



# ACADEMIC FREEDOM OF HIGHER EDUCATION STUDENT'S IN INDIA

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## Abstract

What constitutes “academic freedom” for students and teachers in the Indian higher education (HE) context is not clearly defined. As a result, many faculty, staff, and students view “academic freedom” as freedom from outside control and interference. It is worth noting that teachers and students often misinterpret and interpret the concept of “academic freedom” as “legal freedom” and confuse it with “legal public and political”. This situation creates problems in achieving the goals and objectives of higher education institutions in India. Against this background, this article discusses the concept of “academic freedom” and its importance in higher education. It explores the relationship between “academic freedom” and “university autonomy” in the Indian context. He talks about the responsibility of universities regarding the concept of “freedom to learn”. Explains the academic freedom of teachers and students in the Indian higher education environment. He argued that “freedom of education” should not be considered “legal freedom”. However, effective teaching in higher education is necessary for efficient and effective research. This article uses a qualitative approach that involves describing, evaluating, and explaining the decision-making process.

**Keywords** Academic Freedom, Higher Education Setting, Legal Freedom, Social Responsibilities, Teaching-learning Activities, University Autonomy

## Introduction

Universities are seen as centers of production and dissemination of knowledge. Altbach (2001) believes that “universities are committed to the acquisition and dissemination of knowledge.” These schools focus on the creation and dissemination of “knowledge” and prepare students for work, community service, commerce, and good citizenship. Cardinal Newman (1982) said: “The fundamental mission of universities is to develop intellectual culture. Verbitskaya (2002) said: “The purpose of universities is to find and disseminate the truth and to teach students to promote the growth and development of society. Be smart and help.” Neave (2002) said: “The mission of universities is the pursuit of truth wherever it leads” (p. 331). Therefore, it can be said that the purpose of universities is to obtain, create and disseminate knowledge for profit. students and therefore society. According to Haag (2009), there is a growing demand for higher education (HE). New universities are being established all over the world. In line with international trends, the number of students enrolled in universities for educational purposes is increasing in India. Therefore, students, parents, employers, etc. at the university. The number of people increased. In this context, the roles and responsibilities of universities are expanding and expanding, which worries many academics in India and abroad. Now a college in India is more than a school, as colleges are not just academic but also cultural, political

debates and ferments of ideas. Indeed, to achieve the goals and objectives of Indian universities, students and teachers need to participate in all decision-making bodies. Universities also need to be part of the initiative and innovation. Like other schools in the world, school authorities need to help the school reach its highest level. In short, teachers and students in colleges and universities can create a peaceful and happy environment for teaching, learning and research. To challenge existing ideas, teachers should be encouraged to embrace new perspectives and alternative ways of examining problems, to explore and innovate, and to exercise their "freedom to learn" without fear, risk and restriction. Students also need the "freedom to learn" to think about new things and complete new research projects. Haggins (2000) introduced Davy, who defines academic freedom as "freedom from outside influences regarding (a) who should teach, (b) what should be taught, (c) what should be taught, and (d) who should teach." to parasitize." The purpose of "educational freedom" is to help university students and teachers think freely and complete academic tasks without fear or coercion. He also said that freedom of education is important to the school's mission. It is important for teaching and research work. Without academic freedom, universities cannot fulfill their potential or contribute to a new knowledge society.

### **Academic Freedom and HE Setting**

Academic freedom is the right of those working in the field of education. This freedom includes the right to teach, research and publish without outside interference or coercion. Verbitskaya (1996) tells Ben-David: "Academic freedom is the freedom to study and research without political, religious or desire". Russian scientist Mendeleev wrote: "Freedom of education is freedom of creativity. It is the intellectual value that characterizes the educational process and school life." The 2005 World Symposium of University Presidents stated: "Academic freedom may be defined as the freedom to research, teach, instruct and publish whatever research is sought, without interference or punishment, according to the norms and standards of academic research." Truth and understanding will help. " Altbach (2001) said that "academic freedom means the free pursuit of teaching and research and decision-making based solely on academic standards." According to Verbitskaya (1996), the concept of "free education" is very important in school life. It has an innate, implicit temperament and has a solid spirit of orthodox thought and belief. Hagg (2009) stated that "academic freedom contributes to effective teaching and research". Neave (2002) noted that most university participants believed that "academic freedom" was part of human rights, particularly the right to "freedom of expression", but this was not the case. "Academic freedom" is different from academic freedom. Van Ginkel (2002) believes that freedom of education applies only to education, especially to those who speak and act according to certain skills and knowledge. Democracy refers to decision-making in a school, that is, the distribution of the right to participate in decision-making processes among various groups in the school.

### **Social Responsibilities and HE Institutions**

Colleges are considered game changers in society. It teaches students to think in a new way, contribute knowledge to improve society, change people's ideas and thoughts, and combat old superstitions and superstitions in society. Universities prepare children for adulthood. Higher education institutions should also consider their role in assisting students, faculty, and stakeholders while promoting "freedom to learn." This is because freedom comes with responsibility, and responsibility comes with responsibility. In this context, Shils (1991) and Russell (1993) stated that "academic freedom comes with the responsibility given to teaching and research in higher education". Fuente (2002) believes that "the role of the school is to show people the quality of teaching and learning and to pay attention to social needs and the culture of the environment." He also said that "Universities must fulfill their commitments to academic freedom, expand their social responsibilities, and create partnerships and cooperation among themselves." The 1950 UNESCO document "Principles of Change and Development in Higher Education" made clear that in order to fulfill the creative and intellectual functions of higher education institutions, teachers should exercise the "freedom of learning" in choosing the subjects that students will teach or choose. research interests. Altbach (2001) warned that universities should be discredited and reported to the academic community if they are found to

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violated educational policy. If the violation is corrected, the penalty will be lifted.

### Higher Education in India and Faculty Members' Academic Freedom

Academic freedom allows teachers to develop new ideas and present them to the academic community for review and decision. In this sense, university professors are considered the source of new ideas in the world. Their thoughts and conclusions have witnessed many discoveries and innovations in science and humanity. They contribute to their knowledge about human growth and development by conducting research on social problems and proposing solutions or solutions. Their contributions truly help people grow and advance humanity. In India, the Education Act (1964-66) stated that "the freedom of teachers to conduct and publish independent studies and research and to speak and write on important national and international matters should be protected." In this context, Karran (2009) writes: "Allow school teachers to question existing knowledge and develop new ideas; They will receive "academic freedom" to research and discuss new ideas and innovations related to their problems and to share their results through publications and teaching students, without the interference of politicians or community leaders or the leaders of their own assemblies, except in cases where their methods are deemed inappropriate by the Constitutional Court. the organization adapts appropriately to its discipline without ability or influence on morality. " De George (2003) states that freedom of expression "refers to the right to express one's own content in the way one thinks best due to one's knowledge". UNESCO (1997) has clearly stated in its policy documents that "the right to education, training and research can be carried out in an environment of freedom of education". UNESCO also confirms the "right to education and freedom" issue in its policies towards universities. He said university teachers should enjoy freedom of education in their institutions. They are free to teach and discuss the content in class. They should be free to conduct research and publish their findings. They are free to join experts and academic representatives.

### HE in India and Student's Academic Freedom

Students become involved in the university (Menon, 2003). Their participation in school decision-making bodies is seen as a sign of independence. As school stakeholders, students should have an equal say in the school's decision-making process. According to Magsino (2010), student freedom is understood as a way to achieve the goals and objectives of the school. He also pointed out that the student's freedom to study affects the growth of the university. Their participation in school meetings will help protect their interests. It will lead to the growth and development of the university. Examples include determining course grades, helping administrators competitively select food vendors for chaotic hotels, and creating student advisory groups. According to Lee (1987), student participation in school management can contribute to the evaluation of curriculum and instruction by identifying and correcting strong points in the curriculum and instruction. Wood (1993) wrote that student participation in university conferences can create a healthy university environment by promoting openness, connecting language, unity, and trust. Menon (2003) stated that students' trust in schools will reduce arguments and conflicts between administrators and students, teachers and student work (p. 238). Since students are essential members of higher education, any decision that does not allow them to participate in the educational process will directly affect them (Gould, 1973; McGrath, 1970). Their job and life opportunities depend on the quality and type of education they receive from universities. Universities also determine the future of student life. Therefore, they have the right to participate in decision-making processes at school (Lee, 1987). Rogers et al. (2001), Cockburn (2006) stated that student participation in decision-making processes at school is effective and beneficial. Their participation in school management not only helps the school achieve its goals and objectives, but also creates new goals for future success. The question arises: Where can students participate and contribute to decisions at the university? Bridges (1967) and Hoy and Miskel (1996) stated that students will participate in decision-making processes at the university as long as they believe it is important. Menon (2003) stated that students will view the decision as unimportant if they are not involved in the outcome of the issue in question. For example, recruitment of teaching staff, recruitment of non-teaching staff, distribution of non-teaching staff, etc. Hoy and Miskel (1996) stated that student participation in decision-making processes at school will only produce positive results if they are interested. It is the party that realizes the goals of the organization. Winch (1996) stated that in order to maintain quality education and achieve the university's goals and objectives, all parties, including students, must agree on the institution's higher education rules. In this context,



Little et al. (2009) argue that in UK universities, students play an important role in the university decision-making process. Menon (2003) stated that student organizations in universities should support all their members (p.254). In I.I.T. (Indian Institute of Technology) in India, students participate in the following committees to achieve various aims and objectives of the institute (see Indian Institute of Technology Act and Constitution, 1961). i) Hotel management and functions ii) Hotel accommodation and dining options iii) Ethics Committee iv) Violence Against Women Committee v) Education Committee vi) Culture and Sports Committee vii) Persons Committee viii) Study Design and Approval Committee ix) Advisory Committee x) Research Committee To explain, students are under the new rules They are selected to attend hostel management committee meetings to form and decide on the welfare of the student in the hostel room. Students' participation in Dormitory Management Committee meetings is supported by I.I.T. It meets the needs and requirements of students by eliminating deficiencies, if any. Students are selected to participate in the Ethics Committee to address complaints regarding student misconduct. In this case, students testify after hearing all sides of the complaints and decisions. If the complaint is justified, students are assigned to join the Sexual Harassment Committee to seek justice on behalf of the complainant. They attend the Timetable committee meeting to convey students' concerns to the board and help them make appropriate decisions. The Radhakrishnan Committee Report on the Indian System of Higher Education (1962) said that crimes committed by students in higher educational institutions in the name of "freedom of education" should not be encouraged or supported by the university authorities. Student delinquency can be influenced by creating policies and communicating them with the school's goals and objectives. The report added that school authorities should establish responsible relationship between students to promote learning and social development. Altbach (2001) argued that school authorities should monitor and, if necessary, control violations of students' academic rights in schools.

## Conclusion

"Academic freedom" is the essence of universities. The Indian government's education ministry has granted "freedom of learning" to universities and colleges in India. He said autonomous universities and schools have the ability to carry out research and teaching activities according to their own areas of expertise and interest. These schools can offer new courses and programs according to the needs of the society and the needs of current students. For this, they do not need approval from higher education regulators like the University Grants Commission and the All India Council for Technical Education. "Academic freedom" in Indian universities encourages students and faculty to think creatively, conduct new research and participate in teaching and learning. It encourages universities to provide quality education and comply with international university standards. Therefore, teaching and research cannot be productive and effective if universities lose their "freedom to learn". It is considered an important issue for higher education institutions to gain international recognition and recognition, as "Academic freedom" helps higher education institutions achieve their goals and objectives.

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