

The Educational Upliftment of Dowendraden People in the University Grants Commission

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The Introduction of modern education was an event of great historical significance, probably the most enduring result of the British rule in India in the intellectual development of the people on a new line, and the consequent changes in their Political, Social, Religious and Economic out look. In addition to that local bodies constitute the strength of a free nation without which a nation cannot enjoy the spirit of liberty. India has own social and cultural identity better economic opportunities and upward social mobility are the two reasons which make move number of youngsters in India to enter the institutions of higher education. But this type of education benefited mainly the higher order of the society. A concept pertaining to the value and necessity of education from the point of view of the individual as well as society varies from society to society and from age to age. Education is considered as a value in itself because it leads to the development of the overall personality of the individual.

Lord Curzon, appointed a university grants commission to specially consider the condition of the universities and colleges. The commission suggested that the rules and regulations of affiliation or college should be made stricter. Each affiliated institution or college should have a governing body the senate and syndicate of the universities should be re organised and more attention was to be paid towards the improvement of research. Lord Curzon wanted to enforce the suggestions of the commission and passed the universities Act of 1904. Accordingly the strength of senate was reduced and the number of those to be nominated by the chancellor was increased. Members of senate only could be members of the syndicate.

It was in the year 1948-49 the government of India set of the university education commission, the chairmanship of Dr.S.Radhakrishnan to report on Indian university education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country. These educational institutions were linked up with the religion. Accordingly it was decided that all funds appropriated for the purpose of education would be best employed on English education alone.

The commission was expected to enquire into the working of the university education and to make recommendations for further development. Among its important recommendations were the setting of more rural universities, greater financial assistance, more freedoms and scholarships for the poor, the continuation of English as the medium of instruction for the upkeep of standards, secular education, better qualification and norms for teachers, appointment and promotion for teachers on the basis of merit and 1000 students as the maximum strength of a college. The teachers were categorized as professors, lecturers and instructors. The major recommendations were as fellows; there should be 12 years of pre-university educational course, Higher education should have three main objectives of central education, liberal education, and occupational education. A university degree should not be considered essential for administrative services. Rural universities with

Shantiniketan and Jamia Millia as their models should be established. Examination standards in universities should be raised and university education should be placed in Concurrent List. Where federal language and mother tongue are not the same, federal language should be the medium of instruction; where federal language and mother tongue are the same, the child should take up a classical or modern Indian language.

Among its various recommendations of far reaching importance the commission recommended that a committee or commission for allocating, recurring and non-recurring grants to the universities from the centre was essential. Such a committee or commission was fundamental to its proposals for improvement and expansion of university education in India. Accordingly, the government of India set up a university grants commission in 1953. Through an Act called the university grants commission Act, 1956 (No. 111 of 1956) the commission was given a statutory basis. This was done to make the provision for the coordination and standards in the universities.

Composition of the commission section 5 of the university grants commission Act, 1956 prescribes that the commission shall consist of nine members to be appointed by the central government. The members shall be chosen as follows; not more than three members from among the Vice Chancellors of the universities. Two members from among the officers of the Central government to represent the government and the remaining member from among the persons who are educationists of repute and who have obtained high academic distinctions. Provided that not less than one of the total members so chosen shall be from among persons who are not officers of the central government or any state government.

In 1956, the parliament of India passed university grants commission Act. In the same year the university grants commission was set up as a permanent statutory body with a chairman, secretary and members as an expert body of advisers to the central government of the allocation of funds for the improvement of the universities and colleges. Every member of this body holds office for a period of six years. For the purpose of ascertaining the financial needs of university or its standards of teaching, examination and research the commission can, after consultation with the university cause an inspection of any department to be made. The commission has to inform the university about the time of inspection, if a university fails to comply with the recommendations of the commission, the latter can withhold its grants to that university.

The Functions of the commission as described in section 12 of the Act referred to above are 'It shall be the general duty of the commission to take consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities. For this purpose, the commission is expected to perform the following functions; promotion and coordination of university education, enquiring into the financial needs of the universities, grants to other universities, measures necessary for improvement of university education, advice to central government and state government universities, collecting information. A report of the activities of the commission is laid every year before both the houses of parliament.

The terms of references of the commission were to consider and make recommendations on the following subjects.

- The aims and objects of university education and research in India
- The changes considered necessary and desirable in the constitution control
- The finance of universities
- The course of studies in the universities and their duration
- The medium of instruction in the university
- The need for more universities on a regional or other basis
- The organization of advance research in all branches
- Religious instruction in the universities

The qualification, condition of service, salaries, privileges and function of teachers and the encouragement of original research by teachers.

The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of universities in India and their relations with government, central and provincial. The course of study in the universities with special reference to the maintenance of a sound balance between the humanities and the sciences and between pure science and technological training and the duration of such courses. The standard of admission to university courses of study with reference to the desirability's of an independent university entrance examination and the avoidance of unfair discrimination which militate against fundamental right 23(2). The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.

OTHER REFORMS IN HIGHER EDUCATION

The general expectation in 1947 was that the reform of higher education, especially in its qualitative aspects, would receive the highest priority and that the recommendations of the University Education Commission (1948-49) would be implemented with vigour in a sustained fashion. Unfortunately, this hope did not materialize adequately, although university education did receive far greater attention than any other sector. This was due to several reasons in the first place, most of the resources available were taken up by the programmes of expansion; and expansion of higher education naturally absorbed a lion's share in the finances available. Secondly, as shown above, the obsession with the pattern claimed much larger attention than it deserved. Thirdly, government created the University Grants Commission in 1957 and naturally felt that the UGC must function in an autonomous manner and assume all further responsibility for the development of higher education.

But whatever the explanation, the fact remains that the reform of higher education between 1947 and 1965 was, on the whole, adhoc and desultory, rather than carefully planned, comprehensive or sustained with vigour. Among the few good achievements of the period, however, mention may be made of improvement in the remuneration of university teachers. In plan after plan, the UGC defined national scales of pay for university and college teachers and tried to implement them through a system of specific grant-in-aid. Another achievement was the almost universal introduction of the three year degree course to which a reference has already been made. The third was a great expansion of the teaching and research activities in the

universities with the support of UGC grants.

Dr.D.S.Kothari chairman of the university grants commission “to advise government of education at all stages and in all stages and in all respects”. Among the important recommendations of the

commissions were the improvement of the status and emolument of the teachers of all grades, particularly in view of the scaring prices of articles, adequate facilities to the universities and colleges selective admissions in higher education, education through regional languages at the under graduate level and retention of English medium of teaching at the post graduate level and at least for some years to come suitable literature in all subjects for advanced teaching in humanities, social sciences and medicine has been prepared. The commission also recommended that “some form of social and national service should be made an integral part education at all stages.”

Following the fellowships in UGC implements;

- Emeritus Fellowship
- Dr.S.Radhakrishnan Post-Doctoral Fellowship in Humanities and Social Sciences
- Post-Doctoral Fellowship to Woman candidates
- Post-Doctoral Fellowship to SC/ST candidates
- Swami Vivekananda single girl child scholarship for research in Social Sciences
- Rajiv Gandhi National Fellowship for SC/ST candidate
- National Fellowship for Higher Education of ST students
- National Fellowship for Persons with Disabilities
- Maulana Azad National Fellowship for Minority students
- National fellowship for OBC candidate
- Post Graduate Indra Gandhi scholarship for single girl child
- Post Graduate Merit scholarship for university rank holder
- Post Graduate scholarship for professional courses for SC/ST candidate
- Ishn Uday for North Eastern Region
- Research awards for the Teachers
- Raman Fellowship for Post-Doctoral Research for Indian Scholars in USA
- Major research project
- Special Assistance programme
- Minor Research project for UGC Regional office

The University Gants Commission was set up in 1953 the UGC is a national body. The UGC should be set up to look after university education in the country. Its fundamental functions are determination and maintenance of university education, serving as an organic link between the union and state governments and institutions of higher learning, looking after the financing of central universities, disbursing development and other grants to other universities and colleges advising central and state governments on the measures necessary for the improvement of university education, framing regulations on minimum standards of instruction. Besides these primary functions, the UGC also has set up centres of excellence in selected universities. In short the UGC helped gained and nurtured universities and colleges.

The department is divided into eight bureaus and most the work of the department is handled through over 100 autonomous organization under these bureaus. University and Higher Education, Minorities Education,

- University Grants Commission (UGC)
- Indian Council of Social Science Research (ICSSR)
- Indian Council of Historical Research (ICHR)
- Indian Council of Philosophical Research (ICPR)
- Central Universities (15)
- Indian Institute of Advanced Studies (IIAS)
- All India Council of Technical Education (AICTE)
- All India Survey of Higher Education (AISHE)
- Technical Education (TE)
- Council of Architecture (COA)
- Indian Institutes of Technology (IIT)
- Indian Institutes of Information Technology (IIIT), Allahabad, Gwalior, Jabalpur, Kancheepuram
- Indian Institute of Science Education and Research (IISER)
- Indian Institutes of Management (IIM)
- National Institutes of Technology (NIT)
- School of Planning and Architecture (SPA)
- National Institutes of Technical Teacher's Training and Research (NITTTR)
- Regional Boards of Apprenticeship/Practical Training (RBA)
- Administration and Languages
- Kendriya Hindu Sansthan, Agra (KHS)
- English and Foreign Language University, Hyderabad (EFLU)
- National Council for Promotion of Urdu Language (NCPUL)
- National Council for Promotion of Sindhi Language (NCPSL)
- Distance Education and Scholarship (DES)
- Indira Gandhi National Open University (IGNOU)
- Administrative Reform, North Eastern Region ST/SC/OBC

OTHERS SCHOLARSHIP

- Kendriya Vidyalaya Sangathan (KVS)
- Navodaya Vidyalaya Samiti (NVS)
- National Institute of Open Schooling (NIOS)
- Central Tibetan School Administration (CTSA)
- Educational Consultants India Limited (EdCIL)
- Central Board of Secondary Education (CBSE)
- National Council of Educational Research Training (NCERT)
- National Commission for Minority Educational Institutions (NCMEI)
- National Book Trust (NBT)
- National Foundation for Teachers Welfare a Public Sector Enterprise (NFTWPSE)
- National Institute of Educational Planning and Administration (NIEPA)

The centre annually places at the UGC's disposal adequate funds from which grants are made to various universities, and the development schemes are implemented. The modern education in India was a progressive act of the British rule. English education foundation of renaissance in

India. Modern ideas if not education did not filter down to the masses through not in a form desired by the rulers but through political parties, press, pamphlets, etc. Modern education only helped this process by making available the basic literature on physical and social science to nationalists thus stimulating their capacity to make social analysis otherwise the content, structure and curricula of modern served colonial interests.

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