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A study of Collaborative Industry Based Indian Education System

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ABSTRACT

Collaborative Industry Based Education is most contemporary noble concept derived by National Centre for Internship & Studies (NCIS), to integrate the component of industry in education. CIB Education is just not a formality of giving industry exposure to students; rather it is a fully-fledged industry experience to students with their studies. CIB education enables students to obtain the basic and all functional knowledge of the industry in which they wished to work. The purposive of every education is to obtain factual knowledge and employment. Study incapable of providing suitable employment and knowledge to a student is fruitless. Our present educational system hardly contains industry component in it. In this competitive environment the difference between education and industry is widening day – by – day. This creates difficulty for young alumnus to adjust themselves in the industry. Sometime it took many years to transform them in through professionals. In the absence of proper guidance many students get distracted from the actual goals to proceed with their career, and choose unknowingly & unpurposly different profession from their basic qualification. This education to profession drops out, yields wastage of resources provided by Government & Private sector in addition to the most significant years of study of a student's life. CIB education is an effort to make such an educational model which is similar to the industry integrated model like in medical education. CIB education will be given to students with real industry working experience. This serve dual purpose; the students will obtain precious work experience in addition to the academic knowledge. Conclusively, CIB education is the only tool which can fulfill the demands of modern industry and serve country in a better manner.

1. Introduction

The task of the ENIC/NARIC offices in Denmark, Sweden and Norway include work on issues related to education from India. All three offices receive applications and questions concerning recognition of education form the country both from institutions, representatives from the labour marked and other stakeholders. The number of applications and enquiries are growing. All three countries have relatively large populations of persons of Indian origin settled in their countries, Denmark about 4,300, Norway 7,000 and Sweden 13,600 (2005).A need to learn more about the country and especially the system of education has been felt for some time. The most important motivation for a study tour was to facilitate the work of giving advice concerning education form India and daily credential evaluation work. In addition to this, the Nordic ENIC/NARIC offices wished to achieve closer future contact and cooperation with different educational organizations in India. The visit was planned and implemented in cooperation with the Norwegian Embassy in India, the Nordic Center, both located in New Delhi, and the National Accreditation and Assessment Council (NAAC) in Bangalore. The main focus was to gather information about the educational system in the country; the financing of education, information about public and private education and how they are governed; how the authorities plan and implement quality assurance work (AW), and how the institutions deal with these challenges. Information about future plans for education in India was also of great interest.

The delegation visited the University Grants Commission (UGC), the National Accreditation and Assessment Council (NAAC), the Central Board of Secondary Education (CBSE), the All India Council for Technical Education (AICTE), the Association of Indian Universities (AIU) and the National Council for Teacher Education (NCTE) as well as various institutions of higher education. The first two organizations mentioned are responsible for the higher education sector while the rest of the boards and councils organize and work with the development and maintenance of intermediate and secondary education, technical education and teacher education.

The study tour was planned as a joint visit by the ENIC/NARIC offices in Denmark, Sweden and Norway to both India and Pakistan from 24 September to 6 October 2005. The delegation consisted of 8 representatives.The research is based on information and impressions which the delegation obtained during the study tour. Information was also gathered from sources such as the websites of the organizations and institutions visited and from agencies including the National Office of Overseas Skills Recognition (NOOSR) in Australia, World Education Services (WES) in the USA, IAU and UNESCO/IAU among others.India is one of the world's oldest civilizations, dating back to 2,5000 B.C. Aryan tribes from the northwest invaded the country in about 1,500 B.C.; their merger with the earlier Dravidian inhabitants created the classical Indian culture. Arab incursions starting in the eight century and Turkish in the twelfth century were followed by those of European traders, beginning in the late fifteenth century. By the nineteenth century, Great Britain had assumed political control of virtually all Indian lands. Mohandas Gandhi

and Jawaharlal Nehru helped end British colonialism through non-violent resistance. India achieved independence in 1947.

The Republic of India was established in 1947 and comprises 32 states and Union Territories, the latter controlled by the central government. The country covers about 3.3 million square kilometres with a population of 1.029 billion and dominates southern Asia. It is slightly larger than one-third the size of the United States. India is home to 17% of the world's total population, accommodated in an area that is 2.4% of the world's total area. India has the world's twelfth largest economy and the third largest in Asia behind Japan and China, with a total GDP of around $570 billion. Services, industry and agriculture account for 50.7%, 26.6% and 22.7% of GDP respectively. The United States is India's largest trading.

2. What is Collaborative Learning?

"Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/ note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process.

3. Goals for Education:

While we use collaborative learning because we believe it helps students learn more effectively, many of us also place a high premium on teaching strategies that go beyond mere mastery of content and ideas. We believe collaborative learning promotes a larger educational agenda, one that encompasses several intertwined rationales.

4. Involvement:

Calls to involve students more actively in their learning are coming from virtually every quarter of higher e3ducation (Astin, 1985; Bonwell and Eison, 1991; Kuh, 1990; Study Group on the Conditions of Excellence in Higher Education, 1984). Involvement in learning, involvement with other students, and involvement with faculty are factors that make an over whelming difference in student retention and success in college. By its very nature, collaborative learning is both socially and intellectually involving. It invites students to build closer connections to other students, their faculty, their courses and their learning.

5. Cooperation and teamwork:

In Collaborative endeavors, students inevitably encounter difference, and must grapple with recognizing and working with it. Building the capacities for tolerating or resolving differences, for building agreement that honor all the voices in a group, for caring how others are doing – these abilities are crucial aspects of living in a community. Too often the development of these values and skills is relegated to the "Student Life" side of the campus. Cultivation of teamwork, community-building, and leadership skills are legitimate and valuable classroom goals, not just extra-curricular ones.Civic Responsibility: If democracy is to endure in any meaningful way, our educational system must foster habits of participation in and responsibility to the larger community. Collaborative learning encourages students to acquire an active voice in shaping their ideas and values and a sensitive ear in hearing others. Dialogue, deliberation, and consensus-building out of differences are strong threads in fabric of collaborative learning and in civic life as well.

6. Collaborative Learning Approaches:

Collaborative learning covers a broad territory of approaches with wide variability in the amount of in-class or out-of-class time built around group work. Collaborative activities can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that las a whole term or year. The goals and processes of collaborative activities also vary widely. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students' task is to create a clearly delineated product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other's work or engaging in analysis and meaning-making.

7. Cooperative Learning:

Cooperative Learning represents the most carefully structured end of the collaborative learning continuum. Defined as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson et al. 1990), cooperative learning is based on the social interdependence theories of Kurt Lewin and Morton Deutsch (Deutsch, 1949; Lewin, 1935). These theories and associated research explore the influence of the structure of social interdependence on individual interaction within a given situation which, in turn, affects the outcomes of that interaction (Johnson and Johnson, 1989). Pioneers in cooperative learning, David and Roger Johnson at the University of Minnesota, Robert Slavin at Johns Hopkins University, and Elizabeth Cohen at Stanford, have devoted years of detailed research and analysis to clarify the conditions under which cooperative, competitive, or individualized goal structures affect or increase student achievement, psychological adjustment, self-esteem, and social skills.In cooperative learning, the development of interpersonal skills is as important as the learning itself. The development of social skills in group work-learning to cooperate is key to high quality group work. Many cooperative learning tasks are put to students with both academic objectives and social skills objectives. Many of the strategies involve assigning roles within each small group

(such as recorder, participation encourager, summarizer) to ensure the positive interdependence of group participants and to enable students to practice different teamwork skills. Build into cooperative learning work is regular "group processing," a "debriefing" time where students reflect on how they are doing in order to learn how to become more effective in group learning settings.

8. Collaborative Learning:

Challenges and Opportunities Creating a collaborative classroom can be a wonderfully rewarding opportunity but it is also full of challenges and dilemmas. Few of us experienced collaborative work in our own undergraduate settings, and much of our graduate school training reinforced the teacher-centered, lecture-driven model of college teaching. For each of us, stepping out of the center and engaging students in group activity is hard work, especially at first. Designing group work requires a demanding yet important rethinking of our syllabus, in terms of course content and time allocation. If some (or a great deal) of the classroom time is considered an important social space for developing understandings about course material, or if some of the out-of-class time is devoted to study groups or group projects, how should we design the rest of the class time (lectures, assignments, examinations)?How do we ensure students are learning and mastering key skills and ideas in the course, while at the same time addressing all the material of the course? Teaching in collaborative setting puts front and center the tension between the process of student learning and content coverage.As we become more involved in using collaborative learning, we discover what radical questions it raises. Collaborative learning goes to the roots of long-held assumptions about teaching and learning. Classroom roles change: both teachers and students take on more complex roles and responsibilities. (Finkel and Monk, 1983; MacGregor, 1990). The classroom is no longer solo teacher and individual students- it becomes more an interdependent community with all the joys and tensions and difficulties that attend all communities. This degree of involvement often questions and reshapes assumed power relationships between teachers and students, (and between students and students), a process that at first can be confusing and disorienting (Romer and Whipple, 1990).

Not only is course content reshaped, so are our definitions of student's competence. Because the Industry nature of group work makes demonstration of student learning so continuous, collaborative learning both complicates and enriches the evaluation process. Challenges to collaborative learning at the classroom level are compounded by the traditional structures and culture of the academy, which continue to perpetuate the teacher-centered, transmission-of-information model of teaching and learning. The political economy of the academy is set up to front load the curriculum with large lower division classes in rooms immutably arranged for lectures, usually in classes limited to fifty-minute "hours." Student-student interaction; extended, careful examination of ideas; the hearing-out of multiple perspectives; the development of an intellectual community-all these are hard to accomplish under these constraints.

9. Traditional Education:

India is mainly an importer of higher education. To a smaller degree, the country is also an exporter of educational programmes. In response to globalization, the UGC has initiated a programme for the Promotion of Indian Higher Education Abroad (PIHEAD), which will run through the tenth five-year plan (2002-07). Education in India is considered to be a social service and is accorded the status of public good. The recognition of the education sector as a tradable service sector under the General Agreement on Trade and Services (GATS) – World Trade Organization (WTO) regime has challenged India's understanding of education as a social service. In the absence of any national policy to regulate the foreign education service providers, India has witnessed liberalization of the sector. Thus, the presence of foreign universities in India may, in future, turn towards commercialization against Central government's or the Supreme Court's view that education is not for profit.According to WES, the UGC expresses concern about the commercial presence of foreign educational institutions and fears that higher education will be limited to the select few as there will be a higher price for acquiring any foreign degree. Another concern is that commercialization will promote privatization that will, in turn, increase the cost of higher education.In 2005, AICTE has drawn up a fresh set of regulations to monitor foreign technical education institutions and prevent the entry of non-accredited institutes into the country. The new rules will replace the earlier mandate issued by the AICTE in April 2003. Under the new system, foreign institutions will be treated on a par with Indian technical institutions and will be governed by AICTE guidelines. They will not be allowed to appoint additional campuses in India. "Education innovations, including experimentation with different modes of delivery by a foreign university, shall be allowed, provided such a system is well established either in their parent country or in India," state the regulations on the AICTE website. AICTE will stipulate the fee and the intake for each course to be offered by foreign education providers.

10. Foreign Institutions in India:

The 1990s saw the emergence of foreign universities operating in India in collaboration with private institutions in the country. A research study conducted by National Institute of Educational Planning and Administration (NIEPA) in 2005 on 'Foreign Education Providers in India' brings out some of the salient features of their operation. There were 131 Indian institutions collaborating with foreign institutions. The list, however, may not be fully exhaustive.It may be observed that in some states the foreign education providers were concentrated in metropolitan cities and some other cities where the prospects of vocational courses exist on a large scale. Information also shows that, at present, only the USA and the UK have shown interest in collaborating with Indian partners. There are other potential countries such as Australia, New Zealand and Canada who are watching the developments and the government stand on any regulation regarding Foreign Education Providers. At present these countries are organizing educational fairs and have also representatives to attract Indian students to their respective countries.The majority of the foreign education providers provide professional/vocational courses. Of the total sample of 131 institutions (2005), 107 were providing vocational courses, 19 technical courses and only 5 were offering general education. The data show that, in

the category of vocational courses, management courses are the most popular. Business Management and Hotel Management constitute approximately 80% of the total number of courses. The commercial presence of foreign institutions has led to multiple methods of collaboration for delivering foreign programmes. The collaborative arrangement under the commercial presence varies from institution to institution. There are, in general, three existing and one possible categories of delivery of foreign programmes in India.

11. Technical and Vocational Education:

The Vocational Training/Craftsmen Courses are offered at the Industrial Training Institutes. The Diploma courses are offered in the Polytechnics which are widely spread throughout the states and Union Territories. These polytechnics are affiliated to the respective State Boards of Technical Education which lay down in general the levels and standards of the courses and guide the system of evaluation of the students sitting examinations. Degree and Post-Graduate courses are offered in colleges affiliated to the various Universities, certain University Department, and institutions declared to be of national importance or deemed-to-be universities. The All India Council of Technical Education (AICTE) is responsible for quality assurance of technical and vocational education in India. In order to assess the qualitative competence of educational programmes in engineering and related areas from the diploma level to the postgraduate level, the National Board of Accreditation (NBA) was established in 1994 under section 10(u) of AICTE Act, 1987. While the AICTE takes care of the regulatory role, the NBA performs programme accreditation. The NBA makes recommendations to the AICTE for recognition or derecognition of institutions or programmes, while the AICTE approves new institutions and new programmes. There has been an accelerated effort to accredit programmes. The total number of programmes accredited is 1,522. (See the figure below) The NBA's accreditation procedure comprises the following steps: The institution submits an application with information/data provided by the NBA.Accreditation teams are constituted by the NBA and visits the institution and make its recommendations. Accreditation is awarded by the NBA. The result is notified and published in the Directory of Accredited Programmes of Institutions.The NBA has prescribed accreditation criteria for undergraduate and post-graduate programmes. The criteria for undergraduate programmes are: organization and governance, human resource facility-faculty & staff, students, finance & physical resources, mission, goals, research & development, industry-institution interaction, research and development, supplementary process, teaching-learning process. NBA's accreditation is periodical and valid for 3-5 years.India has had a well-developed quality assurance (QA) system since independence in 1947. The QA system is embodied in regulations covering nearly all the fields of studies and professions. In India, the establishment of universities is regulated by law. Only the parliament of the Government of India (central/union government) and state legislation can establish a university. Various apex institutions have been entrusted, either by an Act of Parliament or by an Act of Legislative Assembly or by central or state governments, with the responsibility to regulate the standards of education. For example, the University Grants Commission (UGC) was established by the UGC Act, 1956, to coordinate and maintain standards of university education. The NAAC was established in 1994 under 12cc of the UGC Act to assess the standards of quality. It assesses and accredits universities along with their constituent and affiliated colleges.

12. Conclusion:

Collaborative Industry management research offers a set of finding marked by rapid progress and a continuing focus on knowledge generation. Although collaborative management has been occurring for quite some time, the amount of empirical research on the subject bureaucracy is not going away; collaboration still complements rather than supplants single organization management. However, the research reveals that it is common enough to begin developing a knowledge base akin to what we now about organizational behavior.

Second, there has been a focus in the literature on identifying the types of skills that are necessary in collaborative settings. On this point, practitioners know more than researchers, but the gap is closing. Although some basic skills are transferable from single organizations to collaborative groups, new techniques and new competencies are required for effective management in such settings.

Third, there is a renewed focus on determining the effect of collaboration on program outcomes. Just as some early implementation research sought to examine the reasons for policy failure and success, we are beginning to see research that evaluates collaborative management within a program context. From comparative case studies to large-N quantitative research, there is a growing realization that collaboration is not an end in itself and that only by examining its impact will general management theory be advanced. Thus, there is a growing concern for determining the strength and influence of collaborative management instead of simply documenting its existence.

Overall, there is a general understanding that there is still much to learn about collaborative Industry management, and the questions left to be answered are nearly endless. For example, what do collaborative managers do when faced with an imbalance of power and influence among participants within collaboration? How do managers ensure accountability in collaborative settings? Do collaborations in the Industry sector evolve over time, such that there is an identifiable cycle or sequence to their development? That is, do collaborations "learn"? These and other questions are sure to stimulate future research for years to come.

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