

14 -ാം കേരള നിയമസഭ

22 -ാം സമ്മേളനം

നക്ഷത്ര ചിഹ്നം ഇല്ലാത്ത ചോദ്യം നം. 1712

19-01-2021 - ൽ മറുപടിയ്ക്ക്

കരട് വിദ്യാഭ്യാസനയം

ചോദ്യം		ഉത്തരം	
<p align="center">പ്രൊഫ . ആബിദ് ഇസൈൻ തങ്ങൾ</p>		<p align="center">Dr.K.T.Jaleel (ഉന്നതവിദ്യാഭ്യാസവും ന്യൂനപക്ഷക്ഷേമവും വഖഫ് ഹജ്ജ് തീർത്ഥാടനവും വകുപ്പുമന്ത്രി)</p>	
(എ)	കേന്ദ്ര സർക്കാർ പുറത്തിറക്കിയ കരട് വിദ്യാഭ്യാസനയത്തിന് കേരള സർക്കാർ ഭേദഗതി നൽകിയിട്ടുണ്ടോ; പകർപ്പ് ലഭ്യമാക്കുമോ;	(എ)	ഉണ്ട് പകർപ്പ് അനുബന്ധമായി ചേർത്തിരിക്കുന്നു.
(ബി)	സംസ്ഥാനത്തെ ഉന്നതവിദ്യാഭ്യാസമേഖലയെ തകർക്കുന്ന തരത്തിൽ കരടിലുണ്ടായിരുന്ന പ്രതിലോമകരമായ നിർദ്ദേശങ്ങൾ പലതും അതുപോലെ കേന്ദ്രം ഉൾപ്പെടുത്തി നിയമനിർമ്മാണം നടത്തിയത് സർക്കാർ പരിശോധിച്ചിട്ടുണ്ടോ; വ്യക്തമാക്കുമോ;	(ബി)	ഇക്കാര്യങ്ങൾ പരിശോധിച്ചു വരുന്നു.
(സി)	കേന്ദ്രനയത്തിന്റെ അടിസ്ഥാനത്തിൽ സംസ്ഥാനത്ത് എന്തെങ്കിലും മാറ്റങ്ങൾ കൊണ്ടുവന്നിട്ടുണ്ടോ; വ്യക്തമാക്കുമോ; കേന്ദ്രനയത്തിന്റെ അടിസ്ഥാനത്തിൽ സംസ്ഥാനത്ത് നടപ്പിലാക്കുന്ന പരിപാടികൾ നിറുത്തലാക്കുമോ;	(സി)	ഇക്കാര്യങ്ങൾ പരിശോധിച്ചു വരുന്നു.
(ഡി)	സാധാരണക്കാരന് ഉന്നതവിദ്യാഭ്യാസം അപ്രാപ്യമാക്കുന്ന തരത്തിലുള്ള നിർദ്ദേശങ്ങൾ നടപ്പിലാക്കുന്നത് തടയുവാൻ നടപടി സ്വീകരിക്കുമോ;	(ഡി)	ഇക്കാര്യങ്ങൾ പരിശോധിച്ചു വരുന്നു.
(ഇ)	പുതിയതായി ന്യൂജെൻ കോഴ്സുകൾ ആരംഭിക്കുമ്പോൾ അതിനുവേണ്ട അധ്യാപക തസ്തികകൾ അനുവദിക്കുമോയെന്ന് വ്യക്തമാക്കുമോ;	(ഇ)	അഞ്ച് വർഷത്തേക്ക് പുതിയ തസ്തികകൾ സൃഷ്ടിക്കുന്നതല്ലെന്നും ഗസ്റ്റ് അധ്യാപകരെ നിയോഗിച്ച് ക്ലാസ്സുകൾ നടത്തേണ്ടതാണെന്നും ഉള്ള വ്യവസ്ഥയോടെയാണ് പുതിയ കോഴ്സുകൾ ആരംഭിച്ചിട്ടുള്ളത്. ന്യൂജെൻ കോഴ്സുകളുടെ ഫീസ് ഘടന സംബന്ധിച്ച് സർക്കാർ ഉത്തരവ് പുറപ്പെടുവിച്ചിട്ടില്ല
(എഫ്)	ന്യൂജെൻ കോഴ്സുകളെക്കുറിച്ച് വ്യക്തമായ വിവരം ലഭ്യമാക്കുമോ; കോഴ്സുകൾക്ക് സർക്കാർ/എയ്ഡഡ് കോളേജുകൾ ഏതെങ്കിലും തരത്തിലുള്ള ഫീസ്	(എഫ്)	അഞ്ച് വർഷത്തേക്ക് പുതിയ തസ്തികകൾ സൃഷ്ടിക്കുന്നതല്ലെന്നും ഗസ്റ്റ് അധ്യാപകരെ നിയോഗിച്ച് ക്ലാസ്സുകൾ നടത്തേണ്ടതാണെന്നും

ഈടാക്കുന്നുണ്ടോയെന്ന് വ്യക്തമാക്കുമോ; ന്യൂജെൻ കോഴ്സുകളുടെ ഫീസ് ഘടന വിശദമാക്കുമോ?

ഉള്ള വ്യവസ്ഥയോടെയാണ് പുതിയ കോഴ്സുകൾ ആരംഭിച്ചിട്ടുള്ളത്. ന്യൂജെൻ കോഴ്സുകളുടെ ഫീസ് ഘടന സംബന്ധിച്ച് സർക്കാർ ഉത്തരവ് പുറപ്പെടുവിച്ചിട്ടില്ല

സെക്ഷൻ ഓഫീസർ

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**GOVERNMENT OF KERALA**

Higher Education (C) Department

No:HEDN-C3/186/2019-HEDN

31/08/2019,Thiruvananthapuram

From

Principal Secretary to Government

To

The Secretary,
Ministry of Human Resources Development,
Department of Higher Education,
Shastri Bhavan, New Delhi-110115

Sir,

Sub: Higher Education Department- Draft National Education Policy- Comments of the State of Kerala-reg.

Ref: 1. D. O. Letter No. 7-48/2015-PN-II, dated 26.07.2019, received from you.
2. My D. O. letter of even number dated 28.08.2019

I invite your attention to the reference cited and to forward herewith the Specific Suggestions of the State of Kerala on Draft National Education Policy.

Yours Faithfully,


DR. USHA BIJU
PRINCIPAL SECRETARY

I/3850986/2019

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PRINCIPAL SECRETARY

National Education Policy 2019 - Specific Suggestions of Kerala

The National Education Policy 2019 is a very ambitious policy that calls for large changes in the Higher Education Sector. Hence at the outset it must be mentioned that this must be done in consultation with those who are at the centre of this process of knowledge production and reproduction, namely State Governments, Universities, Teachers and Students. Other suggestions of the Government of Kerala are as follows:-

1. There is need to enhance devolution of funds from the Centre to States to achieve the targeted GER

A progressive perspective on higher education today should address the concerns of expansion, excellence and equity, in the overall context of the country as a whole and the specific context of the State of Kerala in particular. Kerala has made substantial progress in education during the last two centuries. With universal literacy, near total retention at school level and GER of 36 percent of the relevant age group in higher education, Kerala is ahead of many other states in the country in terms of access to education at all levels. The achievements are severely undermined by the rapidly escalating unmet demand for higher education, unwieldy expansion of the self-financing sector and the weakening of the university system. To achieve the target of 50 % GER in higher education, as envisaged in the NEP 2019, larger devolution of funds from the Centre is necessary for the state of Kerala in the higher education sector. The present fund distribution formula of 60:40 in the case of RUSA between the Centre and the States may be suitably modified to meet the growing demand for higher education in a State like Kerala.

2. Establishment of more Higher Education Institutions of multidisciplinary nature

The current expansion of higher education in the southern states has been largely in the private sector and the bulk of it has been

restricted to professional courses ranging from engineering and medicine to relatively new vocational programmes. The setting up of National Higher Education Regulatory Authority (NHERA) is offered as the one step solution for all the problems of uneven quality in higher education. But the real challenge is to nurture and strengthen our Universities without destroying their diversity by forcing them into a straight jacket standardized normative frame. To ensure quality and access and to quench the growing demand for higher education, more Higher Education Institutions (HEIs) of national importance in teaching and research of multidisciplinary in nature have to be established in states like Kerala by the Central Government, where there is comparatively less central investment in terms of the national average.

3. Strengthen state level public agencies of assessment & accreditation -SAAC model of Kerala

Ranking of Universities at the global level has gained prominence in the last decade partly due to the emergence of the knowledge economy, massification of the higher education system and growing importance of universities in the field of research.

National and international rankings obscure the state specific commendable achievements and social commitments of state universities and HEIs in the realm of equity and distributive justice which may not always be quantifiable. Courses cannot be evaluated merely on the basis of the number of students enrolled since it defies the mission of education. Research ranking systems, which focus on citation indexes, or lab-industry interfaces, cannot be applied to social sciences and hard sciences alike.

Based on UGC regulations 2012 and 2018 calling for mandatory assessment of higher education institutions and recognizing of state level public agencies for assessment and accreditation, Kerala State Higher Education Council established the State level Assessment and Accreditation Centre (SAAC). SAAC has developed state specific criteria of assessment for evaluating the performance of HEIs in the state. We are also in the process of developing the Kerala Institutional Ranking Framework (KIRF) based on the quantitative and qualitative data gathered by the SAAC. State level public agencies of Assessment and Accreditation rooted on qualitative state specific criteria of assessment should be recognized as alternative to NAAC assessment in the state. The

pioneering effort of KSHEC in establishing the State Assessment and Accreditation Centre (SAAC) of Kerala under the Kerala State Higher Education Council deserves support and recognition as envisaged in NEP 2019.

4. National research foundation.-Fund socially productive research

The suggestion to establish NRF with an annual grant of Rs. 20000 cr for promotion of research, which in current prices is 0.01 % of GDP of the country, offers wider avenues of research for students and institution of higher learning in the country. This is a departure from the earlier policy of de-linking research institutions and universities which adversely affect research in universities especially in state universities in the country. This may increase the existing low R&D –GDP ratio in the country and can pave way towards the creation of larger intellectual wealth, provided that funds are expended on socially productive areas. Adequate representation should be given to academics from all disciplines and regions in the country in the Governing Board of the NRF which will be constituted by the Rashtriya Shiksha Aayog (RSA) headed by the Prime Minister.

5. The scheme of cluster of colleges –Central assistance inevitable.

Kerala also followed the UGC directive to establish the scheme of cluster of colleges way back in 2010 under the leadership of the Kerala State Higher Education Council and financed by the Government of Kerala. The concept of cluster of colleges needs to be examined seriously in the context of the opportunities the system provides for collaborative learning. Different models of clusters have emerged across the world. Clusters have been set up around administrative structures, which would co-ordinate the functioning of the units. Individual institutions have also grouped together on their own to share the benefits of mutual co-operation. There are also clusters with one dominant member supporting smaller units. Clusters have been formed for specific purposes, like sharing Information Communication Technologies (ICT) in teaching-learning, civic engagement by institutions of higher education etc. Apart from sharing resources, the Clusters have provided opportunities for teachers to develop and offer new courses. Students have gained experience by exposure to experts in different institutions. The possibilities of opening up new areas of knowledge have emerged in the process. Obviously

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clusters have developed in response to the infrastructure and academic needs. The College Clusters that may be set up in affiliating Universities in the State may draw upon the above concepts and practices. Special central assistance is required to strengthen this pioneering initiative of Kerala which can remedy several problems associated with the affiliating system.

6. Ensure greater access in higher education to the marginalized sections

Dismantling of the affiliating system cannot be justified simply on the ground that it exist only in India. The change envisaged in this regard, should put in place effective mechanism to ensure greater access to all marginalized sections in society, especially the rural poor and the SC/ST section in the states, as the affiliating system in spite of its systemic weaknesses had increased GER in the country. This calls for larger public investment in higher education to the often targeted level of 6% of GDP. The proposal to give degree granting powers to colleges definitely calls for further deliberations with state governments as most of the colleges are in the state universities and if taken causally it can create academic chaos in the country.

7.The challenge of language –Establish centres for translation or studies in languages in Universities in the state.

All Indian Universities, and particularly Central Universities, draw students and teachers from diverse multilingual and ethnic/regional backgrounds, with differing levels of access to English, which usually is the medium of instruction adopted in institutions of higher learning.

In a multilingual society like India, no one language can ever replace all others as the vehicle of knowledge. The present situation in which knowledge of English (rather than ability and curiosity) is given disproportionate weightage in higher education is undemocratic. Teaching often needs to be done in more than one language and for this purpose the cultivation of other languages is necessary. This is especially true for universities where students can write their examinations in more than one language.

Further, primary research, especially in the social sciences

and humanities, involves interaction with peoples and texts written in different languages. This necessitates the ability to speak in regional languages and mastering other skills in that language which may or may not be familiar to the student. This needs greater focus on translation. In fact, a large part of teaching and research in universities globally relies on translation, beginning with the texts taught (many are often translated into English) to research (where the data is gathered using other languages and translated into English by the researcher). The way forward for the Indian system of higher education is one that fosters a similar knowledge creation in Indian languages while improving student and faculty access to English. Translations must be conducted by universities from regional languages to English, between regional languages and from regional languages to English. Policies may be framed at Central/UGC level to establish Centres for Translation or Studies in Languages in Universities in the State.

8. Reaffirm the commitment to policies of reservation

The NEP needs to categorically reaffirm a commitment to policies of reservation for students, teachers and other employees of educational institutions, as this is the bare minimum that is required in terms of affirmative action. Kerala stands for merit and reservation based admission and appointments in Higher Educational Institutions and this policy should be clearly stated in the policy.

9. Ensure genuine autonomy in Higher Educational Institutions

Steps need to be taken to ensure that there is genuine autonomy in HEIs. This can be ensured by providing regular rather than sporadic financial support, based on accountability and estimates of the requirements of institutions arrived at through discussion amongst faculty, students and administrators rather than through an arbitrary top - down mode. Public institutions with transparent system of admission and appointment based on merit and reservation norms should be considered for grant of autonomy.

10. Incentivise states that successfully implemented UGC POA

As per the UGC Plan of Action (POA), Universities in Kerala introduced several reforms including examination reforms, democratisation of the student admission and curriculum reforms. The

Choice Based Credit-Semester System (CBCSS) and grading, by providing for maximum diversity in course content, learning strategies and testing methods, with the active participation of students and teachers is the best example in this regard. Now University Level Quality Standardisation and Teacher Training Programmes are being initiated in the state universities in Kerala to improve the quality of UG programmes based on Outcome Based Education (OBE). These include internationally accepted academic protocol which Universities all over the world maintain. They are a) Graduate Attributes, b) Academic Programme Outcomes and c) Course Outcomes. There is need for developing a system at the central level for incentivising universities and states which have successfully implemented UGC directives in the realm of academic, administrative and examination reforms.

11. New fields of studies should be encouraged

Space needs to be created for sustained research and teaching in all existing disciplines and fields as well as those that emerge in future irrespective of whether they seem to be immediately relevant or not. Fields of study such as Women's Studies or Gender studies, cultural studies, Media Studies, Dalit Studies, Studies of Discrimination and Exclusion, Environmental Studies and Development Studies; all of which have developed in challenging ways over the last three or four decades need to find a space and active encouragement in the educational policy.

12.Reduce faculty shortages& formulate faculty development plan

Liberal arts education with multidisciplinary focus and with imaginative curriculum and pedagogy to be delivered by competent faculty, is seen a way to improve the quality of teaching and research. For this, faculty shortage should be reduced and faculty development plan should be prepared and implemented. The UGC should be provided autonomy, good leadership, and sufficient human resources to institute the process of consultation with the state governments and universities. Efforts for good governance of universities through a robust leadership building should be initiated. The central government should adequately fund higher education institutions in the states to meet the faculty shortages, provide scholarships to students and act as a major source of funding instead of leaving things to philanthropic and private

investments.

13. Proliferation of self-financing colleges: Need for regulatory mechanism

The unwieldy growth of self-financing colleges at all levels (professional, arts & science, Managements) is posing severe threat to the quality and equity in higher education. Regulatory mechanism both by the State Government and the Universities is non-existent. Proper legislation to ensure quality and equity based on proper consultation with the state governments should be brought forward to regulate new age educational entrepreneurs in this sector.

14. Emergence of private universities: Prevent crass commercialization of higher education.

The mushrooming of Private Universities in the country will pave the way for complete commercialization of higher education in Kerala. The performance of private universities in the country is dismal except handful of them. In several cases, self-financing institutions are elevated to the level of universities. This complete autonomy to private self-financing institutions to operate as university level institution may pose the biggest threat to quality education in the country. State Governments should be given adequate supervisory powers to regulate the operation of Private Universities operating through their off campus in the state.

15. Problems of Ph. D. researchers in the state Universities

The decision to disallow retired faculty to act as research supervisor taken at the national level by the UGC has adversely affected research in the state universities in Kerala. In Kerala the teachers superannuate at the age of 60 in universities and at 56 in affiliated colleges. This has compounded the problem compared to the national situation where teachers retire at the age of 65 and above. The modification issued by UGC in Ph. D. Regulation should be withdrawn or amended in the larger interest of research in the country.