

**4.11 Paradigm of Education for Social Transformation
-2012-**

Role of Open University in Creating Culture Based Social Developmental Education

(Source:)

Abstract

The paper briefly reviews the existing education and development approaches, scenario and programs, proposes adoption of new processes of connected society, presents a paradigm based on an open and social resource- based developmental education and its adoption in the scenario of Kerala. Since the author is Chairman of the Committee appointed by the Kerala Government to report on the establishment of Kerala State Open University, the paper has been written in detail covering the concepts and approaches proposed. The paper proposes a paradigm shift towards social development and education based on a ‘Future Now’ model of situated learning and situated development. It also proposes public, private and community partnerships to be made effective by using a value system based on connectedness and service culture. The author considers that this may be most appropriate in a developing and resource starved society. In this exercise he relies on the work carried out so far with I-CONSENT and MKCL as well as on many new ideas proposed in recent past. (By: LA)

Rationale and Context

We are aware of the three major transformations that have taken place during the last few millennia. The tribal human settled down to an agrarian society which relied on abundance of nature and used the technology created and used by local artisans. The modern science and technology developed and used auto machines and created a new industrial society based entirely on new processes and new value system- the industrial culture. The Information Communication Technology is now creating a connected society- the society in which people, their living and working places and organizations are connected by Internet anytime anywhere. This connectedness has created completely new processes not known in 20th or earlier centuries. Essentially we are in a transitional stage of changing from Industrial Society towards a new society- Information or Knowledge Society. It is expected that all the living, working, communicating and organizing processes will undergo radical changes. Education, being a sub-system of the larger social system, has to undergo similar changes. Education system has also to carry out its traditional role of shaping the futures- supporting and enabling transformation in the society and helping the emergence of a new knowledge based society with a new global human being.

The new age processes are already in use by those who are connected, and the processes that have appeared so far are considered in this paper. The globalization, mass personalization, group customization, mass collaboration processes are already in use and are helpful in creating open learning and developmental resources, some free some charged. The new processes are creating new ways of learning, developing and organizing in a context of globalization. It can simultaneously be used for locality development with global approaches. It appears that humanity is now entering into a stage of development in which

social and universal good can be integrated effectively on some global principals and cultural norms by using self- and mass- organizing processes. This is creating opportunity to evolve educational and developmental processes that creates global society based on some commonly accepted principles and values. The approach should be to conserve natural resources of earth, employ excess resources for sustainable and non-exploitative development of humanity as a whole and to create service culture based economy of permanence. (J C Kumarappa, 1945) Creation of education for sustainable development, linkages of development with new marketing approaches based social and human development is a challenge for the New Age. Creation of New Information and Knowledge communities and society can be approached in many ways. We propose one that could be compatible with Indian culture and is responsive to value system accepted by the Indian Constitution for our people.

Our concern is to identify legacy processes and systems currently being used through the existing institutions of the industrial or modern age, to find out which ones are permanent and transient, to use new processes known so far for creating the connected society, and design and develop new paradigms of institutionalization that enables people to play multiple roles. This has to enable individuals and groups to carry out functions by following universal human values and

social cultures based on freedom, equality and justice. While existing forces and interests are continuing to shape the current society through the mass production processes and market control as well as through their control of powers-political, economic and knowledge- with their selfish designs, it is our common concern how new designs and models could be developed starting from the now existing situation and creating future scenarios of connected society. We essentially will be developing a Future Now model of connected society that can have peaceful, creative and secure society development as a goal.

The paper essentially considers the existing education and development approaches, scenario and programs briefly, proposes adoption of new processes of connected society, presents a paradigm based on open and social resource based developmental education and its adoption in the scenario of Kerala. Since the author is a Chairman of the Committee appointed by the Kerala Government to report on establishment of Kerala State Open University, the paper has been written in details covering the concepts and approaches proposed. The paper proposes a paradigm shift towards social development and education based on a Future Now model of situated learning and situated development. It also proposes public, private and community partnerships to be made effective by using connectedness and service culture based value system. We consider that this may be most appropriate in a developing resource starved society. In this exercise we are relying on our work carried out so far with I-CONSENT and MKCL as well as on many new ideas proposed in recent past. (Mohammad Yunus, 2007, C K Prahalad, 2007, Don Tapscott, 2006) We avoid the conventional referencing system in topics and ideas, since they are accessible to all through Google, Wikipedia and other internet accesses.

Present Education System

Since independence, India has achieved substantial expansion of higher education in all its aspects. In 2005-06, there were 348 universities, 17,625 colleges and 10.5 million students in higher education. The universities have increased in their types and now include Central, State, Deemed-to-be and Private Universities, Open Universities and Institutions of National importance at Central and State levels. During the last 15 years, the system has more than doubled mainly because of privatization and liberalization policies adopted by the Government. The professional and technological education in Indian universities has built in relevance for the graduates who search for employment in the 'markets' of industry and society. The professional courses of universities and colleges with private management are forced to find job opportunities for attracting students who have to pay now quite heavy fees. However, nearly 85 % students at tertiary level go to the general degree programs in arts and humanities, commerce and pure sciences, and do not have employable skills. The degree structure, content, teaching and examination methods have remained unchanged over quite a long period and continue to be a cause for unemployable graduates.

The higher education in India at the national and state levels is far more organized and supported. Some of the major institutions and programs that helped Indian education to develop are (R Takwale, 2006)

- University Grants Commission established by the Government of India for coordination, promotion and maintenance of standards of education.
- National Councils such as AICTE, NCTE etc., for technology, professional and

- teacher education for maintaining standards of education.
- National Assessment and Accreditation Council of UGC, National Accreditation Board of AICTE and Distance Education Council of IGNOU for assessment and accreditation of quality of institutional education.
- Open and Distance Education system of non-formal education consisting of open universities and Distance Education Institutions of dual mode universities now accounting for nearly 20 % of enrollment of Higher Education.
- National Policy of Education of 1968 and 1986/92 that offered systematic support to the development and growth of education in India.

All these efforts have now enabled India to develop into one of the world's biggest systems of higher education.

In spite of this quantitative and qualitative growth, Indian education faces many problems and dilemmas. Dilemmas are in relation to disparities in quality, in regional facilities and in inclusion of backward and disadvantaged classes. The disparities are yet to be addressed appropriately. The problem of reservation and inclusion is becoming a great concern to all in admissions and employment. The policies and programs since independence appear to have failed to create equal and just society - an assurance given to people in the Constitution of India, in terms of socio-economic and cultural development. The recent issue of reservation in top quality institutions has focused attention to inequality being perpetuated, and is indicative of the failure of the national policies and programs in creating uniformly high quality educational system and its impact on creating homogeneous Indian society even after six decades of independence. The access to quality institutions is now dependent more on paying capacity and the socio-economic strata students and parents belong to. On the whole the problems of increasing number of students, under-preparedness of students, indifference of teachers, reduced resources, inadequate co-ordination between different stages of education and the persistent colonial legacy of affiliating management and curricular structures have deprived Indian higher education of quality, a decisive factor in global competitiveness required in the modern globalised development.

The State Policy

Since independence the Government of India has followed two parallel policies: first, the policy of creating quality institutions for creating top quality manpower for country; and second, the policy of social welfare to provide increased access to large numbers in public institutions of education. The first is for quality, and another to face public and number pressure. All the top quality teaching and research institutions were established outside the university system, depriving general higher education institutions their opportunity to raise their quality and role in national reconstruction. This policy is continued till recent. However the quality divide continues.

When resources to support higher education were found to be inadequate, the Government resorted to a policy of privatization and liberalization, with a view to concentrating its resources on creation of a few quality institutions leaving the earlier institutions created for public to languish. The public educational institutions supported by Government grants /aid were left alone to face all pressures of polity, society and student numbers. The two processes of

privatization and social welfare are not apparently compatible, and often clash in goals, approaches and interests. However democracy keeps reminding their leadership of their accountability to the people, at least once in few years. This has enabled the pursuit of the two apparently contradictory policies that pull in opposite directions. The developmental pulls in opposite directions have to be understood in terms of bi-polar objectives – both being essentially positive in character but contradictory in nature and tend to create socially contradictory programs that add to the divides. The society is ultimately getting polarized and divided. Strong and effective compensating mechanisms are not yet evolved. Thus instead of becoming an instrument of equality, education is dividing and stratifying society.

Failure in Evolving Quality Education for All:

The failure of the leadership in evolving unified model of *quality education for all* lies in its weak political will to adopt boldly various socially oriented policy measures proposed by various commissions. The leadership both in political and educational fields has failed in adopting or creating an appropriate model of education that was suggested in the report of the Education Commission (1966)

There were two approaches proposed in the Report: one related to the education system responsive to the needs and requirements of the people of India; and another, the system that will strengthen and extend the education to support industrialization of the country. Both the goals and expectations from the educational system were right and relevant for developing a modern and progressive Indian society. The Government of India followed the British model of affiliated institutions, introduced during the colonial India- the so-called Macaulay Model, expanded programs to include changes as required by industry; and introduced vocational, technical, professional and agricultural education. It did not have political courage and leadership to adopt equality based and people oriented suggestions made in the Commission Report, such as neighborhood schools, linking education with world of work, etc. The class-mass approach to the education adopted since then, has lead to contradictions in policies of the nature of quantitative expansion to qualitative improvement, of equity and efficiency, of value and utility, of commitment and detachment, of integration and differentiation, of concentration and dispersal, of autonomy and accountability, of public good and private good, and lastly of the ‘pure’ academic and the ‘involved’ teacher.’ (Munis Raza, 1991)

One of the major suggestions of the Education Commission (1966) was to establish the *National System of Education* responsive to the needs of people by bringing about radical structural and functional changes in the educational institutions, which essentially amounted to starting *educational revolution*.(J P Naik, 1982) This idea had the its origin in the efforts made during the freedom struggle by the leaders in the freedom movement in creating an alternative system to the colonial education system. The policy adopted by the State in education was essentially for following western developmental model; and not the structural changes in the western education model.

The educational revolution was based essentially on life related education (Nai Talim of Mahatma Gandhi) with appropriate technology adoption. It was not accepted, and was lost in the two policy document, National Education Policies of 1968 and 1986. The educational revolution-

linking education with living and working of people with appropriate modernization - was expected to be implemented as per the model, rather a detailed blue print of the program, given in the Education Commission Report.

The education revolution was never started; and the policy of mixed economy- combination of capitalistic and socialistic models of development- was followed.

Adoption of mixed economy has over the years accepted privatization and liberalization policies to avoid the economic crisis that mixed economy lead during eighties and nineties of the last century. It has helped in building Indian economy by exploiting opportunities given by globalization and service oriented and business process outsourcing (BPO) jobs received in India. Since then India has become an important and leading hub of BPO and other outsourcing work for the developed countries. India is on the path of becoming an economic power and expects to become a leading developed country of the world.

All this is very fine. However the policies of privatization and liberalization has now weakened the public services and systematically strengthened private services. This is adding to the various kinds of divides in which poorer and disadvantaged are getting more deprived and exploited. This has created lust for money power, and subordinated the other types of wealth essential for cultural and humane social life. As a consequence, a 'money culture' is getting developed diluting self-less service culture and commitment to high ideals and values. Domination is now of self of some or a few for ensuring their better living, security and 'happiness' of individuals and their family members, and for getting access and possession of power at the cost of people and nature. This harmful exploitation of natural and human resources is becoming attractive motivation and goal for many.

The core issue is how and in what way we can create and recreate the importance of non-monetary wealth or capital to create for individuals, families, communities and society a safe, secure and happy life in the NOW existing situation and in the FUTURE emerging scenarios by avoiding the 'wrong' and selecting the 'right' out of the past and present.

Education for Sustainable Development

During the last couple of decades, revolutionary changes have taken place, particularly in relation to the developmental models - capitalist or communist models followed by different nations of the world. Lasting impact is expected from:

- The development of digital technologies giving rise to communication revolution creating a new connected society,
- International efforts by UNO and UNESCO in evolving programs linking education with development: Decade of Education for Sustainable Development (2005-2014) and Millennium Development Goals (www.un.org/millenniumgoals/) adopted by all countries of the world, and
- Failure of Soviet model of communistic development, and the Chinese compromise in adopting both the capitalistic and communistic developmental approaches.

- Melt down of leading mortgage banks in USA show the failure of the capitalistic model of development, attributed to the corporate greed and uncontrolled markets.

All these are leading to a situation in which new models of development are essential. Mixed economy practiced in India is also not a right solution. All the models based on industrial mass production, free market economy and high monetary profit motivation is leading not only to degradation and exploitation of human and natural resources, in depletion of non-renewable resources of the planet earth, but also in creating disparities, tensions and conflicts among nations, societies, communities and local people.

Role of the State in Education: Class verses Mass Approach

The policies so far followed since independence are based on the so-called *mixed economy*. It promotes free market economy based both on capitalist and socialist approaches, which has a common feature of using industrial mass-production approach. However the two approaches differ in their ideas of ownership of production means, freedom in marketing, sharing benefits of the industrial outcomes and the value system practiced in the two models. Both the approaches have common policy in using mass production and global marketing. However the private corporations follow a motive of profit maximization, which requires free markets and competition to capture higher market shares for their goods, and subversion of others' markets in a fair or unfair way. They usually do not worry about impact of industrial production and waste on natural resources, human life and environment. That aspect is the State responsibility. This money power is influencing political decision making. The political leaders have also to worry about the popular support in a democratic process. A developing society with all types of disparities, faiths and practices poses many dilemma before the leaders in power sectors - political, economic and knowledge. The outcome is pragmatism, in which they adjust and seek immediate solutions to some of the problems and avoiding long terms policy decision. Competing and conflicting class and mass policies are perpetuating, and adjustments and short term measures are leading to large scale corruption.

Role of the State in Education: Dilemma between Private verses Public Institutions

The policy of liberalization has been adopted in education since two-three decades ago. The justification apparently is not having enough resources for primary necessities such as universal primary education and literacy programs, quality of services in public services, etc. When Indian economy faced financial crisis in nineties, nation adopted globalization and privatization policies as an immediate solution. This policy has apparently succeeded. Protected private sector of The Indian industry, when faced global competition, reorganized itself to compete in open and global markets, and raised its quality and cost efficiency to become a strong force to be recognized in the global industrial development. Privatisation apparently in The Indian conditions promotes high motivation, raises competitiveness and quality and competes well in global markets. This was not achieved by the public sector, excepting some exceptions.

The Government of Maharashtra also established a for-profit company (Maharashtra Knowledge Corporation Ltd.) to create a new paradigm in e-education and to avoid digital divide in

Maharashtra by establishing it outside the university and government sectors. (www.mkcl.org) MKCL has the responsibility to earn profits and support its own activities to achieve the educational and social goals. It has become a success story and is being replicated in other states of India. The Rajasthan State has already established RKCL in partnership with MKCL. MKCL is now supporting many social and community development programs with public-private partnership. It follows the company norms and practices and maintains its competitiveness in the IT industry.

The policy of privatization in various states has stratified education system into four groups mostly on the basis of affordability: international education, private education, public institutional education with efficient management, and public institutions with poor management. The last ones are usually managed by city corporations and District public authorities. This has created divides between 'quality' institutions for rich and powerful, and poor institutions for masses, and has resulted into degradation of standards of facilities and services of public institutions. The privatization has created 'quality' institutions with superior facilities with better customer services. In comparison public services and facilities are poorer. It appears that the privatization used in the capitalist approach with competitive marketing is succeeding and public institutions are failing. Under such situations, a different approach and paradigm is essential in which motivational aspects, fast decision making and implementation has to be included to compete and succeed in global market competition.

Forum For The Future (www.forumforthefuture.org) puts this dilemma as follows

'capitalism really has become 'the only show in town', but the variant of capitalism that currently dominates the world is rapidly turning that show into an out-and-out horror story. This is a *personal* dilemma, for each and everyone of us, as we both benefit from and contribute to this particular variety of scorched-earth capitalism. And it is an *organizational* dilemma, as the organizations we work for struggle to succeed within an inherently unsustainable system without screwing it up for everyone else'.

Search for Indian Developmental Education Model Approaches

The education system has therefore to develop its own models of education and development that would take into account the emerging scenario of connected society, and create virtual or cyber infrastructure that would support development and transformation processes towards the future knowledge society. Scientists are proposing development of cyber-infrastructure for learning and development for the next few decades. The task is to develop a new paradigm of education with goals of developing and transforming existing society into a new Knowledge Society, adopt / adapt new processes of Information Society- the known and unknown ones – to support life-long-learning (L3), learning for sustainable development(L4SD), prosumer (producer + consumer) development for their co-creation by starting from the present situation. (Future Now model)

We approach the issue by creating a program and its implementation with a goal of Quality Education For All anywhere anytime by creating a future scenario-situation based program on e-platform, which offers level playing field for all. This needs solving the following **six parameter equation** of *Quality, Quantity, Equality, Speed, Organization and Governance* in an integrative

way. The solution has to overcome the discontinuity encountered during the transition from the industrial to the informational age, wherein old processes disappear and new processes takeover. The program of quality education for all and education for sustainable development with equality and justice could be the goals of developmental education.

Our understanding of open university system has shown that quality education for all is possible, if one uses appropriate educational and communication technologies. However the existing models of Open University education in India are content and curriculum centric, and, in spite of its freedom to learners in place and pace of learning, open education contains all the features of the model of formal education offered in face-to-face education. Search of alternatives and new paradigms is becoming a need for solving the problems that could not find solution so far. Challenge is great and needs participation from all.

Model of Social Developmental Education

A search of a model of education that is linked with development of society and is capable of becoming an instrument of social change and transformation is a great and challenging goal worth pursuing.

We approach the problem through:

- Creation of a *model of pedagogy and education* that links learning, working, developing and transforming in an integrated way on an e-platform or cyber infrastructure, which offers level playing field for all in the connected society.
- Utilization of *mass collaborative and cooperative processes* of connected society to *create Social Capital and Social Credits*, and their system of utilization based on a value system, which promotes consumption of natural resources after their conservation and enhancements, and human resources by offering wholesome work and livelihood that enables people to work creatively and productively in an economy of permanence.
- Mobilization and organization of *learning and developing communities* and empower them in their enterprises and creativity and *promote public, private and community partnerships* with win-win approaches in the production, deployment and marketing processes used for transferring values and creating wealth for individuals as well as for society.

We discuss and develop these approaches for developing a Social Developmental Education appropriate for the knowledge society.

Constructivist Pedagogy of Education:

Situated Learning and Situated Development

The education is personal as well as social. The existing system of education created to support industrial society is called a 'Factory Model' of education and is essentially based on cognitive

and behavioral pedagogies. They have been used in instruction in classrooms of present schools, colleges and universities. They are essentially industrial society versions of Pathshala and Madarasa of the agrarian society. The classroom with a strength of about 40 -50 and more students loses all the personalization, which is possible only when the class or group strength is 10-20. Various pedagogies are evolved to do personalization and observe personal performances in a school or college system by evolving 'modern' system of mass education to certify individual performance. The curriculum is such that classroom education does not get linked with local or universal communities. The education emphasizes content learning through curricula prepared by using instructional pedagogy based on cognitive and behavioral development of a student.

Constructivist pedagogy requires constructing knowledge by each student, who may differ in natural endowment and intelligences (multiple intelligence approach) and personal styles of learning and developing the content and its learning and application skills, competencies, attitudes or values and capabilities to solve real life and work problems. Present system of education does not emphasize on capability development usually obtained at work places due to its isolated and bookish content based emphasis, the so called knowledge. The major requirement of the constructivist pedagogy is the linkage of learning and working in real situation. This was the founding thought of Mahatma Gandhi's Nai Talim, which was emphasized in the Education Revolution expected in the Education Commission Report and was not accepted. Many of the programs like SUPW, practical and field work, lab and shop floor practices and internship do help in some capacity building but is not a substitute to capability development in real life and work situations in communities and society. High School and University education need to have capability building by linking students with situations in communities and society and helping them in learning, developing and choosing their career and life path and livelihood- a position in a society.

The Education essentially has to move from personal skill and capacity building to capability development with situational learning and situational development- education and students both contributing to social development. A shift is from individual learning to a higher levels of capability development in learning and developing, which dominantly needs group learning and working besides personal learning. The present education system is not at all equipped to impart and certify group learning for development in real situations.

Developmental Education: Linking Education With Production and Marketing

Linkage of education and development should help in transforming society. The processes of educating and developing should create and enhance value of outcomes as well as of people involved. The outcome is a quality and capability of people involved and products they deliver. This requires that we concentrate on processes and not on content, since content is a vehicle for cultivating skills, competencies, attitudes and capabilities and is now available anywhere anytime due to global resources being available anyone anytime.

First major change in education should be shift:

FROM content and teacher centric education TO learner and learning centric education with a focus on situated learning and situated development.

The situated development results into tangible outcome and some products and services could be marketed to create social and personal values and capital or wealth.

Briefly the process of development could be as follows:

Inputs (from education institutions) to **processes of learning and developing** (classrooms and fields/work places) to **outputs in terms of products and services or performance in Marketing to Wealth creation**

The process of development and developmental learning is of cyclical and helical nature. It goes round and round through cycles of operations and improves in quality in every cycle. Ultimate goal is to achieve highest quality and excellence. (Baldrige or Capability maturation models used in performance excellence evaluation in education and industry: www.baldrige.nist.gov/). This requires radical shift in educational programs and their deployment.

The drawbacks and limitations existing in agrarian and industrial society structures could now be considered in a completely different context of globalization, in which masses, classes and individuals are connected and could be given level playing fields.

This brings us to the stage of linking education with industry, either in private or in public sectors.

One of the important outcome of the developmental education is to consider the nature of economy we are interested in developing and promoting. The capitalist approach to industry is of profit maximization business (PMB) and profits are maximum when production costs and worker wages are lower. In this process PMB exploits the natural and human resources to the maximum. In free and uncontrolled economy, ultimate sufferers are the nature and people. The industries are of three types:

1. *Innovation based*: For extending techno-social empowerment of humanity.
2. *Production alternatives based*: For creating quality products with lesser cost and affordability, and for creating livelihood and wholesome work for the people.
3. *Social industry based with mass-personalization*: For creating local jobs and wholesome work to locals for creating goods and services that will have high fitness and satisfaction quality and supports local people in their transformation into information and knowledge age.

Education and development has to have linkages with appropriate usage of these forms of industries. The third type of industry could be evolved for locality development and also for global marketing.

Connected Society

The communication revolution has already brought in many new processes that were not known earlier. These processes are enabling mass collaborative working, sharing and caring processes, creation of open and free resources, etc.

In a connected society created through internet connectivity any one is connected with every other person anywhere anytime. The connected society obviously depends on

1. Inclusiveness of people
2. Degree of intimacy and interactivity among the connected people
3. Open and free resource support every one gets.
4. Service culture nurtured

The connected society can be formed by adopting Indian traditional concept of extended family (*Pariwar*) and communities forming social organizational units. They can be linked with global friends and families, and based on modern human values of democracy and inclusiveness (global + local approach). Such groups can be linked with other groups in the same region and locality and also with global communities.

The existing communication is at a stage of web 2.0 technology development, and is dividing people into connected and unconnected people.

1. Unconnected people (Web Zero) using or not using the telephony and broadcasting and not having two-way all the time connectivity.
2. Connected people (Web One) linked through internet either with low band or broad band.
3. Highly connected people (Web Two) connected with higher band width (more than mbps) allowing full and intimate virtualization and intimate interactivities.

Higher levels of technology connectedness may emerge in future, whose nature may not be known today. We use terms two-way communication to include one-to-one, one-to-all and all-to-all communication anywhere anytime.

The connected society is endowed with many new processes not known earlier. The information technology has generated digitization, virtualization and mass-personalization or group customization. The connected society has already created global standards for communicating and working together, and has developed mass collaborative processes to create global resources for the use of all, such as Google resources, Wikipedia, open resource movement, etc. Availability of global resources and communication with anyone anywhere anytime has created different forms of partnerships and cooperations for creating, innovating and launching new enterprises. In fact the processes of living, working, developing, creating, organizing, managing and governing are changing radically and forming completely new paradigms.

Social Mobilization and Empowerment

Pariwar and Community- Society Organizational Units

Pariwar = Individual + family & farm + working & developing groups + pariwar of all families
May consist of 5-25 families and 3-7 small (about 5) or big groups (10-20)

Pariwar consists of people living and working together in a locality. This is a concept of Indian extended family and is practiced in many agrarian societies, and resembles communes.

Community consists of all these groups and pariwar, and may be organized depending on the special interests of groups and pariwar. Community may have real and /or virtual members.

Resource Based Developmental Education

Global Model:

Model of a Social developmental education:

- $GR(N) \Rightarrow SDR(N+C)$:

Global resources (GR) for all (N) will be made available to all as social and sustainability development resources (SDR- Social Developmental Resources) for all (N) and communities (C) in the networked scenario. Communities, pariwar and individual members can use resources for creating quality products either independently or in partnerships with public and private (PP) institutions working in partnership with consortium of partner institutions and communities for the common social goals. S-DEC mobilizes and establishes pariwar and communities to form its socially motivated connected society. SDE (Social Developmental Education) Community with its partners and consortia establishes partnerships with global developmental institutions having common and sharable goals and values, and uses global open and partner resources and shares its own resources with them.

GR - Global resources in the form existing are often not useful to regional communities and hence their localization or regionalization is essential.

Mass-Personalized Locality Model:

- $Edu(N) \Rightarrow Dev(1+P)$

Through mass-personalization and group –pariwar customization.

Education of all (N) should simultaneously concentrate on achieving development of one individual and his / her family and pariwar.

This brings in efforts in making GR suitable to Dev (Pariwar) with a LMS (Learning Management System) that takes care of Dev (1), individual development and development of pariwar. This involves mobilization processes of organizing working and learning groups in a pariwar. A pariwar concept is essential since it ensures security and support to individual and family living, which in industrial and urban culture has become nuclear and lost its pariwar aspects of agrarian culture.

The THIRD Model of Development:

So far two distinct models of development or their various mixes are used in achieving socio-economic development. Both the models of development based on capitalist and communistic approaches and philosophy are failing. Both the models are created in industrial society and are using mass production industrial systems for creating goods and services, and selling them in local /regional or global markets for creating wealth and prosperity for their people. They differ in their approaches to ownership, markets and their control, and distribution of profits and wealth generated. Both are failing: industrial model for its corporate greed and profit maximization, money as business motivation; and the communist for its centralized social control resulting into curbing freedom, creativity and loss of motivation in the competitive global marketing. The markets, either controlled or free, are being used as trading places for exchanging values and creating wealth. In both the models, the mass production processes, even though creates plenty, are not related to the specific needs and requirements of people and their locality. In both the human being became a part of factory or mechanized society.

We recreate a developmental model for the 21st century connected society by employing totally new processes created by ICT and connectedness for giving industry a local / regional human and community face.

Social Goals:

Social goal is to shift focus from *monetary wealth to non-monetary social wealth*, which is very essential for creating society based on value system accepted in the Indian Constitution, (Liberty, equality, fraternity and justice for all)

This can be done by keeping larger goal of creating *economy of permanence*. (J C Kumarappa, 1945) and enabling people to live harmoniously with natural and social resources of the earth and humanity with the approaches of

- Conservation and enhancement of natural and social resources, and
- Eliminating exploitation, pollution and destruction.

All this is possible in a context of connected society and with constructivist pedagogy.

SOCIAL CAPITAL AND SOCIAL CREDIT

Social wealth is being considered since long by social scientists in networking and socialization context with various approaches. One of the attempts has been by the Forum for the Future, a charitable trust with a vision of “business and communities thriving in a future that’s environmentally sustainable and socially just” (Refer Wikipedia). It proposed a Five Capital Model consisting of manufactured, financial, Social, , human and natural capitals to develop political, economic and social reforms.

We are conceiving the social capital as a resource for creating economy of permanence (J C Kumarappa, 1945) to formulate Gandhian approach to transforming the existing society into the futuristic connected society (web one or two) of the 21st century. Our model is based on Future

Now approach and defines wealth or capitals in terms of six components to support total social change and transformation. The Six Capital Model for Social Transformation consists of:

- Knowledge and Learning Capital
- Technological Capital
- Social Organizational Capital
- Environmental Capital,
- Financial Capital, and
- Ethical and Moral Capital.

We consider that the six capitals form a complete set of personal and social wealth essential for modern universal human and cultural being. They also form various aspects of empowering individuals, groups, institutions, and communities and may not be transferable, convertible and measureable in monetary or other terms. Their role in finding and supporting developmental path for an individual, group and community in search of livelihood and prosperity, to lead a happy, culturally rich and contented life is quite valuable. This therefore can form a basis of education for sustainable development to create an economy of permanence.

Social Capital and Social Credit Development

The process of mass collaboration as is organized in creation of Wikipedia can be developed and used through the mass contributions coming from society in various aspects of social capital. The capital can be used in the applications of innovation and creation processes for learning, developing, removing poverty, raising cultural and creativity levels in individuals and in groups /pariwars.

Table giving the application of Social Capital in educational and developmental processes

Sr No.	Social Capital	Nature of Applications
1	Knowledge and Learning	Open and free <i>resources</i> -static and dynamic for

2	Technology – communication and other	<ul style="list-style-type: none"> • <i>quality educating</i> and training • creating <i>products and services</i> • <i>developing</i> and <i>transforming</i>
3	Social Organization	<i>Mobilization</i> of <i>pariwar</i> and communities and their <i>empowerment</i> , nature and <i>influence in various powers</i> , and level of <i>knowledge, learning and development</i> reached, extent of <i>wholesome work, development, creativity and innovation</i> generated and <i>social wealth</i> created.
4	Environment	<i>Conservation and enhancement</i> of natural resources and use of excess available for <i>utilization</i> for human well being – for <i>creating wholesome work</i> and <i>avoiding pollution and unfair exploitation and destruction</i> .
5	Financial	Money is current trading and marketing unit. Its <i>convertibility</i> can be related to its use in creating social development and social wealth, in achievements of people below poverty line, and in overall development of the region and people. (Human Developmental Index)
6	Ethical and moral	<i>Observance of core values</i> and <i>practices</i> based on equality and justice, <i>participatory and inclusive democracy and secularism</i> .

Values and Valuation: A Scale

Value System and valuation is essential to deal with transactional aspects of six capitals. We propose at this stage to describe it in terms of the value scale associated in Indian culture when, possibly in the initial stages of social formation one could move from any one type of work to another with ease. The nature of services offered to the human community and to environmental life and resources and the nature of consumption and utilization of natural and human resources decided the level of culture of the individual and groups. We may consider valuation on the basis of services and consumption of the goods and products either produced by nature or developed by people or communities. They are essential to lead modern and human life and living individually, in a family, *pariwar*, communities and society.

1. *Physical and material needs essential for living and working*: Housing, food security, livelihood and resources essential for living and working.
2. *Modern human needs for living modern human and cultural life*: Education, health, social and cultural development, participation in social institutions with equality and dignity.
3. *Universal human being with service culture* and creativity and based on altruistic values / universal human service values.

These concepts and ideas are not new, and belong to agrarian and industrial societies. We however use them in a different context and new scenario of globalization and connectedness. Following valuation scale (J C Kumarappa, 1945) is linked with economy of permanence and sustainability:

Economy with Sustainability: Scale between Social Service and Selfishness

The model considers creation of open resources in terms of social capital and its utilization and contribution to it by each one associated with the capital or wealth creation and sharing. The accounting of it in terms of the selfish and selfless ways in terms of taking away and contributing to it is the range of scale:

1. **Selfish and Exploitative Economy:** Transient economy based on parasitic (Harms the resources) and predatory practices (Depletes the resources)
2. **Self-centered Economy:** Enterprise economy - does not contribute to resources
3. **Self-less Economy:** Gregation Economy, which contributes more to resources than it uses for self, and Service Economy which contributes to resources without taking any benefits (Self-less service)

The value system should promote self-less service based economy. The scale is for the contribution to the social capital and taking away from the capital with selfishness and selflessness. It may be possible to evolve to develop units of evaluation of each capital and form credit accounting and banking system for the individual, group and community.

Social Business Companies:

Marketing Development

The linkage of education with development. The development has to be used to create more livelihood, higher standards of living of the people in the locality by conserving natural resources and providing wholesome work. Conversion of work into earning wages from development of products and services requires a market not only for selling the products and services to fulfill the needs of the local community first and then to outside markets, national or global, and for receiving returns that are not available in the locality. The outside markets are essential for leading modern human and cultural living in the community and as well as a global citizen responsible for sustaining global natural resources and world communities without poverty and with sustainability of living and working.

Following the idea of Grameen Bank concept of Social Business Company (Mohammad Yunus, 2007) the Open University, the state and private industry can establish a company with social capital collected from private industries, national or international, and create products and market them with competitive quality and cost. Development, production and deployment cost of this company in various sectors such as health, education, agriculture, food processing, etc, could be substantially reduced by using total e-governance, continuous training of workers working for the company, and offering research support to further support through public institutions working in specific public sectors.

We propose that mother company - Social Developmental Education(SDE) Corporation be established for supporting and creating various social companies in various sectors useful to the locality and region for better living and working of the pariwar and communities of the locality.

In fact we need a large number of such social companies that will remove poverty and raise standards of modern human and cultural living.

Social Business Companies are essential for

- Creating a model of industry production and its dissemination in the connected society with a view to working with social goals.
- Using mass collaborations and partnerships for creating social capital and social credit system for non-exploitative growth and for creativity for extending human empowerment.
- Developing new governance and ownership models with people's participation.
- Fulfilling needs and requirements of modern human and cultural living with non-exploitative living and working.

Initially the social companies will have to compete in global marketing with private industries by creating its own marketing and serving approaches and market shares. Since the State is a party to this development of State Open University and its companies, the program becomes an alternative paradigm of industry and marketing with commitment to the locality and people. The mass production becomes a faceless production process, and degrades creative human being into a cog in the machines of industrial and social systems. This program creates alternative system and shows a third way of development required in a connected society.

KERAL OPEN UNIVERSITY MODEL: COOPERATIVE AND NOT-COMPETITIVE

We propose that goals of any university of a regional or national nature needs to be transformed from the existing ones to those of achieving educational and social developmental goals by:

1. Linking education with sustainable development of the region and people with constructivist learning and developing approaches.
2. Creating networking of learners, teachers, administrators and managers and employers from industry on e-platform or cyber infrastructure which offers a level playing field for all.
3. Creating social capital and social credits system of transactions and banking to support all, particularly poor and disadvantaged in getting their livelihood and achieving better quality living and working – a program of society without poverty.
4. Mobilizing society through pariwars and communities in a locality and at the state / national /international levels to support the empowerment of locality and their sustainable development.

The functions of creating e-platform, facilitation, and support services for learners, learning and interactivities, for open resources etc., could be delegated or outsources to a company like

MKCL in Maharashtra. It can be converted into a social company or create another social company for social developmental education activities.

A proposal is already under considerations for establishment of a Kerala Open University (KOU). The author is the chairman of the Committee established by the Kerala Government to establish Kerala Open University for the people of Kerala.

We propose that the Kerala Open University should be given the academic and social mobilization functions, and the social company, say Kerala Knowledge Corporation Ltd (KKCL), to give all information technology enabled services (ITES) of creating e-governance, networking, administrative support services and management of social capital and credit banking. Both the KOU and KKCL should work in partnership with developmental educational for achieving social goals based on democracy, secularism, core values of the two organizations and should have the authority to establish social companies with partnerships of private and public institutions. KOU will mobilize learners and workers into learning and developing groups and pariwars, and organize their learning communities. These communities will be empowered both by the KOU and KKCL to enable communities to participate into Public-Private-Community (PPC) partnerships with win-win approach.

KOU can establish various consortia of educational and industry institutions who are working in related areas of development such as health, agriculture, marketing, banking, rural development, empowerment etc and organize variety of education courses that help learners in their selected areas of interest of learning and work by organizing product / content and services in education and development chain by following:

1. Educational courses (knowledge type) by colleges and universities
2. Related Skills and capability courses by vocational, technical and professional institutions,
3. Related work experience courses by experts and practitioners working in various sectors of economy, and
4. Related marketing and value creating courses by experts in the concerned areas.

Initial top-down approach of content and process related approached will slowly change over to processes and performances of students in their situations. The education service work flow management and open resource (social capital) creation through collaborative and participative work will create a new scenario of resource based education and development. The mass-personalised and group-customized LMS (Learning Management Systems) created for the development of individual learners, pariwars and communities will bring about the paradigm shift in the whole process to make it bottom up type with initiative going in the hands of users of education and development.

The KOU has to work as a consortium university in a connected society's cyber space, and hence is not a competitor to others, who are working in the existing spaces of unconnected society with limited goals. In fact the two organizations and their daughter social companies will help

organize higher education with industry in the state in a coordinated way to create a sustainable economy and development. The system so created of social business for social development can have global partnerships of similar organizations, which are working for the world without exploitation and based on equality, justice with participative democracy. Together in cooperation and collaboration, all institutions can strive for development for all education and industry institutions and pave the way for their migration towards the knowledge society. In cooperation they can create a scenario of cooperation and not of competition to offer better and superior quality services (more in terms of fitness, satisfaction and 'trans' formation) to individuals, pariwars and communities into a knowledge and culture based society. This way of working together, we consider, will create a new paradigm and mode of education (transmode) in new age processes for sustainable development based on core human values, open and transparent operations, and democratic and secular practices in all the new establishments created by KOU and KKCL.

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