Indira Gandhi
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BESC-132
Structure and Management of Education

Block

3
STRUCTURE AND MANAGEMENT OF HIGHER EDUCATION

BLOCK 3: STRUCTURE AND MANAGEMENT OF HIGHER EDUCATION

Block Introduction

Welcome to Block three of the Course "BESC-132: Structure and Management of Education". This block features on the structure and management of higher education in India. Indian higher education system is amongst the largest in the world and very diverse in nature There are colleges/institutions, state universities, deemed to be universities, private universities, central universities, institutions of national importance, etc., and all constitute the higher education system in India. There is a diversity is not only in the structure of the institutions but also in their management. The Units in this block will help you to develop your understanding about structure of higher education institutions, various types of management, and role of the central and the state governments in India. This block will also examine the role and functions of different regulatory bodies in higher education. The details of the units are as follows:

Unit 9: The first unit **Higher education in India: An Introduction,** starts with a discussion on the structure of Higher education in formal and non-formal sectors in India. Role of various types of Higher educational institutions, formal, ODL and informal higher education has been discussed in brief. Educational initiatives for ensuring Higher education like RUSA have been analyzed. The Unit also throws light on bodies like CABE, UGC and their role and functions, and discusses recent developments in Higher Education.

Unit 10 entitled **"College and University Education"** specifically focuses on the types and nature of colleges and universities in India, regulatory mechanisms, types of managements, bodies to manage academic and administrative matters in colleges and universities (Board of studies, Executive councils, Financial Management Bodies, Board of Governors, Board of Managements, etc.), have been elaborated in details. The Unit also discusses about the human resources involved in the system, their types and of their management.

Unit 11: The unit on **Technical and Professional Education** highlights the various types and nature of technical and professional education institutions after 10+2. Unit discusses about their types of managements and bodies to manage academic and administrative matters. It also examines the role of various regulatory bodies for technical and professional education.

Unit 12: The unit on **Open and Distance Learning and Online Learning** discusses the importance of Open and Distance Learning (ODL) for higher education in India. The Unit explains various types and nature of ODL institutions, the management of ODL institutions (their systems and subsystems), functionaries and the regulatory mechanism The aim of the unit is to help in developing an understanding of ODL system. Unit also highlights the Online education, its meaning, nature and types of institutions offering online education in India.

UNIT 9 HIGHER EDUCATION IN INDIA: AN INTRODUCTION

Unit Structure

9.1 INTRODUCTION

Class 12th results were awaited.... everybody was expecting good marks! Children started discussing about the purpose of higher education and the educational opportunities that could be explored in higher education after the declaration of results.

They started surfing on the internet. They found that there are many study programs available in their areas of interest offered by various institutes. In the process, they identified some keywords associated with higher education:

Undergraduate Program, Central University, deemed to be University, Institute of National Importance, Approved by AICTE, etc.

Do you know what these keywords signify? What is the structure of higher education in India? What are the streams of higher education? Who are the providers of higher education? Which are the agencies that are involved in determining the standards in higher education?

Let us try to find answers to some of these questions in detail.

9.2 OBJECTIVES

After going through this Unit, you should be able to:

- explain the goals of higher education.

- describe the structure of higher education in India.
- explore the various streams of higher education.
- differentiate between different types of higher education institutions.
- examine the role of open and distance learning in the expansion of higher education, and
- identify the regulatory bodies in higher education.

9.3 HIGHER EDUCATION: AN OVERVIEW

Formal education is offered at three different stages or levels in India-these are: Primary, Secondary and Tertiary. Primary and Secondary education deal with education offered at School and come under the purview of School education. Tertiary education follows School education, and is known as Higher Education. Higher education (HE) is the form of learning which takes place in a University or a College and comprises study programs beyond senior secondary level of schooling. Higher education or tertiary education refers to education in universities- both public and private, colleges, and professional and technical training institutes.

The universities, colleges and other educational institutions approved as institutions of higher education, by government agencies can award degrees, diplomas and certificate programmes in various fields of studies. The time taken to complete a degree at the undergraduate degree can be three to four years, and two years at the Postgraduate level (examples, M. Sc, M. A, M. Com). Doctorate is the highest academic degree offered at higher education level. The duration of Diplomas and Certificates for further or lifelong education, can vary from six months to two years. The main activities in higher education include teaching (transmission, dissemination and sharing of knowledge), research (creation of knowledge in all possible fields of intellectual inquiry) and extension of knowledge (contributing to the community or society).

9.3.1. Goals of Higher Education

Sameer got admission in one of the prestigious colleges of Delhi University. He was happy, he updated his social media account and shared that last year, one of his seniors, after completing his education, was offered the highest salary package in India. One of his friends, on social media commented- Is the goal of higher education limited to jobs and salary?

If you were one of Sameer's friends how would you have responded to the question?

Higher education institutions fulfil a significant role in developing the knowledge, skills, and competencies in students that can enable them to become active members of society. Just think about the role of education. Education gives us the tools to think rationally, with reason and logic, freeing our mind from superstitions and prejudices. Higher education develops the intellectual abilities and aptitude of the individual so that he/she can fulfill his/her goals, dreams and aspirations in life. It enables the individual to explore the opportunities present in his/her socio-cultural milieu and contribute to the best of his/her capacity. It nurtures the individual's capacity to critically reflect, review and change the prevailing social-cultural practices in his/her community. Besides, it inculcates the universal human values of peace, fraternity, non- violence and helps develop a critical attitude to view the relationship of an individual with her culture, society,

economy and environment. By educating the individuals and training them with relevant skills and competencies, higher education provides the human capital for the labor market. At present, without having expertise in a knowledge domain one can hope to be employed or enter a profession or a vocation. All economic pursuits are

knowledge driven and knowledge dependent. Higher education prepares individuals with knowledge and skills so that they can enter an economy as learned professional's Higher education also builds the necessary resources for supporting formal education at all stages of education, for example, teacher education (Bedimmed) which is concerned with school education.

The benefits of higher education are not limited to the individual, but they accrue to the society as well. An educated population participates in civic activities as citizens, is aware of the need and benefits of good health, are environmentally conscious and contribute towards building a stronger nation.

There is a positive correlation between higher education and economic growth, and poverty reduction. Educated people have access to better employment opportunities, earn higher wages and are in a better position to take control of their lives.

9.3.2. Historical Overview of Higher Education in India

The present structure of higher education in India is influenced by the colonial system in terms of its organization and execution. But before the Britishers came to India, India had a rich tradition of higher education since the Vedic period. In this period, the GURUKULAs were the centers of higher education. The nature of HE was based on the relationship between the Guru and the disciple. Each disciple had to choose a Guru or a teacher. Under the guidance of a teacher, disciples studied Shastras and Smritis, the aim was emancipation of the soul. There was also a provision of skill-based education. There was a community of practitioners known as GUILDS where expert practitioners of arts and crafts imparted knowledge and skills, in their respective domains to the learners. In the Buddhist period, monasteries emerged as the centers of learning. The study of the Buddhist texts took place at these centers. Monasteries attracted many foreign students from China, Nepal, Tibet etc. Veda, Vedang, Lokayat, Astronomy, Sanskrit and Pali literature were part of the curriculum in the institutions of learning in ancient India. The Universities of Nalanda, Vikramshila and Vallabhi were well known

for their academic reputation. The ancient centers faced problems and couldn't survive under the social and political disorder caused by foreign invasions in medieval India. Though these institutions lost their glory, they did not completely disappear. They co-existed with the MADARASAS which had emerged as the new centers for Higher Education. They were influenced by the Islamic tradition of knowledge and knowing. The medium of instruction at the Madrasas were the Arabic and the Persian language.

After this period, institutions of higher education in India, namely the Universities and Colleges were set up by the Britishers. In 1818, the British set up the first college based on the Western model of formal education in India at Serampore near Kolkata. Following this, many colleges were established in significant administrative centers such as Agra, Bombay, Madras, Nagpur and Patna. In 1857, three Universities- Calcutta, Bombay and Madras were established. The aim of these Universities was to produce graduates to run the administrative set-up of the British and to impart knowledge of Western Arts, Science, Philosophy and Literature, as against Indian Philosophy,Literature and Arts. The model of the University of London was adopted and these universities were established as the administrative, affiliating and examining bodies for providing degrees to college students. In 1857, there were as many as 25 colleges affiliated to these universities. The number of colleges however increased gradually. The demand for opening up new universities increased at the beginning of the 20th century and many new universities were opened. At the time of Independence,in 1947 India had 19 universities, all of them were located in the administrative and business hubs of colonial India, making access to these institutions difficult for those living outside these cities. Higher Education in India was elitist during the colonial period as it catered to a limited number of people who could gain access to the institutions of higher education. For a large majority of people,getting education in colleges and Universities was only an aspiration.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) What was the significance of 'Guilds' in education in the ancient times?

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2) What were the features of the Unniversities that were established in India following the model of the London University?

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9.4 STRUCTURE OF HIGHER EDUCATION IN INDIA

Although education is a lifelong process, it has a formal, sequential structure and defined objectives. Formal education is a systematic and structured way of learning. It is classroom based and is transacted by various agencies and

educational bodies. Students join higher education after completion of senior secondary school. They attend college, university or any other similar institution and take part in the teaching-learning activities related to the courses of study. The structure, mobility and inter-linkages between courses is pre-defined and is strictly adhered to for earning a degree or a diploma. This kind of structure is known as the formal structure of higher education. Besides formal education,There are many non-formal ways of earning degrees in Higher Education.Non formal education allows the students to continue their education beyond the structural constraints of time and space. It offers them the opportunity to engage in part time programs to pursue their interest and quest for knowledge. Adult and continuing education programs, special programs on language, culture and democracy, programs of vocational development are mostly offered through non-formal education.

Non-formal education is also about intentional and organized learning activities, but the system does not operate within the constraints of time and space. It takes place beyond the four walls of a formal classroom. It imparts education to those who otherwise dropout of formal education. It is an extension of learning after formal education. It fulfills individuals' need for education keeping his/her time and resource constraints in mind. The Open and Distance Learning system of education and learning through MOOCs are some of the example of Non-formal education.

Informal education is a life-long process where an individual learns through his/her everyday experience in her/his environment which includes his/her family, friends, work place, etc.

India's higher education system is the world's third largest system of Higher Education. in terms of enrollment. At present approximately 36.6. million students are enrolled in various programs of HE. The structure of comprise of three levels of qualifications:

Formal Education denotes a systematic, structured and organized learning process within a defined and hierarchical institutional structure. It is usually full time and has well- defined stages. It takes place in a formal classroom setting where teacher and students are present.

Bachelor's or Undergraduate Degree Programs: Most of the bachelor degree programs are of three-year duration and are offered after the student has completed twelve years of schooling. Bachelor in Arts (B.A.), Bachelor in Science (B.Sc.) and Bachelor of Commerce (B.Com.) are some of the popular undergraduate programs that require three years of study. The professional education at undergraduate level is of four years' duration, study programs in Engineering, Agriculture, Pharmacy and Dentistry are some of the examples of such programs. The bachelor's degree program of medicine, is an exception, it is of 5 years ‘duration. There is also bachelor's degree program in Education and Library Science. They can be undertaken after earning an undergraduate degree; therefore, they are treated as a second bachelor degree. There are some innovative integrated undergraduate programs such as Law which provide professional education along with liberal education.

Master's or Post Graduate Degree programs: They are usually two-year courses. A Master's level program gives rigorous disciplinary training with specializations in particular domains. Most of the courses also provide basic research training.

Pre-doctoral and Doctoral programs: These include degrees of Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.). The scholars pursuing

these courses undergo rigorous research methodology courses, among other coursed. Students are expected to produce an original research work for earning the degree.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

3) Explore the criteria of admission in various undergraduate programs.

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4) What are the course structures of Master's program in your field?

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5) Search about some of the best/highly esteemed research institutes of science/social sciences in India.

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9.4.1. Regulatory Bodies in Higher Education

You must be aware that education is on the concurrent list which means that both Central and coursed. Students State governments are responsible for regulating, executing and evaluating higher. education. The Ministry of Education at the Centre, is at the apex of the structure of higher education.

The Ministry of Education

Ministry of Education provides the policy framework for education for the entire country and makes efforts to ensure its implementation. It plans for the expansion of opportunities in education by establishing more Universities and colleges, so that disadvantaged groups including women and the poor, and people living in remote areas can get education It is also responsible for financing education.

The Ministry of Human Resource Development (MHRD) was created in 1985; prior to this, the Ministry was known as the Ministry of Education. In 2020, it is again renamed as Ministry of Education. It executes its responsibilities through two departments:

Department of School Education and Literacy: It looks after school education and literacy programs.

Department of Higher Education: This department deals with the policy, planning, financing of higher education. It also deals with matters related to international cooperation in Higher Education. The Department leads many policy initiatives for improvement of access in Higher Education with equity and excellence. It adapts strategies for bringing in state specific reforms. It also prepares a framework for developing curriculum and its implementation.

and suggests examination related reforms. The maintenance and monitoring of governance also come under its purview.

Its efforts are directed to expanding the institutional base of HE. The increased access and participation in HE can be acknowledged to the efforts made by MoE. It is leading innovative programs with the aim to provide quality education to various marginalized group of the society. It is ensuring and sustaining quality enhancement processes at the centers of HE. It is also leading many academic reforms aimed at ensuring institutional autonomy. Regulatory bodies are government bodies that are responsible for ensuring that the regulations, norms and procedures are followed and properly implemented. They are also responsible for maintaining the standards and quality in teaching-learning. The following are the main regulatory bodies in India in the field of higher education:

University Grants Commission (UGC): It was set up by UGC Act 1956. It coordinates and maintains the standards of university education. It provides grants to universities and research organizations.

All India Council of Technical Education (AICTE): It has been established under the AICTE Act, 1987 as an apex body to promote and develop quality technical education system in India. AICTE has the statutory authority to define the standards and norms for technical institutes and to maintain, monitor and assure the quality of technical education.

Medical Council of India (MCI): It was set up by the Indian Medical Council Act, 1956, and amended in 1993. The Council prescribes minimum standards for medical education required for granting recognized medical qualifications by universities or medical institutions in India. It is the responsibility of the Council to give its recommendations to the Central Government for establishing new medical colleges and recommending opening of new or higher courses of study. In 2018, MCI was dissolved and in the year 2019, the Indian Medical Council Amendment 2019 was passed. Now a **National Medical Commission** has been established to regulate medical education in India.

Indian Council for Agricultural Research (ICAR): It is an autonomous organization under the Department of Agricultural Research and Education, Ministry of Agriculture and Farmers Welfare. It is responsible for guiding, coordinating and managing agriculture education and research in India. 101 agriculture research institutes and 71 agriculture universities come under its purview.

National Council for Teacher Education (NCTE): It is set up under the National Council for Teacher Education Act, 1993. It has been given the responsibility to facilitate planned and coordinated development of the teacher education system. It defines and recommends the norms and standards in the field of teacher education. NCTE is empowered to grant recognition to institutions offering courses at various levels and streams of teacher education.

Dentists Council of India (DCI): It is constituted under the Dentists Act, 1948, as a statutory body to regulate the dental education and the profession of dentistry throughout India. It is responsible for maintaining standards for Dental Education and for granting recognition to institutions offering dental education, prescribing the curriculum and conducting examination of dental education in India.

Pharmacy Council of India (PCI). The PCI was constituted under Section 3 of the Pharmacy Act, 1948. It controls and regulates Pharmacy education and profession in India up to graduate level. The Council prescribes the minimum standard of education or qualification as a Pharmacist.

Indian Nursing Council (INC): INC is a statutory body constituted under the Indian Nursing Council Act, 1947. The Council is responsible for the regulation and maintenance of a uniform standard of training for midwives, nurses, auxiliary nurse-midwives and health visitors.

Bar Council of India (BCI): BCI is a statutory body established by the Advocates Act 1961. It regulates legal practice and legal education and prescribes a class or category of person entitled to be enrolled as an advocate. It also specifies the conditions subject to which an advocate has the right to practice and the circumstances under which a person must be deemed to practice as an advocate in a court. It grants recognition to the institutes whose degree in law will be treated as a qualification for professionals to enroll themselves as advocates.

Central Council of Homeopathy (CCH): The CCH was established under the Homoeopathy Central Council Act, 1973. The Council prescribes and recognizes Homeopathic medicine qualifications. Any medical institution that wishes to grant a medical qualification in Homeopathy is required to apply to the council to run a Homeopathy medical education. The Council is responsible for the constitution and maintenance of a Central Register of Homoeopathy

Central Council for Indian Medicine (CCIM): It is a statutory body constituted under the Indian Medicine Central Council Act, 1970. It prescribes minimum standards of education in Indian Systems of Medicine i.e. Ayurveda, Siddha, Unani Tibb. The Council maintains a Central Register of Indian Medicine. It prescribes standards of professional conduct, etiquette and code of ethics to be observed by the practitioners.

Council of Architecture (COA): COA was constituted under the provisions of the Architects Act, 1972, enacted by the Parliament of India. The COA is responsible for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. It also responsible to regulate the education and practice of profession throughout India besides maintaining the register of architects. Any person desirous of carrying on the profession of "Architect" must register /herself/himself with the Council of Architecture.

Rehabilitation Council of India (RCI): RCI is constituted by theRehabilitation Council of India Act in 1992. Its mandate is to regulate and monitor the services given to the person with disability. It also standardizes and ensures the quality of education given to the differently abled persons. It monitors and ensures the quality of professional preparation of those who deliver their services to the differently abled person.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

6) Match Table A with appropriate options from table B.

Table A Regulatory bodies	Table B Institutions/programs to be regulated
All India Council of Technical Education (AICTE)	Agriculture Universities Colleges
Indian Council for Agricultural Research (ICAR)	Law School
National Council for Teacher Education (NCTE)	Engineering College
Bar Council of India (BCI)	Teacher Education Institutes

9.5 TYPES OF HIGHER EDUCATIONAL INSTITUTIONS

There are different types of higher education institutes-universities and colleges are in India. They vary in their legislature status and academic structure. They can be categorized into following groups:

Type of university	Number of universities
Central University	45
Central Open University	1
Institutions of National Importance	101
State Public University	351
Institutions Under State legislature act	5
State open university	14
State private university	262
State private open university	1
Deemed university- government	33
Deemed university- government aided	10
Deemed university-private	80
Grand total	903

(source: aishe - 2017-18)

Central Universities: A Central University is established by an Act of Parliament. At present there are 45 Central Universities in India.

State Public Universities: These types of universities or set up by State Legislative Act. At present there are 318 State universities.

Open Universities: Institutions falling in this category impart education through the open and distance mode in any branch or branches of knowledge. At present there is only one central open university-Indira Gandhi National Open University (IGNOU) and 14 state open universities.

Deemed Universities: Deemed Universities are high performing institutions of HE. They are given the status of a university and can award their own degrees. According to AISHE (2017-18), there are 33 Deemed University-Government, 10 Deemed University-Government Aided and 80 Deemed University-Private.

Institutes of National Importance: There are many HE institutes that have been given the status of 'National Importance by an Act of Parliament, currently there are 101 Institutes of National Importance.

Private Universities are established through State/Central Act but their management is taken care of by a society registered under the Societies Registration Act, 1860 and or any other corresponding law, for the time being, in force in a state or a public trust or a company registered under section 25 of the Companies Act, 1956 through a State/Central act. There are 262 state private universities.

Institute Under State Legislature Act: These are institutes established or incorporated by the State legislature act. They enjoy the status of higher education institutes. At present there are 5 such institutes.

A university can be an teaching cum affiliating or only an affiliating or only a teaching university. In India most of the universities are affiliating universities. A good number of colleges are affiliated to these universities. The colleges can be government, government aided, and private.

9.6 OPEN AND DISTANCE LEARNING (ODL)

The Open and Distance Learning (ODL) system provides a learner-centric mode of pursuing higher studies where the learner can engage in learning at any time and at any place. There is no compulsion of being present at a particular time and place and neither any rigid course structure is to be strictly followed within a given time line. The system is flexible in terms of admission, it provides easy access to those who have not been able to pursue higher education in the formal system and addresses the convenience and needs of the learners in the methods of study and admission. Education is imparted with the help of information and communication technologies which help in addressing a large mass of learners. Along with traditional courses and programmes of study, the ODL also provides opportunities for lifelong learning and professional development in different professional and technical areas with appropriate opportunities for knowledge and skill development through hands-on experiences.

Learning materials for ODL

Providing individualized support for learning is one of the key components of ODL. The Universities offering courses in ODL mode have a large number of study centers for the same. At the study centers, the learners can interact with the Academic Counsellors, Their peers and other experts. They can use libraries and other multimedia resources. The pedagogical approach of distance education is based on self-paced learning. The ODL courses comprise of learning materials in form of Self-Instructional Written Material, Audio-Visual Material, Teleconferencing, Interactive Radio Conferencing.

Features of ODL system

The ODL system is flexible in terms of time, pace, place, age and admission criteria. The learner can pace his/her studies according to his/her convenience. This flexibility makes the system learner. centric.

The ODL system is cost effective because it works on the economies of scale, it enrolls large numbers of students.

Students joining the ODL find the system very affordable because it helps them save the cost of transportation, cost of visiting the institution every day, and the expenses on study materials, etc.

The time and pace of study and the learning schedule is determined by the learners themselves as per their convenience. In case of any difficulty, they can seek help from their Counsellor, online and offline. There is a large segment of population in India, which has not been able to pursue higher education because of socio-economic or cultural reasons. The ODL system gives them opportunities to study by making education flexible and learner-friendly. It also offers opportunities for knowledge upgradation and skill development for those who are working or in-service without disrupting their work schedules.

ODL institutes in India

In India, the first open University is the Andhra Pradesh Open University established in 1982. It has been renamed as Dr. B.R. Ambedkar Open University. In 1985, the Central Government established Indira Gandhi National Open University (IGNOU). At present there is one central and 14 State Open Universities in India.

9.7 MOOCS (MASSIVE OPEN ONLINE COURSES)

The Information and Communication technologies have brought about an opportunity to expand higher education to the masses. Though the Open and Distance learning programs were already in place, education has been made more accessible due to the use of ICT. An individual desirous of learning can learn any time anywhere, if he/she has access to the internet. The internet revolution in the field of higher education has given rise to what is known as Massive Open Online Courses (MOOCs). MOOCs are one of the effective ways of offering online courses, globally, and for unlimited participation. MOOCs are offered through a platform. Coursera, EdX and Udacity are some of the examples of MOOCs platforms. It is an opportunity to raise the enrollment in HE, to meet challenges of educational infrastructure and to provide quality education to the masses.

SWAYAM

The 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM), is a web based interactive platform for hosting online courses from High School to University level. The platform provides quality learning material using multimedia anytime, anywhere. The courses offered on SWAYAM are easy to access and monitor. It is an interactive virtual space where peer group interaction and discussion take place. Many of the courses follow a hybrid model of delivery, with synchronous and asynchronous interactions. The courses available on SWAYAM platform have been developed adopting the four-quadrant approach.

You can visit SWAYAM website and explore if there are any courses available for you? If you do so, you will find that each course has a syllabus template. It describes the course, learning outcomes, and expectations for participation. It also mentions the course timeline, information about assignments and discussions etc. Join a course of your choice!

9.8 RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA)

Efforts made for expansion of primary and secondary education in India have resulted in Two flagship programs namely Sarv Shiksha Abhiyan (SSA)and Rastriya Madhyamik Shiksha Abhiyan (RMSA). The higher education system is faced with the challenge of accommodating a large number of students and providing them quality education. To meet these challenges the Central government launched a scheme Rashtriya Uchchatar Shiksha Abhiyan in 2013. The scheme aims at overhauling higher education by addressing the issues of access, equity and quality at the state level. It aims at upgrading existing State universities and colleges to their best of capacities.

Objectives of RUSA

If you visit the official website of RUSA you will find the following objectives listed:

- Ensuring that State institutions meet the prescribed norms and standards meant for HE. They have undergone the process of accreditation.
- Creating an institutional structure for planning and monitoring, promoting autonomy of HE institutions and improving governance.
- Ensuring reforms related to affiliation, academic and examinations system.

- Ensuring availability of faculty and promoting capacity building at all levels of employment.
- Creating and sustaining research and innovation friendly learning environments.
- Expanding additional capacity of existing institutions and establishing new institutions for making HE accessible.
- Addressing the issue of regional imbalance by setting up new institutions.
- Providing opportunities in Higher Education to various marginalized groups of society.

Guiding Principles of RUSA

If you explore more about RUSA you will find certain guiding principles of the scheme:

Focus on Quality and Research: RUSA envisions that all State higher education institutions must provide quality higher education to all. The underlying principle is that mass access to higher education will not be fruitful without high quality standards. It emphasizes that all State institutions should undergo NAAC accreditation so that a minimum quality assurance is made. Besides, these institutions will be encouraged to promote research and innovation, for which they will be provided resources and funds, they ensure the quality of research. Criteria such as number of research publications, impact factor of journals in which papers are published, citations, the amount of research funding attracted, etc. will be used to ensure the quality of research. States institutions are expected to honestly declare their present status in this area and outline specific strategies for improvement, including the use of information and communications technologies (ICT).

Norm-based and Outcome-dependent Funding: The RUSA is a centrally sponsored scheme for providing grants. It is designed in such a way that funding is norm-based and future grants are outcome dependent. Future funding is decided on the basis of past achievements and utilization of funds submitted to MHRD.

Incentivizing and Disincentivizing: To make the scheme more effective it is envisioned to incentivize out performance and disincentivize under performance. Thus, the process will be demand driven and competitive.

Apolitical Decision Making: RUSA is committed to ensure that all the decision making under the scheme is done in an unbiased, apolitical and professional manner. Therefore, it adopts performance-based assessment. It also expects the State to be unbiased, apolitical and professional while executing and facilitating the reforms.

Autonomy: RUSA envisages autonomy as an indispensable condition for quality and accountability. Therefore, it gives institutions full liberty to plan specific interventions depending on their special needs and requirements.

Disclosure-based Governance: The participating institutions are made responsible for students, parents and the society. Disclosure-based governance is also upheld where any institution is responsible for its regulatory authorities as well as its clientele.

Equity-based development: The initiatives under the RUSA scheme will be aimed at creating equal opportunities for marginalized groups i.e. women, tribes and differently abled.

Components of RUSA

The following are primary components of the scheme:

- Upgradation of existing autonomous colleges to universities.
- Conversion of colleges to cluster universities.
- Infrastructure grants to universities.
- Establishing new model colleges
- Upgradation of existing degree colleges to model colleges.
- Developing new professional colleges.
- Infrastructure grants to colleges
- Research, innovation and quality improvement.
- Equity initiatives
- Faculty recruitment support
- Faculty improvements.
- Vocationalization of Higher Education.
- Leadership development of educational administrators.
- Capacity building and preparation, data collection and planning.

(**Source:** RUSA website)

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

7) There are some statements given about the RUSA. Mark [√] in front of the right statements.

The RUSA scheme is sponsored by state governments.

The RUSA scheme is limited to examination reforms of HE

The RUSA scheme covers both upgradation of existing institutions and establishing new institutions

9.9 UNIVERSITY GRANTS COMMISSION

University Education Commission (UGC) was constituted in the year 1948 to recommend policy guidelines and directions in higher education. The Commission recommended the establishment of a University Grants Commission following the model of University Grants Commission in Britain. The UGC came into existence in 1953. It became a statutory body in 1956 by an Act of Parliament. The UGC has been entrusted with two responsibilities: providing funds to the universities and coordination, determination and maintenance of standards of university education in the country. The mandate of the UGC is:

- promoting and coordinating university education.
- determining and maintaining standards of teaching, examination and research in universities.
- framing regulations in minimum standards of education

- monitoring developments in the field of collegiate and university education, disbursing grants to the universities and colleges.
- serving as a vital link between the Union and state governments and institutions of higher learning.
- advising the central and state governments on the measures necessary for improvement of university education.

(**Source:** www.ugc.nic.in)

9.10 CENTRAL ADVISORY BOARD OF EDUCATION (CABE)

Central Advisory Board of Education (CABE) is the national level body that advises the Central and State governments about issues in education. CABE was established in 1920 and dissolved in 1923. It was reconstituted in 1935 and continued till 1994. CABE plays a pivotal role in reviewing and advising the educational policy and its implementation. CABE was reconstituted in 2004.Its board consists of ministers from the Central and State governments, representatives of various interest groups and nominated members from the Lok Sabha and Rajya Sabha. The functions of CABE are as follows:

- to review the progress of education from time to time
- to appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies
- to give appropriate advice about the issues of education
- to advise regarding coordination between the Central and State Governments/ UT Administrations, State Governments and non-governmental agencies for educational development in accordance with the education policy
- to advise on a reference made to it by the Central Government or any State Government or a Union Territory Administration on any educational question.

9.11 LET US SUM UP

The structure of education in India comprises of Primary, Secondary and Higher/ Tertiary education. Primary and Secondary education come under the purview of school education and tertiary education is higher education. Higher education (HE) comprises study programs beyond senior secondary level of schooling. Higher education nurtures individuals' intellectual abilities and aptitudes and contributes in creation, sharing and evaluation of knowledge. It provides human capital for the labor market. The present structure of HE in India has a colonial influence in terms of its organization and execution. However, India has a rich tradition of higher education since the Vedic period. In ancient India the universities of Nalanda, Vikramshila and Vallabhi were well known for their academic worth. In 1857, three Universities- Calcutta, Bombay and Madras were established.by the British, to produce a set of educated people who could run the colonial administration and to impart the knowledge of arts, science, philosophy and literature of Europe to the Indians.

Higher Education system in India is the world's third largest system in terms of enrollment. At present there are approximately 36.6. million students who are

enrolled in various programs. Its structure comprises three levels of qualifications: Bachelor's or Undergraduate degree programs, Master's or Post_- graduate degree programs and Pre-doctoral and Doctoral programs. Education is on the concurrent list, making both central and state governments responsible for regulating, implementing and evaluating Higher E. The Ministry of Human Resource Development (MHRD) is at the apex of the structure of higher education and for maintaining and coordinating standards in different areas there are many regulatory bodies University Grants Commission, (UGC), All India Council of Technical Education (AICTE), Medical Council of India (MCI), Indian Council for Agricultural Research (ICAR) and National Council for Teacher Education (NCTE) etc.

There are different types of institutions of higher learning that offer higher education can be grouped as follows: Central University, Institutions of National Importance, State Public University, Institutions Under State legislature Act, State Open university, State private university and State private open university.

Open and Distance Learning (ODL) system is a learner centric mode for pursuing higher studies where the learner can engage in learning at any time and in any place. The internet revolution in the field of higher education has led to Massive Open Online Courses (MOOCs). The 'Study Webs of Active Learning for Young Aspiring Minds' (SWAYAM) is a web based interactive platform for hosting online and courses from High School to University level. The platform provides quality learning material using multimedia on anytime, anywhere. At present the central government is committed to expand the quality higher education to the masses. The RUSA scheme is one of the centrally sponsored schemes that is enabling state institutions to meet the quality standards. Similarly, CABE is the highest advisory body which advises the government about the issues related to access, quality and equity of HE.

9.12 UNIT END EXERCISES

- Critically examine the role and functions of UGC in regulating higher education in India.
- Read NEP-2020 and discuss the provisions suggested there to restructure the regulatory framwork of higher education.

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9.14 ANSWER TO CHECK YOUR PROGRESS

1. Professional and technical education
2. They are affiliating universities aimed at propagating the knowledge, arts and philosophy of western societies

Table A Regulatory bodies	Table B Institutions/programs to be regulated
All India Council of Technical Education (AICTE)	Engineering College
Indian Council for Agricultural Research (ICAR)	Agriculture Universities Colleges
National Council for Teacher Education (NCTE)	Teacher Education Institutes
Bar Council of India (BCI)	Law School

3. Answer on the basis of structure in your university.
4. Answer on the basis of your area/field of study.
5. Answer the outcome of your search.
6. Match the Table A with appropriate options from the table B.
7. There are some statements given about the RUSA. Mark [√] in front of the right statements.

- The RUSA scheme is sponsored by state governments.
- The RUSA scheme is limited to examination reforms of HE
- The RUSA scheme covers both upgradation of existing institutions and establishing new institutions [√]

UNIT 10 COLLEGE AND UNIVERSITY EDUCATION

Unit Structure

10.1 INTRODUCTION

In the previous Unit, we discussed the structure of the higher education system in India. In this Unit we shall focus our attention on the functioning of the higher education system by discussing the types of universities and the academic and administrative mechanisms that help them perform their functions, human resources and their management, and other aspects like the bodies for regulating higher education and their role.

There has been a tremendous growth in the number of colleges and universities in India since independence. At the time of independence, there were 20 universities and 496 colleges; this number has increased to nearly 1000 Universities and 45,000 colleges in 2020.

The history of education in India dates back to the time where the teaching and learning process revolved around the 'Gurukuls' and later, the 'Madrassas' residential in nature, wherein students were educated in different areas of religion, philosophy and other subjects.

After the Britishers came to India, the design of higher education changed. The British established the formal system of higher education focused on languages, literature, history, and philosophy. The main aim of the Britishers was to produce a small set of English-speaking working-class for the administrative services, army and trade. A few colleges and Universities that functioned, were inspired by the University of London. After independence, there was a change in the aims and objectives of higher education. Higher education was to become more accessible and equitable and contribute towards development and making the country self-reliant.

Higher Education is the shared responsibility of the Central and the State governments. The University Grants Commission (UGC) is the statutory body responsible for the coordination and determination of standards in Universities and Colleges; there are however, other regulatory bodies in higher education for other sectors.

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10.2 OBJECTIVES

After going through this Unit, you should be able to:

- develop understanding about the structure and functions of various types of universities and colleges in India,
- analyses the functions of various regulatory agencies concerned with higher education,
- understand the significance of planning and management in higher education and analyses issues related to it
- explain the role of various bodies in the academic and administrative management of colleges and universities, and
- components of human resource management and mechanism involved in developing it in the context of higher education system.

10.3 COLLEGES AND UNIVERSITIES: TYPES AND NATURE

WHAT IS A UNIVERSITY?

The word 'University' is defined by Wikipedia as an institution of higher (or tertiary) education and research which awards academic degrees in different academic disciplines. Universities typically offer undergraduate education and postgraduate education and award degrees in specific areas.

Apart from the above definition, in order to be able to offer degrees, a University should be established in accordance with the provisions of law. degrees, a" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognized by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956.

Types of Universities

There are different types of Universities: Central Universities, State Universities, Private Universities, Deemed-to-be Universities and University-level institutions. Their descriptions below will enable you to understand the distinctions between them:

Central University: Central universities, or Union universities, are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource Development Ministry. According to the Uncas of December 2018, there are 49 central universities.

Out of the forty nine, nine Universities however are not under the purview of the UGC and therefore do not get the Plan or Non-Plan grant from nine, nine are(I) Central Agricultural University, Imphal, Manipur (ii) Indira Gandhi National Open University, New Delhi (iii) Indian Maritime University, Chennai (iv) Nalanda University, Rajgir, Dist. Nalanda, Bihar (v) South Asian University, Akbar Bhawan Campus in Chanakyapuri, New Delhi (vi) Rajiv Gandhi National Aviation University, Rae Bareli, Uttar Pradesh (vii) Rani Lakshmi Bai Central Agricultural University, Jhansi (Uttar Pradesh) (viii) Dr. Rajendra Prasad Central Agricultural University, Pusa, Samastipur, Bihar (ix) National Sports University, Koutruk, Manipur.

State University: State universities are located in respective States and function within their territorial jurisdictions. A State University is usually established by the State legislative assembly act. There are nearly 400 state universities. Most State Universities are affiliating universities in that they administer a large number of affiliated colleges (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses. More established colleges may even offer Ph.D. programs in some disciplines with the approval of the affiliating university.

Private University: As the name suggests, a university which is run by, a trust, a company or a society, in other words, by a private body and receives funds from entities that are non-governmental or private, is called a private university. A private university can conduct its own admission process but has to follow the rules prescribed by the UGC.

A private university is established through a State/Central Act by a sponsoring body viz. society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956. The universities are approved by the UGC. Private universities can grant degrees but they are not allowed to have off-campus affiliated colleges. Private universities have to meet the guidelines of the UGC in matters like curriculum, examination procedures, labs, and so on. They do not have complete independence in their functioning.

There are nearly 300 private universities.

Deemed-to-be University: According to the Ministry of Human Resource Development (MHRD), "An Institution of Higher Education, other than universities, working at a very high standard in specific area of study, can be declared by the Central Government on the advice of the University Grants Commission (UGC), as an Institution 'Deemed-to-be-university'. Institutions that are 'deemed-to-be-university' enjoy the academic status and privileges of a university."[3]In other words, Deemed to be University, or a Deemed University, refers to a high-performing institution, which has been so declared by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956. Deemed university, or "Deemed to be University", is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. There are nearly 128 deemed universities.

Institution of National Importance: An institution which "serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state" is conferred the status of Institute of National Importance and receives special recognition and funding from the India. It is a status that may be conferred on a premier public higher education institution in India by an Act of Parliament of India, An Institution established by Act of Parliament and declared as Institution of National Importance can undertake teaching and research in areas that are critical to national development. Examples are the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), National Institute of Technology (NITs) have been globally acclaimed for their standard of education.

Universities can also be classified as-

I. Unitary

II. Affiliating

In case of unitary universities, teaching and research is conducted on a single campus and there is a provision for undergraduate and postgraduate teaching, as

well as research activities Universities such as the Banaras Hindu University and the University of Hyderabad are examples of unitary universities.

Affiliating universities: Affiliating Universities are those that have a central campus with departments that impart postgraduate instruction and conduct research. There are a number of colleges affiliated to the University which may be located in different geographical locations depending on the jurisdiction of the university. The colleges mostly offer undergraduate programmes but may also be permitted to conduct postgraduate classes in select subjects. There are many Indian Universities that are the affiliating types, the larger ones like Calcutta, Mumbai, Osmania and Bangalore having more than 300 affiliated colleges.

Colleges: In India, the bulk of undergraduate teaching is done in colleges. Colleges are of two types: constituent and affiliated colleges. The former are those that are established and managed by the University; the latter are set-up and managed outside the university campus, either by the government or by educational trusts. As stated earlier, most colleges impart education at the undergraduate level in Arts, Social Sciences, Sciences, and Commerce. There are colleges that offer technical and professional education in disciplines such as Law, Medicine, Engineering and Technology and Management. Many colleges offering technical and professional education fall under the purview of private management.

A College is competent to provide for a course of study and is recognized to do so by a University whose rules and regulations it follows. Students, after going through the course of study, take the exam and are awarded a degree for qualifying for the course, by the study, take the examination.

Autonomous Colleges

UGC has introduced a scheme of Autonomous colleges keeping in view the objectives of the National Education Policy (1986-92). All Colleges under Section 2(f) & 12(b) of the UGC Act are eligible under the Scheme. Criteria for identification of institutions for grant of autonomy are as follows:

A. Academic reputation and previous performance in university examinations and its academic/co-curricular/extension activities in the past.

B. Academic/extension achievements of the faculty.

C. Quality and merit in the selection of students and teachers, subject to statutory requirements in this regard.

D. Adequacy of infrastructure, for example, library, equipment, accommodation for academic activities, etc.

E. Quality of institutional management.

F. Financial resources provided by the management/state government for the development of the institution.

G. Responsiveness of administrative structure.

H. Motivation and involvement of faculty in the promotion of innovative reforms

Since 2018, new rules are in force regarding grant of autonomy to colleges. Colleges receiving scores of 3.51 or higher on a scale of 0 to 4 from the National Assessment and Accreditation Council (NAAC), or accredited by the National Accreditation Board (NAB) in three or more programmes with scores of 750 or more in each programme, automatically become eligible for autonomy. Autonomy gives freedom to a college in academic, administrative and financial matters. The college can introduce new courses and programmes and can review, restructure

and redesign the ones that are on offer. It is also free to constitute its own governing bodies, such as the academic council, board of studies and finance committee for the administrative functioning of the college. It can fix its tuition fees which gives it financial autonomy. Under the new rules, 59 colleges have received autonomy, and nearly 100 are in the process of getting it.

The parent University awards degrees to the students, evaluated and recommended by Colleges. Autonomous colleges that have completed three years term can confer the degree under their title with the seal of the university.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) Differentiable between a University and a college.

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2) What is the difference in working of various types of college?

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10.4 REGULATORY MECHANISMS

The Department of Higher Education, Ministry of Education (MoE), is responsible for the overall development of the higher education sector, both in terms of policy and planning. Under a planned development process, the Department looks after the expansion of access and qualitative improvement in higher education, by setting up Universities, Colleges and other Institutions.

India's higher education system is the third largest in the world. The University Grants Commission is its main governing body and also oversees accreditation for higher learning. University Grants Commission and many other agencies are directly or indirectly regulating the quality of higher education. In the previous unit of this block we discussed the role of UGC and CABE. We will briefly discuss the regulatory mechanism in this section.

UNIVERSITY GRANTS COMMISSION

The University Grants Commission is a statutory organization established by an Act of Parliament in 1956, for the coordination, determination and maintenance of standards of university education. Apart from providing grants to eligible universities and colleges, the Commission also advises the Central and State Governments on the measures which are necessary for the development of higher education. It functions from New Delhi as well as its six Regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

The UGC has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education.

The UGC`s mandate includes:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for improvement of university education.

OTHER REGULATORY BODIES

In addition to the UGC there are a number of other central regulatory and coordinating bodies. In this section we will discuss in brief about some important bodies.

All India Council for Technical Education (AICTE): The All India Council for Technical Education (AICTE) was set up in 1945 as an advisory body,and in 1987, given the statutory status by an Act of Parliament. The AICTE grants approval for starting new technical institutions, for introduction of new courses and for variation in intake capacity in technical institutions, such as those offering Engineering and Technology and Management Programmes. The AICTE has delegated to the concerned state governments powers to process and grant approval of new institutions, starting new courses and variations in the intake capacity for diploma level technical institutions. It also lays down norms and standards for such institutions and ensures quality development of technical education through accreditation of technical institutions or programmes. In addition to its regulatory role, the AICTE also has a promotional role which it implements through schemes for promoting technical education for women, handicapped and weaker section of the society promoting innovations, faculty, research and development, giving grants to technical institutions.

National Assessment and Accreditation Council (NAAC): National Assessment and Accreditation Council, an autonomous body, has been established by the University Grants Commission in 1994 in pursuance of the recommendations made by the National Policy of Education, 1986 and the Programme of Action (POA), 1992 which lay special emphasis on evaluating the quality of higher education in India. The prime mandate of NAAC, as envisaged in its Memorandum of Association, is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e., departments, schools, institutions, programmes, etc. The NAAC functions through its General Council and Executive Committee where educational administrators, policy makers and senior academicians from a cross-section of the system of higher education are represented.

National Council for Teacher Education (NCTE): The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August,1995. Prior to this, it was an advisory body for the Central and State Governments on all matters pertaining to teacher education. The National Policy on Education (NPE), 1986 and the Programme of Action had recommended a

Council for Teacher Education with statutory status and necessary resources for overhauling the system of teacher education, that is the genesis of the present NCTE.

Indian Council of Agricultural Research (ICAR): The Indian Council of Agricultural Research (ICAR) is an autonomous organization under the Department of Agricultural Research and Education (DARE), Ministry of Agriculture and Farmers Welfare, Government of India. The role of council is to plan, aid, impart and coordinate agricultural education to enable quality human resource development as well as coordinate and promote research and technology development for sustainable agriculture.

Medical Council of India (MCI): The Medical Council of India was established with the main function of establishing uniform standards of higher qualifications in medicine and recognition of medical qualifications in India. Medical Council of India is responsible for maintenance of uniform standards of medical education, both undergraduate and postgraduate.

Bar Council of India (BCI): The Bar Council of India was established by the Parliament under the Advocates Act, 1961. The Bar Council is concerned with legal studies in India. The role of the Council is to promote and lay down the standards of legal education. This is done in consultation with the Universities in India imparting legal education and the State Bar Councils. At the same time, the Council also recognizes Universities whose degree in law shall be a qualification for enrolment as an advocate. The Bar Council of India visits and inspects Universities, or directs the State Bar Councils to visit and inspect Universities for the purpose of recognition.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

3) What are the regulatory functions of UGC?

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10.5 TYPES OF MANAGEMENTS

The act of legislature of establishment and pattern of financing higher education closely follow its type of management. The management of universities and colleges can be explained under the following types.

Central Government - Universities/Colleges/Institutions which are maintained by the Central Government, whether directly or indirectly like the Banaras Hindu University, and other institutes like Indian Institute of Management (IIMs), Indian Institute of Technology (IITs), Indian Institute of Information Technology (IIITs) Indian Institute of Science (IISc), Bangalore, Indian Institute of Science Education and Research (IISER), Pune, Institutes of National Importance etc. are under management of the Central government.

State Government - Universities/Colleges/Institutions which are maintained by the State Government whether directly or indirectly e.g. Chaudhary Charan Singh University, Meerut, getting maintenance grant from Uttar Pradesh Government is managed by the State Government.

Local Bodies - Colleges/Institutions which are managed by the local body such as the Panchayats (as defined in Art 243 read with 243 B of the Constitution), Municipalities (as defined in Article 243 P read with 243 Q of the Constitution), Cantonment Boards, Town Area Committees and any other bodies of the local self-government constituted under a law. e.g. Firoz Gandhi College & C.P. Verma College, Patna affiliated to Magadh University.

Private Aided - Institutions, which are managed by an Individual, Trust, Society or Other Private Organization and receive regular maintenance grants from the Government or any Local Body like the Hindu College, Delhi, affiliated to the University of Delhi was founded by Late Shri Krishna Dassji Gurwale, with prominent Delhi citizens as trustees in 1899, receiving regular maintenance grant by government.

Private Un-aided - Institutions, which are managed by an Individual, Trust, Society or other private organization, which is either not receiving any grant or in receipt of one-time ad-hoc grant for a specific purpose like building construction, strengthening of the library or the laboratory, one-time subsidy towards teacher salary etc., but not receiving regular maintenance grant. According to the All India Survey on Higher Education 2015-16 (AISHE), 78% Colleges are privately managed; 64% Private-unaided and 14% Private aided. Andhra Pradesh & Telangana have more than 80% Private-unaided colleges and Tamil Nadu has 76% Private-unaided Colleges, whereas, Bihar has 13% and Assam has only 10% Private-unaided colleges. These include engineering, arts and science, nursing, pharmacy, and other professional colleges.

10.6 ACADEMIC AND ADMINISTRATIVE MANAGEMENT IN COLLEGES AND UNIVERSITIES

In this section, we will discuss the academic and administrative functioning of the College and University through the functioning of the decision-making bodies.

The experience of University administration in ourcountry varies, depending on the type of the university, the period for which it has been in existence and whether it is under the control of the union or state government. The administration of both unitary and affiliating type of Universities is almost similar and is carried out through a hierarchy of authorities and functionaries. The following are the important decision-making bodies:

- Court/Senate
- Executive Council/ Board of Management
- Academic Council
- Board of Studies
- Finance Committee

Court/ Senate

The constitution of the Court and the term of office of its members is prescribed by the Statutes. In case of a central university, it is known as a Court and in a state university, it is named as a Senate. Some of the functions performed by the Court/Senate are as follows:

a) To review the broad policies and programmes of the University, and to suggest measures for its improvement;

b) To consider and pass the annual report, annual accounts and the audit report.

d) To perform such other functions as may be prescribed by the Statutes.

Executive Council / Board of Management/ Syndicate

The Executive Council, known by different names, is the highest decision-making body of the university and represents different segments of the University such as the various faculties, colleges and teachers. In the Central universities, the principal governing body is known as the Executive Council whereas in State universities it is known as the Syndicate or the Board of Management. Apart from the constituents of University, the membership of the Executive Council is extended to a few distinguished academics or academic administrators from outside the University. Outside experts are nominated by the Chancellor from a panel of experts proposed by the Vice- Chancellor. Other members like Deans, Professors, Principals and Teachers, representatives may be chosen by rotation on the basis of seniority.

The Syndicate works well when policy decisions are taken in consultation with teachers and, whenever necessary, with non-teaching employees. But, in routine matters, delegation of power to different officers of the University, for taking appropriate decisions,and being responsible for the same results in more effective decision making the functioning of the University largely depends on the functioning of the Executive Council/Syndicate.

Academic Council

The Academic Council is the principal decision-making body in academic matters. Its functions are to coordinate and exercise general supervision over the academic policies of the university. It provides leadership in matters of setting norms and standards and the quality of teaching and research. The Academic Council can bring about inter departmental and interfaculty coordination in both teaching and research.

The Council should be composed so as to ensure that all faculties in the University find representation on it through Deans, Heads of Departments, Professors, Readers,Lecturers, Principals and teachers of affiliated colleges. It is important that teachers are chosen by rotation and not election, so that care should be taken not to choose the teachers representatives through election. The academic council should also have eminent academics, scholars and experts from outside the university, from other universities, professional bodies, research institutions and industry. Some student representatives of postgraduate and research courses should also be members of the council. They should, however, be selected only on the basis of academic excellence.

The Academic Council works as an advisor to the Executive Council on all academic matters, including the control and management of laboratories, libraries and other issues related with student welfare.

Boards of Studies

Each department of the university has a Board of Studies. The constitution of the Board of Studies and the term of office of its members is prescribed by the Ordinances. It usually consists of the Head of the departments, teachers and some other member expert in the concerned field. Subject to the overall control and supervision of the Academic Council, the functions of a Board of Studies are to approve subjects for research for various degrees and other requirements of research degrees and to recommend to the concerned School Board in the manner prescribed by the Ordinances. The Board of Studies coordinates teaching

and research work in the department, appointment of supervisors for research, approval of Courses of studies, appointment of examiners for courses, measures for the improvement of the standard of teaching and research etc.

Finance Committee

The Finance Committee consists of the Vice-Chancellor as ex-officio chairman, Pro-Vice-Chancellor, one person to be nominated by the Court, three persons to be nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council and three persons to be nominated by the Visitor. All the members of the Finance Committee, other than ex- officiomembers, hold office for a term of three years. The Finance Committee examines the accounts and scrutinizes proposals for expenditure. The annual account and the financial estimates of the University are laid before the Finance Committee for consideration and comments and thereafter submitted to the Executive Council for approval. The Finance Committee recommends limits for the total recurring expenditure and the total non-recurring expenditure for the year, based on the income and resources of the University.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

4) What is relationship of management with quality assurance in higher education?

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5) What are the role and functions of various bodies in a University system?

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6) What should be quality parameters to access a University?

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10.7 STUDENTS AND TEACHERS: THE TWO PILLARS OF AN ACADEMIC INSTITUTION

Development of any nation solely depends on the quality of human resources; and good human resource is produced through quality education. Education provides people with an opportunity to reflect on the social, cultural, moral, economic, and spiritual issues and contributes towards the development through propagation of specialized knowledge and skills. In the broader sense human resource development seeks to develop people's "knowledge, expertise, productivity and satisfaction, whether for personal or group gain, or for the benefit of an organization, community, nation, or ultimately, the whole of humanity. "In the narrower sense human resource development is used as a generic term for

systematic and planned activities implemented by an organization to enhance the professional qualifications of its employees with regard to the objectives of the organization.

The effectiveness of the higher education system depends upon the competence of the people who are responsible for various educational practices. Two important pillars among these are Student and Teacher, who are directly involved in teaching, learning and research activities at higher education institutions. As such we have to focus on these two important components of human resource.

Development of Students: Development of students can be related to the development of the following:

1. Subject-based skills which refer to know-what and know-how
2. Behavioral and social skills, which relate to self-confidence, energy, perseverance, passion, leadership, collaboration and communication
3. Skills in thinking and creativity, which involve critical thinking, ability to make connections, imagination and curiosity.

Development for Teachers: At higher education level it is the teacher who is involved in developing knowledge, attitudes, values and skills among students. There is a need to build and improve competencies of teachers by focusing on the following:

i. Recruitment and Placements
ii. Performance and Potential Appraisal
iii. Leadership
iv. Continuing Education
v. Management Information System

people to attain specific as well as organizational goals. Human resources constitute the most important part of an institution. It is important that Universities and colleges attain the organizational goals for this, performance indicators, if used intelligently and flexibly, can give useful insights into the performance of the University... Figure 1 illustrates the performance measurement framework for universities based on their functions.

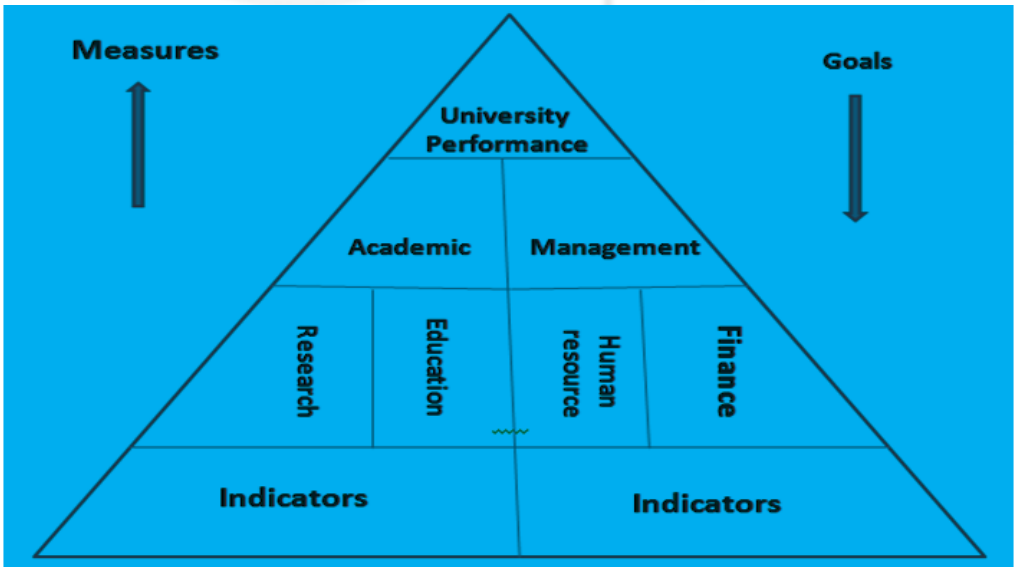

Figure 1 Performance measurement framework of Higher education Institutions. Source adapted from (Wang, 2010)

10.8. LET US SUM UP

The organization of higher education in India is complex with various types of Colleges and Universities. The types of universities are Central universities, State universities and Deemed to be universities. Most of the colleges and universities are within the purview of the UGC for management and regulation and the others are looked after by different agencies working under the Ministry of Education or other Ministries. This unit was an overview of the system of the universities and colleges in India. Every University or a College has statutory bodies for their administrative and academic functions. Some of the prominent ones are the Senate/ Court, Executive Council/ Syndicate/ Board of Managements, Academic Council, Board of Studies, Finance Committee and other related committees. Each of these bodies has a unique role to play in the planning and management of the University or the College. It is important to understand that higher education institutes trying to grow continuously and adapt themselves for coping with the changing environment.

10.9. UNIT END EXERCISES

1. Discuss about the role of academic council and board of studies in a university system with 2-3 teachers teaching in higher education institutions. Prepare a report based on your interaction with them.
2. Do you think regulatory bodies are able to ensure quality in higher education? Critically analyze role of NCTE for teacher education.

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10.11. ANSWERS TO CHECK YOUR PROGRESS

1. **Hint for answer:** You can differentiate between a university and college on the basis of points like Meaning, Affiliation, Research Program, Scope,Number of courses offered, Head, Number of Enrolled students, Campus etc.
2. **Hint for answer:** You can select any specific area of your choice and then identify the colleges and you can also group them as Constituent College or Affiliated College and try to understand their working mechanism.
3. **Hint for answer:** As wediscussed earlier that most of the power for maintenance of standards in higher education vests with the University Grants Commission, see section 10.4.1
4. Quality of any Higher Education Institute is completely dependent on the management system governing that body. Under various management systems as central, state, private etc. that directly affects institutional legislature and regulatory mechanism, quality and standards has been also affected, see section 10.5
5. Select any university, and try to understand about main bodies responsible for taking decisions for various academic and administrative matters, see section 10.6
6. Performance of any university can be measured in terms of the quality of its research work, standard of teaching and learning activities, quality of human resource, student's placement, effective management strategies, etc.

UNIT 11 TECHNICAL AND PROFESSIONAL EDUCATION

Unit Structure

11.1 INTRODUCTION

Education system in India consists of Pre-primary, Primary /Elementary, Secondary and Higher Education Generally, there are three types of education at higher education level-General, Technical and Professional. General education is understood as education that focuses on the development of the students as individuals and puts them in touch with broad, yet focused courses that promote critical thinking and increase their awareness of the world around them. Core subjects taught at school like English, Maths, Science and Social Sciences form the bulk of general education courses, which are also taught at higher education level.

Professional education, on the other hand, is a formalized approach through which students acquire content knowledge and also the techniques to apply that knowledge in a profession. Professional education includes the knowledge and values basic to professional disciplines like medicine or law, the key concepts, principles, and techniques and their application in practice. Students in professional education courses are expected to attain a level of competence necessary for entry into professional practice, they are bound by a code of ethics, and they also have the responsibility and the commitment to continue updating their knowledge and competence in their professional life. Professionals like doctors, teachers and lawyers render service to society and financial remuneration is seen as secondary.

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Technical education prepares individuals for the world of work and involves acquisition, development and application of work-related skills and understanding of knowledge and scientific principles that underlie those skills. Technical education in the Indian context refers to programs related to Architecture, Planning, Design, Engineering and Technology, Computer Application, Management, Pharmacy, Hotel Management and catering at Diploma, Undergraduate and Postgraduate level. In this unit we will discuss the nature and significance of technical, vocational and professional education, its growth and development in India, institutional mechanisms and regulatory bodies for technical and professional education. In the final sections, we also discuss the need for revising technical, vocational and professional education in the context of the 21st century skills. Finally, we discuss the proposal of having a single regulator for different areas in higher education.

11.2 OBJECTIVES

After completion of the unit, you will be able to:

- discuss the nature of technical, vocational and professional education;
- understand the significance and growth of technical education and professional education in India;
- distinguish different types of educational structure and institutional mechanisms for each type;
- describe the role of different regulatory bodies for technical and professional education,
- comprehend the need to accommodate 21st century skills in the teaching of such type of education; and
- discuss the advantages of a single regulator in regulating education

11.3 SIGNIFICANCE OF TECHNICAL AND PROFESSIONAL EDUCATION

It has been observed that all countries, especially the developing ones, rely on the balanced development of all sectors of education in order to make progress. In other words, it is not only 'general education', but in order to achieve development, countries must offer a variety of courses in technical, vocational, professional, agricultural, education. This is important because a country needs adequately educated, skilled and trained manpower for all professions. Although the aim of education is not limited to producing skilled manpower because education focuses on the overall development of individuals and nations, yet its contribution in economic development and human resource development cannot be underestimated. Education, including technical and professional education, contributes to improved participation of the individual in the economic, social and cultural roles in society. It leads to improvement in the health and nutrition status, enhances economic development; accelerates technological development; and leads to an overall improvement in the quality of individual life and society. A skilled workforce enables global competitiveness and economic growth, which helps the entire society. As far the individual, chances of an improved career path, an increase in earning power and a better quality of life are some of the returns that can be expected from investing in education. Studies world over suggest that education and training raise the productivity of workers and increases their earnings over a period of time, especially of those with higher levels of education.

Medical profession has always been considered as the noblest of all professions because it directly deals with the lives of people. Doctors earn high respect from all sections of society because of the nature of their profession. In a developing nation such as India, the well-being and health of the citizens determines the overall development of the profession. In and high-quality medical education imparted in the various medical colleges of the country. is therefore a necessity. To make healthcare accessible and encounter new forms of disease, research work in medical colleges and teaching hospitals is important. Although India has made impressive gains in medical education, India still faces a poor doctor to patient ratio, registered allopathic doctors are based mostly in urban areas. There is a need for an expansion of the system to impart high quality medical education.

Lawyers make a tangible contribution by providing a framework for individuals to access justice and equality. Because of globalisation, there has been an increase in commercial activities. Their technical legal knowledge and skills help in drawing an outline of how business can be carried out, what is legally permissible and what is not. In emerging markets like India, their contribution to drawing up contractual obligations, commercial transactions, resolving disputes, protection of intellectual property rights, development of trade and commerce cannot be overlooked. Lawyers are able to play a positive role in the growth of an economy.

In the sections below, we will discuss the nature and growth of technical, vocational and professional education at the higher education level and how these are regulated.

11.4 NATURE OF TECHNICAL EDUCATION

The term Technical education is also accompanied with the term Vocational education and they two are used interchangeably sometimes. In this section, we will discuss the nature of the two types of education, their significance, and their development in the Indian context.

Institutions offering technical education like the IITs, teach the theory and science behind the occupation, while vocational institutions, like the ITIs, adopt a more hands-on approach to impart the skills needed to do the job successfully. The completion of programmes/courses at the technical colleges/institutes usually results in a bachelor's or a master's degree. Vocational courses and programs often result in a certificate of completion and are offered at the lower level of education and training (Certificates and Diplomas). These are aimed at focussing on teaching skills related to a specific vocation or trade to skilled, unskilled or semi-skilled workers in various occupations. Because of its focus on developing skills, vocational education is not aimed at enhancing the level of education as such. On the other hand, Technical Education (TE) is academic and vocational preparation of students for jobs involving application of concepts of science and modern technology. Further, technical education and vocational education is of two types- institution -based and industry-based in institution-based system students seek admission to receive theoretical knowledge and practical work, and receive a degree, diploma or a certificate recognised by the regulatory bodies. In the industry-based system, individuals are attached with industries as apprentices/ interns to learn the skills in a specific field 'on the floor' Both terms together, that is Technical and Vocational education represent a complex of activities leading to a first degree, diploma and certificate courses.

UNESCO defines Technical and Vocational education as

". all forms and levels of the education process involving, in addition to general

knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life". It can be provided "... in educational institutions or through co-operative programmes organized jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other".

(UNESCO Convention on Technical and Vocational Education)

11.4.1. TECHNICAL EDUCATION IN INDIA

In the previous section, we have discussed the nature and characteristics of technical and vocational education. If you think of technical and vocational education, what courses or programmes come to your mind? Can you think of the type of institutions that are offering the following courses?

The courses, which are known as 'technical' in India are:

(a) Degree and Diploma courses in Engineering

(b) Master Degree courses in Engineering

(c) Master of Computer Application (MCA)

(d) Master of Business Administration (MBA)

(e) Pharmacy Courses

(f) Courses in Architecture and Applied Arts

(g) Hotel Management and Catering Technology Courses

The objective of establishing institutions in technical education in India (Degrees and Diplomas in Engineering) is to build requisite technical manpower by imparting education and training in various branches of Science and Technology. Education and training take place through different kinds of institutions:

- Industrial Training Institute (ITI), which offer courses for skilled workers in different trades;
- Polytechnic Institutes, which offer diplomas for skill development of middle level technicians.
- Engineering colleges, which conduct undergraduate and postgraduate degree courses in engineering and technology.

In the following section, we will discuss the growth and development of technical and vocational education in India through the appointment of different Committees and Commissions before and after Independence.

11.4.2. HISTORY OF TECHNICAL EDUCATION

During the colonial period, Technical Education in India was designed with the specific purpose of serving the needs of the colony and its growth was restricted and slow. The start of World War 11 was an important milestone in the policies of the colonial government because it realised the significance of training of technical personnel in large numbers within the country. This led to the creation of the Department of Planning and Development under the guidance of Sir Ardeshir Dalal who initiated two major steps for large scale expansion of technical education:

(1) the establishment of a Department of Scientific and Industrial Research (which eventually became the Council of Scientific and Industrial Research) and

(2) the appointment of the Sarkar Committee in 1945 to suggest steps for the development of higher technical education in the country.

The Sarkar Committee recommended the establishment of four higher technical education institutes in four different regions of India, on the pattern of the Massachusetts Institute of Technology. Following this, it is interesting to note the establishment of Indian Institute of Technology in five different places such as Bombay, Kharagpur, Kanpur, Madras and Delhi from 1951 to 1961. These institutes were modelled along the lines of premier institutes of Manchester Institute of Technology, USA and the University of Manchester, U.K.

The All-India Council for Technical Education (AICTE) was established in 1945, just before Independence and with the establishment of a Scientific Manpower Committee (SMC) under the Chairmanship of Dr. Shanti Swarup Bhatnagar, an eminent scientist and administrator, in 1947, the first-ever systematic assessment of the scientific manpower needs of the country was carried out. The report served as an important policy document for the government to plan the growth and expansion of Technical Education. To regulate the existing polytechnics, in 1948, All India Council of Technical Education (AICTE) with collaboration of the Board of Studies reviewed the condition and situation of polytechnic education in India and suggested norms (polytechnics, in) for the working of the Polytechnic Institutes in the country.

Radhakrishnan Commission (1948 - 1949), was the first Commission set up on university education in independent India. Its main recommendations regarding technical education were to expand the number of vocational education and technological institutes, stress on appropriate practical training and the provision for research in the field of engineering.

Under the chairmanship of Dr. A. Lakshmanaswamy Mudaliar, the Secondary Education Commission was constituted in 1952. The Commission suggested that technical schools should be started in large numbers either separately or as part of multi-purpose schools. It was further suggested that such schools be located in close proximity to appropriate industries to ensure an industry-school interface.

The Kothari Commission(1964-66) recommended the promotion of Science and research for the growth of the national economy and society. It recommended the development of at least one agricultural university in each state. For technical education, it was suggested that the provision of practical training in industries be made part of education. The Commission recognized the need for continuous review of agricultural, industrial and technical manpower requirements of the country.

The National Policy on Education (1986) highlighted the close relationship and complementary concerns of technical and management education and suggested reorganisation of the two streams taking into account the current as well as the projected needs of industry. It further recommended active interaction between technical or management institutions in areas of mutual interest such as programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy.

Apart from the various Commissions and Committees, a cursory reading of the five-year plans also gives a sense of the focus being given to Science and Technology for facilitating national development by the Government of the day.

11.4.3. SCIENCE POLICY RESOLUTIONS

The Science Policy Resolutions articulated from time to time highlight the role

Science and Technology were expected to play in national development. This had a direct bearing on the expansion of technical and professional education in the country. With the changing needs, the policy resolutions also emphasised the new and emerging areas in the field.

The first Science Policy Resolution,1958, was born out of the objective of creating a welfare state by investing in science and technology. Science and Technology were expected to bring in socio-economic transformation, and were seen as crucial for nation building.

Against these objectives, the Science Policy Resolution 1958 aimed to "foster, promote and sustain" the "cultivation of science and scientific research in all its aspects "It was recognised that in order to fulfil the country's needs, especially in areas such as Defence and Agriculture, creating a pool of high-quality scientists on a large scale was necessary.

By the decade of the 80's, India had a strong industrial and agricultural base and a large pool of trained human resources. The Technology Policy Statement 1983 emphasized the need to attain technological competence and self-reliance, with the objective to "integrate programmes of socio-economic sectors with the national R&D system and the creation of a national innovation system "The aim, as in the earlier policy, was to use technology for the advantage of all sections of society, especially the backward and weaker strata. It also emphasised on strengthening the technology base in new areas such as information, electronics, and biotechnology through an increase in R&D investments and collaboration amongst governmental organisations, educational institutions and industries.

The Science and Technology Policy 2003 (STP2003) brought the benefits of Science and Technology to the forefront and also focused on the investment required for research and development along with the national innovation system. It focused on the need to modernise the infrastructure in academic institutions offering science and engineering courses and on setting up new funding mechanisms for basic research. STP2003 was aimed at encouraging R&D and innovation in areas that impact the economy and society, and developing mechanisms to facilitate interaction among various stakeholders within the ecosystem.

The Science, Technology and Innovation Policy 2013 (STIP2013) focussed on the large demographic dividend and set the paradigm "Science technology and innovation for the people. "The term innovation was added to the policy document to promote science and technology led innovation to socio-economic priorities of the country. Scientific discoveries and outputs of science and technology activities were to be linked with agriculture, manufacturing, water, health, environment and infrastructure.

The new policy STIP 2020 revolves around the core principles of being decentralized, evidence-informed, bottom-up, experts-driven and inclusive. It is people cantered and aims at making gains of development inclusive.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) How is Technical and Professional education different from General education?

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2) Why is it important for a nation to invest in Technical and Professional education?

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3) Read the Science Policy Resolutions in the above section. List the change in objectives in successive resolutions.

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11.5 MANAGEMENT EDUCATION IN INDIA

Take a look at the list of courses given at the beginning of this section. What are the disciplines that come under Technical Education? Why is Management education a part of Technical education?

After having discussed Engineering and Technology courses, we will briefly discuss growth and development of Management education.

The first full-time management programme in India started in 1953 at the All-India Institute of Social Welfare and Business Management (later changed to the Indian Institute of Social Welfare and Business Management in 1958).

Indian Institute of Science (IISc), Bangalore offered a Diploma Programme in Management in 1954, designed solely for public sector executives. During the 1950s, several management departments in universities also started offering management programmes. Among the pioneers were the University of Delhi and the University of Madras. In 1957, the Department of Commerce and Management at Andhra University started a full-time master of business administration (MBA) programme.

The launch of the first two IIMs, in Calcutta and Ahmedabad, in 1961 was expected to fulfil the dearth of managers managing public sector organisations. Economic liberalization and the exceptional growth of the Indian economy in India in the mid-80s led to the explosion of institutions offering management education. In the private sector, several Post Graduate Diploma in Management (PGDM) offering institutions sprang up in the private sector by imparting two-year Post Graduate Diploma in Management. Enrolments in PGDM/MBA programs have increased over the years in regular mode of education from 2011-12 to 2016-17.

11.6 INSTITUTIONAL MECHANISMS FOR TECHNICAL AND MANAGEMENT EDUCATION

The institutions in technical and management education can be categorized on the basis of funding as:

Central Government funded institutions

State Government/State Funded institutions

Self-financed institutions

The Centrally funded institutions of technical and science education are as under:

1. INDIAN INSTITUTES OF TECHNOLOGY (All IITs) – Presently there are 16 Indian Institutes of Technology, namely, Bombay, Delhi, Kanpur, Kharagpur, Madras, Guwahati, Roorkee, Hyderabad, Patna, Bhubaneswar, Ropar, Jodhpur, Gandhinagar, Indore, Mandi and Varanasi.
2. INDIAN INSTITUTES OF MANAGEMENT (All IIMs) – There are a total of 20 IIMs in the country. These are located at Bangalore, Ahmedabad, Calcutta, Lucknow, Indore, Kozhikode, Udaipur, Trichy, Raipur, Rohtak, Shilong, Kashipur, Ranchi, Nagpur, Bodh country. These and Jammu.
3. INDIAN INSTITUTES OF SCIENCE EDUCATION AND RESEARCH (IISERs) IISERs are considered to be premier research institutes in the country. Currently, there are seven IISERs spread all across the country.
4. INDIAN INSTITUTES OF INFORMATION TECHNOLOGY (IIITs):
   I. Indian Institute of Information Technology Allahabad
   ii. Atal Bihari Vajpayee - Indian Institute of Information Technology Gwalior- (ABV IIITM)
   iii. Pandit Dwarka Prasad Mishra Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Jabalpur
   iv. Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Kanchipuram.
   v. Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Kurnool, Andhra Pradesh
5. NATIONAL INSTITUTES OF TECHNICAL TEACHERS TRAINING AND RESEARCH (NITTTRs) NITTRs were established in the country as Technical Teachers' Training Institute. The first among four such institutes were established in Kolkata in 1965, other three being at Chandigarh, Bhopal and Chennai.
6. NATIONAL INSTITUTES OF TECHNOLOGY (All NITs)- There are 31 NITs located at different places like were and so on.
7. OTHER CENTRAL INSTITUTES
   I. National Institute of Industrial Engg. (NITIE), Mumbai
   ii. National Institute of Foundry & Forge Technology (NIFFT), Ranchi
   iii. School of Planning & Architecture (SPA), New Delhi
   iv. School of Planning & Architecture (SPA), Bhopal
   v. School of Planning & Architecture (SPA), Vijayawada
   vi. Central Institute of Technology, Kokrajhar
   vii. Sant Longowal Institute of Engineering & Technology (SLIET), Longowal, Punjab
   viii. North Eastern Regional Institute of Science & Technology (NERIST), Itanagar
   ix. Ghani Khan Choudhury Institute of Engineering & Technology (GKCIET), Malda, West Bengal

Yet another way of categorising institutions is on the basis of their affiliation, management and recognition:

- IIMs known as Institutes of National Importance or Centres of Excellence
- Schools or departments of universities or IITs or National Institutes of Technology (NITs)
- Private or government or semi government institutions affiliated to universities
- Private or government or semi government institutions approved by the AICTE
- Private or government or semi government institutions affiliated to universities and approved by the AICTE
- Private institutions not affiliated to any university nor approved by the AICTE
- Private institutions approved by the AICTE offering management courses in India in collaboration with foreign universities, where a degree/diploma/ certificate is awarded by the foreign university

Different levels of Management, Engineering & Technology education is given below:

Levels of Technical Education

Level Eligibility Requirement	Nomenclatures of Degrees	Duration in Years
UG 10+2	B Tech or BE	Four
PG Undergraduate Degree	M Tech or ME	Two
Pre-Doctoral Postgraduate Degree	M Phil	One
Doctoral Postgraduate Degree	PhD	Three
Post-Doctoral PhD	DLit	Three
Advanced Diploma Undergraduate Degree	Advanced Diploma	One
Diploma 10+2	Diploma	One
Certificate 10+2	Certificate	One

Other nomenclatures in vogue are: BE, BTech, BChE, BChem Tech, BTele, BText, BCE, BEE, BME, DEng, ME, MTech, MChE, MText, MEE, MME, PhD

(Source: www.ugc.ac.in, Accesses on 20.01.2020)

Check Your Progress

4) What are the institutional mechanisms in place for imparting engineering education?

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11.7 REGULATION OF TECHNICAL AND MANAGEMENT EDUCATION

Institutions offering the post -graduate courses in Engineering and Management are part of higher education and they fall under the purview of the Department of Higher Education, which is a part of the Ministry of Human Resource Development (MHRD).

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION(AICTE)

The body responsible for planning, coordination and regulation of management education in the country is the All-India Council for Technical education (AICTE). AICTE was set up as an advisory body, just before Independence in 1945, but acquired a statutory status in 1987 after the recommendation in the National Policy on Education, 1986. (AICTE Act, 1987).

The AICTE is responsible for the accreditation of both state and private engineering colleges. It monitors the qualitative as well as the quantitative growth of technical education proper maintenance of norms and standards. The National Board of Accreditation of AICTE aims to bring standards of the programmes offered in technical institutions on par with programmes offered in the best institutions of the world. The accreditation exercise is very rigorous and has several inputs, such as quality of teaching, level of research, faculty expertise, evaluation of teachers, and standard of infrastructure and resources available at the institution.

There are seven Statutory Regional Committees across the country for assisting the Council in planning and development of technical education, monitoring and periodic evaluation of the approved institutions in the region. India has established vast infrastructure facilities with regard to technical educationalist oversees the review and update of the curriculum and facilities of the engineering colleges and other technical-training institutions. Another important function performed by the AICTE is to regulates the establishment of new private professional colleges. It is interesting to note that in the last twenty years, many "self-financing" institutions in the private sector have emerged that charge student fees and do not depend on government grants. The AICTE recently established a National Board of Accreditation (NBA) to initiate the accreditation of technical institutions AICTE in the past 25 years the growth rate of technical education was phenomenal. The engineering courses have almost quadrupled recently. Previously there were just three basic branches in engineering which were commonly known as Civil, Electrical and Mechanical. three branches have stretched and expanded to 41 courses in under graduation alone and more than 100 courses in post-graduation. Some of the latest and very popular areas include biotechnology; nanotechnology etc., environmental engineering, ocean engineering and climate change etc are few other courses in relation to the advancement of the branches in engineering.

Check Your Progress

5) What are the institutional mechanisms in place for imparting engineering education?

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11.8 PROFESSIONAL EDUCATION IN INDIA

The terms 'Professional Education' and 'Professionalism' means different things to different people. In this section we will try to understand 'professional education' as the acquisition of content knowledge and application of techniques by learners through a formalized approach and specialized training obtained in a professional school (a medical or law college, for instance). Such an education not only helps the learners to acquire the content, but also helps in the acquisition of the competencies needed for proper practice and behaviour. Some of the features of professional education are: knowledge and values basic to the discipline; key concepts and techniques for practice and attaining a level of competence for individuals to make a responsible entry into practice of the profession.

One of the crucial aspects of professionalism is that professionals deliver a service in response to a social need. Can you think of the role of the discipline; key as professionals delivering a service in response to societal needs of health, education or legal service? Since professionals render service to society, they are also expected to follow a code of conduct or ethics in their practice.

Professional education is important because it responds to society's demands for services and expert help is provided by people trained in such professions.

In the sections below we will be focussing on the growth and development of professional education in medical and legal education in India.

11.8.1 MEDICAL EDUCATION -ITS IMPORTANCE

Developing countries are confronted with numerous health challenges. In order to appropriately address these challenges, there is a need for robust and strong health systems. For this reason, there has to be a good balance between public health services and medical care. The Medical Colleges help in creating a sound health system by equipping their graduates with the required competencies.

The significance of medical education, imparted through medical colleges, can hardly be emphasised because they are a critical component of the healthcare system. Their contribution lies in producing the required human resources for the functioning of a health system in the country. Medical Colleges not only produce doctors but also engage the qualified medical teaching faculty and paramedical staff, thus supplementing health care services. Medical Colleges are also expected to create the environment to support the conduct of scientific research in medicine and other areas for new discoveries and for enriching the existing pool of knowledge. They also offer a large number of employment opportunities to the local people as they have a large number of residential staff and students. Therefore, as academic institutions connected to large hospitals, medical schools have the potential to influence the local health care system, the health of the local population and the well-being of the local economy.

11.8.2 GROWTH AND DEVELOPMENT

Undergraduate medical colleges in India typically are teaching institutions which offer a five-and-a-half-year programme in western medical education(allopathy) leading to a university qualification known as Medical Bachelor and Bachelor of Surgery (MBBS) degree in allopathic medicine. A medical college is more often than not attached to a tertiary hospital, that is, a hospital that provides care of a technical and specialized nature as opposed to hospitals that provide primary and secondary care.

Medical education was introduced in India in 1835 when the British established the Madras Medical School. Subsequently, in 1840, another Medical College was established by the Portuguese in Gawith the opening of the first three Indian Universities in Chennai, Calcutta and Mumbai after the 1850s, medical colleges were established and affiliated to Universities as a norm.

At the time of independence in 1948, the number of medical colleges training medical doctors in Allopathy or Western medicine was 23. These were all owned by the government except one in Vellore. The number of graduates being produced by them together every year was not more than 4000The number of medical schools (and graduates) in India has grown rapidly in the last seven decades. India has the largest number of medical colleges in the world, more than the United States. Private sector has emerged as the largest provider of medical education in the last thirty years.

According to the latest figures,(2020)there are currently 541medical collegesacross the country,280 under the government and 261 under private) with a capacity of 80,312 MBBS seats.

11.8.3 REGULATORY MECHANISM

NATIONAL MEDICAL COMMISSION(NMC)

Medical education in India was hitherto regulated by the Medical Council of India (MCI). Over the world, more problems became evident in its functioning. Its role and composition did not help it to realise its functioning. Its and lack of accountability were found in its functioning. Its new body, National Medical Commission (NMC) was constituted, dissolving the earlier Act.

The National Medical Commission (NMC) has been constituted by an act of Parliament known as National Medical Commission Act, 2019 which came into force on 25.9.2020. As a regulatory authority is expected to perform the following roles:

(a) lay down policies for maintaining a high quality and high standards in medical education and make necessary regulations in this behalf;

(b) lay down policies for regulating medical institutions, medical researches and medical professionals and make necessary regulations in this behalf;

(c) assess the requirements in healthcare, including human resources for health and healthcare infrastructure and develop a road map for meeting such requirements;

(d) take such measures, as may be necessary, to ensure compliance by the State Medical Councils of the guidelines framed and regulations made under this Act for their effective functioning under this Act;

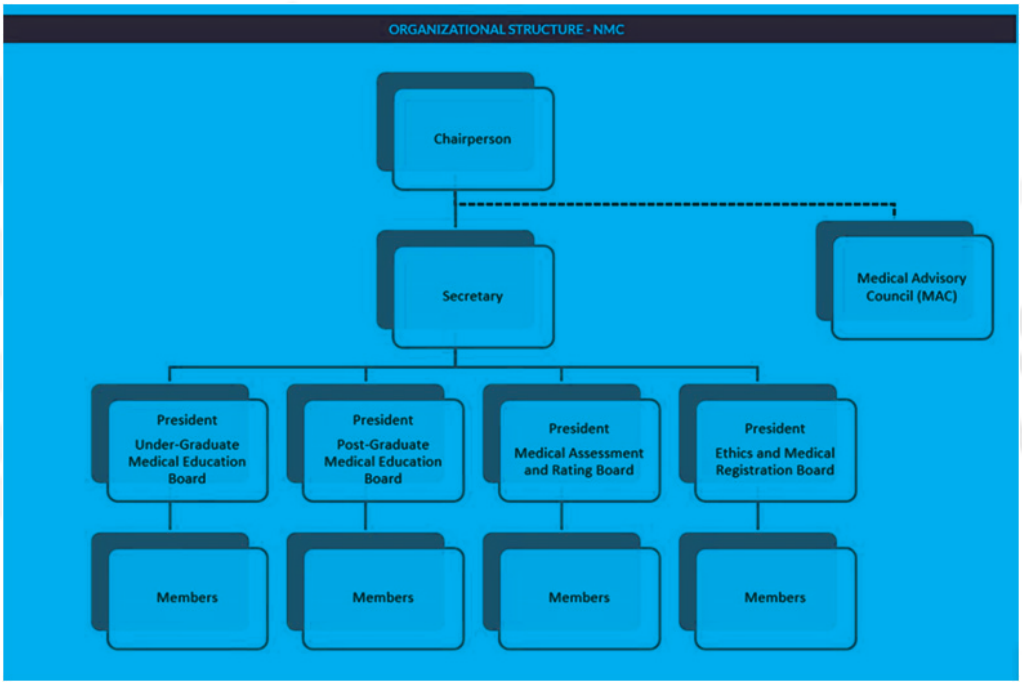
(e) lay down policies and codes to ensure observance of professional ethics in medical profession and to promote ethical conduct during the provision of care by medical practitioners;

(f) frame guidelines for determination of fees and all other charges in respect of fifty per cent. of seats in private medical institutions and deemed to be universities which are governed under the provisions of this Act.

COMPOSITION OF NMC

The Bill replaces the MCI with the NMC, whose members will be nominated. The NMC will consist of 25 members, including: (I) Director Generals of the Directorate General of Health Services and the Indian Council of Medical Research, (ii) Director of any of the AIIMS, (iii) five members (part-time) to be elected by the registered medical practitioners, and (iv) six members appointed on rotational basis from amongst the nominees of the states in the Medical Advisory Council.

Of these 25 members, at least 15 (60%) are medical practitioners. The MCI has been noted to be non-diverse and consists mostly of doctors who look out for their own self-interest over public interest. In order to reduce the monopoly of doctors, it has been recommended by experts that the MCI should include diverse stakeholders such as public health experts, social scientists, and health economists. For example, in the United Kingdom, the General Medical Council which is responsible for regulating medical education and practice consists of 12 medical practitioners and 12 lay members (such as community health members, administrators from local government)



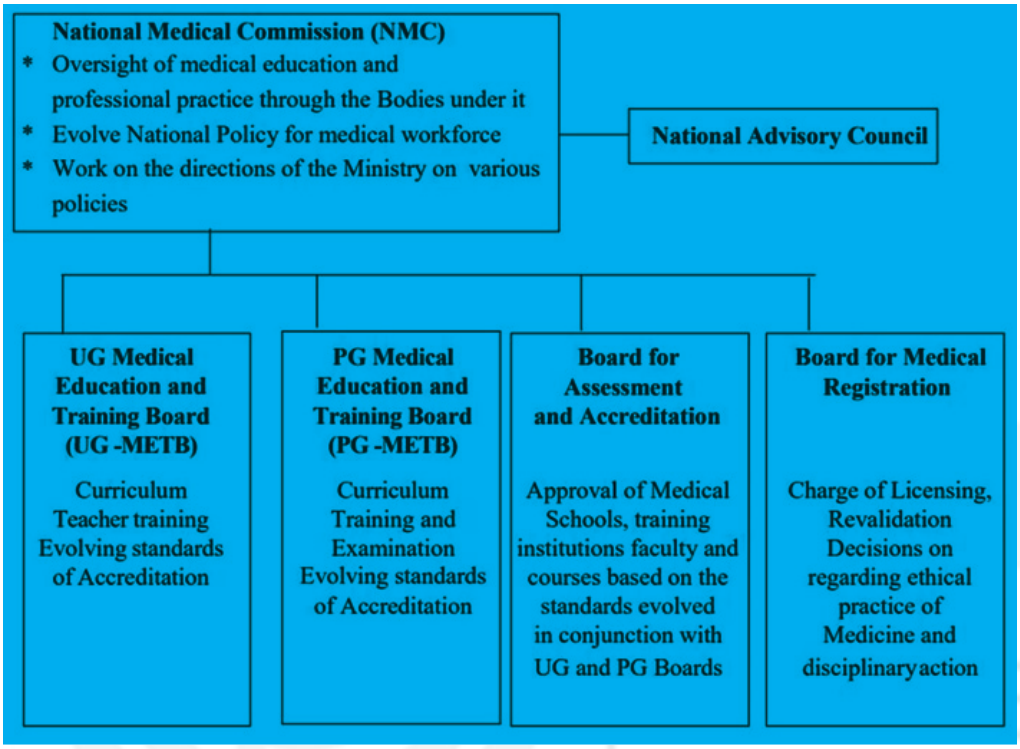
Organisational structure of NMC (source -https://www.nmc.org.in/about-nmc/nmc-organizational-structure)

What are the regulatory bodies being set up under the NMC?

The Bill sets up four autonomous boards under the supervision of the NMC. Each board will consist of a President and four members (of which two members will be part-time), appointed by the central government (on the recommendation of a search committee). These bodies are:

- The Under-Graduate Medical Education Board (UGMEB) and the Post-Graduate Medical Education Board (PGMEB): These two bodies will be responsible for formulating standards, curriculum, guidelines for medical education, and granting recognition to medical qualifications at the under-graduate and postgraduate levels respectively.

- The Medical Assessment and Rating Board: The Board will have the power to levy monetary penalties on institutions which fail to maintain the minimum standards as laid down by the UGMEB and the PGMEB. It will also grant permissions for establishing new medical colleges, starting postgraduate courses, and increasing the number of seats in a medical college.
- The Ethics and Medical Registration Board: This Board will maintain a National Register of all the licensed medical practitioners in the country, and also regulate professional and medical conduct. Only those included in the Register will be allowed to practice as doctors. The Board will also maintain a register of all licensed community health providers in the country. (Source: PTI)



Regulatory bodies under NMC

The National Medical Commission is designed to take care of the problems that the Medical Council (MCI)of India was not able to. Get a copy of the MCI Act (from the internet), study it and find out the difference between these two regulators.

Check Your Progress

6) Why is the medical profession different from the management profession?

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11.8.4 LEGAL EDUCATION -SIGNIFICANCE

Before Independence legal education was being imparted by very few schools in the country. After getting independence, the doctrine of rule of law, that is, law is supreme and nobody is above law evolved and, in this context, legal education gained importance. Up until independence, legal education in India was limited to a few schools in the country. An independent nation gave to its citizens a

Constitution guaranteeing social, economic and political justice and the concept of fundamental rights. Justice and rights would be impossible to guarantee in the absence of well-trained professionals in the field of law that are skilled enough to disseminate it. It is in this sense that legal education became a priority and a few years after independence, the need was felt to reform the structure and pattern of legal education in the country. Law was looked upon as a tool for catering to the socioeconomic needs of the country.

11.8.5 INSTITUTIONAL MECHANISMS FOR LEGAL EDUCATION

At present, there are two models in India: the three-year Bachelor of Law (LL. B) program offered by many universities and the five-year integrated BA (Hons)-cum-LL. B program offered by the national law schools, starting with the one in Bangalore. Legal education is imparted as a three years graduate degree (LL. B) after completion of Bachelor's degree. The Bar Council of India in 1982, however Recently, however, introduced an integrated five-year law course (double degree) which is offered after 12th standard as an alternative to three-year course. All those who want to study law can directly enrol in universities. The students receive an integrated degree, that is, a Bachelor's degree is given with the law degree and the student studies subjects of both the degrees simultaneously at the college. After the completion of the Programme/Course, one degree is given which is a combination of both bachelor's and law degree, that degree, that a three-year course, after completion of bachelor's degree, a student who enrol for a law degree, is taught only law subjects and the degree is granted. In an integrated course, the students are taught course, the or Science courses along with Law courses. Both the Programmes are conducted in a semester system. There is also provision for moot courts, seminars and tutorial classes per week for the students. Students are expected to undertake internships at legal aid offices or a lawyer's office or at any place where legal work can be done.

Apart from studying law as a discipline there are a variety of courses of applied nature such as business law, taxation law, company law etc. Different institutes offer diploma and certificate courses in areas such as cyber law, taxation law, banking law, human rights and legal literacy Intellectual Property Laws, Securities law, Company law etc. are taught in the company secretary course and business law at business school.

11.8.6 REGULATORY MECHANISM

BAR COUNCIL OF INDIA (BCI)

The Bar Council of India is a statutory body created by Parliament to regulate and represent the Indian bar. It performs the regulatory function by prescribing standards of professional conduct and etiquette and by exercising disciplinary jurisdiction over the bar. It also sets standards for legal education and grants recognition to Universities whose degree in law will serve as qualification for enrolment as an advocate. To this regard, the Bar Council of India prescribes the minimum curriculum required to be taught in order for an institution to be eligible for the grant of a law degree. The Bar Council also carries on a period supervision of the institutions conferring the degree and evaluates their teaching methodology and curriculum and having determined that the institution meets the required standards, recognizes the institution and the degree conferred by it. Some of its functions related to legal education are:

1. To promote legal education and to lay down standards of legal education. This is done in consultation with the Universities in India imparting legal education and the State Bar Councils.
2. To recognise Universities whose degree in law shall be a qualification for enrolment as an advocate. The Bar Council of India visits and inspects Universities, or directs the State Bar Councils to visit and inspect Universities for this purpose.

11.9 NEW EDUCATION POLICY AND HIGHER EDUCATION COMMISSION OF INDIA (HECI)

From the discussion above,you must have gathered that there are multiple agencies for regulating different sectors of education. In your opinion, does it help to have different agencies in maintaining the requisite standards or you think it is better to have one regulator for all sectors?

The recently approved New Education Policy (NEP) envisages a single regulator, instead of multiple ones, – HECI- for higher education institutions across the country. The Higher Education Council of India (HECI) would have multiple verticals to fulfil various roles.

The first vertical of HECI will be the National Higher Education Regulatory Council (NHERC). It will function as the common, single point regulator for the higher education sector including teacher education. It would, however, exclude medical and legal education.

The second vertical of HECI will be the National Accreditation Council (NAC) for accrediting institutions on basic norms, public self-disclosure, good governance, and outcomes.

The third vertical of HECI will be the Higher Education Grants Council (HEGC), which will carry out funding and financing of colleges and varsities.

The fourth vertical of HECI will be the General Education Council (GEC), which will frame expected learning outcomes for higher education programmes, also referred to as 'graduate attributes. (Source: The HT)

11.10 21ST CENTURY SKILLS FOR TECHNICAL AND PROFESSIONAL EDUCATION

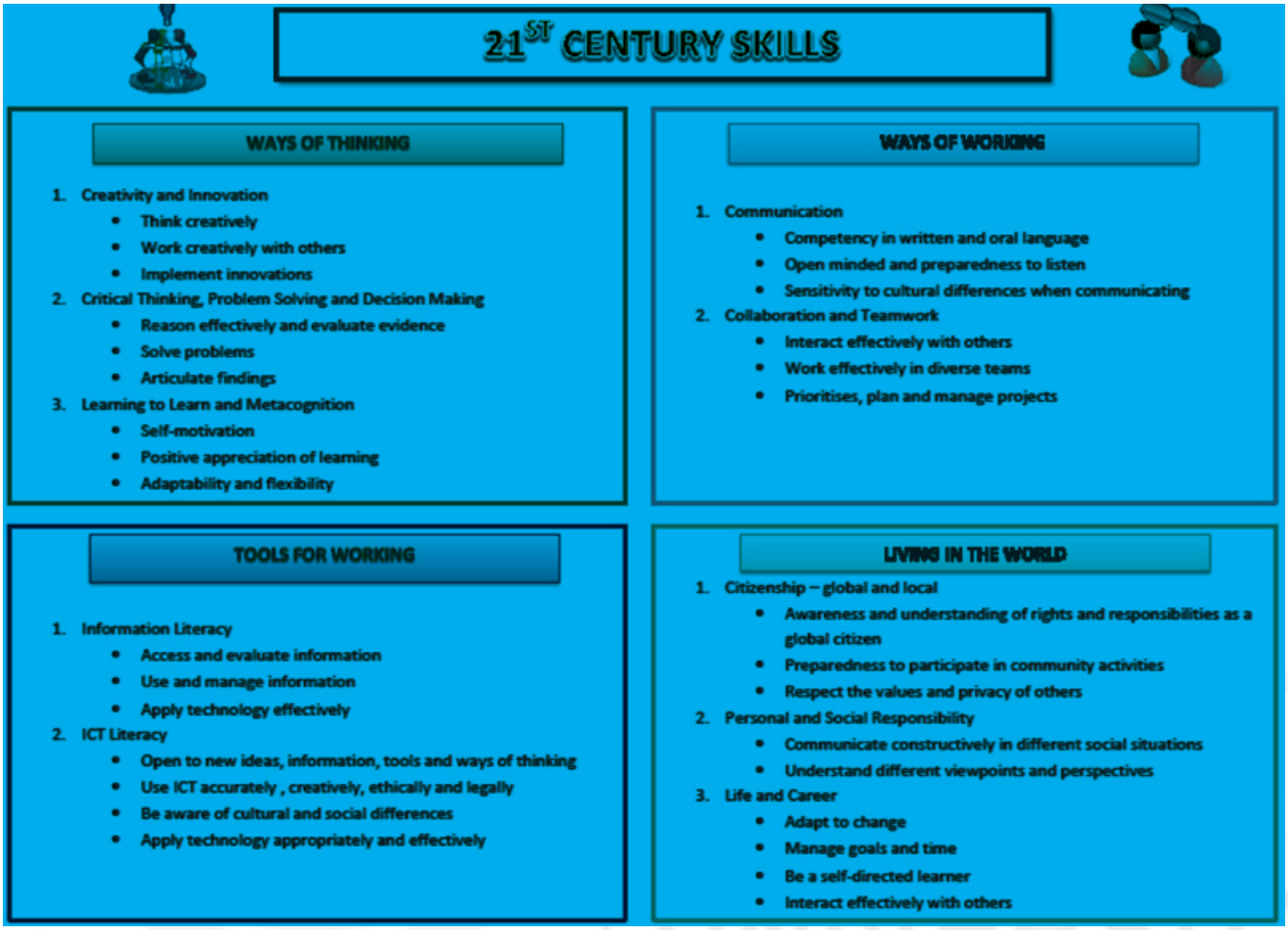
Have you noticed the rapid advancements in the use of information and communication technology in recent times? Do you think that knowledge is changing very fast and you need to keep yourself always updated?

With the onset of the 21st century, the entire world has witnessed an era of intense transformation in all areas, whether it is education, global trade and economy, technology or society. Recently, the covid-19 pandemic has also thrown up challenges for an individual and the nation, as a whole. Keeping into account these changes, a different skill–set is required by an individual to cope-up and succeed in facing the challenges in real-life, leading to her/his holistic progress. These skills are addressed as 21st Century Skills/ Learning Skills/ Transversal Competencies etc.

"The term 21st century skills refer to a broad set of knowledge, skills, work habits, and character traits that are believed— by educators, school reformers, college professors, employers, and others—to be critically important to success

in today's world." In simple terms, 21st Century Skills refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving forward, creatively progressing, seeking competent human-resource and quick in adopting changes. (The Glossary of Education, as quoted in CBSE Handbook for 21st century Skills).

The following table gives a picture of what is meant as 21st century skills.



(**Source:** https://www.gwsc.vic.edu.au/page/214/21st-Century-Skills-Framework)

Education, including Technical and Professional education, the world over, needs to impart education which can nurture the above skills and competencies.

11.11 LET US SUM UP

Technical, Vocational and Professional education play a very significant role in the development of the individual and of the society. India, after Independence, embarked on an expansion of institutions offering Independence, embarked and legal education. This was very different from the situation that existed in the pre-independence period.

Education is a concurrent subject and is under the purview of the Central as well as the State government. Statutory bodies like the AICTE, NMC and the BCI have been empowered by the Acts of Parliament to regulate higher education in the entire country. Over a period of time, changes have been brought about in the composition and functioning of the regulators so that they perform their functions more professionally and transparently.

India has been able to build a huge network of institutions that produce skilled manpower required for industries and society, yet the demand is not fully met. While there is a need for quantitative expansion, emphasis on quality cannot be lost sight of in this process.

In times of globalization and rapid change in technology, if India is to stay ahead, it is important for its graduates to acquire the competencies and skills required for the 21st century. At the same time, it is important to forge more linkages with all stakeholders including the community and industry so that the societal needs are met and the courses stay relevant.

11.12 UNIT END EXERCISES

1. Trace the growth and development of Technical Education in India.
2. Discuss the categories of funding technical and management institutions? How do they differ from one another?
3. Discuss the changes that have been introduced in the National Medical Commission (NMC) as compared to the Medical Council of India (MCI). In your opinion, which is a better regulator and why?

11.13 REFERENCES AND SUGGESTED READINGS

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11.14 ANSWER TO CHECK YOUR PROGRESS

1. Refer to 11.8.
2. Writes as per your understanding.
3. Refer to section 11.8.3.
4. Answer should be based on 11.6.
5. Discuss the role of AICTE.
6. Answer as per your understanding.

UNIT 12 OPEN AND DISTANCE LEARNING AND ONLINE LEARNING

Unit Structure

12.1 INTRODUCTION

The Open and Distance Learning (ODL) system has come a long way. from the earlier correspondence education to the recent online and digital learning, it has gone through a radical transformation. The formal conventional system of education, largely focussed on face to face teaching, was not in a position to provide education to all those who wished to be educated. The development of education was uneven, there were not enough resources to build new institutions of higher learning. Open and Distance Learning system was established to provide educational opportunities to those who could not access the formal system.

In India, the ODL system has fully grown with a number of universities and institutions. After completing this unit, will understand the meaning, nature and the growth of the ODL system as well as the emerging trends in the system. How is the ODL system contributing to higher education? How are the institutions being managed? And, how is the ODL system being regulated? This Unit will try to help you in finding answers to many such questions.

12.2 OBJECTIVES

After completion of the unit, you will be able to:

- understand the nature of Open and distance learning and its characteristics,
- appreciate the contribution of Open and Distance Learning (ODL),

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- differentiate between different types of ODL institutions,
- analyse the role of various subsystems in the management of ODL institutions,
- justify the need and importance of online education, and
- critically reflect on the regulatory mechanism of ODL and online education in India.

12.3 OPEN AND DISTANCE LEARNING (ODL)

The Open and Distance Learning has evolved from being known as Correspondence Education (UK and India), External Studies or "Off -campus" (Australia), Fernstudium/Fernunterricht (Germany), Educacion a distanica (Spanish) Extra-Mural (New Zealand) to Open and Distance Learning (ODL as the widely accepted term).The earlier name symbolised its function of imparting education through the correspondence mode.

In India the beginning of ODL can be traced to correspondence courses being offered at Delhi University in 1962 as a pilot project.

There are certain characteristics that are distinct to the ODL:

ODL as any time opportunity in life: Without any restriction on the entry age, ODL provides an opportunity for learning at the time the learner is willing and ready to learn. Consequently, learners take admission at any age and complete their studies. There are numerous success stories about elderly people who have successfully fulfilled their educational dreams with help of ODL institutions.

"After finishing my school in 1940s, I wanted to go to college but that meant either shifting to Trichy or Chennai. Meanwhile, both my parents fell ill and my relatives advised me against going because I had to take care of them. So, I got a job and started working. I found that age is no bar at IGNOU and then I enrolled for the bachelors' course in public administration even though I told my children, 'I do not know whether I will be alive long enough to complete it'. After finishing my graduation, I enrolled for the master's degree," he said.

Source:https://www.indiatoday.in/education-today/news/story/93-year-old-youngster-becomes-ignou-s-oldest-master-s-degree-holder-wants-to-pursue-mphil-1647889-2020-02-19

ODL as an alternative to formal higher education: ODL has emerged as a cost-effective alternative to higher education in India. Many learners who can't afford formal higher education, complete their tertiary education through the ODL Mode. The learner-centric teaching-learning materials, other learning resources and the variety of media. provide a cost effective and meaningful learning experience.

Offering learner-centric, need based, quality education: Unlike the formal system which is largely

teacher-driven, the ODL system is learner-centric. The learner is self-motivated and can take charge of her learning which takes place with the help of self-instructional materials, (SIMs) specially designed to promote autonomous learning. Supplementing the SIMs, there is a variety of media, some of which make a two-way interaction between the learner and the teacher possible.

Lifelong and continuous learning for working professionals and others: like teachers, development workers, and others who are working but need to update their knowledge and skills, without leaving their workplace provides a good opportunity for professional development. In a world where information and knowledge are constantly changing, prior knowledge often becomes obsolete very fast, necessitating acquisition of the latest information and skills' is suited to the convenience and pace of the learner and is a convenient mode for lifelong education.

Reaching the Unreached: In India, a large section of the population is still out of the system of higher education, which is inaccessible due to many reasons. These. are typically from the marginalized classes, rural and tribal areas, women, person with reasons. These people, who aspire to study find ODL a gateway to pursuing them. Open education system has opened its doors for various learners like women, people from the socially and economically marginalised sections, defence personnel, jail inmates, the LGBT Community, who can study at their pace, place and time.


Varanasi jail inmate bags IGNOU gold medal

PTI New Delhi | Updated on January 23, 2018 | Published on August 09, 2015

New Delhi,20/02/2013: Index- IGNOU centre in New Delhi on February 20, 2013. Photo:R_V_Moorthy - The Hindu

In a first, a 23-year-old prisoner lodged in Varanasi central jail has been awarded a gold medal by the Indira Gandhi National Open University (IGNOU) for topping in Diploma in Tourism Studies (DTS).

Ajeet Kumar Saroj, a culpable homicide convict, was yesterday escorted to the

A Significant Contributor to the GER: Open and Distance Learning system is contributing significantly towards the Gross Enrolment Ratio (GER), (GER indicates the number of students enrolled at a particular level of study) in higher education in India. The Gross Enrolment Ratio (GER) in higher education in India was 26.3% (AISHE Report, 2018-19). This number indicates that nearly 75% of the eligible number is still out of colleges and universities, the government has set a target to increase it up to 30% by 2020-21. The draft National Education Policy (2019) also emphasizes enhancing quality and expansion to access in higher education. It further suggests, "all types of institutions may be allowed to offer ODL in order to enhance their offerings, improve access, increase GER, and provide increased opportunities for lifelong learning. (p. 219)"

Use of Technology: In the ODL system teaching at a 'distance is possible because of the use of a range of technologies available to suit the needs of the learners. Education printed learning materials are supported by using different media. It is ensured that learners have access to technologies at home or at the Study Centers. Moreover, reaching large number of learners in different places, for the ODL system, is only possible by using technology.

Flexible Learning Options: The Programmes are designed in a way that offer flexibility and choice to the learners. They can opt for a number of courses, depending on their need and preferences, get as many credits as required and exit the programme. There are entry and exit points available in a number of courses.

Means to Achieve National Goals: The ODL has emerged as a tool to fulfil national goals especially when it is related to educating or training a large number. For example, there was a large number of untrained teachers teaching at the elementary level in schools, but under the Right to Education Act, only trained teachers are eligible to teach in schools. To fulfil the need for trained teachers (running in lakhs) Institutions like IGNOU and the National Institution of Open Schooling (NIOS) have contributed significantly in training of lakhs of teachers.

WHAT IS 'OPEN' AND 'DISTANCE' LEARNING?

By now, you must have got an idea about the nature of ODL as a system for providing education. Your own experience as a learner at IGNOU must have helped you to form some understanding of the system and its functioning.

The word 'Open' in the term refers to the philosophy, which is being 'open to people, places and ideas'. In other words, it means opening up educational opportunities for people irrespective of their location, social and economic background or educational qualifications. The system is flexible and allows the learner to study at her pace, time and place the system reaches out to the learner, learners do not come to the institution for learning.

The word 'distance' refers to the mode of teaching-learning where the teacher and the learner are separated in time and space and do not meet each other. Education is imparted through print materials, different media and occasional counselling sessions at the Study Centers. Here the students and the Counsellors (who are different from teachers who have developed the learning materials) meet in a face to face mode and the Counsellor takes care of the academic problems related to the Course, amongst addressing other needs of the learners. Learners are assessed through a system of continuous and term-end evaluation.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1. What are the main objectives of ODL system for promoting higher education in India?

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12.4 TYPES AND NATURE OF ODL INSTITUTIONS

Institutions offering ODL programmes in India are of different types. These institutions are either single mode (i.e. offering only ODL programmes) or Dual Mode (i.e. offering formal face-to-face programmes as well as ODL programmes), A list of such institutions is available on the Distance Education Bureau (DEC) website. Mainly single mode providers of ODL programmes are ODL universities, like the IGNOU and the State Open Universities. Dual mode providers are the various Central, State and Private universities, mostly functioning through the directorates/institutes of distance education.

The National Open University (01)

Prior to the establishment of IGNOU in 1985, there was a single state open university functioning in Andhra Pradesh. The need to establish a University at

the national level was felt because of the rising number of people desirous of accessing higher education and their inability to do so through the formal system.

The Indira Gandhi National Open University (IGNOU) was established by "an Act of Parliament (No. 50 of 1985) as an Open University at the national level for the introduction and promotion of distance education systems in the educational pattern of the country and for the coordination and determination of standards in such systems."

As per the IGNOU Act, 1985, the objectives of the university are:

- to advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology,
- to provide opportunities for higher education to a larger segment of the population
- to promote the educational wellbeing of the community generally
- to encourage the Open University and distance education systems in the educational pattern of the country, and
- to coordinate and determine the standards in such systems.

IGNOU is considered the world's largest university in terms of enrolment and is catering to the learning needs of more than 3 million learners with help of its nationwide network of 56 regional centres, more than 3000 learner support centres and special study centres.

State Open Universities (14) State open university have been established in the States to cater to the diversified and specific needs of the learners in the States. Apart from the regular programmes offered at the undergraduate and postgraduate levels, if so required, they can offer programmes to promote the regional culture and heritage in the regional language. At present in India, (till 2019-20) there are fourteen (14) state open universities functioning in different states. The list of these is mentioned below:

DR. B.R. AMBEDKAR OPEN UNIVERSITY (BRAOU), HYDERABAD, A.P.

VARDHMAN MAHAVEER OPEN UNIVERSITY (VMOU), KOTA, RAJASTHAN

NALANDA OPEN UNIVERSITY (NOU). PATNA, BIHAR

YASHWANTRAO CHAVAN MAHARAHSTRA OPEN UNIVERSITY (YCMOU), NASHIK, MAHARASHTRA

MADHYA PRADESH BHOJ OPEN UNIVERSITY (MPBOU), BHOPAL, M.P.

DR. BABASAHEB AMBEDKAR OPEN UNIVERSITY (BAOU), AHMEDABAD, GUJARAT

KARNATAKA STATE OPEN UNIVERSITY (KSOU), MYSORE, KARNATAKA

NETAJI SUBHAS OPEN UNIVERSITY (NSOU), KOLKATA, W.B.

U.P. RAJARSHI TANDON OPEN UNIVERSITY (UPRTOU), ALLAHABAD, U.P.

TAMIL NADU OPEN UNIVERSITY (TNOU), CHENNAI, TAMIL NADU

PT. SUNDERLAL SHARMA OPEN UNIVERSITY (PSSOU), BILASPUR, CHHATTISGARH

UTTARANCHAL OPEN UNIVERSITY, HALDWANI, (NAINITALL), UTTARANCHAL

K. K. HANDIQUE STATE UNIVERSITY, GUWAHATI, ASSAM

ODISHA STATE OPEN UNIVERSITY, SAMBHALPUR, ODISHA

Distance Education Institutions/Directorates

In many central, state and private universities of the country, distance education institutions or Directorate of Distance education are also functioning. Most of these institutions/directorates are a part of the dual mode universities. All these institutions get recognition from the Distance Education Bureau (DEB) of the UGC and offer programmes in different disciplines. In 2019-20, there were nearly 194 such institutions in the country. DEB gives recognition to these institutions as per UGC (ODL) Regulations, 2017 to offer the programmes in distance mode.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

Reflect on main contributions of IGNOU in higher education in India.

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12.5 MANAGEMENT OF ODL INSTITUTIONS

According to the nature of the institution, the management of the ODL institutions varies. You may find that the mechanisms/structures, in a single mode ODL university/institution are different from a dual mode university/institution. Let us examine both types of institutions under the following:

12.5.1. GOVERNANCE

In a single mode ODL university, you can find a complex structure was pairing of academic schools, divisions, regional centres and study centers to manage the affairs of the university. Let us take the example of the organizational structure of IGNOU in order to understand the functioning of an ODL university. This pattern is likely to be followed by other state open universities.

As per the IGNOU ACT, 1985, the following bodies are part of its governance We will examine the role played by these bodies in facilitating the functioning of the University.

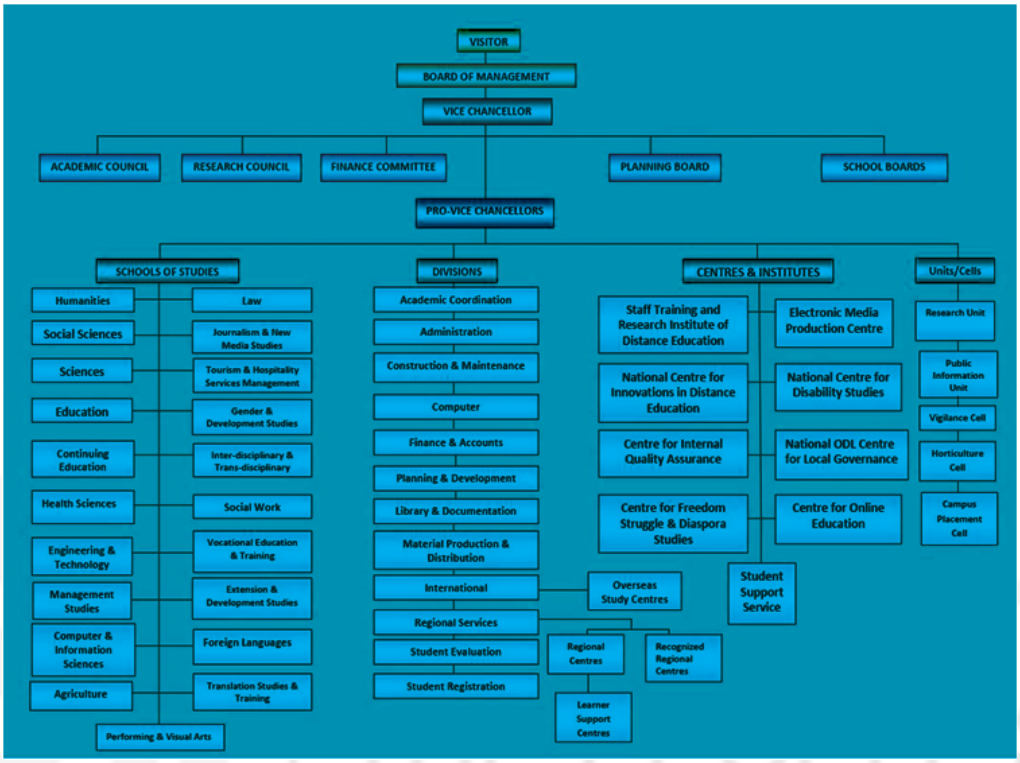
- Board of Management
- Academic Council
- Research Council
- Planning Board
- Schools of Studies
- Finance committee

Board of Management (BOM) is the principal executive body of the university. All the major decisions relating to organisation of the programmes and activities of the university, namely infrastructure development, establishment of delivery systems, cooperation and collaboration with external agencies, etc. are taken by the Board of Management.

Academic Council (AC) is the principal academic body of the university. It is responsible for the university's academic policies and the maintenance of standards of instruction and evaluation of student performance in the university.

The Research Council is the guiding body of the university for matters related to its research programmes. It is responsible for the university's research policies and the maintenance of standards of research activities (M.Phil., Ph.D., etc.) in the university.

The Planning Board is envisaged as the "Think Tank" for the university. It is the principal planning body of the university. Its responsibility is to design and formulate appropriate programmes and activities for the university. It is expected to formulate new programmes and give general advice and directions to the university. It is also responsible for perspective planning, as well as for the evaluation of the performance of the university periodically



Source: http://ignou.ac.in/userfiles/Organizational-Structure.jpg

Figure 12.1: Organizational Structure of IGNOU

The School of Studies as basic units of academic organization of the university, perform the core functions of the University, i.e. prescribing the programmes of study, designing and developing the curriculum, formulating the courses, determining their content and structure, and designing and developing the learning packages. Every School has a School Board, consisting of internal members and outside experts. The Board discusses and deliberates on academic matters and is responsible for deciding the designing courses, determining on their content and structure. The Board approves the syllabus in accordance with the course structure on the advice of the Expert Committees. Besides, the School Board is expected to review the methodologies for material development and preparation, the courses already on offer for necessary revision and also the arrangements for the delivery of the programmes.

The Finance Committee functions to prepare the annual budgets and fixes the limits for the total recurring and non-recurring expenditure. It examines the proposals relating to revision of grades, upgradation of scales, etc.-before they are considered by the Board of Management. It considers the annual accounts and financial estimates of the university prepared by the Finance Officer, before they are submitted to the Board of Management.

In dual mode universities, the Directorates of Distance Education (DDE) functions in accordance with similar bodies. BOM may not be in every university, they may have a SENATE or a COURT or the EXECUTIVE COUNCIL in place of the BOM. They may not have the School Boards but may have the FACULTY BOARD or the Board of Studies (BOS) in their faculties or Departments to manage academic affairs.

12.5.2. FUNCTIONARIES

Most of the senior functionaries in all the universities are the same but in the ODL Universities, let us take the example of IGNOU once again to understand the role of major functionaries.

Vice-Chancellor: Like any other University, Vice-Chancellor is the chief academic and executive officer of the University. He/she is the Chairman of the Board of Management, the Academic Council, the Planning Board and the Finance Committee. It is the duty of the Vice-Chancellor to see that the Act, Statutes, the ordinances and the regulations are duly followed in the day-to-day working of the university.

Pro-Vice-Chancellor(s): Pro-Vice-Chancellors are appointed by the Board of Management on the recommendation of the Vice-Chancellor, they are a part of the senior management. Each Pro-Vice-chancellor is assigned specific areas of work like, overseeing Schools of Studies, Student Support Services, Technology Applications, etc. As per the Statues of the University, the Indira Gandhi National Open University has a provision of five Pro-Vice-Chancellors.

Directors: All the Schools of Studies are headed by Directors who are appointed by rotation for a period of three years. (this position is equivalent to that of Deans in conventional universities). Apart from the Schools of Studies, there are other Divisions/Units, each responsible for a functional area (Regional Services, Academic Coordination, Research Unit, etc.), and each one of them is headed by a Director.

The Directors of Schools and Divisions exercise both administrative and financial powers. Their administrative powers are generally supervisory, in respect of the staff working in their respective schools/divisions; they are also responsible for the execution of functions and tasks assigned to the Schools and Divisions.

Registrar(s): The Registrar (Administration) is the custodian of the university's records and properties, and provides secretarial support (issuing notices, convening meetings, preparing agenda and minutes) to all the university bodies. He represents the university in its dealings with all external agencies and organisations. He is also the disciplinary authority for the secretarial and ministerial staff.

Apart from it, IGNOU has Registrars for its three major operational divisions i.e. Student Registration Division (SRD), Student Evaluation Division (SED) and Material Production and Distribution Division (MPDD). These divisions look after admission, examination and material production and distribution affairs respectively.

Finance Officer: The Finance Officer holds and manages the properties and investments of the university, advises the university on its financial policies, ensures that the limits fixed by the Finance Committee for recurring and non-recurring expenditure for a year are not exceeded, is responsible for the preparation of the annual budget and keeps a constant watch on the cash and expenditure of the university.

12.5.3. SUBSYSTEMS OF THE ODL

In order to perform its functions, ODL can be thought of as a system functioning with the following subsystems,

- Curriculum design and development
- Student support services
- Production and distribution of materials
- Management and administrative support

As stated earlier, the responsibility for course design, development and delivery lies with the Schools of Studies. The Academic Council has assigned some disciplines to the School of Studies; disciplines; faculty members in the design, develop and deliver the Programmes by involving experts in the field from within and outside the university. In order to facilitate audio/video content development which is also a part of the institutional design, the University has a dedicated division called the Electronic Media Production Centre (EMPC). Faculty from the School of Studies and the Media Production develop audio-video programmes to support the printed learning materials an a provide support to learners through GyanVani (FM Radio Station) and Gyan Darshan (24 hours Doordarshan educational channel).

Student support is the key to the success of an ODL programme and also the institution itself. In the absence of the teachers, students need support in different aspects during their learning. In ODL institution needs to provide a variety of services to learners ranging from pre-admission information, programmes and courses on offer, admission process, guidance and counselling, examination and result declaration, etc. The University has a vast network of Learner Support Centers located in different cities and towns, (mostly located in conventional colleges and Universities) for supporting learners in academic matters. Support is offered through counselling done by counsellors specifically appointed and trained for the purpose. There are nearly 67 regional centres and 1961 learner support centres functioning for IGNOU.

Due to its national jurisdiction, the Regional Centres of IGNOU are not only located in the state capitals but also in some prominent cities to cover different geographical locations. Regional Centers are headed by a Regional Director, whose main responsibility within the region is to direct the university's efforts in accordance with established policies and procedures, and to coordinate the working of the learner support system through the centres in his/her region.

At Learner Support Centres (LSCs), learners receive the important human support in the form of academic counselling, facilities for listening to and viewing the audio and video programmes. LSCs are established, depending on the number of learners and their geographical distribution. The staff at the LSCs work part-time for IGNOU and are mainly from the host institution, where the LSC is housed mostly in a University or a College. As mentioned, the University has a separate division to manage regional services called the Regional Services Division.

For Student Admission and Registration, a division called the Student Registration Division (SRD)and for examinations, another division known as the Student Evaluation Division (SED)function in close coordination with the School of Studies and Regional Centres.

The Material Production and Distribution Division is one of the key support services of an ODL university/institution. To perform this function In IGNOU, a

separate division called Material Production and Distribution Division (MPDD) is established. It prints and dispatches the study materials to learners, in accordance with the admission cycle of learners and dispatch schedules.

There are divisions like the computer division, the administrative division, the planning division, which support the administration and functioning of the university.

Activity 1

Visit website of any one state open university and collect information about various sub-system and their functions in that university. Compare them with the IGNOU's structure and write your reflection.

12.5.4. REGULATORY MECHANISM

Initially, the power to maintain and coordinate standards in the Open and Distance Learning system was vested in the Distance Education Council (DEC) under the IGNOU Act. Subsequently this was shifted from DEC, IGNOU to the Distance Education Bureau (DEB), in the UGC. In 2018, Distance Education Regulation Bill was introduced and UGC notified the norms for the same. Later, IGNOU, was exempted from it. The figure below documents the changeover, from IGNOU to DEB, UGC.

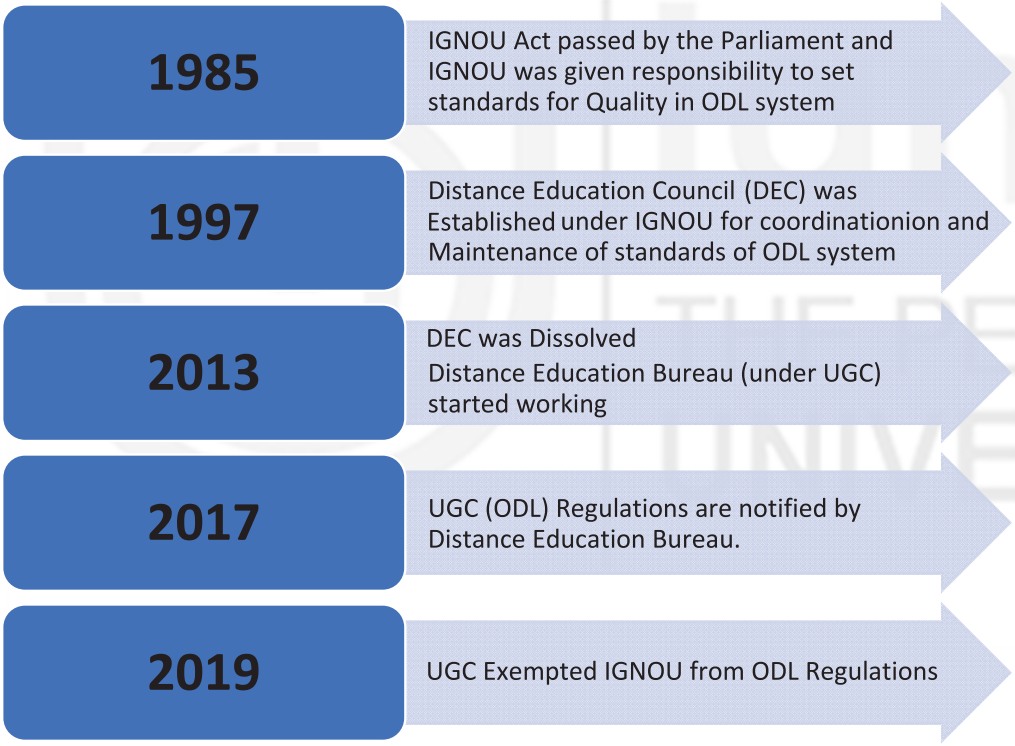


Figure 12.2: History of the Regulatory Mechanism for ODL in India

The above figure 12.2, shows the trajectory of the regulatory mechanism of the ODL system in the country. Since 1962, when correspondence courses started in the dual mode universities, the university was responsible for the quality of the distance education programme offered by DDEs. There was no external mechanism fill IGNOU was established in 1985 and the IGNOU Act, gave it the responsibility to set and maintain standards for quality in the ODL system. As a result, Distance Education Council (DEC) which was established in 1997 and given the responsibility to monitor and regulate the quality of distance education in India, within the framework of IGNOU. With the passage of time, the presence of the regulator within an institution was perceived as a conflict of

interest and it was suggested that it move out of IGNOU.DEC was dissolved in 2013; and the UGC established the Distance Education Bureau (DEB) to work under its purview.

In 2017, UGC notified UGC (ODL) Regulations to set standards and maintain quality in ODL system, which are being followed by all ODL institutions including the State Open Universities and Directorates of Distance Education.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

3. Write in your own words based on your experience.

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12.6 ONLINE EDUCATION

Recent developments like the emergence of Web 2.0 technology and increased focus on technological intervention in open and distance learning, is changing the complexion of ODL. The impact of these developments has led to people referring to ODL as Online and Digital Learning and in some cases ODL being called ODeL i.e. Open Distance and E-Learning system! Its popularity and use suggest that online Education is the future of ODL. Let's explore its various dimensions in the following sections:

12.6.1. Meaning and Definition

Try to enlist a few words that come to your mind, when you think about online education. These would perhaps be the Internet, Web, Online training, e-learning, Mobile learning, etc. now the question comes-what is online education?

Generally, online education is the education which takes place over the Internet. There is no standard definition of it, however many websites and authors have explained it in different ways. For instance, a web article on India Education defines it as ""Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials."

Sadiku, et. al. (2018) referred is "as a form of distance education and as web-based learning, e-learning, and digital learning. It is offered over the Internet and uses web-based materials and activities."

Johns (2020), Encyclopedia.com, defines it as "learning that takes place via the internet. Online learning gives educators an opportunity to reach students who may not be able to enrol in a traditional classroom course and supports students who need to work on their own schedule and at their own pace"

There is no single definition, but definitions given above do give us an idea of online education.

After going through these, can you define online education?

12.6.2. Advantages of Online Education

Online education has become popular but people often raise concerns about its uses. Some of the advantages of online education are the following:

Flexibility of time and space: Like the open and distance learning (ODL) system, online education provides flexibility in terms of time and pace to the learner. Unfactionalized education provides openness and flexibility as there are many choices available to the learner as regards the nature of programmes, their duration, number of credits, entry and exit points, etc. This flexibility and choice enable many working professionals and enthusiastic life-long learners to enrol in online programmes being offered by institutions in India and abroad.

Cost effectiveness is another reason why learners enrol in online Programmes/ courses. As compared to formal education, the cost of developing online education involves the costs in the development of the programme (learning materials, lecture or a video/audio, etc), its execution and internet data cost, which is less than the costs incurred by formal institutions on the maintenance of cost, which In countries like India, internet data cost is comparatively very low, the overall cost of the programme becomes low and affordable. Courses from some of the foreign universities are within limits of average income learners, especially if there is no certification required.

Peer learning is possible on online courses. Since learners from various socio-cultural contexts come together, their experiences, stories tasks take place in teams. Collaborative and peer learning facilitates learning; issues and problems are discussed with each other and all participants learn from each other This may not be possible in a traditional teacher centred classroom.

Online programmes have an advantage over open and distance education programmes. There is more opportunity available for interaction between the learner and the teacher. Discussion forums like the asynchronous tools and video conferencing type synchronous tools help in minimizing the gap between the teacher and the learner. Online learning has provision for frequent feedback and opportunities for personalized guidance is also there.

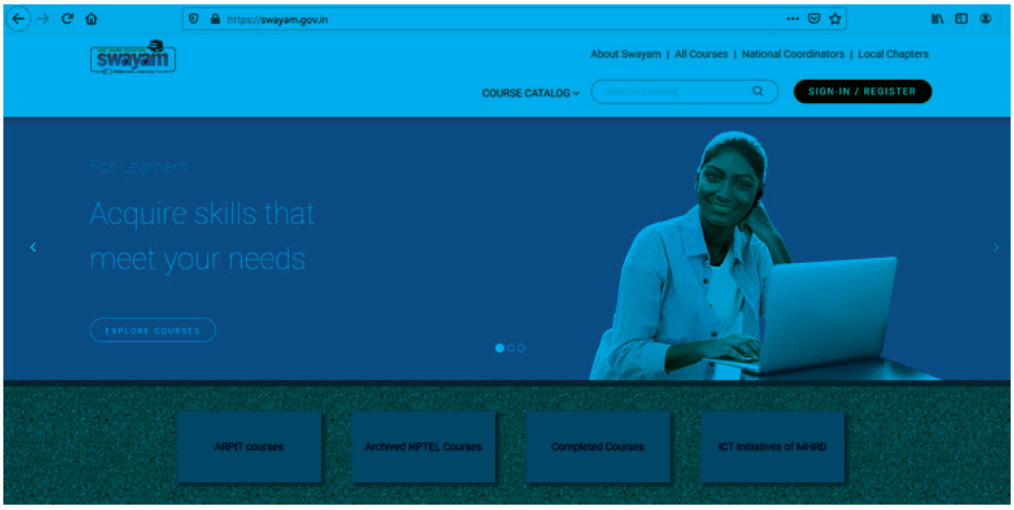
Activity 2

Go through the requirement, teaching-learning methodology and assessment strategies planned for any online course and compare it with your experiences as ODL learner. Write down the benefits and challenges you visualize with online education.

12.7 ONLINE EDUCATION IN INDIA

Online education in India is growing rapidly. Recently, there has been an emergence of many companies, online content providers and learning management systems. The demographic dividend and increase in the number of internet users has attracted a lot of service providers towards this venture. Already people have started using many online services for banking, shopping and social networking. Education is the next big online service.

Government is promoting the use of digital technologies through initiatives like Digital India. Ministry of Human Resource Development (MHRD) has launched an online platform for Online Education known as SWAYAM (www.swayam.gov.in), where programmes from school education to higher education are being offered by various institutions.



SWAYAM has been designed to achieve the three cardinal principles of education i.e. access, equity and quality.

Through SWAYAM, efforts are being made to increase access to the best teaching learning resources for the learners who are most disadvantaged. At present SWAYAM offers courses from class 9th onwards and each course is being hosted with a four (04) quadrants approach i.e. video lecture, e-text (reading material), discussion forum and self-assessment., Nine (09) bodies from higher education have been entrusted with the responsibility of ensuring the quality of the Programmes offered on SWAYAM. These are: All India Council for Technical Education (AICTE), National Programme on Technology Enhanced Learning for Engineering (NPTEL), University Grants Commission (UGC), Consortium for Educational Communication (CEC), National Council of Educational Research and Training (NCERT), National Institute of Open Schooling (NIOS), Indira Gandhi National Open University(IGNOU), Indian Institute of Management, Bangalore (IIMB) and National Institute of Technical Teachers Training and Research(NITTR).

SWAYAM offers courses free of cost to the learners, however a fee has to be paid for Certification, fee has to be paid.

Apart from SWAYAM, there are many other platforms offering online programmes, courses or content which can be accessed by learners.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

4. Visit www.swayam.gov.in and identify what kind of programmes/courses are being coordinated by different national coordinators. Enlist the area being catered by these national coordinators.

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12.8 REGULATORY MECHANISM FOR ONLINE EDUCATION

Online education is being regulated by the University Grants Commission (UGC),

which is the apex regulatory body of Higher Education in India. In this regard, there are three key documents which spell out the regulations. These are:

i. UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016; and

ii. The University Grants Commission (Online Courses or Programmes) Regulations, 2018.

iii. The University Grants Commission (ODL and Online) Regulation, 2020.

The UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 basically talks about the integration and adoption of online MOOCs (Massive Open Online Courses) in the regulatory framework of universities. This document proposes that "every university will allow up to 20% of the total courses being offered in a particular program in a Semester through online learning courses provided through the SWAYAM platform". This means that a regular student studying in a particular university in any UG/PG programme can complete an online course offered by any University on SWAYAM platform, and credits of that course will be transferred to the parent university. Students need not complete that course in their parent university as a regular course.

The University Grants Commission (Online Courses or Programmes) Regulations, 2018 explain the rules and regulations of institutions/universities to offer an online programme. These regulations allow "higher education institutions to offer Online Course or Programme in only those disciplines in which it has already been offering same or similar Courses or Programme in the regular mode (of face to face classroom teaching) or in Open and Distance Learning mode and from which at least one batch has been passed out. The exception to this is that the Online Course or Programme requiring Practical or laboratory courses as a curricular requirement cannot be conducted online.

These regulations facilitate institutions to offer Certificate, Diploma and Degree Courses or Programmes in full-fledged online mode with due approval from the UGC.

12.9 LET US SUM UP

This Unit has highlighted the key features of open and distance education and discussed the various types of Single and Dual Mode institutions offering distance learning Programmes.

While discussing the management of ODL institutions, the Unit examines the role of different bodies and functionaries responsible for governance like the Board of Management, Academic Council, Research Council, Planning Board, Schools of Studies and Finance committee. and various functionaries including VC, PVC, Directors, Registrars, Finance officer, etc. The Unit has highlighted the role of different subsystems of an ODL institution in curriculum design, development and delivery of the programmes, student support services, production and distribution of materials and management and administrative support.

For quality assurance and regulation in the ODL, the Unit discussed the role of DEB as a regulatory body and traced its journey from the establishment of IGNOU, to Distance Education Council (DEC) and then Distance Education Bureau (DEB)under the UGC.

Towards the end, there was a discussion on the emergence, meaning, characteristics and advantages of online education. The Unit also highlighted the efforts of the

Government of India in promoting online education through SWAYAM and the accompanying regulations suggested by the by UGC.

12.10 SUGGESTED READINGS AND REFERENCES

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12.11 ANSWERS TO CHECK YOUR PROGRESS

1. ODL as a life-Long Learning Opportunity, objective of reaching to Unreached, a Significant Contributor to GER and as a Mean to Achieve National Goals
2. Reflect based on your learning.
3. Write your reflections based on your experiences.
4. Visit the website and make the list.