolution in the field of Higher Education.

He says that “increasing human desire to varieties of disciplines at different interests of age and responsibility to fulfill their desire of learning ultimately led to the development of distance mode of learning.” This distance mode of learning has undergone change with development of technology from time to time. These developments can be classified into five stages namely:

1. The correspondence model-written textual material communicated by correspondence.
2. Multimedia model - in addition to print material, audiotape, videotape, computer aided learning (CAL) and interactive video learning technological constituents of this model.
3. Tele learning model – this includes teleconferencing, video conferencing, T.V., etc.
4. Flexible learning model – which includes all the above methods listed above embedded in each other as per learner’s convenience.
5. Intelligent flexible learning model – which can be defined as interactive multimedia model.

He said that even by using all these technologies, we are not trying to change the role of universities because “trying to change universities will be like trying to change the graveyard.” With increasing competition even in the field of education, a number of e-learning universities have come up or existing universities have developed e-learning programmes. Some of them are:

- i) Britain’s e-university
- ii) The Cambridge e-MBA
- iii) Oxford University
- iv) LICLA’s – on line learning net, which runs 1700 on line courses for 20,000 students.
- v) University of Phoenix on line – registering 10,06,00 students.
- vi) General Motors University.
- vii) IBM’s Mind Span Solutions, which employs about 3000 people to run their courses.
- viii) World Bank- includes 70 to 160 million on-line students.
- ix) USQ

He then elaborated the concept of e-education taking USQ as a model. He chose to start with the concept “Change is the only constant factor and growth is the only certainty.” This university (USQ) in the Year 2002 had in all 26024 students out of which 6659 were on campus and remaining as off campus students. Out of these 6792 students were from outside Australia representing 95 countries.

He said that university’s web-based initiatives initially were not systematic. At USQ the systematic

initiatives developed it into a complete/real e-university. He then elaborated with the various components of e-learning with the merits and demerits of their functioning on the quality of student learning. The online learning is more structured as compared to oral learning. But simply using Internet does not automatically increase learning. At USQ, there is a complete team of teachers for development of learning classroom material.

He compared the performance of a group of students registered in an e-learning programme and classified them as workers, lurkers and shirkers which is as follows :

Student's participation profile

Class	Number	Average GPA
Workers	193	5.43
Lurkers	129	5.41
Shirkers	36	4.30

The above profile clearly concludes that the performance of shirkers, in an e-learning programme, ultimately goes down.

At the end he said that with all the merits and demerits, the e-learning has created a new human environment.

It was followed by comments and observations from **Prof. Panda**, the Registrar of the university, **Prof. D.P.S. Bhawuk**, **Prof. B.P. Singh** (Chancellor) and **Prof. A.K. Singh**, Vice-Chancellor, IUHT.

Prof. Panda raised the issue of developing material before buying the technology. **Prof. D.P.S. Bhawuk**, while advocating the use of on-line learning pointed out the following disadvantages:

- i) The on-line system does not provide flexibility. All the students have to perform the given task by a given deadline failing which at times the programme may not move ahead.
- ii) It has to go as per fixed deadlines which some times may be difficult.
- iii) The development of on-line learning material is more time consuming as compared to traditional material.
- iv) It affects the research activity of the teacher because it consumes teacher's lot of time.

Prof. B.P. Singh raised the issue in relation to Indian situation. He compared face to face and on line systems. According to him online may be very useful for far-off learners in a country like our's he raised the issue of pricing of online education and asked, "Will it be possible for Indian students to pay that price?" he also raised the issue of gender bias when the question of interaction with industries comes.

Dr. A.K. Singh, Vice Chancellor of IUHT advocated the development of e-learning facilities and informed that IUHT is in constant touch with his Australian colleagues Professor David Ross to develop e-learning facilities for the students of IUHT. He said he is trying to evolve a system by which students of IUHT may take a desirable course by using e-technology, which the university plans to develop in times to come.

The session ended with a vote of thanks to the chairman of the session **Prof. B.K. Mehta** who himself put his concluding remarks in short before the audience.

Rapporteur for the Session:

- **Prof. K.K. Tiwari**
Regional Director, M.P. Bhoj Open University, Jabalpur, Madhya Pradesh, India.

TECHNICAL SESSION NO. 4 : HIGHER EDUCATION IN THE AGE OF GLOBALIZATION

On November 1, 2004, 11.00 A.M. - 1.00 P.M.

Dr. Mohammed Kafi, First Secretary (Education) Embassy of Iran chaired the fourth technical session and **Prof. D.P.S. Bhawuk** from University of Hawaii at Manoa, Honolulu, USA was the Co-chairperson of the session.

Following papers were presented on contemporary issues on the theme -

1. "Higher Education in the age of Globalization", presented by **Ms. Marjan Rehmati**, Ministry of Science, Research and Technology, Tehran.

She stated that Globalization is a phenomenon that presents humanity with problem as well as opportunities; a phenomenon that must be studied understood and managed so that it will lead to global interdependent and generate progress that is equitable for all nations and all citizens of the world. We need only to recall the international mobility of researches that has always existed, the role of international learned societies in all disciplines of knowledge, and the role of international academic journals and large international conferences as preferred means to disseminate research results, all of this is proof that the practice of globalization is well established in academic communities. In the coming years, finding the right balance between our universal and local missions will be an increasing challenge to the world.

2. **Mr. Aditya Kesari Mishra**, on behalf of **Mr. Bikram Kesari Mishra** and himself, presented their joint paper on "Privatization of Higher Education : A Sociological Interrogation". Mr. Mishra said that Privatization could harvest miracles and wow the people if it dovetails meritocracy with profit making economy with equity, Equality with accountability. It all depends on our vision and the way we perceived and monitor things. Problems multiply once we begin to visualize privatization as a replacement or as an alternative. Rather, we need to see privatization as supplementary and complementary to the state run public educational systems.
3. Career knowledge: Options and Guides paper was presented by **Mr. Binay Kumar** and **Ms. Sameeksha Chaddha**. They gave their views that the semantic survey is a revelation that stakeholders are at a loss and find themselves at the cross road of choosing educational pursuit. Despite being educated most of them are not employable. What ails the system can be further supported through empirical study. However, in a humble way a beginning has to be made when the meaningful education and purposeful life is properly woven educational system. Manushuo-uthan in the cause of sustainable human development is committed to take the project to its logical conclusion. It is also committed to unravel that illiterate to become literate is a journey, however to make the literate as educated and convert them to become knowledgeable is a pursuit. Convert those knowledgeable as employable and inculcate in them a sense of wisdom aimed at sustainable education endeavors is the mission.
4. **Mr. S.K. Saha** presented his paper of Privatization of Higher Education: Challenges, Opportunities and Quality Perspectives. Mr. Saha stated that we have to show the world that we have arrived on the global scene and we are here to stay for a long time. The concept of Higher Education in India Euro-centric, it is and should be after all: Oriental". These aims can be achieved and implemented if emphasis is given on action - The Privatization of Higher Education.
5. **Lt. Col. Dharmendra Singh** providing a refreshingly different angle to the theme presented a paper on Rejuvenating Indian Army Education and training system.

The paper dealt with the brief history of a system of education and training in the Army, its steady evolution and the basic difference between education and training. In his critique, he also made elaborate observations and suggestions for improving the systems.

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6. **Prof. G.P. Mishra** presented his paper, which sought to test the interrelationship of commitment of the employees to the organizational effectiveness. The sample size was less than forty but the experiment was carefully monitored. The target group was the corporate clients. Prof. Mishra through the study of literature on the subject explained what is commitment, the types of commitment, what is organizational effectiveness and how traditionally they are linked.

Admitting the limitations of his research he nearly shocked the captive audience by mentioning result of his research: performance as such is not directly co-related to level of commitment of the employees.

7. **Chairperson Mr. Mohammed Kafi** in his presidential address summarized the presentations. In his inimitable polished presentation he at the outset amused all by stating that he was not a diplomat but an academician at heart.

He also discussed the areas of co-operations between Iran and India in the field of education in the globalized era.

He also suggested that the education sector must be further opened up in order that the private sector plays a bigger role in promoting higher education.

8. **Prof. D.P.S. Bhawuk** the co-chairperson in his brief address discussed a new cross-cultural model. The research-based model justifies the effectiveness of searching the indigenous cultural solutions first while grappling with human issues.
9. At the end, **Vice-Chancellor Prof. Ajay Kr. Singh**, extended the vote of thanks to one and all.

Thanking profusely the first secretary of Indian Embassy of Iran for attending the seminar, he extended a warm invitation to **Mr. Md. Kafi** for the next seminar. He also informed the house that the first research scholar admitted at IUHT for a PhD degree comes from Iran.

The Vice-Chancellor to the delight of the entire house announced the proposed collaboration of IUHT with the University of Hawaii, for starting Centre for Advanced Research for a period of ten years to start with.

While the MOU details are being worked out, he informed the house that **Prof. D.P.S. Bhawuk** has kindly consented to train Indian researches by coming to India every year for a period of two to three weeks, exclusively for this purpose each year for a period of ten years.

He also shared the decision taken by **Prof. David Ross**, University of Southern Queensland, Australia, that **Prof. David Ross** would take one year leave from USQ, Australia to serve in IUHT, Raipur in the year 2006-07. Further, **Prof. David Ross** would be teaching online from Australia in 2005 for the students of IUHT in India.

Rapporteur for the Session:

- **Roli Raghuvanshi**
Lecturer, Department of Management Studies, Assistant Registrar, International University for Human Transformation, Raipur, India.

Pre-Conference Workshop on “Management of Change in Cross Cultural Environment”

On October 30, 2004.

The International University for Human Transformation, Raipur organized a Pre-Seminar workshop on ‘Managing Change in the Cross Cultural Environment’ as a part of the 6th International Seminar from October 31 to November 2, 2004 at Raipur. It has been funded by All India Council for Technical Education, Ministry of HRD, Government of India, New Delhi.

The Pre Seminar workshop was conducted by **Prof. David Ross**, University of Southern Queensland, Australia, **Prof. D.P.S. Bhawuk**, University of Hawaii at Manoa, Honolulu, USA who were the two resources persons of the workshop.

Prof. B.P. Singh, the Chancellor IUHT, Raipur & Formerly Head & Dean, Faculty of Commerce & Business, Delhi School of Economics, University of Delhi, **Prof. Ajay Kr. Singh**, Vice Chancellor, IUHT, Raipur and **Prof. Om Prakash**, formerly Vice-chancellor, Rajasthan University, Jaipur, presided over the workshop. The chief guest **Prof. S.B. Singh**, Vice-Chancellor, University of Lucknow, and others made their points of view about the implications of Cross Cultural Management.

In the Pre Lunch Session **Prof. David Ross** in his presentation highlighted the role of the advancing technology in the phase of education by making it more techno-savvy. According to Prof. Ross the technology will fill the space in knowledge with standardized accuracy and speed. He was of the view that private sector is more amenable and flexible in changing the traditional system of education dovetailing it with e-learning and distance mode of learning.

Prof. Bhawuk of the University of Hawaii highlighted the differences in different cultures, such as, cultures of East and West cultures of America and Europe, the cultures of Japan and India highlighting their implications for managers in globalise scenario. He further elaborated on different models of cultural behaviour, such as, individualist vs. collectivist, independent-self vs.

Interdependent-self, unconscious incompetence to unconscious competence, conscious incompetence to conscious competence and their implications in influencing individual behaviour.

Both the presentations made by **Prof. David Ross** of Australia and **Prof. D.P.S. Bhawuk**, of the USA. provoked a lively discussion from the audience comprising the academics and the corporate delegates.

Prof. Om Prakash aptly concluded the day's proceedings in his presidential address.

The Vote of thanks, at the end, was proposed by **Prof. P.N. Singh**, Rector, IUHT, in his peculiar style which made it very lively at the end of the day.

Rapporteur for the Pre Conference Workshop:

- **Mr. K.R. Panda**
International University for Human Transformation, Raipur, India.

Edited by

– Roli Raghuvanshi