

**Institute of Distance and Open Learning
Gauhati University**

**MA in Education
Semester II**

**Paper 203
PROBLEMS AND ISSUES IN
INDIAN EDUCATION**



Contents:

- Unit 1 : Educational Provisions**
- Unit 2 : Right to Education**
- Unit 3 : Role of Association of Indian University (AIU)**
- Unit 4 : Problems of Higher Education**
- Unit 5 : Issues of Education**

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SYLLABUS

203: Problems and Issues in Indian Education

- Unit 1 : Educational Provisions:** Educational Provisions of the Indian Constitution and their implementations.
- Unit 2 : Right to Education:** Education for Human Rights, Child Rights, Women Rights.
- Unit 3 : Role of Association of Indian University (AIU):** University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC) in the Management and Control of Indian Higher Education.
- Unit 4 : Problems of Higher Education:** Problems of Finance, Educational Autonomy, Privatization and Globalization of Higher Education.
- Unit 5 : Issues of Education:** Women Education; Student Unrest and Campus Disturbance, Early Childhood Education, Continuing Education, Distance Education, Peace Education, Vocationalization of Secondary Education, Medium of Instruction.

Reference & Suggested Readings :

1. R.N. Safaya: *Development, Planning & Problems of Indian Education*
2. V.K. Kohli : *Indian Education & Its Problem*

UNIT- 1
EDUCATIONAL PROVISIONS

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- 1.6 Model Questions
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1.1 Introduction

We all know that India got freedom from British rule on 15th August, 1947. We also know that the Constitution of India came into force on January 26, 1950. The constitution of India is a unique blueprint of Indian democracy. It is like a mirror of the people of the country. From the study of the history of education during British rule we can easily understand that during that period education was not developed properly. The British did not want to pay attention to spreading education in India. Therefore, education was completely neglected in pre-independence India. For that reason, the makers of the constitution made some vital provisions for the spread of education in the country. The various constitutional provisions regarding education in India are in accordance with our political, economic,

social and cultural needs. The main objective of the provisions is to fulfil the needs and aspirations of the people of the country.

1.2 Objectives

After going through this unit, you will be able to-

- *identify* the various educational provisions of the constitution of India
- *understand* the implementation of the educational provisions in the present time

1.3 Various Constitutional Provisions Regarding Education

1.3.1 The preamble to the constitution:

To understand the spirit of the Indian Constitution we have to understand the Preamble of the Constitution. The preamble of the constitution states, "we, the people of India, having solemnly resolved to constitute of India into a SOVEREIGN, SOCIALIST, SECULAR, DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all;

FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation

In our CONSTITUENT ASSEMBLY this 26th day of November, 1949 do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION."

From the Preamble of the Constitution it can be easily interpreted that everyone is equal in the eyes of law. Every citizen of our country should have liberty of thought, expression, and liberty to practise his/her own faith and belief and the dignity of each individual should be assured but not at the cost of the unity and integrity of the country.

The implications of the key words of our Constitution are discussed below:

The Constitution of India guarantees to secure to all its citizen social, economic and political justice through democratic Government. The essence of justice is the attainment of the common good as distinguished from the individual good.

Liberty of thought, expression, belief, faith and worship implies attainment of certain positive values. Any arbitrary restriction of individual freedom is declared illegal under the Constitution. The State must guarantee free atmosphere for the fullest development of the personality of the individual.

The Constitution tries to ensure maximum liberty to the individuals. Thus, equality of status and opportunity is guaranteed in the Constitution. Any sort of discrimination is prohibited under the Constitution.

Finally, the word fraternity emphasizes the spirit of brotherhood that the Constitution promotes for the good of the country. Communal and sectional tastes should be resolved and the spirit of brotherhood should pervade in the country. This makes India as one nation in spite of its diversity.

In short, the Preamble aims at the establishment of a free nation based upon Justice, Liberty, Equality and Fraternity. The Preamble serves as a guiding star to the people and their rulers. It envisages clearly the idea to be pursued and the road to be reached. The government of the country should fulfil those energetic though not impossible objectives cherished in the Preamble by the framers of the Constitution.

The Constitution provides directives regarding the development of education throughout the country. The areas in which the respective central and state governments have domain have been identified in the Constitution as the *central* list, *state* list and *concurrent* list in the Seventh Schedule of the Constitution of India. Until the late 1970s, school education had been on the *state* list, which meant that states had the final say in the management of their respective school systems.

However, the Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. Today, the central government establishes broad education policies for school curricula development and management practices. These serve as guidelines for the states.

The following provisions have implications on the functioning of the educational system in India:

1.3.2 Free and Compulsory Primary Education

The constitution has made provisions for the Directive Principles of state policy. Article 45 under the Directive principles of state policy states, "The *state* shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all until they complete the age of fourteen years."

The term 'State' which arises in this article is defined in Article 12 of the Constitution. According to this Article the 'State' means the Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India.

As per Article 45 of the Indian constitution free and compulsory primary education will be provided by the state. Free and compulsory primary education will be for all the children within the age of 6-14 years. The target will be achieved within a period of ten years. It means by 1960 universal compulsory primary education must be provided for all children up to the age of 14.

But it is very unfortunate that though the target was ten years i.e. 1960, this directive could not be fulfilled. Our government has not been able to achieve the target of universalisation of primary education. The central government needs to make adequate financial provisions for the purpose.

1.3.3 Rights of the Minorities on Education

Many articles of the constitution protect the right of the minorities on education. These are Articles 29, 30, 350(A), 350 (B). These are discussed below-

Article 29: Protection of Interests of the Minorities:

Article 29 of the Indian constitution advocates the protection of the minorities on education. Article 29 of the Indian constitution states that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of the state funds, on grounds only of religion, caste, language or any of them.

Again clause (2) of the Article also provides adequate safeguard for the development of the economically and socially weaker sections of the people, including the schedule castes and schedule tribes.

This Article also states that any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

The main features of this article are:

- (i) All citizens of India have the right to conserve their own language and culture.
- (ii) All citizens of the country shall have the right to admission in any educational institution maintained out of the state funds.
- (iii) No discrimination shall be made on the basis of religion, caste, language etc.
- (iv) It safeguards the development of the economically and socially weaker sections of the people.

Article 30: Right of minorities to establish and administer educational institutions:

Article 30 of the Indian constitution provides the right of minorities to establish and administer educational institutions.

Article 30 of the Indian constitution states that all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

Article 30 (1.A) states that in making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of such property in such as would not restrict or abrogate the right guaranteed under that clause.

Article 30 (2) States that, " The state shall not , in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language."

Article 350 (A) provides that every state and every local authority within the state have to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities.

Article 350 (B) says that the President of India shall appoint a special officer for linguistic minority people. The officer will supervise the implementation of the articles for linguistic minority people provided in the constitution.

Besides the provisions maintained above the constitution has also made some other provisions which have an indirect effect on education. In this regard we can give the example on Article 14 of the Constitution which provides equality before law to all its citizens. Article 16 provides that "The state shall not discriminate against any citizen on grounds only of religion, race, caste, place of birth or any of them. Article 16 of the constitution guarantees equality of opportunity in respect of public employment.

1.3.4 The Principle of Secularism in Education

India is a secular country. The Constitution of India says that India is a Sovereign, Socialist, Secular and Democratic Republic. Originally it was a Sovereign democratic republic. In its 42nd amendment, the words Socialist and Secular were added. Constitution of India adopts a neutral position with respect to education in every aspect of life.

As mentioned above, India is a secular country. As per the Constitution, minorities, whether based on religion or language, have been given full rights to establish educational institutions of their choice. According to the constitutional provisions, religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped by the State.

Article 28 (1) of the Constitution says that no religious instruction shall be provided in any educational institution wholly maintained out of state funds.

Again Article 28 (2) of the Constitution mentions that nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

Again article 28 (3) says that no person attending any educational institution recognised by the 'state or receiving aid out of state funds shall be required to take part in any religious instruction that may be conducted in such institution on in any premise attached thereto unless such person or, if such person is minor, his guardian has given his consent to receive such instruction.

1.3.5 Education of the Weaker Sections

The makers of the Constitution realised that necessary steps should be taken for education of the weaker section and scheduled castes. For the development of the nation it is essential to provide education to all sections of the people of the country. Besides this, for the strengthening of the democracy of our country we should provide education to all people of the country. To fulfil the above thoughts our constitution included article 46 which provides education for the weaker sections of the country.

Article 15 states "Nothing in this article or in clause (2) of Article 19 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and Scheduled Tribes."

Article 46 of the Constitution relates to the promotion of educational and economic interests of scheduled castes, schedule tribes and other weaker sections. This article says 'The state shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular of the scheduled castes and the scheduled tribes and shall protect them from special injustice and all forms of exploitation.'

1.3.6 The Study of Hindi

Our national life and our national integration are connected with the development of the Hindi language. Hindi is considered to be our national language. So, promotion of the Hindi language is deeply related with the development of our nation. To fulfil these objectives the Constitution of India included article 351 for promotion of the Hindi language.

Article 351 of the Constitution of India under special directive states that it shall be the duty of the union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with genius, the style as specified in the Eight Schedule, and by drawing wherever necessary and desirable for its vocabulary, primarily on Sanskrit and secondarily on other languages.

In practice, Hindi is largely used as a link language for the country. In order to facilitate the movement of students and teachers and to strengthen national unity Hindi is used as link language. The educational system should contribute to the acceleration of this process.

1.3.7 The Official Language

Article 345 of the Constitution of India deals with the official language or the language of a state. Subject to the provision of Article 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State as the language or languages to be used for all or any of the official purposes of that State; provided that, until the legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

We know that the language controversy still continues in the country. The controversy affects our educational development. The question of teaching English, the problem of the medium of instruction, the position of the regional language are unsolvable problems. These problems need solution. Educationists of our country have to take the lead in this connection.

1.3.8 The Place of the Mother Tongue

Our Constitution makes provision for the development of the mother tongue as the medium of Instruction. Simply we can say that the language which we hear from our mother can be regarded as the mother tongue. Mother tongue is important for the development of basic thinking ability of an individual. The Constitution of India realised the importance of mother tongue and included article 350 (A) for its development.

Article 350 (A) mentioned that "it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary for securing the provision of such facilities.

1.3.9 On Higher Education and Research

The Constitution of India provides various provisions for the development of higher education and research. Articles 62, 63, 64, 65 and 66 make various provisions for the development of higher education and research. These articles mention that the Parliament can make laws for establishment of autonomous higher educational institutions for the development of higher education and research.

Indian Parliament has the exclusive right to enact legislation in respect of institutions and Union Agencies mentioned in entries 63,64,65 and 66 of list-I of the Union List. Following are the entries which give authority to the Government of India in education:

Entry 63 of the Union List: According to this entry the institutions known at the commencement of this Constitution are the Banaras Hindu University, the Aligarh Muslim University and Delhi University, and any other institution declared by Parliament by law to be Institutions of National Importance.

Entry 64 of the Union List: Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be Institutions of National Importance.

Entry 65 of the Union List: Union agencies and institutions for:

- i. Professional, Vocational or technical training, including the training of police officers; or
- ii. The promotion of special studies or research; or
- iii. Scientific or technical assistance in the investigation of detection of crime.

Entry 66 of the Union List: Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

1.3.10 Some other Provisions:

On Women's Education: One of the most important features of Modern Indian Education is the remarkable development of women's education. Education of the Girls is considered to be even more important than that of the boys. The Constitution of India makes some provisions for women's education under different articles. These are:

Article 15 (1): This article provides that the State shall not discriminate against any citizen on grounds of sex. This article is applicable in education also. It means no children can be denied education on the ground of sex.

Article 15 (3): This article provides that the State shall make laws, special provisions for women and children including provisions related to education.

Education in the Union Territories: Article 239 of the Constitution states, "Save as otherwise provided by Parliament by Law, every Union Territory shall be administered by the President acting to such extent as he thinks

fit, through an administrator to be appointed by him with such designation as he may specify.”

CHECK YOUR PROGRESS

1. Why is the 42nd amendment of the Constitution educationally important?
2. What are the main features of article 29 of the Indian Constitution?
3. What are the implications of the Official Language provision of the Indian Constitution?
4. What is Article 350 (A) of the Indian Constitution?
5. What are the provisions mentioned in the Constitution for Higher Education and Research?

1.4 Summing Up

- The Constitution of India came into force on January 26, 1950.
- As a sovereign democratic republic, the Constitution of India seeks to secure to its citizens justice- social, economic and political.
- The Constitution of India has given the various guidelines for the development of education in India which are called constitutional provisions.
- Article 45 of the Indian Constitution provides free and compulsory primary education for all the children until they complete the age of fourteen years.
- Article 28 provides for maintaining religious neutrality in education
- Article 350 (A), 29 (1) provides us language safeguards in education.
- Article 29 provides equality of opportunity in educational institutions
- Article 30 relates to the rights of minorities to establish and administer educational institutions
- Article 46 mentions about education for the weaker sections and scheduled castes

- Article 350 (A) mentions about the development of mother tongue as the medium of Instruction
- Article 351 mentions about the promotion of the Hindi language.

1.5 References and Suggested Readings

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2. Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
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4. Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers & Distributors.
5. Mishre, K.& Mohanty, R.K. (2013). *Trends & Issues in Indian Education*. Meerut: R. Lall Book Depot.

1.6 Model Questions

1. Discuss the Educational implications of the Preamble to the Constitution of India.
2. State the constitutional provisions regarding education in India.
3. Discuss the significance of the Article 45 of the Indian constitution.
4. What are the educational implications of the Article 45 of the Constitution?
5. Write briefly about the article 28, 46 and 350 (A)
6. What are the provisions stated in the Article 28 of our constitution?

1.7 Answer to Check Your Progress

1. In 1976 the 42nd amendment of the constitution was made. Before that, education was a state subject. The central government played only an advisory role. By the 42nd amendment of the constitution in 1976 education became the joint responsibility of the Central and State governments. For this reason the 42nd amendment of the constitution is significant in the history of education.

2. The main features of article 29 of the Indian Constitution are:
 - (i) All citizens of India have the right to conserve their own language and culture.
 - (ii) All citizens of the country shall have the right to admission in any educational institution maintained out of the state funds.
 - (iii) No discrimination shall be made on the basis of religion, caste, language etc.
 - (iv) It safeguards the development of the economically and socially weaker sections of the people.
3. Article 345 of the Constitution of India deals with official language or language of the state. The implication of this article is not satisfactory. As we know, the language controversy still continues in the country. The controversy affects our educational development. The question of teaching English, the problem of the medium of instruction, the position of regional languages are unsolvable problems.
4. Our Constitution makes provision for the development of mother tongue as the medium of Instruction. The Constitution of India realised the importance of mother tongue and included article 350 (A) for its development. Article 350 (A) mentioned that "it shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any state as he considers necessary for securing the provision of such facilities."
5. The Constitution of India provides various provisions for the development of higher education and research. Articles 62, 63, 64, 65 and 66 make various provisions for the development of higher education and research. These articles mention that the Parliament can make laws for establishment of autonomous higher educational institutions for the development of higher education and research. Indian Parliament has the exclusive right to enact legislation in respect of institutions and Union Agencies mentioned in entries 63,64,65 and 66 of list-I of the Union List.

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UNIT: 2
RIGHT TO EDUCATION

Contents:

- 2.1 Introduction
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 - 2.4.1 Education for Human Rights
- 2.5 Child Rights
- 2.6 Women Rights
 - 2.6.1 Constitutional Provisions for Women
- 2.7 Summing Up
- 2.8 References and Suggested Books

2.1 Introduction:

We are human beings living collectively with other members of society. As we are born in this world, we are naturally owned with the right of living. To live life at its best, people must follow some conditions. Without these conditions, people cannot develop their personalities and contribute their best to the society. The conditions are 'rights'. These rights provide people with power to live his/her life at its best and with dignity. You all have heard of rights and you are all are entitled with some rights which strengthen your personality. In this unit, we will discuss on rights and the human rights specially meant for children and women. Let's discuss-

2.2 Objectives:

After going through this unit, you will be able to –

- *recall* the meaning of right
- *recognize* the rights to Education
- *explain* the importance of Human Rights
- *describe* the significance of Education for Human Rights
- *recognize* the Rights meant for children
- *identify* the rights meant for the women

2.3 Meaning of Rights

Rights are part and parcel of human beings. These rights are the source of people empowerment. Rights are basically essential conditions for social life. These are the best means of people's self-realization. People can contribute to society as well as himself/herself effective utilization of the rights. In general term, rights are the norms enforced by respective authorities to be owned and followed by every member of a civilized society. They are considered as fundamentals to civilization as such they are known as established pillars of society and culture.

Various thinker and experts define the term 'right' in different ways-

In the words of **Laski**, "Rights" are those conditions of social life without which no man can seek in general, to be himself at his 'best'.

According to **Beni Prasad**, 'Rights' are nothing more nor less than those social conditions which are necessary or favorable to the development of 'personality'.

Characteristics of Right

- Rights are claims of an individual for his/her development in society.
- Rights exist only in society. These are products of social living.
- Rights are recognized by the society as common claims of all people.
- They are rational and moral claims that people make on their society.

- Rights are exercised by the people for the individual and social development.
- Equality is the basis of rights; these are equally available for all.
- Rights are not absolute; they are marked by limitation to maintain social control.
- The significant characteristic of right is that they are inseparably related to duties. For e.g., if you have right, you have the duty to respect the right of others.
- Rights are made into practice through enforcement.
- Rights are protected and enforced by the law of the state.

STOP TO CONSIDER

Rights are part of individual life. They are the product of social living. Rights are recognized by the society.

SELF ASKING QUESTIONS

1. What are the essential features of right?

2.3.1 Meaning of Right to Education

Right means the power of an individual to choose the way of their living. It includes all aspects of life. It includes natural, personal, social, economic, spiritual, legal political, moral and so on. As such, rights are generally categorized as- natural right- right to life, right to liberty, right to freedom, moral right, legal rights-civil right, political right- right to get elected, the right to vote, right to hold public office, right to criticize, right to oppose government, economic right-right to hold property, right to earn etc. Again rights may be individual right or group right and so on. It is not possible to discuss all the types of right here. We know that education is an inseparable part of our life. It is a power to enlighten human life with the light of knowledge. Therefore, education is considered as the birthright of every human being. It is the birthright of people to access knowledge, access skill and right to be educated. All the international, national organization concerned with the right have placed right of education at the forefront.

Education is the birthright of every human being. The **Right to education** is a universal entitlement to education. The Right to education encompasses the obligation to rule out discrimination at all levels of the educational systems. It sets a minimum standard and to improve quality of education. The International convention, Economic social and Cultural Rights (Article 20 and 14) recognized as human rights education. This again includes the right to free and compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education as well as an obligation to develop equitable accesses to higher education ideally by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education.

STOP TO CONSIDER

International convention, Economic social and Cultural Rights (Article 20 and 14) recognized as human right education which again includes the right to free and compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education as well as an obligation to develop equitable accesses to higher education ideally by the progressive introduction of free higher education.

Universal Declaration of Human Rights and Right to Education

The tragic experience of World War II led to the formation of the United Nations in 1945. In the preamble of the UN Charter, the people of the United Nations reaffirmed their faith in fundamental rights and in the dignity as well as worth of human persons. Human rights are powerful tools which can maintain the standard and developmental process of man.

Realizing this truth on December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the universal declaration of Human Rights. The general assembly appeals to all the member states to follow this declaration for the sake of human welfare. Realizing the importance of this declaration, all the member states celebrates 10th December as the 'world human right day'.

SELFASKING QUESTIONS

2. Which day is celebrated as "world human rights day"? Why?

The human rights of every human being are enlisted under some articles instead of classifying them. Among those articles, 26 proclaim the educational right of the individual.

Article 26 and Right to Education

Article 26(1): Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Article 26(2): Education shall be directed to the full development of the human personality and to the strengthening to respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, social or religious groups, and shall further the activities of the United Nations for the maintenance for peace.

Article 26(3): Parents have a prior right to choose the kind of education that shall be given to their children.

SELFASKING QUESTIONS

3. What is the significance of Article 16 of the Universal Declaration of Human Rights?

In brief, the Universal declaration of human right proclaims the following education right-

- Everyone has the right to free and compulsory primary education.
- Technical and professional educational right will be provided.
- Higher education will be provided on merit basis.
- Education will aim at developing the personality of Human beings.
- Education will develop the sense of awareness towards the rights and duties.
- Education will promote international understanding, tolerance and friendship.
- Education will promote peace among the nations.

- Parents have the right to choose and decide the type of education they intend to provide to their children.
 - The right to education is separated into three levels-
1. **Primary education:** - Primary education shall be compulsory and free for any child regardless of their nationality, gender, place of birth on any other discrimination. It also emphasized that upon rectifying the international convention on economic, social and cultural right, states must provide free primary education within two years.
 2. **Secondary education :** In the secondary level, technical and professional education must be generally available and accessible to all.
 3. **Higher education :** At the university level, higher education should be provided according to capacity. This means that anyone who meets the necessary education standards should be able to go to the university.
 4. **A's framework for right to education :**

There are 4 A's frameworks for right to education. These are the means of assessing the fulfillment of right to education. This 4s framework asserts that for education to be a meaningful right, it must be available, accessible, acceptable, and adoptable 4 S' framework.

STOP TO CONSIDER

This 4s' framework of Universal declaration of human right are-
available, accessible, acceptable, and adoptable.

This framework was developed, by the former U.N. Special Rapporteur Katarina Tomasevski, on the right to education but, this education framework is not necessarily the standard used in every international human right instrument. The 4 A's proposes that governments, as the prime duty-bearers, have to protect, respect and fulfill the right to education by making education available, accessible, acceptable and adaptable.

SELFASKING QUESTIONS

4. Who developed the 4S' framework of human right?

The Acceptable framework takes into account the duties of other stake holders in the education process. They are-

Children, which as the privileged subject of the right to education has duty to comply with compulsory education requirements. Parents as the first educators. Professional Educators, namely teachers.

The 4 A's are-

1. Availability-

- Education is universal, free and compulsory.
- For this fund should be available by governments.
- There should be proper infrastructure and facilities with adequate books and materials.
- Active recruitment, proper training and appropriate retention method should ensure that enough qualified staff is available at each school.

2. Accessibility

- It implies access to education by all children regardless of his/her gender, race, religion, and ethnicity or socio-economic states.
- Efforts should be made to ensure the inclusion of refugee, homeless children, and disabled children. Thus, all should have universal access to education.
- There should be no forms of segregation of access to any students.
- Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.

3. Acceptability

- Education should be for all.
- School must accept all children; education should be free of discrimination.
- It should provide quality of education which is culturally appropriate for all.
- Students should not be expected to conform to any specific religious or ideological
- views. Method of teaching should be unbiased, corporal punishment should be avoided and professionalism of staff and teacher should be maintained.

4. Adaptability-

- All educational programs should be flexible and adaptable.
- It must be adjustable to changes and the societal changes and the needs of the community.

STOP TO CONSIDER

Availability indicates that education is universal, free and compulsory.

Accessibility implies that all children regardless of his/her gender, race, religion, and ethnicity or socio-economic states have access to education.

Acceptability means schools must accept all children, free of discrimination.

Adaptability-means all educational programs should be flexible and adaptable.

2.4 Meaning of Human Right

Human rights are the basic rights and freedom to which all human beings are entitled. These rights are meant for all human beings living in the world regardless of their culture, ethnicity, gender and place of birth, from their birth to death. These rights are based on some shared values like- fairness, equality, respect and independence. These are defined and protected by law. These rights provide human being with the power of freedom to live. In the above discussion we have analysed right to education and the role of the Universal Declaration of Human right. Right to education is a human right. This Universal Declaration of Human right is a historic document outlined for human right and freedom. This was the first international agreement on the principle of human right. Thus, human rights can be defined as basic rights of human being that include right to life, right to freedom from torture and other cruel and inhuman treatment, right to religion, right to speak, right health, right to education, right to standard living etc. Human rights are universal in nature as they are meant for all human irrespective of any categories like young-old, rich-poor or men-women.

STOP TO CONSIDER

Human rights can be defined as basic rights of human being that include right to life, right to freedom from torture and other cruel and inhuman treatment, right to religion, right to speak, right health, right to education, right to standard living etc.

Let's discuss the **Human Rights as defined and entitled by Universal Declaration of Human Right-**

Article1: Everyone is born free and they are equal in dignity and rights.

Article2: Everyone is entitled to all the rights and freedom without any distinctions of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or any other status or jurisdiction.

Article3: Everyone has the right to life, liberty and security of person.

Article4: No one shall be held in slavery and the slave trade shall be prohibited in all their forms.

Article5: No one shall be subjected to torture or inhuman treatment or punishment.

Article6: Everyone has the right to recognition as a person before the law.

Article7: Everyone is equal before the law and all are entitled to equal protection against any discrimination in violation

Article8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted by the constitution or law.

Article9: No one shall be subjected to arbitrary arrest, detention or exile.

Article10: Everyone is entitled in full equality to a fair and public hearing by an independent as well as a tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article11: Everyone charged with a penal offence has the right to presume innocent until proved guilty according to law.

Article12: Everyone has the right to protection of the law against interference or attack with his family, home or correspondence or his reputation.

Article13: Everyone has the right to freedom of movement and residence within the borders of each state and everyone have the right to leave to any country.

Article14: Everyone has the right to seek and enjoy in other countries asylum from persecution.

Article15: Everyone has the right to nationality.

Article16: Every grown up people has the right to marry and have family

Article17: Everyone has the right to own things or share things.

Article18: Everyone has the right to think, believe.

Article19: Everyone has the right to express, share their ideas with others.

Article20: Everyone has the right to assemble, work together

Article21: Everyone has the right to take part in the government of one's own country, like the right to vote is most significant.

Article22: Everyone has the right to affordable housing, medicine and childcare.

Article23: Everyone has the right to do a job, to a fair wage of their work or to join trade union.

Article24: Everyone has the right to take rest from work and do relax.

Article25: Everyone has the right to good life with adequate shelter and food as well as children, old and unemployed are entitled the right to be cared for

Article26: Everyone has the right to education.(We have discussed above)

Article27: Everyone has the right to protect his/her own artistic creation and writings. Copyright.

Article28: Everyone has the right to enjoy all rights and freedom in one's own country and all over the world.

Article29: Everyone has the right to protect other's right and show respect towards that.

Article30: According to this Article, no one can take away human rights.

SELFASKING QUESTIONS

5. What are the Human rights as entitled by United Nations?

2.4.1: Education for Human Right

Till now, we have discussed rights, human rights, the rights entitled by the United Nations. You have come to know that there are a number of rights which are entitled to everyone living in the world. These rights are essential and enough to lead a life full of happiness and security. Despite having the rights with us, inequality in terms of gender, in terms of economic, political as well as educational right persists in almost every sphere of the world. Everyone is equal before the law and entitled freedom by the United Nations, in spite of that there are a number of people who have been a victims of discrimination and are convinced to be marginalized. This creates a question before us- Why inequality and discrimination? The probable answer to this question is the lack of information and awareness. The basic reason for this is lack of education.

We all know that education is a powerful means of development. It is because education brings development. The development is possible through changes, which is brought by education. It is the means of removing the darkness of ignorance of people regarding their life, self and the way of improving it. It empowers people with knowledge, skill and information. Therefore, education is considered as an integral part of Human life. It not only gives them the power of knowledge but also directs them in their path of living. As discussed above, all people are endowed with some rights and freedom but due to lack of knowledge and information of the rights, some of us are deprived of the rights and they have to face the hurdles of discrimination and exploitation. That is why; there is an urgent need of a program through which people can be made aware of their rights and freedom. That is human right education. It is important to note that, education itself is a birthright or human right of every individual.

Human rights education is an educational program of providing training, skill and information to people regarding their rights. It makes people aware about their rights, about their dignity. It is an educational program that teaches **about** human rights and **for** human rights. That means it emphasizes on teaching about the different human rights and to make the efforts of United Nations successful by making people aware of the rights and helping them to avail the rights.

STOP TO CONSIDER

Human rights education is an educational program of providing training, skill and information to people regarding their rights. It makes people aware about their rights, about their dignity. It is an educational program that teaches about human right and for human right.

The United Nations Decade for Human Rights Education(1995-2004) defined human right as-“ training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitude which are directed to-

- The strengthening of respect for human rights and fundamental freedom
- The full development of the human personality and the sense of its dignity.
- The promotion of understanding, respect, gender equality and friendship among all national, ethnic, religious and linguistic groups.
- The enabling of all persons to participate effectively in a free society.
- The furtherance of the activities of the United Nations for the maintenance of Peace.

Thus it can be said that human rights education is essential for realizing the goal of United Nations to maintain peace and harmony in the world. Besides this, education for human rights or human rights education is essential as-

- It gives people a sense of responsibility of respecting and defending human right.
- It helps people to understand the nature of dignity.
- It helps people to protect the rights.
- It teaches people about the universality, indivisibility and interdependence of human rights.
- It enables people to value of rights.
- It helps people to work together to bring about human rights, justice and dignity for all.

SELF ASKING QUESTIONS

6. Why Human right education is considered to be essential?

2.5 Child Rights

The human rights and education for human rights gives you an idea about different rights entitled by United Nations and how it can be protected and how people can be helped to avail them. As you know that human rights are for all irrespective of any categories, in spite of that inequality persists in the society, Therefore, to protect the rights and dignity of these groups of people, some special rights are provided to them. Among such marginalized group- the children and the women are most significant. Let's discuss the rights meant for children

Children Rights are human rights of children with particular attention to the right of special protection and care afforded to minors. The United Nations Convention on the Rights of the child(UNCRC 1989) defines child right as the minimum entitlements and freedom that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability or any other characteristics.

STOP TO CONSIDER

Children Rights are human rights of children with particular attention to the right of special protection and care afforded to minors. The United Nations Convention on the Rights of the child (UNCRC 1989) defines child right as the minimum entitlements and freedom that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability or any other characteristics.

UNCRC had outlined the fundamental human rights in four categories that suitably cover the civil, political, social, economic and cultural rights of every child. The child rights are

1. Right to survival

- Right to be born
- Right to minimum standard of food, shelter and clothing
- Right to live with dignity
- Right to health care to safe drinking water, nutritious food, a clean and safe environment and information to stay healthy.

2. Right to protection

- Right to be protected from all sorts of violence
- Right to be protected from neglect
- Right to be protected from physical and sexual abuse
- Rights to be protected from dangerous drugs

3. Right to Participation

- Right to freedom of opinion
- Right to freedom of expression
- Right to freedom of association
- Right to information
- Right to participate in any direct/indirect decision making.

4. Right to Development

- Right to Education
- Right to learn
- Right to relax and play
- Right to all forms of development-emotional, mental and physical.

STOP TO CONSIDER

The basic child rights are-Right to Survival, Right to Protection, and Right to Participation and right to Development.

Child Rights in India:

Like any other country, Our Indian constitution (1950) has also made some special provisions for the children besides the other general rights as availed by any other adult male or female.

The right of children guaranteed by the Indian Constitutions are-

1. **Right to free and compulsory education:** According to Article 21 A, all child belonging to the age group between 6-14 is guaranteed with right to free and compulsory education.
2. **Right to protection:** According to Article 24, every child is entitled with the right to be protected from any hazardous employment till the age of 14 years.

3. **Right of protection:** According to the Article 39(e), every child is guaranteed with the right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength.
4. **Right to equal opportunities:** According to Article 39(f), Every child is guaranteed with the right to equal opportunities and facilities to develop in a healthy manner and in a condition of freedom and dignity and also guaranteed the protection of childhood and youth against exploitation and against moral and material abandonment.
5. **Right to early childhood care:** According to Article 45, every child is entitled with the right to early childhood care and education until they complete the age of 6 years.

SELF ASKING QUESTIONS

7. **What are the child rights guaranteed by Indian Constitution?**

2.6 Women Rights

Like the child, women are also entitled to some special right for the protection of their rights and dignity. Women rights are the rights and entitlements claimed for the women. The rights of women differ from country to country. The basic women right are-

- The right to bodily integrity and autonomy
- The right to be free from sexual violence
- The right to vote
- The right to hold public office
- The right to enter into legal contracts
- The right to have family
- The right of reproduction
- The right to own property
- The right to education.

United Nations and Women's Rights:

The United Nations, from the very day of its inception from 1945 is working to secure women's legal equality. The United Nations have chalked out a

comprehensive programme by means of various conventions to uplift and develop the status of women in the field of education, policies including the position in social life the commission on the status of women in 1946 and the adoption of the Universal Declaration of Human Rights in 1948. The achievement of the United Nations in the field of women's right since 1948 are –

- Convention on the Political Rights of Women, 1953.
- Convention on the Nationality of Married women, 1957.
- Declaration on Elimination of Discrimination Against Women, 1967.
- Convention on the Elimination of All Forms of Discrimination Against women, 1979.
- Declaration on the Elimination of violence against Women, 1993.
- Optional Protocol to the convention on the Elimination of Discrimination Against Women, 1999.

Let's discuss the rights of women as provided and protected by these means-

Convention on the Political Rights of women 1953:

The General Assembly of the United Nations had adopted the convention on the political rights of women on 20th December, 1952 which came into force on 7th July 1954. In view of the charter of the United Nations, the convention on the political rights of women 1953 intends to implement the principle of equality of rights for men and women on equal terms.

Provisions—

- By virtue of Article I of the said convention, the women shall be entitled to vote in all elections on equal terms with men and there should not be any discrimination on any ground.
- Women shall be eligible for election to all elected institutions as provided under Article II of the convention.
- According to Article III of the said convention, women shall be entitled to hold public office and perform public functions on equal terms with men.

Declaration on Elimination of Discrimination Against women 1967:

On 7th December 1967, the General Assembly of the United Nations adopted the Declaration on Elimination of Discrimination against women, 1967. Article

10 of the Declaration on Elimination of Discrimination Against Women, 1967 states –

- The right without discrimination on grounds of marital status or any other grounds to receive vocational training to work, to free choice of profession and employment.
- The right to equal pay/salary with men.
- The right to equal treatment relating to work of a similar nature.
- The right to receive family allowance on equal terms with men.

Convention on the Elimination of All Forms of discrimination against women 1979 :

To achieve the provisions incorporated in Articles 1, 2, and 55 of the charter of the United Nations the declaration on the Elimination of Discrimination Against women 1967 was adopted by the General Assembly of the United Nations which consequently paved the way to the adoption of the Convention on the Elimination of All Forms of Discrimination Against women 1979.

It emphasized that the state parties to the International Conventions on Human rights are under obligation to provide equal rights to men and women in the civil, political, social, economic and also cultural field

Declaration on the Elimination of Violence Against Women, 1993 :

The General Assembly of the United Nations through its resolution (No, 48/104, united nations document No. A/48/49) adopted the declaration on the Eliminations of violence against women in 1993. Notably, this declaration is the first of its kind which exclusively dealt with the elimination of violence against women and intended to protect the fundamental right of freedom of women.

Optional protocol to the Convention on the Elimination of discrimination against women, 1999:

By means of this protocol, it was realized by the state parties to the Convention on the Elimination of All forms of discrimination against women 1979 that there is an urgent need to gear up by all adequate means to ensure full and equal enjoyment of freedom by women of all human rights.

STOP TO CONSIDER

The achievement of the United Nations in the field of women's right since 1948 are

- Convention on the Political Rights of Women, 1953.
- Convention on the Nationality of Married Women, 1957.
- Declaration on Elimination of Discrimination Against Women, 1967.
- Convention on the Elimination of All Forms of Discrimination Against Women, 1979.
- Declaration on the Elimination of violence against Women, 1993.
- Optional protocol to the convention on the Elimination of Discrimination Against Women, 1999.

2.6.1 Constitutional Provisions for Women

The constitution of India, 1950 has certain provisions relating to women. It makes special provisions for the treatment and development of women in every sphere of life.

In India, the history of suppression of women is very old and long which is responsible for including general and special provisions for the upliftment and development of the status of women. Certain provisions are specifically designed for the benefit of women.

Undoubtedly, the preamble appended to the constitution of India, 1950 contains various objectives including "the equality of status and opportunity" to all the citizens. This objective has been inserted with the view to give equal status to men and women in terms of the opportunity.

Fundamental Rights for Women:

Part III of the Constitution of India deals with fundamental rights. The provisions regarding fundamental rights have been enshrined in Articles 12 to 35, which are applicable to all the citizens irrespective of sex. However, certain provisions are made to protect the rights of women. The rights for women are-

According to Article 15(3) of the constitution, discrimination on grounds of religion race, caste, sex or place of birth shall not prevent the state from making any special provisions for women and children. Under the constitution

the state has been given power to make laws relating to women and children but such laws shall not be violative of Article 15 of the constitution. Article 15(1) prohibits gender discrimination. Article 15(3) lifts that ignominy and permits the state to positively discriminate in favors of women to make special provision to ameliorate their social, economic and political condition and accord them parity.

Thus it can be said that Article 15(3) of the constitution makes special provisions for women and children. It empowered the state to make special legislation in this regard. The courts have always approved the validity of such special legislation rather special measures.

Directive Principles of state policy and women :

Under the constitution of India, 1950 the directive principles of state policy is the reflection of governance that India is a welfare democratic state. This policy envisaged equal rights to work, equal pay for equal work, and adequate means of decent and dignified livelihood to both men and women. These are guaranteed under the directive principles of state policy part IV of the constitution containing 39(a), 39(d) and 39(e), 44 that deal with the welfare and development of women.

1. According to **Article 39(a)**, the state should direct its policy towards securing that the citizens, men and women equally have the right to an adequate means of livelihood. This Article provides equal right for all citizens, irrespective of sex, to adequate means of livelihood.
2. **Article 39(d)** of the constitution states that there should be equal pay for equal work for both men and women. Thus, the state is under constitutional obligation to direct its policy towards securing that there is equal pay for equal work for both men and women.
3. According to **Article 39(e)** of the constitution the health and strength of workers i.e., men and women and that of the children of underage to be protected equally. They should not be forced to work under inhuman and hazardous condition. In view of this Article, the state shall direct its policy towards enhancing the health and strength of workers (men & women) and the underage children are not forced by economic necessity to enter a vocation unsuited to their age and strength.
4. **Article 44** of the constitution requires that state shall endeavor to secure for the citizen a uniform civil code throughout the territory of India. But women still experience inequalities and injustice. The founding fathers of the constitution were aware of the gender injustice and sexual

inequality of women and they incorporated Article 44 of the constitution with the aim that it may be exercised in future at an appropriate time.

STOP TO CONSIDER

Besides the fundamental women rights the women India are guaranteed with some rights under the directive principles of state policy part IV of the constitution containing 39(a), 39(d) and 39(e), 44 with the welfare and development of women.

CHECK YOUR PROGRESS

1. Discuss the women right as guaranteed by the Indian Constitutions?
2. Discuss the role of the United Nations on child rights and women rights.

2.7 Summing Up

Coming to the last part of this unit, it can be said that this unit tries to give you an idea about the rights of human. The unit has also thrown light on the different kinds of rights like-child rights, women rights, constitutional provisions. Thus we can summarize the unit as

- Rights are the norms enforced by respective authority to be owned and followed by every member of the civilized society.
- According to **Beni Prasad**, Rights are neither more nor less than those social conditions which are necessary or favourable to the development of personality.
- The Rights to education encompasses the obligation to rule out discrimination at all levels of the educational systems. It sets minimum standard and to improve the quality of education.
- On December 10, 1948 the general assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights.
- Article 26 of Universal Declaration of Human Right has given the Rights to Education.
- In the UDHR, there are 4 A's frameworks, as a means of assessing

the fulfillment of right to education. This 4s framework asserts that for education to be a meaningful right, it must be available, accessible, acceptable, and adoptable.

- This framework was developed by Katarina Tomasevski, former U.N special rapporteur on the right to education.
- Human rights can be defined as basic rights of human being that include right to life, right to freedom from torture and other cruel and inhuman treatment, right to religion, right to speak, right health, right to education, right to standard living etc.
- In the Universal Declaration of Human Rights, human rights are given from Article 1-30
- **Human Rights education** is an educational program of providing training, skill and information to people regarding their rights.
- It makes people aware about their rights, about their dignity. It is an educational program that teaches about human rights and for human rights.
- Human right or human right education is essential as-it gives people a sense of responsibility of respecting and defending human right.
- Children Rights are human rights of children with particular attention to the rights of special protection and care afforded to minors.
- The United Nations Convention on the Rights of the child (UNCRC 1989) defines child rights as the minimum entitlements and freedom that should be afforded to every citizen below the age of 18 regardless of race, national origin, colour, gender, language, religion, opinions, origin, wealth, birth status, disability or any other characteristics.
- The basic child rights are-Right to Survival, Right to Protection, and Right to Participation and right to Development.
- In India the child rights as guaranteed by Indian Constitution are Right to free and compulsory education(Article 21 A, Right to protection(Article 24), Right of protection: (Article 39e), Right to equal opportunities(Article 39f), Right to early childhood care(Article 45)
- The basic women rights are-The right to bodily integrity and autonomy, the right to be free from sexual violence, the right to vote etc.

- The achievement of the United Nations in the field of women's rights are Convention on the Political Rights of women, 1953, Convention on the Nationality of Married women, 1957, Declaration on Elimination of Discrimination Against women, 1967 etc.
- Fundamental Rights for Women in India are presented in Article 15(3) of the constitution
- Besides the fundamental women rights the women India are guaranteed with some rights under the directive principles of state policy part IV of the constitution containing 39(a), 39(d) and 39(e), 44 with the welfare and development of women.

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UNIT 3

Role of Association of Indian Education

Contents:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Association of Indian Education
 - 3.3.1 Objectives of Association of Indian Education
 - 3.3.2 Role of Association of Indian Education
- 3.4 University Grant Commission
 - 3.4.1 Mandate of University Grant Commission
 - 3.4.2 Functions & Activities of University Grant Commission
- 3.5 National Accreditation and Assessment Council
 - 3.5.1 Mission of National Accreditation and Assessment Council
 - 3.5.2 Role of National Assessment and Accreditation Council in Management and Control of Higher Education in India
- 3.6 Summing Up
- 3.7 References and Suggested Reading
- 3.8 Model Questions
- 3.9 Answers to Check Your Progress

3.1 Introduction

India is a country with diversities (in population) in relation to their caste, creed, religion, community and region. Education as a part and parcel of the society aims at preservation, transmission and modification of the trends and heritage of the society. It is the only tool that brings social change through the development of the children at various stages of education. Generally, based on the levels, education is divided into three stages: Elementary education, Secondary education and Higher education. Among them the higher education is the apex stage of education starting after secondary education and including under graduate classes, post graduate classes, M.Phil. and Ph.D. Higher education occupying the broader area of education has various roles to play for the upliftment of the people and progress of the society. It is the route to the reformation of the communities and creation of a civilized being. Therefore,

the higher education system has to be effective and endowed with all types of resources in order to provide sufficient knowledge and experience to the students. For this, the government and the stakeholders have to constantly be ready for the development of higher education. Provision of quality physical resources and excellent human resources, driving the physical resources with full allocation and sustainability for the benefit of student is important.

In the period of globalization, India having the third largest form of higher education system next to United States and China, occupies a wide field around the world. In ancient times education was confined to the gurukul system in which the students and teacher stayed together and learned from their various types of experiences in "*Guru Griha*" and from (by the study of) textbooks. It was confined to the studies of Vedas. Modern education is the result of modern colonial period. Initially, the East India Company carried out the higher education system which was later on taken up by the British parliament. The first higher educational institutions to be set up by the British East India Company were in Calcutta and Madras universities in 1781, followed by Benaras Sanskrit College in 1791 and Fort William College in 1800. The control of British rule in Indian education system continued till the Government of India Act of 1935. After independence, in 1947 education came in the hands of the Indian ministers leading to the establishment of University Education Commission to monitor the growth and development of higher education. In 1960s and 1980s the government assisted higher education by providing fund for the growth of higher education. Gradually, it grew in size and number of students too increased. With these, the scope and demand for higher education started increasing, calling for a greater support with regard to finance, promotion, accreditation and development of higher education. The main aim of higher education is the creation of intellects by providing world class education for promotion of global standards in the Institutions of Higher Education. Keeping this in view, the government has laid down the foundation of University Grant Commission to provide the financial support and be the only ruling body of higher education. With UGC, came the establishment of National Assessment and Accreditation Council for the quality check in of the higher educational institution. For the promotion and growth of universities, inter relationship amongst universities was emphasised, resulting in the formation of Association of Indian Universities.

3.2 Objectives

After going through this unit you will be able to:

- *explain* the concept and role of Association of Indian University

- *discuss* the concept and organisation structure of University Grant Commission
- *explain* the functions and activities of University Grant Commission
- *describe* the concept and evaluation process of National Assessment and Accreditation Council
- *discuss* the role of National Assessment and Accreditation Council in Management and Control of Higher Education in India

3.3 Association of Indian Universities

The Association of Indian Universities (AIU) was registered in 1967 as a Society under the Societies Registration Act, 1860. Formerly, it was called as The Inter-University Board, which was formed on March 25, 1925 as an outcome of the deliberations of a Conference of the Vice-Chancellor of the Universities convened by Lord Reading, the then Viceroy of India at Shimla in 1924. The main idea behind bringing together all the universities on a common platform was to promote universities activities specially, by disseminating information, ideas and co-operation in the field of academics, culture, sports and allied areas. The membership of AIU includes the traditional universities, open universities, professional universities, Institute of National Importance and deemed-to be universities. In addition to this, there is also provision for providing Associate Membership to Universities of neighbouring countries. The administration of AIU consists of a Standing Committee, who is responsible for the overall governance supported by the sub-committees. The President is the Head and the Secretary General and Principal Executive of the Association. The Governing Council consist of the President, Vice President, Immediate Past President, Secretary General and Member Secretary. The eleven division of AIU are Secretary General Office, Administration, Finance, Evaluation, Sports, Library, Sales & Publication, Research, Youth Affairs, Students Information Services and Computer.

STOP TO CONSIDER

Formerly, Association of Indian Universities was known as The Inter-University Board, which was formed on March 25, 1925. Later, in 1967 the Inter-university Board was renamed as Association of Indian Universities after its registration under the Societies Registration Act 1960.

3.3.1 Objectives of Association of Indian Universities

- To serve as an Inter-University Organisation.
- To act as a bureau of information, facilitate communication and representative of universities of India.
- To act as a liaison between the universities and the government (Central as well as State governments) with regard to matters related to universities.
- To co-operate with other universities or bodies (national and international) in matters of common interest.
- To promote co-ordination and mutual consultation amongst universities.
- To help universities in maintaining their autonomous character.
- To facilitate exchange of members of the teaching and research staff.
- To assist universities in obtaining recognition for their degrees, diplomas and examinations from other universities in India as well as foreign.
- To organise and facilitate conference, seminars, workshops, lectures and research in higher learning
- To establish and maintain a sports organisation for promoting sports among Member-Universities.
- To establish and maintain organisation dealing youth welfare, student service, cultural programmes, adult education and such other activities.
- To act as a service of agency to universities in whatever manner it may be required or prescribed.

CHECK YOUR PROGRESS

- Q1. When was Association of Indian Universities formed? Q2. What was the first name given to Association of Indian Universities? Q3. Does Association of Indian Universities act as a mediator between the universities and the government?

3.3.2 Role of Association of Indian Universities

Association of Indian Universities plays a very important role in the development of universities by promoting and organising various activities of different areas in relation to the universities. The role plays by AIU can be discussed through the following points:

- **Affiliations:** The Association of Indian Universities provides affiliation to various universities which are established through the central and state government acts. The Association has the right to reject and refuse affiliation to universities, if they do not fulfill the standards of the university.
- **Exchange of Opinions:** The Association acts as a forum for the meeting of Vice-Chancellor from time to time for discussions and exchange of opinions, ideas and views on various matters and issues related to present system of education, curriculum, admission, examination system and research works. This helps in bringing about suitable reforms and improvement in the field of higher education.
- **Coordination:** In order to maintain a smooth coordination between the government and universities the Association acts as a mediator and maintains cooperation and coordination between the universities and other universities or bodies (national and international) in matters of common interest, to provide facilities at various times to upgrade its efficiency.
- **Information Bureau:** The Association acts as a bureau of information in the field of education, cultural works, sports activities and various other programmes. It provides accurate and valid information to universities with regard to new schemes and reforms in the field of higher education. It also extends its help in providing information about the facilities given by the foreign universities to students from India.
- **Organising Programmes:** The Association undertakes programmes such as conferences, seminars, workshops, lectures and research in order to improve the standards of instruction, examination system, research, textbooks and publications for the growth and propagation of knowledge.
- **Publications:** The Association undertakes and facilitates for the publication of newsletters, textbooks, research papers, books and journals. This helps in keeping the teachers, students and

academicians aware and update themselves about latest developments and trends in the field of higher education.

- **Student Support Services:** The Association establishes and maintains organisation dealing with youth welfare, student service, cultural programmes, non-formal education and other activities for the progress and welfare of students, teachers and stakeholders.
- **Promotion of Sports:** The Association has taken up an effort to establish sport organisation and maintaining it for promoting sports among member-universities. This helps in creating awareness and highlights the need and importance of sports in daily life.

STOP TO CONSIDER

Association of Indian Universities plays an important role in affiliation, exchange of opinion, co-ordination, information bureau, organising programmes, publication, student support services and promotion of sports.

3.4 University Grant Commission

The University Grant Commission (UGC) was established as a statutory body of the Government of India through the Act of Parliament in November 1956 for the coordination, determination and maintenance of standards of universities in India. However, the UGC was formally inaugurated by late Shri Maulana Abdul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28th December 1953. It was formed as a result of the decision made by Union Government in 1952 to allocate grant-in-aid to various seats of Higher Learning which includes the universities, colleges and higher institutions. The headquarter of UGC is located at Bahadur Shah Zafar Marg, New Delhi, with two additional bureaus operating from 35, Feroze Shah Road and the South Campus of University of Delhi. The UGC has decentralised its operation by operating six regional centres locating at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. The Commission consist of – Chairman, Vice-Chairman, and ten other members, to be appointed by the Central Government. The organisation structure of UGC includes the Chairperson, Vice Chairperson, Secretary, Financial Adviser, Director (Administration), Deputy Director, Secretary, Additional Secretary, Joint Secretary, Deputy Secretary, Private Secretary, PR System Analyst, Senior Library & Information Officer, Publication Relation & Information Officer, Legal Advisor, Assistant Legal Advisor, Coordinator, Education Officer, Statistical Officer, Publication Officer, Account Officer and Section Officer.

Historically, the Report of the Central Advisory Board of Education on Post War Educational Development in India in 1944 recommended the formation of a University Grants Committee and thereby it was formed in 1945 to look after the work of the three Central Universities of Aligarh, Banaras and Delhi. In 1947, the Committee was entrusted with the responsibility of supervising and allocating finance to the all other existing universities. After Independence, the University Education Commission was set up in 1948 under the chairmanship of Dr. S. Radhakrishnan who recommended a reconstituted University Grants Committee based which was on the model of the University Grants Commission of the United Kingdom.

STOP TO CONSIDER

The University Grant Commission (UGC) was established as a statutory body of the Government of India through the Act of Parliament in November 1956. It was formed for the coordination, determination and maintenance of standards of universities in India. It aims at allocating grant-in -aid to central, state and other universities and Institution of Higher Learning.

CHECK YOUR PROGRESS

- Q4. When was University Grant Commission established?
- Q5. Who has formally inaugurated University Grant Commission?
- Q6. How many regional centres are there of University Grant Commission?

3.4.1 Mandate of University Grant Commission

The UGC's mandate includes:

- Promotion and coordination of university education
- It determines and maintains the standards of teaching, examination and research in universities
- Formulating rules, norms and regulations on minimum standards of education in order to maintain a certain level of quality.
- It monitors and supervises the developments in the field of collegiate and university education.
- Serving as a vital link among the central, the state governments and institutions of higher learning.
- It advises the central and state governments on various issues

related to higher education institution to take necessary measures for improvement of university education

SELF ASKING QUESTION

Q1. Do you think the mandate of University Grant Commission is relevant to present time? If no, then suggest the necessary modification or inclusion needed.(20+50 words)

3.4.2 Functions and Activities of UGC

The functions and activities of UGC are discussed below:

- **Promotion of University Education:** The Commission rigorously works for the promotion and co-ordination of university education in order to determine and maintain the standards of teaching, examination and research in universities by consulting with various universities. It provides guidelines for University-Industry inter linkage and for setting up centres for the preservation and promotion of Endangered Language in Central Universities. Again the UGC contributes significantly in the expansion of Women Studies curricula, research and innovative pedagogy in classroom and field action projects. Apart from this, for development of skills, Bachelor of Vocational programmes in universities and colleges were introduced.
- **Funding:** One of the main functions of UGC is to have a detailed enquiry of the financial needs of universities and proper allocation and distribution of grants-in-aid to higher education institutions for the development and maintenance. Funding of UGC constitute of recurrent grants and capital grants. Recurring grants are provided to support institution in various academic works and other related administrative activities. The Capital grants are provided to finance the major capital projects and related design studies, campus alterations and improvement works. Apart from this, it provides funding support to state universities for study and research in Indigenous and Endangered Language in India and Study of Social Exclusion.
- **Research:** Research is regarded as the base of any development

and innovation in the field of education for its quality improvement. In India, research has continuously been under the supervision of UGC. It supports and co-ordinates research programme in the universities. UGC provides funds to college and university teachers to carry out minor and major research projects. It also provides financial assistance under the scheme of Epoch Making Social Thinkers of India to the university system for pursuing studies related to the thoughts and programmes of the great thinkers.

- Fellowship and Scholarships: UGC provides scholarship to the post graduate degree students belonging to SC/ST/OBC studying in various departments and professional courses. It also provides National Fellowship for students with disabilities. Fellowship is provided to the Emeritus, Junior Research Fellows and Research Associateship for Foreign Nationals. It also provides scholarship to Single Girl Child for doing research in Social Sciences. It again extends its help by providing fellowship to the researcher for post-doctorate study and PhD students for studying abroad.
- Appointment of Staff: UGC is the apex body for formulation of rules and regulation with regard to the appointment of teachers and other staffs in order to maintain the minimum standards of the higher set of learning. It lays down the reformative procedures from time to time for the efficient and fare appointments.
- Recommending Body: The commission provides recommendation to any university regarding the improvement and development of university education by following certain necessary measures and advices the university upon the action to be taken for the purpose of implementing such recommendation.
- Advisory Body: The commission acts as advisory body to the central government or any state government on the allocation of any grants to universities for any general or specified purpose out of the consolidated fund of India or the consolidated fund of the state. It also advises any authority on the establishment of a new university or on proposals connected with the expansion of the activities of any university.
- Collection of Information: The Commission collect information on all matters like the financial position of the University, studies in the various branches of learning undertaken in the university along with all the rules and regulations relating to the standards of teaching and examination in that university etc, relating to university education in India and other countries.

- **Inspection:** The commission for the purpose of ascertaining the financial needs of a university or its standards of teaching, examination and research, may after consultation with the University, carry out an inspection of any department or departments. After which the Commission will communicate to the university its views concerning the results of the inspection and may, after ascertaining the opinion of the university, recommend to the university the actions to be taken as a result of such inspection.
- **Organising Programmes and Schemes:** The commission provides guidelines for organising various programmes and schemes in higher education. It helps colleges and universities by sponsoring in organising seminars, workshops, conferences, symposiums etc. The commission has given guidelines and launched a new scheme as “Swachh Bharat and Swasth Bharat Scheme” 2014. It is also related with the management and monitoring of the functioning of the Regional Centres for Capacity Building and Human Resource Developmental Centres. Emphasizing in the deprived group, the Commission have opened Scheme of Equal Opportunity cell for universities, which will organise coaching programmes for ST/SC/OBC (Non-Creamy layer). With a view to the development of disabled children, the commission has started the scheme of assistance to universities/colleges for Higher Education for Persons with Special Needs (HEPWS) and Visually Challenged Teachers.
- **Publication:** The commission publishes the Annual Report, Annual Account, Reports of various Commissions & Committees on Higher Education, Higher Education in India, UGC Newsletter and Lectures. It is related with the production of e-content in 77 subjects at postgraduate level. This e-content will be made available in open access through a dedicated Learning Management System as well as through Sakshat portal.

STOP TO CONSIDER

The main function and activities of University Grant Commission is Promotion of University Education, Funding, Research, Fellowship and Scholarships, Appointment of Staff, Act as a recommending and Advisory Body, Collection of Information of various universities, Inspection, Organising Programmes and initiating Schemes and publications.

3.5 National Assessment and Accreditation Council

The National Assessment and Accreditation Council (NAAC) were

established as an autonomous institution under the University Grants Commission (UGC) with its headquarter in Bangalore in 1994. It is the result of the advocacy made by National Policy on Education, 1986 and the Programme of Action, 1992, regarding the need for the establishment of an independent National accreditation agency. The National Assessment and Accreditation Council (NAAC) play an important role in assessment and accreditation of Higher Educational Institutions. The main vision of NAAC is to develop the quality of higher education in India and make it a central element through quality evaluation.

3.5.1 Mission

The mission of NAAC are:

- To arrange periodic assessment and accreditation of institutions of higher education or units or specific academic programmes or projects.
- To stimulate the academic environment for promoting the quality improvement of teaching-learning and research in higher education institutions.
- To encourage self-evaluation, accountability, transparency, autonomy, discoveries and innovation in higher education.
- To undertake quality related research studies, consultancy and training programmes.
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance of higher education institutions.

STOP TO CONSIDER

The National Assessment and Accreditation Council (NAAC) was established in 1994 with its Head Quarter in Bangalore.

CHECK YOUR PROGRESS

Q7. When was NAAC established?

Q8. Where is the headquarter of NAAC located?

3.5.2 The National Assessment and Accreditation Council in Management and Control of Higher Education in India

India having the largest higher education system has to go through a rigorous management and control process. For effective management and control of

Indian higher education, quality check and monitoring of the higher institutions is the only route to be followed, which led to the formation of the National Assessment and Accreditation Council. The NAAC has been carrying out the process of quality assessment and accreditation over the past two decades. Several higher educational institutions have gone through this process and a sizeable number has also undergone subsequent cycles of accreditation. The NAAC focuses on quality culture of the institution in terms of Quality Initiatives, Quality Sustenance and Quality Enhancement.

The accreditation framework of NAAC is based on five core values such as:

- Contributing to National Development
- Foster Global Competencies among Students
- Inculcating Value System among Students
- Promoting the Use of Technology
- Striving for Excellence
- Determining the criteria for Assessment

The seven Criteria that serve the basis for assessments of Higher Educational Institutions are:

1. **Curricular Aspects:** This includes the five key indicators: Curriculum design and development, Curriculum planning and Implementation, Academic flexibility, Curriculum enrichment and Feedback System.
2. **Teaching-Learning and Evaluation:** It is based on the following seven indicators: Student enrolment and profile, Catering to student diversity, Teaching-Learning process, Profile and quality of teacher, Evaluation process and reforms, Student performance and Learning outcomes and Student satisfaction survey.
3. **Research, Innovations and Extension:** This includes seven key indicators: Promotion of research facilities, Mobilization of resources for research, Innovation ecosystem, Research publications and awards, Consultancy, Extension activities and Collaboration
4. **Infrastructure and Learning Resources:** The four key indicators are: Physical Facilities, Library as a Learning Resource, IT Infrastructure and Maintenance of Campus Infrastructure
5. **Student Support and Progression:** This include four key indicators: Student Support, Student Progression, Student Participation and Activities and Alumni Engagement

6. **Governance, Leadership and Management:** It is assessed under the following indicators like: Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, Internal Quality Assurance System (IQAS)
7. **Institutional Values and Best Practices:** The three key indicators under this as: Institutional Values and Social Responsibilities, Best Practices and Institutional Distinctiveness

The assessment process is carried out in three stages. It comprises three main components, viz., Self Study Report (SSR), Student Satisfaction Survey and the Peer Team Report.

Assessment Outcome:

The final result of the Assessment and Accreditation exercise is an ICT based score, which is a combination of evaluation of qualitative and quantitative metrics. This is compiled as a document comprising three parts:

PART I - Peer Team Report:

Section 1: Gives the General Information of the institution and its context.

Section 2: Gives Criterion wise analysis based on peer evaluation of qualitative indicators. Instead of reporting with bullet points, this will be a qualitative, descriptive assessment report based on the Peer Team's critical analysis presenting strengths and weaknesses of HEI under each Criterion

Section 3: Presents an Overall Analysis which includes Institutional Strengths, Weaknesses, Opportunities and Challenges.

Section 4: Records Recommendations for Quality Enhancement of the Institution (not more than 10 major ones).

PART II - Graphical representation based on Quantitative Metrics (QnM):

This part is a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC's QIF (quality indicator framework). Graphical presentation of institutional features is reflected through synthesis of quantifiable indicators.

PART III - Institutional Grade Sheet:

Institutional Grade Sheet contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods but it is generated by software.

The above three parts will together form "NAAC Accreditation Outcome"

document. It is mandatory for the Higher Educational Institutions to display it on their institutional website apart from NAAC hosting it on its website.

Calculation of Institutional CGPA:

The CGPA is calculated based on the scores obtained from the three sources, viz., The System Generated Scores (SGS) of the quantitative metrics which comprise about 70% of the total, the scores from the qualitative metrics includes critical appraisal by the Peer Team through on site visit and the scores obtained on the Student Satisfaction Survey. These is collated through an automated procedure based on 'benchmarks' and assessed on a five point scale, viz., (0, 1, 2, 3 & 4).

The Final Grade

On the basis of the CGPA obtained by the institution in maximum possible score of 4.00, the final grade is assigned on a seven point scale.

The role of NAAC in management and control of higher education in India are as follows:

- NAAC helps to know the strengths, weaknesses, and opportunities of the institutes through an informed review process which strengthens in effective management and control of higher education.
- NAAC enhances the quality and continuous improvement of the higher education by controlling the issues and challenging the institutions.
- It initiates innovative and modern methods of pedagogy to make teaching learning effective and results in intra and inter-institutional interactions.
- NAAC helps the institution in securing necessary funds from various funding agencies for providing grants to conduct research works as well as expansion activities with regard to both physical and human resources.
- It helps to create sound and opportunistic academic environment in the institution
- It helps in identification of internal areas of planning and resource allocation.
- It provides a new sense of direction and identity for the institution.
- It facilitates global recognition of degrees and mobility of graduates and professionals in various places leading a quality centred learners-

community.

- It ensures good practices among the institutions and enhances cooperation among various institutes in doing so.
- NAAC assessment with regard to the student's placement in different sectors, calls for proper management of the placement cell in higher education institute.
- NAAC plays an important role in reformation of the curriculum by updating it as per the current scenario. It enforces for the need of constant review and modification of the curriculum, upon the departments or institution, thereby controlling the curricular aspect of higher education.
- It checks the quality of the research and extension activities carried out by the institution and provides an assessment report. This enhances the institutions to work further for the development of research.
- It is because of the NAAC assessment that the infrastructure of many colleges and universities are well equipped. This in return manages and controls the physical resources of higher education with its proper allocation.

STOP TO CONSIDER

Higher Educational Institutions are assessed and examined on the basis of the following criteria: curricular aspect, teaching-learning evaluation, research, innovation and extension, infrastructure and learning resources, student support and progression, governance, leadership and management and institutional values and best practices.

SELF ASKING QUESTION

Q2. Do you think the evaluation system of NAAC is appropriate to the changing need of time? If yes, justify.

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3.6 Summing Up

- The Association of Indian Universities (AIU) was registered in 1967 as a Society under the Societies Registration Act, 1860.

Formerly, it was called as The Inter-University Board, which was formed on March 25, 1925.

- The main idea behind bringing together all the universities on a common platform was to promote universities activities specially, by disseminating information, knowledge and co-operating in the field of education, cultural activities, sports and allied aspects.
- Association of Indian Universities plays an important role in affiliation, exchange of opinion, co-ordination, information bureau, organising programmes, publication, student support services and promotion of sports.
- The University Grant Commission (UGC) was established as a statutory body of the Government of India through the Act of Parliament in November 1956. However, the UGC was formally inaugurated by late Shri Maulana Abdul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28th December 1953 with its headquarter in Bahadur Shah Zafar Marg, New Delhi. The UGC has decentralised its operation, in order to ensure nationwide coverage effectively, by operating six regional centres from Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore.
- The main function and activities of University Grant Commission is Promotion of University Education, Funding, Research, Fellowship and Scholarships, Appointment of Staff, Act as a recommending and Advisory Body, Collection of Information of various universities, Inspection, Organising Programmes and initiating Schemes and publications.
- The National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution under the University Grants Commission (UGC) with its headquarter in Bangalore. It is the result of the advocacy made by National Policy on Education, 1986 and the Programme of Action, 1992.
- The main goal of NAAC is to develop the quality of higher education in India by integrating internal and external evaluation.
- NAAC plays an important role in management and control of Indian Higher Education. This is done by helping the institution to know the strengths, weaknesses, and opportunities, initiating innovative methods of pedagogy, granting necessary funds, identifying internal areas of planning and resource allocation, curriculum developing

and enhancing the quality of research and supervising extension activities.

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3.8 Model Questions

- Q1. Explain the role of Association of Indian Universities in promoting higher education.
- Q2. Discuss the functions of University Grant Commission.
- Q3. How has the role of National Assessment and Accreditation Council brought about changes in Higher Educational Institute?
- Q4. Elaborate the evaluation procedure of National Assessment and Accreditation Council.

3.9 Answers of Check Your Progress

Answer 1. 25th March, 1925

Answer 2. Inter-University Board

Answer 3. Yes.

Answer 4. November 1956

Answer 5. Late Shri Maulana Abdul Kalam Azad

Answer 6. Six

Answer 7. 1994

Answer 8. Bangalore

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UNIT- 4

PROBLEMS OF HIGHER EDUCATION

CONTENTS:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of Higher Education
 - 4.3.1 Definition of Higher Education
 - 4.3.2 Structure of Higher Education in India
- 4.4 Problems of Finance of Higher Education
 - 4.4.1 Concept of Educational Finance
 - 4.4.2 Who provides finance for education in India?
 - 4.4.3 Problems of Finance
 - 4.4.4 Suggestion for resolution of Problems
- 4.5 Problems regarding autonomy of Higher Education
 - 4.5.1 Meaning of Educational Autonomy of University
 - 4.5.2 Autonomy within University and from outside of the University
 - 4.5.3 Autonomy in Indian Higher Education
 - 4.5.4 Problems related to minimizing autonomy over the universities
 - 4.5.5 Problems related to maximizing autonomy over the universities
 - 4.5.6 Suggested measures
- 4.6 Globalization and Higher Education
 - 4.6.1 Concept of Globalization
 - 4.6.2 Definition of Globalization
 - 4.6.3 Globalization of Higher Education
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4.7 Privatization of Higher Education

4.7.1 Concept of Privatization

4.7.2 Positive impact of Privatization on Higher Education

4.7.3 Drawbacks of Privatization on Higher Education

4.8 Conclusion

4.9 Summing Up

4.10 Check your Progress

4.11 References and Suggested Reading

4.1 INTRODUCTION

Development and Prosperity are the utmost desire of all human civilizations and the countries of the world. To satisfy these desires countries have been striving from time immemorial. At present many countries have achieved their goal of development with boundless effort. By analyzing the development indicators of those countries one thing can be clearly stated that they are mainly empowered in two common aspects. Firstly, the developed countries have an advanced economy. Secondly, they have a good education system. The developed countries are able to spend an ample amount of finance for the welfare of education system and to create a skilled and intelligent human resource pool as they own an advanced economic position. Alternatively, having a good education system particularly, higher education system, the developed countries are able to prepare various groups of competent personnel in different sectors like industry, engineering, medicine, science and technology, education, innovation and research, investment and banking, constructing sector etc. These groups of productive manpower are not only contributing enormously to the national income but also accelerating the socio-cultural development of their countries. Hence there is an obvious interlink between the theory of development and the higher education system of a country.

Of late, an unprecedented demand of higher education has been felt as people become aware of its vital importance. Without an adequate higher education system no country can assure an authentic and endogenous development of its masses. Higher education is given utmost importance because of its capability to change or to induce change, to address social requirements, to promote prosperity in the society besides its basic function of creating,

conserving and diffusing knowledge. Now, arriving at the threshold of 21st century the developing countries like India have been confronting various issues and challenges in promoting and ensuring quality higher learning among its citizen and upgrading their higher education system to a global standard. The focus of this chapter is to highlight the issues and challenges of higher education that we are facing in the 21st century. After going through this chapter you will be acquainted with higher education and its relevant issues, emerging global trends of it, various aspects regarding administration, finance, autonomy etc. and the problems therein.

4.2 OBJECTIVES

After going through this unit, you will be able to –

- *acquaint* yourself with the various aspects of Higher Education and problems relating to it.
- *identify* the importance and problems of Finance
- *explain* the need of autonomy
- *find out* the problems of Higher education in India
- *discuss* the influences of Globalization and privatization in Higher Education.

4.3 CONCEPT OF HIGHER EDUCATION

Higher Education is the apex or final stage of formal education. It refers to all the formal and non-formal learning students acquire after completing secondary education provided by colleges and universities, academies and various professional schools. It is an optional stage of formal education where subjects are taught in great detail and in higher level.

Prosperity of a country mainly depends on how they frame their higher education system. Higher Education plays a multi-dimensional role keeping pace with the new demands and requirements of the society. Higher Education works as a key process in creating, advancing and disseminating knowledge. It encourages originality of thought, constructive innovation and research, believes in the development of a great work culture, emphasizes on the inculcation of those ideals and values which promote humanity and social cohesiveness at large.

4.3.1 Definition of Higher Education

- In the world Declaration on Higher Education for the twenty first century adopted by World Conference on Higher Education in 1998 'Higher Education' was defined as-

"All type of studies, training or training for research at the post secondary level, provided by universities or other educational establishment that are approved as institution of higher education by the competent state authorities." [source :<http://www.unesco.org/education/educprog/wche/declaration-eng.htm>]

- Encyclopedia Britannica defines higher Education as "All types of education (academic, professional, technological or teacher) provided in institution such as Universities, liberal arts colleges technological institutions and teachers' colleges for which-
- (a) The basic entrance requirement is the completion of secondary education.
 - (b) The usual entrance age is about 18years, and
 - (c) In which courses lead to giving of a named award (degree, diploma or certificate of higher studies)."

[Source:<http://Shodhganga.inflibnet.ac.in/bitstream/10603/67740/7/07-chapter%201.pdf>]

4.3.2 Structure of Higher Education in India

The Indian higher education system is prominent and an ancient one. It has found its root in the great Vedic civilization. During the British Rule, higher education of India received a formal and more organized form in matters of teaching and administration. After independence the country reformed its higher education system with a socialist and egalitarian philosophy enshrined in its constitution to fulfill the desires of its masses. At present, Indian Higher Education system is considered as the world third largest higher education system. It encompasses all the formal education post secondary education and is acquired in colleges and universities. Teaching, Research and Educational Extension are the three main functions undertaken by the Indian Universities. University Grants Commission (UGC) is the parent organization of our higher education system, which determines and maintains the norms and standards of higher educational institutions, coordinates among them, controls them and provides funds.

At present, higher education imparted in India in different types and levels of institutions can be classified as follows –

- (a) Universities – state and central
- (b) Deemed Universities; undertakes works related to a specific area of study; rather than the general multidiscipline universities.
- (c) Private Universities
- (d) Institution of National Importance; such as Indian Institute of Technology (IITs), Indian Institute of Management (IIMs) etc.
- (e) Stand Alone Institutions: Such as teacher training institutes, diploma level technical institutes etc.
- (f) Degree colleges – Public and Private
- (g) Open Universities and colleges
- (h) Research institutions

According to the All India Survey of Higher Education 2016-17 (Source: [aishe: nic.in](http://aishe.nic.in)) at present there are 864 universities, 40026 colleges and 11669 stand alone institutions in India. Besides, open and distance learning is one of the vital characteristics of Indian Higher education. The Indira Gandhi National Open University (IGNOU) is the world's largest open university which enrolls over 3.5 million students.

At the threshold of the 21st century, with all developing countries India have also been facing a tremendous change as a result as globalization, advancement in technology and enormous growth in the information and knowledge in society. These new emerging issues have been posing new challenges to the higher education system. Consequently, the Indian higher education system is facing a considerable number of problems relating to unemployability of highly educated students, failing to meet the needs of globalization, problems regarding quality assurance, issues of autonomy, use of ICT (ICT – Information and Communication Technology), Imbalance in the demand of personal and manpower planning etc. In this chapter we will focus only on the problems concerned to the three main aspects of higher education they are finance, autonomy and globalization & privatization.

4.4 PROBLEMS OF FINANCE OF HIGHER EDUCATION

4.4.1 Concept of Educational Finance:

Every country in their economic planning and annual budgets allocates an

amount or percentage of fund for the welfare of education. This quantum of money is earmarked for the expenditure in expansion of educational services and facilities and the maintenance of the same. Besides the government of the country some non-governmental organizations, some local bodies, many religious institutions, trusts, public welfare organizations etc. also endow funds for the infrastructural as well as qualitative development of the educational system. The total outlay of the government and all the organizations for the advancement of education is considered as educational finance of the country.

4.4.2 Who provides finance for higher education in India?

In India, higher education is a joint responsibility of both of the government. As per the constitution of India, 'Education' falls in the concurrent list (which makes it the responsibility of both the Central and the State Government) regarding policy making, legislature, governance, and financing of higher education. Hence, the matter of financing of higher education is overseen by the Central government as well as State government comprehensively. Before acquainting with the problems regarding finance of Indian higher education one must know about the finance allocating provision and purpose of it.

For the financial devolution of higher education India has two main organizations; 1. The Planning Commission, and 2. The Finance Commission. The financial resource is collected from various taxes and Gross National Product by the Ministry of Finance. The grants or funds made by planning commission are generally developmental in nature. Developmental grant (Plan expenditure) is meant for all the fixed expenditure or developmental need of higher education (e.g.-expenditure on buildings, playground etc.), or limited to some specific programmes or schemes. On the other hand, the Finance Commission releases grants for the maintenance purpose which is called the 'maintenance grants' (non-plan expenditure). The maintenance grants included all the financial support for the smooth running of the management and administrative system of higher education. For example, salaries for staff, scholarships for students, laboratory and library supplies etc. Developmental grants or plan expenditure meant for education is comparatively small in size and the maintenance grant or non plan expenditure on education is large in nature.

Though financing is a joint responsibility of both the governments regarding the matter of share, a lion's proportion of expenditure is spent by the state governments of India. [E.g. In the 7th Five year plan the ratio of share of both central and state government on expenditure on education was 10.2 :89.8(in %). Again in the 8th Five year plan the ratio of expenditure was 10.1 :89.9(in %)] (source: Five Year Plans and Analysis of budget expenditure).

State governments hold a great responsibility for the advancement of their own higher education. But the financial matters of the central universities, Central level institutions, Institution of National Importance are supervised by the Central government itself.

4.4.3 Problems of Finance

- **Inadequacy of Finance:** Without a very strong financial support no institution can visualize their educational planning or strategies regarding the improvement of educational management, pedagogy, curriculum, research and innovation. It has been observed that India has been facing financial hardship over the decades. Besides, India is a developing country where universalization of primary education is still a far-fetched goal. It seems quite difficult for the governing authority to increase the quantum of money for financing higher education. Consequently, the deficiency of finance results in poor infrastructure, insufficient educational and physical amenities, low investment in innovation and research, lack of using technological advancement etc.

Currently India spends 4.54% of GNP on education sector which is very low in comparison to other developing countries of the world. Realizing the problem of inadequate finance of higher education K. Venkatasubramanian a member of the Planning Commission said-

“We are far behind the target of spending 6% GNP on education as recommended by the education commission (1964-66) and in the recent years the relative share of higher education in the allocation of funds has also declined, primarily due to resource constraints. Although the overall government contribution has been increasing throughout the plan periods, it has not kept pace with rapid rise in enrolment and escalation in prices. Often inadequacy of financial resources leads to poor infrastructure and physical facilities, low investment in research and development, having adverse impact on the quality of higher education system.” (Source: Venkatasubramanian.K. (2002) “Financing Higher Education”, *The Hindu*, February, 19).

- **Disparity in granting finance:** Another issue relating to problem of finance is the vast disparity regarding funding of higher education in India practiced by the Central Government for years. It is often observed that the Central Universities are allocated a high amount of fund which is much bigger than the state funds. And for this reason the state universities lag behind in their development and standard. [E.g.: In the year 2005-06 UGC granted total 1118.2 crore to central universities on the contrary, state universities got the amount of 270 crores. Again in

2014-15 the ratio of the fund for both central and state universities was 5779.2:629.3crore.] (Source: Union state relations in India's Higher Education, Jandhyal B.G Tilak).

- **Delayed release and non-utilization of funds:** Regarding the funding the Higher Education, it is often observed that the allocated funds are not released in time to the Universities. Due delayed funds the universities fall short in full utilization of the allocated fund. During the last planning period 84000 crore was allocated to the higher education sector. But statistics shows that about Rs.30,000 crore could only be spent. Prof. A.K. Burhagohain in his research article titled 'How can our universities create world class professionals', rightly stated, 'Delayed released of fund by the Government is one of the major reasons for the huge unspent fund. Also lack of articulated proactive planning on the part of many universities together with unnecessary bureaucratic hassle contributes in no small measure towards this unfortunate state of affairs.' (Source: reference no.3)
- **Impact of Inflation:** From various statistical reports it can be clearly observed that India has been vigorously trying to enhance the share of finance in higher education. In last two years, the department of higher education was allocated Rs.25,399crore for the financial year 2015-16 and 28,840 crore for the year 2016-17 (source : The economic times, Feb, 29, 2016). Though the rate of expenditure has been increasing, apparently, the irony is that this increased fund is not being able to keep pace with increasing inflation in different sectors. Inflation refers to a 'quantitative measure of the rate at which the average price level of a basket of selected goods and services in an economy increases over a period of time. It is the constant rise in the general level of prices where a unit of currency buys less than it did in prior periods. Often expressed as a percentage inflation indicates a decrease in the purchasing power of a nation's currency'. (Source: Inflation definition, <https://www.investopedia.com>) Simply inflation is the situation of increasing prices for goods and services as a result the country or the people decrease their purchasing power. In recent years India has been continuously going through the situation of inflation. Consequently its damaging impact affects the education sector also. Inflation results in hike of fee structure and study material, accommodation and in other expenditure of students. It also becomes difficult for the Government to maintain the developmental and maintenance grants of the education sector.

4.4.4 Suggestions for Resolution of Problems

- **Mobilization of resources:** For meeting with the problems relating to educational finance there is a requirement of mobilization of additional resources for higher education. To meet the increasing maintenance and developmental expenditure resource mobilization can be an appropriate solution for the financing authority of higher education. Because of shortage in financial resource both the Governments are unable to fulfill the ever growing needs of education sector. Therefore, there is an urgent requirement to raise finance from various alternative sources, like fees, endowments, donations and contributions from various non-governmental and beneficiary groups.
- **Internal Resource Generation by the Higher Education Institutions:** Though the Government is the major financing agency of higher education in India the universities and colleges should also try to generate their internal resource to a sizable proportion for raising the financial situation to the adequate level. It is therefore suggested that the colleges and universities should raise the income from internal affairs and resource generation and keep the extra earnings in a separate fund and should utilize for meeting their developmental objectives.
- **Revision of Fees:** In India, it is often observed that most universities and colleges have not revised their fees for several years. To keep pace with the increasing cost of higher education a rationally increased fees structure should be determined for the students can be proved as fruitful measure regarding problem of finance.
- **Optimum use of financial resource :** Optimum use of resources indicates the use of resources in right place and in right time very cautiously or without any extravagance to get the maximum benefit from it. In case of utilizing financial resources there should be a need for proper planning and management which provide maximum utilization of scarce resources by choosing the best possible way. Therefore, a proper financial planning and a sound management of the finance can minimize the problems of inappropriate use and exorbitant drainage of finance.
- Inadequacy of finance refers to a condition of scarcity of funds results in mainly poor infrastructure and educational services of the institution.
- Source of educational finance: Taxation, tuition fees and philanthropy.

- Inflation is the situation of increasing prices for goods and services as a result it lowers the buying capacity of the consumers and the country.

STOP TO CONSIDER

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4.5 PROBLEMS REGARDING AUTONOMY OF HIGHER EDUCATION

4.5.1 Meaning of Educational Autonomy of University

Educational Autonomy is a great concern in higher education. For the promotion and development of higher education the use of proper autonomy of universities is immensely required. Generally, the term autonomy means the freedom of self-directing or self-governing. It refers the absence of any kind of external restrictions or limitations from others while undertaking some affairs. It indicates the power of an individual or a group to choose or to make decision by themselves. The Oxford Advanced Learners Dictionary defines the word 'autonomy' as 'the ability to act and make decision without being controlled by anyone else.' (Source: www.oxfordlearnersdictionary.com).

Though, literally, autonomy cites self-ruling or self governing but autonomy of universities doesn't indicate that they can govern themselves or formulate their own rules in every field without having any control over them. In fact, autonomy is granted to the universities to take decision about their actions in few fields. They are mainly academic as well as administrative and financial to some extent with a governmental control. As having academic and administrative autonomy a university is free to consider their academic matter on their own. The authority of a university basically comprises of the freedom of making decision about selection procedure of students, preparing curriculum, instructional material and pedagogy, appointing teachers and promoting them, conducting examination and evaluation, awarding degrees to students, affiliating colleges under their region, overseeing the academic and administrative activities of the colleges, coordinating among the various

departments and with the affiliated colleges, establishing reasonable fee structure, above all to take care of the research programme extension activities.

The report of the CABE committee on Autonomy of Higher Education Institution pointed out the academic autonomy as follows –

“Although academic is inseparable from administrative and financial autonomy, the concept of academic autonomy may however be operationalized in terms of as freedom in –

- Admitting students
- Revising syllabi and courses
- Regulation of courses
- Choosing suitable teaching methods
- Evaluating students
- Recruiting and promoting teachers
- Opening new programmes for teachers
- Opening new programmes and terminating obsolete one.
- The pursuit of truth without any fear or favour.”

[Source:<https://sabrangindia.in/reports2005-cabe-comittee-autonomy-higher-education-institutions>]

Again, financial autonomy refers to the independence of a university for maintaining their internal financial affairs by them solely. Other autonomies are useless if a university has no autonomy in finance. Autonomy of finance enables them to prepare planning for their educational expenditure for a determined, disbursement of funds, planning regarding internal resource generation, determination of fee structure, scholarship and freeships, and audit and accounting etc.

While discussing the concept of autonomy, accountability inevitably comes to the scope of autonomy. Both the term autonomy and accountability can be considered as two sides of the same coin. Educational accountability means a sense of duty and responsibilities obeyed by the stakeholders such as teachers, students and administrative staff and others for ensuring the quality of education and prosperity of the society. Therefore, the sense of commitment should be inculcated in the stakeholders of university community. Only those universities can ensure the excellence of higher education as well as the

advancement of the society which enjoy an ideal autonomy with a great commitment towards their accountability.

4.5.2 Autonomy within University and from outside of the University

Autonomy of Universities can be considered from the two major view points. They are –

- (a) Autonomy within the university and
- (b) Autonomy from out of the University.

➤ **Autonomy within the University:** Autonomy within the University confines autonomy regarding all the internal affairs of the administration and other executive bodies, departments of that university and colleges affiliated to it. Autonomy within the University refers to a situation where-

- Within the own domain of functions administrative body, academic council and other executive bodies enjoy their autonomy with a decentralized culture of management.
- The departments have the authority to manage their departmental activities, determine their own academic agendas, and have administrative and fiscal powers in relation to their academic matters.
- The faculty members or the teachers enjoy their academic freedom. They are free to express their own opinions, undertake and publish their intellectual work, to involve and to contribute to any issues having significance for the society and the nation.
- Through giving representation in various University bodies students are also granted autonomy to some extent.
- In case of the matter of the affiliated colleges of the University, it has to grant the freedom in operating their day to day operation tasks with comprehensive guidance rather than have control over them in every aspect.

➤ **Autonomy from outside of the University:** The autonomy from outside of the University refers to a state of independence from any political pressure and influence from pressure group and others. Though it is not freely expressed, there is a consensus that political parties get involved in various administrative matters of the Universities. Besides some pressure groups also play an influential role. These groups of the country work as a mediator between the Government and its people or

the governed. They can infatuate the administrative system of the University and make them follow their group interest. So, Autonomy from outside of the University indicates the freedom from all the influence of these groups or parties.

4.5.3 Autonomy in Indian Higher Education

In ancient India, higher education was practiced through a very sophisticated academic and administrative mechanism. It had its own distinctive autonomy of teaching and management. In the renowned 'Gurukul System' the 'Guru' occupied the utmost autonomy of teaching as well as entire organizational tasks. During the time of some world famous Universities like Nalanda, Odantapuri, Nadia, Vikramsila etc. teachers and the management body had the ultimate power for exercising control and management over the universities.

After the arrival of the British the Higher education of India got a formal and systematized structure management. In 1902, the Indian University Commission was established on the instruction of the Governor General Lord Curzon to suggest recommendation on the reform of the Indian Universities. And according to the recommendation of the commission the **University Act, 1904** come into force. Coming into force, this Act established an immediate Government control over the Universities of India. Consequently this measure of controlling over the Universities created an adverse impact on the progress and development of the Universities. A few years later, in 1917 the Calcutta University Commission was established, which realized the necessity of freedom of action of Universities for fostering the development of higher education and made recommendation as 'Universities should be free from excessive official control' and 'the Government interference in the academic matters of Universities should stop (Source : <https://gknotebook.com>). This recommendation of the Calcutta University Commission created a milestone in the matter of granting autonomy to higher education in India.

After independence, various committees including the Radha Krishnan Commission (1948) and Kothari Commission (1964-66) were established for the expansion and upliftment of higher education. Most of them advocated on behalf of giving more autonomy to the universities of India describing autonomy as the key of innovation and excellence in higher education. It was observed after few decades that the rate of expansion of higher education increased as a result of giving more autonomy to Universities but the quality was declined. Therefore, to ensure the quality of higher education the central Government of India has increased the control of UGC over the Universities.

Of late, University Grants Commission gave approval of full autonomy for 62 higher educational institutions in India, those who have been maintaining a high standard of excellence for years. It can be considered as a historic move in case of higher education of India had never done before. Experts have different views and on granting autonomy to Universities. It is argued by some of them that granting full autonomy to the Universities may be proved as the game changer of higher education introducing innovation and excellence therein. And the antagonists of autonomy opine that giving more autonomy to the higher institution may lead the higher education system towards the door of privatization and consequently the underprivileged group of society would have to give compensation for it.

The Central Advisory Board of Education (CABE) in a report on Autonomy of Higher Education, 2005 pointed out some strength and weak points of giving autonomy to the Indian Universities as –

The strengths of ideal autonomy are –

- Innovation
- Experimentation
- Expansion and maximization of potentials
- Quality improvement
- Societal relevance
- Full involvement of teachers in the entire system
- Confidence building between students and teachers
- Transparency in teaching and evaluation
- Increased scope for educational reforms
- Speedy implementation of programmes

The weakness of autonomy apparent in the present system are –

- Autonomy is directed mostly for colleges and not for all higher education institutions.
- Approval process is still time consuming
- Universities presently do not have complete academic, administrative and financial autonomy and are governed by the state agencies.

- Manpower deficits affect the efficiency of the system.
- Infrastructure shortcomings
- Implementation obstacles; financial crunch faced by autonomous institutions.
- Systemic weakness where managements do not support autonomy.
- Apprehensions among teachers.
- Insufficient powers inherent and delegated to the heads of higher education institutions.

[source:<https://sabrangindia.in/reports2005cabe-committee-autonomy-higher-eduation-institution>]

Therefore, granting a high degree of autonomy or minimizing autonomy both can have negative impact or problems related to it.

4.5.4 Problems related to minimizing autonomy over the universities

- Governmental interference will influence in the internal affairs of the Universities.
- It will deprive the authority from new experiments (as promoting new evaluation system, reformation of curriculum, method of techniques etc.) in academic as well as administrative fields.
- Political favouritism and nepotism can affect the appointing system of officials, teaching and non-teaching staff etc.
- Government can propose the Universities to follow the curriculum according to their preferred ideology and principles.
- Red tapism will influence the administration as well as the student politics of the Universities and can be rooted in the core of the university system.
- Pressure groups of a country play a vital role as a mediator between the Government and its people or the governed. These groups can infatuate the university system and make them follow their communal interest.

4.5.5 Problems related to maximizing autonomy over the universities

If the universities are given utmost autonomy there may arise the situation of lack of uniformity within the universities themselves of India. Granting a highest level of autonomy can make the universities to take decision separately without considering about the decision of neighbouring universities. The problems relating to it –

- At present UGC is the prime body of higher education in India, which determines and maintains the rules and ethics for the universities and colleges. Therefore, there should be an equal and uniform norm prevalent for all. If no control over the universities exists it will create a huge discrepancy and disorderliness in case of norms and standards among the universities.
- Granting utmost autonomy may create lack of uniformity in case of selection criteria of students and courses and syllabus, which may confuse the students and parents about how to choose the right courses to study.
- Lack of uniformity regarding examination and evaluation system can create a state of anxiety among the students about which evaluation system is proper or effective. Disparities in evaluation system may create controversy or untidiness in the time of selection of students or in appointing them.
- Utmost autonomy will enable the universities to determine their norms and criteria, that may influence mostly the selection criteria of teachers, appointment and promotion procedure of them. It will create a stressful situation among the candidates due to different criteria for qualifying the post of university or college teachers.
- Antagonists of autonomy considered that utmost autonomy granted to the universities can lead to the situation of Privatization. Consequently the adverse impact of privatization such as hike in fee structure, rise in the prices of educational amenities etc. may emerge in the field of higher education.
- As having different norms and ethics as an outcome of autonomy, it will be difficult to define the authentic standard of the universities both for the Governments and the students.

4.5.6 Suggested Measures

The constitutional philosophy of India is mainly democratic. This country entirely believes in the ideal of decentralization and division of powers. Hence, the unrestrained autonomy or too little autonomy both of them does not seem to be suitable for the higher education institution of India. Experts advocate an equilibrium state autonomy for granting to the universities and colleges of India. Some measures can be suitable for maintaining a balanced autonomy in higher education –

- There should be a sound balance between autonomy granted to the universities and Governments' control over them.
- In spite of providing autonomy there must be a state of uniformity or national standard in selection criteria, curriculum and examination and evaluation system among universities.
- Autonomy doesn't mean monopoly. The universities and higher education institutions must practice autonomy through a democratic and decentralized manner.
- The autonomic power of the universities should not be confined only within campus of the institution. They may use their autonomy for enhancing the social interests and fulfilling the regional expectations of their people.
- The field of research and innovation of higher education system need autonomy to a great extent and it should be granted.
- Universities must strive to be democratic and free from nepotism in every aspect in enjoying their autonomy.
- There should be a fair balance between autonomy and accountability. The institution must ensure to fulfill their duties and responsibilities in time for maintaining a balanced state of autonomy.
- Autonomy of the institution should encourage a transparent plan for disbursing of funds.
- Above all, there must be a supervising body for observing the concern of appropriate use of autonomy in every aspect particularly in finance.
- Autonomy means a state of freedom from external control to choose the action or not to choose.
- Autonomy of Higher Education should not be unrestrained or too little in nature.

STOP TO CONSIDER

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4.6 GLOBALIZATION AND HIGHER EDUCATION

4.6.1 Concept of Globalization

In 1990s the world had faced a tremendous move of development in the field of economy, trade and commerce and in socio-cultural aspects. And this development was accelerated by the advancement in communication and transportation system, rapid growth in information technology, internet and telecommunication. Consequently, people were able to be interconnected and integrated across the world, mobilize their ideas, innovations and knowledge, exchange their socio-cultural traits as well as goods and services by removing all the national and international barriers of the countries. This complex process of change which brings proximity in terms of the geographical, economic, political and psycho-social distance among the human society and has turned the world to a global village can be termed as Globalization.

The concept of Globalization is not new; it was first introduced by Adam Smith in his book 'Wealth of Nation' in 1776 from an economic point of view. Subsequently, Theodore Levitt, an American economist and professor of Harvard Business School used this term and he was credited for bringing the term 'globalization' to the main stream and popularizing it in the last half of 1980s.

The meaning of Globalization in a broad sense can be considered from two perspectives one is 'Globalization as a theory of economic development' and 'Globalization as a general Phenomenon of the world. As a theory of economic development globalization connotes the integration and unification of one country's domestic economics to the world economy. It can be described as the joints hands of nations to accelerate their economic growth, to expand trade and commerce system by overcoming their narrow geographical boundaries. With this the governments of various nations have also been negotiating with their rigid political ideologies and opened up to establish international agreements to elevate the market economy with investment and exchange of goods and services.

As a general phenomenon of the world, globalization refers to a process of greater interdependence which brings proximity and 'we feeling' among all human beings as residents of the same planet. Globalization inculcates the value of 'world citizenship' among people going above any caste, creed, colour, religion and gender difference. The process of Globalization not only influences the economic and commercial aspects rather it has a great impact on the political system, environment culture and the standard of living of human community.

Hence, Globalization can be described as a whole, as the process of unification of the advanced ideas, people and systems to generate a great force to achieve the utmost goal of development of the world.

4.6.2 Definition of Globalization

- ❖ According to Al-Rodhan, R.F. Nayeb and Gerard Stoudman, "Globalization is the process of interventional integration arising from the interchange of world views products, ideas and other aspects of culture." (Source: Globalization and Integration Tendencies in the Post Cold war era/<http://www.academia.edu>)
- ❖ Sociological Martin Albrow and Elizabeth King defined Globalization as "All those processes by which the people of the world are incorporated into a single world society." [Source: Albrow, Martin and Elizabeth King (eds.) (1990) *Globalization knowledge and society*, London: Sage ISBN : 978-0-8039-8323-6]
- ❖ Swedish Journalist Thomas Larson, in his book 'The Race on the Top': *The Real story of Globalization* states that "Globalization is the process of world shrinkage, of distance getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact to mutual benefit, with somebody in the other side of the world." [Source: Larsson, Thomas (2001). *The Race on the Top: The Real Story of Globalization*, Washington, DC: Cato Institute. P.9. ISBN: 978-1-930865-15-0.]

To summarize, Globalization can be described as "the worldwide Phenomenon of technological, economic, political and cultural exchanges brought about by modern communication, transportation and legal infrastructure as well as the political choice to continuously open cross border links in international trade and finance." [Source: *Globalization in Higher Education in India*: Pratap Chandra Swain]

4.6.3 Globalization of Higher Education

Under World Trade Organization, (WTO) in 1995 signed the **General Agreement on Trade in Services (GATS)** treaty as a consequence of the Uruguay Round Negotiations. This treaty can be considered as the milestone in the context of Globalization which created an unprecedented mode of change in the world Higher Education System. The main purpose of this treaty was to widen the multilateral trading system to service sector. Consequently the GATE treaty has enabled the countries to trade in each corner of the world in twelve (12) specific services. Education service was

also one of them. The treaty united four modes of trade in all the twelve specific services along with education which brought a great deal of acceleration in the flow of globalization. Now, those four modes of trade in services end the countries in the field of education to –

- (a) Cross border supply or worldwide supply of educational services.
- (b) Consumption abroad i.e. movements of researchers and students to consume any educational service from another country they required.
- (c) Commercial Presence i.e. any foreign country can bestow their educational services which include establishment of the educational institutes and set up of courses or programmes in another country.
- (d) Presence of a natural person; it refers to the mobilization of resource person.

As a developing country India also signed the GATS treaty as a result the education system, particularly higher education system in India faced a paradigm shift. Indian Higher Education system has turned its previous socialistic and egalitarian view point to a market oriented and privatized system of education.

4.6.4 The positive impact of Globalization in Higher education

The positive impact of Globalization in Higher education system can be described as follows –

- Globalization has encouraged the interchange of educational, value and cultural exchange programmes in Higher education among countries across the world.
- To keep pace with the global standard of Higher Education the developing countries are competing with each other. There is no doubt it will enhance the quality of higher education in future perspective.
- As a consequence of globalization, consumers of the educational services as students, researchers, parents can have greater access regarding educational opportunities to a wide range.
- Globalizing education results in the creation of a regional and international cooperation and common understanding among the developing countries.
- An increased collaboration is often observed among the governments, non-governments organization, multinational cooperation and other social

organization in creating a global standard and assuring quality in higher education.

- Development of common global interests in the field of education, international curriculum and teaching methodologies, emergence of some new aspect as Public-Private-Partnership, Total Quality Management, resource mobilization etc. in higher education can be noted as the positive influence of globalization.

4.6.5 Damaging Impacts of Globalization on Higher Education

- **Marketization of Higher Education:** The most visible damaging effect of Globalization at present is the marketization of higher education. Under the patronage of the World Trade Organization (WTO) and General Agreement on Trade in Services (GATS) countries are growing a worldwide market of higher education where higher education is treated as a marketable commodity than a service to the community. The studies of disciplines has been formulated according to the choice and ability of the consumers and demand of the market as the market mechanism governing the mentality of policy makers. Consequently the technology oriented and professional courses are coming into trend. On the other hand, the study of general or traditional disciplines of humanities and social sciences and sciences are being neglected as they have failed to meet the needs of the market. In fact, it is the market which determines the value of any disciplines or study of subject, competency of teachers and ultimately the standard of the higher education institution.
- **Temptation to Privatization:** Another major impact of globalization on higher education is the growing interest of the stake holders towards privatization. India has carefully opening up its higher education sector to the privatized mode. There has been a spectacular growth of private higher education institutions within the country in recent years. The enormous growth of private institutes, results in hike in fee structure, declination in quality, unrestrained autonomy etc. which may not be fruitful for the non-creamy layer of the society and this goes against the ideal of socialistic countries.
- **Declining of Equity in Higher Education:** With the massive growth of private higher education institution and foreign interest for investing in Higher education in India there is seen a developing form of capitalist mode of education which encourages an elitist structure of fees of higher education. Consequently, the cost of higher education becomes unduly high and out of reach for the disadvantaged and lower middle class group

of the society. The subject of pursuing higher education has only meant for the elite who can afford that high amount of money but not for all. Ultimately this process creates inequity and an imbalanced situation in the socialistic and egalitarian attitude of India. Prof. Pratap Chandra Swain stated his most relevant view in this case as 'The globalized higher education leads to the creation of three different educated classes- those educated in foreign universities, those from costly private domestic institutions and economically weaker sections studying in Government funded institutions. This leads to social tension and goes against the very ethos of democracy.' [source: Pratap Chandra Swain, *Globalization and Higher Education in India Issues and concern: Dynamics of Higher Education Local, National and Global perspective*, Edited by Joram Begi, ISBN :978-81-311-0190-2].

- **De-professionalization of Teaching and excessive interest for technology:** One of the most damaging impact of globalizing higher education is the obsession with the use of technology and undermining the role of teacher in the process of learning. For creating a sound and suitable learning environment, teachers are considered as the utmost human entity, motivator and guide of the whole learning process. Of late, it has been observed in the developing countries that e-learning, ICT related new technologies; massive Open Online courses, audio-visual broadcast etc. are coming into trend and being used for managing virtual classroom. These technical options of teaching are gradually replacing the teacher in the classroom. It can be termed as de-professionalization of teaching. The de-professionalization of teaching may log the lively experience of learning for students and weaken the psychological interlink between the teacher and students. Above all, it will have a strong negative impact on the teacher centric Indian society and its co-operative life.
- **Brain Drain:** As an adverse effect of Globalization of higher education the countries mainly the developing countries are suffering from tremendous drainage of talents to the prominent universities or other higher education institution of the developed countries which can be harmful for the nation economically and socially.

STOP TO CONSIDER

- Distinguish between the concept of Globalization and internalization
- Find out adverse affects of globalization on higher education of developing countries.

4.7 PRIVATIZATION OF HIGHER EDUCATION

4.7.1 Concept of Privatization

The word 'privatization', which has been gaining popularity day by day, implies denationalization i.e. opposite of nationalization. It is a process where private participation is more than that of government participation. In the educational context, privatization means reducing the participation of government in educational activities and increasing the role of private sector.

Objectives of Privatization of Higher Education in India—

1. To provide quality education.
2. To reduce the burden of Government in the field of education.
3. To promote technological growth in the field of higher education.
4. To produce highly skilled persons for the socio-economic development of the nation.

In the present day system of education, privatization of education has become a global phenomenon. Recently, in many countries including India, the private sector has assumed a significant position in the field of developing education of all levels (primary to higher level). Since demand for higher education has been increasing, so, to fulfill the demand privatization of higher education has been rising up.

Vachan Singh, in his book, "Development of Education in India" has said that there are three types of private institution in India. These are –

- (i) Institutions which receive grant from the government but managed by the private people.
- (ii) Institutions those offer approved syllabus of the government but charge fees from the students.
- (iii) Institutions those are purely private with foreign collaboration having their own course structure, fees and content.

The main reasons for the growing demand of privatization in India in the field of higher education may be listed bellow-

1. **Government's incapability:** Due to government's incapability of providing continuous heavy funds to higher education, many private universities have risen up for providing quality education with their own funds.

2. **Ill-management system:** Some of the government educational institutions are ill-managed and have unattractive infrastructure and environment. These have ultimately lead the way towards privatization who seeks to provide better services to the pupil and possess well good infrastructure.
3. **Growing population:** Population of India has been growing day by day and the educational needs of the ever-increasing population cannot be satisfied with limited number of government institution. So, private institution has started growing.
4. **Growing demand for higher education:** Nowadays, everyone is aware of the vital importance of higher education. Demand for high education is increasing day by day. Therefore, to meet the growing demand of higher education, the private colleges and universities are established.
5. **Provision of placement:** Private institutions often promise the student to provide placement after the completion of their courses of study. This is also one of the reasons of growing demand for privatization of higher education in India.

4.7.2 Positive impact of Privatization on Higher Education

- **Better quality of Higher Education:** Privatization of higher education aims at providing better quality of Higher education to the student studying in higher level so that knowledgeable and skilled manpower can be produced.
- **Satisfy the students' needs:** Privatization can satisfy the growing needs and requirements of the ever increasing students through various innovative ways.
- **No Political intervention:** In privatization there is no political intervention which is beneficial for the Universities in terms of being independent.
- **Better infrastructure:** We can see better infrastructural facilities in many of the private higher educational institutions which is good for maintaining standard of learning.
- **Provision of placement:** In many private higher education institutions there is the provision of providing placement to the deserving students which reduce the rate of educated unemployment.

- **Intense competition:** There exist a huge competition among the private institutions in order to attract the students with their excellent educational service as a result of which students can gain quality education.

4.7.3 Drawbacks of privatization on Higher Education:

- **Monopolization of education:** Too much independence given to private institution may result in monopolization of higher education which may lead to high fee structure, exploitation of professionals, and deprivation of higher education among the socio-economically weaker section of the society and so on.
- **No government control:** Though the rapid growth of privatization has contributed to a quantitative increase in the number of colleges providing higher education but all of these institutions may not provide quality education as the Government does not exercise sufficient control over them.
- **May give rise to immoral actions:** In most of the private institution those students who can afford to pay huge amount of fee can get a seat even though they are not good in their academic field and do not fulfill other academic requirements.
- **Risk of commercialization:** There is risk of commercialization of education as some universities may focus only on profit making instead of quality teaching.
- **Exploitation of teacher:** Exploitation of teacher may occur by paying them such amount which is meager in nature and not as per the other state higher educational institutions which may result in the fall of standard of higher education.
- **Unrecognized Universities:** Some foreign Private Universities may not be recognized in the parent countries due to which the students studying in these universities may suffer.

Thus, privatization is good as it has lowered the burden of the government in providing higher education to its citizen and also aims at providing quality education but it must be ensured that privatization does not lead to commercialization. So, there should be co-ordination between public and private sector in order to improve the standard of higher education in India.

- Can privatization be termed as the outcome of Globalization?

STOP TO CONSIDER

- Can privatization be termed as the outcome of Globalization?

4.8 CONCLUSION

Higher Education is considered as the vital indicator of the social change as well as the economic growth of the nation. To accelerate the socio-economic development of a country, the country should give the highest priority to the preparation of a global standard of higher education. India has been rigorously attempting to establish its higher education system as a world class system of education. To attain this goal Indian Higher Education should be reformed on the grounds of emerging global trends of higher education, international interests, new requirements and demands of the learners and the society. It may polish its glorious traditional mode of education in a new manner. Above all, Indian Higher Education requires a proper manpower planning to meet the condition of drastic unemployment problem. Higher Education of India has a prestigious history, now it just needs a mindful planning and reform to establish itself in the global perspective.

4.9 SUMMING UP

- The Philosophy of Indian Higher Education is mainly based on a socialistic view point.
- Indian Higher Education mainly aims at equity, access and quality of the education services.
- Problems of Higher Education of India are
 - Unemployment of the graduates
 - Curriculum neglects the utilitarian view point
 - Paucity of adequate funds
 - An imbalanced manpower planning
 - Unrestrained autonomy or lack of autonomy of higher institution
 - Mushroom growth of low-quality private institutes.
 - Inability to keep pace with the global trends and technological advancement.

- Higher education of India requires
 - A proper planning regarding administration, finance and manpower.
 - Resource generation and mobilization of it.
 - Utmost care of financial resource
 - To keep pace with the technological advancement and emerging trends.

4.10 CHECK YOUR PROGRESS

Short type Questions

- Briefly discuss the concept of educational finance of higher education in India and write down its sources.
- What is commercialization of Higher Education?
- Mention the need of revision of fee structure of Indian higher education.

Long type Questions

- Explain the need of autonomy to Indian Higher Education Institution.
- Suggest some measures for raising the financial situation of higher education.
- Discuss the positive and negative impact of Globalization and privatization on higher education.
- Narrate the role of union and state Government in financing higher education.

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UNIT-5
ISSUES OF EDUCATION

CONTENTS

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Women Education
 - 5.3.1 Need and Importance of Women Education
- 5.4 Student Unrest and Campus Disturbance
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 - 5.4.2 Campus Disturbance
- 5.5 Early Childhood Education
- 5.6 Continuing Education
- 5.7 Distance Education
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- 5.9 Vocationalization of Secondary Education
- 5.10 Introduction of the Medium of Instruction
- 5.11 Summing Up
- 5.12 References and Suggested Readings
- 5.13 Model Questions
- 5.14 Answers to Check Your Progress

5.1 Introduction

The current world is full of challenges – be it social, political, economical, moral, spiritual, cultural, mental and even physical. In order to develop and progress, the society ought to provide the students with competent knowledge, quality education, need-based curriculum, co-curricular activities in the formal institutions. Our students must be well adept in competing with the modern

world full of various challenges and complexities. They must possess the required skills, ideas and techniques to deal with the problems and times. They must possess the personality issues of to become productive and responsible citizens of our country. Scientific and technological knowledge must touch each and every student to make them knowledgeable and smart persons. Therefore due importance must be given some burning issues required to facing the contemporary globalized world. These issues include women education, student unrest and campus disturbance, early childhood education, continuing education, distance education, peace education, vocationalization of Secondary education, medium of instruction etc. Student unrest and campus disturbances must be avoided as far as possible because they hamper the achievement of desired educational goals and specific objectives.

5.2 Objectives

After going through this unit, you will be able to:

- *discuss* the meaning of women education.
- *identify* the student unrest and campus disturbance.
- *iescribe* the meaning of early childhood education.
- *discuss* continuing education.
- *understand* the meaning of Distance Education.
- *identify* peace education.
- *discuss* vocationalization of Secondary education,
- *understand* medium of instruction.

5.3 Women Education

We are very familiar with the issue of why, until a few years ago, women education could not develop substantially. Barriers to women education includes traditional customs, beliefs, lack of public support, early marriage, lack of parents support, poverty, scarcity of women teachers, unsuitable curriculum, lack of separate school for girls, lack of separate urinal facilities for the girls in co-educational institutions, lack of employment opportunities etc. However, a remarkable change has been made in the scenario of girls' education in India and Assam in recent years. Women today have become very progressive and self-dependent, participating actively in almost all the fields-social, political, economic, educational, cultural, sports, etc. They have been even able to bring laurels to the nation and the state. Many have come

out to curbe the evil practices existing in the society. It can be thus said that women play an important role in the society and without them the men folk cannot progress cent percent.

Women education implies the provision of facilities and opportunities to the women to receive formal and non-formal education on par with the men. It is due to women education that they have built up the confidence to take right decisions at right time, to solve their problems individually, become career-oriented and, most importantly, economically self dependent. The indifferent attitudes of the society towards the girl child have changed and as such their self-esteem have been valued. For example, earlier it was thought that girls were meant to join the Arts or Humanities Stream only. But now the visions are much more improved and girls join every stream that they are interested to study. They join Commerce, Science, Engineering, Medicine, Law, Agriculture and other professions. The positive aspects of women education include increased enrollment of girls in all the stages of education i.e. pre-primary, primary, secondary, higher secondary, degree and masters level. Even large numbers of women in our country and state today have achieved M.phil and Ph.D Degree by conducting research on various important issues in the society. In our country women education still needs to make great strides in order to include every woman. The problems that hinder the development of women education are-poverty and illiteracy of parents, conservatism, lack of proper roadways and transport facilities in the backward areas, shortage of female teachers, lack of adequate and secured hostel facilities, problem of wastage and stagnation, curriculum unsuited to the needs of the practical world, absence of adequate vocational, technical and professional training courses for girls, less number of separate girls' schools and lack of proper incentives from the Government to attract girls to pursue higher studies. Thus necessary steps must be adopted by both the Government and the public to overcome such problems hampering the women education.

STOP TO CONSIDER

Women education makes the women aware about their rights and helps them contribute largely to the field of social, cultural, traditional, spiritual, moral aesthetic, physical, mental, educational, political, economical aspects leading to peace and harmony in the society.

CHECK YOUR PROGRESS

Q.1. What is women education?

5.3.1 Need and Importance of Women Education

The importance of women education can be described as below-

- 1) Women education is needed to make the girls and women aware of their educational needs, democratic values and constitutional rights to develop their personalities and to mould a literate and cultured family.
- 2) Women education makes the women economically self-reliant, enables them to take right decisions relating to family and society at large, and play active role in the development and progress of the society.
- 3) Women education helps the women to understand the need of small family norms and strengthens the nation by controlling rapid population explosion environmental problems etc.
- 4) Women education empowers the women to remove the blind social beliefs like witch hunting, early marriage, discrimination on the grounds of gender, caste, creed, religion or language etc.
- 5) Through the women education the women folk understand the need and value of working shoulder to shoulder with men and bear the responsibility of building a developed, progressive and harmonious nation.

STOP TO CONSIDER

Women education is needed to make the girls and women aware of their educational needs, democratic values and constitutional rights to develop their personalities and produce an educated family.

CHECK YOUR PROGRESS

Q.2. Mention a reason why Women Education is important.

5.4 Student Unrest and Campus Disturbance

Student unrest is an indiscipline existing among the students. Unrest implies dissatisfaction and disturbed mental condition. Thus student unrest means discontentment among the students on various issues. Student unrest is the result of situations where the students refuse to follow the rules and regulations of an institution, to obey authority and bear responsibility or to discharge their duties as citizens and members of the society. The unrest and indiscipline in students include activities like teasing and annoying fellow students, making

noise and troubles in the classroom, destroying school properties, assaulting teachers or disobeying them in the classroom etc. However, indiscipline in such activities can be eradicated by the teachers tactfully with adequate psychological knowledge of the students. At this age they are full of energy and often misuse their power if they do not find proper outlets to discharge their energy. They become very emotional and sensitive and may behave violently even on petty issues. They often remain frustrated due to conflicts with parents, teachers, other society elders and other members of society. Gender gap and difference in beliefs also add to their frustration. All the pent-up frustrations and anger makes them cruel and wild. It incites them to take up illegal, violent action harmful for themselves and for the society at large. They engage themselves in activities like protests, strikes, sit-in demonstrations, pelting stones at the authorities, burning public transport and destroying properties, looting shops and so on. They do not bother about whether their actions are destroying any public property or lives of people. They just need immediate satisfaction and revenge of their anger. This is a dangerous situation leading our young generation to the world of disharmony and distracting them from their aims of life.

5.4.1 Causes of Student Unrest

Some of the causes of student unrest may be mentioned below-

- 1) Student unrest may ensue when the educational institutions fail to meet their educational demands and needs.
- 2) Peer pressure, broken homes, autocratic behaviour of teachers, injustice towards students etc. are the causes of student indiscipline.
- 3) Students also resort to unrest and violence when they perceive a discrepancy between what the leader say and what they practise.
- 4) The students want some novelty and changes in certain norms from time to time. If they fail to get the changes, they resort to unrest.
- 5) Students who are academically weak or backward also sometimes resort to unrest.

The unrest in students needs to be controlled as far as possible. Favourable home and school environment, provision of need based curriculum in a way that suits of the students', vocational guidance, counseling and other arrangements for gifted and backward students, improved infrastructural facilities in the educational institutions, prevention of students from the instigation of political leaders are some important measures that can curb student unrest to a great extent.

CHECK YOUR PROGRESS

Q.3. Mention one cause of student unrest.

5.4.2. Campus Disturbance

Campus Disturbance is very much related to student unrest. Campus disturbance means the problems faced by an institution that hinders the peace and quality development of an educational environment. The factors causing disturbance in the campus may be social, political, economic, psychological, intellectual etc. The campus may get disturbed and disorganized due to the discontentment among students regarding rules and regulations of the institution, lawlessness, anxiety, tension, frustration, malpractices in examination, involving in activities like consumption of drugs, alcohol, smoking, substance use etc. and moral degradation of students. Often the students are found to be involved in the violent activities like protests, strikes etc. neglecting their academic duties. It becomes very difficult for the administrators and teachers to bring the situation under control. The students who are more concerned about their studies and career feel distracted because of the protests, strikes etc. taking place every now and then in the campus. The scenario of educational institution deteriorates due to such external pressures that go against the rules and regulations of an institution. It becomes very difficult to imbibe the real values of life in the students with unrest. One of the important aims of education i.e. Personality Development of students remains far behind due to campus disturbance and student unrest. The unrest in the students not only creates disturbance within the campus but also outside the campus. The creation of conducive teaching-learning environment gets diminished due to campus disturbance. Overall the major cases of indiscipline affect the social life which may show a negative sign for the young and upcoming generations. Therefore the Government, administrators, parents, teachers and all the members of the society should bear the responsibility of providing a suitable and peaceful environment where all the students can live in peace and harmony with desired achievements in all fields. In this regard "LIFE SKILL EDUCATION" plays a tremendous role to build the personalities of the students.

STOP TO CONSIDER

The factors causing disturbance in the campus may be social, political, economic, psychological, intellectual etc. Life Skill Education means the education which provides knowledge on the skills that develop the decision making power, problem-solving ability, creative thinking and critical thinking among the students.

SELF ASKING QUESTION

Q.4. What do you mean by Campus Disturbance?

5.5 Early Childhood Education

Early childhood education (ECE) means the education and care provided to the children in the early ages of life i.e. from birth to eight years of age. This education involves imparting of education through both formal and informal ways involving teachers and parents. ECE is designed to develop a child's personality. With exposure to new environment the children gradually develop capacity for adjustment and become more comfortable. The parents and care takers work co-operatively to educate and train their children to develop themselves in the right way. Early childhood education can be imparted in Kindergartens, play schools etc. It has been observed that the students getting trained under kindergartens or play schools have the knowledge of controlling their emotions and impulses. It becomes difficult for the children to learn through a standard curriculum. Therefore 'Play' plays a prominent role in developing the learning abilities among the children. Early childhood education provides the children with the basic concepts of any subject matter. ECE emphasizes on the play method of learning to keep the children motivated and interested to learn. Early childhood education has gained momentum in the recent years. Many ECE programs provide real life experiences and activities that enrich the children's play, enabling them to learn various skills through play. Maria Montessori believed that children learn through their senses and body movements and hence focus must be on training the sense organs through play. The subjects taught in the ECE include language arts, reading, writing, mathematics, social studies, science etc. The educators of ECE should have the capacity to manage the classroom environment and develop positive reinforcement. Overall ECE aims to develop physical, mental or intellectual, emotional, social and linguistic abilities of the children. Children learn efficiently through activities like drama, art, social games, role playing etc. These help them to develop their imagination, creativity and curiosity to acquire new knowledge.

STOP TO CONSIDER

ECE emphasizes on the play method of learning to keep the children motivated and interested in learning.

5.6 Continuing Education

Continuing Education means receiving education throughout life without any break. It is a process of providing education to all sections of people in the

society irrespective of caste, creed, language, religion, sex, region etc. Continuing education provides opportunities to those who could not complete formal education due to various reasons. The illiterate adults get greater chance to become literate and learn multiple courses related to their lives. According to **International Commission**, "For a large number of adults in the world today continuing education is the substitute for the basic education they have missed." Continuing education imparts education specially to school dropouts, child labour, housewives, employed persons who want to continue further education. Continuing education is dynamic and offers varied courses according to the needs and interests of the learners. This system of education provides training in literacy, citizenship, leisure time education, vocational courses and in-service education. It facilitates learners' adjustment to new situations and changes in the world. Continuing education emphasizes on learner-centered curriculum, quality development, flexibility and dynamism. This education system can be achieved through various agencies like- Formal educational institutions, Informal Agencies, Non-formal Education Centre, Co-respondence Courses, Distance Education, Open Schools, Open Universities, etc. Academic programmes and events in continuing education include Part-time courses, Summer school, Winter school, Short-term courses, short-term plan, Field Work, Seminars, Conferences, Printed Materials etc. Tools and learning resources include the audio-visual aids like Television, Radio, Tape Recorder, Cinema or Film, Printed materials like News papers, Journals, Artistic Activities like Drama, Folk Song, Folk Dance, Puppet Show and Information and Communication technology etc. Inspite of its advantages, Continuing Education is not free from problems and hence the introduction of continuing education has not achieved its targeted goals. The problems include lack of trained teachers and instructors, lack of required number of audio-visual aids in comparison to number of students, limited programmes or courses of study, lack of co-operation and support from the masses, shortage of printed and reading materials, lack of adequate finance, lack of adequate vocational courses and lack of motivation, among others. If these problems are resolved, goals of continuing education would be achieved and educational needs of the learners will be fulfilled.

STOP TO CONSIDER

Continuing education emphasizes on learner centered curriculum, quality development, flexibility and dynamism.

CHECK YOUR PROGRESS

Q.5 Mention the ways through which Continuing Education can be provided.

5.7 Distance Education

Distance Education is a non-formal way of providing education to people. Learners getting admitted in Distance education can complete their education by sitting at their own places. It is such a system which provides learning to the learners at their doorsteps. This education system does not require physical presence of the learners and teachers in a classroom. It is a distance learning system that uses different communication technologies and assumes various modes like postal or co-correspondence education, home study, Open education, Independent study, External study, off campus study etc. Distance Education has been designed to impart knowledge, skills, ideas, techniques, attitudes, rational thinking, understanding and competence to the learners in an organized way in keeping with the changing requirements of the times. Distance Education can be achieved through e-learning and online learning where there is physical separation between the teacher and learners during instruction. This education emphasizes on providing education to those who are full-time employees, military personnel, living in remote areas, people having transport problems, adult learners, part-time students, socially and economically underprivileged sections of the society etc. Distance education is a self-paced learning with a focus on the individual needs and abilities of the learner. **According to Patterns,** "Distance Education is a method of indirect instruction, implying geographical and emotional separation of teacher and taught where as in mainstream education, the relationship between a teacher and student in the classroom is based upon social norms." Normally Distance education uses electronic media like Audio Cassette, Video Cassette, TV Telecast, Computers, Radio etc. to make learning effective and interesting. But modern distance education employs Web-based course-management systems that incorporate digital reading materials, podcasts, e-mail, discussion forums, chat rooms, test taking functionality in virtual classrooms. Distance education aims to provide mass education, disseminate learning through diversified means, make higher educational opportunities accessible to all sections of the society, develop positive attitude towards life, promote educational environment and meet the demands of fast changing world of knowledge explosion. Distance education is highly flexible, dynamic and as well as cost-effective, and provides a very large platform to the people to achieve their desired learning objectives in the most suitable way by sitting at their homes.

STOP TO CONSIDER

Distance Education has been designed to impart knowledge, skills, ideas, techniques, attitudes, rational thinking, understanding and competence to the learners in an organized way in keeping with the changing requirements of the time.

CHECK YOUR PROGRESS

Q.6. Mention a merit of Distance education.

5.8 Peace Education

According to **Hague**, "Peace education is a participatory holistic process that includes teaching for and about democracy and human rights, non violence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law and human security."

Peace education is an education that focuses on imparting the knowledge of peace, its need and importance in the existing society. Peace education aims to make the people aware about their rights and duties towards the society and be responsible citizens contributing in the harmony and unity in the country and the world at large. This education develops in the people the feeling of unity, co-operation, international brotherhood, respect for each other's opinions, promotes friendship, tolerance, humanity, sympathy, mutual understanding and all the moral values. Peace education definitely promotes harmony among the people keeping them away from war, violence, exploitation, injustice, disparity, conflicts, and chaos. Peace education emphasizes on the need of Truth, Beauty and Goodness. It throws light on the causes and effects of violent activities in the society. According to **Fran Schmidt and Alice Friedman**, "Peace Education is skill building. It empowers children to be creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others and their world. Peace building is the task of every human being and the challenge of the human family." Peace education aims to develop positive insights in the people to live in a society where they can discriminate between right and wrong, just and unjust things, create human awareness, provide social justice, cherish human values, discourage culture of violence and learn to live in harmony with the earth. Peace education is the process of promoting knowledge, skills, attitudes and values needed to bring about behavioral changes that will enable children, youth and adults to prevent themselves from violence. It transforms the culture of violence to a culture of peace. Peace education can be imparted by both formal and informal ways. It must be an integral part at all the levels of education starting from primary to higher stage. Observance of international and national days like Independence Day, Republic Day, Earth Day, World Environment Day promotes peace in the society. Besides this, the co-curricular activities in the educational institutions would develop personalities of students to create and live in a peaceful environment. The co-curricular activities include participation

of students in NCC, NSS, Red Cross, Scout and Guide, Seminars, Workshops and Debates on issues of World Peace, Community help in times of natural disaster or war etc. The social media must play a positive role in sensitizing the people to work for World Peace and Harmony.

STOP TO CONSIDER

Peace education emphasizes on the need of Truth, Beauty and Goodness.

CHECK YOUR PROGRESS

Q.7. Define Peace education.

5.9 Vocationalization of Secondary Education

Vocation means a career, job, trade, profession or occupation for a livelihood. Vocational course include technical and professional courses, such as weaving, tailoring, fashion designing, carpentry, art, sculpture, music, dance, etc. Secondary education is the key between primary education and higher education. It can be divided into lower and higher secondary. Secondary Education is an important stage after which maximum students get matured enough to take decisions as to what to do next that is, whether they should continue higher education or pursue other technical and vocational courses. Vocationalization of secondary means the process of providing vocational knowledge and skills to the learners along with general education. Therefore it is compulsory to incorporate vocational courses in the curriculum that assist the students in their future life to use their leisure time effectively and make them productive members of the society. They can become self-confident, self-reliant, economically self-dependent, creative, productive and develop positive visions of life. Vocationalization raises the dignity of labour, develops respect for work culture among the people, fosters economic prosperity of the nation, and bridges the gap between elite class and masses. Further, vocationalization is also very helpful for the students with low I.Q. and make them skilled instead of pressurizing them to pursue higher education. According to **Surendra Kumar Sahu**, "Vocationalisation of education means training in some vocations at secondary, higher secondary or junior college level with general education. Hence, combination of vocational training with general education is the chief feature of vocationalisation of education."

Vocationalization of secondary education in India faces problems like unfavourable attitude of people, lack of adequate resources, lack of co-ordination and facilities in schools, lack of training facilities. These problems can be sorted out with the help of diversification of curriculum, introduction

of need-based courses, opening of multipurpose schools, introduction of work experience, students welfare activities, adequate finance, and provision of adequate guidance and counseling cell.

STOP TO CONSIDER

Vocationalization develops the dignity of labour, respect for work culture among the people, develops economic prosperity of the nation, makes education motivating, bridges the gap between elite class and masses.

5.10 Introduction of the Medium of Instruction

The medium of instruction is the language used by an educational institution or teachers to teach in the classroom at different levels. Without a specific medium of instruction it is difficult to achieve the targeted educational goals. It is through a particular medium of instruction that the contents of various subjects are effectively delivered to the learners in a classroom. It helps the learners to communicate effectively with each other and enables in sharing of knowledge. For example an Assamese medium school will use Assamese as the language to teach, read, write and speak while imparting instruction in various subjects (except for other language subjects). Medium of instruction plays a vital role in imparting lessons to the students. The students find it easier when they are taught through their mother tongue or a common language. But being a multi-lingual country India faces the problem of selection of an appropriate language as the medium of instruction in the educational institutions. It would have been better if there existed a medium of instruction for the national system of education in India. In Assam we find many Vernacular medium schools like Assamese Medium, Bodo Medium, Bengali Medium, Hindi Medium etc. These schools are trying their best to impart education to the students through their respective mother tongues. It is necessary specially in the primary level to keep mother tongue as the medium of instruction. The basic concepts must be provided through the mother tongue itself. English is an international language and we cannot deny its importance in our country. Even there are a large numbers of English medium schools in India and Assam. At the same time we must also work together to conserve and promote our vernacular mediums and protect our culture.

STOP TO CONSIDER

The medium of instruction is the language used by an educational institution or teacher to teach in the classroom.

5.11 Summing Up

- 1) Women education empowers the women to remove the blind social beliefs like witch hunting, early marriage, discrimination on the grounds of gender, caste, creed, religion or language etc.
- 2) Favourable home and school environment, provision of need based curriculum according to the individuality of the students, vocational guidance, counseling, arrangements for gifted and backward students, improved infrastructural facilities in the educational institutions, prevention of students from the instigation of political leaders are some important measures that can curb student unrest to a large extent.
- 3) The unrest in the students not only creates disturbance within the campus but also outside it.
- 4) ECE programs provide real life experiences and activities that enrich the children's play, enabling them to learn various skills through play.
- 5) Continuing education is dynamic and offers varied courses according to the needs and interests of the learners. This system of education provides training in literacy, citizenship, leisure time education, vocational courses, in-service education, and helps in adjustments to new situations and changes in the world.
- 6) Peace education aims to develop positive insights in the people to live in a society where they can discriminate between right and wrong, just and unjust, create human awareness, provide social justice, cherish human values, discourage culture of violence and learn to live in harmony with earth.
- 7) Modern distance education employs Web-based course-management systems that incorporate digital reading materials, podcasts, e-mail, discussion forums, chat rooms, test taking functionality in virtual classrooms.
- 8) Vocationalization of secondary means the process of providing vocational knowledge and skills to the learners along with general education.

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5.13 Model Questions

1. Discuss the importance of women education.
2. Explain Student Unrest and Campus Disturbance.
3. Discuss the need of Early Childhood Education.
4. Write briefly on Continuing Education and Distance Education.
5. How can Peace Education be imparted in schools?
6. Discuss the importance of Vocationalization of Secondary Education.

5.14 Answers to Check Your Progress
Answer no.1- The facilities and opportunities provided to the women folk to receive formal and non-formal education equally with the men is called women education. Women education makes the girls and women aware of their educational needs, democratic values and constitutional rights to develop their personalities. **Answer no.2-** Women education makes the women self-reliant economically, develops interest in them to take right decisions of their family, society and play active role in the development and progress of the society. **Answer no.3-** Lack of proper outlet for the gifted students may lead to student unrest because many such students get confused with where to use their potentialities. Dissatisfied and frustrated these students resort to indiscipline. **Answer no.4-** Campus disturbance implies any kind of violent activities by the students that pollutes the educational environment in the campus. When the students get involved in the violent activities neglecting their academic duties, the campus or the school environment gets much disturbed and troubled. **Answer no.5-** The ways through which Continuing Education can be given include Audio-visual Aids like Television, Radio, Tape Recorder, Cinema or Film, Printed materials like News papers, Journals,

Artistic Activities like Drama, Folk Song, Folk Dance, Puppet Show and Information and Communication technology etc. **Answer no.6-** A merit of Distance Education is- it emphasizes on providing education to those who are full-time employees, military personnel, people living in remote areas, people having transport problems, adult learners, part-time students, socially and economically underprivileged sections of the society etc. **Answer no.7-** According to **Fran Schmidt and Alice Friedman**, "Peace Education is skill building. It empowers children to be creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others and their world. Peace building is the task of every human being and the challenge of the human family."

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