



# ABHIMANU IAS

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Message from the Students .....	3
Special Article- THOUGHTS OF A P J ABDUL KALAM IN EDUCATION AND ITS SOCIAL RELEVANCE.....	4
Significance of the Article .....	6
Tit-Bits for Prelim.....	7
Education in Ancient India:.....	7
History of Modern Education during British India .....	7
Some Important Regulatory Bodies for Education in India.....	9
Frontline Gist-August-2018.....	12
Higher Education in Peril- HECI Bill .....	12
Perils of Privatisation.....	16
Using The Summary .....	18

## MESSAGE FROM THE STUDENTS

The light of the world, the beacon in the dark and the hope that gives us the strength to survive, is our teacher. Today we celebrate Teachers' Day - A day, kept aside to honor the gifted souls who work every day to make sure that the future is bright for all of us.

Sometimes strict, sometimes fun and sometimes a disciplinarian—teachers are the people who have made us believe in ourselves, they are the ones who have inspired us to be better human beings and do the best we could possibly do in everything we try.

In our endeavour to build a fulfilling career in Civil Services, our teachers at Abhimanu have provided invaluable guidance and constant motivational support. An extremely challenging journey of CIVILS Preparation has been made much easier by virtue of their dedication.

They are the source of knowledge and wisdom. From them leads the ideas and thoughts, that one day each one of us will use to provide back into this society and to the nation. We would like to extend our gratitude to our teachers for selfless service and dynamic support which has been the greatest resource for our CIVILS preparation.

Thank You Teachers

We are always grateful to you.

## SPECIAL ARTICLE- THOUGHTS OF A P J ABDUL KALAM IN EDUCATION AND ITS SOCIAL RELEVANCE

### KALAM'S CONCEPT OF EDUCATION

According to Dr. A.P.J Abdul Kalam, the education system has a tremendous responsibility to transform a child into a leader- the transformation from 'what can you do for me' to 'what can I do for you?' The most important part of education is inculcating in the students the spirit of 'we can do it'. Education is an endless journey- through knowledge and enlightenment. Real education enhances the dignity of a human being and increases his- or her self-respect and universal brotherhood in its true sense becomes the sheet anchor for such education.

The following are the burning problems of education in most of the countries of the world.

1. To correlate education with the problems of life.
2. To democratize education.
3. To cope with the problems arising out of the modern scientific and technical advancement
4. To make education adequately efficient.

Dr. A.P.J Abdul Kalam often says that education is drawing out and developing creativity inherent in students. Education, according to Dr. Kalam, is a **fundamental right of every Indian child**. Dr. Kalam believes that education is the most important area of service sector as it provides the required knowledge and skill to do any work.

### DR.KALAM'S PERSPECTIVE AIMS ON EDUCATION

"Mission of Education", according to Dr. Kalam, *"is the foundation to ensure the creation of enlightened-citizens who will make a prosperous, happy and strong nation"*. To quote him, *"When learning is purposeful creativity blossoms, when creativity blossoms Thinking emanates. When Thinking emanates, Knowledge is fully lit. When knowledge is lit, Economy flourishes."*

According to Dr. Kalam education system should retain the smiles of children. This can happen if the education system is made creative throughout and full employment is provided to all.

Dr. Kalam lists the main aims of education as follows:-

1. To build character and to cultivate human values in students.
2. To inject creativity and to develop scientific attitude with spiritual foundation
3. To enhance learning capacity through technology
4. To build confidence among children to face to future
5. To ensure the creation of enlightened citizens to make the nation prosperous happy and strong
6. To develop capacity for research and enquiry among students.
7. To unfold innovating powers and entrepreneurship
8. To develop moral leadership
9. To make the country energy independent
10. To develop the sense of dignity, self-respect and self-reliance among students

### THE EDUCATION THOUGHTS OF DR.A.P.J ABDUL KALAM

Education is an endless journey through knowledge and enlightenment. Focus of the education and schools must provide **mission oriented learning with value system**.

Childhood is the foundation stone upon which stands the whole life structure as the seeds sown in childhood blossom into the tree of life. Education which is imparted in childhood at the every stage of development of minds is more important than the education received in college and university.

Education nurtures the child's curiosity about the environment and integrates the thinking process with the skills of hand limb and body. Twelve years of value based education in the school campus are essential to establish an open and transparent society. Emphasis should be on exploration, innovativeness and creativity through activities. At the secondary stage, emphasis should be on experiments, problem solving and team work. **All levels of education should ensure the convergence of bio-info-nano-eco education.**

### AN EDUCATION MODEL FOR THE 21ST CENTURY

A good educational model is the need of the hour to ensure that students grow to contribute towards the economic growth of the nation.

The entire education system has to be based on **capacity building comprising five components:**

1. research and enquiry,
2. creativity and innovation,
3. capacity to use high-end technology,
4. entrepreneurship
5. moral leadership.

#### **A. RESEARCH AND ENQUIRY:**

The 21st century is about the management of all the knowledge and information we have generated and the value addition that we can bring to it. We must give our students the skills with which they can find a way through the sea of knowledge that we have created and continue with lifelong learning. Today, we have the ability, through technology, to really and truly teach ourselves to become lifelong learners which is an important skill required for sustained economic development.

#### **B. CREATIVITY AND INNOVATION:**

The amount of information that we have around us is overwhelming. When information is networked the power and utility of the information grows as squared as predicted by Metcalfe's law. The management of knowledge in the 21st century is beyond the capacity of a single individual and must move out of the realm of an individual and shift into that of networked groups. Students must learn how to manage knowledge collectively.

#### **C. CAPACITY TO USE HIGH-END TECHNOLOGY:**

All students should learn how to use the latest technologies for aiding their learning process. Universities should equip themselves with adequate computing equipment, laboratory equipment, and internet facilities and provide an environment for the students to enhance their learning ability. In the midst of all the technological innovations and revolutions the teacher will become even more important and the whole world of education will

become teacher assisted as technology would help in tele-portion the best teacher to every nook and corner of the country to propagate knowledge.

#### **D. ENTREPRENEURSHIP:**

The aptitude for entrepreneurship should be cultivated right from the beginning and continue all the way up to the university level. We must teach our students to take calculated risks for the sake of larger gain but within the ethos of good business. They should also cultivate a disposition to do things right. This capacity will enable them to take up challenging tasks later in life.

#### **E. MORAL LEADERSHIP:**

Moral leadership involves two aspects. First, it requires the ability to have compelling and powerful dreams or visions of human betterment. Second, it requires a disposition to do the right things and influence others also to do the right things.

### **KALAM'S DREAM AND VISION**

A nation where agriculture, industry and service sector work together in symphony and education with value system is not denied to any meritorious candidates because of societal or economic discrimination. A nation which is the best destination for the most talented scholars, scientists, and investors and where the best of health care is available to all. A nation where the governance is responsive, transparent and corruption free and where poverty has been totally eradicated, illiteracy removed and crimes against women and children are absent and none in the society feels alienated. A nation that is prosperous, healthy, secure, devoid of terrorism, peaceful and happy and continues with a sustainable growth path and one of the best places to live in and is poured of its leadership is the nation I see in 2020."

### **CONCLUSION**

Abdul Kalam, perhaps is the only president- who has a lot of love for children and feels that the future of India lives in them. Today's young students want the

education system to feed and challenge their innovative and creative minds. Educational institutions have to year up to evolve a curriculum that is sensitive to the social and technological needs of a Developed India.

Ultimately, education in its real sense is the pursuit of truth. It is an endless journey through knowledge and enlightenment. Such a journey opens up new vistas of development of humanism where there is neither scope nor room for pettiness, disharmony, jealousy, hatred or enmity. It transforms a human being into a whole-some-whole, a noble soul and an asset to the universe. Real education enhances the dignity of human being and increases his or her self respect.

If only the real sense of education could be realized by each individual and carried forward in every field of human activity the world will be so much a better place to live in. The relevance of dr. A.P.J Abdul Kalam's educational thoughts in the present school system was identified through administering the opinionative to the expert teacher educators and school teachers.

### Mains Question for Practice:

**Q. India's Demographic dividend will be an asset only if the Education Standards meet the demand of the market and society in present times. In the light of this statement discuss the important changes needed to make Indian Education System an instrument for a true and inclusive development.**

#### **Some Inputs from this Article:**

- Some problems can be highlighted such as:
  1. To correlate education with the problems of life.
  2. To democratize education.
  3. To cope with the problems arising out of the modern scientific and technical advancement
  4. To make education adequately efficient.
- You may take inputs from an **education model for 21st century**
- You may add quotes/statements from " KALAM'S DREAM AND VISION
- Depending on the structure of your answer, you can add your own innovative points as well.

### SIGNIFICANCE OF THE ARTICLE

#### Essay:

- **Important Quotes and Statements:** The Article is full of important statements for the essay on various themes of education, for ex " *When learning is purposeful creativity blossoms, when creativity blossoms Thinking emanates. When Thinking emanates, Knowledge is fully lit. When knowledge is lit, Economy flourishes*"
- **Innovative Model:** Dr. Kalam's Education Model for 21st Century can be incorporated in the essay as a way forward.
- **Other inputs:** Aspirant can quote "Aim of Education" in relevant essays

#### Essay for Practice:

**Q. An investment in knowledge pays the best dividends.**

## TIT-BITS FOR PRELIM

### EDUCATION IN ANCIENT INDIA:

In India the education system has various aspects and it has evolved since ancient time. The unique things about Indian education system are diversity in fundamentals like language, culture and dialect etc. An interactive learning environment has always been the norm in India. If we go back in history, it is this 'interaction' which the sages had with their students that provided the base for the rich heritage which we have inherited today

Education in India has a rich history: whether orally or in the form of letters written on palm leaves and barks of trees, 'information' was passed on to students from their "gurus" or scholars. Students and Gurus 'interacted' spending fruitful hours in residential schools which were called the Gurukuls. The homes of the Gurus were the Gurukuls and often temples, monasteries and community meeting places became centres of learning.

The Guru or 'thinker' realized that knowledge was the need of the hour and to acquire knowledge, the Gurukuls were essential. Although education was free and the Gurus never demanded fees, the students felt it was only respectful to pay Gurudakshina to the teacher. This was an acknowledgment for the knowledge he had received on various aspects spanning religion, the scriptures, philosophy and literature. The understanding needed to create medicines with 'jari butties' or learning about the Arthashastra (warfare) or astrology – the horizon was unlimited – was to be acquired in the residential Gurukuls.

The "Gurukul System" believed in the training of the mind which was done by three simple processes: Shravana, Manana and Niddhyaasana.

1. **Shravana:** Listening to the words of wisdom which the teacher spoke.
2. **Manana:** Interpreting the meaning of the lessons
3. **Niddhyaasana:** The complete comprehension of knowledge

The centres of education were spread across the country but some flourished in knowledge than the others. The centres of learning which recognized in the first millennium were at: **Nalanda, Takshashila University, Ujjain and Vikramshila Universities** and they were popular for their teaching of art, architecture, painting, logic, grammar, philosophy, astronomy, literature, Buddhism, Hinduism, Arthashastra, law and medicine.

### Some Important Facts on Ancient Indian Education:

- The First University of the world which was established in **700 B.C. was Takshila Nalanda University.**
- Probably the biggest centre in the world at that time, Nalanda had all the branches of knowledge, and housed up to 10,000 students at its peak.
- The popular subjects of learning dealt with arithmetic, theology, metaphysics, law and astronomy. But it was the study of **medical science that made Nalanda famous.**
- Sometimes a particular university was well known for its specialisation in a particular field of study. For instance:
  - Takshila specialized in the study of medicine,
  - Ujjain laid emphasis on astronomy.
- The earliest school of medicine known to the world is Ayurveda '**Charaka**' is known as the father of Ayurveda. He developed this **2500 years ago.**

### HISTORY OF MODERN EDUCATION DURING BRITISH INDIA

The British East India Company came to India as a trader, but socio-political conditions of Indian subcontinent drives them to become ruler. This resulted in the need of subordinates and to achieve

this goal, they instituted a number of acts to pour Indians into English colour through the education system. Here, we are giving “Summary of the History of Modern Education during British India” which can be used as a revision capsule.

### Some Important Points on the History of Modern Education during British India

Warren Hastings set up the Calcutta Madrasa in 1781 for the study and learning of Persian and Arabic. In 1791, the efforts of Jonathan Duncan opened Sanskrit College at Banaras for understanding of the laws, literature and religion of the Hindus.

The Fort William College was set up by Lord Wellesley in 1800 for the training of the civil servants of the company in vernacular languages and customs of India. The College published an English-Hindustani dictionary, a Hindustani grammar and some other books. However to impart training to civil servants a East India College at Hailebury, England was established in 1807.

#### **CHARTER ACT, (1813):**

- **Charles Grant** and **William Wilberforce**, who was missionary activists, compelled the East India Company to give up its non-invention policy and make way for spreading education through English in order to teach western literature and preach Christianity.
- Consequently, a clause was added in the 1813 Charter Act by British Parliament.
- It provided for an annual expenditure of one lakh of rupees: "*for the revival and promotion of literature and the encouragement of then learned natives of India and for the introduction and promotion of knowledge of the science among the inhabitants of the British territories.*"
- It was **first instance that British East India Company acknowledged for the promotion of education in India.**
- **Result of this act:**

- With the efforts of R.R.M Roy, the Calcutta College was established for imparting Western education.
- Three Sanskrit colleges were set up at Calcutta.

#### **GENERAL COMMITTEE OF PUBLIC INSTRUCTION, 1823**

- This committee was formed to look after the development of education in India
- The General Committee of Public Instruction had two groups viz. Orientalists and Anglicists on the issue of the Development of Education of India.
- The Orientalists group was led by **H T Princep**, who promoted the teaching of the “Oriental Subjects” in India’s vernacular Languages.
- As a result, spread of education in India got discursive between Orientalist-Anglicist Controversy.
- The controversy was later resolved by virtue of Lord Macaulay’s Resolution (in favor of Anglican).

#### **LORD MACAULAY’S EDUCATION POLICY, 1835**

- This policy was an attempt to create that system of education which educates only upper strata of society through English.
- English become court language and Persian was abolished as court language.
- Printings of English books were made free and available at very low price.
- English education gets more fund as compare to oriental learning.
- In 1849, JED Bethune founded Bethune School, and even before that English was first introduced in the college of Delhi in 1828.
- Agriculture Institute was established at Pusa (Bihar)
- Engineering Institute was established at Roorkee.

#### **SIR CHARLES WOOD’S DESPATCH ON EDUCATION, 1854:**

- It is considered as the Magna Carta of English Education in India and contained a



comprehensive plan for spreading education in India.

- It declared that the aim of the Government's educational policy was the teaching of Western Education.
- The three universities of Calcutta, Madras and Bombay came into existence in 1857.
- It recommended English as a medium of instruction for higher studies and vernacular at school level
- It recommended the hierarchy education level:
  1. At bottom, vernacular primary school;
  2. At district, Anglo-vernacular High Schools
  3. Affiliated college, and Affiliated universities of Calcutta, Bombay and Madras Presidency

#### **THE HUNTER EDUCATION COMMISSION, 1882-83:**

- It was formed to evaluate the achievements of Wood Dispatch of 1854 under W.W Hunter in 1882.
- The principal object of the enquiry of the commission was to present the state of elementary education throughout the Indian Empire and the means by which this can be extended and improved.
- It underlined the state's role in the extension and improvement of primary education and secondary education.
- It underlined the transfer of control to district and municipal boards.
- It recommended two division of secondary education- Literary up to university; Vocational for commercial career.

#### **LIST OF VARIOUS EDUCATIONAL COMMITTEES DURING BRITISH INDIA**

##### **THE INDIAN UNIVERSITIES ACT, 1904:**

- The act increased university control over private colleges by laying down stringent conditions of affiliation and periodical inspection by the Syndicate.

- The private colleges were required to keep a proper standard of efficiency. The Government approval was necessary for grant of affiliation or disaffiliation of colleges.

##### **THE SADLER UNIVERSITY COMMISSION, 1917-19:**

- It was formed to study on the problems Calcutta University and their recommendations were applicable to other universities also.
- It made following recommendations for education curriculum:
  1. 12-year school course
  2. 3-years degree after the intermediate stage
  3. Centralised functioning of Universities, unitary residential-teaching **autonomous** body.
- It recommended extended facilities for applied scientific and technological education, teacher's training and female education.

##### **WARDHA SCHEME OF BASIC EDUCATION (1937):**

- The main principle of basic education (better known as Wardha Scheme) is 'learning through activity'.
- The **Zakir Hussain Committee** worked out the details of the scheme and prepared detailed syllabi for a number of crafts and made suggestions concerning training of teachers, supervision, examination and administration.

##### **SARGEANT PLAN OF EDUCATION (1944):**

- This plan envisaged the establishment of elementary schools and high schools (junior and senior basic schools) and the introduction of universal free and compulsory education for children between the ages of 6 and 14.

**Note:** The British Modern Education was injected in Indian society not for education but to imparting Christianity to the people and creating a class of Anglo-Indian

SOME IMPORTANT REGULATORY BODIES FOR EDUCATION IN INDIA

### **Central Board of Secondary Education:**

- On 23<sup>rd</sup> October 1921, the “United Provinces Board of High School and Intermediate Education was set up with jurisdictions over Rajputana, Central India and Gwalior
- It was the first ever board setup for Education.
- In February 1929 it was renamed to “Board of High School and Intermediate Education, Rajputana” and was made as a joint board with an expanded jurisdiction
- In 1952, the constitution of the board was amended wherein its jurisdiction was extended to part-C and part-D territories and board was given its present nomenclature i.e. CBSE.
- It is a self financing body which meets recurring and non recurring expenditures without any grant-in-aid either from Central Government or from any other source.
- It meets its financial requirements from annual examination charges, affiliation fee, admission fee for PMT, and sale of board’s publications.

### **University Grants Commission:**

- The University Grants Commission (UGC) is a statutory organization established by an Act of Parliament in 1956 for the coordination, determination and maintenance of standards of university education.

#### **IMPORTANT FUNCTIONS OF UGC:**

- Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of Higher Education.
- It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.
- UGC approves universities in the country. It provides funds for affiliated universities and colleges. When talking about the function of the University Grants Commission, the UGC ACT says that, the first function is to look into the financial

needs of universities. It then allocates and disburses grants to these universities. Well, the other academic functions come only after these functions.

- UGC, along with CSIR currently conducts NET for appointments of teachers in colleges and universities. It has made NET qualification mandatory for teaching at Graduation level and at Post Graduation level since July 2009. However, those with Ph.D are given five percent relaxation.

#### **CONTEMPORARY ISSUES:**

Discussed in Article: "Higher Education in Peril"

### **All India Council for Technical Education (AICTE)**

- Established in November 1945 first as an advisory body and later on in 1987 given statutory status by an Act of Parliament.
- It is the statutory body and a national-level council for technical education, under Department of Higher Education, Ministry of Human Resource Development (HRD).
- The AICTE is only a statutory body, which deals with co-ordinated development and proper planning of the technical education system in the country. All the Engineering, MBA and Pharmacy colleges are affiliated with the All India Council for Technical Education.
- AICTE is responsible for proper planning and coordinated development of the technical education and management education system in India. The AICTE accredits postgraduate and graduate programs under specific categories at Indian institutions as per its charter.
- The AICTE ACT gives priority to undertaking surveys in various fields of technical education at all levels. The funds’ allocation and disbursement comes second to this.
- It is assisted by 10 Statutory Boards of Studies, namely, UG Studies in Eng. & Tech., PG and Research in Eng. and Tech., Management Studies,

Vocational Education, Technical Education, Pharmaceutical Education, Architecture, Hotel Management and Catering Technology, Information Technology, Town and Country Planning.

- The AICTE has its new headquarters building in Delhi which has the offices of the chairman, vice-chairman and the member secretary, plus it has regional offices at Kanpur, Chandigarh, Gurgaon, Mumbai, Bhopal, Baroda, Kolkata, Guwahati, Bangalore, Hyderabad, Chennai and Thiruvananthapuram.

### SOME RECENT REFORMS IN AICTE:

In 2016 three important initiatives were taken up by AICTE:

1. A responsibility given by MHRD to evolve a national MOOCs platform 'SWAYAM'.
2. Launching a **Smart India Hackathon-2017** challenging the young bright talented students of technical colleges to solve the 598 problems of 29 different Government departments.
3. Launching of an **AICTE's Student Start up Policy** by Hon. President on November 16, during visitors conference from 'Rashtrapati Bhavan'.

### Practice Questions for Prelims

**Q3. Consider the following statements on Hunter Education Commission**

1. It was formed to study on the problems Calcutta University
2. It underlined the state's role in the extension and

improvement of primary education and secondary education.

3. It underlined the transfer of control to district and municipal boards

Which of the Above Statement is/are incorrect?

- a. 1 Only
- b. 2&3 Only
- c. 1&3 only
- d. All of above

**Q2. CBSE has been in news quite often. Consider the following statements in this context**

1. It is a statutory Body
2. It is a self financing body which meets recurring and non recurring expenditures without any grant-in-aid either from Central Government or from any other source

Which of the above is/are correct?

- a. 1 only
- b. 2 only
- c. Both
- d. none

Answers:

Q1: a

Q2: b

**Reference Articles:**

1. "HECI Bill-Higher Education in Peril"; by **R. Ramachandran**
2. "Takeover by the Government"; by **Purnima Tripathi**
3. "End of Autonomy" by **Madhu Prasad**
4. Frontline Datacard by **TS Vijayanandan**

**Abbreviations used:**

**HECI:** Higher Education Commission of India

**HEI:** Higher Education Institutes

**UGC:** University Grants Commission

**Contemporary Problems of Higher Education System in India:**

- Brazen **appointments** for important Posts by the government by overlooking Merit and giving importance to the ideological resonance with the incumbent political dispensation.
- Increasing **political interference** in Daily Affairs of Universities
- Gradual **withdrawal** of State **Support** in the name of giving autonomy.
- **Increasing Privatisation** of the Higher Education and consequent increase in the **cost** of Higher Education
- An utter disregard for the scientific temper can be witnessed through irrational and unscientific utterances and propagation of falsehoods about India's "glorious" past and history.
- Areas like Panchgavya and Cow Science-which push forward the agenda of ruling political dispensation are gaining predominance at the cost of other research areas of much higher priority.
- While such issues have continued to haunt the Higher Education Sector for a long time, yet the recently proposed draft bill - "**Higher Education Commission of India (Repeal of University Grants Commission Act) Act 2018**" has brought another blow to it.

Selected Countries: GER (%) 2015	
Pakistan	9.93
<b>India</b>	<b>26.87</b>
Indonesia	24.25
China	43.39
U.S.A	85.80
Thailand	48.86

GER: Gross enrolment ratio

- Enrolment in higher education has been growing steadily in the past few years and private players dominate the sector to an abnormally high degree.

- Enrolment rose from about 2.91 crore in 2011-12 to 3.45 crore in 2015-16, a growth of about 18.5 per cent.
- Male enrolment rose from 1.61 crore to 1.85 crore in the respective years, up 14.9 per cent,
- Female enrolment on the other hand was up from 1.3 crore to 1.6 crore, a rise of 23 per cent.
- However India is lagging behind other developing countries like China and Thailand. And is far behind the league of Developed Countries like USA.
- Moreover **there is a huge disparity between different states in terms of their performance in the field of Education in General and 'Enrolment in Higher Education' in particular.** The following diagram illustrates the state-disparity in Education parameter (GER).

Selected States: GER (%)					
	2012-13	2013-14	2014-15	2015-16	2016-17
Bihar	13.1	13	12.9	14.3	14.4
Odisha	16.3	16.4	17.5	19.6	21
Tamil Nadu	42	43	44.8	44.3	46.9
Maharashtra	22.9	26.3	27.9	29.9	30.2
Uttar Pradesh	19.5	21.6	22.1	24.5	24.9
All India	21.5	23	23.6	24.5	25.2

**PROBLEMS HIGHLIGHTED BY ALL INDIA SURVEY ON HIGHER EDUCATION (AISHE-2016-17)**

**A. ENROLMENTS:**

**B. RURAL-URBAN DIVIDE IN EDUCATION:**

Top States in urban universities	
Gujarat	40
Karnataka	40
Maharashtra	38
Uttar Pradesh	38
Rajasthan	35
West Bengal	28
Tamil Nadu	27
Rest of India	241
All India	487

- Just like many other parameters of socio-economic development, the institutions of Higher Education are no stranger to the Rural-Urban Divide.

- More universities are located in urban areas (487) than rural areas (341), according to the report.

- Gujarat and Karnataka had the highest number of urban universities (40 each)
- They are followed by Maharashtra and Uttar Pradesh (38 each).
- Note:** To everyone's Surprise, Kerala- the most progressive state of India does not find a place in the top 7 states (see the table).

Top States in rural universities	
Rajasthan	32
Tamil Nadu	30
Gujarat	25
Himachal	20
Karnataka	19
Punjab	18
Kerala	17
Rest of India	180
All India	341

- In terms of Rural Universities, the state of Rajasthan has topped with 32 rural universities.

- Rajasthan is followed by Tamil Nadu (30) and Gujarat (25), Himachal Pradesh (20), Karnataka (19), Punjab (18) and Kerala

(17) in terms of Rural Presence of Universities.

### C. SOCIO-ECONOMIC REPRESENTATION OF TEACHERS:

- The report showed a skewed representation of socioeconomic groups of teachers.
- The general category accounted for 58.2 per cent of all positions
- Followed by members of Other Backward Classes (31.3 per cent).
- Members of Scheduled Castes (8.3 per cent) and Scheduled Tribes (2.2 per cent) together accounted for only about 10.5 per cent.

### Background to the Mandate of UGC:

- The mandate for the UGC was based on the extensive analysis and recommendations of the Report of the **University Education Commission (1949-51)** chaired by **Dr S. Radhakrishnan**.
- This commission highlighted the "evils" arising out of the "lack of autonomy" to the HEIs in India.
- The subsequent UGC Act 1956 specifies the functions of the Commission as follows: "It shall be the general duty of the Commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities."

### HOW WAS AUTONOMY ENSURED IN UGC?:

- The UGC was established as an autonomous, statutory body which was appointed by the Central government, but the government's role was specifically restricted and the contribution of serving professors ("at least four") was ensured among its ten members. Four members were to be drawn from the different fields of social production and from "the learned professions". One-half of these were not to be officials of either Central or State governments. Two officials would be members as "representatives of the Central government". The Chairperson was specifically not to be an official of either the Central or a State government.
- UGC allocates and disburses grants to universities, "provided that in making any grant to any such University, the Commission shall give due consideration to the development of the University concerned, its financial needs, the standard attained by it and the national purposes which it may serve."
- However, with changing circumstances, amendments in the UGC Act and a need to reform UGC has often been felt.

### Need for changes in UGC:

Certain issues in the organisational structure of UGC highlighted by experts:

- In spite of the fact that 68 per cent of Universities are with States, yet states have no representation in UGC.
- Similarly, 17 councils, which include medical, agriculture and science, are also not involved in policymaking and related aspects in the UGC.
- The private sector, which has recently witnessed a tremendous growth in this sector is left out from the representation at UGC and therefore lacks responsibility.

There are several issues of national importance which cut across various sectors, for which there is the need to bring States and councils together to frame policies.

Various committees had suggested a single authority to bring all the stake holders including State Governments, the 17 councils and the UGC, under one organisation, called the **Higher Education Commission**, so that fragmented governance is minimised and policies are taken with the consultation of all sectors in higher education.

### **Background on "Repealing of UGC":**

Reports of various committees at various times have recommended such a makeover.

- The Kothari Commission (1964-66),
- The National Education Policy (1986),
- The Programme of Action (1992),
- The National Knowledge Commission (2007)
- The Yash Pal Committee on Renovation and Rejuvenation of Higher Education (2009)

### **Some Notable Recommendations by Yashpal Committee:**

- It recommended establishing a constitutional body called the National Commission for Higher Education and Research (NCHER) to regulate all areas of higher education (barring agriculture and medicine) and research.
- It stressed on not compromising on the basic principles of autonomy.
- The NCHER was meant to be a buffer against political interference and to be democratic and

inclusive in its approach to higher education, maintaining minimum standards of education through a regulatory framework and promoting and coordinating education and research across institutions, universities in particular, as articulated in the UGC Act.

### **Contentious Issues with Higher Education and Research (Repeal of University Grants Commission) Bill 2018:**

The proposed bill has the potential to affect as many as 800 universities and 40,000 colleges—and the future of tens of millions of students who are enrolled in these institutions across the country. Some prominent debates surrounding this bill are as follows:

#### **A. DESIGNED FOR GREATER GOVERNMENT CONTROL:**

- According to the structure envisaged in the draft Bill, the composition of HECI which would replace UGC is highly skewed with the heavy presence of the government in it.
- The HECI Bill allows the Central government to **monopolise control over the academic life** of the country, gravely endangering the autonomy and the future of institutions of higher education.
- The draft bill has been proposed without any analysis on the mandate and the functioning of the UGC.
- There has been no justification by the ministry as to what are the needs of “changing priorities” in higher education and why amendments to the existing structure would not have sufficed.

#### **B. DECLINE IN FUNDING:**

- There has been a general decline in higher education funding over the years, but this bill seems to worsen the situation.
- A key function of the UGC is to disburse grants, both academic and infrastructural, to universities

on the basis of an examination of the needs of a given university.

- But, the proposed HECI does away with the role of fund disbursement and will only focus on academic matters.
- The former function will be fulfilled by the Ministry, presumably by forming a separate body-controlled by Bureaucrats and Politicians.
- Such a move depicts an utter disregard to the academic expertise and wherewithal to evaluate the needs, particularly academic, of a large number of HEIs
- Amidst this, the funding of HEIs would depend on how much in line a particular institution is with the political agenda of the regime.
- All such things are likely to transfer the burden of funding onto the students in the form of Hiked College fee.
- Such circumstances will go against the constitutional mandate of equal access to education for all, as only the rich will be able to afford it.

### C. UNDESIRABLE STANDARDISATION OF EDUCATION:

- According to the preamble to the Bill, one of its key objectives is to promote uniform development of quality of education in HEIs through creation of "uniform standards"
- However, a quality higher education can only be ensured only if there is flexibility and diversity. This requisite becomes all the more important in a country like India which is highly diverse in terms of varying human, material and financial resource potential across States and regions.
- The HECI is also supposed to evolve a robust system of accreditation for evaluation of academic outcomes by HEIs. The consequent burden of this mandated yearly appraisal will burden the HEIs with unnecessary documentations and paperwork, thereby deviating their focus from the teaching-learning process.

- The UGC, on the other hand, had the mandated role of prescribing **minimum standards** and curricula across HEIs, leaving room for individual HEIs to evolve their own syllabi and standards.

### D. DIRECT INTERFERENCE:

- The proposed "Advisory Council" (to be chaired by MHRD Minister) has uncovered the camouflaged Political Diktat. The HECI will take steps to implement the advise dictated to it by this body.
- There are provisions in the draft bill that drastically shrink the space for any perspective of HEI in the proposed HECI.
- UGC Act explicitly lays down the condition that the Chairman of the Commission "shall be chosen from among persons who are not officers of the government or any State government".
- This requirement is however dropped in the Draft HECI Bill making the Commission heavily packed with bureaucrats and government officials, leaving space for only two academics.
- Moreover, unlike the UGC, which could only derecognise HEIs for not meeting the minimum standards, the HECI can order closure of institutions that fail to meet the specified standards.

### E. ISSUE OF GRADED AUTONOMY:

- **Graded Autonomy** is a system introduced early this year by which universities will be granted increasing degrees of autonomy depending upon the score HEIs get through the evaluation and assessment by the National Accreditation and Assessment Council (NAAC), an autonomous agency under the UGC.
- **The Controversy:** it seeks to evaluate institutions on a countrywide uniform scale that does not take into account the social realities and the availability of resources—human, material and financial—under which a university has to operate.

- A higher score or apparent increased autonomy is an ominous sign for the institution as it seems to imply a corresponding decline of state support to it.
- **Inter-University Centres:** These centres allowed the UGC to set up institutions to provide common facilities, services and programmes for a group of universities. It sought to make optimum use of limited resources in experimental research. These have been enormously successful in attracting people from universities to do front-line research and serve as models that deserve to be replicated. However, with the new draft HECI bill, the fate of such innovative institutes remain in the dark.

### **Concluding Remark:**

If the HECI Bill is passed it will allow the Central government to centralise, consolidate and monopolise control over the academic life of the country and over the institutions that it can exercise its regulatory powers. On the one hand, the Central government's role in the composition and the day-to-day functioning of the HECI is complete, and on the other, the HECI will have the punitive powers not only to "discipline" defiant institutions but also to initiate criminal proceedings against those that fail to conform.

It is not difficult to imagine the fate of the universities across the country whose academicians, both students and faculty, are courageously resisting the present government's "illegitimate" diktats and interference, if the law itself were to be changed into one that allowed and promoted such interference.

## PERILS OF PRIVATISATION

### **Reference Article:**

#### 1. **Perils of Privatisation** by T.K. Rajalakshmi

### **Context of the Article:**

- The state financed universities or the **Public Universities** have been instrumental in making the higher education in India **more inclusive**.
- Undermining these institutions by giving prominence to the Private Institutions is bound to have a far reaching social Impact which may not be desirable.

### **SOME FACTS:**

- In private universities and private deemed universities, the S.C./S.T./OBC student population accounted for only 27 per cent of the total enrolment
- The same was more than 50 per cent in public universities.
- Similarly, women constitute just a third of the enrolment in private universities as compared with 45 per cent in public institutions.

- This positive situation is bound to change if the Central government's plans for greater privatisation are implemented.

A slew of policy actions and announcements in recent times indicate that a big push towards privatisation of the university system has now well and truly begun. Such a push may drastically change the face of Indian higher education, but not necessarily for the better.

### **POLICY ACTIONS BEING DISCUSSED:**

1. **Budget Announcements (2016-17):** An "enabling regulatory architecture" will be provided to 10 public and 10 private institutions to emerge as world-class teaching and research institutions.
2. Proposal to set up a **Higher Education Financing Agency (HEFA)** with an initial capital base of Rs.1,000 crore that would "leverage funds from the market and supplement them with donations



and CSR [corporate social responsibility] funds” to finance infrastructure development in higher education institutions

- Recent Proposal for heavy changes in regulatory framework by replacing UGC with HECI

### PROBLEMS ASSOCIATED WITH ENABLING REGULATORY ARCHITECTURE

- The creation of a separate regulatory architecture for chosen institutions, has been given a push forward through two recent developments:
  - Tag of "Institution of Eminence"
  - Graded Autonomy
- Both the schemes have a common feature—they grant greater “autonomy” to the **selected institutions** or freedom from regulations to generate and use **resources from non-public sources**, including the fees charged to students.
- As a result the regulations that restrict higher education institutions from being ruled by private and commercial interests are being eased.
- The imposition of these regulations on the universities have resulted in **drastic cuts in admissions to research programmes**.
- The institutes - unwilling for commercialization of Higher Education would invite measures amounting to micro-management of universities by the UGC and the MHRD (**Excessive Government Interference**).

### ISSUES WITH HEFA FINANCING:

#### Brief Background:

- HEFA was established as a collaborative institution between the Government of India and **Canara Bank** and registered as a company on May 31, 2017.
- It then secured a licence from the Reserve Bank of India to operate as a **non-banking finance company**.
- By the end of the year, over Rs.2,000 crore worth of projects of six institutions (five IITs and one NIT) had been approved and the Ministry for

Human Resource Development (MHRD) is now pushing Central universities to seek HEFA financing.

#### The Issues:

- Under the HEFA financing scheme, **institutions have to take loans** to build their infrastructure, while earlier they used to get full grants for it.
- Government grants can only be used by higher education institutions to pay the interest on the loan.
- To repay the principal** the institutions will be required to **generate their own resources**, which would only be possible by charging **higher fees** or by commercialising research undertaken in them.
- Conditional Transfer of Grants:** University Grants Commission (UGC) and the MHRD have also introduced a new system of making transfer of grants conditional on the Central universities signing tripartite memoranda of understanding (MoUs) with them under which the universities have to commit themselves to achieving “**performance targets**” that include **raising fees and user charges**.

#### CONCLUDING REMARK

The enormous increase in the numbers of students entering and emerging from higher education institutions has not been matched by commensurate job opportunities. **The mushrooming of private institutions has led to a fall in the quality of education.** The expansion of the education system has, no doubt, enabled more students to access higher education but they are unable to find the careers that justify the cost and time spent on education because jobs are available only to a privileged few from select institutions.

The gulf between students’ aspirations and the ability of the higher education system to satisfy these aspirations will only widen unless the government drops its emphasis on privatisation.

## USING THE SUMMARY

### **Relevance For Essay:**

- The summary contains background to UGC and its mandate
- History of various education commissions and their notable suggestions
- It highlights the needs of HEIs in contemporary times
- etc

### **Practice question for Prelims**

**Q1. Consider the following commissions/committees for reform in higher education in India.**

1. Yashpal Committee
2. National Knowledge Commission
3. Kothari Commission
4. Woods Dispatch
5. Hunter Commission

**Which of the following is the correct chronological sequence of these developments.**

- a. 5-4-2-3-1
- b. 4-5-2-3-1
- c. 5-4-3-2-1
- d. 4-5-3-2-1

**Q2. Which of the following is not desirable for better Higher Education Sector in context of Indian Society?**

1. More Private Institutions
2. Decline in Government Support to HEIs to make them autonomous
3. Giving Representation to states in UGC
4. Lesser Government Institutions which will be in sync with Minimum Government Maximum Governance

*Select the correct codes:*

- a. 2 & 3 only
- b. 1, 2 & 4 only
- c. 1 & 3 only
- d. 2 & 4 only

### **Mains Question**

**Q. Discuss the Problems faced by Higher Education sector in India. (10 Marks)**

*Inputs from Summary:*

- Observations by various commissions (ex Yashpal

Committee)

- Decline in funding
- Over Privatisation which makes Education inaccessible to a large chunk of poor population
- Declining Autonomy
- etc.

**Q. Since the enactment of UGC Act 1956 a lot has been changed in the field of Higher Education in India and the world. To what extent has UGC been able to adapt to these changes. Suggest some measures that will allow Higher Education in India to adapt to these changes.**

*Hints: Go Beyond the summary:*

- what are the changes in India and WORLD which needs adaptation
- In the light of these changes, how far has UGC helped HEIs to adapt to them?
- What is further needed? (make your own additions here)

**Q. Various attempts have been made to make Higher Education Sector in India more robust and adaptable to the emerging changes in the field of education. In the light of this statement critically discuss the aim and objectives of HECI bill proposed recently.**

*Hints and Inputs from Summary:*

**Main Issues:**

- Declining Autonomy, more bureaucratic control
- Political Co-option, i.e. supporting research which supports political agenda of ruling dispensation (ex: Panchgavya)
- Decline in Funding, More Privatisation therefore more expensive studies therefore inequality in society
- No Representation of State Government

**Answer**

Q1: d

Q2: b