GED S6 01 (M/P)
Exam Code: EDM6A

# History of Education during Post-Independence in India

## SEMESTER- VI

# EDUCATION

## BLOCK-2

## (PASS/Major)

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# BLOCK INTRODUCTION (COURSE GED S 6-01, BLOCK 2)

In this block, the *Eighth,Ninth and Tenth Unit*s explain the development of primary, secondary and higher education specifically in Assam in pre-independence and post-independence period. The *Eleventh Unit* identifies the growth and developmen of women education in Assam. The *Twelfth Unit* discusses the approaches and strategy for Secondary stage under RMSA. The *Thirteenth Unit* focuses on the concept, overview and salient features of RUSA and Higher Education. The *Fourteenth Unit* deals with the draft policies of National Policy of Education 2016 and 2019.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

# BACHELOR OF ARTS
## EDUCATION
## BLOCK - 2
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# UNIT- 8 : DEVELOPMENT OF PRIMARY EDUCATION IN ASSAM

**UNIT STRUCTURE**


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8.2 Introduction
8.3 Development of Primary Education in Assam prior to Independence.
  8.3.1 Development of Education in Assam in Ancient and Pre-British period.
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  8.5.1 National Policy on Education in 1968
  8.5.2 National Policy on Education in 1986
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  8.5.5 Problems in Universalisation of Elementary Education.
8.6 Let Us Sum Up
8.7 Further Reading
8.8 Answers to Check Your Progress
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## 8.1 LEARNING OBJECTIVES

After going through this unit you will be able to -

- explain the development of education in Assam in Ancient and Pre British period.
- explain the development of primary education in Assam during the British period.
- discuss the Legislative provisions on primary education in Assam.
- discuss the measures for universalisation of elementary education.
- discuss the District Primary Education Programme (DPEP) and the Sarva Siksha Abhijan (SSA).
- list the problems of universalisation of elementary education in Assam.

## 8.2 INTRODUCTION

Primary education constitutes a very important stage of the entire structure of education. It is at this stage the formal education of the child starts. It is the foundation of the entire educational ladder. It is this stage of education that is responsible for spreading mass literacy. Mass literacy is a basic requirement for economic development, modernization of the social structure and the effective functioning of democratic institutions. Hence, primary education deserves the highest priority for raising the competence of the average worker and for increasing national productivity. This unit will help us to understand the gradual development of primary education in Assam from ancient period to the post-independence period. The Constitution of Independent India provides for free and compulsory education for all children up to the age of 14 years. This unit also helps us to understand the various measures adopted from time to time to fulfill this directive in Article 45 of our constitution. In spite of all the efforts, the constitutional provision has not yet been realised owing to some problems and issues which will be discussed in this unit.

## 8.3 DEVELOPMENT OF PRIMARY EDUCATION IN ASSAM PRIOR TO INDEPENDENCE

### 8.3.1 Development of Education in Assam in Ancient and Pre-British Period

Primary education in Assam has passed through a long history of development since ancient times. It is very difficult to get a systematic record of the prevailing educational system in ancient Assam. The accounts of the Chinese pilgrim Hiuen -Tsang is an important source of information about the system of education during the rule of King Bhaskarvarmana of $7^{th}$ century who took keen interest in spreading education among the people in Kamrup. In ancient Assam the “Gurukula” system was prevalent where students learnt about *Vedas*,*Vedangas,Smritis* or other religious scriptures. Before the introduction of script education was imparted orally from generation to generation. There were examples of books written in “Sanchipat”in ancient Assam.

Assam came under the rule of the Ahom rulers who invaded Assam and ruled Assam since 1228 AD for about 600 years. Ahom rulers maintained the tradition of recording the historical accounts. Books were also written at the patronage of the Ahom kings. Education of the people was given due importance by their Ahom kings.

In the development of education in Assam,the contribution of two great religious leaders is worth mentioning. The Vaishnav Guru Sri Sri Sankardeva and Sri Sri Madhavdeva made immense contribution towards the development of education and culture in Assam. The 'Satras' established by Sankardeva and Madhavdeva became the centre of learning of mass people.

Some of the educational institutions imparting education during the ancient period are.

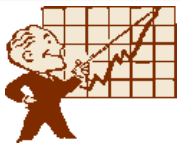
- Pathsalas
- Tols
- Maktabs
- Satras
- Namghars

Education during ancient period was not so well organised as in the present day .But these indigenous institutions in Assam played an important role in imparting education to the mass.



**LET US KNOW**

- The Accounts of the Chinese Pilgrim Hiuen-Tsung threw much light on the ancient system of education in Assam.
- Before the introduction of script, education was imparted orally. Since the introduction of script the system of writing books in Sanchipat was started in Assam
- Assam was under the Ahom Rule for about 600 years from 1228 A.D. The education System in Assam received patronage from the Ahom rulers.
- The contribution of two great religious leaders Sri Sri Sankardeva and Sri Sri Madhavdeva helped in expansion of education among the masses.



**CHECK YOUR PROGRESS**

**Q 1:** Fill in the blanks —

**a)** _____was the ruler of Kamrup,when the Chinese pilgrim Hiuen Tsang came to Kamrup.

**b)** The Ahom rulers ruled Assam for about _____ years from _____.

**c)** Satras were established in Assam by _____ and _____.

**Q 2:** Mention four indigenous institutions imparting education in ancient Assam.

.....

.....

## 8.3.2 Development of Primary Education in Assam during the British Period

Assam came under the control of East India Company after the "Treaty of Yandabo" in 1826.The first Agent of the East India Company Mr.David Scott came to Assam in 1826.Soon after his arrival he took interest in the promotion of indigenous system of education in Assam. To win over the confidence of Assamese people he started eleven schools, mostly in lower Assam. He also opened a school in Garo Hills for the expansion of primary education among the hill tribe. Students passing out of these schools were offered jobs under the Government.

As per the recommendations of Wood's Despatch the grant-in aid system was introduced and it helped in the expansion of primary education. After the revolt of 1857, the power of administration was transferred from the East India Company to the Crown. Change in administration had its impact in the system of education. In 1882, Hunter Commission entrusted the responsibility of primary education to the local boards. The commission also recommended the system of Payment by Result. The provincial government had to grant only one third of the total expenditure of the local boards. These policies adversely affected the growth of primary education in Assam.

During the early period part of 20th century primary education received great impetus and made considerable progress due to the liberal policy of Lord Curzon. The untiring efforts made by Gopal Krishna Gokhale for introduction of compulsory primary education during 1910-1912 made the provincial governments conscious about the necessity of universal education and they passed compulsory primary education Act during 1918-1920.The Government of India passed its Resolution of Education policy in 1913 But these policies had little impact in Assam.

In Assam the first Compulsory Primary Education Act was passed in 1926.

**Provisions of Assam Primary Education Act, 1926**

- It extends to the whole of Assam.
- Any local authority with a majority of two-thirds of the members present in a meeting may resolve to introduce compulsory primary education within its jurisdiction for children between 6-11 years of age.
- The local authority shall submit the resolution to the Government for consideration.
- The local authority shall submit the govt a statement showing all particulars concerning the total existing expenditure incurred by the local authority and by the government and the additional cost required for introduction of compulsory primary education.
- Local authority of any area shall provide one-third of the additional cost without diminishing the current expenditure and shall levy an education cess for this purpose.
- In the event of the proposal being sanctioned the govt shall provide the local authority the remaining two-third of the additional cost.
- If any local authority fails to submit a scheme, the Govt may call upon to do so.
- The Govt may by notification make rules regarding the education cess, the manner in which the education funds shall be maintained.
- No fees shall be charged from any students.
- Poor children will be provided books and other writing materials if education committee recommended.

- The local authority and the education committee concerned shall be responsible for enforcement of the provisions of the Act.

The primary education, however, made slow progress in Assam during this period. The wrong policy of the Government in giving grant-in-aid, the inefficiency of the local boards to control primary education and indifferent attitude of the people contributed to this slow progress.



## LET US KNOW

- Assam came under the control of East India Company after the Treaty of Yandabu in 1826. The first agent of East India Company to Assam Mr. David Scott, who came in 1826, contributed a lot for the expansion of education in Assam.
- After the revolt in 1857 the power of administration was transferred from the East India Company to the British Crown.
- The recommendations of Wood's Despatch in 1854, Hunter commission in 1882, Lord Curzon's Policy in 1904, Gokhale's attempts to introduce compulsory primary education during 1910-12, and Government resolution on the education policy in 1913 had their impact in the development of primary education in India.
- In Assam, the first Compulsory Primary Education Act was passed in 1926. In spite of the legislative provision the progress of primary education in Assam was not satisfactory.



## CHECK YOUR PROGRESS

**Q 3:** Give correct answer

**a)** Assam came under the control of the East India Company in **(1926/1826)**

**b)** The first agent of East India Company to Assam was Mr. David Scott **(True/False)**

**c)** The first compulsory primary education Act of Assam was passed in 1918. **(True/False)**

**d)** Grant-in-aid system was introduced by Woods Despatch of 1854 **(True/False)**

### 8.3.3 Contribution of Christian Missionaries

The beginning of modern education and the promotion of language and literature in Assam can be attributed to the efforts of the Christian Missionaries. The Christian Missionaries rendered unique service towards the promotion of vernacular and for the upliftment of the tribal areas of Assam. The American Baptist Missionaries under Reverend Nathan Brown and Oliver Cutter came to Assam and setup nearly 14 schools in Sibsagar. The first Assamese newspaper "Arunodoi" was published by Nathan Brown in 1846. They went into the interior places of the hills and plains and established schools in Garo hills, Khasi Jaintia hills, Nagaland, Darang, Nowgaon, Guwahati etc. They wrote several books in Assamese language. Another American Baptist missionary, Miles Bronson edited the first Assamese Dictionary "**Dictionary in Assamese and English**" in 1867.



**LET US KNOW**

- It was because of the efforts of the Christian missionaries schools were started in the interior places of the hills and plains in Assam.
- Christian missionaries also made their contribution in the promotion of literature and language in Assam.
- The chief contribution of the Christian missionaries in the field of education were
  - Starting of charity school
  - Establishment of printing press
  - Importance on vernacular language
  - Education of orphans
  - Printing and publication of text books.
  - Publication of newspapers
  - Translation of books to Assamese language.

"The Serampore Trio" known as Carey, Marshman and Ward, in collaboration with an Assamese scholar Atmaram Sarma translated the whole Bible into Assamese language. Although the main objective

of their educational activities was spread of Christianity yet the missionaries had pioneering role in the spread of primary education among common the people particularly in the interior places of the hills and plains in Assam.



**CHECK YOUR PROGRESS**

**Q 4:** Fill in the blanks –

**a)** The first Assamese newspaper 'Arunodoi' was published in _____

**b)** The first Assamese Dictionary "Dictionary in Assamese and English" was edited by _____

**c)** Three Christian missionaries Carey, Marshman and Ward were known as _____

## 8.4 DEVELOPMENT OF PRIMARY EDUCATION IN ASSAM IN POST INDEPENDENCE PERIOD

From the above discussion we have come to know about the progress of primary education in Assam prior to independence.

On the 15$^{th}$ August, 1947, India attained independence from the British rule. The expansion of education at all stages and particularly at the primary stage became one of the prime responsibilities of the State. With this aim, the following provision has been made in the constitution of India (that came into force on 26$^{th}$ January, 1950) for primary education.

Article 45 "The state shall endeavour to provide within a period of ten years, from the commencement of the constitution, for free and compulsory education for all children until they complete the age of fourteen years."

The main features of this article are –

- Education in the primary stage shall be free and compulsory for all children.
- Education upto the age of 14 years shall be provided by the state.
- The target will be achieved within a period of 10 years i.e. within 1960.



**LET US KNOW**

- Article 45 of our constitution provides that "The state shall endeavour to provide within a period of ten years, from the commencement of the constitution, for free and compulsory education for all children until they complete the age of fourteen years."

### 8.4.1 Legislative Provisions on Primary Education in Assam

Let us now discuss the legislative provisions on primary education in Assam.

(i) The Assam Basic Education Act 1954

After Independence Basic education was accepted as the national pattern of education at the elementary level. The government of Assam also accepted Basic education as its future pattern of elementary education and passed the Assam Basic Education Act 1954.

The Act provided for: -

- The Constitution of a state Board for Basic education to advise the government on matters such as making grants to schools, control and management, recruitment and service condition of teachers, selection of text books, training of teachers etc.
- The State Advisory Board will maintain a fund of which the ***D.P.I.*** will be in charge.
- Following types of schools shall be recognized as basic school under this Act.
  - All Government M.V. School
  - All M.V. schools managed by private bodies
  - All primary schools
  - All basic schools
  - Any private elementary schools
- The state government may impose an educational tax in any area for the purpose of this Act and can make rules regarding



**D.P.I.:**
Director of Public Instruction

the age of a child, the curriculum, duration and standard etc. This Act introduced certain changes in the administration by entrusting more power on the Govt. In spite of all these measures the system of Basic education failed in Assam as in other parts of the country. It was considered to be impractical and insufficient to meet the demands of the modern society.



**LET US KNOW**

- Assam Basic Education Act was passed in 1954. This Act provides for the constitution of a State Advisory Board to advice the Govt on different aspects relating to control and management of primary education.
- This Act recognises different categories of schools as Basic schools. The Assam Basic Education Act, 1954 introduced certain changes in the administration by entrusting more power on the Govt.



**ACTIVITY 8.1**

Find the differences and similarities between the Assam Primary Education Act 1926 and the Assam Basic Education Act, 1954.

.....

.....

Write the names of the schools that are recognised by this Act as Basic schools

.....

.....

(ii) **The Assam Elementary Education Act, 1962**

Till now we have come to know about the basic education in Assam and why failed to achieve its purpose. Following this failure another Act the Assam Elementary Education Act, 1962 was passed to make provisions for the management and control of elementary education and to provide for free and compulsory education in Assam in gradual stages.

The major provisions of the Act were as follows:

- It extends to the whole of Assam with exception to the autonomous districts, provided the Governor may, with the consent of the District council concerned, extend all or any of the provisions of the Act to all or any of the Autonomous districts on such date may be notified on his behalf.
- Definition: Elementary education means education up to such class or standard not beyond the eighth class, as may be prescribed.

  Local authority means, a Municipal Board, or a Town committee or a Gaon Panchayat established under the Municipal Act and Assam Panchayat Act, 1959
- Constitution of a State Board for elementary education was made to advise the Govt for the development, expansion, management and control of elementary education in the state with the Minister of Education as its Chairman and other members. The members of the Board will hold office for five years.
- The State Board will laydown principle on the allocation of grants to local authorities for the purpose of this Act, laydown procedure for recruitment of teachers and the conditions of their service, lay down condition for recognition, expansion, amalgamation and opening of new schools.
- The State Govt may make rules for carrying out the purpose of this Act.

This Act is an improvement on the earlier Acts as it makes the State Govt responsible on certain matters relating to elementary education. This Act entrusted the responsibilities for management of elementary education on the local authorities of the area concerned.



**LET US KNOW**

- The Assam Elementary Education Act, 1962 defined elementary education up to such class or standard not beyond eighth class.
- This Act also specifies the local authorities as a Municipal Board, a Town committee or a Gaon Panchayat established under the Municipal Act and Assam Panchyat Act of 1959.

- This Act provides for the constitution of the State Board for Elementary Education to advise the Govt.



**CHECK YOUR PROGRESS**

**Q 5:** Who is the Chairman of the State Board for Elementary Education constituted under Assam Elementary Education Act of 1962?

.....

**Q 6:** State four major functions of the State Board for Elementary Education.

.....

.....

**Q 7:** Write about the provisions in "Article 45" of the Constitution of India.

.....

.....

(iii) **The Assam Panchayati Act, 1959**

The Assam Panchyati Act, 1959 abolished the local Boards and in its place established the Panchayati Raj. Panchayatraj is a three-tier system: Gaon Panchayat, Anchalik Panchayat and Mahkuma Parishad.

(iv) **The Assam Panchayati Raj Act, 1972**

This Act abolished the AnchalikPanchayat and made the Panchyati Raj system a two tier system i.e. Gaon panchayat and Mahkuma Parishad.

(v) **The Assam Panchayati Raj Act, 1986**

This Act again introduced the three tier Panchayat Raj system i.e. Gaon panchayat, Anchalik Panchayat and Mahkuma Parishad. This act provides for the duties and responsibilities of each stage of the panchayat in respect to educational, cultural and social welfare activities.



**LET US KNOW**

- The Assam Elementary Education Act, 1962 entrusted the responsibility of management of elementary education in the local

authority of the area concerned.By local authorities is meant a Municipal Board, a Town Committee or a Gaon Panchayat

- The Assam Panchayati Raj Act, 1986 provides the duties and responsibilities of the Gaon Panchayat, Anchalik Panchayati and Mahkuma Parishad in educational culture and social welfare activities in respective area.



**CHECK YOUR PROGRESS**

**Q 8:** What are the three stages of Panchayati Raj system?

.....

.....

**Q 9:** In which year the Assam Panchayati Raj Act abolished the Anchalik Panchayat?

.....

## 8.5 UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE)

From the above discussion we know about the constitutional provision in “Article 45” and the subsequent legislative provisions made in Assam for expansion and improvement of elementary education.

Let us now discuss the measures adopted by the Govt of India for the early fulfillment of the Directive Principles under “Article 45” of the constitution to provide free and compulsory education for all children up to the age of 14 years.

### 8.5.1 National Policy on Education in 1968

The Education Commission (1964 – 66) had recommended that the Govt of India should issue a statement on the National Policy of education which should provide guidance to the State Govts and local authorities in preparing and implementing educational plans. Accordingly, the Government of India issued a Resolution on National Policy on Education in 1968. The NPE (1968) observes that “Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age

of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course"

## 8.5.2 National Policy on Education in 1986

A variety of new challenges and social needs make it imperative for the Govt to formulate and implement a new education Policy for the country in 1986.The New Education Policy in 1986 emphasises on -

- Universal enrolment and universal retention of children up to 14 years of age.
- Substantial improvement in the quality of education.
- Systematic efforts to provide non-formal education to educate school dropouts, children from areas without school, working children who are unable to attend the school during daytime.
- Implementing "Operation Black Board" scheme to provide essential facilities in the school.

**Measures under Operation Black Board scheme in Assam.**

The following measures were adopted by the Govt of Assam for the implementation of the "Operation Black Board" scheme -

- Establishment of schools in different villages.
- Provision for free text-books and other materials.
- Construction of 2 extra classrooms in schools.
- Supply of blackboard to schools.
- Appointment of teachers in single teacher schools.
- Establishment of teacher training institutes for primary school teachers.
- Provision for additional posts of school inspector for better inspection and supervision.

## 8.5.3 District Primary Education Programme (DPEP)

To evaluate the effectiveness of the New Education Policy 1986, a committee was appointed by the Govt of India in 1990. A

review of NPE, 1986 was conducted during 1990 – 1992.. The programme of Action, 1992 stressed the need of development of education in backward districts. Accordingly, the Government of India formulated the "District Primary Education Programe" (DPEP) scheme in 1993. DPEP is an effort to decentralise educational planning at the district level. It is planned in such a way that it suits the educational needs and demands of the district concerned. Initially district projects were prepared in 44 districts in eight states: Assam, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Kerala. Gradually it was followed in 273 districts spreads over 18 states.

**Objectives of DPEP scheme:**

- To provide access to all children of primary education (Class I to IV/V)
- To reduce dropout rates to less than 10 percent
- To increase learning achievement at primary level by 25 percent
- To reduce gender gaps and differences in Social group to less than 5 percent.

**DPEP in Assam**

In Assam, DPEP scheme is going on in nine districts : Dudhnoi of Goalpara, Titaguri of Kokrajhar, Agomoni in Dhubri, Baitamari in Bongaigoan, Senga of Barpeta, Dolgaon of Darrang, Na-duar of Sonitpur, Lahorighat of Morigaon, and Howraghat of Karbi Anglong.



**LET US KNOW**

- The New education policy of 1986 laid stress on universal enrolment and universal retention of children upto 14 years of age and substantial improvement in the quality of education.
- Accordingly the government of Assam adopted different measures under Operation Black Board Scheme for the training of the primary

school teachers "The District Institute of Education and Training (DIET)" are established at district level.

- The District Primary Education Programme (DPEP),a centrally sponsored scheme for universalisation of elementary education is going on in Assam in nine districts.



**CHECK YOUR PROGRESS**

**Q 10:** Fill in the blanks

a) Operation Black Board scheme is to provide essential facilities to the _____ schools.

b) Govt of India formulated the New Policy on education in _____.

c) The DPEP scheme is going on in Assam in _____ districts.

d) UEE stands for _____ .

e) The DPEP scheme was formulated by Govt of India in _____.

## 8.5.4 Sarva Siksha Abhiyan (SSA)

The education of children of age 6-14 years has become a fundamental right after the 86th Constitutional Amendment. The Sarva Siksha Abhiyan has been designed by the Government of India as a scheme to provide elementary education to all children of age group 6-14 years. The scheme of Sarva Siksha Abhiyan was evolved from the recommendations of the conference of the State Education Ministers held in October 1998 to persue UEE as a mission. The government of India approved the scheme in November 2000.

**Characteristics of Sarva Siksha Abhiyan (SSA)**

1. A programme with a clear time frame for universal elementary education.
2. A response to the demand for quality education all over the country.
3. An opportunity for promoting social justice through basic education.

4. An effort at effectively involving the Panchayati Raj Institutions, School Management Committees,Village and Urban Slum level Education Committees, Parent- Teacher's, Associations, Mother Teacher Associations, Tribal Autonomous Committee and other grass root level structures in the management of elementary schools.
5. An expression of political will for universal elementary education across the country.
6. A partnership between the central, state and local governments.
7. An opportunity for State to develop their own vision of elementary education.

**Objectives of SSA**

1. All children in the age 6 - 14 years are in School/Educatin Guarantee scheme/Bridge Course by 2003.
2. All children complete five years of primary schooling by 2007
3. All children complete eight years of elementary schooling by 2010.
4. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
5. Universal retention by 2010.

SSA is a programme to cover the entire country with special focus on the educational needs of the girls,Schedule Caste and the Schedule tribes and children in different circumstances.

**Sarva Siksha Abhiyan Mission in Assam**

The Abhiyan was started in the later part of 2001-2002 in the state of Assam.To encourage community involvement peoples' committees have been constituted at school, villages, ward, tea garden, Gaon Panchyat, AnchalikPanchayat and at the District level.

These committees are : –

1 School Management Committee (SMC)

2 Village Education Committee (VEC)

3 Tea Garden Education Committee (TGEC)

4 Ward Education Committee (WEC)

5 Gaon Panchayat Education Committee (GPEC)

SSA provides regular support to the committees so that they can take up the responsibility of universal enrolment and retention and

school improvement on their own.



**LET US KNOW**

1 Sarva Siksha Abhiyan is an attempt to universalise elementary education by community owned school education system.

2 SSA is the involvement of community people in the form of the Panchayati Raj Institutions,School Management Committes,Village and Urban slum level Education Committees,Parents-Teachers'Associations, Mother Teacher Associations, Tribal Autonomous Council and other grass root level structures in the management of elementary education

3 In Assam the Sarba Siksha Abhiyan was started in the later part of 2001-2002 for universalisation of elementary education



**CHECK YOUR PROGRESS**

**Q 11:** Name four Peoples Committees formed under Sarva Siksha Abhiyan Mission in Assam?

.....

.....

**Q 12:** Name four categories of children with special focus on their educational needs in SSA?

.....

.....

### 8.5.5 Problems of Universalisation of Elementary Education

From the above discussion we know that since independence the Government of India adopted various measures from time to time to fulfill the directive principles in article 45 of our constitution. In spite of all efforts, however the constitutional provision has not yet been realised due to some problems and issues and a universalisation of Elementary Education (UEE) has remained a failed

dream.. From the following table we can observe the progress in literacy rate in India from 1951 to 2011.

**Table No 1**

Literacy Rate in India from 1951-2011

| Census year | Male | Female | Person |
|---|---|---|---|
| 1951 | 27.16 | 8.86 | 18.33 |
| 1961 | 40.40 | 15.35 | 28.30 |
| 1971 | 45.96 | 21.97 | 34.45 |
| 1981 | 56.34 | 29.76 | 43.57 |
| 1991 | 64.13 | 39.29 | 52.21 |
| 2001 | 75.85 | 54.16 | 65.38 |
| 2011 | 82.14 | 65.46 | 74.04 |

We can understand the progress in literacy rate in Assam from the following table.

**TABLE NO 2**

Literacy rate in Assam from 1951-2011

| Census year | Male | Female | Person |
|---|---|---|---|
| 1951 | 28.01 | 7.58 | 18.53 |
| 1961 | 44.28 | 18.62 | 32.95 |
| 1971 | 43.72 | 22.76 | 33.94 |
| 1981 | - | - | - |
| 1991 | 61.87 | 43.03 | 52.89 |
| 2001 | 71.93 | 56.03 | 64.28 |
| 2011 | 78.81 | 67.27 | 73.18 |

Source : Census Report 2001

[Literacy rates for 1951,1961 and 1971 relate to population aged five years and above.The rates for the years 1991 and2001 relate to the population aged seven years and above. In the year 1981 census was not conducted in Assam]

Let us now discuss the problems in universalisation of elementary education in Assam.

(i) Wastage and Stagnation

Wastage and Stagnation are the two major problems of primary education. Wastage means drop out of pupils i.e leaving the school before completing the primary course.

The causes of wastage are: Poverty, Ignorance of parents, Conservatism, Superstitious belief, Seasonal illness, Lack of proper transportation, Natural Hazards, Problem of child labour etc.

Stagnation means failure in class i,e retention in the same class for more than one year. The causes of Stagnation are: Poor material condition of the school, Lack of trained teachers, Unsuitable curriculum, Unattractive methods of teaching, Irregularity in attendance, inadequate supply of textbooks etc.

(ii) Population Explosion.

(iii) Disparity in providing facility.

(iv) Illiteracy of Parents.

(v) Political Disturbances.

(vi) Discrimination against girls.

(vii) Administrative problems.



**LET US KNOW**

The major problems in universalisation of elementary education in Assam are –

- Wastage
- Stagnation
- Population Explosion
- Disparity in providing facility
- Illiteracy of Parents
- Political Disturbances
- Discrimination against girls
- Administrative problems
- Lack of cooperation between school and the local community.



**ACTIVITY 8.2**

State some reasons behind the Wastage and Stagnation from elementary schools in your locality.

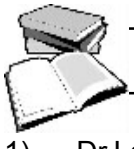
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## 8.6 LET US SUM UP

- After learning this unit we can understand the development of primary education in Assam in ancient and Post –British period.
- We can also understand the impact of the recommendations of the commissions, policy undertaken by the British Government for development of primary education in Assam during the British rule.
- We know about the Directive Principles in the constitution of India and the measures adopted by the Government of India for the fulfillment of the Directive Principles.
- The formulation and implementation of National Policy on Education ,adoption of District Primary Education Program(DPEP) and the acceptance of Sarva Siksha Abhiyan are the important measures undertaken to universalize elementary education.
- Going through this unit we can understand the legislative measures adopted by the Government of Assam for introduction of free and compulsory primary education and implementation of OBB scheme under NPE, DPEP scheme and the SSA scheme to provide elementary education to all children of the age group 6-14 years.
- In spite of all such efforts the constitutional provision has not yet been fully implemented in Assam due to some problems and issues.
- The Unit has dealth with these issues and by going through this unit we will be acquianted with the development of primary education in Assam from the beginning to the present time.



## 8.7 FURTHER READING

1) Dr.Lakshahira Das: “Education in Assam”

2) Dr. S.Saikia: “A Text Book for Education for Beginners”



## 8.8 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** (a) Bhaskarvarmana

(b) 600 years/1228 AD

(c) Sri Sri Sankardeva and Sri Sri Madhavdeva.

**Ans to Q No 2:** Pathsalas, Tols, Maktabs, Satras

**Ans to Q No 3:** (a) 1826, (b) True, (c) False, (d)True

**Ans to Q No 4:** (a) 1846, (b) Miles Bronson, (c) Serampore Trio

**Ans to Q No 5:** The Minister of Education.

**Ans to Q No 6:** The major functions of State Board for Elementary Education

- Allocation of Grants to local authorities.
- Lay down procedures for recruitment of teachers.
- Conditions of their service.
- Lay down conditions for recognition, expansion, amalgamation and opening of new schools.

**Ans to Q No 7:** Article 45 "The state shall endeavour to provide within a period of 10 years from the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 years".

**Ans to Q No 8:** Gaon Panchayat, Anchalik Panchayat and Mahkuma Parisad.

**Ans to Q No 9:** Assam Panchyati Raj Act 1972.

**Ans to Q No 10:** (a) Primary, (b)1986, (c) Nine, (d) Universalisation of Elementary Education, (e) 1993

**Ans to Q No 11:** The four people committees of SSA in Assam is

- School Management Committee(SMC)
- Village Education Committee (VEC)
- Tea Garden Education Committee (TGEC)
- Gaon Panchayat Education Committee (GPEC)

**Ans to Q No 12:** The four categories of children that gets specific focus in SSA of Assam are:

- Girls
- Scheduled Tribe
- Scheduled Caste
- Children in different circumstances



## 8.9 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1:** What are the indigenious instituions that provided primary education in ancient Assam?

**Q 2:** What do you mean by Serampore Trio? What were the contributions of the Christian missionaries in the field of education?

**Q 3:** What are the objectives of SSA? Discuss briefly about the implementation of SSA in Assam.

**Q 4:** Write briefly on DPEP.

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1:** Discuss the major provisions of the Assam Compulsory Primary Education Act,1926. Why this act could not be implemented?

**Q 2:** Discuss briefly the development of primary education in Assam before independence.

**Q 3:** State the major principles in the National policy on Education, 1986 for universalisation of elementary education.

**Q 4:** Discuss the problems in universalisation of elementary education in Assam.

# UNIT - 9 : DEVELOPMENT OF SECONDARY EDUCATION IN ASSAM

## UNIT STRUCTURE


9.1 Learning Objectives

9.2 Introduction

9.3 Development of Education in Assam at Secondary Stage during the Pre – Independence period.

9.4 Development of Education in Assam at Secondary stage during the Post – Independence period.

- 9.4.1 Establishment of Gauhati University and its impact on the growth of Secondary Education in Assam.
- 9.4.2 Effect of the Recommendations of Secondary Education Commission on Secondary Education in Assam.
- 9.4.3 Effect of the Recommendations of the Kothari Commission on Secondary Education in Assam.
- 9.4.4 National Policy on Education (1986) and Secondary Education in Assam.
- 9.4.5 Problems of Secondary Education in Assam.

9.5 Let Us Sum Up

9.6 Further Reading

9.7 Answers to Check Your Progress.

9.8 Model Questions


## 9.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- explain the development of secondary education in Assam during Pre– Independence period.
- state the major recommendations of Secondary Education Commission (1952 – 53) and its impact in the development of secondary education in Assam.
- State the major recommendations of Kothari Commission (1964 – 66) and its impact on the development of secondary education in Assam.

- discuss the recent development in secondary education as per the National Policy on Education.
- discuss the problems of secondary education in Assam.

## 9.2 INTRODUCTION

Secondary education is a stage of education that is imparted after primary education and before higher education. It is that stage of education which helps children to become efficient members of a complex modern society. Secondary education is the connecting link between primary education and higher education. Both primary education and higher education are closely related to secondary education as it is a bridge between two.In fact it is the stepping stone to university education and other professional education. This unit will familiarise us with the development of secondary education in Assam since Pre – Independence period till the present day.

## 9.3 DEVELOPMENT OF EDUCATION IN ASSAM AT SECONDARY STAGE DURING PRE– INDEPENDENCE PERIOD

Prior to the British rule, there was no such formal system of secondary education in India. It was the minutes submitted by Lord Macaulay and subsequent resolutions passed by the Governor General Lord William Bentinck in 1835 that led to the establishment of schools teaching western literature and science. Gradually western education became more popular as educated Indians were offered high posts under the Government.

In Assam secondary education was started in the year 1835. (At that time administrative Headquarter of East India Company was in Calcutta and Assam was a part of Bengal.) As per the recommendations of the General Committee of Public Instruction, the Commissioner of Assam, Captain Jenkins started an English school at Gauhati in 1835. This school was known as “Guwahati Seminari” which is the present Cotton Collegiate School in Panbazar. In 1841 another high school was established in Sibsagar which is presently known as “Sibsagar Govt. Higher Secondary school”.

In the history of Indian Education Wood's Despatch holds a unique position. It has contributed much in organizing the present education system in India.

As per the recommendation of Wood's Despatch in 1854, Department of Education was created in each province. In Assam such a Department of Education was created in 1874 when Assam was separated from Bengal. A Director of Public Instruction was appointed. The environment for development of education in Assam was created only after the creation of a separate Department under the Director of Public Instruction.

In 1882 Hunter Commission made important recommendations on secondary education. The commission recommended that Government should gradually withdraw from secondary education leaving the responsibility to private enterprise. In each district there should be one Govt. high school as a model to the private schools. The Government should sanction grants – in – aid to private bodies for expansion of secondary education. In Assam these proposals could not be implemented, as the Government was not ready to sanction financial assistance to the private bodies. Consequently, the growth of secondary education was very slow. During 1899 – 1900, the total number of high schools in Assam was only 20.

Lord Curzon's Policy in 1905 attached the administration of Assam with East Bengal. Secondary education in Assam received a great setback due to the policy of control adopted by Lord Curzon.

The Govt. of India Act of 1919 introduced the system of Diarchy in the administrative field. Under this system, State Governments were given freedom in matters of Education. This administrative reform helped in the expansion of secondary education in Assam. Secondary education in Assam made considerable progress during 1912 – 1947 when the number of Middle English schools and Middle Vernacular schools increased to 742 and the number of High schools increased to 191 till 1947.

The Secondary schools during the Pre – Independence period can be categorized as – Middle English Schools and Middle Vernacular Schools (class IV – VI) and High Schools (class VII – X). Matriculation examination was conducted by Calcutta University as the High schools in Assam were affiliated to Calcutta University.



## LET US KNOW

- Secondary education in Assam started in 1835.
- The first English High School was established in Gauhati by Captain Jenkins, the Commissioner of Assam in 1835. This school was known as "Guwahati Seminari". Guwahati Seminari was the first school marking the beginning of secondary education in Assam.
- Initially Assam was under the administrative control of Bengal. There was no separate Department of Education in Assam.
- In 1874, when Assam was separated from Bengal, a Department of Education was created in Assam.
- The recommendations of Hunter Commission in the field of secondary education could not be implemented, as the voluntary organizations were reluctant to establish high schools. As a result, the growth of secondary education was very slow.
- Lord Curzon's policy of control adversely affected the growth of secondary education in Assam.
- It was only because of the introduction of administrative reform after the Government of India Act in 1919, secondary education in Assam received encouragement for its expansion.
- Number of ME schools and MV schools increased to 742 and the number of High schools increased to 191 till 1947.



## CHECK YOUR PROGRESS

**Q 1:** Fill in the blanks: —

a) "Guwahati Seminari" was started in _____.

b) Total number of High Schools in Assam during 1899 – 1900 was _____.

c) Before Independence Matriculation examination for the High schools in Assam was conducted by _____.

## 9.4 DEVELOPMENT OF EDUCATION IN ASSAM AT SECONDARY STAGE DURING POST – INDEPENDENCE PERIOD

Secondary education in Assam made remarkable progress after independence. The Government of Assam adopted several measures for the development of secondary education. Introduction of changes in administration, revision of curriculum, change in the evaluation system, establishment of different types of schools are some of the important measures adopted in the field of secondary education. The recommendations of the Mudaliar Commission (1952 – 53), the Kothari Commission (1964 – 66) appointed by the Govt. of India, the National Education Policy, 1986 made tremendous contributions to the development of secondary education in Assam

Let us now study the progress of secondary education in Assam after independence.

### 9.4.1 Establishment of Gauhati University and its effect in the growth of Secondary Education in Assam

After a long period of agitation by thousands of people of Assam, Gauhati University was established on 26th January 1948. As already discussed, the Matriculation examination was conducted by Calcutta University as the High schools in Assam were affiliated to Calcutta University before independence. In 1948, Gauhati University was established. Since then the responsibility to control the academic matters in secondary stage was entrusted to Gauhati University. The change of responsibility to control the Matriculation Examination from Calcutta University to Gauhati University resulted in the rapid growth of secondary education in Assam.

### 9.4.2 Effect of the Recommendations of Secondary Education Commission on development of Secondary Education in Assam

In 1952, the Government of India appointed the Secondary Education Commission (1952 – 53) to reform the secondary

education. The Secondary Education Commission (1952 – 53) made recommendations on various aspects of educational reconstruction. The Commission recommended that aims of secondary education should be according to the needs of a democratic country. The Commission suggested three major reforms in secondary education.

- Re organization of the educational pattern.
- Diversification of secondary curriculum.
- Reform in the examination system.

According to the recommendations of the Commission eleven-year school course was introduced in Assam. Schools were upgraded from 10 years High school pattern to 11 years of higher secondary pattern, converting some schools to multipurpose schools. A State Board of Secondary Education was constituted in 1962 in Assam according to the recommendation of Secondary Education Commission.

Prior to 1962 secondary education in Assam was controlled by Gauhati University and the Government of Assam. The University had control over academic matters while the Government had control over the administrative matters. This dual control created various problems in secondary education. Hence, the Govt. of Assam passed the Secondary Education Act in 1961.

The major provisions of the Secondary Education Act of Assam, 1961 are —

- It extends to the whole of Assam.
- The University or any Board will have no controlling authority over secondary schools recognized by the government.
- A Board of Secondary Education will be constituted for administration, control and development of Secondary Education. The Director of Public Instruction will be the Chairman of the Board.
- Duties and responsibilities of the Board will be —
  - Preparation of curriculum.
  - Conduct examination.
  - Awarding Certificates.

- Selection of Textbooks.
- Preparation of rules and regulations for recognition of school.
- Determination of qualification of teachers etc.

As a result of this Act, the Board of Secondary Education, Assam was established in 1962. Since 1962 the Board has taken charge of controlling and reorganizing secondary education in Assam. The Act was amended in 1972 when it was laid down that the Board is to prepare and publish textbooks and supplementary books through Assam Text Book Production and Publication Corporation. Second amendment of the Act was made in 1973, which provided for the appointment of a full – time Chairman. In 1974 a full time Chairman has been appointed in the Secondary Education Board, Assam.

These measures helped in the growth and development of secondary education in Assam. Total number of Higher Secondary and Multipurpose schools in Assam was 70 and total number of High schools in Assam was 1200 during 1969 – 70.



**LET US KNOW**

Till now we understand that after independence the secondary education in Assam made considerable progress.

- After the establishment of Gauhati University in 1948, the responsibility of controlling academic matters was transferred from Calcutta University to Gauhati University.
- In 1952, Government of India appointed the Secondary Education Commission to reform secondary education. This commission submitted its report in 1953.
- Government of Assam adopted various measures in the field of secondary education as per the recommendations of the commission.
- A number of High schools were upgraded to higher secondary pattern and some of the schools were converted to multipurpose schools.

- In 1961 the Secondary Education Act, Assam was passed.
- As per the provision of the Act, in 1962 the Board of Secondary Education, Assam was constituted to control and reorganize secondary education.



**CHECK YOUR PROGRESS**

**Q 2:** In which year was Gauhati University established?

.....

**Q 3:** In which year was the Secondary Education Act, Assam passed?

.....

**Q 4:** In which year was the Board of Secondary Education, Assam constituted?

.....

**Q 5:** In which year was appointed a full time Chairman in the Board of Secondary Education Assam?

.....

.....

### 9.4.3 Effect of the recommendations of Kothari Commission(1964-66) on the Development of Secondary Education in Assam

The Government of India appointed the Kothari Commission in 1964 and it submitted its report in 1966. The commission made recommendations on different aspects of secondary education as–

- Educational structure.
- Establishment of a link between education and productivity through work experience.
- Vocationalisation of education.
- Improvement of scientific and technological education.
- Establishment of common school to meet the needs of average parents etc.

The commission recommended the 10+2+3 educational structure which should consists of

- A pre – school stage consisting of one to three years.
- A primary stage of seven or eight years divided into two sub stage - a lower primary stage of four or five years and a upper primary stage of three years.
- A lower secondary or high school stage of three or two years in general education or of one to three years in vocational education.
- A higher secondary stage of two years of general education or one to three years of vocational education.
- A higher education course of three years for first degree.

As per the recommendation of the Kothari Commission, the Board of Secondary Education, Assam introduced the new 10+2+3 pattern and adopted the new curriculum and syllabus from the academic session 1973 – 74. The Board of Secondary Education, Assam continued both the 10 years of secondary and 12 years of higher secondary course. The affiliated colleges under Gauhati University and Dibrugarh University started 2 years of higher secondary course as it was not possible to upgrade all secondary schools to higher secondary pattern. Recently privately managed Junior Colleges are grown up in different parts of Assam introducing 2 years of higher secondary course.



**LET US KNOW**

- To make a uniform educational structure throughout the country, Kothari Commission recommended the 10+2+3 pattern.
- The new 10+2+3 pattern of education has been introduced in Assam in 1973 by the Board of Secondary Education, Assam.
- To introduce +2 stage, the high schools were upgraded to higher secondary schools.
- Since it was not possible to upgrade all the secondary schools to higher secondary schools, the affiliated colleges under Gauhati University and Dibrugarh University introduced the 2 year higher secondary course to fulfil the demand for higher secondary education.
- Recently privately managed Junior Colleges have been established in different parts of Assam introducing 2 years of higher secondary course.

As per the recommendations of the Kothari Commission "The Assam Higher Secondary Education Council" was constituted in 1984. Now the Assam Higher Secondary Education Council is entrusted with the responsibility to control Higher Secondary education. Major functions of the Council are –

- To sanction permission for establishment, recognition of the school.
- Preparation of curriculum
- Selection of Text books
- Conduct of examination
- Award of certificates

Science and Mathematics are incorporated as compulsory subjects and Work Experience has been assigned a place of importance.

The Govt. of Assam provincialised all the High Schools and Higher Secondary schools which enjoyed deficit grant from the Govt. from 1st October 1977. Besides the provincialised school there are schools managed by private bodies receiving no grants from the Government. There are Central School under Kendriya Vidyalaya Sangathan, Govt. of India conducting examination at two levels – class X and class XII, in consultation with the Central Board of Secondary Education.There is a Sainik School at Goalpara.



**LET US KNOW**

- The Assam Higher Secondary Education Council was constituted in 1984.
- The Assam Higher Secondary Education Council is entrusted with the responsibility to control Higher Secondary Education in Assam since 1984.
- From October 1977, the Govt. of Assam provincialised all the High Schools and Higher Secondary Schools which enjoyed deficit grant

from the Government.

- Besides the provincialised schools, there are privately managed secondary schools imparting secondary education in Assam.
- There are Central Schools under Kendriya Vidyalaya Sangathan, Govt. of India.



**CHECK YOUR PROGRESS**

**Q 6:** Fill in the Blanks: -

a) New (10 + 2 + 3) pattern of education was introduced in Assam from the academic session _____ .

b) Government of Assam provincialised all the high schools and higher secondary schools in _____

c) The Assam Higher Secondary Education Council was constituted in _____

d) The 10 + 2 + 3 educational structure was recommended by _____.

e) The Sainik School is situated at _____

### 9.4.4 National Policy on Education, 1986 and present status of Secondary Education in Assam

A variety of new challenges and social needs made it imperative for the Government to formulate and implement a New Education Policy for the country in 1986. To raise the standard of school education and to raise the competence of boys and girls in life situation, the National Policy on Education proposed to set up pace – setting (Navodaya) schools. Pace – setting schools are intended to provide quality education to those children with special talent or aptitude, irrespective of their capacity to pay for it. As per the proposal in the National Policy on Education, arrangement has been made for establishment of Navodaya schools to help the poor but talented

children. At present there are one Navodaya School in each district in Assam.

The National Policy on Education, 1986 proposed a well-planned and systematic programme of vocational education at +2 stage. Vocational courses should not only be limited to engineering and technical vocation but should include health, agriculture, home science, para medical services, marketing, social services etc. It was proposed that Vocational courses cover 10 percent of higher secondary students by 1990 and 25 percent by 1995.



**LET US KNOW**

- The New Education Policy was formulated by the Government of India in 1986.
- The National Policy on Education proposed to set up Navodaya Schools for the poor and talented children.
- The National policy on education proposed a well-planned and systematic programme of vocational education at +2 stage.

The present status of secondary education in Assam can be observed from the following tables

**Table No. 9.1**

No. of Schools in Assam during (2012-13 to 2013-14)

| Year | No. of Elementary School | No. of Secondary School | No. of Higher Secondary School |
|---|---|---|---|
| 2012-13 | 61689 | 6829 | 1579 |
| 2013-14 | 64171 | 7124 | 1633 |

Source : DISE 2013-14: Flash Statistics, NUEPA

We can also observe the performance of students at the High School Leaving Certificate examination conducted by the Board of Secondary Education, Assam from the following table

**Table No. 9.2**

Performance during 2004 - 2019

| Year | Appeared | Percentage |
|---|---|---|
| 2004 | 1,84,771 | 49.79 |
| 2005 | 2,07,083 | 53.07 |
| 2006 | 1,99,786 | 53.54 |
| 2007 | 2,03,820 | 54.93 |
| 2008 | 2,39,606 | 58.68 |
| 2009 | 2,34,741 | 61.55 |
| 2010 | 2,70,930 | 63.21 |
| 2011 | 4,12,235 | 82.86 |
| 2012 | 4,39,863 | 85.19 |
| 2013 | 2,89,919 | 55.64 |
| 2014 | 3,69,075 | 61.42 |
| 2015 | 3,86,763 | 62.21 |
| 2016 | 3,81,585 | 62.79 |
| 2017 | 3,72,640 | 47.94 |
| 2018 | 3,50,000 | 54.44 |
| 2019 | 3,36,000 | 56.04 |

Source: Board of Secondary Education, Assam

The table shows that from 2001 there is gradual improvement in the performance of the students in the HSLC examination. This is because of the changes introduced in the curriculum and in the examination system.

From the following table we can observe the performance of students in Higher Secondary Examination conducted by Assam Higher Secondary Education Council in Arts, Science and Commerce streams from 2004 to 2014.

**Table No. 9.3**

| Year | Arts | Science | Commerce |
|---|---|---|---|
| 2004 | 53.79 | 66.79 | 64.70 |
| 2005 | 57.08 | 67.68 | 64.80 |
| 2006 | 57.11 | 72.52 | 62.55 |
| 2007 | 61.50 | 68.44 | 67.14 |
| 2008 | 65.33 | 80.73 | 69.96 |
| 2009 | 67.99 | 80.23 | 72.11 |

| | | | |
|---|---|---|---|
| 2010 | 68.66 | 85.15 | 73.32 |
| 2011 | 73.14 | 87.13 | 79.81 |
| 2012 | 70.23 | 85.58 | 81.87 |
| 2013 | 70.11 | 83.82 | 80.08 |
| 2014 | 73.91 | 85.31 | 82.70 |

Source: Assam Higher Secondary Education Council

The table shows that the number of candidates appearing in Arts stream is increasing more than in Science and Commerce streams. Performance of students in Science stream shows better results during these five years in comparison to Arts and Commerce stream.



**LET US KNOW**

- Number of Elementary Schools in Assam increased to 64171 in 2013 – 2014.
- Number of Secondary Schools increased to 7124 in 2013-14.
- Number of Higher Secondary Schools increased to 1633 in 2013-14.
- Pass percentage of students in HSLC Examination increased from 49.79% in 2004 to 56.04% in 2019.
- Pass percentage of students in Higher Secondary Examination in Arts stream increased from 53.79% in 2004 to 73.91% in 2014.
- Pass percentage of students in Higher Secondary Examination in Science stream increased from 66.79% in 2004 to 85.31% in 2014.
- Pass percentage of students in Higher Secondary Examination in Commerce stream increased from 64.70% in 2004 to 82.70% in 2014.



**ACTIVITY 9.1**

Prepare a table showing the pass percentage of students in the HSLC examination from 2004 to 2019.

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.....

### 9.4.5 Problems of Secondary Education in Assam

From the above discussion we know that secondary education in Assam made remarkable progress since independence. Changes have been introduced in the curriculum, examination system as well as in the organizational pattern as per the recommendations of Secondary Education Commission and Kothari Commission. Government of Assam undertook various measures for the upliftment of the secondary schools in Assam. In spite of all these efforts it has been observed that secondary education in Assam has failed in fulfilling its aim of securing all round development of the students.

Let us now analyse the main problems of secondary education in Assam:

i) Undue importance on examination.
ii) Non-availability of trained teachers in special subjects.
iii) Irregularity in appointment of teachers.
iv) Absence of regular supervision of the schools by the authority.
v) Non-availability of text books in time due to delay in publication.
vi) Lack of adequate infrastructure in most of the schools
vii) Lack of vocational courses.
viii) Failure of 'Work Experience' as a compulsory subject.
ix) Disturbances created by frequent agitational programmes by different organization.
x) Problems created by natural calamities like flood.
xi) Lack of parent – teacher co-operation.
xii) Lack of proper educational guidance facility.
xiii) Lack of facilities for personality development of the students.
xiv) Lack of periodic health checkup facility in the schools.
xv) Lack of research on the problems in secondary education.



**ACTIVITY 9.2**

Make a list of the problems of secondary education in Assam

.....

.....



**CHECK YOUR PROGRESS**

**Q 7: Fill in the Blanks:**

a) New Education Policy (1986) proposed the establishment of _____ schools for poor and talented children.

b) Number of Elementary Schools in Assam in 2013-14 are _____

c) The pass percentage of Higher Secondary Examination in Science stream in 2014 is _____

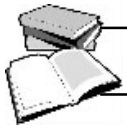
d) The pass percentage of HSLC Examination in 2014 is _____



## 9.5 LET US SUM UP

- In Assam, the Secondary Education was started in 1835.
- The Commissioner of Assam, Captain Jenkins started an English School at Gauhati in 1835 known as " Guwahati Seminari".
- Assam was separated from Bengal and a Department of Education was created in Assam in 1874.
- Creation of a separate department of education in Assam under a Director of Public Instruction helped the development of education in the State.
- It was because of the introduction of administrative reform after the Govt. of India Act in 1919, the secondary education in Assam received encouragement for expansion.
- After the establishment of Gauhati University in 1948, the responsibility of controlling academic matters of secondary schools was transferred from Calcutta University to Gauhati University.
- The Govt. of Assam adopted various measures in the field of secondary education as per the recommendations of Secondary Education Commission (1952-53).
- In 1961, the Secondary Education Act, Assam was passed.
- In 1962, the Board of Secondary Education, Assam was constituted.

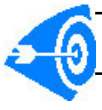
- As per the recommendation of Kothari Commission (1964-66), the Board of Secondary Education, Assam introduced the (10+2+3) pattern from the academic session 1973-74.
- From October 1977, the Government of Assam provincialised all the High Schools and Higher Secondary Schools which enjoyed deficit grant from Government
- The Assam Higher Secondary Education Council was constituted in 1984.
- Since it was not possible to upgrade all secondary schools to higher secondary pattern, the affiliated colleges under Gauhati University and Dibrugarh University introduced 2 year higher secondary courses.
- Recently privately managed junior colleges have sprung up in Assam introducing 2years higher secondary courses.
- The National policy on Education, 1986 proposed to setup Navodaya schools for the poor and talented children.



## 9.6 FURTHER READING

1) Dr.Lakshahira Das: "Education in Assam"

2) Dr. S.Saikia: "A Text Book for Education for Beginners"



## 9.7 ANSWER TO CHECK YOUR PROGRESS

**Ans to Q No 1:**

a. 1835
b. 20
c. Calcutta University

**Ans to Q No 2:** 1948

**Ans to Q No 3:** 1961

**Ans to Q No 4:** 1962

**Ans to Q No 5:** 1974

**Ans to Q No 6:**

a) 1973-74
b) 1st October 1977
c) 1984
d) Kothari Commission (1964-66)
e) Goalpara

**Ans to Q No 7:**

a) Navodaya
b) 64171
c) 85.31%
d) 89.87%



## 9.8 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1:** What are the most important recommendations of Kothari Education Commission in terms of national system of education in India?

**Q 2:** What are the basic recommendations of National Policy on Education for higher secondary stage?

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1:** Discuss briefly the development of secondary education in Assam during pre-independence period.

**Q 2:** "Secondary education is the key to improve both primary and higher education" – Explain.

**Q 3:** Discuss the measures adopted in the field of secondary education in Assam after the recommendation of Secondary Education Commission (1952-53)

**Q 4:** Find out the major problems of secondary education in Assam for all round development of the students.

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# UNIT- 10 DEVELOPMENT OF HIGHER EDUCATION IN ASSAM

## UNIT STRUCTURE


10.1 Learning Objectives

10.2 Introduction

10.3 Development of Education in Assam at Higher stage

- 10.3.1 Development of Higher Education in Assam at Undergraduate stage during British Period.
- 10.3.2 Changes introduced in Higher Education since independence in India.
- 10.3.3 Development of Higher Education in Assam at Undergraduate stage after independence.
- 10.3.4 Development of Higher Education in Assam at Postgraduate stage after independence.
- 10.3.5 Development of Higher Education in Assam through open and distance education.

10.4 Let Us Sum Up.

10.5 Further Reading

10.6 Answers to Check Your Progress.

10.7 Model Questions.


## 10.1 LEARNING OBJECTIVES

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

- identify the development of higher education in Assam during British period.
- explain the changes introduced in higher education in India since independence.
- discuss the development of higher education in Assam at undergraduate stage after independence.
- elaborate the development of higher education in Assam at postgraduate stage after independence.
- discuss the development of higher education in Assam through open and distance education.

## 10.2 INTRODUCTION

India has a long history of higher learning. Takshashila, Nalanda, Vikramshila were the most famous centers of higher learning in India during ancient period. The modern system of higher education started in the middle of the 19th century. As per the recommendation of Woods' Despatch of 1854, the first three Universities were established in Calcutta, Bombay and Madras in 1857.

Higher education is that stage of education, which comes after secondary education. Prior to 1947, the pattern of higher education was almost uniform throughout the country. The duration of the course leading to the first degree in Arts and Science was two years and this was followed by two years course leading to second degree i,e. post graduate degree. After the implementation of 10+2+3 pattern, the duration of the 1st degree course is extended to 3 years and the duration of degree courses in professional subjects are of four or five years. At present we have a large system of higher education. Higher education has made a significant contribution to economic development, social progress and political democracy in India. Still the developments in this field are extremely uneven. The opportunities for higher education are not adequate in terms of our needs. Even the relevance and utility of the couses offered by the Universities to meet the demand of changing times are constantly questioned. This unit will help us to understand the gradual changes introduced in the system of higher education in India since independence.

## 10.3 DEVELOPMENT OF EDUCATION IN ASSAM AT HIGHER STAGE

Assam lagged behind in respect of higher education till 1900 A.D. In 1858, the Gauhati School was affiliated to the entrance standard under Calcutta University and three years later i.e in 1861 two candidates from this school successfully passed the entrance examination. In 1864, the Inspector of Schools Mr. Murray submitted a proposal to the Government of Bengal to raise up the standard of the Gauhati School to teach up to F.A. course of the Calcutta University. The Government of Bengal recommended the proposal and within a few months sanction was received from the Govt. of India. In July 1865, it was ordered that the Gauhati School may be raised

to a Collegiate School to train up natives of the province for offices of responsibility and trust. Accordingly in May 1866 the Collegiate section was opened at the Gauhati School with affiliation to the first examination in Arts.

In 1874, Assam was separated from Bengal with the constitution of a Chief Commissioner's province. A separate Directorate of Public Instruction was created for Assam. The first Chief Commissioner of Assam was Colonel Keatings. But unfortunately the collegiate section of the Gauhati School was abolished by Col. Keatings in 1876 due to several reasons. The reasons were

- The University results were so disappointing that the number of successful candidate was absolutely nil during 1872 – 1874.
- The cost of educating a pupil at the collegiate school, Gauhati was much higher.
- The enrolment at the collegiate section was proportionately very poor.



**LET US KNOW**

- In 1858, the Gauhati School was affiliated to the Entrance Standard of Calcutta University.
- In 1861 two candidates from Gauhati School successfully passed the Entrance Examination.
- In 1864, the Inspector of Schools Mr. Murray submitted a proposal to the Government of Bengal to raise up the standard of the Gauhati School to teach up to F.A. course of Calcutta University.
- In 1866 the collegiate section was opened at Gauhati School with affiliation to the first examination in Arts.
- In 1874, Assam was separated from Bengal with the constitution of a Chief Commissioner's province
- Unfortunately the collegiate section of the Gauhati School was abolished by the first Chief Commissioner of Assam Mr. Keatings in 1876.
- The reasons for abolition of the collegiate section were –poor performance by the candidates in the University examination, per-capita expenditure being much higher, poor enrolment in the collegiate section.



**CHECK YOUR PROGRESS**

**1. Fill in the blanks: —**

**a)** Gauhati school was affiliated to the Entrance standard under Calcutta University in _____.

**b)** The number of candidates who passed the entrance examination from Gauhati school in 1861 was _____.

**c)** The name of the Inspector of Schiools who proposed to raise the standard of Gauhati school to teach F.A. course was _____.

**d)** The first Chief Commissioner of Assam was _____.

**e)** The collegiate sectionof the Gauhati school was abolished in _____.

### 10.3.1 Development of Education in Assam at Under Graduate Stage during the British Period

Let us now study the development of higher education in Assam during the British period. Realising the difficulties experienced by Assamese students going for higher education in Calcutta, the public continued to impress on the Government the necessity of re – introducing the collegiate section at the Gauhati School. The question of higher education in Assam was sympathetically considered by Sir Charles Elliot, the Chief Commissioner of Assam. In 1882 Sir Charles Elliot decided to award scholarship of Rs 20/- per month to all Assamese students who passed the Entrance examination and went for the F.A. and B.A. examination at any college in Bengal. He also expressed the idea that if the University results continued to be satisfactory the question of re – opening the Collegiate classes at Gauhati School would be considered. The people of Assam were disappointed when William Ward, the Chief Commissioner in 1887 restricted the number of scholarships to the Assamese students going for higher education to fourteen to be awarded in order of merit. Under such circumstances the agitation for establishment of a college was again started. The attention of

the Government of Assam was not seriously drawn until March 1899, when Late Honourable Manik Chandra Barua, after refuting the arguments of his opponents made a strong demand for the establishment of a college at Gauhati. If the Government was of opinion that the time was not ripe for the college at Gauhati, in conclusion Honourable Barua stressed the necessity of establishing a hostel for Assamese students at Calcutta, improving the number and value of the existing scholarships.

Realising the urgency of the problem, the Chief Commissioner at that time Sir Henry John Stedman Cotton, who was highly liberal in his views and also a sincere lover of the people strongly supported the proposal. Sir Henry John Stedman Cotton decided to establish a second grade Government College at Gauhati. The sanction of Her Majesty's Secretary of State was received on 20th June 1900. The Chief Commissioner formally opened the college on the 27th May' 1901 and the college was named after his name as Cotton College. Frederick Willium Sudmersen was the first Principal of Cotton College. This marked the beginning of higher education in Assam.

Let us now discuss the growth of higher education in Assam since the establishment of Cotton college in 1901. It is true that Cotton College has contributed to the quantitative growth of higher education in the state. The following table gives the enrolment figures at the end of every five years beginning from 1911 till 1941.

**Table No. 1**

Enrolment on 31st March

| Year | 1911 | 1916 | 1921 | 1926 | 1931 | 1936 | 1941 |
|---|---|---|---|---|---|---|---|
| Enrolment | 160 | 349 | 427 | 552 | 609 | 783 | 1045 |

[ Source : The Golden Jubilee Volume, Cotton College 1951 – 52, Page No. 47.]

The first girl student was admitted into the college during 1929-30 session and the number of girl students increased to 75 during 1940 – 41 session.

Besides Cotton College, during the period from 1914 to 1935, the following colleges were established in Assam.

- Earle Law College at Gauhati (1914).

- Jagannath Barua College at Jorhat (1931).
- Lady Keane College at Shillong (1935).



**CHECK YOUR PROGRESS**

2. Give the correct answer: —

a) The scheme of awarding scholarships of Rs. 20/- per month to all Assamese students who passed the Entrance Examination and went for higher education to Bengal was introduced by ——-

William Ward / Sir Charles Elliot.

b) Cotton College was opened on ——-

20th June 1900 / 27th May 1901

c) The first Principal of Cotton College was —-

Mr. Frederick William Sudmersen / Sir Henry J.S. Cotton

d) Jagannath Barua College at Jorhat was established in —-

1931 / 1935

Till 1948 the number of colleges in Assam increased to 16 and Cotton College being the only Government College at that time.

## 10.3.2 Changes Introduced in Higher Education Since Independence in India

After Independence Government of India adopted several measures to improve the system of Higher education to meet the growing demand of the present day. These measures have great impact in the development of higher education in Assam in post independence period.

- **University Education Commission (1948 – 49)**

  After independence considerable changes took place in the political, social and economic field. These changes entrusted greater responsibilities and challenges before the universities to provide leaders in various fields of national reconstruction. To meet the growing demand, the Inter University Board and the Central advisory Board of Education passed a resolution recommending Government of India to appoint a commission to

report on Indian University Education and to suggest measures for improvement to suit the present and future requirement of the country. Accordingly the Government of India appointed the University Education Commission under the chairmanship of Dr. Sarvepalli Radhakrishnan in Nov' 1948. The commission submitted its reports on 25th August 1949. The report of this commission is a document of great significance and has guided the development of University Education in India in post independence period. As per the recommendation of Radhakrishanan Commission one of the important development of the post independence period is the creation of the University Grants Commission ( UGC ) in 1953 and has given autonomous statutory status by an act of Parliament in 1956. The UGC was created for the purpose of co-ordination and maintenance of standard in higher education. The central Govt. places funds at the disposal of the UGC and this fund is allocated to the Universities for the developmental programmes.

- **Education Commission ( 1964 – 66 )**

The Government of India appointed the Education Commission on 14th July 1964 " to advise Government on the national pattern of education and on general principles and policies for the development of education at all stages and in all aspects". This Commission was appointed under the chairmanship of Dr. D.S. Kothari, Chairman of UGC, for which this commission is popularly known as Kothari Commission. This Commission submitted its report to the Government on 29th June 1966 and dealt with all aspects of education.

- **National Policy on Education**

The Govt. of India constituted a committee of the members of Parliament in 1967 to consider the report of the Education Commission (1964 – 66) and to prepare the draft on the national policy on Education. As a result of discussions on the recommendations of the Education Commission and the report of the Committee of members of Parliament, a resolution on National Policy on Education was formally issued by the Govt of India on 24th July 1968. The National Policy on Education of 1968 marked a significant step in the history of education in post

independence India. The most significant development has been the acceptance of a common structure of education throughout the country and introduction of 10 + 2 + 3 system.

In order to meet a variety of new challenges and social needs of 21st century the Govt. of India has to formulate and implement a new Education Policy for the country. The call for the New Education Policy was given by the Prime Minister of India, Mr. Rajib Gandhi in his first broadcast to the nation on January 5th, 1985. The National Policy on Education was adopted by the Parliament in May 1986. The policy was followed by the Programme of Action (POA), which was adopted by the Parliament in August 1986.

The National Front Govt. headed by Mr. V. P. Singh appointed a committee on 7th May 1990 with Acharya Ramamurti as its chairman to review the National Policy on Education, 1986. This committee made recommendation regarding revision of the policy and necessary action for implementation of the revised policy. The report of the Ramamurty Committee was submitted on 26th December 1990. The report was placed in both the Houses of Parliament in January 1991.

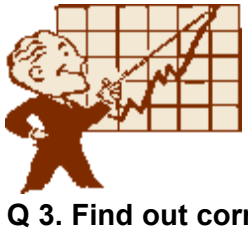
The Central Advisory Board of Education in its meeting held on 8th – 9th March 1991 decided to constitute a committee to consider the recommendations of the National Policy on Education Review Committee. The Committee was appointed on 31st July 1991 under the chairmanship of Sri N. Janardhana Reddy, Chief Minister of Andhra Pradesh. The main objectives of the committee were to review the implementation of the various parameters of the NPE, 1986, taking into consideration the relevant developments since the policy was formulated. The committee submitted its report in January 1992. The CABE considered the Janardhana Reddy Committee Report in May 1992and finalized the Revised National Policy on Education. The Revised National Policy on Education was presented in both Houses of Parliament on 7th May 1992. To formulate a revised Programme of Action (POA), 1992 twenty-two task forces were constituted on different subject areas. A Steering Committee was also set up. The draft Programme of Action was discussed at a conference of State

Secretaries and Directors of Education held on 3rd – 4th August 1992. The Central Advisory Board of Education endorsed the document on 8th August 1992.

The Programme of Action on NPE (1992) provides the strategies for implementation of NPE on 23 areas including Higher education.

➢ **National Knowledge Commission**

The National Knowledge Commission was constituted on 13th June 2005 with a time frame of three years, from 2nd Oct 2005 to 2nd Oct 2008. Realising the urgent need for introducing reform and change in the higher education system, National Knowledge Commission stressed on three important aspects of higher education i,e, expansion, excellence and inclusion. NKC also stressed on improving the quality of Open and Distance education system to achieve the objectives of expansion, excellence and inclusion in higher education.



**CHECK YOUR PROGRESS**

**Q 3. Find out correct answer –**

**a)** Chairman of University Education Commission (1948 – 49) was:

Dr. D.S. Kothari / Dr. S. Radhakrishnan / Dr. Jakir Hussain

**b)** University Grants Commission (UGC) was created in:

1953 / 1956/ 1964

**c)** The call for a New Education Policy was given by Mr. Rajib Gandhi, the Prime Minister of India in –

1985 / 1986 / 1968

**d)** The Janardhana Reddy Committee Report was submitted in –

7th May, 1990 / 9th January, 1991 / January, 1992

**e)** Revised National Policy on Education was finalized in –

1968 / 1986 / 1992

**f)** National Knowledge Commission was appointed by the Govt of India in –

2005 / 2007 / 2008

### 10.3.3 Development of Higher Education in Assam at Undergraduate Stage after Independence

There has been a phenomenal growth of higher education in Assam since independence. Establishment of Gauhati University on 26th January 1948 and Dibrugarh University on 1st July 1965 contributed in rapid expansion of higher education in Assam. Following table shows the expansion of higher education in Assam during 1947 – 48 to 1990 – 91.

**Table No. 2**

| Year | No. of Colleges | Enrolment | Teaching Staff |
|---|---|---|---|
| 1947 – 48 | 16 | 5,439 | NA |
| 1950 – 51 | 19 | 7,149 | 271 |
| 1960 – 61 | 35 | 25,243 | 855 |
| 1970 – 71 | 99 | 58,575 | 2,854 |
| 1980 – 81 | 139 | 1,11,075 | 4,291 |
| 1990 – 91 | 186 | 2,09,967 | 5,585 |

[Source: Hand Book on Higher Education in Assam 1992, Directorate of Higher Education Govt. of Assam. ]

The numbers of institutions are increasing day by day due to many steps taken by the Government. In 2011-12, the number of higher educational instituions in Assam were 494 and the enrolment of the institutions were 521396.



**CHECK YOUR PROGRESS**

**Q 4. Fill in the Blanks –**

**a)** Gauhati University was established on _____.

**b)** Dibrugarh University was established on _____.

**c)** Number of Colleges in Assam during 1990 – 91 was _____.

### 10.3.4 Development of Higher Education in Assam at Postgraduate Stage After Independence

Let us know discuss the facilities for Higher Education under different Universities in Assam.

**GAUHATI UNIVERSITY**

As discussed earlier, for a long time Calcutta University had to cater to the needs of the students in the entire eastern region. Naturally the seats for the students from Assam were extremely limited. This had created resentment among the student from Assam aspiring for higher education. People of Assam agitated for decades for an institute of higher education in the province. The dream of the people of Assam came true when Gauhati University was established under the Gauhati University Act. 1947 on 26th January 1948. Gauhati University started functioning as a teaching, affiliating and residential university with K. K. Handique as the first Vice-Chancellor. Presently Gauhati University has 38 Post Graduate Department with a satellite campus at Kokrajhar, Post Graduate Correspondence School and a constituent Law College. It has more than 205 affiliated colleges offering undergraduate courses in the faculties of Arts, Science, Commerce, Law, Engineering, and Medicine. A few colleges under Gauhati University offer Postgraduate courses. Gauhati University offers the following courses and programmes –

- M.A. in Assamese, Arabic, Bengali, Boro, English, Economics, Education, Hindi, History, Journalism & Mass Communication, Linguistics, MIL, Philosophy, Political Science, Persian and Psychology in Humanities, Sanskrit,
- M.Sc. in Anthropology, Botany, Bio-Technology, Chemistry, Computer Science, Electronics Science, Environmental Science, Instrumentation, Geological Sciences, Geography, Mathematics, Physics, Statistics and Zoology in Science and Technology.
- Master in Commerce
- M.B.A. in Business Administration
- LLM in Law
- M. Ed. In Education

- Master in Library And Information science
- M.Phil. and Ph.D.
- Women Studies

Gauhati University is a member of the Association of Indian Universities and the Association of Commonwealth Universities. Gauhati University receives Annual financial grants from Govt. of Assam and Development Grants from UGC. It facilities the Master of Philosophy (M.Phil.) course as well as Doctor of Philosophy (Ph.D.) programme also.

**DIBRUGARH UNIVERSITY**

Dibrugarh University was established in 1965 under the provision of the Dibrugarh University Act 1965. It is a teaching, affiliating and residential university. The territorial jurisdiction of Dibrugarh University covers seven districts of upper Assam i,e, Dibrugarh, Tinsukia, Sibsagar, Jorhat, Golaghat, Dhemaji and Lakhimpur. Dibrugarh University offers the following courses and programmes –

- M.A. in Assamese, English, History, Political Science and Sociology in Humanities.
- M.Sc. in Anthropology, Applied Geology, Chemistry, Life Science, Mathematics, Physics, Statistics, Petroleum Technology in Science and Technology.
- M.Com in Commerce.
- B.Ed, M.Ed.
- M.Phil. and Ph.D.
- Women Studies

**TEZPUR UNIVERSITY**

The Tezpur University is a unitary type university. This is a Central University. Tezpur University offers undergraduates, post graduate and doctoral programmes in the following academic divisions –

- School of Science and Technology
- School of Humanities and Social Science
- School of Energy, Environmental and Natural Resources

- School of Management Science
- School of Engineering

**ASSAM AGRICULTURAL UNIVERSITY**

Assam Agricultural University was established in 1969 under the provision of Assam Agricultural University Act 1968. The jurisdiction of the university extends to the entire state of Assam with regard to teaching, research and extension education in the field of agriculture and allied sciences. This university has a number of campuses with its headquarter at Jorhat.

**ASSAM UNIVERSITY**

Assam University was established in 1994 under the provision of Assam (Central) University Act of 1989. This University is situated at Silchar. Assam University provides a multidisciplinary approach to higher education. The five districts under the jurisdiction of Assam University have as many as 51 undergraduate colleges. Assam University is a teaching cum affiliating University.The University is set to become a full fledged residential University in near future creating a better environment for learning and research activities. The University has nine schools –

- School of Environmental Science
- School of Physical Sciences
- School of Social Sciences
- School of Humanities
- School of Language
- School of Technology
- School of Information Science
- School of Life Science
- School of Management Studies



**CHECK YOUR PROGRESS**

**Q 5 Write the correct answer -**

**a)** Dibrugarh University was established in _____ 1965 / 1969.

**b)** Tezpur University is a _____ Central University / State University.

**c)** The Headquarter of Assam Agricultural University is at Guwahati / Jorhat.

**d)** Assam University was established in ____ 1989 / 1994

**e)** No of post graduate departments under Gauhati University is _____.

**f)** No of Academic divisions under Tezpur University is Five / Nine.

### 10.3.5 Development of Higher Education in Assam through Open and Distance Education

Open and Distance education is a flexible and innovative system of education. The major purpose of distance education is to provide education to those who for one reason or other could not take the advantage of the facilities in the formal system. Distance education through its utilization of modern communication technology can provide quality education to those people irrespective of age, sex, socio economic status who are in urgent need of education.

In Assam, the establishment of the Regional Centre of Indira Gandhi National Open University in Guwahati made remarkable contribution in expansion of higher education through open and distance education mode. The following table shows the enrollment under Indira Gandhi National Open University in Assam during July 2006 to January 2008.

**Table No. 3**

| Period | Total Enrolment | Source |
|---|---|---|
| July' 06 – Jan' 07 | 5941 | 18th Convocation Report IGNOU |
| July' 07 – Jan' 08 | 9762 | 19th Convocation Report IGNOU |
| July 2012-Jan'2013 | 10,506 | 29th Convocation Report IGNOU |

The Institute of Distance and Open Learning (IDOL) was established under Gauhati University in 1998. The Institute of Distance and Open Learning, G.U., played a vital role in making open and distance learning (ODL) system popular in Assam.

IDOL, G.U. offers the following programmes –

- M.A. in Assamese, Bengali, Bodo, English, History, Philosophy, Political Science.
- M.A./ M.Sc. in Economics and Mathematics.
- M.Com.
- Master in Communication & Journalism.
- PGD in Journalism & Mass Communication, Sales and Marketing Management, Human Resource Management, Business Management, Financial Management, Banking and Financial Services, Insurance Management, Computer Application.

IDOL also provides the initial backup to the Krishna Kanta Handique State Open University. The Krishna Kanta Handique State Open University was established in 2005 to provide opportunities for the learners who are deprived and are in need of higher education. During the period 2007 – 08, KKHSOU enrolled more than 3500 learners for the Bachelor of Preparatory Programme (BPP), a bridge course for higher learning. During the period 2008 – 2009, the enrolment of learners in BPP course was approximately 4192 and in Degree Courses was approximately 4881. In 2014-15, the enrolment in BPP course was 6655, in Degree courses the enrolment was19643, and in PG courses, the total enrolment was 3925. In 2019-20, the total enrolment in Degree level at KKHSOU is 10,633.
(Source : Report from KKHSOU, 2019-20)

KKHSOU offers the following programmes –

- Bachelor of Computer Application (BCA), Mass Communication (BMC), Business Administration (BBA), Commerce (B.Com), Arts (B.A.)
- Bachelor of Preparatory Programme (BPP)
- Ph.D programme in Humanities, Social Science and Professional Disciplines
- PG Courses

- Various Diploma and Certificate Programmes.

The Directorate of Distance Education, Dibrugarh University also play a prominent role in providing higher education through open and distance mode in the state. The Directorate of Distance education, D.U. offers the following programmes –

- M.A. in Assamese, Economics, English, Mathematics, Political Science, Sociology.
- M.Sc. in Mathematics.
- M.Com.
- Post Graduate Diploma in Marketing Management, (PGDMM)
- Post Graduate Diploma in Journalism and Mass Communication (PGDJMC)



**ACTIVITY 10.1**

Write briefly on the development of higher education through Open and Distance education mode in Assam.

.....

.....



## 10.4 LET US SUM UP

- In 1858, the Gauhati School was affiliated to the Entrance Standard of Calcutta University.
- In 1864, the Inspector of Schools Mr. Murray submitted a proposal to the Government of Bengal to raise up the standard of the Gauhati School to teach up to F.A. course of Calcutta University.
- In 1866 the Collegiate section was opened at Gauhati School with affiliation to the first examination in Arts.
- Unfortunately the collegiate section of the Gauhati School was abolished by the first Chief Commissioner of Assam Mr. Keatings in 1876.

- Sir Charles Elliot also decided to award scholarship of Rs 20/- per month to all Assamese students who passed the Entrance examination and went for F.A. and B.A. examination in Bengal.
- In 1899, Late Honourable Manick Chandra Barua made a strong demand to the Govt for establishment of a college at Gauhati.
- Sir Henry John Stedman Cotton, the Chief Commissioner of Assam, who was a very liberal minded person and a sincere lover of the people decided to establish a college at Gauhati,
- The sanction for the establishment of the college from Her Majesty's Secretary of State was received on 20th June 1900
- Sir Henry John Stedman Cotton formally opened the college on the 27th May 1901. The college was named after his name as Cotton College.
- The Govt. of India appointed the Indian University Commission in 1948 to enquire into the problems and to suggest measures for improvement of Indian Universities.
- The Government of India appointed the Education Commission in 1964 "to advise the Government on national pattern of education and on general principles and policies for the development of education at all stages and in all aspects".
- The National Policy on Education was issued by the Government of India on 24th July 1968.
- The call for a New Education Policy was given by the Prime Minister of India, Mr. Rajib Gandhi in 1985 to meet the challenges of 21st century.
- The new Education Policy was adopted in the Parliament in May 1986. The programme of Action on NPE was adopted in August 1986.
- A committee under the chairmanship of Acharya Ramamurti was constituted in May 1990 to review the NPE, 1986
- The Central Advisory Board of Education appointed a Committee under the Chairmanship of Sri N. Janardhana Reddy in 1991 to consider the recommendation of the review committee of 1990 and to review the implementation of various parameters of NPE, 1986.

- POA , 1992 was endorsed by CABE in August 1992
- National Knowledge Commission (2005 – 2008) stressed on three aspects of Higher Education i,e. expansion, excellence and inclusion.
- Gauhati University was established on 26th January 1948. Gauhati University has 38 post graduate departments with a campus at Kokrajhar, post graduate correspondence school (IDOL), a Law college.
- Dibrugarh University was established in 1965 under the provision of Dibrugarh University Act of 1965. This is a teaching, affiliating and residential university covering seven districts in Upper Assam.
- Tezpur University is a unitary type university. Tezpur University offers undergraduates, post graduate and doctoral programmes in the five academic divisions
- Assam Agricultural University was established in 1969 in Jorhat under the provision of Assam Agricultural University Act 1968. The jurisdiction of the university extends to the entire state of Assam with regard to teaching, research and extension in agriculture and allied sciences.
- The Assam University was established in 1994 under the provision of Assam (Central) University Act of 1989. This University is situated at Silchar Assam University is a teaching cum affiliating University covering five districts in Barak Valley. The University offers courses under nine academic schools.
- The Regional Centre of Indira Gandhi National Open University, Institute of Distance and Open Learning under Gauhati University, Directorate of Distance Education, under Dibrugarh University, the Krishna Kanta Handique State Open University play a very important role in providing the facilities of higher education through open and distance mode.



## 10.5 FURTHER READING

1) Dr. Lakshahira Das " Education in Assam"

2) P.L. Rawat " History of Indian Education"

3) Handbook on Higher Education in Assam, Directorate of Higher Education, Govt of Assam, 1992

4) The Golden Jubilee Volume, Cotton College, 1951 – 52

## 10.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** a) 1858, b) Two, c) Mr. Murray, d) Col. Keatings e) 1876

**Ans to Q No 2:** a) Sir Chales Elliot, b) 27th May, 1901, c) Mr. Frederick William Sudmersen, d) 1931

**Ans to Q No 3:** a) Dr. S. Radhakrishnan, b) 1956, c) 1985 d) January' 1992, e) 1992, f)2005

**Ans to Q No 4:** a) 26th January, 1948, b) 1st July, 1965, c) 186

**Ans to Q No 5: a)** 1965, b) Central University, c)Jorhat, d)1994 e) 38, f) Five

## 10.7 MODEL QUESTIONS

**A) Short Questions** (Answer each question in about 150 words)

**Q 1:** What are the relevance of higher education?

**Q 2:** Why do you think that open and distance learning plays a crucial role in creating accessibility and equity in education system?

**Q 3:** What is the basic logic behind the expansion of higher educational institutions in Assam?

**B) Long Questions** (Answer each question in about 300-500 words)

**Q 1:** Write briefly on the measures adopted during the British period for introduction of the system of higher education in Assam.

**Q 2:** Discuss the development of higher education in Assam during 1900 – 1947.

**Q 3:** Discuss the development of higher education at undergraduate stage in post independence period.

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# UNIT 11: DEVELOPMENT OF WOMEN EDUCATION IN ASSAM

## UNIT STRUCTURE


11.1 Learning Objectives

11.2 Introduction

11.3 Concept of Women Education

- 11.3.1 Importance of Women Education
- 11.3.2 Growth and Development of Women Education in Assam
- 11.3.3 Development of Primary Education for Girls in Assam
- 11.3.4 Higher Education for Girls in Assam

11.4 Let Us Sum Up

11.5 Further Reading

11.6 Answers to Check Your Progress

11.7 Model Questions


## 11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the meaning of women education
- identify the importance of women education
- trace the development of women education throughout the different periods
- discuss the development of primary education and higher education for girls in Assam

## 11.2 INTRODUCTION

Women education is a term used for a complex set of issues that is related to primary, secondary and higher education for girls and women. It includes areas of gender equality and access to education, its connection to the alleviation of poverty and contribution to national welfare.Education has been one of the key factors for the development of human society with its emphasis on promoting equality among the different classes, races,

ethnic groups and castes.Gradually, gender came to be added in the list of priorities for education as the much needed equality demanded the opening of equal educational opportunities for both men and women. The status of a nation can be measured largely through the attribution accorded to its women. Women's education is the sin-qua-non of women's empowerment. In India, after the Independence, women education has received adequate attention from the planners who consider it a necessary prelude to women's empowerment. This unit shall deal with the various aspects of women education in Assam.

## 11.3 CONCEPT OF WOMEN EDUCATION

Women education refers to education of women and girls with the goal of improving general knowledge, skills and attitude in different types and levels of education. The Constitution of India guarantees the right to education to both sexes. Educating girls would ensure bringing vast changes in the education as well as in the socio–economic sector of our country. It will also help in living a healthy, satisfied and fulfilled life that would further ensure the development of the country.Education is very much essential for women to prepare themselves for participation in various developmental processes from which they as well as the whole society will benefit. An educated mother enhances the literacy skill of the family, provides better hygiene and sanitation, increases the financial status of the family by imparting vocational education, conquers disadvantages and discrimination, and fights against various types of exploitation. As such, women education is regarded as an important indicator of the development of the country.

### 11.3.1 Importance of Women Education

Women education is important from the following perspectives-

- **Economic development and prosperity:** Education will empower women to forward their ideas, and contribute to prosperity of India.
- **Economic empowerment:** If women remain backward and economically dependent on men, then they will always remain

helpless and never be able to realise their inner desires and visions.

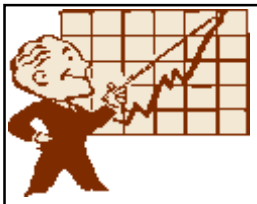
- **Progressive life:** Education will help a woman to live a healthy and fulfilled life that would give her a new identity, enable her to fight for herself and upgrade her conditions. She will be better able to protect her rights.
- **Improved health:** Education will lead to more awareness of health and hygiene so that she can take care of her family and self, cook healthy food and keep the home surroundings clean.
- **Dignity, justice and honour:** Educated women are a source of inspiration and are the role model for many other girls. Women who have become successful in different spheres of professions/ life are well aware of their rights and duties and can stand up to protect these. Different evil practices and injustices like dowry, child marriage or prostitution, female foeticide and so on have eventually come down as women have seen the light of education.
- **Poverty eradication and economic contribution:** Educated women have proved highly successful in different fields of life such as—astrophysicists, nurses, teachers, engineers, doctors, cook, air-hostesses, as they have equal rights and opportunities to pursue the same. Therefore, they can contribute to the family income and aid in the national development. Women shoulder equal burden and responsibilities to alleviate poverty.



**LET US KNOW**

Women education refers to education of women and girls with the goal of improving general knowledge, skills and attitude in different types and levels of education. Women education is a term used for a complex set of issues that is related to primary, secondary and higher education for girls and women. Women education is important from the following perspectives–for economic development

and prosperity, economic empowerment, improved health, dignity, justice and poverty eradication.



**CHECK YOUR PROGRESS**

**Q1.** What is the importance of women education?

.....

.....

**Q2.** How will women education ensure a progressive life?

.....

.....

### 11.3.2 Growth and Development of Women Education in Assam

The education of women in Assam covers a long period of growth and development. It may be dividedinto the following three periods.

- Education during the Ahom period
- Education during the British period.
- Education during the Post Independence period.

**Ahom period:**During the Ahom period, women occupied an important place in society. Some Assamese women even went to the battle field with weapons, fought against the enemies. But there is not much reference of education except in private. There was home tutorial system for the girls during the Ahom period where the basic focus was given on enhancing the capacities of the girls for household activities.

**British period:** The modern history of education of Assam begins with theincorporation of Assam with the British Empire in accordance with the treaty of Yandabu. In 1826, a branch of Srirampur Missionary was set up at Gauhati. The American Baptist Mission Foreign Society sent a mission under Reverend Nathan Brown to Sadiya in 1836 where the first printing press was set up. Dr. Bronson, another Missionary, came to Assam and commenced his work among the Nagas in a village near Jaipur. Women education in Assam at the

beginning of British rule was started by the wives of the Foreign Missionaries who took the initiative of opening Janana classes for young women. The missionaries started their work in March 1839 when they arrived in Sadiya in response to the invitation of Assam's Commissioner General of that time, Captain Jenkins. The first school was started at Sadiya and then the process spread to Guwahati, Golaghat, Sibsagar, North Lakhimpur, Tura, Shillong and other places. The wives of the Missionaries, facing many difficulties went from house to house to collect girls specially married ladies to attend classes.

The first girl's school of Assam was established in 1840 at Gauhati. Late W. Robinson was the first Inspector of Schools in the history of Assam. He tried his best to improve the condition of education in the state. As a result, Government and other private agencies became interested in opening new schools. English, Anglo-vernacular and vernacular schools were established in different places of the state. The missionaries also opened a number of schools and colleges in different parts of Assam. These schools and colleges, even now, attract a large number of students. The different Christian Missionaries did excellent work in Assam covering the hill areas with a network of elementary schools. By 1875, the number of institutions for general education rose to 1293 with an enrolment of 31,462. There were a few normal schools also. In 1892, a college was started at Sylhet. One Medical School was set up at Dibrugarh, and during 1900, an Engineering College and Law classes were started at Guwahati.

Thus, by the end of the 19$^{th}$ century, a satisfactory expansion of education in Assam is seen. In Assam, the Department of Education was created by 1905. Primary education for both boys and girls made some considerable progress during the Pre-independence period. The first Secondary school was established at Guwahati on 15$^{th}$June, 1835 which was known as Gauhati Seminary. By the year 1866, an intermediate section was also opened in the Gauhati Seminary. By the end of the 19$^{th}$century, there existed at least one high school in each sub-division of the districts of Assam.

**Post Independence Period:**Since the beginning, the development of women education in Assam was very slow. There was low percentage of literacy among girls and women. According to the census figures of 1961, the percentage of literacy in Assam for both the sexes was 27.4 and the sex-wise percentage was 37.3 for male and 16.0 for female. Before Independence the condition of female education in Assam was not satisfactory. However, after Independence, primary education had been receiving a much greater impetus. The expansion of girl's education during the recent years however was remarkable and made considerable progress along with other states of India.In 2011, the literacy rate in the state was 73.18%. The male literacy rate was 78.81% and the female literacy rate was 67.27%.The Primary Education Board was created in Shillong with jurisdiction over Regional Education Board. In 1948, a little less than rupees one crore was allotted in the state budget for education in Assam. It is seen that in 1948, the number of primary schools rose to 7,574 with 835 being girls' schools, and by 1965, it increased to 18,953. In the year 2015-16, the number of primary schools is 48529 and the number of upper primary schools rose to 13451.



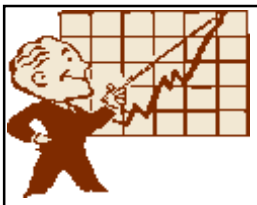
**LET US KNOW**

The education of women in Assam covers a long period of growth and development. It may be divided into the following three periods.

1. Education during the Ahom period
2. Education during the British period
3. Education during the Post Independence period

Women education in Assam at the beginning of the British rule was started by the wives of the Foreign Missionaries who took the initiative of opening Janana classes for young women. The missionaries started their work in March 1839 when they arrived

in Sadiya. The first girl's school of Assam was established in 1840 at Gauhati. In Assam, the Department of Education was created by 1905. Primary education for both boys and girls made some considerable progress during the Pre-independence period. The first Secondary school was established at Guwahati on 15$^{th}$June, 1835 which was known as Gauhati Seminary. After Independence, primary education has been receiving a much greater impetus. The expansion of girls' education during the recent years however has been remarkable and it has made considerable progress along with the other states of India.



**CHECK YOUR PROGRESS**

**Q3.** Education of women in Assam can be categorised into how many periods?

.....

.....

**Q4.** When and where was the first girl's school established in Assam?

.....

.....

## 11.3.3 Development of Primary Education for Girls in Assam

The policy followed by Lord Curzon in the field of Primary education gave an impetus to the cause of primary education in Assam. As per the Resolution of the Government of India in 1919, education was transferred to the Local bodies. The Government of Assam therefore wanted to make primary education compulsory in Assam through the local boards and the municipalities gradually. Some special facilities had been provided to the girls and coeducational institutions in the Primary, Middle and secondary level.

During the third plan period, residential quarters had been set-up for the female teachers in the rural and backward areas. During 1966-67, the female teachers working in the outskirts received

some allowances like their counterparts in the towns. Hospitals had beenestablished for the girls studying in Middle and Secondary schools of the State. Moreover, anumber of scholarships for girls were also instituted by the Government of Assam to studyHome Science, Fine Arts, Music, Social Science etc. Once, the training was over, theGovernment assured them jobs in the Primary and Secondary schools in the State. The education of girls requiredspecial attention and should be developed on the lines as recommended by the National Committee of Women's Education.

During 1967-68 Rs. 16.70 lakhs of rupees had been allotted for expenditure in the primary level.From this amount, expenditure would be incurred on building of female teachers' quarters, hostels, stipends, free tuition, school uniform, furniture, teaching aid etc.The Government of Assam had converted a number of girls' high schools into highersecondary and multipurpose schools. In Assam, there were 191 High schools with 31,000students in 1948. The Government of Assam appointed a special officer for women's education in Assam in 1965. A State council for women's Education was also formed in Assam to look after the interest of girl's education. The state council for women's education, Assam recommended certain steps in 1963 for the expansion of women education in the state. The important recommendations were–

- Education at the secondary stage should have an extensive expansion by providing separateschools for girls.
- Due to the economic pressure in Assam, education of women was no longer a luxury but an imperative necessity in the rural areas.
- For the expansion of primary education, there should be more women teachers, more training facilities.

Immediately, the Govt. of Assam had converted a number of girls' high schools into higher secondary and multipurpose schools. In Assam, there were 191 High schools with 31,000students in 1948. By 1965, the number of high/higher secondary and multi-purpose

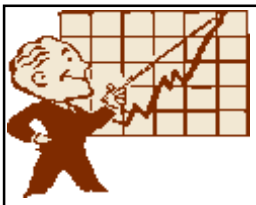
schools increased upto 983. The Government of Assam appointed a special officer for women's education in Assam in 1965. A State Council for Women's Education was also formed in Assam to look after the interest of girls' education that recommended certain steps in 1963 for the expansion of women education in the state. The important recommendations were–

- Education at the secondary stage should have an extensive expansion by providing separateschools for girls.
- Due to the economic pressure in Assam, education of women was no longer a luxury but an imperative necessity in the rural areas.
- For the expansion of primary education, there should be more women teachers, moretraining facilities, free distribution of text books particularly in rural areas, building grantsfor primary schools, an introduction of pre-primary section attached to primary schools etc.
- The higher secondary or high School in each Sub-divisional head quarters should be provincialised as in the case of girls' schools as early as possible.
- For encouraging college education, at least one college in each district with the provision ofscience and Arts should be provincialised.
- Post graduate scholarship for girls should be increased considerably.



**LET US KNOW**

The policy followed by Lord Curzon in the field of Primary education gave an impetus to the cause of primary education in Assam. Some special facilities have been provided by the Government to the girls and coeducational institutions in the Primary, Middle and secondary level.



**CHECK YOUR PROGRESS**

**Q5.** What resolution was passed by the government in 1919?

.....

.....

**Q6.** When was the state council for women education formed and what was its objective?

.....

.....

### 11.3.4 Higher Education for Girls in Assam

Education at the collegiate level has progressed in Assamquantitatively since India won freedom. The National Government of India that came into existence in 1947 naturally followed a different policy and wanted to make India great by extending higher education.Thus, soon after the Independence of India, the first university in Assam,Gauhati University was established in 1948. During the pre-independence Assam, there were onlyeighteen colleges including two the professional colleges.

In Assam, there were one hundred colleges of all categories till 1960 under the twoUniversities. At present, there are 21 universities, including one Women's University, in the state of Assam, 512colleges (Science, Arts, and Commerce) inAssam during 2017-18. (AISHE, 2018). The progress of women's education in Assam after the Independence has been ratherphenomenal. But the number of female students receiving collegiate education in Assam is still far below than that of the male students. The prospect for higher education for women is also now tremendous and the demand is rising day by day.

The education of girls has been receiving increased attention both from the Government and the public. (Before Independence, there were only three girls' colleges in Assam. The two day session

of the Assam state seminar on Female Education held in February 1962 recommended that Home science should be introduced as a subject in the P.U. classes and in the T.D.C. classes in the two women's colleges in Assam. It also recommended for the starting of a condensed course leading to a Diploma in Home Science. The other recommendation of the seminar wasthe awarding of two thousand merit-cum-poor scholarship to girls of class IV to encourage further enrolment provisions for hostels not only for students but also for lady teachers.

After the Independence, there was a phenomenally significant growth ofhigher education among women. Since the establishment of Gauhati University in 1948, a large number of girls hadundergone post graduate studies. In some of the departments like Assamese, Education, Philosophy etc. the number of girls are even higher than that of boys. Majority of girl students seek education outside the state.

Nursing education is largely a monopoly of women. A higher type of training leading to B.Sc. degree in Nursing has been started at few places of India. During recent years, the Government provided a number of training centres for women all over the country giving training on weaving, embroidery and fruit preservation. Another advancement is the training of Gram Sevikas or Village level workers for India's community development progress. Law courses have also become a favouriteamong women these days. Again, there are more than 5,000 Adult Education Centres for ladies now, wherever suitable opportunities have been offered, women have full advantage to grab them. In 1955, the first Engineering College was established at Guwahati. The second Engineering College was established in 1960 at Jorhat and the third Engineering College was established at Silchar. These technical institutions are co-educational in nature.Higher education for girls formerly was confined to the Humanities only. But in recent years, many girls joined Law, Commerce, Science, Engineering, Medicine and other Professions.

In 1964, a Girls' polytechnic was started at Chandmari, Guwahati. An Agricultural University hadalso been set up in Assam with a Veterinary College being established at Khanapara (Guwahati) and an Agricultural wing at Jorhat. The classes for Home Science especially for women were opened in the AgricultureUniversity of Jorhat and presently some other girls Colleges also provide scope for studying Home science.

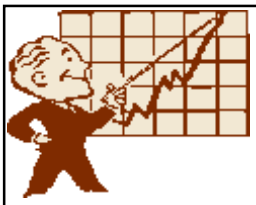
Regarding the post graduate education, the Gauhati University was established in 1948and the Dibrugarh University was established towards the later part of the third five year planperiod (1965). Besides these two universities, Tezpur University and Assam University were also established. Presently, there are other Universities like Sankardeva University, Cotton University, Rajiv Gandhi university of Cooperative and Management, Assam Women's Universityetc. Besides these, the distance mode of teaching has been providing opportunities for receiving higher education to thousands of girls and women. A large number of girls have been receiving higher education through open and distance learning institutions like the Gauhati University Institute of Distance and Open earning, Krishna Kanta Handiqui State Open University, Regional Center of IGNOU, etc. Moreover, the educated women should insist on exercising their civil, social, political, and economic rights that will finally improve the overall conditions of the society.



**LET US KNOW**

The Government of India that came into existence in 1947. Naturally, it followed a different policy and wanted to make India great by extending higher education. Thus, soon after the Independence of India, the first university in Assam, Gauhati University was established in 1948. Higher education for girls formerly was confined to the Humanities only. But in recent years, many girls have joined Law, Commerce, Social

Sciences, Science, Engineering, Medicine and other Professions. Besides these, the distance mode of teaching has been providing plenty of opportunities to women for receiving higher education.



**CHECK YOUR PROGRESS**

**Q7.** Which were the first two universities established in Assam where there was provision for co-education?

.....

.....

**Q8.** What are the different areas that women can opt for as a course of study?

.....

.....



**ACTIVITY 11.1**

In your opinion how does education improve the value of life of the people particularly women in your state.

.....

.....



## 11.4 LET US SUM UP

- Education has been one of the key factors for the development of human society with its emphasis on promoting equality among the different classes, races, ethnic groups and castes.
- Gradually, gender came to be added in the list of priorities for education as the much needed equality demanded the opening of equal educational opportunities for both men and women. The status of a nation can be measured largely through the attribution accorded to its women.

- Womeneducation refers to education of women and girls with the goal of improving general knowledge, skills and attitude in different types and levels of education. The Constitution of India guarantees the right to education to both sexes.
- Women education is important from the following perspectives–for economic development and prosperity, economic empowerment, improved health, dignity, justice and poverty eradication.
- The education of women in Assam covers a long period of growth and development. It may be divided into three periods i.e. education during the Ahom period, education during the British period and Education during the Post-Independence period



## 11.5 FURTHER READING

1. Taj, Haseen (2011). *Current Challenges in Education.* Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Ravi, S. Samuel. (2015). *Education in Emerging India*. Delhi: PHI Learning Pvt. Ltd.
3. Thakur & Thakur (2014/15). *Development of Education System in India: Problems and Prospects*. Agra: Agrawal Publications.



## 11.6 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** Education is very much essential for women to prepare themselves for participation in various developmental processes from which they as well as the whole society will benefit. In fact, an educated mother enhances the literacy skill of the family, provides better hygiene and sanitation, increases the financial status of the family by imparting vocational education, conquers disadvantages and discrimination, and fights against various types of exploitation. As such, women education is regarded as an important indicator of the development of the

country. Thus, education for women is very essential because it helps women to become empowered, rationale and also guide them to have a dignified life.

**Ans to Q No 2:** Education will help a woman to live a healthy and fulfilled life that would give her a new identity, enable her to fight for herself and upgrade her conditions. And finally these things will help a woman to become empowered so that she may act herself for her own empowerment.

**Ans to Q No 3:** The education of women in Assam covers a long period of growth and development. It may be divided into the following three periods.

- Education during the Ahom period
- Education during the British period
- Education during the Post Independence period

**Ans to Q No 4:** The first girl's school of Assam was established in 1840 at Gauhati

**Ans to Q No 5:** As per the Resolution of the Government of India in 1919, education was transferred to the Local bodies.

**Ans to Q No 6:** TheState Council for Women's Education was formed in Assam in 1963. The basic objective is to look after the interest of girl's education and provide the recommendations for the expansion of women education in the state.

**Ans to Q No 7:** In 1948, Gauhati Universityand in 1965,Dibrugarh University were established. Since then, a large number of girls have undergone post graduate studies. In some of the departments like Assamese, Education, Philosophy etc. the number of girls are even higher than that of boys.

**Ans to Q No 8:** Humanities, Social Sciences, Law, Commerce, Science, Engineering, Medicine and other skill development courses.



## 11.7 MODEL QUESTIONS

Q1. Why do you think that women education is important?

Q2. What was the position of women education during the Ahom period?

Q3. Explain briefly the status of women education during the British period.

Q4. Discuss the status of higher education during Post Independence India.

Q5. Discuss how women education has brought about a change in the status and attitude change of women in Assam.

*****

# UNIT 12: RASHTRIYA MADHYAMIK SIKSHYA ABHIYAN (RMSA)

## UNIT STRUCTURE


12.1 Learning Objectives

12.2 Introduction

12.3 The Concept of RMSA

12.3.1 Over view of RMSA

12.3.2 Vision of RMSA

12.3.3 Objectives of RMSA

12.4 Approach and Strategy for Secondary Stage under RMSA

12.5 Quality Improvements in Secondary and Higher Secondary Education under RMSA

12.6 Revision of Certain Norms of the Scheme

12.7 Let Us Sum Up

12.8 Further Reading

12.9 Answers to Check Your Progress

12.10 Model Questions


## 12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the concept RMSA
- discuss the vision of RMSA
- list and discuss the objectives of RMSA
- list and analyse the various approaches and strategies for Secondary Stage under RMSA
- discuss and analyze the various ways taken by RMSA for quality improvements in Secondary and Higher Secondary Education.
- discuss the revised norms of the Scheme.

## 12.2 INTRODUCTION

Learners, you must aware about SarvaShikshaAbhiyan (SSA), the Government of India initiative for primary education. SSA has laid a strong

foundation for primary education in India and it is able to achieve Universalization of Primary Education. After successful implementation of SSA, the Department of School Education and Literacy of the Ministry of Human Resource Development (MHRD), Government of India launched Rastriya Madhyamic Shiksha Abhiyan (RMSA) with an aim to achieve Universal Access and Quality in Secondary Education system of India. Secondary Education is an important and crucial phase in the educational hierarchy mainly for two reasons; number one, it prepares the students for higher education and, number two it provides manpower to the employment market. Learners, you may recall that classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage. The normal age group of the children in secondary classes is 14-16 whereas it is 16-18 for higher secondary classes. The secondary and higher secondary stages are the bases where Indian student's build-up their carriers for higher studies as well as to enter into the global job market. Therefore, it is very much essential to strengthen this stage by providing greater access and also by improving quality in a significant way.

In this unit, we will have a detail discussion on the scheme RMSA. We will have a look into the concept, vision and objectives of RMSA. Moreover, we will discuss the various approaches and strategies for Secondary Stage and the different ways for quality improvements in Secondary and Higher Secondary Education that are considered by RMSA as these are very important for implementation of this scheme as well as to universalization of secondary education system. At the end of the unit, we will briefly discuss the certain revised norms of this scheme that are included to establish equity regarding gender, socio-economic and disability.

## 12.3 THE CONCEPT OF RMSA

There is a rapid growth in science and technology globally and accordingly, all aspects of human life changes drastically. Additionally, due to the liberalization and globalization of the Indian economy, life style, work pattern, need etc. are changing and it requires to improve the quality of life

and to reduce poverty. So, to compete with the global situation, it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

Learners, though some educational policies namely, the National Policy on Education (NPE) in 1986, NPE (POA) in 1992 gave focus on Secondary Education, the issue of access and equity could not be achieved. So, it is absolutely essential to push this vision forward to move towards Universalisation of secondary education

### 12.3.1 Overview of RMSA

Learners, this scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The scheme stared its functioning from 2009-2010. It is predicted to attain an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. Moreover, this scheme aims to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, to provide universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and to achieve universal retention by 2020.

The important physical facilities provided under this scheme are as follows:

- Additional class rooms,
- Laboratories,
- Libraries,

- Art and crafts room,
- Toilet blocks,
- Drinking water provisions and
- Residential Hostels for Teachers in remote areas.

This scheme provides quality interventions to improve the quality of secondary education and some of the important quality interventions are provide in the following points:

- appointment of additional teachers to reduce PTR to 30:1,
- focus on Science, Math and English education,
- In-service training of teachers,
- science laboratories,
- ICT enabled education,
- curriculum reforms; and
- teaching learning reforms.

This scheme also gives importance to bring equity in secondary education level. We are providing the important equity interventions of the scheme in the following points:

- special focus in micro planning
- preference to Ashram schools for upgradation
- preference to areas with concentration of SC/ST/Minority for opening of schools
- special enrolment drive for the weaker section
- more female teachers in schools; and
- separate toilet blocks for girls.

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

### 12.3.2 Vision of RMSA

The vision of RMSA is to make quality education available, accessible and affordable to all young persons in the age group of

14-18 years within the country. For this vision, the following is to be achieved –

- to provide a secondary school within a reasonable distance of any habitation, which should be 5 kilometre for secondary schools and 7 -10 kilometres for higher secondary schools.
- to ensure universal access of secondary education i.e. Gross Enrolment Ratio (GER) of 100% by 2017
- to achieve universal retention by 2020,
- to provide access to secondary education with special references to economically weaker sections of the society, the educationally backward, the girls and the differently abled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

### 12.3.3 Objectives of RMSA

The conceptual design of secondary education has to be transformed to meet the challenges of Universalisation of Secondary Education (USE). The guiding principles of RMSA in this context are-

- Universal Access, Equality and Social Justice in Secondary Education,
- Relevance and Development in Secondary Education,
- Curricular and Structural Aspects of Secondary Education,.

Learners, it was already mentioned that the broad objective of RMSA is to enhance access to secondary education and to improve its quality. Universalisation of Secondary Education provides opportunity for secondary education to transform towards access and equity. In this context, the concept of 'common school' is encouraged. All types of schools, including un-aided private schools have to contribute towards Universalisation of Secondary Education (USE) by ensuring adequate enrolments for the children from under privileged society and the children from Below Poverty Line (BPL) families.

The broad objective of RMSA has further divided into some specific objective sso that they can be achievable. They are as follows:

- To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all the young person according to norms and through proximate location; like, Secondary Schools within 5 kms, Higher Secondary Schools within 7-10 kms, efficient and safe transport arrangements, residential facilities etc. depending on local circumstances including open schooling. However, in geographically remote, hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality

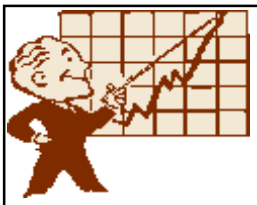
So, learners, achievement of the above mentioned objectives would signify a significant development in the direction of the **Common School System.**



**LET US KNOW**

**Common School System:** The Common School System was originally advocated by the Education Commission (1964-66), under the chairmanship of Dr. D.S. Kothari . It was recommended by the National Education Policies

of 1986 and 1992. However, the recommendation has never translated into action. In 1990, the apex Central Advisory Board on Education (CABE), restated the determination of the Government to take effective measures in the direction of the Common School System as this is a very vital component of the overall strategy for securing equity and social justice in education.



**CHECK YOUR PROGRESS**

**Q1.** Identify True/False:

a. RMSA was launched in March, 2009. (True/False)

b. The aim of SSA is to Universalisation of Secondary Education. (True/False)

c. The vision of RMSA is to achieve universal retention by 2017. ( True/False)

**Q2.** Why is Secondary Education an important phase in educational hierarchy?

.....

.....

**Q3.** What are the various guiding principles of RMSA?

.....

.....

## 12.4. APPROACH AND STRATEGY FOR SECONDARY STAGE UNDER RMSA

To meet the challenges regarding numbers, credibility and quality, a comprehensive and large amount of quality inputs in terms of additional schools, additional classrooms, teachers and other facilities etc. are mandatory so as to achieve Universalisation of Secondary Education (USE). It requires assessment and provisions related to educational needs, physical infrastructure, human resource, academic inputs and effective monitoring

of implementation of the programmes. The scheme covers up to class X in the initial stage and subsequently, it is extended to higher secondary stage. The strategy for universalizing access to secondary education and improving its quality are as under:

**A. Access:**

There is a wide disparity in educational facilities in different regions of the country. There are differences between private and government schools; and among the private schools. To provide universal access to quality education at secondary level, specially designed broad norms should be developed at the national level, and provision should be made for each State/UT considering the geographical, socio-cultural, linguistic and demographic condition of not just the State/UT but also, wherever necessary, of the locality. The norms for secondary schools should be generally comparable to those of Kendriya Vidyalayas (KVs).

Learners, to develop the infrastructure facilities and Learning Resources this scheme has carried out some ways, we are going to discuss them in the following points:

- Expansion/ Strategy of existing Secondary Schools and Higher Secondary Schools shift in existing schools.
- Upgradation of Upper Primary Schools based on micro planning exercise with all necessary infrastructure facilities and teachers. Ashram Schools will be given preference while upgrading upper primary schools.
- Upgradation of Secondary Schools in Higher Secondary Schools based upon the requirements.
- Opening of new Secondary Schools/ Higher Secondary Schools in unserved areas based on the school mapping exercise. All these buildings will have mandatory water harvesting system and will be disabled friendly.
- Rain harvesting systems will be installed in existing school buildings also.
- Existing school buildings will also be made disabled friendly.

- New schools will also be set up in PPP (Public Private Partnership) mode.

**B. Quality:**

Quality can be defined as the essential or distinctive characteristic, property, or attribute of something. At any level of education, quality concern is highly appreciable as it is directly related to student's knowledge level, performance and finally it decides the future output of the country. The quality concerns of this scheme are given in the following points:

- Providing required infrastructure like, Black Board, furniture, Libraries, Science and Mathematics laboratories, computer labs, toilet cluster.
- Appointment of additional teachers and in-service training of teachers.
- Bridge course for enhancing learning ability for students passing out of class VIII.
- Reviewing curriculum to meet the NCF (National Curriculum Framework), 2005 norms.
- Residential accommodation for teachers in rural and difficult hilly areas. Preference will be given to accommodation for female teachers.

**C. Equity:**

Learners, the measure of achievement, fairness and opportunity in education is termed as Equity. Fairness (factors specific to one's personal conditions should not interfere with the potential of academic success) and inclusion (a comprehensive standard that applies to everyone in a certain education system) are two key factors of equity and are closely related and dependent on each other for the success of any educational system. We are discussing the various provisions to maintain equity in secondary education in the following points:

- Free lodging/ boarding facilities for students belonging to SC, ST, OBC and minority communities
- Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.

- Providing scholarships to meritorious/ needy students at secondary level.
- Inclusive education will be the hallmark of all the activities. Efforts will be made to provide all necessary facilities for the differently abled children in all the schools.
- Expansion of Open and Distance Learning (ODL) needs to be undertaken, especially for those who cannot pursue full time secondary education, and for supplementation / enrichment of face-to-face instruction. This system will also play a crucial role for education of out of school children

**D. Institutional Reforms and Strengthening of Resource Institutions:**

Each State has to make necessary administrative reforms to receive fund from Central government. These reforms are as follows:

- Reforms in school governance- Improve schools' performance by decentralizing their management and accountability.
- Adopting a rational policy of teacher recruitment, deployment, training, remuneration and career advancement;
- Undertaking reforms in educational administration including modernization / e-governance and delegation / de-centralization;
- Provision of necessary professional and academic inputs in the secondary education system at all levels, i.e., from the school level upwards;
- Streamlining financial procedures for speedy flow of funds and their optimal utilization.
- Necessary strengthening of resource institutions at, various levels, e.g.,
  - NCERT (including RIEs), NIEPA and NIOS, at the national level;
  - SCERTs, State Open Schools, SIEMATs, etc., at the State level;
  - University Departments of Education, Reputed Institutions of Science / Social Science / Humanities Education, and

Colleges of Teacher Education (CTEs) / Institutions of Advanced Study in Education (IASEs) funded under the Centrally-sponsored Scheme of Teacher Education.

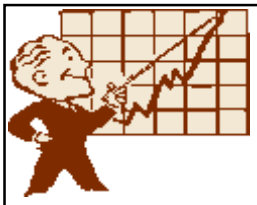
**E. Involvement of various schemes/bodies/community person:** Reformation, modification and strengthening of the secondary education institution can be done by involving Panchayati Raj, Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management process. School Management Committees, Parent – Teacher Associations can be ensured in planning process, implementation, monitoring and evaluation.

**F. Subsumed of existing schemes in the new Scheme**: The four Centrally Sponsored Schemes of Central Government i.e. (i) ICT for schools, (ii) Integrated Education for Disabled Children, (iii) Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools and (iv) Quality improvement, all these schemes are to be subsumed in the new Scheme, in the present or modified forms. Leaners, let us have a quick look on these four schemes:

- **ICT for Schools:** for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools,
- **Integrated Education:** for Disabled Children (IEDC) for assisting State Governments and NGOs in main streaming the disabled children in school education,
- **Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools** (Access and Equity): for providing assistance to NGOs to run Girls' Hostels in the rural areas, and
- **Quality improvement in schools**: this includes provision of assistance to State Governments for introduction of Yoga, for improvement of Science education in schools, for environment education and for population education in addition to supporting International Science Olympiads.

G. **Provision for Earning while Learning:** This provision is for financially weaker children; this focuses on preparing them for self-employment or part-time employment. States/UTs may establish vocational training centres (VTC) and institutions at the block, district levels.

H. **Number of Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNV)**: This scheme also gives emphasis on increase of **KVs and JNVs** in view of their importance as pace-setting schools, and strengthening their role.



**CHECK YOUR PROGRESS**

**Q4.** Fill in the blanks:

i. In the initial stage, RMSA covers up to …….

ii. The norms for secondary schools is based on ……

iii. ……can be defined as the essential or distinctive characteristic.

iv. Fairness and inclusion are two key factors of ……..

**Q5.** Mention three provisions to maintain equity in secondary education.

.....

.....

**Q6.** What are the four Centrally Sponsored Schemes of Central Government?

.....

.....

## 12.5 QUALITY IMPROVEMENTS IN SECONDARY AND HIGHER SECONDARY EDUCATION UNDER RMSA

RMSA is committed to universalize quality education at Secondary and Higher Stage. Therefore, it gives emphasis on those strategies which can meet multifaceted needs at the secondary stage in terms of quality infrastructure, Management Information System, curriculum development,

learning resources, teacher qualification, competency, subject specific deployment in schools, in service training of teachers and heads of the school, academic support at all level, classroom-based support and supervision issues etc.

The Mission encourages the States to focus on total development of children, encouragement to sports, cultural activities, project work involving interaction with social and natural-surrounding, activity-based learning, exposure to life skills with regard to health, nutrition, professions, etc. Encouragement to work experience would require the attachment of children with professionals, farmers, artisans, in order to master the social and natural context. This scheme has considered the following aspects in this context:

- Mapping of Secondary Schooling Provisions and creation of Secondary Education Management Information System (SEMIS)
- Curriculum designing & formulation
- Learning Resources
- Art and Craft Education
- Learning Resource Centres (LRC)
- Adolescent Education Programme (AEP)
- Students Assessment and Examination Reforms
- Guidance and Counselling
- Teachers and Capacity Building
- Public Private Partnership
- Structure of School Education
- Quality Assurances

Learners, now we will discuss these above-mentioned points one by one.

- **Mapping of Secondary Schooling Provisions and creation of Secondary Education Management Information System (SEMIS):**

  To achieve universalization of access to and improvement of quality at secondary stage, it is important to undertake detailed mapping of Secondary Schooling Provisions, course mapping and restructuring the Secondary Education database. Some of

the crucial activities in this context are -identifying deficiencies in existing secondary schools/ Higher Secondary schools, identifying upper primary schools for upgradation, identifying under served areas to establish new schools, streamlining for non-government schools, developing states specific norms for physical facilities etc. all these activities can be developed, implemented and monitored by creating Secondary Education Management Information System (SEMIS) with disaggregated data at the State, District, Block and School Levels.

All type of periodic data with predetermined regularity for every secondary or higher secondary school can be collected through this system. This system is similar to District Information System for Education (DISE) which is being used for capturing information at the elementary level. The data so collected should be crosschecked with household data being maintained in each Village Panchayat. The state and local-specific norms is at per with the goal of universal secondary education. Moreover, development and preparation of new syllabi and text books are expected to complete this exercise in the very first year of the programme implementation.

- **Curriculum Designing and Formulation:**

  In the field of Education, Curriculum designing and formulation has a special place among the diverse roles and responsibilities envisaged for national and state level bodies. The National Policy on Education (NPE), 1986 and the National Policy on Education, Programme of Action (NPE, POA), 1992 view such a framework as a means of establishing a national system of education. National Curriculum Framework-2005, a body approved by Central Advisory Board of Education (CABE) has been brought out by NCERT through a wide-ranging process of deliberations and consultations. This kind of structures have to be created in

all the States/UTs to prepare new syllabi and textbooks at the State level.

- **Learning Resources:**

  In any educational system, learning resources are key component and on the basis of these, the quality of the system can be judged. The main reasons for failure in exams of a large number of students are their limited understanding of concepts in Mathematics and Science, and their weakness in English. NCF-2005 addresses this issue. In this regard proper planning and investment is needed for improving school Libraries, Laboratories and Workshops to promote experimental culture while reducing the importance of external examinations. There is also need to have Computer – Interfaced Experiments and Projects utilizing database from public domain. Learners, RMSA has given emphasis

  - on improving Laboratories and Equipments,
  - to sensitize the potentiality of Health and Physical Education, Art Education and Crafts among the younger generation.
  - In the qualitative improvement of social science teaching and making it lively and relevant for the young learners,
  - On improving required infrastructural facilities in terms of physical space and resource materials need to be provided in every school.

In view of the above, at least a Science Laboratory and an Art and Crafts laboratory along with necessary equipments need to be set up in each secondary school. The number of science laboratory for a secondary school may be one, but it should be at least three for Science subjects in Higher Secondary schools, in addition to one Art and Craft laboratory. The Arts and Crafts Lab should be used for running the activities related to Social Sciences, Arts and Heritage Craft, Health and Physical Education and Work Education. At least one Lab Attendant in Secondary School and three Lab Attendants in

Higher Secondary schools should be appointed to manage all the activities of these laboratories.

- **Art and Craft Education**

Learners, for secondary level children, aesthetics and artistic experiences are very much important. RMSA identifies this, especially in view of the role that such experiences can play in creating awareness of India's cultural heritage and its vibrant diversity. Regarding education of arts (music, theatre, visual arts and dance) and heritage crafts, RMSA is guided by the recommendations of the National Focus Groups on these subjects and the report of the CABE Committee on Culture. The syllabus for arts developed by NCERT should be followed by the schools and appropriately trained teachers should be appointed for art education. Art is to be considered as a part of the curriculum and not as an extra-curricular activity. As recommended by NCF-2005, art education must become both a tool for the enrichment of learning in all subjects, and also as a subject in its own which is taught in every school up to class X and facilities for the same may be provided in every school.

- **Learning Resource Centres (LRC)**

For overall development of children, the learning process should be activity based rather than textbook centric. Moreover, learning is shifted from rote memorization and also to ensure quality in Secondary and Higher Secondary Education, all schools need to be furnished with Learning Resource Centres (LRC) with following inputs:

  - **Library**
  - **Provision for ICT support**
  - **Link with EDUSAT**

The ICT Resource Room and Library of the school may be set-up in one big room or these may be set-up in two adjacent rooms. All Library operations from accession to issue of books should be computerized. The Learning Resource Centre (LRC) facilitates such activities and assists in raising the knowledge and

achievement levels of students. A regular librarian cum computer instructor should be appointed to look after the affairs of library as well as ICT activities.

- **Adolescent Education Programme (AEP)**

  The scheme suggests that health related education of Adolescents should be given prior importance and hence, Adolescent Education Programme (AEP) should cover awareness about AIDS, life skill education and holistic development including health, physical education and sports. The focus of AEP needs to be on the following matters:

  - Comprehensive operationalization of AEP in all schools in all States and UTs with necessary inputs like teachers' training to act as counsellors,
  - Curricular integration of Adolescence Education elements in the Courses of Study.
  - Curricular integration in the Teacher Education System (both preservice and in – service).

- **Students Assessment and Examination Reforms**

  It is necessary to reconstruct and redesign examination system with attributes like flexibility in learning regarding time frame and accumulate credits, eliminating tests of fixed duration and adopting continuous and comprehensive evaluation etc. to minimise and to manage the stress factor in examination. The practice of mark sheet indicating marks in certain subjects must be replaced by a portfolio that would accommodate a student's performance in variety of domains like life skills, academic/non-academic and vocational subjects, personal qualities and so on. The portfolio should be comprehensive and revealing the total being of the student.

  The examination pattern should develop conceptual understanding and hence should give emphasis on analytical writing and problem-solving skills. It is proposed that the incidence of short-answer questions be reduced and replaced with Multiple Choice

Questions (MCQs) on one-hand and Reflective (long answer) type questions on the other. To make the teachers familiar with these question pattern, some orientation programmes need to be organized.

Moreover, this scheme also gives importance on the issue of widespread fraud examination papers currently perpetrated by some schools. School-based assessment should be graded internally but moderated externally so as to minimise the fraud.

- **Guidance and Counselling:**

  Guidance and Counselling is an important strategy for promoting universalisation of Secondary Education. It can help in promoting students' retention and better scholastic performance in curricular areas, facilitating adjustment and career development of students, developing right attitudes towards studies, self, work and others. The secondary stage of education is dealt with adolescence, a period of human life with stress and storm. It is marked by personal, social and emotional crises that are created due to the demands of adjustment required in family, peer group and school situations. Especially trained counsellors in theory and practice of guidance and counselling, can guide the students and help them develop the right attitudes and competencies to cope with educational, personal, social and career related problems and issues. Through the provision of these services in schools, particularly at this stage would help students cope with increasing academic and social pressures.

- **Teachers and Capacity Building:**

  Every school must appoint subject-teachers in Secondary and Higher Secondary stage. Besides, the specialized teachers for Physical Education, Art/ Craft and Culture Education are also require to be appointed. The provisions of this scheme for teachers and capacity building can be discussed in the following two headings:

  - Orientation of Secondary School Teachers:
  - Orientation of Educational Planners and Administrators:

Learners, let us have a brief discussion over them.

- **Orientation of Secondary School Teachers: -**

  The teacher is the most important component in school education. So, continuous upgradation of quality of teachers through in-service training and a variety of other measures are essential apart from pre-service qualifying programme of teacher training viz., B.Ed. There is great regional disparity in the provision for secondary teacher training institutions in the country. Learners, especially our region, i.e. the north-eastern region do not have enough teacher training facilities compared to other states. Rational state-level planning is necessary for ensuring adequate number of trained teachers and their continuous enrichment.

- **Orientation of Educational Planners and Administrators:-**
  - **Educational Leadership: This** includes professional knowledge and understanding of the art of teaching and learning to inspire commitment and achieve quality outcomes for students.
  - **Personal Leadership: This** is the inner strength and qualities that develops courage to make difficult decisions, the ability to balance their personal and professional life and the capacity to model these capabilities to others.
  - **Relational Leadership: T**his is the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.
  - **Intellectual Leadership**: this means clever thinking, reasoned judgment and wise decision-making. Principals pursue to understand and to influence the strategic agenda; and need to recognize emerging local, national and international trends.
  - **Organizational Leadership:** This is necessary to support school improvement continuously through

effective management of human, financial and physical resources.

- **Public Private Partnership**

  RMSA recognizes Public-Private Partnership (PPP) as an important instrument for improving the quality of specific aspects and facilities which contribute to the overall quality of education provided in schools. A partnership model can be used to enhance the basic infrastructure available in schools for the sciences, arts, sports, ICT and audio-visual education. For improving school infrastructure in areas like libraries, science labs, audio-visual and ICT facilities, art workshops, sports facilities and equipment, drinking water and toilet facilities etc., philanthropic investment by private organizations should be utilized. It is to be expected that availability of material such as paints, crayons, racquets, balls, sports shoes, etc. will have a positive effect on the size and diversity of rural markets in the context of children's needs. In this context, tax incentives may be provided by States to attract investment in school infrastructure and children's requirements in the areas indicated above.

  Moreover, the success of this scheme is also depending on the availability of necessary infrastructure, facilities and a range of pedagogic equipment in teacher training institutions such as DIETs, CTEs and IASEs. In this regards, the role of PPP is very much important as it can be considered for quality improvement for all the aspects of infrastructure and facilities available in these institutions.

- **Structure of School Education**

  The structure of secondary stage in India is not same for all states and UTs. For the 19 States/UTs, viz., Arunachal Pradesh, Bihar, Harayana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Manipur, Nagaland, Panjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman and Nicober Islands, Chandigarh, Delhi and Karaikal region of Pondicherry secondary stage consists of classes IX – X . But in

13 States/UTs, viz. Andhra Pradesh, Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Orissa, Dadra and Nagar Haveli, Daman and Diu, Lakshadeep and Mahe and Yanam regions of Pondicherry the Secondary stage covers from classes VIII – X. Though +2 stage schooling is available in all the States/UTs, in certain States/UTs these classes are also attached to Universalities and Colleges. It implies that there exist differences in the structure of Secondary Education in the country. RMSA gives emphasis on uniform structure for secondary education and hence encourages all the States and Union Territories to adopt 8+2+2 system of school education. Besides, it facilitates inter-state mobility of students, smooth functioning of curricula and capacity building programmes for teachers, supervisors etc. and the improve process of the quality of Secondary and Higher Secondary Education administration.

- **Quality Assurances:**

  In this present global competitive situation, quality assurance should receive top priority among all other components in school education system. The indicators for quality in various aspects of school education is prepared by NCERT for formal schooling and by NIOS for Open Schooling. The quality assurances are key requirements in all the aspects of school education; right from the curriculum, syllabi, textbooks, teaching-learning strategies, evaluation of students, planning, monitoring of implementation, infrastructure and other resources, and training of functionaries.



**CHECK YOUR PROGRESS**

**Q.7.** Choose the correct option:

i. SEMIS stands for Secondary Education Management Information System /Secondary Education Management Information Server.

ii. National Curriculum Framework-2005 is body approved by CABE/ NCERT.

iii. The number of science laboratory for a secondary school may be one/ three.

iv. A regular/ part-time librarian cum computer instructor should be appointed to look after the affairs of library as well as ICT activities.

v. The structure of secondary stage in India is same/ not same for all states and UTs all over the country.

**Q8.** What should be the nature of Art education according to NCF-2005?

.....

.....

**Q9.** What are the inputs that all schools need to be furnished with LRC?

.....

.....

## 12.6 REVISION OF CERTAIN NORMS OF THE SCHEME

Learners, you have already gained some knowledge over the Central Government scheme on universalisation of secondary education Rashtriya Madhyamik Shiksha Abhiyan. With a vision to enhance access to secondary education and to impart quality education, RMSA was launched in 2009. The main focus of this scheme was to reduce drop out ratios in secondary school and to encourage more and more students to continue education. Certain norms of this scheme have revised and implemented from 1/4/ 2013. It focuses on removing gender, socio-economic and disability barriers under the scheme.

The Government of India has approved the following revised norms of RMSA, with effect from 01.04. 2013:

- To permit State/UT Governments to use State Schedule of Rates (SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.

- To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.
- To subsume the other Centrally Sponsored Schemes of Secondary Education– Information and Communication Technology (ICT)@ School, Girls' Hostel, Inclusive Education for Disabled at Secondary Stage (IEDSS) and Vocational Education (VE) in their existing form under the Umbrella of RMSA.
- To extend the benefits of RMSA to aided Secondary Schools (excluding infrastructure support/core areas, i.e. Teacher's salary and Staff salary) for quality interventions as per RMSA umbrella schemes components for aided schools.
- To continue existing fund sharing pattern of 72:25 for the remaining of the 12th Plan the period for non-NER States and 90:10 for NER States (including Sikkim).
- To authorize the RMSA Project Approval Board (PAB) of the Ministry of Human Resource Development to consider for approval Integrated Plan of the umbrella scheme of RMSA, including the four subsumed Centrally Sponsored Schemes of Secondary Education.
- To authorize the release of funds to the RMSA State Implementation Society directly for all components of the RMSA umbrella scheme.



## 12.7 LET US SUM UP

- RMSA was launched in 2009 (March) with the objective to enhance access to secondary education and to improve its quality. It has stared

its functioning from 2009-2010.

- The scheme provides the following physical facilities to the secondary and higher secondary schools:
  - Additional class rooms,
  - Laboratories,
  - Libraries,
  - Art and crafts room,
  - Toilet blocks,
  - Drinking water provisions and
  - Residential Hostels for Teachers in remote areas.
- The vision of RMSA is to make quality education available, accessible and affordable to all young persons in the age group of 14-18 years within the country.
- It has decides its guiding principles as -Universal Access, Equality and Social Justice in Secondary Education, Relevance and Development in Secondary Education and Curricular and Structural Aspects of Secondary Education.
- To meet the challenges regarding numbers, credibility and quality, a comprehensive and large amount of quality inputs in terms of additional schools, additional classrooms, teachers and other facilities etc. are mandatory so as to achieve Universalisation of Secondary Education.
- The strategy for universalizing access to secondary education and improving its quality under RMS Aincludes-Quality, Equity, Institutional Reforms and Strengthening of Resource Institutions, Involvement of various schemes/bodies/community person, Subsumed of existing schemes in the new Scheme, Provision for Earning while Learning and increasing the number of KVs and JNVs.
- For quality improvements in Secondary and Higher Secondary Education, RMSA has considered the following mechanisms:
  - Mapping of Secondary Schooling Provisions and creation of Secondary Education Management Information System (SEMIS)
  - Curriculum designing & formulation
  - Learning Resources
  - Art and Craft Education

- Learning Resource Centres (LRC)
- Adolescent Education Programme (AEP)
- Students Assessment and Examination Reforms
- Guidance and Counselling
- Teachers and Capacity Building
- Public Private Partnership
- Structure of School Education
- Quality Assurances

- Although this scheme was initiated in 2009, later on certain norms of this scheme have revised to remove gender, socio-economic and disability barriers under the scheme and implemented from 1/4/2013.



## 12.8 FURTHER READING

**e-Resources: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

Search Domain: https://mhrd.gov.in/rmsa



## 12.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** a. True, b. false, c. false.

**Ans to Q No 2:** i. It prepares the students for higher education.

ii. It provides manpower to the employment market.

**Ans to Q No 3:** The guiding principles of RMSA are-

a. Universal Access, Equality and Social Justice in Secondary Education,

b. Relevance and Development in Secondary Education,

c. Curricular and Structural Aspects of Secondary Education

**Ans to Q No 4:** i. class X, ii. Kendriya Vidyalayas, iii. Quality, iv. Equity

**Ans to Q No 5:** Three provisions to maintain equity in secondary education are-

a. Free lodging/ boarding facilities for students belonging to SC, ST, OBC and minority communities

b. Hostels/ residential schools, cash incentive, uniform, books, separate toilets for girls.

c. Providing scholarships to meritorious/ needy students at secondary level.

**Ans to Q No 6:** The four Centrally Sponsored Schemes of Central Government are

a. ICT for schools,

b. Integrated Education for Disabled Children,

c. Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools and

d. Quality improvement in All these schemes are to be subsumed in the new Scheme, in the present or modified forms.

**Ans to Q No 7:** i. Secondary Education Management Information System , ii. CABE, iii. three, iv. Regular, v. not same.

**Ans to Q No 8:** Art education should be a tool for the enrichment of learning in all subjects as well as a subject in its own which is taught in every school up to class X and facilities for the same may be provided in every school

**Ans to Q No 9:** Library , Provision for ICT support and Link with EDUSAT



## 12.10 MODEL QUESTIONS

Q1. What is RMSA? Write a short note on overview of RMSA.

Q2. List and discuss the objectives of RMSA.

Q3. Discuss the various approaches and Strategies that are considered by RMSA for universalization of Secondary Stage.

Q4. Mention the guiding principles of RMSA.

Q5. Write short notes on-

a. Art and Craft Education,

b. Guidance and Counselling

c. Learning Resource Centres

d. Public Private Partnership

*****

# UNIT 13: RUSA AND HIGHER EDUCATION

## UNIT STRUCTURE


13.1 Learning Objectives

13.2 Introduction

13.3 The Concept of RUSA

- 13.3.1 Over view of RUSA
- 13.3.2 Salient Features of RUSA
- 13.3.3 Objectives of RUSA
- 13.3.4 Scope of RUSA

13.4 Key Components of RUSA

13.5 Guiding Principles of RUSA

13.6 Institutional Structure of RUSA

- 13.6.1 Central Level Structure
- 13.6.2 State Level Structure
- 13.6.3 Institutional Level Structure

13.7 Let Us Sum Up

13.8 Further Reading

13.9 Answers to Check Your Progress

13.10 Model Questions


## 13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the concept RUSA.
- discuss the features of RUSA.
- list and discuss the objectives of RUSA.
- discuss the scope of RUSA.
- list and illustrate the components of RUSA
- list and analyze the guiding principles of RUSA.
- illustrate the Institutional Structure of RUSA

## 13.2 INTRODUCTION

Learners, in the previous unit you have studied Rastriya Madhyamik Shiksha Abhiyan (RMSA). This initiative was taken by the Ministry of Human Resource Development (MHRD), Government of India, for the development of secondary education in public schools of all over India. You are also aware about Sarva Shiksha Abhiyan (SSA), the Government of India initiative for primary education. The success of SSA and RMSA has laid a strong foundation for primary and secondary education in India. However, the higher education sector had not witnessed any concerted effort for improvement of access or quality even after successful implementation of SSA and RMSA. There has been a massive growth in the number of institutions as well as volume of students in the HE sectors in the country during the last few decades. So, it is necessary to provide intensive effort in HE sectors to improve the quality and relevance of higher education. Then only our country can produce educated and productive workforce.

The 12$^{th}$ Five Year Plan (2012-17) emphasized on holistic approach to higher education. It focused on improving the Quality of State HE institutions, together with addressing several issues like the issue of access and equity, teaching-learning process, research, governance, funding and monitoring; which could connect funding streams to specific outcomes and desired impact. The Planning Commission of India recommended strategic utilization of central funds to ensure comprehensive and optimum planning at the State level. Subsequently, the central government has introduced a new revolutionary Scheme namely, “Rashtriya Uchchatar Shiksha Abhiyan” (RUSA) to improve access, equity and quality in higher education (HE) sector at the state level. It is an umbrella scheme to be run in mission mode till March, 2020. The scheme gives importance on enhancement and reconstruction of the Higher Education System of State and hence it gives emphasis on development of the institutional structure for planning and monitoring of the HE system at the state level. It will support in the promotion of autonomy in state universities and include governance in the institutions. The scheme is implemented through a set of bodies with clearly defined roles and functions at the National, State and Institutional levels.

In this unit, we will have a detail discussion on the scheme RUSA. We will have a look into the objectives, scope, components and guiding principles of RUSA. Moreover, we will discuss the institutional structure of RUSA which is very important for implementation of this scheme as well as to reform and reconstruct the higher education system.

## 13.3 THE CONCEPT OF RUSA

In a country like India, the centrally funded institutions receive abundant funding from the Centre, but student enrolment is very limited in these institutions. On the other hand, the institutions of State higher education system are very poorly funded, they receive only a fraction of that provided to Central Institutions. But the irony is that 94% of the students are enrolled to these institutions which come under the ambit of State HE system in. The UGC directive allows it to provide funding only to a limited number of institutions. According to the UGC list published on 30/03/2019, only 229 State universities out of 400 are eligible for UGC grant. Moreover, UGC is also not allowed to channelize funds through the State Government or any other entity other than Institutions. Thus, States often complained about being unaware of the development funds that come to the State from the Centre.

Hence, a new institutional mechanism was needed to provide funds directly to the needy State level institutions and also to make every stake holder a partner in the process of higher education transformation. Acentrally sponsored scheme called RUSA was introduced which has a completely new approach towards funding State higher education Institutions. The allocation of funds under RUSA is based on well-defined norms and parameters and linked to academic, administrative and governance reforms. Moreover, under RUSA, the future grants are performance based and outcome dependent. Thus, RUSA aims at building a self-sustaining drive for greater accountability and autonomy of State institutions and to improve the quality and accessibility of education in the country.




**Fig-I: Logo of RUSA**

### 13.3.1 Overview of RUSA

Learners, you have already studied that, RUSA is a scheme for funding the state universities to achieve the aim of equity, access and excellence. This initiative was taken by the Ministry of Human Resource Development (MHRD), Government of India it. It was launched in the year 2013. It aims to work with all the state universities and its affiliated colleges to improve the infrastructure of the institution and finally to improve the standard of campus life. Moreover, its aim was to provide strategic funding to eligible higher educational institutions of the state. It focuses to enrich the quality of teaching-learning processes so that the education can produce employable and competitive graduates, post-graduates and Ph Ds. This scheme was extended over the country during 12$^{th}$ and 13th Five Year Plan periods and also during the present NITI Aayog. It gives emphasis on state higher educational institutions and tries to bring forward the best practices from colleges and universities across the nation.

- RUSA is a central government initiative/ scheme for funding the state universities to achieve the aim of equity, access and excellence.
- It is an umbrella scheme initiated by MHRD through state councils of higher Education to grass root level state higher education institutions.

- Approved by Central Advisory Board of Education (CABE) on 8th November, 2012.
- Approved by Cabinet on 20th June 2013 as the only CSS for the Department of HE.
- The National Development Council (NDC) approved the Scheme as part of the 13th Five Year Plan
- The President of India announced the Scheme in his address to the joint sitting of Parliament on 21st February 2013.
- Finally, the Cabinet Committee on Economic Affairs (CCEA) approved RUSA on 3rd October, 2013.
- According to state plans of higher education- state's strategy to address equity, access and excellence, funding is provided by Central Government.
- This funding is in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories.
- The central funding is based on norms and is dependent on the outcome of the state.
- To receive funds under RUSA, certain academic, administrative and governance reform are mandatory for the state universities.

Thus, this project provides support to all the state universities and colleges of states and Union Territories (UTs) across the country. It supports the HE institutions of state to improve the learning outcomes and employability of the Graduates and scaling-up research, development and innovations. Moreover, it provides support to improve the policy, academic and management practices of the institutions. Provision of funds are available for both infrastructure and quality improvement under RUSA. To get fund, each institution will have to prepare a perspective plan for all the components, which will be then aggregated at the state level, after imposing a super layer of state relevant components.

### 13.3.2 Salient Features of RUSA

At present (as on 05.07.2019), there are a total of 911 universities in the Country. Among these, 400 universities are state universities, 126 universities are Deemed to be Universities, 48 universities are Central Universities and 377 universities are Private Universities. For proper development of the country, empowering these campuses is a must; and accordingly, a centrally sponsored scheme, RUSA has been initiated to enhance learning, better research and promote innovation in the field of higher education. It realizes that all the important lessons of life can't be learnt within the class room; but most important lesson of life can be learnt outside the classroom. So, upgradation of libraries or computer laboratories, construction or maintenance of sports facilities, promoting autonomous colleges or clubbing them to consolidate their strength and forming cluster universities, etc are some steps by which best education can be provided to the students so that they may live a successful life.

Learners, now we will discuss the salient features of RUSA. Please have a thorough reading of these features as conceptual understanding of these features is essential to have a proper idea of this scheme.

- **Coverage: The** Government and Government aided State Higher Education institutions are covered by this scheme. Open universities, Institutions offering Medical, Agriculture, Veterinary science etc. disciplines are not covered under the domain of RUSA. Moreover, uni-disciplinary institutions are given low priority under this scheme.
- **Prerequisites:** States have to satisfy certain prerequisites in order to be eligible for getting fund under RUSA. The prerequisites include the academic, administrative and governance reforms and they are at two levels, namely commitments given by institutions to the States and

commitments given by States to Center. The States and institutions are not able to gain the grants under RUSA, unless these commitments are fulfilled.

- **Bottom-up Approach: A** "bottom-up" approach is followed by RUSA in planning and budgeting to address numerous and graded inequalities and promote need-based planning. States are encouraged to consider strategic thinking and planning keeping future requirements of the higher education in mind. State Higher Education Plans (SHEP) need to give emphasis on the both demand side and supply side challenges.
- **Subsuming Existing Schemes**: In the first phase, two centrally sponsored schemes, namely the schemes of Model Degree Colleges and the Sub-mission on Polytechnics were subsumed under RUSA. Schemes like development grants for State universities and colleges, one-time catch up grants etc. of University Grants Commission (UGC) are also merged in RUSA. However, schemes concerned for individual like for teachers, students etc. would continue to be handled by UGC.
    - o During the second phase of RUSA, the various scheme of UGC on University and colleges with Potential for Excellence have been subsumed under RUSA 2.0, as RUSA aims at enhancing Quality and Excellence in State Universities and Autonomous Colleges selected by it.
- **Preparatory Grants (under Institutional Restructuring, Capacity Building and Reform): A** preparatory amount is provided to the State Government so that they can create/ strengthen necessary institutional framework for fulfilling requirements and commitments under RUSA. These funds can be utilized for setting up and strengthening the State Higher Education Council (SHEC)s, State Project Directorate and State Resource Centre; and to carry on baseline surveys to help them in capacity building.

- **Resource Envelope:** Resource Envelope is the amount of resources allocated to a particular State for a given financial year. The resource envelope for a given financial year is based on a combination of base and performance-based funding and it is also related to terms and conditions, and adherence to reforms.
- **Institutional Development Plans and State Higher Education Plans:** Preparation of Institutional Development Plans (IDP) is mandatory for all the institutions. This plan should cover all the components with financial proposals on parameters that include their respective need-based requirements. The States combined the various IDPs given by different HE institutions of the State and assimilate into State Higher Education Plan (SHEP) by superimposing the State relevant components. It is important for the States to conduct base line surveys and stake holder consultations to constitute the basis for preparing IDPs and SHEPs. Moreover, approval of SHEPs by the State Higher Education Councils are compulsory before onward submission to MHRD.
- **Appraisal of SHEPs**: The funding to States is made on the basis of critical review of SHEP done by Technical Support Group (TSG) at the Centre. The prioritization of components based on the resource envelope of the State is jointly done by the State and the TSG in a collaborative way according to adherence to the norms and State-specific needs of RUSA. The prioritized components are jointly presented before the Project Approval Board (PAB) for approval.
- **Funding under RUSA:** All funding under the RUSA is norm based. The future grants of RUSA are dependent on the outcome of the institution. The central funding is strategic and based on SHEPs. This serves as a benchmark against which the performance of a State and its institutions are categorized. Centre-State funding is in the ratio of 90:10 for North-Eastern

States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 60:40 for other States and Union Territories (UTs) with Legislature. Also, the UTs without Legislature would be 100% centrally funded under RUSA.

- **Flow of Funds:** The central funding flows from MHRD to HE institutions, through the State Governments. The State Higher Education Council is responsible for transfer of central share along with the matching State share to the approved institutions.
- **State Higher Education Councils:** State Higher Education Councils (SHECs) is the key institutions at the State level. Their responsibility is to channelize resources to the institutions from the State budget. In addition to other responsibilities like monitoring and capacity building functions, SHECs undertake the process of planning and evaluation.·

### 13.3.3 Objectives of RUSA

The aims of RUSA are to provide equal opportunity for development to all higher education institutions and also to refurbishment weaknesses in the higher education system. The target achievement of RUSA was to increase the gross enrolment ratio to 32% by the end of 12$^{th}$ Five Year Plan in 2017. The major objectives are to improve access, equity and quality in higher education at the state level. To achieve these objectives, some planned developmental activities like creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole etc are undertaken by RUSA. Learners, let us now discuss the main objectives in detail in the following points.

The **salient objectives** of RUSA are:

- to improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework. This objective is a precondition for sanction of funds under all the components of RUSA.
- to enhancing quality into Universities or Model Degree Colleges to upgrade their academic infrastructure and provide better teaching-learning environment to the students.
- to identify and fill critical infrastructure gaps in higher education by enhancing and supporting the efforts of the State Governments. This objective can be meet pertaining to infrastructure grants to universities and colleges, where funds are sanctioned for upgrading the existing infrastructure by way of new construction, renovation or purchase of equipment.
- to ensure adequate availability of quality faculty in all higher educational institutions. State is required to fill all the vacant sanctioned posts and claim funds under RUSA for additional posts to enable them to achieve the student-teacher ratio of 20:1.
- to facilitate research and innovation in the State higher educational institutions. It is mandatory for the State to provide a detailed research and innovation plan.
- to improve Access and Equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes and also by promoting inclusion of women, minorities, and differently abled individuals in the HE institutions.
- to achieve the target of GER of 32% by expanding the institutional base of States by establishing new institutions, in order to achieve high enrolment targets.
- to usher transformative reforms in the State higher education system by creating an institutional structure for planning and monitoring at the State level (through SHEC), promoting

autonomy in State Universities and improving governance in institutions.

- to correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban, semi-urban and rural areas to get access to quality institutions. This objective is a precondition while deciding allocations for different districts of the State.
- to ensure commitment of States to undertake reforms in the academic, examination systems and affiliation, Academic reforms mean implementation of semester system, CBCS, curriculum development, etc. and Examination reforms include reforms in internal evaluation, end of semester evaluation etc. in the higher educational institutions. Moreover, RUSA aims to create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met. States can also undertake affiliation reforms by restricting the number of colleges affiliated to a university to 100.
- to define the role of State Governments vis-à-vis State Higher Education Councils and Institutions.

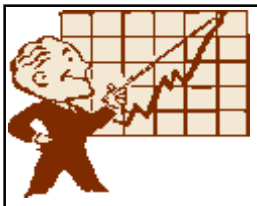
### 13.3.4 Scope of RUSA

The idea of RUSA was conceived with a vision and a passion to allow the states to flourish with their potentiality. In fact, experts, vice chancellors, professors, academicians and industry, had often remarked that higher education is not meaningful. It was noticed that the schemes, systems and regulations that govern universities are becoming outdated and hence needed to be modernize and reconstructed. Only modifications and transformations in the existing governance and regulatory systems, can flourish the potential of state universities. The reforms initiated under the RUSA focuses on building a self-sustaining drive for the State HE institutions. This will provide them environment of greater accountability and autonomy

and finally they will be able to improve the quality of education and infrastructure. Let us now study the scope of this project-

All State public universities and colleges from all States and Union Territories (UTs) across the country are eligible to be covered under RUSA. Subject to eligibility, an estimated 384 State universities and 8500 colleges (only Government and Government aided) are covered under this initiative to improve the learning outcomes and scale-up research, development and innovations.

The project will also support institutions to improve their policy, academic and management practices. Public funded colleges and universities are eligible for all the components, but the private aided colleges are entitled to few components only including infrastructure support and for quality improvement. The funding ratio would be 50:50 for private aided colleges. Moreover, funding to such colleges would be decided based on their antiquity and relevance. A perspective plan is required prepare by each institution for all the components, which will be then combined at the state level, after imposing a super layer of state relevant components.



**CHECK YOUR PROGRESS**

**Q1.** Choose the correct option:

a. The aim of RUSA is to improve access, equity and quality in higher education (HE) sector at the National level. (True/ False).

b. This scheme to be run in mission mode till March, 2020. (True/ False).

c. The central funding is based on norms and is not dependent on the outcome of the state.

**Q2.** Match the following-

| | |
|---|---|
| a. Rastriya Madhyamik Shiksha Abhiyan | i. Higher Education |
| b. Sarva Shiksha Abhiyan | ii. Secondary Education |
| c. Rashtriya Uchchatar Shiksha Abhiyan | iii. Primary Education |

**Q3.** Mention three objectives of RUSA.

.....

.....

**Q4.** Write a short note on RUSA.

.....

.....

## 13.4 KEY COMPONENTS OF RUSA

The mission of RUSA is to create new universities through upgradation of present autonomous colleges and by conversion of colleges to a cluster. Some important aspects of this scheme are to create new model degree colleges, new professional colleges; to provide infrastructural support to universities and colleges; to provide support regarding faculty recruitment and improvements programmes; to provide support regarding development of leadership quality among the educational administrators and so on. Moreover, in order to enhance skill development, the existing central scheme of Polytechnics has been incorporated within RUSA.

RUSA also incorporates a separate component to synergise vocational education with higher education. In addition to these aspects, RUSA is also providing supports in reforming, restructuring and building capacity of institutions in participating states. Learners, let us now summarized the various **primary** components of RUSA **that cover the key action and funding areas which are important for the accomplishment of the targets in** the following points:

- Component 1: Creation of Universities by Upgradation of Existing Autonomous College
- Component 2 - Creation of Universities by conversion of colleges in a Cluster
- Component 3: Infrastructure Grants to Universities
- Component 4: Quality and Excellence in select State Universities (New)
- Component 5: New Model Degree College

- Component 6: Upgradation of existing Degree Colleges to Model Degree Colleges
- Component 7: New Colleges (Professional)
- Component 8: Enhancing Quality and Excellence in select Autonomous Colleges
- Component 9: Infrastructure Grants to Colleges
- Component 10: Research, Innovation & Quality Improvement
- Component 11 Equity Initiatives
- Component 12: Faculty Recruitment Support
- Component 13: Faculty Improvement
- Component 14: Institutional Restructuring, Capacity Building and Reforms

Let us now discuss these components very briefly:

**Component 1: Creation of Universities by Upgradation of Existing Autonomous College:**

3 autonomous colleges which have necessary infrastructural facilities, teaching strength and academic quality will be considered for up-gradation to Universities (public). The grant is subject to a maximum of Rs 55 crores for each institution.

**Component 2 - Creation of Universities by conversion of colleges in a Cluster**

3 new cluster universities (public) would be created with an average fund allocation of Rs. 55 crore per university through the clustering of existing affiliated government and government-aided colleges. These universities will be created by pooling the resources of 3 to 5 existing colleges (2 to 3 colleges for NER States) that have adequate academic, physical and technical infrastructural facilities.

**Component 3: Infrastructure Grants to Universities and vice versa**

Infrastructure grants shall be utilized for meeting critical infrastructural requirements in 50 public universities with a grant of Rs. 20 crore each.

**Component 4: Quality and Excellence in select State Universities**

Universities with NAAC CGPA 3.51 and above under the UGC's Graded Autonomy Regulations, 2018 will be supported to enhance quality, teaching and research. 10 high performing State Universities will be supported under this component at Rs. 100 crores each.

**Component 5: New Model Degree College**

Under this component support will be provided for creation of new colleges with requisite infrastructure like class rooms, library, laboratory, faculty rooms, toilet blocks, other essential requirements with technological advanced facilities) in 70 Aspirational Districts of un-served and under-served areas in north east and Himalayan regions. These areas will be identified by the NITI Aayog.

**Component 6: Upgradation of existing Degree Colleges to Model Degree Colleges**

Financial support will be provided for upgrading existing government colleges into Model Degree Colleges, located in Aspirational Districts of the Country. However, priority would be given to those districts that have not yet established anew 'Model Degree College under the UGC/RUSA. The support would be to a maximum of 75 Colleges with financial allocation of Rs.4 crores to each college.

**Component 7: New Colleges (Professional)**

This component states that support will be provided to create eight new Professional Colleges in regions and districts in the country where the Institutional Density of Technical and Professional Education is below national average; with allocation of Rs. 26 crore each. This component aims to improve GER in engineering and professional education in regions where almost no such facility exists.

**Component 8: Enhancing Quality and Excellence in select Autonomous Colleges**

Colleges with NAAC CGPA 3.51 and above under the UGC's Autonomy Regulations, 2018 will be supported to enhance quality, teaching

and research. 70 high performing Autonomous Colleges will be supported under this component.

**Component 9: Infrastructure Grants to Colleges**

Under this component, assistance should be provided for construction of hostels for SC, ST and Girl students. 15 States will receive funds under this component. All State universities and colleges will be eligible to receive grants for equity initiatives. Innovative approach/schemes to ensure greater inclusion will be considered on priority. Each State would be funded an amount of Rs. 5 crores.

**Component 10: Research, Innovation and Quality Improvement**

20 State Universities who have established excellence in two or three thematic areas will be supported up to an amount of Rs. 50 crores each. The support will be provided through a project-based funding mode and the selection procedure will focus on theoretical, empirical and applied Research and Development to foster innovation and evidence-based policy in certain areas of national priorities.

**Component 11: Equity Initiative**

Assistance should be provided for construction of hostels for SC, ST and Girl students. 15 States will receive funds under this component. All State universities and colleges will be eligible to receive grants for equity initiatives. Innovative approach/schemes to ensure greater inclusion will be considered on priority. Each State would be funded an amount of Rs. 5 crores

**Component 12: Faculty Recruitment Support**

The faculty salary as per the seventh pay commission recommendations for Assistant Professor/ Lecturer will be provided to 200 faculty positions in regular and permanent mode for a period of two years i.e. till March 2020. State must commit to take over the responsibility of faculty positions at the end of the scheme.

**Component 13: Faculty Improvement:**

Human Resource Development Centre (HRDC) or Academic Staff Colleges will be given funds to improve infrastructure and resources

for training and capacity-building activities for teachers. A total of eight States will receive Rs 7 crore each.

**Component 14: Institutional Restructuring, Capacity Building and Reforms:**

Funds will be provided to 30 States and Union Territories (depending on the size of the States) to enable them to create and/or strengthen necessary institutional framework for efficient and effective sectoral reforms, to the tune of Rs. 3 crores. These funds can be utilized for setting up and/or strengthening State Higher Educational Councils, State Resource Centers and State Project Directorate.

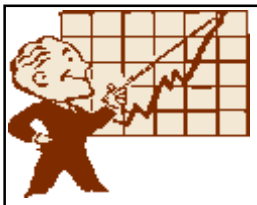
## 13.5 GUIDING PRINCIPLES OF RUSA

The main concern of RUSA is on the quality of state higher educational institutions. The focus of RUSA is to achieve mass access to higher education with high quality standards. All of the HE institutions of State should adopt NAAC accreditation as the mandatory quality assurance framework. States must seek to upgrade the overall academic quality of their HE institutions by implementing reforms in different aspects like managerial, academic and affiliation reforms. States are encouraged by the scheme to promote research and innovation in their HE institutions. As in evaluating research, both the input efforts and outcome indicators are equally important, the State Higher Education Plans (SHEP) are expected to have a balanced appreciation of both the aspects. All the States and their HE institutions are expected to honestly declare their existing status in this area and outline specific strategies for improvement, including the use of information and communications technologies (ICT). Allocation of resources in the universities needs improvement so that good quality research and innovation can be conducted. For faculty promotions, some criteria like number of research publications, impact factors of journals in which papers are published, citations, the amount of research funding attracted etc. should be considered.

- **Quality and Research Focus: The** focus of RUSA is on the better quality of State higher education Institutions. The focus of RUSA is to achieve mass access to higher education with high quality standards. All of the HE institutions of State should adopt NAAC accreditation as the mandatory quality assurance framework. States must seek to upgrade the overall academic quality of their HE institutions by implementing reforms in different aspects like managerial, academic and affiliation reforms. States are encouraged by the scheme to promote research and innovation in their HE institutions. As in evaluating research, both the input efforts and outcome indicators are equally important, the State Higher Education Plans (SHEP) are expected to have a balanced appreciation of both the aspects. All the States and their HE institutions are expected to honestly declare their existing status in this area and outline specific strategies for improvement, including the use of information and communications technologies (ICT). Allocation of resources in the universities needs improvement so that good quality research and innovation can be conducted. For faculty promotions, some criteria like number of research publications, impact factors of journals in which papers are published, citations, the amount of research funding attracted etc. should be considered.
- **Norm based and Outcome-dependent funding: The** basis around which RUSA is designed is that funding under the RUSA is norm based and future grants are dependent on the outcome of the HE institutions of the State. The central funding is strategic and based on SHEPs. This serves as a benchmark against which the performance of a State and its institutions are categorized. The funding for the future is decided on the basis of level of past achievements and utilization of funds submitted to MHRD.
- **Incentivizing and dis-incentivizing:** State actions and schemes are incentivized and dis-incentivized by RUSA. It supports compliance to rules, regulations and fulfilment of norms by incentives. On the other hand, it reduces allocation of funds for States

and institutions for non-performance or nonfulfillment of prerequisites and norms. This is intended to make the scheme not only demand driven, but also competitive. The States and institutions are encouraged to compete with each other in order to gain benefits of competition based prescribed grants.

- **Apolitical decision-making:** One important basic principle of RUSA is that the decision-making is done in an unbiased, apolitical and professional manner. It is done on the basis of the SHEPs and the performance of States on the pre-defined parameters. The process of decision-making and its effects are transparent and unbiased. It is also expected that States would also be as unbiased, apolitical and professional while planning and ushering governance reforms at the State level. To implement these reforms effectively, State universities should consider the merit and performance as norms in the selection of leadership positions in the HE institutions.
- **Autonomy:** For quality and accountability, autonomy of the institution is a crucial condition. RUSA provides greater autonomy of institutions regarding decision making. According to the special needs and requirements of the institutions, they have complete freedom to plan specific interventions.
- **Disclosure-based Governance: Every** institution must follow disclosure-based governance in terms of its decision and outcomes. c A policy with full disclosure and clean governance is must for establishing such a system of higher education.
- **Equity based development: Any** development in the higher education sector must create equal opportunities for women, disadvantaged classes and the differently-abled. Also, development must have a greater emphasis on serving the rural and tribal areas. So, it is important to undertake equity-based development initiatives for any development or expansion plans, both at State and institutional level. The plan appraisal processes should consider these aspects while deciding the allocation of funds.



**CHECK YOUR PROGRESS**

**Q5.** Mention at least five components of RUSA.

.....

.....

**Q6.** List some criteria for faculty promotion under RUSA.

.....

.....

**Q7.** Choose the True or false:

a. All of the HE institutions of State should adopt NAAC accreditation as the mandatory quality assurance framework. (True/ false)

b. RUSA does not provide autonomy of institutions regarding decision making. (True/ false)

c. Any development in the higher education sector must create more opportunities for women than the differently-abled. (True/ false)

## 13.6 INSTITUTIONAL STRUCTURE OF RUSA

Learners, as you all know, RUSA is a Central Government initiative to improve access, equity and quality in higher education through planned development of higher education at the state level. So, it requires an institutional structure involving three levels- Central, State and Institutional levels with clearly defined and distributed roles and powers. It is implemented and monitored through an institutional structure comprising of the above-mentioned bodies with prescribed roles and powers. A detailed discussion is provided below:

**National level bodies:**

RUSA Mission Authority is the Apex body at the national level. The Minister of Human Resource Development (MHRD) is the Chairperson of the Mission Authority. The RUSA Mission Authority delineates overall policy and planning, reviews functioning of Project Approval Board (PAB) etc. The Secretary (Higher Education) chairs the PAB which approves State Higher

Education (SHEP), assesses performance of States and institutions and approve release of funds. The National Project Directorate, which is embedded in the Ministry, is headed by the Joint Secretary (Higher Education) in his capacity as the National Mission Director. These two bodies are supported by the Technical Support Group (TSG) which examines and appraises SHEPs, monitors flow of funds and information and provides all operational, technical, logistical and managerial support.

**State Level Bodies:**

The scheme is steered in each State/UT through State Higher Education Councils (SHEC). The SHECs are supported in turn by the Project Directorate (created by the State Government) and State TSGs. These bodies are responsible for management, coordination, implementation and monitoring of the project at the State/UT levels.

The formation of SHEC forms the primary block towards building a sound planning and funding mechanism for higher education at State level. Given the number of State universities and the large number of students they cater to, States are the unit of planning for higher education under RUSA and it is necessary to create SHEC as a body that is at an arm's length from the State as well as centre, which synergizes their resources and fulfils these functions of planning, monitoring, quality control and co-ordination at the State level. The State Project Directorate (SPD) consists of a State Project Director and such adequate support staff as may be required for the effective functioning of the State Project Directorate.

**Institution Level Bodies:**

The project at the Institutional level is managed by two bodies; the Board of Governors (BoG) and a Project Monitoring Unit. The BoG takes all policy decisions with regard to smooth, cost effective and timely implementation of the Institutional project and ensure overall faculty development etc. A Project Monitoring Unit represented by academic officials, faculty, administrative officers and students is responsible for monitoring of the project at the institutional level in order to implement the governance reforms proposed under RUSA

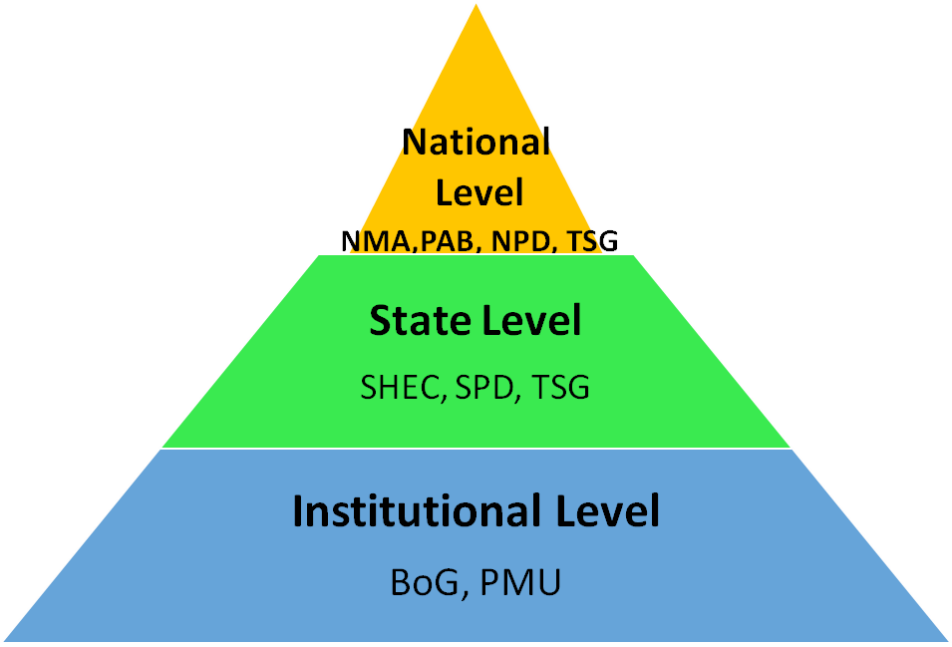



**Fig II: Institutional Structure of RUSA**

Now, study the following sub-section carefully, it will provide you a comprehensive idea over the institutional structure of RUSA

### 13.6.1 Central Level Structure

The central level structure comprises of four bodies. They are

- National Mission Authority
- Project Approval Board
- National Project Directorate
- Technical Support Group/ RUSA Resource Centre.

The composition and function of these central bodies are for overall guidance for the policy decisions, project management, coordination with States and implementation of RUSA. Learners, detailed role and functioning of these above-mentioned bodies are discussed in the following:

- **National Mission Authority (NMA):** NMA has been constituted by Ministry of Human Resource Development (MHRD) under the chair personship of Union minister of Human Resource Development (HRD). The Member Secretary of the Apex body

is the Joint Secretary of Higher Education (JS-HE). The other members of the NMA are as follows:

- Member- Planning Commission (In-Charge- Higher Education)
- Vice-Chairperson- Secretary, Dept. of Higher Education, MHRD
- Chairperson- UGC
- Chairperson- AICTE
- Chairperson of the SHEC's of all States
- Three experts in field of Higher Education
- Financial advisor to MHRD
- Chairperson-MCI
- Chairperson-BCI
- Secretary- Agriculture
- Secretary-Culture
- Secretary- Health
- Secretary- Science and Technology
- Secretary- Sports
- Representative of Ministry of Finance.

**Functions:**

NMA provides guidance for overall policy and planning and reviews the functioning of Project Approval Board (PAB). It also allocates funds to PAB. It also commissions evaluation studies for policy reforms. NMA meets once in six months.

- **Project Approval Board (PAB**): The Secretary, Higher Education is the chairman of PAB. It constitutes of the following members:
  - Chairman UGC, Co-Chairman
  - Vice-Chairman UGC
  - Chairman AICTE
  - Secretary UGC
  - Chairman SHEC of concerned State
  - Two experts in Higher Education Sector

- ❍ Financial Advisor in MHRD
- ❍ Advisor (HE), Planning Commission
- ❍ Joint Secretary (HE), Convener

**Functions:**

PAB examines, appraises and approves State Higher Education Plans (SHEP) and approves the release of the funds to States and Institutions. It also evaluates the performance of States and institutions under RUSA.

- ➢ **National Project Directorate (NPD):** Joint Secretary (HE) is the Director and heads of the NPD. It is a part of the department of Higher Education in MHRD. The other members in NPD are:
  - ❍ One deputy secretary/ director rank officer
  - ❍ Two undersecretary rank officers
  - ❍ Support

**Functions:**

NPD conducts the NMA and PAB meetings. It also takes care of project fund management, project implementation (both centre and State level), policy inputs to Mission Authority, Maintaining of Statistical Data and Management Information System reports etc.

- ➢ **Technical Support Group (TSG): The** TSG is comprised of professional from academic and other relevant domains to provide the professional support to the NMA and NPD. The Chief Consultant of TSG is appointed by the NMD.

**Function:**

TSG's main function is to help States in making and appraisal of the State educational plans. Moreover, it monitors fund flow and utilization certificates, manages MIS for central authority, provides all managerial, operational, logistic and professional support to NMA, PAB, NPD.

## 13.6.2 State Level Structure

State level structure of RUSA is comprised of three bodies. They are

- State Higher Education Council
- State Project Directorate
- State Technical Support Group

The project within the State is directed through these three institutional setups and is responsible for management, co-ordination, implementation and monitoring of the project.

- **State Higher Education Council (SHEC)**

  States need a high-level policy body for Higher Education to develop a comprehensive, long term and inclusive educational plan. The functions of SHEC include planning and coordinating development of Higher education in State, sharing of resources between Universities, to lead academic and governance reforms at institutional level, to establish principles for funding institutions, to maintain a data-base on Higher Education and to conduct research and evaluation studies.

**Why SHEC:**

- State universities cannot be monitored fully through a central system
- Centre has only partial funding these institutions while States provide the rest of funding
- SHEC is required to be constituted by an Executive order initially but converted into a Statutory body through Acts of State legislature within 2 years

**Composition of SHEC:**

- Chairman: An eminent Academic/ Public Intellectual with proven leadership qualities
- Vice Chairman: must be an eminent academic administrator (rank of professor) or a professional from industry with sufficient experience
- Member Secretary: eminent academic of the rank of Professor-Chief Executive
- State Project Director

- 10-15 Members: from field of arts, science and technology, culture, civil society, industry, vocational education and skill development
- 3 VC's of State Universities and 2 Principals of Autonomous/ Affiliated colleges
- 1 Nominee from Government of India

**Functions:**

**i. Strategy and Planning**

- Preparing the State Higher Education Plan (Perspective Plan, Annual Plan and Budget Plan)
- Providing State Institutions inputs for creating their Plans and implementing them
- Coordination between apex bodies, regulatory institutions and government

**ii. Advisory Functions**

- Advising State government on strategic investments in higher education
- Advising universities on statute and ordinance formulation

**iii. Funding Functions**

- Funds managed by the SHEC will include funds from RUSA as well as State share, both of which will flow through the State government
- Determine the methodology for timely transfer of State's share of funds to institutions
- Disburse funds to State universities and colleges on the basis of the State Higher Education Plan and transparent norms

**iv. Monitoring & Evaluation**

- Monitoring the implementation of State Higher Education Plan
- Creating and maintaining the Management Information Systems

- Compiling and maintaining periodic statistics at State and Institutional Level
- Evaluating State Institutions on the basis of norms and KPIs developed under RUSA
- Ensuring timely submission of Utilization Certificates from Institutions

**v. Quality Assurance & Academic Functions**

- Faculty quality enhancement initiatives
- Quality of examinations/ Examination reforms
- Maintaining the Quality of Curriculum
- Promoting Innovation in Research
- Protecting the autonomy of State Institutions
- Providing approval to set up new institutions/ colleges
- Accreditation reforms

➢ **State Project Directorate (SPD)**

The SPD consists of State Project Director and such adequate support staff as may be required for the effective functioning of the Directorate. The State Project Director must be a senior officer of the rank of Commissioner /Secretary of State Government

**Functions:**

- Oversee project implementation at the State level.
- Maintain statistical data and MIS reports.
- Engage project auditors as required.

➢ **Technical Support Group (TSG)**

The State council appoint and decide the composition of TSG. The TSG monitors the flow of funds and information, generic MIS report and provide all operational support through SHEC.

**Composition:**

Chief Consultant, Consultant- Data Manager, Consultant Higher Education, Consultant Communication, MIS Manager, Data Entry operator and other general support staff as per the work requirement.

### 13.6.3 Institutional Level Structure

The project at institutional level is managed by two bodies:

- The board of Governors (BoG)
- Project Monitoring Unit.
- **Board of Governors**: The composition of this level is as follows:
  - The BoG is a 10- 15-member body chaired by an eminent individual.
  - The Chairman need not be an academic but must have prior experience in a similar capacity.
  - The board members must comprise eminent individuals from the institutions itself, State government, society, industry as well as the academia.

**Functions:**

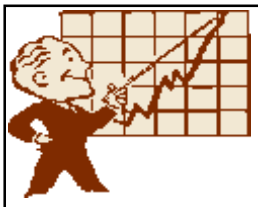
The main function of this board is to supervise and guide the various committees formed for project implementation and internal project monitoring.

- **Project Monitoring Unit**: This unit consists of various representative from academic officials of the Institution, faculty, senior administrative officers, technical and non-technical support staff and students.

**Functions:**

This unit is responsible for monitoring of the project at the institutional level in order to implement the governance reforms proposed under RUSA.

So, learners, the scheme gives importance on promoting reforms in the State Higher Education System. It has created three tire institutional structure for planning and monitoring at the state level. This will help to promote autonomy in state HE institutions and to achieve quality, access and equity in all the aspects of HE system of State.



## CHECK YOUR PROGRESS

**Q8.** What are the three various levels of institutional structure of RUSA?

.....

.....

**Q9.** Fill in the blanks:

a. RUSA Mission Authority is the apex body at the …… level.

b. State universities cannot be monitored fully through a ……. system.

c. Technical support groups of state provide all operational support through……

d. ……examines, appraises and approves State Higher Education Plans.

e. RUSA at institutional level is managed by ……

**Q10.** Mention the various state level structures of RUSA.

.....

.....



## 13.7 LET US SUM UP

- This initiative was taken by the Ministry of Human Resource Development (MHRD), Government of India for expansion and development of India's state universities.
- It was launched in the year 2013. It aims to work with all the state universities and its affiliated colleges to improve the infrastructure of the institution and finally to improve the standard of campus life.
- The salient features of RUSA can be discussed under the headings like Coverage, Prerequisites, Bottom-up Approach, Subsuming Existing Schemes, Preparatory Grants, Resource Envelope, Institutional Development Plans and State Higher Education Plans, Appraisal of SHEPs, Funding under RUSA, Flow of Funds and State Higher Education Councils.

- The objectives of RUSA are as follows:
  - to improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
  - to enhancing quality into Universities or Model Degree Colleges to upgrade their academic infrastructure and provide better teaching-learning environment to the students
  - To usher transformative reforms in the state higher education system by creating a facilitative institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
  - To ensure reforms in the affiliation, academic and examination systems.
  - To ensure adequate availability of quality faculty in all higher educational institutions and promote capacity building at all levels of employment
  - To create an enabling atmosphere in the higher educational institutions to promote research and innovation
  - To expand institutional base by creating additional capacity in existing institutions and establish new institutions, to achieve higher enrolment.
  - To correct the regional imbalances in terms of access to higher education by setting up institutions in un-served and underserved areas of the country
  - To improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.
  - To create opportunities for states to undertake reforms in the affiliation system in order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
  - To enable conversion of some of the universities into research universities at par with the best in the world.

- Within its scope, RUSA covers all the State public universities and colleges from all States and Union Territories (UTs) across the country.
- RUSA has accepted a total of fourteen components to reform and reconstruct the higher education system of the States.
- To achieve quality, access and equity in state higher educational institutions, RUSA has adopted few principles. They are Quality and Research Focus, Norm based and Outcome-dependent funding, Incentivizing and dis-incentivizing, Apolitical decision-making, Autonomy, Disclosure-based Governance and Equity based development
- RUSA is implemented and monitored through an institutional structure comprising of bodies with clearly defined roles and powers at the central, State and institutional levels. The structure is as follows:
  - Centre or National Level: National Mission Authority, Project Approval Board, National Project Directorate, Technical Support Group or RUSA Resource Centre
  - State Level: State Higher Education Council, State Project Directorate State, Technical Support Group
  - Institutional Level: Board of Governors, Project Monitoring Unit.



## 13.8 FURTHER READING

Goyal, Jitendra Singh. (2019). Role of Rashtriya Ucchatar Shiksha Abhiyan (RUSA) to Enhance Quality in Higher Education.*Education India,* Vol 8 (1).

**e-Resources:**

Rashtriya Uchchatar Shiksha Abhiyan (Rusa),

Search Domain : https://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_Master_Content.pdf

RUSA Guideline, 2.0.

RUSA - Rashtriya Uchchatar Shiksha Abhiyan,

Search Domain: rusa.nic.in

UNIVERSITY GRANTS COMMISSION - ugc.ac.in

Search Domain: https://www.ugc.ac.in/oldpdf/Consolidated list of All Universities.pdf



## 13.9 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** a. false, b. True, c. False

**Ans to Q No 2:** a-ii, b-iii, c-i.

**Ans to Q No 3:** Try yourself (hint: sub-section 13.3.3)

**Ans to Q No 4:** RUSA is an initiative taken by the Ministry of Human Resource Development (MHRD), Government of India for funding the State HE institutions so that they can achieve equity, access and excellence. It was launched in the year 2013. It aims to work with all the state universities and its affiliated colleges to improve the infrastructure of the institution and finally to improve the standard of campus life.

**Ans to Q No 5:** Five components of RUSA are:

a. Creation of Universities by Upgradation of Existing Autonomous College
b. Creation of Universities by conversion of colleges in a Cluster
c. Infrastructure Grants to Universities
d. Quality and Excellence in select State Universities (New)
e. Establishing New Model Degree College

**Ans to Q No 6: Number** of research publications, impact factors of journals in which papers are published, citations, the amount of research funding attracted.

**Ans to Q No 7:** a. True, b. false, c. false.

**Ans to Q No 8:** Central, State and Institutional levels

**Ans to Q No 9:** a . national, b. central, c SHEC. d. PAB, e. two bodies

**Ans to Q No 10:** State level structure of RUSA is comprised of three bodies, namely State Higher Education Council, State Project Directorate and State Technical Support Group.



## 13.10 MODEL QUESTIONS

Q1. What is RUSA? Write a short note on back ground of RUSA.

Q2. What are the salient features of RUSA? Discuss briefly.

Q3. List and discuss the objectives of RUSA.

Q4. Discuss the scope of RUSA.

Q5. What are the various components of RUSA? Analyse at least five components from your own perspectives.

Q6. Examine the guiding principles of RUSA.

Q7. Illustrate the Institutional Structure of RUSA

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# UNIT 14: NATIONAL EDUCATION POLICY 2016, 2019

**UNIT STRUCTURE**

14.1 Learning Objectives

14.2 Introduction

14.3 The Preamble of the Draft of National Educational Policy 2016

14.3.1 Vision, Mission, Goals and Objectives of the National Education Policy

14.3.2 Select Issues of the Policy Framework

14.4 The Preamble of the Draft of National Educational Policy 2019

14.4.1 Visionof the National Education Policy

14.4.2 Select Issuesand recommendations of the Policy Framework

14.4 Let Us Sum Up

14.5 Further Reading

14.6 Answers to Check Your Progress

14.7 Model Questions

## 14.1 LEARNING OBJECTIVES

- explain the preamble, goals and objectives of National Education Policy 2016
- elaborate the preamble, goals and objectives of National Education Policy 2019.

## 14.2 INTRODUCTION

Keeping this importance and value of education in mind, the Government of India has made education a fundamental right, and thus, it has become a birth right for every one living in the country. In a democratic country like India, we have access to human rights guaranteed by the Constitution. Elementary education is a ladder on the basis of which learners are able to attain Secondary and Higher education. Secondary and Higher education are the platforms from which knowledge and information are disseminated to the learners for developing their functional skills and to

make them efficient for their future living. Therefore, various policies and schemes have been implemented for improving and reforming our education system, from elementary to higher education, particularly after the Independence. After Independence, as we know it was Kothari Education Commission who had recommended the national system of education in 1964-66 followed by New Education Policy of 1986 and Revised Education Policy 1992. In 2016, the National Education Policy emphasised the prevalence of an inclusive society. The higher education system in India which is third largest in the world needs to be revamped to match the changing learning environment of the 21st century. Aiming these changes, the draft National Education Policy 2019 proposed by MHRD, GoI, is assumed to change the educational landscape through path-breaking reforms. The National Educational Policy is expected to bring excellence in the teaching learning process and research. The Draft of National Education Policy 2019 which is a holistic and comprehensive approach towards the Indian education system could be considered a milestone of initiating a modern education system in India. Here, in this unit, we are going to discuss the suggestions and recommendations of the National Education Policy 2016 and 2019 in a composite way.

## 14.3 THE PREAMBLE OF THE DRAFT OF NATIONAL EDUCATIONAL POLICY 2016

The National Education Policy, 2016 envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity. This vision recognizes the central role of education in India's social, economic, political, and cultural development.

Mahatma Gandhi said, "*The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated*." Inspired by the thoughts of the Father of the Nation, the Policy brings into focus the role of education in inculcating values, providing skills and competencies to citizens and enabling them to contribute to the nation's wellbeing. It recognizes that long-term economic growth and development of the nation critically depend upon the quality of the products of the education system and that an education system built on the premises of quality and equity is central to sustainable development and to achieving success in the emerging knowledge economy and society. The Policy recognizes education as the most potent tool for the socio-economic mobility and a key instrument for building an equitable, just and human society. It also recognizes education as an integrative force in society and its role in imparting values that foster social cohesion and national identity. The vision also implies that good quality education will help amalgamate globalization with localization, enabling India's children and youth to become global citizens, with their roots deeply embedded in Indian culture and traditions. Thus, it may be stated that the National Education Policy, 2016 provides a framework for the development of education in India over the coming few years.

### 14.3.1 Vision, Mission, Goals and Objectives of the National Education Policy 2016

**Vision:**

The National Education Policy (NEP), 2016 envisions a credible and high-performing education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life,

participate in the country's development process, respond to the requirements of the fast changing, ever globalising, knowledge based economy and society.

**Mission:**

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all – children, youth and adults – and to promote the realisation the nation's human potential to its fullest, with equity and excellence.
- Ensure that school and higher education as well as adult education programmes inculcate an awareness among children, youth and adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global citizenship and sustainable development;
- Foster quality education with a strong focus on reforms relating to curricula, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes (knowledge, skills, attitudes and values) that are required to lead a productive life, participate in the country's development process, and respond to the emerging global challenges;
- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.

**Goals and Objectives:**

The overall goal of the Policy is to foster quality and relevance of education and raise the credibility of India's education system, improve employability of the products of school and higher education system, ensure equitable access to education, from early childhood education to tertiary education, including technical and vocational education and training (TVET) as well as lifelong learning opportunities, and ensure that educational opportunities are available to all segments of the society.

The main objectives of education for the fulfilment of the vision and mission are as follows:

- Expanding early childhood education services to ensure that all pre-school age children aged 4-5 years attain the learning and developmental readiness required for smooth transition to primary education, with particular attention to children belonging to disadvantaged population groups;
- Achieving universal elementary and secondary education and ensuring that all secondary education graduates have access to higher secondary education and all higher secondary education graduates have equitable access to higher education and that all enrolled students are supported to successfully complete their education with all of them achieving expected learning outcomes;
- Ensuring that all education programmes are made accessible, inclusive and responsive to the needs of diverse groups of children and young people with special focus on students from disadvantaged population groups, particularly children, adolescents and youth with special needs and with various forms of disabilities, and ensuring that all enrolled students are supported to enable them achieve the expected learning outcomes;
- Ensuring that social, regional and gender gaps in education are eliminated and gender equality and girls' and women's

empowerment are promoted throughout the education system;

- Expanding opportunities for skill development and ensuring acquisition by young people and adults of the skills and competencies for life and work, including technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work;
- Ensuring that young people (15-24 years) and adults (15 years and above) who are outside the formal education system, including those working in the informal sector of the economy, are provided with opportunities to attain skills for employability;
- Reform higher education system in order to ensure equitable access to tertiary education, including technical and professional education, narrow group inequalities in access to higher education, and improve teaching and research, promote innovation and generate new knowledge across all higher education institutions and to enable all enrolled to attain the specified learning outcomes and employable skills;
- Ensuring integration of information and communication technologies (ICTs) in education, especially for improving access to education, enhancing the quality of teaching-learning process, training of teachers, and strengthening educational planning and management.
- Ensuring that the systems of teacher development and management, including continuing professional development of teachers, are reformed to ensure adequate supply of qualified and competent teachers who possess the prescribed competency profile and the prescribed professional standards for teachers;
- Ensuring that at all youth and at least 90% of adults, both men and women, achieve literacy and numeracy skills prescribed by the adult education programmes;
- Institutionalising a responsive, participatory and accountable

systems of educational planning, governance and management and ensuring that the educational planning and management practices structures for the planning and management of the education sector at the national, sub-national and local levels are improved and made more responsive to the emerging educational priorities and demands of the expanding education sector;

- Professionalising and enhancing the capacity of institutional leadership, and ensuring that the leadership in the education sector at the national, sub-national and institutional levels are improved to respond to the emerging educational priorities and demands of the expanding education sector;
- Ensuring increased and well-targeted financing for educational development programmes.

The direction of the future education agenda is anchored in a lifelong and sector-wide perspective. The policy envisages broadening the scope of education to facilitate various pathways to learning depending on learners' choice and potential and in relation with skills required for the world of work while ensuring recognition and certification of learning outcomes acquired by learners through formal and non-formal learning modalities, including open and distance learning modes.



**CHECK YOUR PROGRESS**

**Q 1:** Identify two basic objectives of the NEP, 2016 related to employability of the young population in India.

.....

**Q 2:** Write a note on mission of the NEP 2016.

.....

### 14.3.2 Select Issues of the Policy Framework

The earlier policies on education have laid out clear objectives and goals; however, many of these have not been realized fully. Though India has made significant progress in terms of enhancing access to and participation in all levels of education, the overall picture of education development in the country is mixed and there are many persisting concerns and challenges relating to *access to and participation in education, quality of the education imparted, equity in education, system efficiency*, *governance and management*, *research and development, and financial constraint and global commitment* to educational development which could be considered as key challenges in education sector in India. However, there is no single solution or remedy that can address the multiple challenges of access, inclusion and excellence, while attempting to harbinger change. The thrust of this policy is on quality of education, as the country has already been witnessing the benefits of on-going efforts for expanding access and increasing inclusion. Employability is a matter of great concern which also has been given due attention. Given the global changes and technological advancements, some new areas are also brought forth to realize the various objectives.

A Framework for Action will be drawn up in which implementation strategies will be indicated for each identified area at all levels of Government- Central, State/UT, and local. In particular, the state and local governments would be encouraged to formulate their own strategies or action plans consistent with the National Education Policy, 2016. The NEP, 2016 has suggested many key areas related to Indian education system as a whole as can be found through the following:

**Pre-School Education:**

- As a priority, a programme for pre-school education for children in the age group of 4 to 5 years will be implemented in coordination with the Ministry of Women and Child Development.
- Presently, the Anganwadis under the ICDS are not adequately equipped to provide pre-school education. To strengthen the pre-

school education in Anganwadis, steps will be taken in consultation with states to frame curricula and develop learning materials, within a year, and provide training to Anganwadi workers.

- State Governments will prepare cadres of pre-primary teachers, and create necessary facilities for their pre and in service training. The transition from Anganwadi to pre-primary school will be gradual and seamless, and it should be left to each State to determine the time frame for achieving it.
- In due course, all primary schools will cover pre-primary education. For this, efforts will be made to locate all Anganwadis either in the school premises, or as close to these as possible.
- Appropriate regulatory and monitoring rules and mechanisms will be designed for private pre-schools.

**Protection of Rights of the Child and Adolescent Education:**

- A framework and guidelines for ensuring school safety and security of children will be developed and will be made a part of the eligibility conditions for a school education institution for recognition and registration.
- Every Principal and teacher will be made aware of the provisions of the relevant Acts, Rules, Regulations, etc. relating to child rights and what constitutes their violation of by including a module in the teachers' education/ training programmes and refresher courses.
- The Adolescent Education Programme and National Population Education Programme will be integrated into the curriculum of schools in a phased manner.
- Adolescent Education will be included in pre- and in-service training programmes of secondary school teachers.
- Self-learning online programmes on child rights will be developed for the benefit of students, teachers and parents.
- Schools will engage trained counsellors to confidentially advise

parents and teachers on adolescence problems faced by growing boys and girls.

**Learning outcomes in School Education:**

- The present provisions of no-detention policy will be amended, as it has seriously affected the academic performance of students. The no detention policy will be limited up to class V and the system of detention will be restored at the upper primary stage. Academically weak students will be identified, based on CCE conducted by schools, for providing remedial instructions.
- Effective steps will be taken to improve teaching standards in schools, create mechanisms for supporting children through special academic support and providing access to multiple sources of knowledge, including e-resources.

**School Education:**

- Each State will undertake a detailed exercise of school mapping to identify schools with low enrolment and inadequate infrastructure. Wherever possible, efforts will be made to convert existing non-viable schools into composite schools for optimum utilization of human, physical and infrastructural resources, better academic performance and cost effective management.
- The issue of extension of Clause 12 (1) (c) of RTE Act to government-aided minority institutions (religious and linguistic) will be examined in view of larger national commitments towards the economically weaker sections.
- The State will endeavour to extend RTE up to an appropriate age so as to cover secondary level education.
- KendriyaVidyalayas (KVs) and JawaharNavodayaVidyalayas (JNVs) will be expanded and Kasturba Gandhi BalikaVidyalayas (KGBVs) will be expanded and upgraded, wherever possible, up to secondary level with priority to relatively educationally backward areas.
- Open schooling facilities will be expanded to enable dropouts and working children to pursue education without attending full time formal schools.

- Academic aptitude tests will be conducted at various stages to assist students in identifying their true potential and areas of interest. Helplines will be set up and professional counsellors will be engaged in schools to overcome this limitation and also identify children with special learning needs, assist slow learners and underachievers, help in right choice of courses including vocational skill-based programs, and guide secondary and higher secondary students about relevant employment opportunities.

**Curriculum Renewal and Examination Reform:**

- Curricular reforms will be carried out to meet the emerging aspirations and align to national goals of social cohesion, religious amity and national integration. Curriculum should be outcome-based and aim for overall development of students through imparting life-skills in an increasingly technology driven environment. All students will be taught both fundamental duties and rights so that they can become responsible citizens both within the country and in the world.
- National Council of Educational Research and Training (NCERT) will undergo a re-orientation to address issues of deteriorating quality of school education and periodic renewal of curricula and pedagogy to move from rote learning to facilitate understanding and encourage a spirit of enquiry.
- For science, mathematics and English subjects, a common national curriculum will be designed. For other subjects, such as social sciences, a part of the curricula will be common across the country.
- It is well recognised that concepts of science are best understood by students through demonstration and lab experiments. Hence for teaching of science subjects, practical components will be introduced gradually from class-VI onwards.
- Curriculum will cover the issues of social justice and legal measures in order to avoid social discrimination. It will be ensured

by the curriculum and text book development agencies that text books promote harmony and do not contain any discriminating issues/ events/ examples in the context of gender, disability, caste, religion, etc. Citizenship education, peace education, character building, legal and constitutional literacy, financial literacy, environmental sustainability and other common core which will be promoted through all the subject areas.

- Examinations will be designed to test wider awareness, understanding and comprehension and higher order problem solving skills, and not merely ability to reproduce text book material.

**Literacy and Lifelong Learning:**

- The mandate of existing structures, including the National Literacy Mission Authority at the apex level, the State Literacy Mission Authorities at the State level and the LokShikshaSamitis at the District, Block and the Gram Panchayat, as well as the resource support bodies, will require remodelling and strengthening for achieving universal literacy goals. States will prepare a district-wise action plan for achieving universal literacy.
- Adult literacy programme will incorporate skill development and digital, financial and legal literacy

**Skills in Education and Employability:**

- Skill development programmes in school and higher education system will be reoriented not only for gainful employment of our students but also help them develop entrepreneurial skills.
- As envisaged in the National Skill Development and Entrepreneurship Policy 2015 skill development programmes will be integrated in 25% of the schools and higher education institutions.
- The present skill based programmes at secondary, higher and technical education will be integrated through NSQF with the

mainstream education to facilitate greater social acceptability as well as vertical and horizontal mobility. Institutional mechanism will be created for certification of skills through multiple entry and exit options, credit bank system, institutional collaboration for credit transfer, National Occupational Standards based delivery of skills for national recognition and outcome based assessment.

- No mechanism for assessment and Recognition of Prior Learning (RPL) has been developed so far. To overcome this gap, the Government will, within a year, endeavour to develop a mechanism to assess and certify such skills and competencies and facilitate the entry of those who have no formal education and training but have acquired the skills without any certification for possession of those skills.

**Use of ICT in Education:**

- Courses on the use of ICT as a tool for enhancing the teaching-learning process will be an integral part of the teacher education curricula.
- Online maintenance of all records of a child from the time of admission till the time of leaving the school will be made mandatory.
- IT-based applications will be used for monitoring teacher and student attendance, performance evaluation of teachers and school administrators, performance of students and also for administrative functions like maintenance of records and accounts.

**Governance Reforms in Higher Education:**

- An Education Commission comprising of academic experts will be set up, every five years to assist the Ministry of HRD in identifying new knowledge areas/ disciplines/ domains as well as pedagogic, curricular and assessment reforms at the global level, which will help to keep up with the change in global scenario and national aspirations

- Governing bodies of higher education institutions will be made multi-stakeholder, having representations from industry and alumni as well, with clear cut transparent guidelines for the composition and selection of such bodies.
- Efforts will be made to move towards a university system integrating UG, PG & doctoral studies, with faculty concurrently teaching both at UG and PG levels which will help improve synergies between teaching and research. Universities will be multi-disciplinary in nature and not single discipline specific.
- The State will endeavour to implement the recommendations of earlier policies of 1968 and 1986/92 for the creation of an Indian Education Service (IES), which is reiterated herein too.
- Separate education tribunals will be established at the centre and in the states to deal with litigation and address public grievances against government as well as private schools/ institutions. These bodies will be headed by a retired High Court Judge. The tribunals will have the power to follow summary procedures for expeditious disposal of cases.
- The Government recognises and will encourage the positive role played by students' unions in furthering the interests of democracy and strengthening the democratic systems, governance and processes as well as debates, discussions and pluralism of thoughts.
- Norm-based funding with incentives for activities that promote excellence in public-funded higher education institutions will be introduced.

**Open and Distance Learning and MOOCs:**

- An autonomous body, responsible for the promotion, coordination, regulation and maintenance of standards in the ODL/MOOCs system, will be set up. It will prepare norms, standards and guidelines for systemic development and regulation of ODL/ MOOCs. It will also develop a mechanism for recognition, transfer

and accumulation of credits earned through MOOCs and award and recognition of degrees.

- All institutions offering course and programmes in ODL/ MOOCs mode will develop and standardize programmes based on the national and local needs.
- A quality assurance mechanism for accreditation of all universities/ institutions offering ODL / MOOCs will be put in place to ensure quality, promote, innovation and reshape and modernise the ODL / MOOCs courses and programmes.
- Learner support services will be institutionalised by all ODL institutions and will include hosting courseware, repositories, Open Educational Resources (OERs), MOOCs, 24x7 help desk services, tutoring and counselling services, conduct of webinars, discussion forum, webcasting, library facility, virtual labs, e-learning modules, delivering of online programmes, providing assignment and timely feedback of performance, online examinations, declaration of results, redressal of grievances, etc.
- The National Institute of Open Schooling (NIOS), in collaboration with Ministry of Skill Development & Entrepreneurship, will redefine itself to address the large potential demand for vocational education. The issues of management, monitoring and oversight of NIOS will be addressed appropriately.

**Research, Innovation and New Knowledge**

- Over the next decade, at least 100 new centres/ departments of excellence, in the field of higher education, both in the public and the private sector, will be established to promote excellence in research and encourage innovations. Private trusts, philanthropists and foundations will be given freedom to establish such Centres of Excellence.
- A clear reorientation of research agenda of National University of Educational Planning and Administration (NUEPA) will be undertaken to reflect actual issues on the ground.

- Steps will be taken to promote generation of new knowledge and their applications and introduction of these new domains into the curricula of higher education to consolidate and strengthen India's position as a soft power.
- In order to promote innovation, creativity and entrepreneurship, 100 more incubation centres will be established in HEIs over a period of next 5 years.
- International collaborations and networks will be promoted for developing human resources required to sustain new knowledge with special focus on inter-disciplinary research and studies.



**CHECK YOUR PROGRESS**

Q 3: What are the suggestions provided by NEP, 2016 on the use of ICT in the education system in India?

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Q 4: What are the basic suggestions of NEP, 2016 regarding open and distance learning?

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## 14.4 THE PREAMBLE OF THE DRAFT OF NATIONAL EDUCATIONAL POLICY 2019

In June 2019, a draft national education policy was released by the Indian government which calls for fundamentally restructuring the country's higher education system and boosting its research capacity, doubling the gross enrolment rate from 25 to 50 percent by 2035, and substantially increasing expenditures on public education, which currently account for 10 percent of all government spending. The recently re-elected Indian Government led by Prime Minister Narendra Modienvisions increasing that proportion to 20 percent over a 10-year period.

Through the policy it tries to draw ***a vision for the education system in India***. It proposed the revision and revamping of all aspects ofthe education structure, its regulation and governance, to create a new systemthat is aligned with the aspired goals of 21st century education, whileremaining consistent with ***India's traditions and value systems***. Again, the NEP cultivates the rich Indian education and cultural heritage. The aim of education in ancient India was not just the acquisition of knowledge, as preparation for life in this world or for life beyond schooling, but for complete realisation and liberation of the self. Besides, in the preamble of the policy, there is taking forward the agenda of previous education policy. The direction of the global education development agenda which is reflected in thesustainable development goal 4 (SDG4) of the 2030 Agenda for SustainableDevelopment would also focus on the policy. Focus on high quality research, facilitating transformation of the education system, facilitating national development etc. are some other areas where the NEP 2019 has put some suggestions in order to ensure the excellence in the education system of India.

### 14.4.1 Vision of the National Education Policy 2019

**Vision:**

The National Education Policy 2019 envisions an **India centred** education system that contributes directly to transforming our nation **sustainably** into an **equitable** and **vibrant** knowledge society, by providing **high quality** education to all.

### 14.4.2 Select Issues and Recommendations of the Policy Framework

Experts on Indian education welcomed the 484-page 2019 Policy plan in principle, while emphasizing the immense difficulties the government would face in implementing it. Through the policy, the Indian government tries to reform Indian higher education. The draft policy-which addresses education at all levels, from early childhood to higher

education- calls for significant restructuring of India's higher education landscape, which according to the document, is currently made up of more than 800 universities and about 40,000 colleges. Forty percent of those colleges offer just a single program of study, and 20 percent have enrolments below 100 students.

While "The main thrust of this policy regarding higher education is the ending of the fragmentation of higher education by moving higher education into large multidisciplinary universities and colleges, each of which will aim to have upwards of 5,000 or more students," the draft policy states the following:

- While the report focuses mostly on building up India's own higher education capacity, it also revives a long-stalled idea of inviting top-ranked foreign universities to operate in India and suggests legislation will be introduced to this effect. Interestingly, American universities have long watched with interest to see whether there will be a liberalization of rules regarding foreign universities' entry into the country.
- Top of FormThe policy calls for all higher education institutions to "evolve" into one of three types of multidisciplinary institutions: research universities, teaching universities and colleges. It also calls for building research capacities at all institutions and the establishment of a National Research Foundation.
- "The separation in higher education between teaching institutions and research institutions post-independence has caused much harm, as most universities and colleges in the country today conduct very little research," states the report. The report notes that the proportion of GDP devoted to research and innovation in India has dropped over the past decade, from 0.84 percent of GDP in 2008 to 0.69 percent in 2014 — which is substantially lower than the percentages for Israel (4.3 percent), South Korea (4.2 percent), the U.S. (2.8 percent) and China (2.1 percent).

- The draft policy includes a wide range of other proposals, including adopting a more liberal arts-oriented form of undergraduate education; moving away from rote learning in curriculum and pedagogy; improving faculty autonomy and developing a "robust and merit-based tenure track, promotion and salary structure"; increasing institutional autonomy, with institutions to be governed by independent boards; and revamping the regulatory system to only have one regulator for all of higher education.
- In the international education arena, the draft policy re-ups a never-realized plan from almost a decade ago of inviting elite universities — such as those ranked among the top 200 in the world — into India. A bill that would have enabled this previously failed to clear India's Parliament, but the draft policy suggests that legislation to this effect will be reintroduced: "Select universities (i.e. those from among the top 200 universities in the world) will be permitted to operate in India," it says. "A legislative framework facilitating such entry will be put in place, and such universities will have to follow all the regulatory, governance and content norms applicable to Indian universities."
- Also in the international arena, the report discusses encouraging twinning programs, in which students complete part of a degree at an Indian university and another part at a foreign institution; simplifying visa processes for visiting foreign students and scholars; and encouraging Indian students and faculty to go overseas for short-term programs and exchanges.

Besides, the policy has recommended for ***some changes on the existing education system in India*** as a whole. They are as the following

- The Policy has proposed to rename MHRD as Ministry of Education (MoE).
- In school education, a major configuration of curricular and pedagogical structure with Early Childhood care and Education (ECCE) as an integral part of school education is proposed.

- The Policy also recommends Extension of Right to Education Act 2009 to cover children of ages 3 to 18. A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children: Foundational Stage (age 3-8 years): 3 years of pre-primary plus Grade 1-2, Preparatory Stage (8-11 years): Grades 3-5; Middle Stage (11-14 years): Grades 6-8; and Secondary stage (14-18 years): Grades 9-12. Schools will be re-organised into school complexes.
- It also seeks to reduce the content of the school curriculum.
- There will be no separation of learning areas in terms of curricular, co-curricular or extra-curricular areas and all subjects, including arts, music, crafts, sports, yoga, and community service will be part of curricular.
- It promotes active pedagogy that will focus on the development of core capacities; and life skills, including 21st century skills.
- The 4 Year integrated stage-specific B.Ed. programme will eventually be the minimum degree qualification for teachers.
- In higher education, a restructuring of higher education institutions with three types of higher education institutions is proposed like:
  - **Type-I:** Focussed on world class research and high quality teaching.
  - **Type-II:** Focused on high quality teaching across disciplines with significant contribution to research.
  - **Type-III:** High quality teaching focused on undergraduate education. This will be driven by two Mission-Mission Nalanda and Mission Takshashilla.
- There will be re-structuring of Undergraduate Programmes (e.g. BSc, BA, BCom, BVoc) of 3 or 4 years duration and having multiple exist and entry options.
- A new apex body RashtriyaShikshaAyog is proposed to enable a holistic and integrated implementation of all educational initiatives and programmatic interventions and to coordinate efforts between the Centre and the States.

- The National Research Foundation, an apex body is proposed for creating a strong research culture and building research capacity across higher education.
- The four functions of Standard setting, Funding, Accreditation and Regulation to be separated and conducted by Independent Bodies: National Higher Education Regulatory Authority as the only regulator for all higher education including professional education.
- Creation of accreditation eco-system led by NAAC shall be revamped.
- Professional Standard Setting Bodies doe each area of professional education and UGC to transform to Higher Education Grants Commission (HEGC).
- The private and public institutions will be treated on par and education will remain a 'not for profit' activity.
- This policy also initiates for promoting internationalisation of higher education, strengthening quality open and distance learning, technology integration at all levels of education, adult and lifelong learning and initiatives to enhance participation of under-represented groups, and eliminate gender, social category and religion gaps in education outcomes were also recommended.
- Promotion of Indian and classical languages and setting up three new National Institutes for Pali, Persian and Prakrit.

Indian Institute of Translation and Interpretation (IITI) has been recommended.



## CHECK YOUR PROGRESS

Q 5: Identify five areas in which the NEP 2019 has made some basic changes on the prevailing education system in India.

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**ACTIVITY 14.1**

Can you provide some suggestions and inputs on the recommendations on the draft of New Education Policy 2019? How will it give a holistic approach to the Indian education system?

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## 14.5 LET US SUM UP

- India being a democratic country, a good deal of attention and importance was given to all forms of education for promoting the welfare of the citizens of the country.
- Therefore, various policies and schemes have been implemented for improving as well as reforming the education system from elementary to higher education in India particularly after the Independence.
- After the Independence, Kothari Education Commission recommended the national system of education in 1964-66 followed by New Education Policy of 1986 and Revised Education Policy 1992.
- In 2016, the National Education Policy emphasised an inclusive society. The higher education system in India which is third largest in the world needs to be revamped to match the changing learning environment of 21st century.
- Aiming at the changes, the draft National Education Policy 2019 proposed by MHRD, GoI, is all set to change the educational landscape through pathbreaking reforms.
- Through the National Educational Policy,attempts to bring excellence in the teaching learning process and research are being made.
- The Draft of National Education Policy 2019, which is a holistic and comprehensive approach towards the Indian education system, could

be considered a milestone of starting up the modern education system in India.



## 14.6 FURTHER READING

1) Ministry of Human Resource Development, Govt of India, Some Inputs for Draft NEP 2016 ,

2) Ministry of Human Resource Development, Govt of India, Draft National Education Policy 2019.



## 14.7 ANSWERS TO CHECK YOUR PROGRESS

**Ans to Q No 1:** The two basic objectives of NEP 2016 related to employability of the young population are:

- Expanding opportunities for skill development and ensuring acquisition by the young people and adults of the skills and competencies for life and work, including technical and vocational skills that are required for employability, work and entrepreneurship and for adapting to an ever-changing world of work;
- Ensuring that young people (15-24 years) and adults (15 years and above) who are outside the formal education system, including those working in the informal sector of the economy, are provided with opportunities to attain skills for employability.

**Ans to Q No 2:**The mission of the draft of NEP 2016 has been to

- Ensure equitable, inclusive and quality education and lifelong learning opportunities for all–children, youth and adults–and to promote the realisation the nation's human potential to its fullest, with equity and excellence.
- Ensure that school and higher education as well as adult education programmes inculcate an awareness among children, youth and

adults of India's rich heritage, glorious past, great traditions and heterogeneous culture, and promote acquisition by the learners at all levels of values that promote responsible citizenship, peace, tolerance, secularism, national integration, social cohesion and mutual respect for all religions, as well as universal values that help develop global citizenship and sustainable development;

- Foster quality education with a strong focus on reforms relating to curricula, learning materials, pedagogic processes, learning assessment, teacher quality and performance, and institutional leadership and management with a view to enabling all students at all levels of education to attain the specified learning outcomes.
- Promote acquisition by all learners of relevant skills, including technical and vocational skills, for work and entrepreneurship as well as skills and competencies that replace rote learning and allow them to be more creative and innovative, to think critically, to communicate effectively, to solve problems independently, and to be able to contribute to the national development process.

**Ans to Q No 3:**The NEP 2016 has made some suggestions on the use of ICT in education which are as the following:

- Courses on the use of ICT as a tool for enhancing the teaching-learning process will be an integral part of the teacher education curricula.
- Online maintenance of all records of a child from the time of admission till the time of leaving the school will be made mandatory.
- IT-based applications will be used for monitoring teacher and student attendance, performance evaluation of teachers and school administrators, performance of students and also for administrative functions like maintenance of records and accounts.

**Ans to Q No 4:** The suggestions made by NPE 2016 in the area of Open and Distance Learning and MOOCs are:

- An autonomous body, responsible for the promotion, coordination, regulation and maintenance of standards in the ODL/MOOCs system, will be set up. It will prepare norms, standards and guidelines for systemic development and regulation of ODL/ MOOCs. It will also

develop a mechanism for recognition, transfer and accumulation of credits earned through MOOCs and award and recognition of degrees.

- All institutions offering course and programmes in ODL/ MOOCs mode will develop and standardize programmes based on the national and local needs.
- A quality assurance mechanism for accreditation of all universities/ institutions offering ODL / MOOCs will be put in place to ensure quality, promote, innovation and reshape and modernise the ODL / MOOCs courses and programmes.
- Learner support services will be institutionalised by all ODL institutions and will include hosting courseware, repositories, Open Educational Resources (OERs), MOOCs, 24x7 help desk services, tutoring and counselling services, conduct of webinars, discussion forum, webcasting, library facility, virtual labs, e-learning modules, delivering of online programmes, providing assignment and timely feedback of performance, online examinations, declaration of results, redressal of grievances, etc.

**Ans to Q No 5:** The NEP 2019 has made some basic changes on the existing education system in India, as follows:

- The Policy has proposed to rename MHRD as Ministry of Education (MoE).
- The Policy also recommends Extension of Right to Education Act 2009 to cover children of ages 3 to 18. A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children: Foundational Stage (age 3-8 years): 3 years of pre-primary plus Grade 1-2, Preparatory Stage (8-11 years): Grades 3-5; Middle Stage (11-14 years): Grades 6-8; and Secondary stage (14-18 years): Grades 9-12. Schools will be re-oragnised into school complexes.
- There will be no separation of learning areas in terms of curricular, co-curricular or extra-curricular areas and all subjects, including arts,

music, crafts, sports, yoga, and community service will be part of curricular.

- In higher education, a restructuring of higher education institutions with three types of higher education institutions is proposed like:

**Type-I:** Focussed on world class research and high quality teaching.

**Type-II:** Focused on high quality teaching across disciplines with significant contribution to research.

**Type-III:** High quality teaching focused on undergraduate education. This will be driven by two Mission-Mission Nalanda and Mission Takshashilla.

- The National Research Foundation, an apex body is proposed for creating a strong research culture and building research capacity across higher education



## 14.7 MODEL QUESTIONS

Q 1. Why do you think that New Policies should be made for brining transformation in the existing education system of India? Give your views with reference to NEP 2016.

Q 2. What are the visions of the draft of NEP 2016 and NEP 2019?

Q 3. State some of the objectives and goals of the NEP 2016.

Q 4. Discuss some initiatives taken and suggested by the NEP 2016 for improving the education system in India.

Q 5. Elaborate some of the suggestions made by the NEP 2019 for transforming the existing education system in India

Q 6. Discuss the changes made by the NEP 2019 on the existing education system in India.

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