Good Educational Governance
Empowering Educators

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Current Indian Education Scenario

“Over-regulated and Under-Governed”

- The ‘not-for profit’ nature of the $40bn formal IES has deterred for-profit private participation while inability to transform education into a ‘process-driven’ model curtails scalability in non-formal IES ($10bn).
- Investment rests on 4Cs —
  - Players with Credibility (management intent & ability),
  - Capital (built to last),
  - Creativity (to ‘manage’ the overregulated environment)
  - Content (to differentiate and build annuity)
- IES – the ‘Largest’...inefficiencies the ‘Highest’:
  - the largest capitalized space in India with $30bn of government spend (3.7% of GDP; at global average),
  - a large network of ~1m schools and 18,000 higher education institutes.
  - Yet, the public education system is ‘insufficient’ and ‘inefficient’, leading education-hungry and affluent Indians to spend $50bn on private education (14% CAGR over FY08-12E).
- Formal IES:
  - A Poor Regulatory Framework and Low risk-appetite have discouraged for-profit participation and attracted limited capital.. With no structural change in sight (rampant corruption and low political will), is stagnant.
- Non-formal IES:
  - Non-regulated and faster-growing — fails the scalability test (barring a few pockets).
Exhibit 1: Indian Education Sector (IES) – an interesting class

IES - The Largest

Largest Capitalized space
- Public spend of $30bn (3.7% of GDP)
- Private spend of $50bn (14% CAGR over FY08-12E)

Largest Supply
- A network of ~1m schools and 18,000 HEIs
- First Indian satellite - EDUSAT (launch Sep-04) to serve the education sector

Largest Demand
- Globally the largest population of 572m within the 0-24 years age group

Inefficiencies - The Highest

‘Insufficient’ funds
- Free product (public schools) loses market share - 40% of the student base enrolled in private schools (7% of the total school network)

‘Inefficient’ supply
- 66% of the school network only till primary level
- Only 0.85% of USD 30bn spent on capital expenditure

Lowest enrollments, highest dropouts
- 61% of target population enrolled, 40% dropout at school level (a mere 37% net enrolled)
- Lowest GER* globally of 9.97 at higher education level

Investability Quotient (IQ) - The Lowest

$40bn: ‘overregulated & under-governed’
- For 80% of the private spends (formal IES), regulations (not-for-profit mandate) a big deterrent
- Low political will to bring about the much required structural change

$10bn: Scores low on scalability
- For remaining 20% (non-formal IES), scalability remains a big issue

Players exhibiting the four key success factors (4Cs) - Credibility (management intent & ability), Capital (built to last), Creativity (to ‘manage’ an over-regulated environment) and Content (ability to differentiate and build annuity) offer maximum value creation potential
Exhibit 2: IES - a factsheet

Govt spend (Centre + states) on education: $30bn; at 3.7% of GDP, comparable to global average; 0.82% as capital expenditure, 80% on teachers’ salaries; >90% spend on K12 (kindergarten to 12th grade). Centre's budgetary allocation up 6x in 11th Plan period.

Private spend on education: 5% of average HH income (12% in USA, 15% in China). CAGR of 8.6% vs 3.2% in consumption; 8% CAGR over FY08-20E (growing fastest globally).

Network: ~1m schools, of which 75,000 (7%) are private - 40% of enrolled population attends private schools; 18,000 HEIs (largest globally).

Regulatory framework: K12 and HEIs required to be run as not-for-profit institutes set up under a Trust/ Society; also, though 100% FDI allowed through automatic route, no rules/ regulations in place for foreign universities to be recognized under UGC (University Grants Commission).

Source: IDFC- SSKI Research, MHRD
Structural Changes Needed

What is the issue?

- Regulations require all educational institutions (school or college) to be run as a trust or a society.
- No dividends can be distributed and the 'reasonable surplus' needs to be ploughed back into the system.
- More than 75% of the educational institutes (in Maharashtra) are run by politicians. Low political will to realign the 'not-for-profit' education system.
- A large portion of subsidized land demarked for schools is hoarded and resold to schools at much higher prices; High land prices make economics unviable.
- Even though 100% FDI through the automatic route is allowed since 2000, no regulations formulated for recognizing foreign HEIs under UGC.

What needs to change?

- A structural change required to allow for-profit schools and colleges. The regulatory bodies need to act as only 'quality controllers' and check fly-by-night operators.
- Strong political will to realign education policies.
- Vested interests need to take a back-seat.
- State development authorities need to put a system in place to ensure only genuine bidders get land.
- Clear regulations need to be put in place for recognition of foreign universities.
National Mission on Education through ICTA Centralised Sponsored Scheme
Launched 3\textsuperscript{rd} Feb 2009
Mission: Anytime, Anywhere, Anyhow Education through Any Device Access

- From National Perspective:
- 1. Not to be compartmentalised.—it has to be converged and synergised.
- 2. A wide band connected network is planned- This may be initially done by any agency like NIC, DIT, DOT; let us not mix up the roles and responsibility of NICNET, ERNET, STPINET etc. What is needed is a Professionally Managed Service, with Accountability and Assured Availability \& Quality. It has to be on a consortium approach, rather than ownership approach. It has to come out of the govt for professionally managed service and it should be a part of national ICT Infrastructure for Education, created, owned by the consortium. (Educational Community)
- 3. The IPR barrier is to be broken at least in Education. Knowledge should be shared to grow. These contents developed in this mission mode program are National Knowledge Assets and all the contributors own the assets.
- 4. It is a cabinet approved national mission on Education with a budget and accountability. Since Education is a concurrent subject, centre-state ownership should be strengthened, to achieve the mission. The National Apex body should be under the Prime Minister’s office and multi stakeholders role and responsibility should be clearly defined (MHRD, DIT, DOT, DOS, DST, Ministry of Health \& Family Welfare, Culture, women \& child welfare etc) Education \& National Development should be synergised and converged, keeping the multi-stake holders interest.
National Educational ICT Infrastructure

1. National Knowledge Educational Assets Repository should be set up under National Educational ICT Infrastructure, on behalf of GOI. (A national Educational Gateway & Grid for Education). The Educational eContents assets should be mandated to be given to this National repository. The Cloud Computing will be the technology base.

2. National Quality Assessment of Educational multi-media & eContents and Development of Standards may also be vested with an Unified Agency, for the GOI. The National Educational Standards Board will be an autonomous unit.

3. IGNOU-ACIIL-DEC will be a nodal agency for the creation of National Virtual Technology Universities, with an R & D and a Practice Component. This will also cover the creation of Traditional technology/knowledge data bases, apart from Computational Maths, Physics, Chemistry Portals under the national Grid system, with emphasised simulation for Educating & Training. This is a consortium virtual university (with National & International collaboration, cooperation and co-working).

4. Innovation in Learning & Pedagogy in Education; The IGNOU Innovation centre in Distance learning can be renamed as a national Innovation Centre for Learning & Pedagogy in Education, as a part of national Mission on Education.

5. The concept of MOU between the states and the IGNOU, may be strengthened, with a government directive, accepting the conceptualization and realization of Education is for Development and Education & Development are the two faces of the same coin.
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5. There should not be multiple regulators. (UGC, AICTE, NCTE, etc). They should be facilitators. A National Authority for Quality, Accountability and Oversight in Education should be set up, under the Cabinet. The Outcome of the mission to be achieved. It should be PPP of Government, Academia and Industry and we should produce Human Resources who are employable (self or by Industry) with a value based education with ethics of practice.

6. Apart from History, Culture & Arts, all the Professional/Technical Education Curriculum should be Universalised and mandated conformity to national and International Standards. The Universalisation of Curriculum should be the mission. It has to be on a collaborative, cooperative and shareable. The barriers of employability and boundaries will be broken.

7. National Educational standards Board should be priority. A national standards board on Education should be set up. (This should have members from academia, industry and professional bodies (National & International).

8. The concept of ERP suits Industry & Corporate. THE ERP alone will not be sufficed. The Business Intelligence layer has to be added. In the Education scenario, the Business ERP is a failure case, and it is too costly. What is needed is a an Integrated Comprehensive Educational Resources Management, Administration & Finance System, which can be developed locally and implemented across the educational system, with ease of use with multilingual support.

9. The Project Appraisal and Evaluation and the Project review committees are to be bifurcated, to make the mission successful.

Personalized Observations & Suggested Remedies
Role of ACIIL & Constituent Centers of excellence
R &D & Practice centers

- National Educational Grid-Best courseware to be delivered through IGNOU channels (Teachers & Students) Collaboration with MPTEL and hosting of National Educational Portal
- Government Informatics
- Security Informatics
- Spatial Informatics
- eKISSAN Bharat in collaboration with ICAER for sustainable agriculture development
- Computational sciences Portal
- National Digital Repository of Educational Resources
To make learning and Knowledge—a social and economic activity
 Acquisition of Knowledge—a life long activity
Technology—a solution to demand for learning & create new possibilities to make it happen

Demand of diverse learners
Diversity of goals
Diversity of contexts
Demand for higher education
Renewal of employee skills in service sector

Delivering education—demand supply perspective
Re-skilling and retraining employees arising due to economic structural changes creating a new social demand
Situation Today

Learners
- Diverse group
- Separated by space
- Separated by time
- Possess different-prior learning skills
- New educational training needs

Type of INFRASTRUCTURE NEEDS
- Flexible
- Global in reach
- Interactive
- Affordable
Digital Unite Through Institutional Linkages
Converging the Divides

- **Creation** of Technologies (~**IPR Divide**)
- **Diffusion** of Recent Innovations (~**Digital Divide**)
- **Diffusion** of Old Innovations (~**Extension Divide**)
- **Diffusion** of Human Skills (~**Educational Divide**)
Multi-Pronged Approach for Quality Education for ALL

CONNECTIVITY
Satellite, Broadband, Wireless Communication
Provides a highway for reaching Quality Education to all

Tele-Education Delivery System

- Multi-Class Environment
- Seamless – two way connectivity
- Synchronized multi-media delivery
- Universal Tele-education System

A teacher can teach many remote classrooms from anywhere

Unique, Innovative and Creative Content and assimilation through animation

Lectures | Laboratory | Library | Books | Internet

Quality Content Generation
Virtual University - Through Universal Tele-Education

**CORE COMPETENCE**
- IISc
- Universities
- IITs
- NITs
- Other Institutions
- International institutions

**Identification of Experts**
- Content Development
- Content Generation
- Content Workflow
- Content Deployment
- Delivery through
  - e-Learning
  - Tele-Education

**Central HUB of all Universities**
- Coordinate
- Organize
- Schedule
- Broadcast
- Manage
- Maintain
- Infrastructure - Storage
- Delivery through
  - E-learning
  - Tele-education

**Remote Class rooms**
- Online Tele-Education
  - Virtual Interaction
  - Live sessions
  - Effective Two way communication
  - Synchronized Multimedia
  - Collaboration

**VSAT for Remote Access**
- BROADBAND
- FIBRE OPTICS to connect major cities

**WIRELESS for Last mile**

**Beneficiaries**
- Affiliated Colleges
- Study Centres
- Learning centres
- Individual Students
- Village Panchayat Knowledge Centres
Curriculum - Four Universal Values

- Communication
- Problem solving
- Working together
- Self learning
Curriculum Reform-The NEED

- Impact of social changes
- Rigorous, attractive and enabling to retain student interest in learning
- Rigorous in its demands of intellectual and skills challenges
- Appropriate balance of subject skills and knowledge, skills, and team learning and value respect
- Give added value and fitness of purpose
Curricula Exchange and Standardization

- Globalising Educational delivery
- Removing self-serving interest, domination, superiority and control
- Cost reduction in course media preparation
- Higher quality assurance and experts involvement
- Distributed decentralization of subject expertise
Innovations & ICE as an enabler

- Need for more teachers
- Reskilling and retraining the teachers for new needs and new tools, new technologies for teaching & Learning
- Retention of teachers
- New educational delivery systems (Multi Model)
- Interactive & Integrated Learning systems
- Continuous improvement of Communication and presentation skills
- Change in evaluation & Assessment
- Keep the interest in Learning
Reaching the Unreached & Fear of Unknown

- Technology is an enabler, but it is not a substitute for teachers-remove the fear of unknown
- Interaction and Delivery system can change
- It is not one way delivery of lectures, but it is an integrated interaction between learners & Teachers
- Multi-media exposures make teaching easier-at the same time, it empowers the teachers & Learners
- Teachers & Learners use the same medium of Internet & Web.
- Best course notes on any subject made available for knowledge enrichment
Learner centred-Flexible-Technology driven system-Need for Alliances

Cost Sharing Economy

- Learning resources development, establishment of learner support centres, infrastructure for course delivery

Changing Enrolment patterns

- Flexible and modular learning to fulfill learner demands

Cross sharing courses

- Cost & Risk reduction & Funding patterns change

Curricula demands

- Variety of academic talents for short period of time-
Need of the Hour
Mix of all the three functions
Facilitating a Learning
Environment
Support to Learners as a Broker
Coordinating the Process and
Development of Materials
21st Century-Learning Systems will witness more Private Participation

**COMPLIMENTARITY:**
Partnership based on mutual respect, trust, benefit

**MISSION CLARITY AND ARTICULATION:**
Clear sense of direction in fulfilling the mission.

**INSTITUTIONAL COMMITMENT:**
Ownership of entire community

**GOVT. & COMMUNITY SUPPORT:**
Total support to delivery of educational products and Services

**ORGANISATION STRUCTURE:**
To support partnership activity with faith, trust and belief in educational delivery and support to learning environment.

**LEADERSHIP:**
Should have a vision of global development and to meet international community needs
Global Successful Alliances

Successful Experiments-Partnership Alliances
The National Technological University (NTU-USA)

- Acts as a bridge between learners and participating institutions (FACULTY)
- One-way transmission of lectures (synchronous and asynchronous mode) with two or multiple ways of Teacher-learner-learner-learner computer-based communication
- Enables movement of credits and also awards credits

Successful Alliances of Resource Sharing
Open Learning Australia (OLA)

- Acts as an educational broker with multiplicity of functions to bring courses of Australian tertiary institutions
- Doesn't have Credit or Credential granting authority

Successful Alliances
The Open Learning Foundation Group-U.K. (OLF)

- Federation of British Universities
- Designs curriculum and develop learning materials for distribution to off-campus students
- Doesn't support the learning environment
- Doesn't assess or award credits
- Facilitates Staff Development activities
THANK YOU
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