PADHO TO AISE

UGC NET PAPER-1

FREE MATERIALS

CHAPTER-10

Higher Education System

44. Institutions of Higher Learning and Education in Ancient India

India has a rich tradition of learning and education right from the ancient. In the course of time, a group of intellectuals, the Brahmans, became priests and men of learning. Earlier religion was the mainspring of all activities in ancient India. Religion saturated educational ideals too, and the study of Vedic literature was indispensable to higher castes. Two methods of teaching were being practiced. The first method was Oral and the second was based on Chintan i.e. thinking.

With the spread of Buddhism and Jainism, the education in ancient India moved to another level. Buddhists monasteries became the centre for education. During this period education became accessible to all class and castes and classes and the education not only focused on learning Vedas but also focused more on over all development of the child.

The period of Guptas, Harshas and their successors, is a remarkable period for education in Indian history. It was the age of the universities of Nalanda and Valabhi and of the rise of Indian sciences, mathematics, and astronomy. The British established formal system of higher education which continues till date. English Higher Education in India really began with the establishment of a Hindu College in Calcutta in 1817. Hindu College at Calcutta was the first Europeanised institution of higher

learning in the country. The idea of establishing universities in India on the model of the London University was first promoted in Sir Charles Wood's Dispatch of 1854 which has been described as the Magna Carta of English education in India.

45. Evolution of Higher Learning and Research in Post Independence India

Higher learning means the education beyond the level of post higher secondary education. It refers to colleges and universities. It also includes professional schools in the field of Law, Theology, Medicine, Business, Music and Art, Teachers' Training Schools and Technological Institutions. Moreover, institutions for training of highly skilled specialists in the field of economics, science, technology and culture of various types of higher levels are treated as Higher Educational Institutions.

When India got independence, the government initiated a planned development of higher education in the country particularly with the establishment of University Grant Commission in 1953. From 1947 the government of India also appointed three important commissions for suggesting educational reforms. The University Education Commission of 1949 made valuable recommendations regarding the reorganization of courses, techniques of evaluation, media of instruction, student services, and the recruitment of teachers. The Secondary Education Commission of 1952–53 focused mainly on secondary and teacher education. The Education Commission of 1964–66 made a comprehensive review of the entire field of education. It developed a national pattern for all stages of education. The commission's report led to a resolution on a

national policy for education, formally issued by the government of India in July 1968. This policy was revised in 1986.

RADHAKRISHNAN COMMISSION (UNIVERSITY EDUCATION COMMISSION)

1948 Government of India formed the University Education Commission under the Chairmanship of Dr. Sarvapalli Radhakrishnan, a distinguished scholar and former vice-chancellor of Banaras Hindu University and who became the second President of India to go into the problems and prospects of Indian University Education.

UNIVERSITY GRANT COMMISSION (UGC) The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region-wise coverage throughout the country, the UGC has decentralised its operations by setting up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore.

Note: The Government is planning to replace University Grant Commission (UGC) with a new Higher Education Commission of India (HECI).

HECI will be governed by a commission headed by a chairperson and vice-chairperson selected by a committee which will include the Cabinet Secretary and Higher Education Secretary (HRD).

KOTHARI COMMISSION (1964-66)

The report of Dr. D. S. Kothari, then Chairman, University Grants Commission is one of the most important documents on Education in India. The Education Commission (1964-66) under the chairmanship of Dr. D. S. Kothari, also known as Kothari Commission. The report made very important recommendations covering all aspects for the future development of national education. The Report emphasised the need for a built-in flexibility in the system of education, and for the necessity of education to be science-based and coherent with Indian culture and values. It also visualised education as an instrument for the nation's progress, security and welfare.

THE NATIONAL POLICY ON EDUCATION 1986

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes. The policy had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon. Besides these, the AICTE (All India Council of Teacher Education) had laid down norms and

standards for diploma, degree and Post Graduate courses in the various fields.

NPE and its Revised Policy have to develop some conditions relating to the Open University system and distance mode of learning.

The Policy envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the programme of Gandhian Basic Education. NPE also envisaged that some job-oriented degree courses as well as skill oriented courses should be made for promoting human capital in the state as well as in the nation.

NPE emphasized on research as an essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.

NPE and POA made the strategies to promote women education: The NPE and POA envisaged that adult education would be a means for reducing economic, social and gender disparities. It emphasized to eradicate illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns.

The new programmes of teacher-education should emphasize need to continuing education and also the need for teachers to

meet the thrusts envisaged in this Policy. District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

According to the NPE and POA, educational planning should be linked to manpower planning. For this, such mechanism should be set up that can link the need based requirement of the society with what it has at present.

46. Oriental, Conventional and non-Conventional Learning Programmes in India

Emergence of Orientalism

Emergence of Orientalism, as a field of scholarship, first emerged in the eighteenth century, when European scholars of the enlightenment period consciously studied Asian languages and cultures to gain a richer understanding of the Middle Eastern literary and historical environment in which Judaism and ultimately Christianity emerged. An 'Orientalist' is a specialist in oriental subjects and in other words an Orientalist one engaged in oriental languages and literature.

Oriental Research Institutes of India

Oriental Research Institutes are institutions especially devoted to Indological studies. Indology is the science of study of culture in all its aspects. With the disappearance of the Gurukula system and the ancient universities like those at Nalanda and Takshila and also the gradual dissolution of the powerful kingdoms by conquests from outside, it became necessary to evolve a method by which the ancient knowledge and wisdom of the country could be revived and preserved. **Some Oriental Research Institutes of India are Adyar Library and Research Center, Asiatic Society, Bhandarkar Oriental Research Institute, Ganganath Jha Kendriya Sanskrit Vidyapeeth, Kuppuswami Sastri Research Institute, Madras Sanskrit College, Chennai, Mythic Society, Bangalore,**

Oriental Institute, Baroda, Oriental Manuscripts Library, Tiruvanantapuram or Trivandrum, Oriental Research Institute, Mysore, Oriental Research Institute, Tirupati, The Government Sanskrit College, Kolkata and Vishveshvaranand Vishvabandhu Institute of Sanskrit and Indological Studies, Hoshiarpur.

Conventional Learning Programmes in India

Conventional learning refers to conventional teaching and learning within a brick-and-mortar classroom facility. It is also known as traditional education or customary education. India is having one of the largest systems of tertiary education with more than 300 university level institutions (single and dual mode universities that include central and state universities, deemed-to-be universities, institutions of national importance, open universities), 14 000 colleges, 9 million students and 0.4 million teachers.

At present, the main categories of University/University-level Institutions are :- Central Universities, State Universities, Deemed-to-be Universities and University-level institutions. These are described as follows:

Central University, State University, Private University, Deemed-to-be University, Institution of National Importance, Institution under State Legislature Act.

Conventional Teaching Methods

The term conventional teaching" relies mainly on a method that utilizes textbooks, lecture notes, memorization and recitation techniques. Delivering education through a traditional format sees no priority in catering to the rich and diverse learner population or the need to develop critical thinking, problem solving, and decision making skills, but instead directs learners to assume a non-thinking and information-receiving role. It is a largely functional procedure which focuses on skills and area of knowledge in isolation. Assessment in the traditional method of teaching, is seen as a detached entity and occurs only through examination, while with modern methods of teaching, assessment is seen as an activity which is creatively embedded into teaching and learning.

Non-Conventional Learning Programmes in India

The Indian Education system is vast in size, as well as its academic offerings. A vibrant and diverse education system means a wide variety of courses are available from the modern and cutting edge to the traditional. Non-conventional learning and education is including night classes, online classes, personal enrichment and lifelong learning, independent study and more. Non-conventional learning and education is education that is offered in ways other than common daytime college classrooms.

Development and Importance Non-Conventional Learning Programmes in India

In view of the requirements of the 21st century, the aim of a quality university or college education must be to develop good, well rounded, and creative individuals.

Quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society.

Higher education must form the basis for knowledge creation and innovation in the nation and thereby contribute deeply to a growing national economy.

The structure, curriculum, and processes of higher education must all work together coherently towards attaining all of these characteristics in order to deliver its lofty end goals.

Types of Non-Conventional Learning Programmes

IT Enabled Transformation of Education and learning, e-learning, Open and Distance Learning (ODL), Distance Education (DE), Open Learning

Non-Conventional Courses Offered by Indian Universities

As India rolled into the 21st century, this generation has broken the chains of conventional doctor-engineer-MBA paths drawn out by a more rigid society of the past and replaced the cookie-cutter thought process with a slightly more inspired one. Creative courses are now abundant, widening the scope of career choices in India and making alternate journeys in a life a possibility. With

new avenues and opportunities on the horizon, India’s youth is expanding the definition of learning.

47. Professional, Technical and Skill-based Education

Higher education is a critical contributor to sustainable livelihoods and economic development of the nation. Higher education also plays a large and equally important role in improving human well being, and developing India as envisioned in the Constitution - a democratic, just, socially conscious, self-aware, cultured, and humane nation, with liberty, equality, fraternal spirit, and justice for all.

PROFESSIONAL EDUCATION

The several disciplines in which professional courses in India are offered include Computer Science, Business Management, MBA, Medical & Pharmacy, Accounts & Finance, Teaching, Academic Courses, Media & Entertainment, Law Courses, Event Management Courses, Engineering, Technical, Language Courses, Hotel Management, Air Crew, Air Hostess Academy, Fashion Designing Courses, PhD and Research, Travel & Tourism Management etc.

TECHNICAL EDUCATION

Technical Education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. Technical Education covers programmes in engineering, technology, management, architecture, town

planning, pharmacy, applied arts & crafts, hotel management and catering technology.

Technical education includes degree and diploma programmes in engineering, technology, management, architecture, town planning, pharmacy, hotel management and catering technology.

Indian Institutes of Technology (IITs)

Indian Institutes of Technology are apex institutions for engineering education and research. At present, there are twenty three Indian Institutes of Technology (IITs) viz. at Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati, Roorkee, Hyderabad, Patna, Bhubaneshwar, Ropar, Jodhpur, Gandhinagar, Indore, Mandi, Varanasi, Tiruppati, Palakkad, Goa, Jammu, Dharwad, and Bhilai. All are governed by The Institutes of Technology Act, 1961 which has declared them as “Institutions of national importance”, and lays down their powers, duties, framework for governance etc.

Indian Institutes of Management (IIMs)

The Indian Institutes of Management (IIMs) located at Ahmedabad, Kolkata, Bangalore, Lucknow, Indore, Kozhikode and Shillong are institutions of excellence, established with the objectives of imparting high quality management education and training, conducting research and providing consultancy services in the field of management to various sectors of the Indian economy.

During the XI Five Year Plan, six new IIMs have been set up at Rohtak (Haryana), Raipur (Chhattisgarh), Ranchi (Jharkhand), Tiruchirappalli (Tamil Nadu), Kashipur (Uttarakhand) and Udaipur (Rajasthan).

IIMs conduct Post-graduate Diploma Programmes in Management, fellowship Programmes in Management, Short-term Management Development and Organization based programmes as well as carry out Research and Consultancy for the industry.

Indian Institutes of Science Education and Research (IISERs)

The Scientific Advisory Council to the Prime Minister (SACPM) under the Chairmanship of Prof. C.N.R. Rao, recommended creation of five new institutions devoted to science education and research to be named “Indian Institutes of Science Education and Research” broadly on the lines of IISc. Bangalore. Five such Institutes have already been established at Kolkata, Pune, Mohali, Bhopal and Thiruvananthapuram.

National Institutes of Technology (NITs)

On the recommendations of Engineering Personnel Committee (EPC) set up by the Planning Commission in 1955, eight Regional Engineering Colleges (RECs) (two in each regions - east, west, north & south) were set up in early sixties as joint and co-operative ventures of the Central and State Governments concerned with a view to provide the required technical

manpower for the industrial projects being contemplated during the 2nd Five-Year Plan (1956-61). These institutes were registered as autonomous bodies under the Society Registration Act 1860 and affiliated to the State Universities in their respective regions.

Indian Institutes of Information Technology (IIITs)

The Central Government has established four IIITs at Allahabad, Gwalior, Jabalpur and Kanchipuram. These institutions are meant provide undergraduate as well as postgraduate education.

National Institutes of Technical Teachers' Training and Research (NITTTRs)

Four National Institutes of Technical Teachers' Training and Research (NITTTRs) located at Bhopal, Chandigarh, Chennai and Kolkata were established in mid 1960s for training of polytechnic teachers to undertake activities in the areas of Education, Planning & Management, Curriculum Development for implementation and Research etc. for overall improvement of polytechnic education. The Institutes offer long term training programmes of 12/18 months duration to degree and diploma level teachers of Polytechnic in addition to providing short term training courses, designing of curriculum and providing consultancy services to the industry.

SKILL-BASED EDUCATION

Skills and knowledge are the driving forces of economic growth and social development for any country. Presently, the country

faces a demand – supply mismatch, as the economy needs more 'skilled' workforce than that is available. In the higher education sphere, knowledge and skills are required for diverse forms of employment in the sector of education, health care manufacturing and other services.

Curricula and Credit System for Skill Based Courses

In order to make education more relevant and to create 'industry fit' skilled workforce, the institutions recognized under Community Colleges, B.Voc Degree programme and Deen Dayal Upadhyay KAUSHAL Kendras offering skill based courses will have to be in constant dialogue with the industry and respective Sector Skill Council(s) so that they remain updated on the requirements of the workforce for the local economy.

Skill Based Vocational Courses Under NSQF

The three scheme variants for Skill Based Vocation Courses under NSQF are namely

1. Community College (CC)
2. B.Voc. Degree Programme and
3. Deen Dayal Kaushal Kendra (DDKK)

48. Value Education and Environmental Education

VALUE-EDUCATION

Value Education is a process or function of education that helps in the development of an individual personality of humans. It's a process by which people give moral values to each other. In other words, it is the aggregate of all such actions by means of which people develop the attitudes, abilities and other forms of behaviour of the positive values in the society in which they live".

OBJECTIVES OF VALUE EDUCATION

- To improve the integral growth of people.
- Improvement in the sustainable lifestyle of the human being.
- To increase awareness about our nation like the history of the country, constitutional rights, national integration etc.
- Developing a democratic way to improve the level of thinking.
- To develop the tolerance and understanding capacity of different religious faiths.

ENVIRONMENTAL EDUCATION

Environmental education or environmental literacy is something that every person should be well versed with. The principles of ecology and fundamentals of environment can really help create a sense of earth-citizenship and a sense of duty to care for the earth

and its resources and to manage them in a sustainable way so that our children and grand children to inherit a safe and clean planet to live on.

OBJECTIVES/AIMS OF ENVIRONMENTAL EDUCATION

• **Knowledge** for the basic understanding of the environment and its various challenges.

• **Awareness** for the awareness and sensitivity to the environment and environmental challenges.

• **Attitude** to collect the values and feelings in regard to environment and for participating in improvement and protection activities of the environment.

• **Participation** for the resolution of various environmental problems, encouraging the citizens to take involvement in the benefit of the environment.

Provisions for Environmental education

• Environmental Education was made compulsory at all level of Indian Education system by the Honorable Supreme Court in 1991.

• **Article 48-A**: the responsibility of every citizen in the form of fundamental duty has been laid down.

• **Constitution of India:** The State shall endeavor to protect and improve the environment and to safeguard the forests and wildlife of the country".

• **National Policy on Education in 1986**: There is a paramount need to create a consciousness of the environment

Characteristics of Environmental Education

It concerns the interrelationship between human and natural system. The objective of Environmental Education has been modified to Environmental Education for Sustainable development (EESD) which has a broader implication for poverty, population, development and gender. It can be useful for the development of students' skills to deal with current situations of the local and global environment. Environmental Education encourages the school-communities for the development of environment-related programs besides of formal education.

ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

Environmental education has been placed at the center of efforts to achieve sustainabel development for the last several decades. International gagreements suchas Agenda 21, for example, have called for a re-orientation of all education towards sustainability (UNCEC, 1992 Chapter 36). India adopted a new paradigm of thinking and experience of development post-Stockholm Conference of 1972 called Sustainable Development (SD),

Following which, India became a part of 187 countries agreeing on carrying out an important commitment towards SD by signing the Rio Declaration furing 1992 UN Conference on Environment and Development. In order to achieve the goals of sustainable development, one of the first steps taken was in the direction of environment conservation and protection by promoting Environment education. This strategy was adopted post Stockholm conference by setting up centers of Excellence for Environment Education under Ministry of Environment in the early 1980s

49 . Policies, Governance and Administration

From time immemorial, India has excelled as a centre of learning. Ancient universities of repute, like the Nalanda, Takshashila, Vikramshila and Vallabhi attracted scholars from different corners of the world.

The period since 1986 till 2015 The National Policy on Higher Education (1986) translated the vision of Radhakrishnan Commission and Kothari Commission in five main goals for higher education, which include Greater Access, Equal Access (or Equity), Quality and Excellence, Relevance and Value Based Education.

The Action Plan of 1992 included schemes and programs which were directed towards expansion of intake capacity in general, and that of the disadvantaged groups such as the poor, SC, ST, minorities, girls, the physically challenged persons, and those in the educationally backward regions, in particular. The Schemes/ Programmes were designed to improve the quality through strengthening academic and physical infrastructure, to promote excellence in those institutions which have exhibited potential for excellence, and to develop curriculum to inculcate right values among the youth. However from 1986 onwards, the GOI emphasized more on elementary education than higher education, thus marking the beginning of a long period of two-and–a half decades of neglect of higher education. Despite the weakening of public expenditure on higher education, growth

continued through the emergence of private institutions. The neoliberal policies of the 1990s have accelerated it.

Five-Year Plans and Education during 1986-2014

Five-Year Plan (FYP)	Major strides in the area of higher education
Seventh FYP (1985-90)	• Indira Gandhi National Open University (IGNOU) was established.
Eighth FYP (1992-97)	• After a period (1989-91) of political instability, this plan highlighted several weaknesses such as substandard institutions, outdated curriculum, and lack of research. • Focus on integrated and cost-efficient higher education without compromising excellence and equity. • An information and library network "INFLIBNET" was proposed
Ninth FYP (1997-2002)	• Focused on the deterioration of quality, the resource crunch and the problems of governance in higher education. • Target to grant autonomous status to 10% of eligible colleges.
Tenth FYP (2002-2007)	• Target to raise the enrolment in higher education of the 18-23 year age group from the present 6 % to 10 % by the end of the Plan period through strategies of increasing access, quality, adoption of state-specific strategies and

	the liberalization of the higher education system. • Emphasis on relevance of the curriculum, vocationalization, and networking on the use of information technology.
Eleventh FYP (2007-2012)	• Improve quality by working on detailed reforms agenda including: (a) admission, curriculum and assessment; (b) Accreditation & ratings; (c) teachers competence and motivation; and (d) Restructure affiliated colleges and research for policy formulation. • Establish 30 new Central Universities, 16 in States where they do not exist and 14 as World Class Universities, 8 new IITs, 7 new IIMs, 10 new NITs, 3 IISERs (Indian Institutes of Science, Education and Research), 20 IIITs and 2 new SPAs (School of Planning and Architecture)
Twelfth FYP (2012-2014) Planning Commission has been abolished in 2014 to usher in the NITI AAYOG	• Plans for inclusive expansion brought in under the RUSA (Rashtriya Uchchatar Shiksha Abhiyan) which would include up gradation of autonomous and rated colleges into universities, increasing the intake capacity of existing higher education institutions, encouraging existing universities to start undergraduate programmers or integrated UG-PG programme; and creation of small, affiliating College Cluster Universities at the regional level.

	• Other step would be to promote equal access to quality.

Recent Major Initiatives in Higher Education

After the abolition of the Planning commission with the coming of the new Government in 2014, the Ministry of Human Resource and Development (MHRD) has taken some path-breaking initiatives in the field of higher education. The GOI appointed a five-member committee under the chairmanship of T.S.R. Subramanian to evolve a draft NEP, and it submitted its report in May, 2016. The main areas of intervention of the draft policy are:

i. Access and participation,

ii. Quality of education,

iii. Curriculum and examination reforms,

iv. Teacher development and management and

v. Skill development and employability