CHAPTER - VII
EPILOGUE

Summary and Conclusions

In the post independence era, higher education expanded phenomenally to meet the demands and aspirations of the people. In a period of 45 years, a mammoth educational system has been built up with more than 180 Universities, 13 deemed Universities, 9 institutions of National Importance and more than 7 thousand affiliated Colleges, enrolling more than 3 million students. One of the characteristics of the development during this period is the establishment of Universities for specialized studies and research e.g. Agricultural Science, Engineering and Technology, Music and Fine Arts, Sanskrit and Ayurvedic studies. The quantitative growth is not disappointing for besides being the third trained scientific manpower, can be compared to the best talent available in leading countries of the world. This expansion has created problems of serious consequences. The quality of education has suffered seriously. The quality education has been fighting a loosing battle with the quantity. The University institutions have been scraped by an unending stream of young aspirants forcing their entry into their portals. This unplanned expansion has been taking place in arts and commerce faculties leading to the comparative neglect of qualitative development of higher education.

All through the Five Year Plans, the need for regulation of University admissions been emphasized without much tangible results.

The impact of this unplanned growth? to quote Ministry of Human Resource Development:
... Universities and Colleges are becoming notorious for rampant casteism, regionalism and inbreeding. These institutions have become virtual battle fields, in which political and other factors, backed by teachers, often fight pitched battles for power and supremacy. Some Vice-Chancellors spend their entire term behind barricades."

Is the situation beyond any control? Are we simply destined to watch the unabated production of young men and women, most of whom are not in a position to make any contribution to the socio-economic development and are a drag on the society? To redeem the system of education and bring some order in it, a national will and determination is required.

Following suggestions will go a long way in redeeming the Educational System of our country, namely;

1. To restrict the flow of students to University education. It is suggested that Secondary Education should be made terminal in character. Serious efforts should be made to vocationalize the Secondary Education. The education be linked with industry, so that vocationalization will be helpful in the job market.

2. The University places should be the sole preserve of the meritorious, who have the capacity to benefit by this. They should not be hunting grounds for inept and incapable. In order to attract the talent from weaker sections of society, policy of reservation and schemes for fellowships, scholarships should be made.

3. The exalted place which education hold in our Constitution, makes it abundantly clear that the framers sincerely intended to
make education available to every one, irrespective of social or economic status or capacity, they reserved this process to be carried out through the wings of Legislature and Executive. In view of the Supreme Court judgements it is essential to recognise right of education as a Fundamental rights? This right can be however restricted upto Secondary Education only. The Parliament of India should take lead in this direction by bringing an amendment in the Constitution.

**Distance Education**

The Distance Education means any system of education teaching and learning in which the students are at distance from their teacher most of time they are studying. The education is imparted through any means of communications such as broadcasting, telecasting, correspondence courses, contact programmes, or continuation of any two or more such means. Over the last two decades Distance Education has grown rapidly in both developed and developing countries. There has been global recognition that print and Broadcasting can be organised to carry out major educational job. The most obvious factor has been potential pressure for the expansion of education. In advanced countries the pressure on higher education was felt, as such expansion become inevitable. In developing countries it, has been recognised as an effective medium to provide primary and secondary opportunities to all or most of the population. The Distance Education Institutions have provided quality teaching for up-gradation of the teachers at a low cost.

The Distance Teaching has the potential to reach the homes, geographically away, through Print medium, radio programmes.
courses can reach farmers to teach about agriculture, parents to teach about child health. Besides the expansion and improvement in conventional system costs more. Educational planner are therefore attracted to a system which increases opportunities of education without increasing costs in proportion. This system does not require new colleges, or school instead if makes possible for a student to learn while they earn. Finely the Distance Education can achieve economics of scale, once the teaching material has been produced and a system established the additional enrollment of the students can be achieved only with marginal costs.

From the socio-educational, and socio-legal analysis of various problems, gaps and difficulties faced by the Distance Education System in the areas of, teaching methodology, structure, organisation and management of Distance Education, accountability and autonomy and mobilization of resources, following summery of assessment and recommendations are suggested.

4. The first problem faced by the students is that of isolation. Students study alone at home, far from the tutors, there is no immediate source of help, no one to answer questions and no one to seek encouragement. All they have in hand is impersonal facts laid down in printed materials supplied to them. So it is of prime importance that Distance Education should make every effort to reduce the loneliness of the distance learner. Secondly, there is a danger that Distance Education may be seen and allowed to become, interior to orthodox education. If in practice the Distance Education System leaves its students isolated and encourages rot learning, the system will definitely be inferior. Thus it is the job of the distance educators to ensure that what they are offering to students is not second best. This job depends on employing
good academic staff to write, edit and teach classes. These are the real problems, however the strength of the system is that it can use a variety of ways of teaching and counseling students in order to overcome these difficulties.

Thus to overcome these difficulties, the important features of Distance Education Institutions should be the capacity to organise relationship with other organisations, broadcasting bodies, Government Departments, schools, colleges Universities, extension services etc. Through shared use of resources, interdependence in academics and a proper balance between full-time, part-time staff to write and teach the Institutions programmes can make Distance Education Institutions efficient and resulted oriented.

5. The Distance education no longer needs to prove itself. It has become firmly established in many countries—developing countries and developed. The only question remaining are how much further it will go and in what variety it will occur. The escalation of the system is to be expected. Because of growing demand, the system is likely to grow and activities are like to become more diversified. So long as there are potential consumers who live at a distance, from educational centres, and so long people for one reason or the other cannot gain access to formal system, the demand for an alternative system of educational delivery will continue. Initial tendency may be on the quality and predictably it is likely to focus on diversity in programmes and development of specialities, and on qualitative aspects. In the face of widespread but geographically dispersed demand for a particular type of education, it is expected that distance education system shall be employed. Programme for teachers training is likely to be
increased in number of developing countries. It also seems evident that distance education in agriculture and horticulture is likely to be used more and more as a means of rural development. At the higher education level greater stress is to be placed on science, engineering, and technology based courses.

The student achievements in Distance Education stream are no worse and sometimes appreciably better. The future focus shall be on the qualitative side i.e. in development of format, production and presentation of distance education strategies.

The focus will be an inter-active learning and development of new technologies for improving of the teaching learning process. Besides, if distance education is to develop fully and serve the purposes given to it, appropriate research is needed into various aspects of it including the field of adult learning. Without any question, distance education will continue to expand, and will greatly influence educational scenario of the future. The kind of quality it achieves will depend on the quality of mind brought to bear on it.

6. The Indra Gandhi Open University and State Open Universities are autonomous Institutions which has devised a variety need based courses to provide general, professional and continuing education. Depending on the nature and requirements of the course these Universities have relaxed entry requirements. Besides, they provide for flexibility in the combination of the courses and enable students to complete courses of study at their own pace and convenience. In addition to print they use modern educational communicational technology such as Radio, TV, Audio-Video Cassettes to provide instructions to learners.
Yet National Open Universities and other Open Universities in India, have not been able to reach rural areas and the disadvantaged sections of society to the extent desired. The enrolment in undergraduate level in Open Universities is concentrated only in arts and humanities. So need is to offer more courses in science, vocational and technical aspects, be intensified. The avenues of students mobility between Open Universities and Conventional Universities is yet to be worked out. Even Audio-Video facility is not fully geared up. It is high time that each state should set-up one Open University. The Jammu and Kashmir State can establish a "Open Learning Institute" totally autonomous in its character, as the beginning towards setting up of a fulfledged "Open University".

7. In order to make it meaningful the higher education should be made relevant to the life, needs and aspiration for the people. The change can be brought about by Distance Education Institutions within the Conventional Universities. The Distance Education in Conventional Universities, makes considerable use of the existing resources and facilities of formal education. The academic staff of Distance Education Institutions or CCI's are mostly drawn from the Conventional system. Academics from Conventional Universities and College write course materials in both Correspondence Institutions and Open Universities. The class rooms, libraries and laboratories of Conventional Universities are being utilized by the distance education system for organizing contract programmes examinations, and establishing of Study Centres. The staff of the Conventional Universities serve as part-time counselors, coordinators, tutors, paper setters and examiners. Existing resources can
be utilized by greater cooperation between the Distance Teaching Institutions to avoid duplication of courses and efforts.

All the Distance Education Institutions within the Conventional Universities should be given complete Academic, Administrative and Financial freedom as directed by the University Grants Commission. These Institutions be given strong efficient core academic faculty on different subjects supported by close cooperation and help by the teaching departments. The Distance Education Institutions should offer wide variety of job-oriented courses, vocational programmes and have new directions to the educational structure. These Institutes should adopt a uniform syllabi of courses to avoid duplication and eliminate lot of wasteful expenditure. The quality of the study material need to be improved and personal contact programmes of fairly reasonable duration need to be organised so that gap between learner and the tutor is bridged and learners isolation be reduced. The Distance Education Institutions should arrange short cultural programmes, sports days, excursions, and picnics, for development of total personality of learners. Audiovisual aid be integrated with Radio and Television, to make the study useful and enjoying. Besides the Distance Education Institutions / CCI’s be upgraded to Distance Mode of learning and constantly the performance of these Institutions be monitored and reviewed. The survival of the distance education in dual mode of Universities in India lie on the availability of adequate manpower proficient in the techniques and methodologies of distance education. Therefore Universities and Distance Education Institutions should draw up a plan in human resource development in future, this will require large investments.
To sum up, it is generally accepted that distance education has best potential for growth in India. It is more cost-effective than the traditional system and has the capacity to democratize the system by equalizing the educational opportunities. However, planning and implementing the education at distance is a challenging task. The major problem is that in 51 Universities with Distance Education Institution, the system still plays a complementary role to the formal system. There is inadequate understanding of the concept of distance education system amongst the general public, policy makers and administrators, of whom are conditioned in attitudes, values and approaches of the conventional system. There is therefore a need to bring a cultural change within a Conventional University, if distance education has to play any fruitful role in future.

8. It is a happy sign that the University of Kashmir has the distinction of having a Faculty of Non-Formal Education, but the fact remains that the Department has to operate and function within the formal system. If we want the Distance Education Department to be really impactful then two pronged strategy is need for manning of our system, academic and administrative. At an academic level focus should be on the "Teacher" who trains the distance learner. Only persons proven academic qualities should be appointed in the Department. Besides distance teacher is to be given adequate training in hardware and software.

9. Complete financial, administrative and Academic autonomy is to be given to the Department, if it has to play any purposeful role in the society. As far as the functional autonomy is concerned I don't see any reason as to why Distance Education Department cannot be given this autonomy. For this reason, our experience is
that exponents of formal system who proclaim academic excellence as their ultimate goal are generally averse to or ignorant of the basic commitments of distance learning. The Distance Education Department has to get clearance for launching of new courses from Boards of Studies and Academic Councils, packed with advocates of formal system of education, usually courses never get cleared. So long as the autonomy to frame its courses of study and to evolve its own syllabi is not given to the Department, it should be ensured that Boards of Studies that at present function have on them fair representation of Department of Distance Education. Nor should there be frequent changes in the syllabi. The University should take into account cost entailed in the preparation, printing, and vetting of the study material. Total Financial Autonomy be given to the Department. After the Annual Budget is released, the Department should be free to spend the grants in accordance to the needs of the Department.

It is for all aforesaid problems, the University Grants Commission has directed all the Universities to grant full Administrative, Academic and Financial autonomy to the Department of Distance Education. It is for the University of Kashmir and the Vice-Chancellor, to take early and definite measures in this regard, so that Department is in a position to play its key role in the overall educational development of the State.

10. The Department of Distance Education should be broad based and wide range of job-oriented, vocational and technical courses be introduced to give new directions to the existing education structures. So course like a) Business Administration, Labour and Industrial Relations, Management and Advertising b) Agricultural based courses in Farm laws, Horticulture and Forestry, Poultry and
Sheep Breeding c) Education and childcare, Health and Nursing & Family Welfare d) Engineering, Journalism, Tourism etc.

Besides teaching staff of the Department be adequately trained in the system itself. The Department should organise and conduct Seminars, Conferences, Workshops to acquin teachers in the latest technology and techniques of the system. The Department be directed to establish Audio-Video aids, integrated with Radio and TV programmes for the benefit of the learners.

11. The support services are to be geared up. The Department should be authorised to establish three Regional Centres at Srinagar, Jammu and Leh, and 14 Study Centres in all districts-head quarters of the State. Adequate funds be provided in the budget for the said purpose. The Administrative Wing of the Department has adequately provided for. The requirement if of one Administrative Officer and Five Assistant Registrar, with supporting system to effectively provide administrative support to the system. As far as the Audio-Video facilities are concerned, the AVRC of the University of Kashmir be linked with the Department so that Audio-Video tapes and cassettes are prepared for the distance learners.

If the distance education, within the University is to develop fully and serve the purposes given to it, the planners and developers of academics in the University have to change their attitude, values and their approaches of the conventional system, adequately understand and appreciate the concept of distance education system, and also allow complete freedom academic, administrative and financial to the Department of Distance Education.
The University is the high protecting power of knowledge, and science of fact and principle of inquiry and discovery, of experiment and speculation, it maps out territories of intellect and sees that there is neither encroachment nor surrender on any side. The idea of the University as a permanent association of scholars and students—largely self-governing and mainly self-perpetuating or the idea of a University as a community of scholars of teachers and students, autonomous and isolated, freely engaged in the pursuits of knowledge and inquiry. So the University is a large complex organisation, often characterized as highly bureaucratic. What sort of Organisation is the Indian Universities?

12. The Indian Universities more so in University of Kashmir, are described as exceptional bureaucratized and so "centralized" that decisions on many levels flow only through the top levels of the institutions. The alternative view emphasizes the University's legal character, its many authorities and bodies particularly Senate, Syndicate and Academic Council. The Senate and Syndicate are widely representative bodies, and, are prone to outside influences. It is through these two bodies, that wishes of the government are directly brought to bear on day to day decisions. This openness often conflict with University's academic freedom and quality. Thus two models are in vogue in the Indian University system namely centralized, hierarchical bureaucracy and organisation wide open to all sorts of pressures. It is submitted that University cannot be judged as either of the model, in fact it is a loosely coupled system than a tightly organised bureaucratic system. The University is a organisation made up of distinct and
semi-independent units that are only loosely connected and coor-
dinated to each other.

Governance:

13. The general view is that University governance imply a hierarchi-
ical governance system. The bureaucracy system implies that decisions are taken at the top, and is based on the principle of command and compliance. The other view implies the "system of persuasion, agreement and consensus". There is hardly any contra-
diction between the two governing models, because by 'consensus' too, it is generally meant a consensus between the authorised members or bodies, rather than among members of the University as the whole. The 'consensus' models operates the need for the con-
trol and signifies the absence of conflict. 'Consensus' indicate shared values and meeting of minds. Most of the Vice-Chancellors, agree that University decisions are based on basic values of the University and shared consensus.

But the practical picture which emerges in all the Universities and more so, of University of Kashmir, is far from the reality of 'consensus' model. The University is a house divided. There is no agreement on fundamental values and no consensus for achieving these values. Thus the practical model of governance seems to be hierarchical, highly Centralized System with 'consensus' model wherever, need arises. For example, if actions are based on the assumptions that the University is governed by Hierarchical con-
trol and command, when in reality it is made up of largely inde-
pendent and loosely connected individuals and units, the result is bound to be ineffectiveness and much frustration.
It is therefore suggested that there is a need to know as to the real models of governance of the Vice-Chancellor holds and the way in which they reconcile their model with the reality.

Leadership of the University

14. Governing a University is a difficult task. This is often practically true of Indian Universities. The students unrest, and agitations are chronic, faculty and staff trade Unionism is growing, the State control is legal and real fact of life and incidence of partism politicians interference remains high. Dealing with State Governments is one of the principal challenges the Vice-Chancellors are facing in the governance of the University. The State Government exercises control over functioning of the Universities in several ways. State Government Officials, in charge of education, is normally a IAS Officer. He is a generalist administrator and lacks specific training for or sensitivity to the special character of the University or the idiosyncrasies of its governance. Nor does he stay as Education Secretary long enough to learn, and moves on to other ministries after two to three years. Besides, the Vice-Chancellor has also to deal with Chancellor and Pro-Chancellor. Much of his ability to lead, depend on his better handling of State Government and the State Governments willingness to support him. His very stay in office depends on the pleasure of the State Government. Thus the lack of understanding, sensitivity and especially the continuity of the State Government officials is a constraint on the functioning of the University.

It is suggested that the State Government should also develop or establish their State University Grants Commission to deal
with the Universities, so, that direct State interference is minimised and permanance is given to officials dealing with Universities.

15. There are two types of the Universities i.e. unitary University and Affiliated. In a Unitary Universities the Vice-Chancellor has more direct control and influence e.g. AMU, Aligarh. In the Affiliated University, the Vice-Chancellor and University have relatively little control over the Affiliated Colleges. The University has control only in Academic Matters and power to refuse or terminate affiliation. However in practice this is not possible. The Affiliated Colleges are directly under the control of the State Education Ministry and colleges do provide a source of patronage and base for electoral support for politicians. All these factors make the governance of an Affiliated College difficult and complex.

It is suggested that some change in Act is require if the governance of Affiliated University is to be made efficient and academic oriented.

16. The Vice-chancellor is the key stone of the arch of the University administration and as such success and failure of the later, depends on the former. The question regarding Vice-Chancellor is, how his office is being viewed or treated by powers that be? Is it a political office or a bureaucratic office or office of Scholar/teacher-administrator on the one hand and office of dependence and accountability on the other? Secondly how does he perceive his own office? Besides he has also to decide as to whether he has to pass-down as a factional leader or as an independent non-partisan Vice-Chancellor? Whether he would like to
follow a policy of appeasement or is capable of saying 'no' to unreasonable demands, even though it will cost him his job. Whether he would like to centralize all powers to himself or would like to evolve a decentralized system of administration. Thirdly whether the office suffers from lack of powers or will or the courage on the part of office-holder or weak governance support or all of them together. Thus the job of the Vice-chancellor is not an easy one. No other enterprise puts the burden of work on its chairperson, than that of a University requires from the Vice-Chancellor. Yet the Vice-Chancellors position in a University is very powerful one and usually they tend to act as an authoritarian boss with a significant leadership role. Most of the Vice-Chancellors see themselves as occupying top bureaucratic hierarchical position, in terms, to control, to coordinate, to run things, efficiently, to carry out the purposes of those who appointed them etc. the average Vice-Chancellor however, sees his role as influencing not as dictating but consulting and consensus building.

Therefore it is suggested that although V.C. is technically and legally at the top of the hierarchy, yet this hierarchical order does not practically function like a military chain of command and compliance. Power is partly derived from personality and in University where conflicts, unrest, competing demands are the rule, the consensus building may be only possible way of governing. The Vice-Chancellor's are expected to be the innovators in developing the University as whole and also in solving, mediating and creative conflict solvers.

16. The Vice-Chancellor in Kashmir University usually emphasize on impartiality; personal integrity, administrative ability and managerial skills as the basic qualities. The administrative
ability and managerial skills are hall marks of the University system, because the system is highly complex in nature. The 'impartiality' - though a quality of the good Vice-Chancellor. The over emphasis of impartiality for the leader in a University system is not required. What is required is 'visionary'.

It is therefore for submitted what is needed for the University is not the 'judge' but a 'visionary' after all University is not a judicial organisation.

To sum up, the ideal leader for the University should be known for his impartiality and administrative-managerial abilities, with innovativeness, broadvision. The bold and imaginative conceptualization of the University and its governance are necessary first steps in redeeming our University.

MANAGEMENT OF HIGHER EDUCATION IN INDIA

The higher education in India, is under deep crisis. The problems are mainly due to defective organization pattern, lack of effective management and absence of participation of all the faculty members. A high level of sensitivity and understanding is necessary for handling day-to-day problems of academic community in educational and research institutions. A new orientation is thinking and practice is necessary to promote the culture whereby people can function with freedom for advancement of knowledge. Further there is urgent need on the part of Universities to implement the principles of scientific management in the administration of their Universities. The Vice Chancellors who head these Universities should take some hard decisions, despite the opposition by various interested groups.
Following suggestions are offered for resolving the problems in the Universities and also in Distance Education Management within single or dual mode institution especially in University of Kashmir.

17. The planning in the University should be given top priorities. The University administration should develop a well informed planning section staffed with men of calibre and foresight to examine the issues and implementing same. The services of the planning section should be used in implementing and monitoring the planning activities of the Universities.

The University of Kashmir should constitute a Planning Board.

Similarly Distance Education needs to be planned and implemented with care and caution. The monitoring and evaluation units must become part of the Distance Education system. Training as an input for development of Knowledge should be recognized and short and long term plan be prepared.

18. The University students should be reorganized. The number of levels of the hierarchy should be minimised. A tall organisation having too many levels generate a climate of bureaucracy and feudalism which goes against the effective academic freedom. Besides each University should have a Rector or Pro-Vice-chancellors, for example in University Of Kashmir, do not prefer to appoint Pro-Vice-Chancellor for fear of competition from them in future. Vice-Chancellor should be allowed to choose Rector /Pro Vice-Chancellor of his choice. All the academic matters should be kept under the control of Rector.
Similarly in majority of Universities all the activities are referred to Registrar for their onward approval by the Vice Chancellor. In the process the post of the Registrar is becoming more powerful than that of Vice Chancellor. In view of this powers and functions of the Registrar should be clearly defined, keeping in view that he is the head of non academic matters only.

19. In University of Kashmir the Financial department or Accounts Section is the worst affected department. This is mainly because of the absence of the qualified staff at all levels in the finance division. No doubt budgets are prepared every year, but they are being prepared by persons who are not having any professional experience. Thus need is to appoint Finance Officer who would work directly under the control of the Vice Chancellor.

20. The Dean of Academic Affairs should be made the incharge of campus students, teachers, library, research. All the problems of the campus Faculties, Departments should be resolved by him. Similarly Dean Collegiate Affairs should look after the interests of the Affiliated Colleges.

21. In the University main importance should be given to academic roles and not to the administrative role. The administrative role should be instrumental in promoting the academic work in the Universities and should not assume unnecessary importance to become a competing system within a University. All academic, administrative positions should be held for a time bond period and assignment of people to these roles should be wholly delinked from status, seniority.
22. The University of Kashmir suffer from too much of centralization of administrative powers. Thus the delegation of authority should be made, confirming decision making at different levels. However, delegation of responsibility for decisions or for task accomplishment should be accompanied by commensurate accountability and the provisions of controls.

23. In the interest of the administrative efficiency, it is suggested that number of Committee and sub-Committees which are set up on slightest provocation should be minimized. The Committees should be reserved for questions of strategy and policies only. No routine matter should be referred to the Committee.

24. Controls are needed in the University as a counterpart to planning. The effective control in the University of Kashmir is possible only if the administrators periodically visit the areas of activity. By this, the pace of execution, the quality and quantum of work done, the method employed—all this some to the notice of the officers and corrective measures can be employed where ever need be.

25. As far as the Budgeting is concerned, it is high time that Zero-Base Budget (ZBB) be introduced in the University by linking existing planning, budgeting and review process. It identifies alternative and efficient methods of utilizing limited resources in the effective attainment of selected benefits.

26. Distance education is a complex and complicated system which requires detailed and systematic conceptionalization, planning, implementation and evaluation. As far as the management of the
Distance Education is concerned, the mixed mode like DDE of University of Kashmir, the management and control is too feeble to meet the specific requirements of the distance education. This makes the structure of DDE fall into conventional mode rendering inadequate to meet the demands of new system. The Distance Education still has to fight for parity or equity. The DDE in the University of Kashmir, is still supplementing and complementing the formal system. There is a need to strengthen the DE, as an alternative, parallel and independent stream of education within the University system similarly most of the staff recruited in the Distance Education stream come from Conventional Institutions. These people bring along with them the culture of these Institutions which is dysfunctional to the working of the distance education institutions. The DE system of the University is to be supported with full media and technology, in order to make it effective and efficient.

AUTONOMY AND ACCOUNTABILITY -- IN DISTANCE EDUCATION

The primary objective of higher education as an instrument of change, should be to facilitate the process of national development through generation, dissemination, utilization and expansions of knowledge. The education should aim to cultivate values of humanism and promote tolerance, and strengthen the spirit of national integration, international understanding and social responsibility. It should nurture and encourage scientific temper among people and to acquaint them with recent advances in science and technology, inspire innovative and creative thinking among the learners in order to contribute positively towards national development.
In order to accomplish the aforesaid objectives, higher education is to be invested with new sense of purpose and new strategies of educational planning, autonomy and accountability are to be adopted, for allowing the education to play its key role in national development. Following suggestions are therefore needed:

27. Autonomy and Accountability of the Universities are interlinked. In order to ensure autonomy, the Universities should be fully accountable to the society and responsive to the social needs. It is suggested that Universities should be developed as Centres of Excellence and should maintain the highest standards of teaching and research. In order to perform this role the University autonomy should be safeguarded at all respects. To this end, all the University Acts should be reviewed. Necessary amendments for preserving and strengthening the autonomous character of the Universities should be incorporated in the Act. The Kashmir & Jammu Universities Act (1969) needs total review in this regard, to eliminate the political and State Government interferences.

28. The Role of Chancellor, should be non-political. He should protect the University from political interferences and safeguard its autonomy.

In Kashmir and Jammu Universities Act, all those sections where Chancellor has to consult the Pro-Chancellor, (Chief Minister) should be amended. Pro-Chancellor, Chief Minister of the State should have no role in the affairs of the University.

29. Since the Education is in the Concurrent list, the Central Government should lay down statutory provisions regarding Univers-
ity autonomy and the status of the Vice-Chancellor of all the Universities. These relevant provisions should be incorporated in all the University Acts by Centre and State Legislatures.

30. There should be decentralization of the functions within the University, so that Vice-Chancellor is not burdened with the routine administration. There should be proper delegation of powers to the Deans, Directors, Heads and other officers of the University.

Teachers Responsibility

31. A teachers should not be appointed unless he fulfills the recruitment norms of the UGC. There should be inter-University mobility of the teachers. The teachers services in other Universities for a period of 5 years should be made compulsory. This will encourage interaction with other academics and eliminate inbreeding within a University.

Similarly the inter-Departmental mobility should also be encouraged. The teachers from the Conventional System should be posted in Non-formal Extension Departments for gaining of the experience in the distance and extension education. The teachers should also be trained in the education technology area also.

32. A code of professional ethics should be devised and enforced with the view to ensuring teachers accountability. The University Statutes and Regulations be suitably amended or repealed, so as to provide for reward for competent teachers, and punitive action for defaulters. In order to attract best talent to the teaching profession, the pay scales and other benefits like Housing, Provident
Fund etc. for the teachers should be equal to the All India Service of Central Government. The All India Education Service can be created for proper recruitment of the teaching staff.

33. The professional development of the teachers should receive the highest consideration. The Academic Staff Colleges and STRIDE i.e. staff Training and Research in Distance Education need to be strengthened, to provide training, and up-date the knowledge of the staff.

Financial Autonomy/Accountability

Since the development of the human resources is crucial for the growth of national economy and productivity, Government must allocate adequate funds to enhance the quality of higher education. The allocation of funds should be raised from present 3% of GNP to 7% of the GNP, as recommended by the Education Commission (1964-66):

34. In budgeting for higher education, its legitimate needs for funds should be adequately provided for. It must be realized that higher education provides skilled manpower to all sectors of society for its development. It should be given special considerations and plan allocation should be raised to 25 percent of the education budget in the next plan.

35. The Developmental grants given to the States by the UGC, should be on 100 percent basis even in respect of capital expenditure. As regards the maintenance expenditure of colleges and Universities, suitable norms should be evolved for meeting their requirements and funds should be accordingly provided.
36. Financial autonomy of the Universities should be ensured. They should not be fettered with rigid rules and regulations of the Centre/State Governments. The Universities should have full freedom to utilize their plan and non-plan grants according to their academic development programmes. This will enable them to emerge as Centres of Excellences.

37. Within a University, the some centres like DDE should be given complete and full financial autonomy. A fool proof mechanism of financial accountability should be developed, so as to ensure that resources are fully utilized on the academic programmes of the University and social needs of the society.

**Distance Education:**

The Distance Education should be developed as an alternative system or parallel system of education within the University system, with a view to provide greater accessibility to wider sections of society aspiring for higher education.

Following changes are required to strengthen the Distance Education system within the University.

38. The Department of Distance Education should be granted complete and full autonomy in academic, administrative and financial matters and envisaged by the UGC.

39. The Department be given complete freedom for developing, restructuring courses of studies. Rigidity should give way to flexible system, the learner be allowed to choose such combination of courses as is suited to his aptitude, talent and aspiration.
The Department be permitted to start need based and professional courses and courses be reviewed after every 5 years. The Department of Distance Education should be developed as the Centre of Excellence in specific areas, depending on the needs of the State of Jammu and Kashmir in particular, and northern regions in general.

40. With the establishment of Department of Distance Education, the prevalent practice of private candidates taking University Examination should be discontinued. Inter-system of mobility of students from formal to non-formal education and vice-versa should be made possible. The DDE should be given full administrative autonomy. The Non-teaching staff of the DDE, should be appointed, transferred, posted with the prior consultation of the Chairman / Director of the DDE.

41. The DDE should be granted full financial autonomy. Once the budget grants are allocated for DDE, the Chairman/Director be permitted to utilize the same in accordance with the academic programmes and target achievements. The DDE be permitted to develop its own financial resources by restructuring of the fees and also by linking the courses with the need of Industry and Public Enterprises. Further, the surplus earnings of the Department be ploughed back to the Department and utilized for the developmental activities.

42. The teachers of the DDE should be made accountable, and be required to submit monthly progress report and annual assessment report to the Chairman/Director, DDE and Vice-Chancellor respectively. The teachers accountability in Distance Education should be linked with the distance education related activities of teaching in contact programmes, development of print material,
involvement in Radio and T.V. programmes, development of audio­
video facilities, counseling and evaluation/assessment of the
responses of the learners. The assessment of teachers of the DDE
should be evaluated by the Dean, Faculty of Non-formal Education
or Chairman/Director DDE or by a High Powered Committee and non­
functioning teachers, must be subjected to social and system based
audit. The teachers claim should be ranked in terms of their
performance. The inter-related activities in DDE, which should be
given weightage are Organization and Management, Script Writing
and Evaluation, Research and Publication, Extension Education and
Educational Technology.

43. The Chairman/Director of the Distance Education is both the
administrative and academic head of the Department is expected to
execute and plan academic and administrative programmes. The
Chairman/Director should have personal involvement in the activi­
ties of the Department i.e. production of Study Material, Deliver­
ing System, Study Centres, Educational Technology, etc. To improve
accountability of the Chairman/Director, University should setup
definite goals and targets to be accomplished by the Department.
The Chairman/Director should be asked to submit annual assessment
report of the Department to the Vice-Chancellor. He should also
develop a 'perspective plan' for his department.

44. For the Management of the Department of Distance Education,
The Board of Management and Planning should be created, so that
plans are conceived and action envisaged in this Board (BMP). For
this necessary changes be brought in the Statutes governing the
Distance Education. The Chairman/Director be vested with adminis­
trative, academic and financial powers and freedoms, so that as
the key player in the Distance Education, he can play his role of
disseminating of knowledge to wider sections of the society. Distance Education be allowed to develop strong and effective student support service—The Study Centres network in District Headquarters fully equipped with library, and Audio-Video facilities.

45. The net-working of the resources is essential. The DE University of Jammu and University of Kashmir, should coordinate together, in development of Study Material, in this way, the quality of the Study Material will be ensured, and the cost involved shall be reduced.

MOBILIZATION OF RESOURCES AND DISTANCE EDUCATION:

The present state of Indian Economy and the priority being accorded to education rules out the possibility of adequate resources being allocated for the development of educational programmes during the forceable future. This is notwithstanding the pious statement emanating from the Planning Commission that the system of education exercises a determining influence on socio-economic development. It is therefore necessary that alternative sources of financing of educational programmes should be harnessed in order to meet the ever-rising needs of the education.

The mobilization of additional funds for education could be attempted from two main sources:

a) Voluntary or private philanthropy and
b) Students fees.
46. a) **Private Philanthropy:**

The time has come now, that public should contribute on its own for maintenance and development of education. The public is to be persuaded to release the strings of the purse, that will happen only if the community feels that the education being imparted in educational institutions is relevant and purposeful. No private person would like to provide financial sustenance to an educational system which produced unemployed young men and women. The educational system should not only be useful but also appear to be so. Then there will be no paucity of resources. In order to attract the public contribution the institutions will have to provide positive programmes of academic innovations, which is vital for intellectual development of the society. If the society is approached in this manner, the response will be positive and bountiful.

Closely linked with this, that Public Sector Undertakings and Industry should be linked with education and industry should devote a percentage of their budgets for education. A variant of this proposal is the manpower development. In fact Industrial establishment should set up their own institutions to train professional manpower needed by them. After liberalization of economy the NRI'S can also play vital role in this direction.

47. b) **Students Fee:**

There is a strong case for linking the fee structure, at the Secondary and Higher education stages, to the costs of the education. The present fee structure, gives a huge subsidy to all students regardless of their capacity to pay. The Low fee struc-
ture gives an open invitation to every body to flock to the University Institutions, regardless of their capacity to profit by it. But raise in the fee structure will discourage the weaker sections of the society to join education institutions.

The solution therefore lies in avoiding two extremes, one solution can be to introduce the differential fee under which economically richer will pay the bulk of the costs of the education and socially disadvantaged and economically weaker will pay less. This will necessitate a well organised, yet comprehensive scheme of scholarships so that no student with adjudged academic potentiality will be denied education simply on account of paucity of means.

While the charging of capitation fee is to be condemned and this 'mindless' 'auction' in temples of learning is to be denounced. If this barterism for pecuniary benefits remain unchecked, we will be instrumental in producing a sizable proportion of professional morons who will, among other things, sound the knell of all our plans of socio-economic regeneration. Thus the Supreme Courts Judgment regarding capitation fee is a milestone in this direction should be accepted in letter and spirit by all the States of India.

Last is the optimum utilization of infra-structure i.e. to make best use of the available facilities, it is necessary that the infra-structural facilities, building, play grounds, libraries, laboratories, etc. should be fully utilized. This could be done by staggering college hours, so that the students would be using these facilities throughout the day and night also.
STUDENT SUPPORT SERVICE:

The effective management of Student Support Service is possible only if there is a commitment on the part of the respective Institutions. Though OUs in India, have been able to setup Regional and Study Centres in order to provide support service to the students, yet it suffers from various weaknesses, for example Study material is not printed and dispatched in time. Even the use of multi-media approach in these centres is limited. Some Study Centres are located in such places where maintenance of Electronic Gadgets has become difficult. In dual mode University the position of Study Centres is dismal. The Conventional Universities either do not appreciate the system as such, or create all kinds of obstacles in the creation and support of these Study Centres. Net result is CCI’s of Conventional Universities have not been able to create such Centres at all. Secondly the counselling of the learners too suffer certain inherent problems of academic training, as different and distinctive then the teaching in a formal setup. In Dual Mode Institutions, the concept of academic counsellors, has not picked up. Similarly the evaluation of assignments need perfect assessment and feedback. The submission of assignment should be made compulsory and system is to be made efficient.

In order to improve the management of the Support Service, following suggestive measures are required.

48. The staff development is of utmost importance for distance learning. Since most of the staff is drawn from the Formal Educational setup they are not familiar with the innovative system which required the proper understanding of the concepts, varies aspects and features of the system. Without proper training majority of the staff resist flexibility, openness and innovation with
regard to pedagogy. The teachers from Conventional System are so much used to the class-room setting that they find it difficult to adopt themselves to multi-media distance teaching methodology. In dual mode Distance Education Institutes, the problem is more acute. This training is essential component, if the Support Services are to be made efficacious.

49. The tutor / counselling is certainly a role for some expert in the subject, but he should have additional knowledge about the whole system of Open Learning. He should know the kind of difficulties the learners have and his approach to provide solutions. Thus teacher counsellors are to be taught about it by organising workshops and seminars etc.

50. Since distance education is provided at distance, the learners have to study mostly on their own and away from the teacher with only some amount of face to face contact. They have to depend on the Study material supplied to them by the Distance Institutions. It is therefore necessary that material should be available to learners in time and delay in the delivery of the Material is bound to effect the motivation of the learners.

51. The Regional and Study Centres should be well equipped with information and guidance cell, a good library, a reading room, and facilities for use of audio and video cassettes.

52. Each Regional Centre should have effective monitoring system to check the work of the study Centres. Mobile Study Centres should also be organised to take the Study Centres at the doors of the learners. In dual mode Institutions like DE of University of Kashmir, strong will on the part of University administration is
essential to provide a necessary support to Open Learning System. It should be backed by liberal financial inputs, then and then only the support services can be fully geared up.

Besides the following improvements the support services are also required:

- Study Centres must be situated near by the native place of the distance learner;

- Appointment of permanent Coordinators and Counsellors; Academic Counsellors must be experts in their subjects, and should have knowledge of the system;

- Counselling should be students oriented;

- An orientation programme should be organised for the learners;

- Pre and Post students social meets should be created;

- Mobile Teams should visit remote areas;

- Study Centres must be equipped with modern technological facilities;

- Library facilities must be developed at the Study Centres.

Thus distance education is incomplete without proper Student Support Service, what is required is a strong infra-structure of Student Support Service, with complete facilities. The Distance
Education Institution in Conventional Universities can develop these facilities only if they are granted maximum autonomy and adequate financial support by State Governments and the Universities. The Student Support Service has to live up to the aspiration and needs of students and make it to the national and international standard.