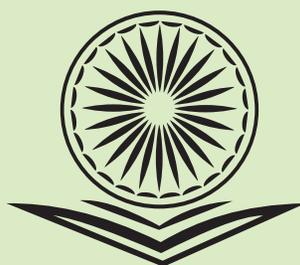# HIGHER EDUCATION IN INDIA

Strategies and Schemes during Eleventh Plan Period (2007-2012) for Universities and Colleges

ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISSION
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NEW DELHI - 110 002

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Preface

The period between 2006-2008 is characterised by several important developments in higher education. It coincided with two important events in higher education. First the Tenth Plan ended by 2006, and the preparation for Eleventh Plan commenced in 2007. Second this period also coincided with Sixth Pay Commission for the university and college teachers. It is during 2006-07 that government took a major new initiative to strengthen the higher education system. The policy initiatives were new and taken for the first time in last twenty years or so.

Prime Minister Dr. Manmohan Singh termed Eleventh Plan as "Education Plan" and described it as "Second Wave" in the development of higher education. The second wave in development of higher education is reflected in setting a target 15 percent of enrolment rate, which is backed by a quantum jump in the financial allocation from Rs. 3294 crores during the Tenth Plan to Rs. 46,449 crores in the Eleventh Plan. The unprecedented expansion in institutional capacity is reflected in setting up of about 1464 new educational institutions - comprising 30 central universities, 8 IITs, 7 IIM, 20 NITs, 20 IIIT's, 3 IISER, 2 Schools of Planning & Architecture, 374 model colleges and 1000 Polytechnics.

Shri Arjun Singh Ji the then Minister of HRD who lead this initiative described the achievement in 11th plan as "our wish list coming true ".

Shri Kapil Sibal Ji has subsequently taken several new initiatives of fundamental nature on the issues which were identified under the 11th Plan as well as the new issues .The new initiatives taken by the MHRD include setting a target of 30 per cent gross enrolment ratio, reforms of the regulatory authority, reforms of deemed universities sector, reforms of quality assessment mechanisms, internationalization of higher education, reforms of qualification framework for vocational and legal education, to mention a few.

The UGC has contributed in a number of ways in developing policies and to devise the schemes and to transform them into action plan for implementation. The UGC also took several new initiatives for reforming higher education, many of the initiatives are of fundamental nature.

In this preface I briefly outlines the contribution of the University Grants Commission in devising the policies and programmes, and in taking new initiatives in higher education in the country in general and as a part of Eleventh Plan in particular during February 2006 to December 30, 2010 .

(a)   11th PLAN: CONTRIBUTION IN DEVELOPING AN APPROACH AND STRATEGY

Seven Studies on Higher Education-Source Material for the Eleventh Plan

The UGC was called upon to prepare a report on Approach and Strategy for higher education for the Eleventh Plan. Keen on having a factual basis for accomplishing this task, the UGC sponsored, in 2006, seven studies on pertinent aspects of higher education. This included the estimation of enrolment rates at overall level and among different social groups (disaggregated in terms of religious, caste, gender, region, etc.), quality of higher education, financing of higher education and other related aspects.

The information generated through these studies provided insight into the problems confronting higher education in the country, and serves as an invaluable source material for developing approach and strategy for higher education during the Eleventh Plan.

Based on the information from the studies conducted by UGC and other material the UGC had put together a report akin to a road-map for higher education in the country. The UGC report had suggested following issues to be addressed under the Eleventh plan:

● Lower enrolment in higher education;
● Inter-state and inter-district disparities and rural-urban differences in the access to higher education;
● Inter-caste, inter-religion, male-female, poor-non-poor disparities in access to higher education;
● Issue of quality in higher education;
● Issue of providing relevant education;
● Academic reforms in Universities and Colleges; and
● Regulation of private educational institutes.

It is gratifying to note that, eventually, the Eleventh Plan has addressed most of these issues, and developed policies and programmes accordingly. Its main focus is on expansion in higher education with inclusiveness, quality, relevance, and with academic reform.

Regional and National Conference of Vice-Chancellors and academicians on the Eleventh Plan for higher education

The UGC organised five Regional Conferences, and an all-India Conference in New Delhi involving reputed educationists from different parts of the country. These meets discussed emerging issues and suggested possible approach and strategy and programmes that should be formulated and implemented under the Eleventh Plan.

Presentation to the Prime Minister, Dr. Manmohan Singh

Prime Minister Dr. Manmohan Singh had asked the UGC to make a presentation on the vision for higher education under the Eleventh Plan. The UGC made the presentation, which was followed by a stimulating discussion for over two hours. The UGC highlighted the issues confronting higher education in the country: low enrolment rates (GER), inter-regional disparities, iniquitous access to different social groups, quality of higher education, problem of qualified faculty and, above all, under financing of the higher education.

Following the presentation, Prime Minister announced several major policy-decisions on the same day, chiefly for the expansion of the institutional capacity in higher education including setting up of 30 Central Universities during the Eleventh Plan. Out of these, 15 universities were to be set up in those states which did not have a central university. Prime Minister also announced setting up of model colleges in each of 374 districts where the enrolment rate was lower than the national average. Announcement also included scholarships to cover 2% of undergraduate/post graduate students.

Furthermore, Prime Minister also advised the UGC to work closely with the Planning Commission and MHRD to develop the strategy for higher education under the Eleventh Plan.

Contribution in developing Approach and Strategy for Higher Education under the Eleventh Plan: Co-ordination with MHRD and Planning Commission

Accordingly, the UGC closely worked with the Planning Commission and MHRD and helped to develop an Approach and Strategy for Higher Education under the Eleventh Plan.

Besides, the UGC helped the MHRD to prepare the report on Higher Education for Eleventh Plan.

Interacted with the National Knowledge Commission and considered some recommendations.

As mentioned above Eleventh Plan marks a major break from the past and brings higher education on the priority list of the government. The UGC has played a major role in bringing a focus on the higher education by identifying the emerging issues and suggesting the policy solution to address these problems.

Financial Allocation to higher education - Worked out the Estimate for 15 percent target of Gross Enrolment Ratio for the 11th Plan

The UGC undertook a study about the financing of higher education and emphatically suggested to the government that the financial allocation to higher education in the country, through successive 'plans', was clearly much lower than what has been recommended by various commissions and committees as well as by accepted international standards. And if the target of 15 percent gross enrolment ratio(GER) is to be achieved, a significant increase in the allocation to higher education, close to targeted 1 percent of the GDP on higher education, is called for. The UGC made estimate of financial requirement of 15 percent target and suggested an allocation of about Rs. 56,362 cores.

It is worth mentioning that a significant break from the past has been made. Under the Tenth Plan, the financial allocation for higher education was about Rs. 3,294 crores; as against this the financial allocation under the Eleventh Plan has gone up to Rs. 46,449 crores.

(b)   IMPLEMENTATION OF THE ELEVENTH PLAN STRATEGIES

Beginning with April 1, 2007, the UGC has vigorously proceeded to implement various programmes and schemes envisioned under the Eleventh Plan. A select few UGC initiatives may be underlined.

(i)   Expansion of Institutional Capacity in Higher Education

●   **Drafting of Bill for setting up of 15 new Central Universities**

The Prime Minister's Office set up a Committee under the Chairmanship of UGC Chairman to prepare a Bill for the 15 Central Universities proposed to be set up under the Eleventh Plan. The UGC worked hard and prepared a Concept Paper; and, a little later, prepared a draft Bill for the proposed Central Universities. Subsequently, the Bill has been approved by the government.

It may be added that, Vice-Chancellors for the newly established 15 Central Universities have been appointed by the MHRD. Besides, in some cases the site for locating a central university has been identified and, in some cases, even the land has been identified. However, all the newly established central universities have commenced the academic session of 2009-2010.

The UGC has facilitated necessary financial allocation to the newly established central universities. It has organised several discussions with the Vice-Chancellors to work out academic governance structure, faculty engagement and innovative teaching courses. Further, in most cases, these universities are to have semester system, choice-based creditsystem, regular curriculum development, transparent admission procedures and continuous internal evaluation.

●   **Bill for 14 National Universities**

The UGC has been equally involved in respect of 14 new National Universities. It has organised discussions with eminent educationists and experts with a view to sorting out issues involved in setting up 'Quality' institutions. It has developed a Concept Paper and a Bill (for the proposed 14 National Universities). These documents are, at present, under the consideration of the MHRD.

Increase in the development grants to Central and State Universities and Colleges three to four time to increase intake capacity.

●   **Model Colleges for educationally backward districts**

Prime Minister Dr Manmohan Singh has announced the setting up of model colleges in each of the 374

educationally backward districts in the country. The UGC has prepared Guidelines for the proposed model colleges and invited applications from the States.

- **Strengthening of State University Sector - Catch-up Grant to Uncovered State Universities and Colleges**

The state universities and colleges make for the core of our higher education system where almost all of our undergraduate students and bulk of postgraduate students pursue education. The UGC has emphasized on the need to strengthen this sector. At present, the UGC supports about 125 state universities (out of 260) and about 7000 colleges (out of about 20000). Remaining universities and colleges are left out from the scope of UGC development grants, mainly because they have deficient infrastructure. But these universities and colleges do not have to be in the left-out category for ever.

The UGC has evolved a scheme to provide one-time catch-up grant to these uncovered state universities and colleges to improve their academic infrastructure and thereby make them eligible for UGC grants. This is a major new initiative to strengthen the state university and college sector.

New Initiative for Enhancing Quality in Higher Education

The UGC has taken two important decisions to monitor the quality of universities and colleges.

Mandatory Assessment and Accreditation

The assessment by National Assessment and Accreditation Council (NAAC) so far has been voluntary or optional. The UGC has now made accreditation compulsory for all institutions of higher education.

Quality Assessment Cell in Universities and Colleges

The UGC has also developed a scheme under which all universities are now required to set up an in-house Quality Assessment Cell. Among other functions, the proposed Quality Assessment Cell will prepare annually a report on the quality status of the university or the institution and monitor its progress.

Regulation for Deemed Universities

The award of Deemed-to-be-University status to educational institutions was governed by guidelines. With this in view, the UGC has framed a regulation "UGC (Institutions Deemed to be Universities) Regulation, 2010".

Regulation for Admission and Fees in Deemed Universities

The UGC also set up a Committee to draft a regulation for admission and fees in Deemed Universities. The Committee has since submitted its report which is approved by the Commission. The report is submitted to the MHRD for consideration.

Reform of College Affiliation System

At present, 114 state universities are affiliating universities. They have a number of colleges affiliated to them. Some of them have 600 to 800 colleges and some have affiliated colleges located at a distance of 150 kilometres or more. This system put a heavy burden on the affiliating universities. With this in view, the UGC had set up a Committee to examine the problem of affiliation system including the guidelines for the affiliation of colleges. The UGC has approved the reforms of affiliation system and has recommended to state governments and universities to introduce these reforms as early as possible.

Academic Reforms of Universities and College System

One of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. The UGC had set up a Committee to study and suggest the best academic practices. The UGC has written to the universities and colleges to undertake academic reforms to achieve improvement in

academic quality and excellence. These reforms mainly include introduction of semester system, grading system, choice-based credit-system, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

Regulations for M.Phil. and Ph.D. admission, and Evaluation

The UGC recognised the immense variation in the procedure for admission to M.Phil. and Ph.D. program across the universities and colleges. In several cases the universities did not have a formal admission policy. In order to improve the quality of Ph.D. programme in the country, the UGC has prepared a regulation for M.Phil. and Ph.D. admission, examination and evaluation and made it binding for all. The regulation has already been issued. This will bring a significant change in the quality of the research for Ph.D. in the universities and colleges.

● **Faculty Development - Steps to attract and retain talented young persons**

The UGC recognises the problem of 'quality' faculty. Given this, it has adopted several measures to increase the supply of teachers for universities and colleges. It brought to the attention of the government that ban on recruitment of the teachers in universities and colleges has landed us in shortages of teachers. The ban on teachers also induced potential students to move away from teaching profession. The UGC proposed both short-term and medium-term strategy. Some of the steps that UGC has taken are given below.

(a) Pay Review Committee: Recommended Better Pay and Service Conditions for teachers

One of the important issues that higher education system currently faces relates to the availability of capable teachers in universities and colleges. How to attract the talented persons to the teaching profession and to retain them are the issues which need to be addressed squarely.

The UGC had set up the Pay Review Committee which was asked to address the issue of scarcity of quality teachers in universities and colleges, their emoluments and service conditions. Attracting talent to teaching and research professions and retaining it required reasonable salaries and proper service conditions.

The government recognised the distinctiveness of the teachers category and developed a separate category of pay, designated as "Academic Pay Grade". As at present, the 'pay package' and other service conditions of teachers in universities and colleges are comparable and competitive. Apparently, they also have adequate promotional avenues. Hopefully, this should strengthen the process of attracting talent to the academic profession and of retaining the talent in the profession.

(b) Educational Qualification Framework as part of the UGC Sixth Pay Committee

UGC set up a Committee to prepare the qualification frameworkand regulation for appointment of teachers in colleges and universities. The UGC has issued the Regulation "UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010".

(c) Augmenting Faculty Resources Involving researchers and academicians Outside the University System

Due to the scarcity of quality teachers in universities and colleges, the UGC has developed a scheme to use the services of the academicians employed in various research institutes outside the university system. This scheme enables universities and colleges to get the services of the academicians, scientists and researchers on liberal and fixable terms and conditions. This will help to reduce the problem of quality teachers, to some extent.

Academic Staff Colleges: Involving Research Institutes in Refreshers Courses in specialized subjects

The UGC has extended the scheme of offering orientation and refresher courses to reputed research institutes. There are a number of research institutes outside the university system whose expertise and experience in specialized areas could be gainfully utilized by colleges and universities, also.

Schemes to support the subject based Association of the teachers

The subjects Associations of the university and college serve an important academic purpose including holding discussion on various aspect of teaching program and curriculum ,organising annual conference and publishing the research Journal. Since these subject Association serve important cause the UGC has developed a schemes to support them to organise annual conference, to meet the annual working expenses and to meet the cost of publication of research Journal .

Reform of Nationality Eligibility Test (NET)

The UGC has made improvement in the NET System including the examination system and brought out the new regulations.

Abolition of Ragging in Universities and Colleges - New Regulations

The UGC has framed Regulations for curbing the menace of ragging in Universities and Colleges. These Regulations have been prepared on the lines of various decisions/orders of the Hon'ble Supreme Court in consultation with other statutory bodies and made effective from the academic year 2009-10. A helpline with toll free number has been set up.

New Initiative for promoting Inclusive Education

Research Fellowship for M.Phil. and Ph.D. Programme:

The UGC has taken a major initiative and increased the number of fellowships for M.Phil. and Ph.D. The amount of fellowship too has been enhanced. Among other things, this should step up the potential supply of teachers in medium-run.

Taken together, the following are the notable features in the refurbished M.Phil. and Ph.D. Fellowship programme, as introduced by the UGC :

- The number of National Eligibility Test (NET) Fellowships has been increased from 1600 to 6200, and the monthly value of the Fellowship has also been raised to Rs. 12,000 and Rs. 14,000;

- Various Non-NET scholarships have also been introduced for M.Phil., Ph.D. and post-doctoral students and researchers. This includes Fellowship to all non-fellowship holder M.Phil. and Ph.D. students at the rate of Rs. 5000 for Ph.D. and Rs. 3000 for M.Phil. in 40 Central Universities;

- About 4000 Ph.D. fellowships to Centres/Departments under SAP in state universities for sciences have been awarded;

- D. S. Kothari Post-Doctoral Fellowships, numbering 500;

- 'Operation Faculty Re-Charge Scheme', for 1000 faculty members;

- Radhakrishnan Post-doctoral Fellowship for Social Sciences, numbering 500; and

- Fellowship for SAP Department for Social Sciences.

Fellowships for SC, ST, Women and Physically Challenged

UGC extended a helping hand to Ministry of Social Justice and Empowerment in introducing Rajiv Gandhi Fellowships, numbering 2000, for the SC/ST students.

Initiatives for OBC

The provision of reservation at the level of Lecturer (Assistant Professor) has been implemented for the central universities and same has also been indicated to State governments and Deemed universities.

Necessary steps have been taken to implement the reservation for OBC in Central Universities.

The OBC have been provided necessary relaxation in various schemes of UGC.

Provision has been made to give due representation to persons from OBC on various Committee's of UGC.

New Initiatives for Minorities

The UGC already has a scheme for remedial coaching in English language, for NET and for entry into services. The schemes have been revised with increased budget.

The UGC has set up Minority Cell.

Guided by government's suggestions (based on Sacher Committee Report), the UGC has taken a number of new initiatives. These include:

a) Ph.D. Fellowship - The UGC suggested to the Ministry of Minority Affairs to introduce Ph.D. fellowships for minority students. The Ministry has since accepted the UGC suggestion, and sponsored 750 Fellowships to the UGC.

b) UGC has made a provision for Special Grants to colleges in 90 Muslim-concentrated districts identified by the Planning Commission as Minority Population Concentrated Districts.

c) Special schemes for construction of women's hostel in minority concentrated districts from among the 90 Muslim-concentrated districts.

d) The UGC is developing "Diversity Index" as measure of fair participation in various Committees and schemes of the UGC. The Central and State universities have been asked to do the same.

e) Maulana Abul Kalam Azad Chair - On the occasion of birth Centenary Maulana Abul Kalam Azad five chairs have been set up in universities of Jamia Millia Islamia, Maulana Azad National Urdu University, Hyderabad, Kashmir University, Srinagar, Calicut University, Calicut, Calcutta University, Kolkata, Babasaheb Ambedkar Marathwada University, Aurangabad.

f) The UGC has developed the schemes under which Centre for the Study of Social Exclusion and Inclusive Policies are set up in about 32 universities. Out of these about 10 Centres are devoted to the studies on issues related to social exclusion and inclusive policies for minorities.

g) Other schemes based on the recommendation of Sachchar Committee's recommendations include training teachers to teach modern subjects in Urdu language in schools and Madarassas. Three Academies have been established for training of teachers to teach modern subjects in the Urdu medium at Aligarh Muslim University, Maulana Azad National Urdu University, and Jamia Millia Islamia University.

h) The UGC took special initiative to identify four universities namely Aligarh Muslim University, Maulana Azad National Urdu University, Jamia Millia Islamia and Jamia Hamdard for the establishment of Residential Coaching Academy to prepare students belonging to Minority Communities for the competitive examinations like Civil Services Examinations – UPSC, State Service Examinations, Bank Examinations etc.

Equal Opportunity Office

The UGC has taken initiative to set up "Equal Opportunity Office" in all Central and State Universities. The function of this office is to operate all the schemes related to SC, ST, OBC, Minorities, physically challenged students, women and economically weaker students for these groups under one umbrella.

Initiative for Women Hostels

The UGC took special initiative to increase the number of hostels for girls and the amount of grants. The target for number of hostels has been increased quite substantially and the grant has also been increased from Rs. 25 lakhs to over one crore for one hostel.

Setting up of Chairs

a)   Babu Jagjiwan Ram Chair in Banaras Hindu University has been set up to undertake research on the issues of social justice and marginalised groups.

b)   Under the epoch-making thinkers, the name of three personalities, namely, Rabindra Nath Tagore, Ishwarchandra Vidhya Sagar and Ram Mohan Roy have been included.

Setting up of a Centre for the Study of Social Exclusion and Inclusive Policies

The study of issues related to social exclusion and discrimination associated with group identity like caste, ethnicity, religion and others have been neglected in the main stream social science literature. To promote the studies on the issue of social exclusion and discrimination and to develop inclusive policies, the UGC has developed the schemes for setting up Centre for the Study of Social Exclusion and Inclusive Policies. So for 32 Centres have been set up in 32 Central and State universities.

Sukhadeo Thorat
Chairman
University Grants Commission
1st January, 2011

List of Tables

List of Diagrams

Content

Higher education and developing societies Demand for higher education, Support for higher education.

University-level Institutions, Spatial distribution, Affiliating Universities, Degree-level-Colleges, Teaching faculty, Students in higher education.

Enrolment Expansion, Inclusion Education, Quality and Relevance

Rural-urban variation, Inter-state variation, UGC strategy and Schemes

Gender Disparities, Religious Group Disparities, Inter-Caste Disparities, Occupational Groups, Poor and Non Poor Enrolment, UGC Strategy and Schemes

Role of the UGC, NAAC, Role of the NAAC, Quality status of universities, Quality status of colleges, Excellence in higher education, UGC strategy & Schemes

Value-based education, Vocational education, IT integration and leveraging technology, UGC strategy & Schemes

Semester System, Choice based Credit System, Curriculum Development, Admission Procedure, Examination reforms, Evaluation, Ph.D. Admission Evaluation and Assessment report, Abolition of Ragging

Higher Education and Developing Societies Demand for Higher Education, Support for higher education

The policies on higher education in India in the post independence period have been regularly reviewed in order to make it compatible with the aspirations of the people and to keep it in consonance with the changing needs of a rapidly transforming economy, and young democracy. The independent India had inherited the structures of an educational system which were inadequate to create human resources required for the self reliant socio-economic development. The review of the system was essential in order to remove the infirmities of the inherited structures. This include first attempts in the form of Radhakrishnan Commission Report (1948-49),which was followed by equally comprehensive Kothari Commission Report (1964-66).These two reports, particularly the Kothari Commission Report form the base for New Education Policy (1986) and Programme of Action (1992). The 1986 New Education Policy and 1992 Program of Action has governed our policy for the development of higher education and paved the way for new and bold initiatives in higher education in the decades to come.

It is in our process that the policy as well as the programs on higher education are reviewed from time to time and necessary changes are made in the education policy.The five year plans have been used as main instruments to review the progress and take necessary corrective actions ,in the form of new policies and programs with financial planning for development of higher education .The five years plan provided an opportunity to the government to assess the progress and take the new initiative to achieve the necessary target.

It is in the 11th Plan 2007-2012, that government took a major initiative to expand the higher education in the country. The policy initiatives were new and taken for the first time in recent history of education development. Prime Minister Dr. Manmohan Singh, termed Eleventh Plan as "Education Plan" and described it as "Second Wave" in the development of higher education. The second wave in development of higher education is reflected in setting a target 15 percent of enrolment rate, up from 10% by the end of 10th plan .It is ambitious target because , we achieved the increase in enrolment rate of higher education from about 1 % in 1950 to 10 % in 2006. It took us close to fifty five years to realise 10 percentage points increase in enrolment ratio. And now, a half of that , that is 5 percentage poins net we decided to achieve in only five year period of 11th plan between 2007-2012 . However this ambitious target was backed by a quantum jump in the financial allocation from Rs. 3294 crores during the Tenth Plan to Rs. About 47,000 crores in the Eleventh Plan. The unprecedented expansion in institutional capacity is reflected in setting up of about 1464 new educational institutions - comprising 30 central universities, 8 IITs, 7 IIM, 20 NITs, 20 IIIT's, 3 IISER, 2 School of Planning and Architecture 374 model colleges, and 1000 Polytechnics.

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overall level and among different social groups (disaggregated in terms of religious, caste, gender, region, etc.), quality of higher education, financing of higher education and other related aspects.

The information generated through these studies (these have been since published) provided insight into the problems confronting higher education in the country, and serves as an invaluable source material for developing approach and strategy for higher education during the Eleventh Plan.

Prime Minister Dr. Manmohan Singh had asked the UGC to make a presentation on the vision for higher education under the Eleventh Plan. The UGC made the presentation, which was followed by a stimulating discussion for over two hours. The UGC highlighted the issues confronting higher education in the country: low enrolment rates (GER), inter-regional GER disparities, iniquitous access to different social groups, quality of higher education, problem of qualified and committed faculty and, above all, under financing of the higher education.

Based on the information from the studies conducted by UGC and other material the UGC had put together a report akin to a road-map for higher education in the country. The presentation pointed out the following problems faced by the higher education in the country

●   Lower access to higher education;

●   Inter-state and inter-district disparities and rural-urban differences in the access to higher education;

●   Inter-caste, inter-religion, male-female, poor-non-poor disparities in access to higher education;

●   Issue of quality in higher education;

●   Issue of providing relevant education;

●   Academic reforms and reform of governance in higher education;

●   Regulation of private sector in higher education; and

●   Issues related to cross-country education and collaboration.

Following the presentation, Prime Minister announced several major policy-decisions on the same day, chiefly for the expansion of the institutional capacity in higher education including setting up of 30 Central Universities during the Eleventh plan. Prime Minister also announced setting up of model colleges in each of 374 districts where the enrolment rate or GER was lower than the national average. Announcement also includes scholarships to cover 2% of undergraduate/post graduate students.

Furthermore, Prime Minister also advised the Planning Commission, MHRD and UGC to work closely to develop the strategy for higher education under the Eleventh Plan, which all the three organisation did and developed a strategy for the expansion of higher education.

The Present Report:

The present report present the higher education policy as enunciated under the Eleventh Plan. It discusses, in detail, the critical issues in higher education and strategies adopted to address these issues and the schemes evolved by the UGC to implement the strategies. It deals with the following:

(a)   Present status of higher education in India;

(b)   The critical issues as identified under the Eleventh Plan;

(c)   Approach and strategies adopted by the government to address these issues; and

(d)   The schemes developed by UGC to translate these strategies into viable action programmes.

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Chapter - 2

Higher Education: Growth in Institutional Capacity

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Before we present the approach and strategy of the 11th plan and the schemes developed by UGC ,we first present the status of higher education on the eve of 11th plan, that 2007 and the issues that were required to be addressed. The progress of higher education in any country can be measured by its institutional capacity. The educational institutional capacity is measured by number of educational institutions, namely universities, and colleges, number of teachers and number of students seeking post-higher secondary education and other related aspects . We look at these three parameters.

University-level Institutions:

Over past six decades, India has covered a long distance on the path of expanding the institutional capacity in higher education (Table 2.01). In the year 1950, the country had just 25 university-level institutions; this figure has gone up to 417 in 2007, - nearly 17-fold increase. The growth of degree colleges during the period has been even larger, nearly 30-times. The number of colleges has gone up from 700 to 25,951.

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Table 2.01

Institutions of Higher Education and their Intake Capacity

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Capacity Indicators	1950	1991	2004	2006	2009
No. of university level institutions	25	177	320	367	467
No. of colleges	700	7,346	16,885	18,064	25,951
No. of teachers (in thousands)	15	272	457	488	588
No. of students enrolled (in million)	0.1	4.9	9.95	11.2	13.6

Total university level institutions by 01.07.2010 add up to 534

In the country, university-level institutions widely differ in terms of their structure and coverage (Table 2.02). These could be sub-divided into six broad groups: central universities (in the year 2009, numbering 40), state universities (234), deemed universities (128), institutions of national importance, established under central legislation (39), institutions of national importance, established under state legislation (5), and private universities (21). The diversity is apparent.

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Table 2.02

University-level Institutions in India

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Type	2002	2006	2007	2009	2010
Central Universities	18	20	25	40	41
State Universities	178	217	231	234	257
Institutions Deemed to be Universities	52	102	102	128	130

Institutions of National Importance (by State Legislation)	5	5	5	5	5
Institutions of National Importance (by Central Legislation)	12	13	33	39	39
Private Universities	-	10	21	21	61
Total	**265**	**367**	**367**	**467**	**533**

The figures for 2010 are up to 01.07.2010

Equally wide is disciplinary-orientation of the universities in the country. Available data show (Table 2.03) that most universities (54 percent) are multi-disciplinary in character. Another 6.3 percent universities (women universities and the open universities) are also multi-disciplinary, while the rest are discipline-specific (Agriculture, Engineering, Law, Medical, etc.).

Table 2.03
Central and State Universities and their Disciplinary-orientation

Type	Number	Percentage
General (multi-disciplinary)	126	54
Agricultural, veterinary and fishery	39	16.7
Technological	14	6
Language	11	5
Medical	9	4
Law	6	2.6
Woman (multi-disciplinary)	5	1.3
Open	11	5
Others	16	5.7
Total	**237**	**100**

It may be noted that, with the exception of the Agriculture and Medical Universities, which are supported and overseen by the Ministries of Agriculture and of Health & Family Welfare respectively, the rest of the universities are under the purview of the UGC.

Spatial Distribution:

Although all states and three union territories have university-level institutions, their distribution is far from being uniform (Table 2.04). There are seven states, which have only one university, while three states have two each. Indeed, these states are small in terms of area or population. In sharp contrast, there are seven states which have 21 or more university-level institutions, the largest state on this continuum being Maharashtra.

Table 2.04
Distribution of Universities in States and Union Territories (2009)

NUMBER OF UNIVERSITIES

1 TO 4	5 TO 9	10 TO 15	16 TO 20	21 OR MORE
Arunachal Pradesh	Assam	Haryana	Bihar	Andhra Pardesh
Goa	Chhattisgarh	Kerala	West Bengal	Gujarat

Manipur	Himachal Pradesh	Madhya Pardesh	Delhi	Karnataka
Meghalaya	J&K	Orissa		Maharashtra
Mizoram	Jharkhand	Punjab		Rajasthan
Nagaland		Uttarakhand		Tamil Nadu
Sikkim				U.P.
Tripura				
Chandigarh				
Puducherry				

As education figured in the 'concurrent list' of the Constitution, both the union as well as the state governments are competent to legislate and to establish university-level institutions. To-date, the central government has established 25 central universities and, again, the distribution of these much-sought-after institutions in the country is uneven (Table 2.05). There are as many as 02 states which have four Central Universities.

Table 2.05

Distribution of Central Universities in States and Union Territories (2009)

	One	**Two**	**Three**	**Four**
Arunachal Pradesh	Mizoram	Assam	Andhra Pradesh	Uttar Pardesh
Bihar	Nagaland	J & K		Delhi
Chhattisgarh	Orissa	Madhaya Pardesh		
Gujarat	Punjab	Manipur		
Haryana	Rajasthan			
Himachal Pardesh	Sikkim			
Jharkhand	Tamil Nadu			
Karnataka	Tripura			
Kerala	Uttarakhand			
Maharashtra	West Bengal			
Meghalaya	Puducherry			

Total Central Universities	**41**

For understandable reasons, state governments have been more active in establishing university-level institutions, and have established nearly four out of every five public sector universities. Nonetheless, the distribution of state universities, too, is seen to be highly skewed (Table 2.06). There are 07 States which have more than 16 State Universities. In contrast, states like Chhattisgarh, Haryana, J&K, Kerala, Orissa, Punjab, Bihar, M.P. and Rajasthan have established a large number of universities.

Table 2.06

Distribution of State Universities established by States & Union Territories (2009)

NUMBER OF UNIVERSITY-LEVEL INSTITUTIONS

NONE	1TO 5	6 TO 10	11 TO 15	16 OR MORE
A & N Island	Assam	Chhattisgarh	Bihar	Andhra Pradesh
D & N Haveli	Goa	Haryana	M.P.	Gujarat
Daman & Diu	H.P.	J&K	Rajasthan	Karnataka
Manipur	Jharkhand	Kerala		Maharashtra
Meghalaya	Sikkim	Orissa		Tamil Nadu
Mizoram	Delhi	Punjab		Uttar Pradesh
Nagaland	Chandigarh			West Bengal
Puducherry				

Likewise, the number of deemed universities has increased, after 1991, quite rapidly. In 2009, the country had 128 deemed universities (Table 2.02). However the distribution of deemed universities across the states differs widely (see Table 2.07). There are 05 States which have more than 10 deemed universities. Tamil Nadu tops in the list of deemed to be universities.

Table 2.07

Distribution of Deemed to be Universities in States & Union Territories (2009)

One	2 TO 5	6 TO 10	More than 10
Arunachal Pardesh	Bihar	Andhra Pardesh	Karnataka
Chandigarh	Gujarat	Rajasthan	Maharashtra
Puducherry	Haryana		Tamil Nadu
	Jharkhand		U.P.
	Kerala		Delhi
	M.P.		
	Orissa		
	Punjab		
	Uttaranchal		
	W.B.		

Table 2.08 highlights the number of Private Universities in the year 2009. Rajasthan has the highest number of 6 Private Universities followed by Gujarat with 5 such universities.

Table 2.08

Distribution of Private Universities in States (2009)

One	2 TO 4	5 TO 8
Himachal Pardesh	U.P.	Gujarat
Punjab	Uttarakhand	Rajasthan
Sikkim		
Tripura		

Table 2.09 exhibits the number of institute of national importance in States. It is clear from the table that there are many states which have two or more than two Institutes of National Importance.

Table 2.09

Distribution of Institutes of National Importance in States (2009)

One	2 TO 4
Chandigarh	Andhra Pradesh
Haryana	Assam
Himachal Pradesh.	Bihar
J&K	Gujarat
Jharkhand	Kerala
Karnataka	Maharashtra
Madhya Pradesh	Orissa
Tripura	Punjab
Uttrakhand	Rajasthan
	Tamil Nadu
	Uttar Pradesh
	West Bengal
	Delhi

Beside, State public universities several state governments have lately gone about permitting the establishment of private universities. Table 2.10 projects the distribution of State-wise universities in States and Union Territories.

Table 2.10
Distribution of State-wise Universities in States & Union Territories (2009)

S.No	State	No. of Universities				
		Total	**Central**	**State**	**Deemed**	**Others***
1.	Andhra Pradesh	33	3	21	7	2
2.	Arunachal Pradesh	2	1	-	1	-
3.	Assam	6	2	4	-	-
4.	Bihar	17	1	13	2	1
5.	Chhattisgarh	9	1	8	-	-
6.	Goa	1	-	1	-	-
7.	Gujarat	24	1	21	2	-
8.	Haryana	12	1	6	5	-
9.	Himachal Pradesh	5	1	4	-	-
10.	J&K	8	1	6	-	1
11.	Jharkhand	7	1	4	2	-
12.	Karnataka	32	1	16	15	-
13.	Kerala	10	1	7	2	-
14.	Madhya Pradesh	17	2	13	2	-
15.	Maharashtra	41	1	19	21	-
16.	Manipur	2	2	-	-	-
17.	Meghalaya	1	1	-	-	-
18.	Mizoram	1	1	-	-	-
19.	Nagaland	1	1	-	-	-
20.	Orissa	13	1	10	2	-
21.	Punjab	11	1	8	2	-
22.	Rajasthan	28	1	19	8	-
23.	Sikkim	3	1	2	-	-
24.	Tamil Nadu	50	1	20	29	-
25.	Tripura	2	1	1	-	-
26.	Uttar Pradesh	38	4	23	10	1
27.	Uttaranchal	14	1	9	4	-
28.	West Bengal	20	1	18	1	-
29.	NCT of Delhi	16	4	1	11	-
30.	Chandigarh	2	-	1	1	-
31.	Puducherry	2	1	-	1	-
	Total	**428**	**40**	**255**	**128**	**5**

* Others - Institutions established under State Legislature Act.

Affiliating Universities:

One of the notable features of higher education in India is the system of affiliation. There are 'unitary' universities (with or without constituent or associated colleges), and there are affiliating universities. The latter recognize and facilitate colleges located in district and sub-divisional towns, or even distant places, which would have remained, otherwise, unserved.

As Table 2.09 would show that, in this regard, state universities have been in the forefront. Yet there are quite a few central universities as well which are affiliating in character. Over the years, affiliated colleges have played an important role in ensuring access to higher education by a large population in the four quarters of the country - over 85 percent of the students are enrolled in these colleges. At present, there are 6 central universities and 114 state universities which are affiliating in character. However, several state universities have an unwieldy number of affiliated colleges. Reportedly, in 2004, Osmania University had 607 affiliated colleges, and Dr. Hari Singh Gaur University, 890. Doubtless, this kind of system has burden these universities with administrative work.

Degree-level Colleges:

As pointed out earlier, the number of colleges in India has increased from about 700, in the year 1950, to a whopping 25,951, in 2009. On an average, the country has approximately 5 colleges for every 2 development blocks.

Table 2.11
Number of Colleges in India

TYPE	2005	2006	2009
Total number of colleges	17,625	18,064	25,951
Colleges recognized under Section 2(f) of the UGC Act	5,589	6,109	7,176
Colleges eligible to receive development grants under Section 12(B) of the UGC Act	5,273	5,525	5,936

Out of these, 7,178 colleges are recognised by the UGC under Section 2(f) of the UGC Act and 5,936 colleges are eligible to receive development grants under Section 12(B) of the UGC Act. Table 2.13 mentioned about the State-wise number of colleges included under Section 2(f) and 12(B) of the UGC Act, 1956.

Table 2.12
State-wise number of Colleges included under Section 2(f) and 12(B) of the UGC Act, 1956 (2009)

S.No.	State/Union Territory	2(f) & 12(B)	No. of Colleges Not included under Section 12(B)	Total
1.	Andhra Pradesh	416	41	457
2.	Arunachal Pradesh	06	02	08
3.	Assam	197	31	228

4.	Bihar	296	42	338
5.	Chhattisgarh	141	04	145
6.	Goa	23	03	26
7.	Gujarat	368	18	386
8.	Haryana	146	04	150
9.	Himachal Pradesh	48	01	49
10.	Jammu & Kashmir	46	62	108
11.	Jharkhand	85	16	101
12.	Karnataka	513	83	596
13.	Kerala	223	05	228
14.	Madhya Pradesh	382	68	450
15.	Maharashtra	843	103	946
16.	Manipur	47	07	54
17.	Meghalaya	27	07	34
18.	Mizoram	18	03	21
19.	Nagaland	12	02	14
20.	Orrisa	324	55	379
21.	Punjab	211	07	218
22.	Rajasthan	211	41	252
23.	Sikkim	03	02	05
24.	Tamilnadu	284	71	355
25.	Tripura	16	--	16
26.	Uttar Pradesh	512	543	1,055
27.	Uttranchal	42	04	46
28.	West Bengal	386	08	394
29.	A & N Islands	02	--	02
30.	Chandigarh	18	--	18
31.	D & N Haveli	--	--	--
32.	Daman Diu	01	--	01
33.	Delhi	78	03	81
34.	Lakshdweep	--	--	--
35.	Puducherry	11	01	12
	Total	**5,936**	**1,240**	**7,176**

Table 2.13

Distribution of Colleges per lakh (18-23 years) in States and Union Territories

NUMBER OF COLLEGES AVAILABLE PER LAKH ELIGIBLE POPULATION

Less than 5	5 to 10	10 to 20	20 and above
Punjab	Jharkhand	Orissa	Manipur
Sikkim	Kerala	Nagaland	Mizoram
Jammu & Kashmir	Arunachal Pradesh	Karnataka	
Tripura	Haryana	Goa	
Delhi	Gujarat	Meghalaya	
Bihar	Andhra Pradesh		
West Bengal	Assam		
Rajasthan	Chhattisgarh		
Uttar Pradesh	Uttrakhand		
Tamil Nadu	Himachal Pradesh		
	Maharashtra		
	Madhya Pradesh		

Teaching Faculty:

In 2007, there were nearly five lakhs faculty teachers in universities and colleges. In a general way, this makes for a student-teacher ratio of 22:1, although this ratio is relatively   on lower side (18:1).

As Diagram 2.01 shows, the proportion of Professors and Readers in university teaching departments and colleges is distinctly larger than in affiliated colleges. Going by student-teacher ratio or the proportion of senior faculty members, university teaching departments and colleges have a greater probability of ensuring 'quality' in higher education.

Diagram 2.01

FACULTY MEMBERS IN UNIVERSITIES / COLLEGES

As in 2006

OTHERS 3.2% PROFESSOR 5.9% READER 24.6% SR. LECTURER 15.0% LECTURER 51.4%
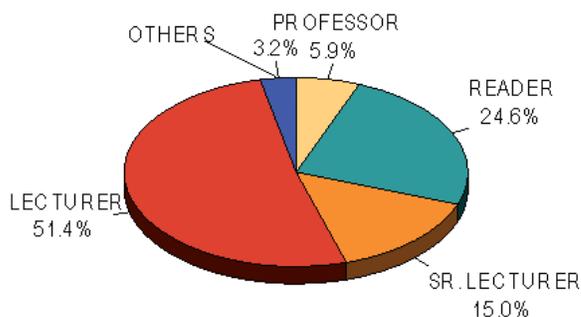
AFFILIATED COLLEGES
(N = 4,09,184)

OTHERS 2.4% PROFESSOR 21.0% LECTURER 29.5% SR. LECTURER 15.3% READER 31.7%
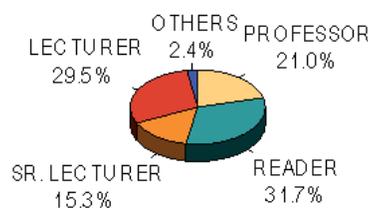
UNIV. DEPTTS. / COLLEGES
(N = 78,818)

Students in Higher education

At the macro-level, estimates of the number of students in higher education tend to vary with the source of information. To illustrate, the Census of India, 2001, estimated 160.9 lakh of students undergoing degree and equivalent programme, the National Sample Survey Organization, in 2003-04, 161 lakh , and Selected Educational Statistics, in 2005, 104 lakh. The estimate of students among the three sources vary because of their data collection methods .Thus while selected education statistic's data is confined to post higher secondary degrees, the population census and national sample survey are bases on house household survey and include, beside degree ,short duration diplomas and certificate level courses. As per Selected Educational Statistics, 136 lakh of student were enrolled in institutions of higher education in 2008-09.

Table 2.14
All India Growth of Students Enrolment in Higher Education (1984 to 2009)

Year	Total Enrolment	Increase over the preceding year	Percentage
1984-85	34,04,096	96,447	2.9
1985-86	36,05,029	2,00,933	5.9
1986-87	37,57,158	1,52,129	4.2
1987-88	40,20,159	2,63,001	7.0
1988-89	42,85,489	2,65,330	6.6
1989-90	46,02,680	3,17,191	7.4
1990-91	49,24,868	3,22,188	7.0
1991-92	52,65,886	3,41,018	6.9
1992-93	55,34,966	2,69,080	5.1
1993-94	58,17,249	2,82,283	5.1
1994-95	61,13,929	2,96,680	5.1
1995-96	65,74,005	4,60,076	7.5
1996-97	68,42,598	2,68,593	4.1
1997-98	72,60,418	4,17,820	6.1
1998-99	77,05,520	4,45,102	6.1
1999-2000	80,50,607	3,45,087	4.5
2000-2001	83,99,443	3,48,836	4.3
2001-2002	89,64,680	5,65,237	6.7
2002-2003	95,16,773	5,52,093	6.2
2003-2004	1,00,11,645	4,94,872	5.2
2004-2005	1,05,42,262	5,30,617	5.3
2005-2006	1,11,37,627	5,95,365	5.6
2006-2007	1,18,87,095	7,49,468	6.7
2007-2008	1,27,27,082	8,39,987	7.0
2008-2009	1,36,41,808	9,14,726	7.2

Table 2.15 shows the State-wise student's enrolment in Higher Education in the year 2009. It also highlights the enrolment of women in higher education.

Table 2.15
State-wise Students Enrolment in Higher Education (2009)

S.No	State/UT	Total Enrolment	Women Enrolment	% of Women
1.	Andhra Pradesh	1150759	471811	41.0
2.	Arunachal Pradesh	12670	5321	42.0
3.	Assam	234124	100673	43.0
4.	Bihar	624010	187203	30.0
5.	Chhattisgarh	226105	79137	35.0
6.	Delhi	250400	120192	48.0
7.	Goa	24282	14326	59.0
8.	Gujarat	701577	305888	43.6
9.	Haryana	352887	151741	43.0
10.	Himachal Pradesh	118194	55551	47.0
11.	Jammu & Kashmir	111550	50198	45.0
12.	Jharkhand	222608	75687	34.0
13.	Karnataka	837668	368574	44.0
14.	Kerala	373092	208932	56.0
15.	Madhya Pradesh	750745	285283	38.0
16.	Maharashtra	1813942	779995	43.0
17.	Manipur	36118	16434	45.5
18.	Meghalaya	37107	18182	49.0
19.	Mizoram	12129	5640	46.5
20.	Nagaland	22057	10367	47.0
21.	Orissa	419939	180574	43.0
22.	Punjab	335407	171058	51.0
23.	Rajasthan	572651	209018	36.5
24.	Sikkim	5841	2453	42.0
25.	Tamil Nadu	1033755	485865	47.0
26.	Tripura	25884	11337	43.8
27.	Uttar Pradesh	2170516	803091	37.0
28.	Uttaranchal	177411	78238	44.1
29.	West Bengal	903103	353113	39.1
30.	A & N Islands	2600	1455	56.0
31.	Chandigarh	50032	25516	51.0
32.	Lakshadweep	300	102	34.0
33.	Daman & Diu	750	350	46.7
34.	D&N Haveli	0	0	0.0
35.	Puducherry	31595	15798	50.0
	Total	**13641808**	**5649102**	**41.4**

Table 2.16 shows the Stage-wise Enrolment of students in higher education in the last three years.

Table 2.16
Stage-wise Enrolment of Students in Higher Education

S.N.	Stage	2006-07	2007-08	2008-09
1.	Graduate	10325839	11033966	11908151
2.	Post-Graduate	1094060	1145940	1489685
3.	Research	74320	82277	95872
4.	Diploma / Certificate	118286	114535	148100
	Grand Total	**11612505**	**12376718**	**13641808**

Table 2.17 indicates the Faculty-wise Students enrolment in higher education during the academic year 2008-09.

Table 2.17
Students Enrolment - Faculty-Wise (2008-2009)

S.No.	Faculty	Total Enrolment	Percentage to Total
1.	Arts	5875532	43.07
2.	Science	2612406	19.15
3.	Commerce/Management	2486901	18.23
4.	Education	286478	2.10
5.	Engineering / Technology	1313706	9.63
6.	Medicine	446087	3.27
7.	Agriculture	80482	0.59
8.	Veterinary Science	21827	0.16
9.	Law	381971	2.80
10.	Others	136418	1.00
	Total	**13641808**	**100.00**

Table 2.18 projects the faculty-wise number of M.Phil & Ph.D. degrees awarded by various institutions in the last two years.

Table 2.18
Faculty-wise M.Phil. & Ph.D. Degrees Awarded

S. No	Faculty	2006-07		2007-08	
		M.Phil.	Ph.D.	M.Phil.	Ph.D.
1	Arts	4265	4752	6078	4405
2	Science	1672	4098	8452	4514
3	Commerce/Management	552	882	2265	873
4	Education	324	423	1252	425
5	Engineering/Technology	0	844	4	1427
6	Medicine	32	319	48	277
7	Agriculture	0	664	270	664
8	Veterinary Science	3	161	5	123
9	Law	24	137	5	127
10	Others*	351	493	794	402
	Total	**7223**	**12773**	**19173**	**13237**

* Others include Music/Fine Arts, Library Science, Physical Education,   Journalism, Social Work, etc.

Chapter - 3

Emerging Issues Related to Higher Education

The 11thPlan identified number of issues related to higher education ,but placed main focus on four major issues related to higher education. These include expansion in higher education through higher enrolment, equal access to all, that is inclusiveness in higher education, promotion of quality and excellence and offering relevant education.We discuss the nature of each of these of the four issue.

Issue Related to Enrolment expansion

As pointed out earlier, the growth and expansion of higher education in the country, in post-Independence period, has been rapid and sizeable. Yet it could have been quite inadequate. Moreover, it has been uneven which has given rise to numerous access-related issues. Let us have a close look at access related issues to higher education in the country.

1. Aggregate access to higher education in term of enrolment ratio in different states of the country ranges between 1.0 and 33.7 percent.

2. There has been a tremendous increase in the demand for higher education, leading to a situation where demand far exceeds the existing capacity in universities and colleges.

3. Despite 17-fold increase in the number of universities in the country during 1950-2007, the number of university-level institutions in the country is only 417, and the bulk of higher education is provided by colleges (numbering, 20,677) that are affiliated .

4. University-level institutions (central, state, deemed and private) are not uniformly distributed across states and union territories.

5.   For several historical and cultural reasons, central universities, much in demand, are somewhat concentrated in Andhra Pradesh, Delhi, North-Eastern States and Uttar Pradesh.

6. The distribution of state and deemed universities is equally skewed.

7. In many instances, universities have come to affiliate an inordinately large number of colleges (in one instance, 890 colleges), having adverse implications for the governance and quality of higher education.

8. Seen from a larger perspective, the country has, on the average, two colleges per development block. However, the following facts and figures demand attention: (a) Colleges, too, are not uniformly distributed across all the states and districts. There are only two states which have 20 colleges per lakh of population, while 10 states have less than 5 colleges. (b) Quite often, we have villages in remote locations and tribal areas which do not have a college in accessible vicinity or at a reasonable distance. (c) The size and quality of colleges across the country are highly variable.

Issues Related to Inclusion education

India has taken long strides in expanding higher education over the preceding decades. However, sharing of gains of these efforts has hardly been equitable. Many regions and many segments of population appear to be left out, providing clinching evidence of disparities and imbalances which need to be corrected as soon as possible. Prominent among such disparities are:

(a)   *Rural-Urban disparities:* Out of every 10 persons in India, 7 live in villages. This is what makes rural-urban disparity in higher education still more disquieting. As per NSSO data (2004-05), the GER in rural areas is merely 6.74 percent, as compared with 19.88 percent in urban areas.

(b)   *Inter-state Disparities:* GER across different states and regions are far from uniform. There are 19 states and union territories in which GER is lower than the national average (10.84 percent).

(c)   *Inter-religious Group Differences:* Amongst the various religious groups, Muslims are found to have the lowest GER (6.84 percent), a half of the national average. It contrasts with the fact that other religious groups have GER higher than the national average.

(d)   *Inter-caste Variations:* While national average of GER is 10.84 percent, Scheduled Castes have GER of 6.52 percent, Scheduled Tribes 6.57 percent, and Other Backward Classes 8.77 percent. These disparities are further accentuated, should one focus on rural areas.

(e)   *Gender Disparities:* GER for girls is just 9.11 percent as compared with 12.42 percent for boys. It is pertinent to note that the GER for females belonging to lower caste groups and some social groups (particularly Muslims) is even lower.

(f)   *Disparities among Occupation Groups:* GER for the agricultural labourers (1.41 percent) and casual workers in urban areas (3.26 percent) is found to be far lower than that of the self-employed and regular wage- and salary-earners.

(g)   *Poor-Non Poor Disparities:* GER for the 'poor' works out to be abysmally low, 2.41 percent, as against 12.81 percent for the 'non-poor'.

Quality-related Issues

Out of 16,000 Colleges that come under the UGC purview, only 5,813 (36 percent) are recognised under Section 2(f), and only 5,273 colleges (38 percent) are eligible to receive development assistance. A large number of colleges are precluded for UGC development grant, as they are unable to meet the minimum eligibility criteria laid down by the UGC - a minimum critical level of quality in terms of physical and academic infrastructure.

Similar is the situation of a large number of universities. Out of a total of 417 university-level institutions, 317 fall under the jurisdiction of the UGC. Among these, 164 universities were actually provided with development grants during the Tenth Plan.

Out of 164 universities which, at present, receive development grants from the UGC, 111 universities are accredited by the National Assessment and Accreditation Council (NAAC) and, among them, only 32 percent have rated as A grade or above. This hardly speaks well of quality and excellence in universities.

Amongst the 4,870 colleges, as many as 2,780 are accredited by the NAAC and, among them, barely 9 percent are rated as A or above. Doubtless, quality and excellence in colleges leaves much to be desired.

Thus 68 percent of the universities and 91 percent of the colleges are rated average or below average in terms of quality parameters specified by the NAAC. The scope for improvement in terms of quality and excellence is apparent.

Relevance education related Issues

The issue of offering relevant education also poses serious concern. It was recognized that relevant education would involve three aspects. It involve imparting of scientific knowledge to the students on the subject so that we create knowledge society with scientific approach and mind. Beside knowledge it also involve imparting of skill and working knowledge, and thereby develop human resource necessary for economic development. And finally relevant education also involve providing value education so that education serve as an instrument of creating citizens who cherish value of democracy, secularism, fraternity, and equality. The in higher education which we recognized was to develop curriculum at college and university level which will meet these three goals of education and turn out persons scientific temper, with necessary skill and values.

Other issues

The other issues include academic reforms-the way we operate imparting education in universities and colleges, the issues related to the regulation of the higher education system through various regulatory councils by the centre, the internalisation of the higher education, issue of public - private partnership and similar issues.

Chapter - 4

Expansion of Enrolement

Over past six decades, India has taken long strides in promoting higher education. Large-scale expansion has taken place at the aggregate level: 477 university-level institutions and 20,677 colleges. During 2006-07, the enrolment in higher education was estimated to be over 14 million. Nonetheless, the demand far exceeds the capacity of the institutions of higher education. Furthermore, these data positions provide a little different picture when examined in terms of population.

Attention may be drawn towards the status of post-senior secondary enrolment in the country. As per Selected Education Statistics (SES), gross enrolment rate (GER) in higher education, in the year 1950-51, was just 0.7 percent, which has steadily moved up over the decades. The Selected education statistic shows that the GER has increased to about 11 percent in 2006/7. The National Sample Survey Organisation (NSSO) estimates, come with a estimate of 10.84 percent for the age-group of 18-23 years in 2004/5 .These estimates pertain to graduation and above only. These estimate refers post higher secondary degree and diploma (post graduate or three to four duration) ,and if we include other diplomas and certificate sensational sample survey and also population census give GER of about 13 to 14 % .

 In 2005, the UNESCO reported India as having 11.3 percent GER, as against 23.2 percent world average. Diagram 4.01 brings out that the situation of many Asian countries like China (19 percent) and Malaysia (29 percent) was much better, what to say of the United Kingdom (60 percent) or the United States of America (82 percent). Although India has accomplished much in higher education, more remains to be accomplished. This becomes abundantly clear when we take a look at the spatial distribution of enrolment ratios.

Diagram 4.01
GER IN DIFFERENT COUNTRIES IN 2005.
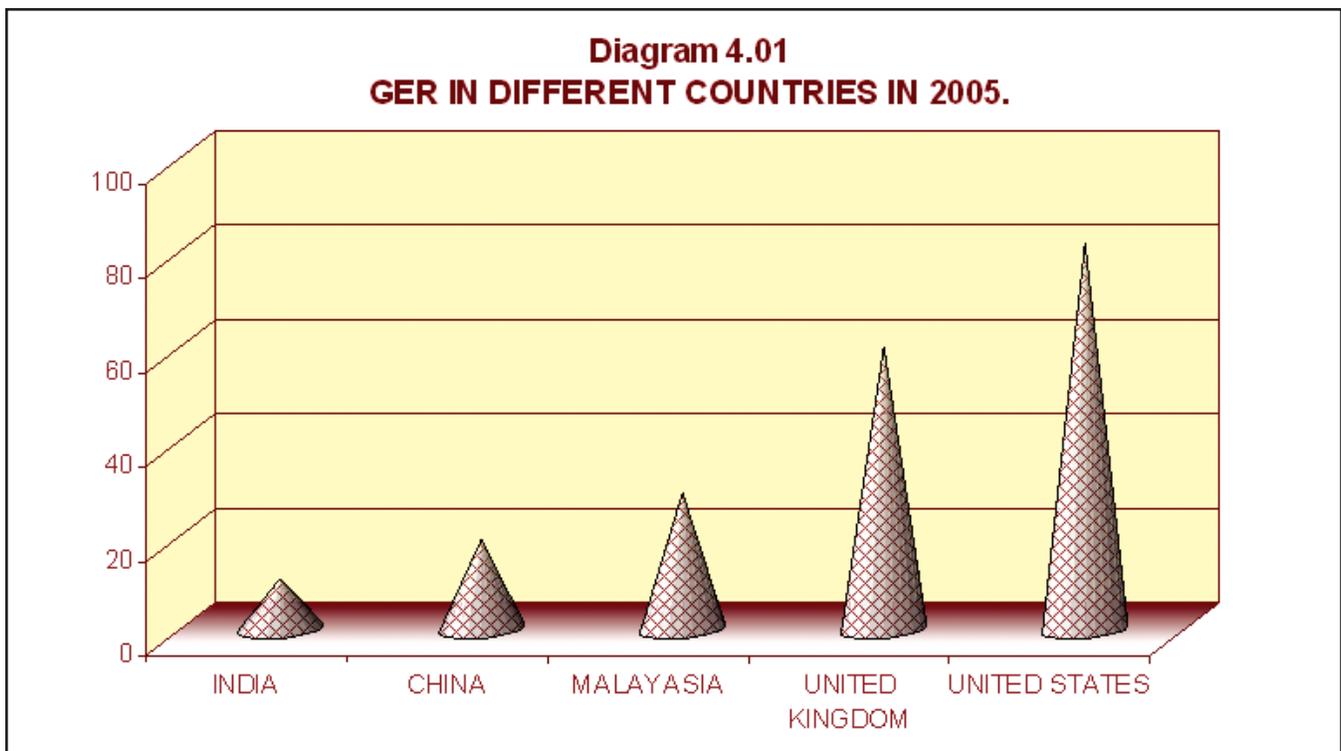
Rural-urban distribution

While the growth of higher education in India over past six decades has been sizeable, it has hardly been uniform or equitable. This assertion draws support from several perspectives. For instance, there are observed significant disparities between rural and urban areas. As would be readily seen from Table 4.01, some kind of vertical divide is observed between rural and urban areas.

Table 4.01
Rural-Urban Disparities in enrolment (18-23 years) in Higher Education in India.

(Figures are in percentage)

	GER*	GER**	NER**	EER**
Rural	8.99	6.74	6.24	47.49
Urban	24.52	19.88	18.86	57.10
Total	**13.82**	**10.84**	**10.18**	**52.61**

*Source: *Census 2001; **NSSO 2004-05.*

GER-Gross enrolment ratio ,NER -Net enrolment ratio and EER-eligibility enrolment ratio Census 2001 estimated GER for rural areas as 8.99 percent, and for urban areas as 24.52 percent - almost a three-fold difference. This kind of rural-urban hiatus is even larger if one goes by NSSO estimates.

That the growth of higher education in the country has been uneven is further reinforced when one goes through the NSSO estimates of NER and EER. Apparently 57.10 percent of the urban boys and girls, after undergoing senior secondary, enter into the portals of higher education, while only 47.49 percent of the rural boys and girls do so. Apparently, post-senior secondary enrolment in rural areas demands priority attention.

Inter-state variations:

In respect of higher education, there are observed inter-state variations that are difficult to ignore (Table 4.02). Inter-state variations are marked and disquieting. GER is observed to range from 1.0 percent (Dadar and Nagar Haveli) to 33.7 percent (Chandigarh). Should we focus on the age-group of 18-23 years and only on the courses or programmes leading to graduate or higher degree, the national average is found to be 10.84 percent.

Table 4.02
Overall GER in the States and Union Territories - 2004-05

(Percentage ranges)

GROSS ENROLMENT RATIO			
Less than 5	**5 to 10**	**10 to 15**	**Above 15**
D & N Haveli	Tripura	Karnataka	Uttrakhand
Lakshadweep	Orissa	A & N Island	Himachal Pradesh
Arunachal Pradesh	Sikkim	West Bengal	Puducherry
Meghalaya	Bihar	Chhattisgarh	Kerala

Rajasthan	Uttar Pradesh	Nagaland
Jharkhand	Andhra Pradesh	Daman & Diu
Madhya Pradesh	Tamil Nadu	Delhi
Mizoram	Maharashtra	Chandigarh
Assam	Punjab	
Gujarat	Jammu & Kashmir	
	Haryana	
	Manipur	
	Goa	

There are 21 states and union territories (for example, Chandigarh and Delhi) which have GER above the national average, yet there are others (e.g. Dadar & Nagar Haveli, Lakshadweep and Arunachal Pradesh) which are below, far below, the national average.

UGC Strategy and Schemes

Under the Eleventh Plan, the strategy is to raise 'gross enrolment ratio' (GER) in higher education to 15 percent. This is proposed to be achieved by a two-fold strategy: Enhancing the intake capacity of existing institutions and increasing the number of new institutions.

With a view to augmenting enrolment, new institutions are to be set up. These include 30 new 'central' universities, one tribal university, 374 colleges in those districts that have a GER (in higher education) lower than the national average, and a host of other technical / professional institutions.

Towards enhancing the 'intake capacity' of the existing institutions of higher education, both government and private institutions are to be involved. Ordinarily these institutions would be those that are already supported by the UGC, 167 universities and 6000 colleges. These institutions are to be given a substantial increase in their maintenance and development grants.

a)   Grants for General Development and Merged Schemes for Universities and Colleges:

Universities:

The objective of general Development Assistance is to improve the infrastructure and basic facilities in Universities so as to help them achieve at least the threshold level and promote enhancement of quality.

The UGC provides general development assistance to all eligible Central Universities, identified Deemed Universities, and State Universities which are included under Section 2(f) and 12 (B) of the UGC Act, within the frame work of norms and broad outlays specified by the UGC.

The UGC has decided that General Plan Development Grant to the individual university would be made available during the XI plan on the basis of the outlays determined and communicated to the universities based on the 11th plan committee ,which is three to four time more compared with 10th plan allocation . The outlays determined and communicated to Universities shall be in operation for the period from 1.4.2007 to 31.3.2012. The scheme will end with the plan period, i.e. on 31.3.2012. Development assistance may be

utilised for the consolidation of existing infrastructure and for modernising teaching, research and administration as also for extension and field outreach activities to meet the changing needs of the Universities. Under General Plan Development Assistance, the UGC will assist each eligible university for the overall development covering the aspects such as i) Enhancing access ii) Ensuring equity iii) Imparting relevant education iv) Improving quality and excellence v) Making the University Administration more effective vi) Providing for Faculty Improvement Programmes vii) Enhancing Facilities for Students viii) Augmenting research facilities and ix) any other Plans of the University.

In order to fulfill the above objectives, the requirements of the University in terms of infrastructure, staff, equipment, books and journals in the library, etc. the financial assistance is provided by the UGC under the General Plan Development Grant during the XI Plan period.

Grants under Merged Schemes

During the XI Plan, the UGC merged various schemes (introduced during the X Plan the following schemes) with General Development Grant   for the purpose of release. The allocation for these schemes would be made at the beginning of the XI Plan based on the recommendations of the Visiting Committee. No separate application during the Plan period would be considered for funding under these schemes. The University may indicate separately the funds required under each of these schemes as per the guidelines for schemes such as:

1.	Travel Grant
2.	Conferences/ Seminars/ Symposia/ Workshops
3.	Publication Grant
4.	Appointment of Visiting Professor/Visiting Fellow
5.	Day Care Centre
6.	Adventure sports alongwith new schemes for development of
	Sports infrastructure and equipments
7.	Special Development Grant for Universities in Backward/ Rural/ Remote/Border Areas
8.	Special Development Grant for Young Universities and Rejuvenation Grant for Old Universities
9.	Instrumentation Maintenance Facility (IMF)
10.	Construction of Women's Hostels,
11.	Basic facilities for Women
12.	Faculty Improvement Programme (Teacher Fellowship for doing M.Phil/Ph.D.)
13.	Equal Opportunity Cell,
14.	Coaching Schemes for Scheduled Caste, Scheduled Tribes, OBC (non-creamy layer) Minorities,
15.	Establishment of Career and Counselling Cell in Universities,
16.	Facilities for differently abled (Physically Challenged) persons

Colleges

Development of colleges, which are responsible in a major way for undergraduate education and to a great extent even for postgraduate education, is an important area in higher education. The development assistance to colleges is focused to support the teaching -learning process by upgrading basic infrastructure like library, laboratory, connectivity etc. The developmental needs of the colleges are ascertained will have to be so that

the resources are mainly utilized for such programmes which can make an appreciable impact on the improvement of standards through modernization and rationalization as well as the diversification of undergraduate courses in Humanities and Social Sciences, Sciences, Commerce etc. in the colleges, especially to relate them to career opportunities. However, the emphasis is also placed on the expansion and consolidation of facilities in the existing institutions.

In addition to the basic developmental assistance, several schemes have been merged with the General Development Grant. The allocation for these schemes is made in addition to the General Development grants while deciding the Development Grant for the XI Plan. These include: a) Rejuvenation of Infrastructure in Old Colleges, b) Catch-up' grant for Young Colleges, c) Colleges located in Rural/Remote/Border/Hill/ Tribal Areas, d) Colleges with relatively higher proportion of SC/ST & Minorities, e) Special grant for Enhancement of Intake Capacity in Colleges (initiative for capacity building), f) Establishment of Day Care Centres in Colleges, g) Colleges in Backward Areas, h) Establishment of UGC Network Resource Centres, i) Equal Opportunity Centers in Colleges, j) Remedial Coaching for SC/ST / OBC (non-creamy layer) & Minorities, k) Coaching for NET for SC/ST / OBC (non-creamy layer) & Minorities, l)Coaching class for entry in services for SC/ST / OBC (non-creamy layer) & Minorities, m) Schemes for Persons with Disabilities, n) Career and Counselling Cell.

Additional grants under the Merged Schemes over and above the General Plan Development Assistance have been provided to universities and colleges for the following purpose:

S.No.	Name of the Scheme	Objective(s)
1.	Unassigned Grant (Travel Grant, Conferences/Seminars/Symposia/Work-shops, Publication Grant, appointment of visiting professor/fellows	To provide assistance for participating in conferences, for holding seminars and symposia, publication of research work, appointment of Visiting Professor/ Fellows in the Universities.
2.	Day Care Centres in Universities	To provide Day Care Centre facilities at the Campuses for children of age three months to six years, whose employed parents/researchers are away from home for the day.
3.	Adventure Sports and Development of Sports Infrastructure and Equipments	To create an enabling environment for sports in the universities and to foster amongst the students of universities a spirit of co-operative team work.
4.	Special Development Grant for Young Universities and Rejuvenation of infrastructure in old universities	To strengthen newly created universities and rejuvenation of old universities by providing them additional grant for both quality and quantity in higher education which demands better academic and physical infrastructure.
5.	Special Development Grant for Universities in Backward/Rural/ Remote/Border Areas	To strengthen existing infrastructure and to provide essentially required additional basic infrastructure in order to overcome visible disparity between the universities situated in metropolitan cities/urban/semi-urban areas, and the universities located in backward areas and also to improve the higher education scenario presently prevailing in the backwards areas of the country.

6.	Instrumentation Maintenance Centre (IMF)	To provide effective and economical services in the repair and maintenance of scientific instruments and electronic hardware striving for providing quality service.
7.	Construction of Women's Hostel in universities	To achieve the goal of enhancing the status of women and harnessing the potential available for the development of the society at large and also to bring about gender equity and equal representation of women.
8.	Basic facilities for women	To provide financial assistance for creating and strengthening infrastructure for women, students, teachers, researchers and non-teaching staff members in universities.
9.	Faculty Improvement Programme (Teacher Fellowship for doing M.Phil./Ph.D.)	To provide an opportunity to the teachers of the universities to pursue research leading to the award of M.Phil./Ph.D.
10.	Equal Opportunity Cell	To enhance the employability and success of deprived groups by emphasizing on learning and creating an opportunity for them in the mainstream.
11.	Remedial Coaching for SC/ST/OBC Minorities community students	To improve the academic skills and linguistic proficiency of students in subjects, to raise their level of comprehension of basic subjects, to provide a stronger foundation for further academic work and to provide career guidance, psychological counselling for capacity building.
12.	Coaching class for entry in service for SC/ST and minorities	To prepare students for gainful employment in Group 'A', 'B' and 'C' in Central services/State services and in private sector services.
13.	Coaching for NET for SC/ST/OBC and minority	To prepare SC/ST/OBC (non - creamy layer) and Minority communities candidates for appearing in NET or SET so that sufficient number of candidates become available for selection as Lecturers in the university system.
14.	Establishment of career and counselling Cells in Universities	To address the diverse socio-economic handicaps and geographic backgrounds of the heterogeneous population of students coming to the Universities vis-à-vis equity of access and placement opportunities through availability of appropriate Institutional support information.
15.	Visually Handicapped Teachers	To help visually challenged permanent teachers to pursue teaching and research with the help of a reader by providing teaching and learning aids.
16.	Fellowship for doing M.Phil & Ph.D.	To provide fellowship for doing M.Phil./Ph.D.

b)   Grants for OBC

The Empowered Committee set up by MHRD under the Chairmanship of Professor Sukhadeo Thorat, Chairman, UGC besides the representative of MHRD. Department of Expenditure, and Planning Commission examined and considered the Detailed Project Reports prepared by each Central University and accorded necessary clearance with regard to the financial and other infrastructure related requirements and approved the allocation for recurring expenditure (5 years) from the year 2008-2009 onwards and non-recurring expenditure (3 years) in respect of 12 Central Universities, including Colleges affiliated to Delhi University and BHU. The allocation of the Central Universities stepped up from Rs.3297.71 crores as earlier recommended by Moily Committee to Rs.4306.44 crores. The tentative allocation for each Central University was discussed while taking into account the norms for expenditure both recurring and non-recurring per student. The Committee recommended the allocation to the tune of Rs.3575.19 crores towards recurring expenditure (five years) and non-recurring expenditure (three years) in respect of 12 Central Universities including the UGC maintained colleges in these Central Universities. The Govt. of India, MHRD has allocation Rs.875.00 crores for the year 2008-2009 for this purpose, against which UGC has received the first instalment of Rs.393.75 crores. Accordingly, the Committee decided the university-wise allocation for the year 2008-2009 in respect of these 12 Central Universities. The Committee, inter-alia, approved the phasing out plan to implement the OBC Reservation over a maximum period of three years commencing from the academic session 2008-2009 which varies among universities. Most of the Central Universities proposed to implement 9% OBC reservation every year whereas there are a few universities which have proposed to implement OBC Reservation in two years or one year. The phasing out plan as proposed by the Universities and approved by the Empowered Committee has been apprised to the Commission in its meeting held on 18th-19th June, 2008. In order to provide 27% OBC reservation while maintaining the existing number of general category students same, there will be an increase of approx. 42000 seats in intake capacity over a period of 3 years (i.e.54% of the intake capacity of the year 2006-2007) in 12 Central Universities. Out of which, there will be an increase in intake capacity of approx. 14,000 seats during the academic session 2008-2009. This will result into the increase of additional students approx. 1.18 lakhs after implementation of OBC reservation in 12 Central Universities.

c)   Scheme for 374 Colleges in Educationally Backward Districts

Prime Minister Dr Manmohan Singh has announced the setting up of model colleges in each of the 374 educationally backward districts in the country. Moving into the matter, the UGC has developed a 'detailed project report' (DPR) and prepared Guidelines for the proposed model colleges and has invited applications from the states. While the growth of higher education in India over the past six decades has been visible and substantial, it has not percolated to all the regions uniformly. Based on Census 2001, 374 districts have been identified in the country, having Gross Enrolment Ratio (GER) lower than the national average of 12.4 per cent.

The Eleventh Five Year Plan emphasizes on the need to increase the 'access' to higher education, especially in the EBDs. The UGC appointed a Committee of eminent educationists, which has since submitted a detailed report envisaging the establishment of a Model College (post senior secondary) in each of the 374 EBDs. The main objective of the Scheme is to enhance the access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality. The Scheme is essentially a motivational mechanism for State Governments to uplift under-served districts educationally by providing appropriate financial assist

d) Scheme of Supporting to Uncovered State Universities and Colleges

The UGC has taken initiatives to provide grants to uncovered universities and colleges.

Uncovered Universities and colleges

The University Grants Commission (UGC) has laid down the criteria (under Section 12B of the UGC Act) pertaining to physical facilities and infrastructure for the universities and colleges to be eligible to receive UGC grants. However, among the state universities, and colleges a large number remain wanting in meeting these criteria, and therefore remain ineligible to receive development grants from the UGC. Thus, these universities and colleges get mired in a vicious cycle: of low infrastructure preclusion and consequent fall in the quality of education.

In the larger and long-term interests of a balanced and equitable development of higher education in the country, these universities need to be supported so that they can come up to a standard and eventually become eligible for regular UGC development grants. Under the Eleventh Five Year Plan, the UGC has evolved a scheme to provide one-time catch-up grant to such state universities and colleges which have thus far faced preclusion because of insufficiency in infrastructure and quality. This scheme is called the Scheme for providing One-time Catch-up Grant to Uncovered (Non-12B) State Universities funded by the State Governments.

The Scheme is essentially to motivate the state universities and colleges to improve the infrastructure and quality so as to make them eligible for regular financial assistance under Section 12B of the UGC Act. With this in view, the UGC, conjointly with the State Government concerned, shall extend one-time catch-up financial support to these universities and colleges for meeting the expenditure of non-recurring nature, leading to improvement and modernization in infrastructure. The main objectives of the Scheme are:

(i) To priorities state universities which are found wanting in infrastructure and other quality parameters, and which have thus far remained uncovered by UGC development grants;

(ii) To extend support to such universities so that they are able to remove deficiencies and become eligible for regular development grants from the UGC by the end of the XI Plan period; and

(iii) To enable these universities to bridge quality gaps in functioning, to become part of the mainstream and to contribute towards quality and excellence in higher education.

e) Establishment of New Central Universities

In the XI Plan 15 new Central Universities have been established and the total tally of Central Universities has been reached to 40. The Prime Minister's Office set up a Committee under the Chairmanship of UGC Chairman to prepare a Bill for the 15 Central Universities which were established in the year 2009. The UGC worked hard and prepared a Concept Paper and later on prepared a draft Bill for the newly established Central Universities.

The UGC facilitates necessary financial allocation to the newly established central universities. These universities have introduced courses and the process of recruitment of faculty and other staff in universities is in the process.

Chapter - 5

Inclusiveness and Equity in Higher Education

Over past six decades, large-scale expansion has taken place in India: 417 university-level institutions and 20,677 colleges. The trend is also borne out by enrolment: During 2006-07, the enrolment in higher education was estimated to be over 14 million. Pertinent issue however is: Has the impact of higher education policies and programmes been over different population-groups uniform or equitable? A close look may be had on such iniquities.

Gender Disparities

Then there are gender disparities to reckon with (see Diagram 5.01). In the age-group 18-23 years, females are way behind males (and also behind the national average), whether one considers GER or NER relating to the enrolment in graduation and higher courses.

Diagram 5.01
Enrolement ratios (18-23 yrs) and gender disparities.
(NSSO 2004-05)
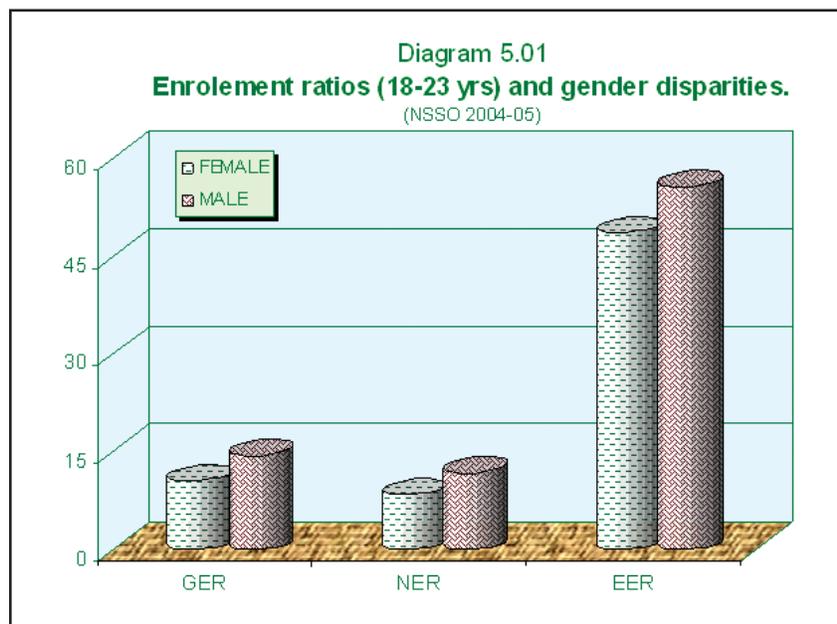
While GER for women and girls is estimated to be barely 10.57 percent, it is 14.42 percent for men. What is more, only 48.58 percent of them, as compared 55.63 percent of their male counterparts, take to higher education after completing their senior secondary school. Indeed, sustained efforts are called for to mitigate such gender disparities.

Religious-group Disparities

Spanning the issue of inclusion, there is yet another consideration, namely, disparities between different religious groups. Table 5.01 presents information on religion-wise enrolment in graduation or higher courses.

The category of 'others' includes such religious groups as Zoroastrians, Jains, etc. who are, aggregate data show, educationally a shade better off. So is not however the case with relatively large groups, say, Hindus, Muslims, Christians and Sikhs. While Muslims rate lowest (GER, 6.84 percent), Christians appear to be comparatively better off (16.60 percent). For several socio-cultural reasons Muslims have lagged behind in education including in higher education. On the other hand, lower enrolment ratios among Hindus could be traced to depressed caste-groups within their fold.

Table 5.01
Enrolment* rates among religious groups

Percentages

GROUPS	GER	NER	EER
Hindus	11.29	10.58	52.75
Muslims	6.84	6.51	54.09
Christians	16.60	15.98	57.64
Sikh	15.40	14.51	49.38
Others	31.54	19.60	63.36
Total	**10.84**	**10.18**	**52.61**

* Only graduation and above. *Source: NSSO 2004-05*

These inter-group differences further stand out when examined for gender parity. In all the four religious groups, women are found trailing behind men (see Table 5.02). Except among Christians, male-female differences are highly pronounced. Perhaps in the households, education or schooling of girl-children is given a second priority. This kind of lower female representation is likely to be a big drag on the growth of higher education in the country.

Table 5.02
GER, religious groups and gender-disparities

Percentages

RELIGIOUS GROUP	MALE	FEMALE	TOTAL
Hindu	13.07	9.32	11.29
Muslim	7.77	5.81	6.84
Christian	17.21	16.02	16.60
Sikh	18.09	12.25	15.40
Total	**12.42**	**9.11**	**10.84**

Source: NSSO 2004-05

Inter-caste Disparities

For several historical and cultural reasons, caste or Varna system has been an important social construct in India. Influencing individual and collective life in myriad of ways, it has also had a bearing on the acquisition of education including of higher education. This is what is tacitly brought out by Table 5.03.

Table 5.03
GER* (18-23 years) and Inter-caste Disparities

Percentages

GROUPS	GER	NER	EER
Scheduled Tribes	6.57	6.26	61.50
Scheduled Castes	6.52	6.17	51.21
Other Backward Classes	8.77	8.13	50.05
Others	17.22	16.26	53.90
Total	**10.84**	**10.18**	**52.61**

For Scheduled Tribes and Scheduled Castes, both GER and NER in graduation and higher degree programmes are markedly lower than for 'Other Backward Classes' (OBC). And GER and NER among OBCs are, in turn, lower than that of others. Disparities or exclusion is palpable. For Scheduled Tribes, estimated EER is somewhat high (61.50 percent), much of which could be attributed to incentives offered to them for enrolment or studies. Still, trends seen in EER do show a ray of hope that the enrolment rates in respect of these disadvantaged social groups would pick up in the years to come.

The evidence is thus recurrent that the share of the social groups occupying lower rungs of the caste-hierarchy is also lower in higher education, in spite of much-publicised policies and programmes meant to educationally bring them up. In this connection, yet another question raises its head: What is the position of women and girls coming from these social groups? As would be expected, gender differences in terms of enrolment ratios persist across these caste-groups, also (see Table 5.03).

Diagram 5.02
GENDER-WISE GER AMONG CASTE-GROUPS.
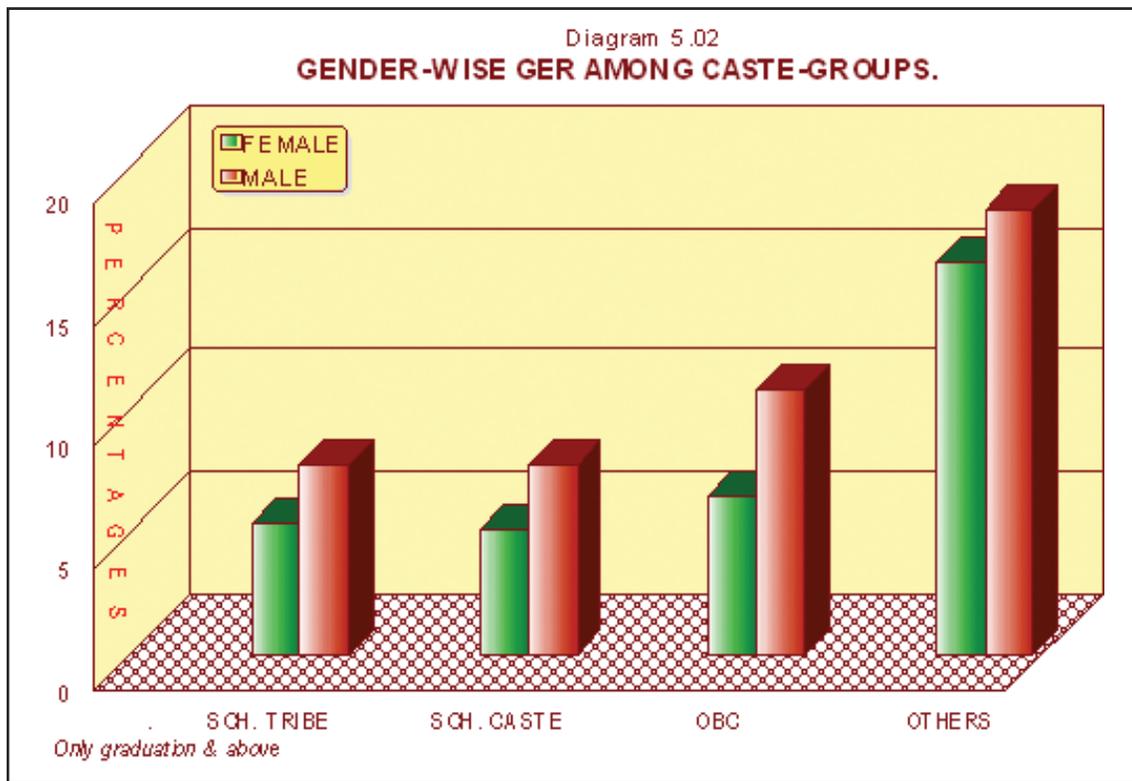
 It is observed that while the enrolment of women and girls in degree and higher programmes is distinctly lower across all caste-groups, it is disquietingly low among Scheduled Castes, followed by Scheduled Tribes and Other Backward Classes. A closer look at Diagram 4.02 shows that women and girls coming from OBC face, as compared with men, somewhat larger exclusion (6.51 percent).

Ordinarily Hindu religious-group is associated with caste-system, but other religious groups in India (e.g. Muslim, Christian, Sikh, etc.) have not remained insulated from the pervasive influence of caste-system. This is particularly true with those who opted for conversion or change of religion.

Several decisions of superior judiciary have recognised the reality of caste in other religious groups, and directed that these 'non-Hindu' caste-groups, too, could avail of various development and welfare schemes. Given this, it would be relevant to examine enrolment in these groups.

Table 5.04
GER* (18-23 years) among different religious and caste-groups

Percentages

GROUPS	HINDU	MUSLIM	CHRISTIAN	SIKH
Scheduled Tribes	6.30	-	6.84	-
Scheduled Castes	6.17	-	23.25	2.00
Other Backward Classes	9.00	5.98	-	-
Others	20.87	7.34	22.29	15.40
Total	**11.29**	**6.84**	**16.60**	**15.03**

* Only graduation and above.   *Source: NSSO 2004-05*

Table 5.04 brings out that, in terms of GER, the situation of Muslim OBCs is still lower than the parent group; and that of Scheduled Castes among Sikhs is but disquieting.

Occupational groups

That the benevolent impact of higher education has been iniquitous across occupational groups becomes apparent when we take a look at various occupational groups, focalizing in particular 'marginalised' occupational groups both in rural urban areas (see Table 5.05).

For non-farm wage-labourers, GER is found to be less than 3 percent; and, for farm wage-labourers, it is still lower, that is, 1.41 percent. Similarly, 'casual labourers' in urban areas are better off, but only relatively so: For them GER is estimated to be 3.26 percent.

Table 5.05
GER* among occupational-groups

Percentages

OCCUPATIONAL GROUP	GROSS ENROLMENT RATIO	
	RURAL	URBAN
Self-employed in agriculture	5.64	-
Self-employed in non-agriculture	5.17	-
Self-employed	-	15.74
Regular wage- salary earner	-	28.10
Agricultural labourer	1.41	-
Casual labourer	-	3.26
Other labourer	2.99	-
Others	18.55	50.15
All occupational groups	5.58	21.75

Source: NSSO 2004-05

Enrolment rates are found to be discouragingly low when these occupational groups are examined in terms of their caste background. To illustrate, in rural areas, while GER for agricultural daily-wage workers is 1.41 percent, it is abysmally low for those from Scheduled Tribes (0.67 percent), from Scheduled Castes (1.63 percent) or from Other Backward Classes (1.93 percent).

Almost similar is the situation of casual daily-wage workers (GER, 3.26 percent) in urban areas: Scheduled Tribes (1.53 percent), Scheduled Castes (2.61 percent) and Other Backward Classes (3.34 percent). Indeed policy and programme initiatives need to be redoubled to bring about parity or near-parity among social groups.

Income groups and enrolment

In keeping with the present context, attention may be diverted to income-groups, as well. Table 5.06 reflects information which is as interesting as it is revealing.

Table 5.06
GER* (18-23 years) in quintile MPCE groups

Percentages

QUINTILE OF MPCE	GROSS ENROLMENT RATIO		
(In rupees)	RURAL	URBAN	TOTAL
Less than 359.10	1.48	1.33	1.46
359.11 - 461.14	3.26	3.96	3.37
461.17 - 587.33	4.63	5.79	4.88
587.38 - 830.44	9.01	11.48	9.81
More than 830.50	19.38	32.44	27.43
Total	**6.74**	**19.88**	**10.84**

* Only graduation and above.   *Source: NSSO 2004-05*

It would be readily seen that enrolment ratio tends to go up, almost in direct proportion, with MPCE, although this trend is noticeably stronger in the urban sector.

Table 5.07
GER* (18-23 years) among poor and non-poor groups sector-wise

Percentages

SECTOR	GER	
	Poor	Non-poor
Rural	1.30	7.12
Urban	5.51	27.15

Source: NSSO 2004-05

Regardless of ethnic, gender, religious or caste background and basing mainly on income, two broad categories of (a) poor, and (b) non-poor may be formed. An analysis of data relating to the year 1999-2000 brings out that the GER for the poor was barely 2.4 percent, as against 12.91 percent for the non-poor.

The Eleventh Plan recognises the significance of equity in higher education, and focuses on its expansion with inclusiveness.

UGC Strategy

Towards this, the strategy adopted by the UGC is: (a) Remove bottle-necks that hamstrung participation of the left-out or marginalized population groups, (b) enlarge educational infrastructure, particularly in under-served areas, to stimulate their participation, (c) provide them selective opportunities for their accelerated participation, and (d) motivate them, individually and collectively, towards higher education.

UGC Schemes

In order to promote inclusiveness, while the UGC has continued to support several old schemes, it has under the Eleventh Plan evolved and launched a clutch of seminal schemes which are likely to significantly pave the way for the mainstreaming of hitherto marginalised population groups.

To begin with, let us focus on the schemes meant to promote gender justice. UGC has continued to support Centres for Women Studies, albeit with some modifications. The Moily Committee has made several recommendations which overlap with gender justice issues in higher education. UGC has evolved schemes for this purpose.

In addition to the 10th plan schemes the UGC has developed new schemes:

SOCIAL, GENDER AND RELIGIOUS EQUITY

SOCIAL GROUPS:

a)   **Scheme for Establishment of Scheduled Caste and Scheduled Tribe Cells in Universities**

To safeguard the interest of Scheduled Castes and Scheduled Tribes, the most deprived groups of the Indian Society, the constitution provides reservation in various services under Central and State Governments. The main objective is not to just provide jobs to increase their representation in services but to improve their social and educational status so that they can have their rightful place in the main-stream of the society. As per the constitutional provisions, the reservation for Scheduled Castes is 15% and 7.5% for Scheduled Castes and Scheduled Tribes respectively at the national level and the reservation in states is provided depending on their population in the concerned state.

Accordingly, the Commission introduced the scheme of Establishment of SC/ST Cells in Universities in the year 1983 with the following objectives:

●   To ensure effective implementation and monitoring of the reservation policy for SC/STs and programmes of the Govt. of India and UGC in Universities and Colleges.

●   To collect data regarding implementation of policies in respect of admissions, appointments to teaching and non-teaching positions etc. and

●   To take such follow-up measures, which can help in achieving the target laid-down for the purpose

Under the scheme, the assistance for staff positions is on cent percent basis for actual expenditure on staff salary during first five years of establishment of SC/ST Cells or up to the end of the Plan period during which the cell is established.

Central universities and deemed universities which are funded by the UGC may meet the recurring expenditure form the Non-Plan funds. State universities which have received the approval of the State Govt. to take over the liability of recurring grants may continue with state finance after completion of plan period. However, they will receive UGC funds for Non-recurring expenditure. In case the liability of recurring

grant is not to be taken over by the State Govt., the State University may continue with the functioning of SC/ST Cell by utilizing the development grant available to them from UGC to meet recurring expenditure.

b)   Scheme for Coaching for Scheduled Castes/ Scheduled Tribes/ OBC / Minorities

The Commission has been contributing towards social equity and socio-economic mobility of the under-privileged sections of the society through various special schemes.

 The Commission has been providing assistance to the universities, deemed to be universities and colleges for (i) Remedial coaching at UG and PG level (ii) Coaching for entry into services (iii) Coaching for NET to Scheduled Castes, Scheduled Tribes, OBC (Non-Creamy Layer). The commission has decided to merge these schemes with the General Development Assistance Scheme for universities/colleges and the grant for this component will be over and above the ceiling of General Developmental Assistance.

c)   Equal Opportunities Cells (EOCs)

To make colleges and universities more responsive to the needs of the disadvantaged social groups, the UGC has planned to establish Equal Opportunity Cell in Colleges and Universities to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. The cell will operates all the schemes for SC, ST, OBC, MINORITIES, WOMEN and PHYSICALLY CHALLENGED STUDENTS supported by UGC.

d)   Teachers Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Disabled Persons) (HEPSN)

The Persons with Disabilities Act, 1995 indicates that differently abled persons should have access to education at all levels. In the higher education sector, the University Grants Commission (UGC) has been supporting universities and colleges in the country to involve in special education activities to empower differently-abled persons.

The University Grants Commission (UGC), from time to time, has been conveying to the Universities and Deemed Universities, the policy decisions, including reservations in admissions and employment of the Government of India pertaining to the persons with disabilities.

The UGC has started the scheme of TEPSE and HEPSN during the Ninth Five-Year Plan, which continued in the Tenth Plan. The scheme is extended to the Eleventh Plan too. The specific objectives of the HEPSN/ TEPSE Schemes are:

●   To provide equal education opportunities and experience to disabled persons in higher educational institutions

●   To encourage universities/colleges of education in India to promote teacher preparation programmes in the field of special education.

●   To create an awareness among the functionaries of higher education about the specific educational needs of persons with disabilities.

●   To equip the higher educational institutions with the facilities to provide access to disable persons.

●   To explore suitable placement for the educated disabled graduates in public as well as private sector enterprises.

- To monitor the implementation of all-existing and future legislation and policies pertaining to higher education of persons with disabilities.
- To provide department of Disabilities Studies and taking steps to make the Institutions barrier free.
- To provide relaxation of 5% marks in Post Graduate 1st year for Physically Challenged Awardee under the scheme of Indira Gandhi Post Graduate Scholarship for single girl child.
- To provide relaxation of 5% (i.e. from 55% to 50%) marks at Master's level and graduate level under the term of "good academic record" at par with SC/ST candidate to the Persons with Disabilities candidates for appointment.
- To assist disabled individuals to increase their sustainability in Higher Education.

The scheme is merged with the General Development Scheme for the colleges and universities from XI Plan onwards.

Gender

a)   Scheme for Development of Women's Studies in Indian Universities and Colleges

The Women's Studies Programme which was initiated in VII Plan Period has been promoted, strengthened and given direction to this programme by University Grants Commission over various plan periods. In VIII to X Plan periods, Women's Studies Centres have been established in the University System. These Centres contributed significantly to the expansion of Women's Studies teaching, research and field action.

The main objective of this programme in XI Plan is to strengthen and sustain the Universities Women's Studies Centres by establishing them as Statutory Departments in the University System, as also to facilitate their own capacity to network with other constituents, such that they are mutually reinforcing as well as synergizing one another.

Prior to XI Plan, there were 67 Women's Studies Centres established in various universities and colleges in the country. These Centres have been placed in three phases by the Standing Committee at its meeting held on 18th February, 2009. Each Centre is eligible to get financial assistance of Rs.5.00 lakh p.a. (Phase I), Rs.8.00 lakh p.a. (Phase II) and Rs.12.00 lakh p.a. (Phase III) in universities and Rs.3.00 lakh p.a. (Phase I), Rs.5.00 lakh p.a. (Phase II) and Rs.8.00 lakh p.a. (Phase III) in colleges.

b)   Scheme for Women Hostels for Colleges

With a view to provide hostels and other infrastructural facilities in the colleges to achieve the goal of enhancing the status of women, the Commission had introduced a special scheme for the Construction of Women's Hostel during the year 1995-96. The Colleges which come within the purview of the UGC and are fit to receive central assistance under Section 12(B) of the UGC Act, are eligible to receive financial assistance. The financial assistance from the UGC is on 100% basis subject to the ceiling given in table 5.08

Table 5.08
Ceiling of UGC Financial Assistance on 100 per cent Basis

Women Enrolment	Amount (in lakhs) in respect of Non-Metropolitan cities	Amount (Rs. In Lakhs) in respect of Metropolitan cities
(a) Upto 250	60	120.00
(b) 251-500	80	160.00
(c) more than 500	100	200.00

Expenditure over and above the UGC allocation/ceiling is to be met by the institutions from their own resources, for which clear indication and assurance is to be provided by the concerned institution.

c)   Scheme for Capacity Building of Women Managers in Higher Education

The scheme of Capacity Building of Women Managers in Higher Education has been initiated by UGC in the X Plan period. It has now been revised and continued for implementation in the XI Plan. The over all goal of the scheme is to facilitate the constituencies of women faculty, administrators and staff within the higher education system to increase the participation of women in higher education management for better gender balance, to sensitize the higher education system through policies and procedures, which recognizes women quality and diversity and facilitate their advancement and to develop qualitative higher education by involving the unutilized pool of women capable of becoming administrators. The specific objectives of the scheme are to develop a perspective plan and strategy for reducing the gender gap in the higher education system, to offer various training programmes at different levels to women for stimulating them to aspire to become administrators, to develop relevant training materials for various programmes in print and electronic media, to support gender positive initiatives such as gender equity cell and developing sensitivity index, etc., to increase and support development of linkages among women managers in higher education through networking etc. The scheme envisages the following three approaches during XI Plan :

(1)   To offer training programmes focused on increasing their sensitivities to issues concerning Women becoming Managers.

(2)   To make it a movement of women rather than only a scheme like any other.

(3)   To involve the Vice Chancellors and Principals for the Sensitization/ Awareness/Motivation workshops and subsequently promoted to attend training as Coordinator/Trainer.

The programme encompasses presently the following training and skills development workshops for capacity building of women:

(1)   Sensitization/Awareness/Motivation (SAM) Workshops;

(2)   Training of Trainers Workshops;

(3)   Management Skills Workshops;

(4)   Manager Skills Training of Trainers Workshops;

(5)   Research Stimulation Workshops

Religious Minorities

a)   Scheme for Coaching classes for the weaker sections amongst Educationally Backward Minority Communities in Universities and Colleges

The Commission introduced a scheme of Coaching Classes for Minorities in 1983 and, in the light of Prime Minister's 15 Point Programme and National Policy on Education, 1986, the scheme was strengthened. The guidelines of the scheme were framed with the objective to undertake coaching programme to prepare students belonging to Minority Communities so as to enable them to compete various competitive examinations for recruitment in services covered under Central and State Governments, Public Undertakings etc. at various levels. It was also envisaged that coaching classes in universities and colleges will also cover examinations and tests for admission to Medical & Engineering courses.

The Scheme is from Plan to Plan basis. In the beginning, financial assistance is provided to a new centre for a period of three years. After completion of the 1st phase of 3 years, Minority Coaching Centres will be reviewed by the Standing Committee for the Welfare of the students belonging to minority communities. If the performance of the centre is found satisfactory, the centre is allowed to continue for another phase.

The UGC has been contributing towards social equality and socio-economic mobility of the under-privileged sections of the society through various special schemes.

During the X plan, the UGC extended the scope of the areas and divided it into the following schemes:-

● Remedial Coaching Classes at UG/PG level for the Students belonging to Minority Communities in Universities and Colleges.

● Coaching Classes for the Students belonging to Minority Communities in Universities and Colleges for Entry into Services.

● Coaching Classes for the Students belonging to Minority Communities in Universities for preparation for National Eligibility Test (NET).

The above schemes have been merged with General Development Grant Scheme for Colleges and Universities from XI Plan onwards. The release of Grants is being done by UGC Regional Offices in case of colleges and UGC Head Office in case of universities.

b)   Scheme for Remedial Coaching Classes at UG/PG Level for the Students of the Minority Communities in Universities and Colleges

The Commission introduced the scheme of "Remedial Coaching at UG & PG level for the students belonging to weaker sections of society," particularly for minority communities w.e.f. the financial year 2004-05. The main objectives of this scheme are as under:

● To improve the academic skills and linguistic proficiency of the students in various subjects.

● To raise the level of comprehension of basic subjects so as to provide a stronger foundation for further academic work.

● To strengthen their knowledge, skills and attitudes in such subjects, where quantitative and qualitative techniques and laboratory work are involved, so that necessary guidance and training provided under the programme may enable the students to come-up to the level necessary for pursuing higher studies efficiently.

● To improve over all performance of these students in the examinations.

The scheme has been merged with the General Development Grant Scheme for the Colleges and Universities from XI Plan onwards.

c)   Scheme for Coaching Classes for Students Belonging to Minority Communities for Entry into Services

The basic objective of this coaching scheme is to prepare students belonging to Minority Communities for competitive examinations which in turn will help them in getting gainful employment for group 'B', 'C' and 'A' All India Services and State/Provincial Services.

The UGC provided financial assistance to 19 Universities and 162 Colleges to implement the scheme of Coaching Classes for Entry into Services up to Xth Plan.

d)   Scheme for coaching classes for Minority Community candidates for preparation for National Eligibility Test (NET)

The Commission also introduced a new scheme of coaching classes for minority community students to prepare them for National Eligibility Test (NET) w.e.f. the financial year 2004-05. The coaching classes are organized in selected Universities, for which grant on cent percent basis is made available by the UGC. Effort will be made by the UGC to allocate at least one center in each state, which can accept responsibility for NET coaching and has sufficient number of faculty members who are willing to provide coaching. The classes in the coaching centers are to be arranged by engaging teachers on honorarium basis. There is no provision for appointing staff on permanent basis in the coaching centers. The scheme has been merged with the General Development Scheme for the colleges and universities from XI Plan onwards.

Fellowships and Scholarships Schemes

a)   Rajiv Gandhi National Fellowships for SC/ST

The Ministry of Social Justice & Empowerment and Ministry of Tribal Affairs have entrusted and funded the UGC for implementation of the scheme of Rajiv Gandhi National Fellowship for SC and ST candidates by providing 2000 slots per year i.e. 1333 for SC category and 667 for ST category.

The main objective is to minimize the social disparities in the field of Higher Education. The Central Government through UGC provides 2000 Junior Research Fellowships for SC/ST candidates to undertake advanced studies and research leading to M.Phil/Ph.D. degrees in Sciences, Humanities and Social Sciences including languages and Engineering & Technology.

The pattern of fellowship assistance is as under:

Fellowship in Science, Humanities and Social Sciences	@Rs.12,000/-p.m. for initial two years @Rs.14,000/-p.m. for the remaining period.	RGNJRF RGNSRF
Fellowship in Engg. & Technology	@Rs.14,000/-p.m. for initial two years @Rs.15,000/-p.m. for the remaining period.	RGNJRF RGNSRF
Contingency A	@Rs.10,000/-p.a. for initial two years @Rs.20,500/-p.a.for the remaining period.	Humanities and Social Sciences
Contingency B	@Rs.12,000/-p.a. for initial two years @Rs.25,000/-p.a.for the remaining period.	Sciences, Engg. & Technology
Departmental Assistance	@Rs.3,000/-p.a. per student to the host institute for providing infrastructure to the researcher.	For all disciplines
Escorts/Reader assistance	@Rs.2,000/-p.m. In cases of physically handicapped and blind candidates.	For all disciplines
HRA	As per rule of the university/institutions.	For all disciplines

b)   Post-Doctoral Fellowships for SC/ST

The UGC initiated the scheme of post-doctoral fellowship for SC/ST candidates who have obtained a doctorate degree and have published research work to their credit.

c)   Post-Graduate Scholarships for SC/ST Students in Professional Courses

The scheme has been initiated keeping in view the social background of the candidates from deprived sections of the society and to provide them opportunity to undertake post-graduate level studies in professional subjects like Engineering & Technology, Management, Pharmacy etc. in Indian Universities/Institutions/ Colleges. The objective of the scheme is to provide financial assistance to 1000 SC/ST candidates to pursue postgraduate level studies in Professional subjects at recognized Indian Universities/Institutions/ Colleges. The candidate must have obtained Graduate degree in the relevant subject and obtained admission at Postgraduate level in anyone of the Professional subjects in a recognized University/Institution/College.

- The upper age limit for male applicant is 45 years as on 1st July on the year of application, and 50 years in the case of female candidates. In exceptional cases, the age may be relaxed.

- Candidates pursuing P.G. course in professional subjects by correspondence or by Distance Education mode are not eligible.

The candidates belonging to SC/ST categories fulfilling the eligibility conditions are required to apply against the advertisement to be published by the UGC after obtaining admission in a recognized University/ Institution/College. The selections would be completed by the end of August every year.

The number of slots available under the scheme is 1000 per year. The tenure of award is for two/three years depending upon the tenure of the professional postgraduate course.

Candidates selected for the award of PG scholarships shall be provided scholarship @ Rs.5,000/- p.m. (B.Tech.) with the contingency of Rs.15,000/- p.a. and for other courses @ Rs.3,000/- p.m. and contingency grant of Rs.10,000/- p.a. for the duration of the PG scholarship for other courses.

d)   Post Doctoral Fellowship for Women

The scheme of Part Time Research Associate ship was initiated in 1998 and now it is renamed as Post Doctoral Fellowship for Women. The objective is to provide an opportunity to the unemployed women with Ph.D. degrees, and with an aptitude for research, but unable to pursue the research work on regular basis due to personal or domestic circumstances. At present, there are 100 slots per annum.

e)   Post-Graduate Indira Gandhi Scholarship Scheme for Single Girl Child

It is observed that number of girls as against boys in certain states is declining which is a matter of great concern. The females are even coerced to give birth to male child. In such circumstances, education of women needs to be used as effective means for their empowerment and education will prepare them to have a control over their lives. The mindset which militates against the girl child could not keep pace with economic progress and literacy. The govt. of India declared elementary education as a basic human right of every child. The Union government of India has taken various steps to uplift the status of women by implementing various schemes including free education for girls.

In order to achieve and promote girls education, the University Grants Commission has introduced Indira Gandhi Post-graduate Scholarship for Single Girl Child Scheme with an aim to compensate direct cost of girl education at all levels especially for such girls who happened to be only girl child in the families.

The objectives of the scheme are (i) to support Post-graduate education of single girl child in non-professional courses and (ii) to recognize the value of observance of small family norms.

Any single girl child of her parents is eligible. But in a family if one son and one daughter are available then girl child will not consider for scholarship under the scheme. The scheme is applicable to such a single girl child who has taken admission in regular, full time first year Masters Degree course in any recognized university or a Post-graduate college and they are up to the age of 30 years at the time of admission in Post-graduate courses. The scholarship is available to PG first year students only girl students up to the age of 30 years at the time of admission in PG courses are eligible. The number of slots for scholarships available under the schemes is 1200 per year.

The value of scholarship is Rs.2, 000/- p.m. for a period of two years only (10 months in the year) i.e. full duration of a PG course.

f)   Part Time Research Associate-ships for Women (now renamed as Post Doctoral Fellowships for Women)

The Part-time Research Associate-ship scheme for women was part of the Research Associate ship (full-time) programme of the UGC. This scheme was started in the year 1998 with the intention to provide opportunities to unemployed women with Ph.D. degrees, and with an aptitude for research, but unable to pursue the research work on regular basis due to personal or domestic circumstances. Women with Ph.D. degrees and having talent and competence for independent research work, may be take up research in any field of Humanities and Social Sciences, including Languages and Engineering & Technology. The duration of the scheme is for 5 years.

g)   Maulana Azad National Fellowship for students from Minority Communities

The fellowship is given to students from minority communities, as notified by the Central Government to pursue higher studies such as M.Phil. and Ph.D. programmes. For this fellowship, funds are provided by the Ministry of Minority Affairs. The main objective of this fellowship is enabling minority candidates to be eligible for employment to the posts prescribing qualifications of M.Phil. and Ph.D. as pre-requisite including that of lecturers. Fellowship is given to pursue research in the areas of Sciences, Commerce, Humanities and Social Sciences. The total number of fellowship each year is 252. Thirty percent of the total fellowship is earmarked on priority for minority girl candidates. The fellowship is given only to the minority candidates who get admission and registration for regular and full time M.Phil/Ph.D. course in university by fulfilling conditions of admission of that university subject to provisions of the scheme as per the advertisement of UGC. In case the number of candidates exceeds the number of available slots, the candidates would be selected for fellowship based on the percentage of marks obtained by candidates in their qualifying post-graduation examination. The duration of the fellowship is two years in case of M.Phil. Course (2 years as JRF) and five years in the case of Ph.D. Course (2 years as JRF + 3 years as SRF). It will be five years integrated fellowship with entry point at M.Phil. level i.e. M.Phil. + Ph.D. (2 years as JRF + 3 years as SRF). The value of the fellowship is Rs. 12,000/- per month for initial two years (JRF) and 14,000/- per month for remaining tenure (SRF). A contingency amount of Rs. 12,000/- per annum for initial two years and Rs. 25,000/- per annum for remaining tenure in case of Sciences only is also given. In addition, there is a provision of admissible HRA, departmental assistance of Rs. 3,000/- per annum per student to host institution for providing infrastructure and Rs. 2,000/- per month as reader assistance in cases of physically and visually challenged candidates.

Chapter - 6

Quality & Excellence in Higher Education

During preceding decades, the emphasis in India has largely been on increasing the access to education or higher education. As outlined earlier, the country has six main types institutions of higher education: central universities, state universities, deemed universities, institutions of national importance, established under central legislation, institutions of national importance, established under state legislation, and private universities - and colleges. Put together, it makes for a massive university system.

By the turn of the century, increasing attention has been paid to quality and excellence in higher education. This is not without justification. The importance of quality in higher education cannot be over-emphasised. In the absence of an acceptable level of quality, higher education remains a worthless formalism, a mere label devoid of substance. It is the quality that prepares one for life, rather all pursuits of life.

Role of the UGC

As education is on the Concurrent List of the Constitution, education is a responsibility both of the Government of India and state governments. As a result, both have the responsibility for the regulation of educational institutions, and both have evolved mechanism for regulating and ensuring standard and quality in educational institutions. And yet the Government of India has, in several respects, an all-India mandate to oversee institutions of higher education. This responsibility is mainly shouldered by the University Grants Commission.

In the case of universities, there is in place a national framework under which universities are to be set up, whether central, state, deemed (under Section 3) or private. In the case of colleges, they are recognised under Section 2(f) which, again, brings them under UGC regulation. Likewise, universities granting permanent affiliation to colleges under Section 12B have to satisfy themselves that the colleges meet required conditions and have attained standards of academic quality. Further, through its grant-giving process, the UGC ensures compliance of academic, financial and administrative governance by the grant-seeking universities and colleges.

Mechanism for quality regulation

Since its very inception, the UGC has been concerned with 'quality' and standards in higher education. UGC draws a distinction between quality and excellence, and used separate indicators to judge and promote quality and excellence through grant-giving mechanism. It provides grants to those universities and colleges which meet minimum standard. Sections 2(f) and 12B of the UGC Act specifically provide for this. All the universities established under central or state legislation are subject to the regulatory mechanism of the UGC. So is the case with 'deemed' and private universities.

While all universities, established under central or state legislation are recognised by the UGC, there is a comprehensive regulatory mechanism for central universities. Similarly, deemed-to-be universities are governed by the UGC's guidelines. Towards this, additional regulatory framework is laid down by the UGC for state public and state private universities.

Regulation for Deemed Universities

Recently, UGC has revised the Regulations for the award of Deemed-to be-Universities status to educational institutions. Regulations have been made more elaborate and transparent. The purpose of revising guidelines was to extend advantage of the scheme only to good institutions who really deserve for the status of Deemed-to be universities.

In the case of colleges, they are recognised under Section 2(f) and, hence, they come within the purview of the UGC regulatory mechanism. When granted permanent affiliation under Section 12B, colleges satisfy (or are expected to satisfy) required conditions and academic standards of quality. Furthermore, the UGC uses Section 2(f) read with Section 12B in its grant-giving process to colleges, and in promoting and ensuring in them standard and quality.

However, in the existing university-system in the country, wide inter-institution variations in academic quality are observed. About a third of the state universities and 60 percent of the colleges are non-12B institutions, simply because they do not meet the criteria of physical infrastructure, faculty and related facilities. Similarly, self-financing colleges and institutions, as also self-financing courses even in public-sector universities remain outside the regulatory mechanism.

Policy for Assessment and Accreditation

Earlier assessment and accreditation of universities and colleges was voluntary. The 11th Plan has recommended the policy of compulsory assessment and accreditation. In view of this the UGC has developed a procedure to introduce mandatory assessment and accreditation for universities and colleges. Towards that end UGC has also approved a Scheme for establishment of Quality Assessment Cell in universities and colleges for regular internal self-assessment and self monitoring of quality and excellence. Both steps help to present an all India quality map of universities and colleges.

National Assessment and Accreditation Council (NAAC)

In India, there has been a tremendous quantitative expansion in the number of higher education institutions. The profile of education providers vary in types, programmes, curricular offerings, mode of delivery and funding pattern. In fact, higher education throughout the world is in a flux. Under such conditions, variations in standard and quality are natural outcomes. Arising out of the need for establishing standards in education in the context of the proliferation of colleges all over the country, the National Policy on Education (NPE, 1986) and the Program of Action (PoA, 1992) has emphasized the need for a mechanism to be setup, which will encourage self-assessment in institutions and also Assessment and Accreditation by an external agency. In this context of consolidating the gains of our educational system and to ensure quality education, the setting up of the National Assessment and Accreditation Council (NAAC) was a historic step. The NAAC was established in the year 1994 as an autonomous institution of the University Grants Commission (UGC) with its prime agenda to assess and accredit institutions of higher education in the country. NAAC is located at Bangalore. Quest for Quality in Higher Education has become the prime agenda of the countries world over. Establishing external quality assurance (EQA) agencies to maintain and improve the standard of higher education is considered the best means of responding to the need for Quality in imparting of higher learning and such agencies have been established in many countries of the world. This is relatively a new concept to be adopted, perhaps just a decade old except a few developed countries. By establishing the National Assessment and Accreditation Council (NAAC) in 16th September, 1994, India has joined the international movement for Quality in higher education. One of the indicator of its impact is that "Quality", "NAC Accreditation", "Internal Quality Assurance Cell (IQAC)", are the most commonly used terms and topics for discussions in colleges and universities today.

The Prime agenda of NAAC is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e. departments, schools, institutions, programmes, etc.

The main objectives of assessment and accreditation are to grade institutions of higher education and their programmes; stimulate the academic environment and quality of teaching and research in these institutions; help institutions realize their academic objectives; promote necessary changes, innovations and reforms in

all aspects of the institutions working for the above purpose; encourage innovations, self evaluation and accountability in higher education.

The New Methodology of Institutional Assessment and Accreditation of NAAC, has been designed with a view to overcome some of the limitations of its earlier methodology, and to enhance its rigour, reliability and validity. Besides envisaging significant reduction in inter-team variations, the New Methodology, which is user-friendly, is also expected to enable NAAC to conduct the assessment of large number of institutions effectively. NAAC recognizes the difference in the characteristics of the institutions. Accordingly, individual criterion and key aspect carry differential Weightage.

Table: 6.01

Criterion-wise differential Weightage for the three types of institutions

	Criteria	University	Autonomous	Affiliated/ Constituent College
I.	Curricular Aspects	150	100	50
II.	Teaching-Learning and Evaluation	250	350	450
III.	Research, Consultancy and Extension	200	150	100
IV.	Infrastructure and Learning Resources	100	100	100
V.	Student Support and Progression	100	100	100
VI.	Governance and Leadership	100	150	150
VII.	Innovative Practices	50	50	50
	Total Score	**1000**	**1000**	**1000**

Role of the NAAC

In 1994, the University Grants Commission spearheaded the creation of an autonomous organisation, National Assessment and Accreditation Council (NAAC) for promoting quality in higher education through a combination of internal and external quality assessment. Patently, accreditation of universities and colleges by NAAC is good for all concerned - students, governments, statutory bodies and institutions themselves. NAAC is constantly involved in quality assessment of universities and colleges and in grading them. Towards this, it has evolved several specific parameters which universities and colleges are expected to conform to. As of now, accreditation of universities and colleges is optional, although the UGC has proposed to have compulsory assessment and accreditation.

Quality status of universities

In this regard, how do universities and colleges fare? Table 6.01 presents relevant information.

Table 6.02

NAAC grading of universities and colleges

(As on March 28, 2010)

Grade	Universities		Colleges		Total	
	No.	%	No.	%	No.	%
A (A++, A+ and A)	61	38.36	414	10.11	475	11.17
B (B++, B+ and B)	92	57.87	2783	67.98	2875	67.60
C (C++, C+ and C)	06	3.77	897	21.91	903	21.23
Total	**159**	**100**	**4094**	**100**	**4253**	**100**

In any case, just 140 universities (out of 164 recognised by the UGC) have got themselves accredited by the NAAC, and only 31 percent have been ranked A, A+ or A++, another 61 percent ranked B or above, and the remaining (8 percent) ranked C. It is important to note that, in terms of A, B or C ranking, there are few notable differences between central, state and deemed universities.

Reasons behind quality variations

It would be relevant to look into the reasons as to why universities and colleges lag behind when it comes to standard and quality. May it be noted that even the best rated universities fall short of the required level of investment in physical facilities and human resources, but we can take their age, size and level of quality as benchmark. The quality gaps as measured in terms of variations with reference to the benchmarks (from A grade universities) becomes all the more glaring (see Table 6.02).

Table 6.03
Determinants of quality and quality-gaps in universities

Parameters	Average of all universities	Bench marks*	Quality gap
Age of the university (as in 2004)	44	51	7
No. of teaching departments per university	29	34	5
No. of sanctioned faculty positions per university	287	432	145
No. of filled-up faculty positions per university	220	329	109
Percentage of faculty positions vacant	25	-	25
Number of faculty members with Ph. D. degree	158	432	274
Percentage of teachers without Ph. D. degree	24	0	24
No. of teachers per Department per University	8	10	2
Number of books in Library	2,88,913	3,52,886	63,973
Number of computers	6	11	5

* As in A grade universities

Reform of College Affiliation System

At present, 114 State universities are affiliating universities. These universities have a number of colleges affiliated with them. Some of them have 600 to 800 colleges and some have affiliated colleges located at a distance of 150 kilometres or more. This system put a heavy burden on affiliating universities. With this in view, the UGC set up a Committee to examine the problem of affiliating system including the guidelines for the affiliation of colleges. The UGC has approved the reforms of affiliation system and has recommended to state governments and universities to introduce the new College Affiliation System.

Quality status of colleges

Next attention may be turned to quality status of colleges (numbering 20,677 as in March 2008). As in the case of the universities, the number of teachers, the student-teacher ratio, availability of permanent full-time teachers, number of books and journals in the library, number of computers, and availability of certain specified physical facilities in the college are the main determinants of quality.

Out of 16,000 colleges that are under the UGC purview, only 6,109 colleges are recognised under Section 2(f) of the UGC Act, the remaining 9,875 colleges are not recognised, mainly because they do not meet the minimum criteria of physical facilities and infrastructure. Up to the year 2008, 3,492 colleges have been assessed by the NAAC for their quality and, among these, 9 percent have been graded 'A', 68 percent 'B', and 23 percent 'C'. Doubtless, B and C grade colleges demand selective attention of the UGC and other statutory bodies.

The situation with respect to student teacher ratio as indicated by the NAAC shows an uneven distribution among high and low-grade colleges. For example, student-teacher ratio in A grade colleges is 20.4, followed by 31.8 in B grade colleges and 28.5 in C grade colleges (25. 2 in non-accredited colleges). Student-teacher ratio by permanent teachers is 29.8 in A grade colleges, followed by 38.1 in B grade colleges and 35.8 in C grade colleges (35.6 in non-accredited colleges). It clearly suggests that there is a shortage of permanent teachers in even high-grade colleges. The need to reverse the situation by speeding up the recruitment of permanent teachers is apparent.

Quality Gaps in Colleges

Quality gaps in colleges, in terms of academic infrastructure, are reflected by Table 6.03. It would be seen that a large number of factors combine to contribute to academic standard and quality. These mainly include teachers, books, computers, etc. Among these, the availability of qualified permanent teachers appears to be the most critical factor. Taking the situation obtaining in A grade colleges as bench mark, quality-gaps in other colleges has been identified and average position has been ascertained (Table 6.03).

Table 6.04
Quality gaps in colleges in terms of academic and human resources

Parameters	Average of all colleges	Bench marks*	Quality gap
Total number of teachers	47	78	31
Total number of permanent teachers	39	54	15
Total number of other teachers	9	25	16
Percentage of teachers without M. Phil or Ph. D.	57	0	57
Overall student-teacher ratio (STR)	27	20	-7
STR by permanent teachers	33	30	-3
Number of books per college	11966	15215	3249
Number of journals per college	13	22	9
Total number of computers	6	11	5
Students per Computer	229	145	-84

* From A grade colleges

It is easy to suggest that the colleges with quality also have adequate physical infrastructure. There are several physical facilities, which are present in quality colleges. Official information indicates that many colleges lack the facility of Health Centre, student-hostels, teachers' housing, etc.

Table 6.05
Number of teachers in institutions of higher education in 2004-05

Institution	Enrolment (in '000)	Teachers (in '000)	STR*
University departments / colleges	1388	77	18
Affiliated colleges	9093	395	23
Total	**10481**	**472**	**41**

* *Student-teacher ratio*

Since student-teacher ratio (STR) appears to be a critical factor, it may be examined a little more closely. Table 6.04 brings out the overall STR situation during 2004-05. It is readily seen that the STR in affiliated colleges is distinctly high and, in probability, it would be telling upon the quality.

In the academic year 2008-2009, the total number of teachers in universities and colleges had been 5.89 lakhs as compared to 5.22 lakhs teachers in the previous year. Out of 5.89 lakhs teachers, 85% teachers had been in Colleges and the remaining 15% in University Departments / University Colleges. The category-wise position of teachers, in terms of percentages, in affiliated colleges and university departments/university colleges during 2008-2009 is as under: The Table 6.05 indicates the number of teachers in autonomous colleges, university department and universities colleges in the year 2009.

Table 6.06
Number of Teachers in Institutions of Higher Education (2009)

S.No.	Category	Out of Total Number of Teachers			
		AC	UTD/UC	AC & UTD/UC	Percentage to Total Number
1.	Lecturers	2,60,307	26,536	2,86,843	48.76
2.	Senior Lecturers	69,125	13,763	82,888	14.09
3.	Readers & their equivalent	1,23,598	28,514	1,52,112	25.85
4.	Professors & their equivalent	32,893	19,071	51,964	8.83
5.	Others (T/D/TA etc.)	12,459	2,068	14,527	2.47
	Total	**4, 98,382 (84.71%)**	**89,952 (15.29)**	**5,88,334**	**100.00**

Excellence in Higher Education

While standard and quality are the basic requirements for the institutions of higher education, and these make for, over a period of time, a base for building up excellence. Nonetheless, it is 'excellence' in their functioning that distinguishes them nationally and internationally, and provides their faculty and alumni the needed competitive edge.

The UGC considers excellence as an ongoing process to which faculty members, students and other stakeholders commit their talent and resources and strive to progressively raise the quality of their performance and, thereby, collectively contribute to the institutional stature and reputation. Not only does

it involve the assimilation of knowledge generated in the diverse range of disciplines in different parts of the world, but also the creation of new knowledge. It may also be taken as a process of nurturing and incremental building up of institutional capacities and capabilities, leading to high levels of performance and achievement recognised globally by peers and professional bodies.

For recognising and promoting excellence, the UGC has developed the concept of 'university with potential for excellence', 'colleges with potential for excellence' and '(university) department/centre with potential for excellence'. The concept also included autonomous colleges.

Currently the UGC has recognised 9 universities with potential for excellence, 100 colleges with potential for excellence, 250 colleges are recognised as autonomous colleges, and 500 university departments/centres as centres of excellence.

This apart, the UGC has taken several initiatives to promote quality and excellence in the institutions of higher education under the Eleventh Plan. These may be briefly mentioned.

1. The UGC has formulated and issued, from time to time, guidelines and regulations governing infrastructure, faculty, academic functioning, calendar, evaluation and examination, etc.

2. With a view to promoting quality and excellence in higher education, considerable thought and resources are to be invested into faculty development. As mentioned, since Independence, there has been a 17-fold increase in the number of universities and 30-fold increase in the number of colleges. The faculty strength, too, has gone up (4.72 lakhs) both in universities (16.39 percent) and colleges (83.61 percent). There is a strong need that value-additions are made to faculty resources through 'orientation programmes' and 'refresher courses' Continuous professional development of faculty members in higher education needs to be an ongoing process. Towards this, the University Grants Commission has conceived and set up Academic Staff Colleges (ASC) which has been functioning for last several years.

    The key-role played by faculty members in the promotion of quality teaching and learning has long been recognised. The equation between teachers' motivation and the quality of education is too well-established to require any elaboration. Given this, it was felt to organise (i) specially designed orientation programmes on teaching methodologies, pedagogy, educational technology etc., for all new entrants at all levels, (ii) refresher courses for serving-teachers to cover all the teacher at least once in five years. Subsequently, the UGC set up 48 Academic Staff Colleges in universities in different parts of the country during the Seventh Plan (1985-1990). Numbering 51, these ASCs organize orientation and refresher courses of three- to four-week duration, and are significantly contributing to the quality and excellence in academia.

    Besides, under the Eleventh Plan, the UGC has issued guidelines for strengthening the faculty. (i) Orientation programmes and refresher courses, organized by the ASC should be re-thought as updating knowledge-base and improvement of communication skills of the faculty members. (ii) Participation of the faculty members in the ASC orientation and refresher courses be made a requirement for their 'career advancement'. (iii) Principals of colleges should be given training programmes in educational management and in innovative leadership. (iv) Exchange of facility members across the borders should be done on a large and regular basis, with a view to broadening their perspective and to inducing innovativeness in their academic activities. (v) The facility of 'sabbatical leave' for improving subject knowledge and communication skills should be extended to college teachers also, with the facility to visit overseas universities in select and deserving

cases. (vi) Liberal financial support should be provided to faculty members enabling them to present research papers in overseas conferences and symposia. (vii) Training programmes both for teaching and non-teaching staff should be organized to develop and upgrade skills in computer applications. (viii) All affiliating universities may have Academic Staff College. (ix) Resource centres should be set up within every university. A resource centre may not cater more than a thousand faculty members. (x) Academic Staff Colleges with state universities should also be strengthened on a priority basis.

3. In order to bring about a qualitative improvement in teaching at the undergraduate level, the UGC had introduced, in 1974-75, the College Science Improvement Programme (COSIP) and the College Humanities and Social Science Improvement Programme (COHSSIP) under which colleges were given special grants for the development of infrastructure.

4. The UGC also assists university departments in the procurement of sophisticated and costly equipment for strengthening Infrastructure in Science and Technology (COSIST). Financial assistance is also available for departments in the universities from the Department of Science and Technology, Government of India, from a 'Fund for Improvement of Science and Technology Infrastructure in Higher Educational Institutions' (FIST).

5. In late 1980s, the UGC established Curriculum Development Centres in 28 disciplines and these centres prepared model curricula which were recommended to the universities for adoption. The second cycle of the development of model curricula was completed in 2001. It is now mandatory for the universities to adopt these curricula with minor modifications to suit local needs.

6. The UGC has for long been having a programme to support minor and major research projects to teachers. Not only does it encourage faculty members for research but it also adds to the quality of teaching work.

7. In order to promote excellence in research, the UGC has devised Special Assistance Programme (SAP) under which selected departments in the faculties of science, humanities, social sciences, and engineering and technology are given support at three levels. These are Departmental Research Support that can be successively upgraded to give the departments the status of Departments of Special Assistance and finally Centre of Advanced Studies.

8. Another scheme is to identify and designate select university departments as Departments for Potential of Excellence, and provide them substantial financial support.

9. The UGC has established several autonomous Inter-University Centres for providing common facilities, services and programmes in frontier areas. The centres are the Nuclear Science Centres, New Delhi; Inter-University Centre for Astronomy and Astrophysics, Pune; Inter-University Consortium for Department of Atomic Energy Facilities, Indore; Consortium for Educational Communication, New Delhi; Information and Library Network Centre (INFLIBNET), Ahmedabad; and Inter-University Centre for International Studies, Hyderabad. In addition, the UGC has set up national facilities in different universities. These include the Western Regional Instrumentation Centre at University of Mumbai, Mumbai; the Regional Instrumentation Centre at India Institute of Science, Bangalore; the Crystal Growth Centre at Anna University, Chennai; the M.S.T. Radar Centre at Sri Venkateshwara University, Tirupati; the Inter-University Centre for Humanities and Social Sciences at Indian Institute of Advanced Study, Shimla.

UGC Strategy

In this regard, the approach of the UGC is clear: Quality and excellence in higher education are not activities, but are products of an environment which has to be built bit by bit and all the levels. The UGC recognizes that quality in higher education hinges on (a) physical infrastructure, (b) number and quality of teachers, and (c) academic governance in universities and colleges. Furthermore, the UGC has, under the Eleventh Plan, put in place a manifold strategy: Sensitize institutions on quality and excellence, support them to evolve institutional arrangements for the purpose, provide institutional arrangement at the apex level for their periodical assessment and accreditation, and make development grants contingent upon their being assessed and accredited.

Towards Improving quality and promotion of excellence in higher education, the UGC strategy under the Eleventh Plan has been: (a) General development grants with a substantial allocation for improving the infrastructure in universities and colleges, (b) New initiatives, and (c) Strengthening of State Universities and college sector.

UGC Schemes

Following are the Schemes through which UGC maintains quality and adds excellence in higher education:

Autonomous Colleges

In pursuance of the recommendations of Education Commission (1964-66), the scheme of autonomous colleges was formulated by UGC in the fourth Five Year Plan (1969-73). The Education Commission pointed out that the exercise of academic freedom by teachers is a crucial requirement for the development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. As students, teachers and management are co-partners in raising the quality of higher education, it is imperative that they share a major responsibility and hence, the Education Commission recommended college autonomy. College autonomy, in essence, is an instrument for promoting academic excellence. Following are the objectives and salient features of the Scheme:

- To determine and prescribe its own courses of study and syllabi; restructuring & redesigning of courses to suit local needs;

- To prescribe rules for admission in consonance with the reservation policy of the State Government;

- To evolve methods of assessment of student work, the conduct of examinations, and notification of results;

- To use modern tools of educational technology to achieve higher standards and greater creativity;

- To promote healthy practices such as community service, extension activity, projects for the benefit of the society at large, neighbourhood programmes, etc.

All Colleges which are included under Section 2(f) and 12(B) of the UGC Act and have a minimum of 10 years of existence are eligible to apply for the autonomous status. The status of autonomy is granted initially for a period of six years. The autonomy tenure shall be extended for a cycle of six years basis on the review of the working of the autonomous colleges. The Expert Committees are constituted for on-site inspection of the colleges for the granting of autonomy. The financial assistance to the selected autonomous colleges under the scheme is provided.

The assistance is available to only those autonomous colleges which are offering not fewer than six programmes of which, two may be at the post-graduate level. Self-finance colleges may also be considered for autonomous status after they have completed 10 years of existence. However, they shall be given autonomous status without any autonomy grant. They are to undergo the same procedure as applicable to other colleges.

Table: 6.07
**State-wise number of Colleges during the year 2008-2009 and increase
in number of Colleges from 2004-2005 to 2008-2009**

S.No	State/Union Territory	2004-2005 (UC + AC)	2005-2006* (UC + AC)	2006-2007* (UC + AC)	2007-2008* (UC+ AC)	2008-2009* (UC+ AC)	Increase during 2004-2005 to 2008-09
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1.	Andhra Pradesh	2296	2434	3026	3264	3648	1352
2.	Arunachal Pradesh	10	10	12	16	16	6
3.	Assam	401	430	440	455	481	80
4.	Bihar	640	630	638	655	671	31
5.	Chhattisgarh	338	416	474	483	508	170
6.	Goa	46	47	46	46	46	0
7.	Gujarat	815	899	1059	192	1420	605
8.	Haryana	301	320	376	634	851	50
9.	Himachal Pradesh	135	169	209	241	270	135
10.	Jammu & Kashmir	168	210	253	253	260	92
11.	Jharkhand	182	172	181	181	188	6
12.	Karnataka	1865	2096	2224	2436	2765	900
13.	Kerala	667	808	825	873	947	280
14.	Madhya Pradesh	1116	1116	1322	1524	1871	755
15.	Maharashtra	2598	2826	3052	3363	3849	1251
16.	Manipur	72	72	74	74	75	3
17.	Meghalaya	58	59	60	62	64	6
18.	Mizoram	31	31	31	31	28	-3
19.	Nagaland	45	49	49	51	51	6
20.	Orissa	835	835	838	841	840	5
21.	Punjab	428	440	472	502	569	141
22.	Rajasthan	636	703	878	1177	1456	820
23.	Sikkim	9	11	11	1	13	4

24.	Tamil Nadu	1242	1242	1254	1297	1337	95
25.	Tripura	22	25	25	29	32	10
26	Uttar Pradesh	2037	2037	2047	2137	2181	144
27.	Uttaranchal	226	247	248	260	279	53
28.	West Bengal	603	621	774	805	889	286
29.	A & N Islands	4	4	4	4	4	0
30.	Chandigarh	23	23	23	23	21	-2
31.	Lakshdweep	1	1	1	1	1	0
32.	Daman & Diu	3	3	3	3	4	1
33.	Delhi	191	201	202	209	234	43
34.	D & N Haveli	0	0	0	0	0	0
35.	Puducherry	36	39	39	73	82	46
	Total	**18080**	**19327**	**21170**	**23206**	**25951**	**7871**

Universities with Potential for Excellence (UPE)

To achieve excellence in teaching and research activities, the UGC has been assisting identified and granted the status of 'Universities with Potential for Excellence' (UPE). In the first phase during IX Plan, five universities viz. Jawaharlal Nehru University, University of Hyderabad, University of Madras, Jadavpur University and University of Pune were identified and granted the status of Potential for Excellence in the year 2000. These five universities are called as 'Universities with Potential for Excellence'. During X Plan, four more Universities viz. Madurai Kamraj, NEHU, Mumbai and Calcutta universities were selected and granted the status of Potential for Excellence.

Under the scheme, each university shall be provided Rs.30 Crores during a Plan period. Out of this, 30% (Rs.9 Crores) shall be spent on focused area identified for a university. Rest 70% (Rs.21 Crores) shall be spent on holistic development of the university. All the universities identified and granted the status of Potential for Excellence under UPE scheme have taken up Science Education as the focused areas.

Colleges with Potential for Excellence

To help selected Colleges to achieve excellence mainly in teaching activities and initiate a research culture in such institutions, the UGC has initiated a scheme entitled "Colleges with Potential for Excellence (CPE)" during the Tenth Plan Period. Under the Scheme, the Commission identifies colleges across the country and supports them financially for improving their academic infrastructure, adopting innovations in teaching, implementing modern methods and learning/evaluation and also introduce a flexible approach in the selection of courses at the degree level. The Colleges would also be given "joint degree conferring status" with their names.

The ceiling of the grant varies from Rs.35 lakhs to Rs.100 lakhs per college on the basis of the category to which it belongs to. If it is just an affiliated college, it shall receive only Rs.35 lakhs. If it is autonomous or accredited, it shall receive Rs.60 lakhs. It shall receive Rs.100 lakhs if it is Autonomous and Accredited. These Colleges will be reviewed from time to time and the colleges which are not found to be performing well will be given a notice to improve. The status will be withdrawn if they do not perform well. A quota has been fixed for each State under the scheme taking into account the total number of colleges included

Under Section 2(f) and 12(B) of UGC Act in a State. The selection of the colleges is done at two levels: at the first level, the parent university selects the best colleges under its jurisdiction and recommends the names of such colleges to UGC. The second level of selection takes place at UGC, based on the proposals received from the colleges which are duly recommended by the Universities.

Special Assistance Programme (SAP)

The UGC launched a programme of recognizing certain departments of the universities, on the basis of their work and achievements as Centres of Advanced Studies (CAS) with the objective to provide substantial assistance for competent manpower and essential equipment. The primary aim of the programme was to encourage 'pursuit of excellence'. Another programme named Department of Special Assistance (DSA) was launched as a supporting programme for Centre of Advance Studies (CAS) with the aim to promote advanced study and group research so that the identified departments can strengthen research in one or two thrust areas. Subsequently, in the year 1977, one more programme viz. Departmental Research Support (DRS) again a supporting programme for Department of Special Assistance was initiated with the aim to promote group research. Subsequently, all these three programmes were merged and now this is known as Special Assistance Programme which operates at three levels viz. Departmental Research Support (DRS), Department of Special Assistance (DSA), and Centres of Advanced Studies (CAS). DRS is the feeder cadre. The major objectives of the Special Assistance Programme (SAP) are as follows:

●   To identify and support university departments that has the potential to undertake quality teaching and research in various educational disciplines including allied disciplines.

●   To make the programme relevant to societal needs and have society and industry interaction.

●   To make research a catalyst for good teaching and introduction of new courses relating to identified thrust areas.

●   To have linkages with research organizations and to use their expertise innovatively to support research in the universities.

●   To utilize the output of research for the development of the nation and society.

●   To search for newer/generic area(s), its promotion and nurturing.

Under this programme, university departments in Science including Bio-Sciences, Engineering and Technology, Humanities and Social Sciences are supported to achieve excellence in research in three or four identified thrust areas and also to improve the quality of Post-graduate teaching programme of the Department. Financial assistance is provided for manpower, equipment, books and journals, seminars, conferences, renovation/alteration and up-gradation of existing buildings, work expenses and travel etc. In addition, Departments are also provided with matching grant as an incentive for resource mobilization, support for international collaboration, for attachments of meritorious students and also to organize summer institutes. The grant is provided on cent per cent basis.

The range of financial assistance is from Rs.60 lakhs to Rs.150 lakhs depending on the level of the programme and the stream/discipline/subject. The maximum ceilings for different programmes and subjects are as follows:

Table: 6.08
Financial Assistance under SAP at various levels

(Rs. in lakh)

Programme/level	Science and Engineering & Technology Departments	Maths, Statistics Humanities and Social Sciences
CAS	150	100
DSA	100	75
DRS	75	60

The departments are supported initially for a period of five years. The performance of the department is evaluated periodically after two or three years with the help of an Expert Review Committees. These Committees evaluate the performance of the departments in terms of major break through in the research area, research publications, manpower produced, infrastructure developed, facilities created, quality of post-graduate teaching, international collaboration etc. Recommendations of the Expert Review Committees are considered by the Commission and based on the recommendations, the UGC decides whether support to the departments is continued at the same level or upgraded to the next higher level or down-graded to lower level or even discontinued.

Assistance for Strengthening of Infrastructure for Science and Technology (ASIST) and Assistance for Strengthening of Infrastructure for Humanities and Social Sciences (ASIHSS)

In 1983, the Science Advisory Committee to the Cabinet (SACC), Government of India, felt the need for strengthening of infrastructure for Science and Technology in universities in the non-bureaucratic set-up of university departments and the University Grants Commission was identified as nodal agency to take up the programme in Indian universities and institutions. The scheme was popularly known as "COSIST" which is the acronym for the Programme i.e. "Committee on Strengthening of Infrastructure for Science and Technology (COSIST)". During the year 2002-03 the above programme has been renamed as ASIST (Assistance for Strengthening of Infrastructure for Science and Technology).

Since 2004-2005, the Commission decided that the Humanities and Social Sciences departments may also be supported for strengthening of infrastructure through ASIHSS Programme.

The UGC now decided that during XIth Plan, the scheme of ASIST/ASIHSS be merged and to be included under SAP Programme. The financial assistance under SAP has been enhanced substantially in the XIth Plan, hence there will be no separate allocation for ASIST/ASIHSS Scheme.

The support is provided for acquisition of sophisticated and necessary equipments, building in the nature of addition/alteration/renovation of laboratory, books and journals, working expenses, seminars, travel/field trips etc. Monitoring and evaluation from time to time is an integral part of the scheme. The ASIST and ASIHSS supported departments have been given functional autonomy. The programme is for one full term i.e. 5 years period. The financial assistance is provided on 100 percent basis. Monitoring/Evaluation and Review of the progress, performance, achievements made by the supported departments under the programme are done through the following committees:-

● Advisory Committee

● Mid-term Monitoring/Review Committee

● End-term/Final Review Committee

Incentives for Resource Mobilization

In order to revive our tradition to support higher education, and to encourage the participation of society in the development of universities, the Commission has decided to continue scheme entitled "Incentives for Resource Mobilization" during the XI Plan period also. The main objectives of the Scheme are:

- To encourage universities to mobilize resources by participation / contribution of society in their development;
- To evolve a process for the participation of society in university development;
- To encourage and enhance the flow of resources coming from the society for university development;
- To encourage university to provide consultancy ON PAYMENT BASIS not only to the industries but to the government, and other bodies and society at large on vital issues of national importance;
- To provide incentives to the universities which involve society in their development activities.

The following Universities/Institutions are eligible to receive grant under this scheme:

- Central Universities.
- Universities which are included under Section 12(B) of the UGC Act and are receiving UGC plan or non-plan grants.
- Institutions deemed to be universities under Section 3 of the UGC Act and are receiving plan and / or non-plan grants from the UGC.
- Inter-University Centres established under Section 12(ccc) of the UGC Act.

In the fast changing scenario of education, if universities are to keep pace with development, they have to enlarge their resource base and make efforts to enlarge their internal resources by mobilizing participation of society in higher education. Universities may mobilize such external resources through participation/ contribution/consultancy from individual Indians or non-resident Indians, Alumni Associations, public and family trusts, industrial / business houses, co-operatives, professional associations, unions / association of employees, municipalities / panchayats, MP/MLA/Counsellors' funds.

The University may create a corpus with mobilized funds under the scheme on the following items identified for participation of society:

- Construction of buildings (class-rooms, laboratories, student's hostels, clinics, etc.).
- Renovation of existing old building;
- Purchase of equipment;
- Student/staff amenities (Canteen, Playgrounds, Gymnasium etc.).
- Purchase of books and journals.
- Development of corpus for institution's activities;
- Development of corpus for student scholarships;
- Development of extension activities, seminars/workshops, research through direct funding of projects or the development of a corpus;
- Establishment of Chairs;
- Innovative and academic programmes including research and extension work.
- On any other item/project which may be intimated to UGC before hand.

The contribution of UGC will be up to the extent of 25 percent of the contribution received by the University, subject to a maximum of Rs.50 lakhs per annum.

Faculty Development: To attract and retain talented young persons

The UGC recognizes the problem of 'quality' faculty. Given this, it has adopted several measures to increase the supply of teachers for universities and colleges. It brought to the attention of the government that ban on recruitment of the teachers in universities and colleges has landed us in shortages of teachers. The ban on teachers also induced potential students to move away from teaching profession. The UGC proposed both short-term and medium-term strategy. Some of the steps that UGC has taken are given below.

Pay Review Committee: Better Pay and Service Conditions for teachers

One of the important issues that higher education system currently faces relates to the availability of capable teachers in universities and colleges. How to attract the talented persons to the teaching profession and to retain them are the issues which need to be addressed squarely.

The government recognized the distinctiveness of the teacher's category and developed a separate category of pay, designated as "Academic Pay Grade". As at present, the 'pay package' and other service conditions of teachers in universities and colleges are comparable and competitive. Apparently, they also have adequate promotional avenues.

Educational Qualification Framework as part of the UGC Sixth Pay Committee

UGC has also brought out regulation on qualification framework for appointment of and promotion of teachers in colleges and universities. These regulations will ensure accountability and quality in teaching and research.

Faculty Improvement Programme

The Commission will provide financial assistance under the scheme for teachers, who are employed in the eligible universities and who intend to pursue their academic/research activities leading to the award of M.Phil. /Ph.D. degree. The objective of the "Teacher Fellowship" under Faculty Improvement Programme is to provide an opportunity to the teachers of the Universities to pursue research leading to award of M.Phil./ Ph.D. The Commission provides assistance to teachers of those universities which are included in the list maintained by the UGC under section 2(f) and 12(B) of the UGC Act, 1956. The teachers should be permanent/ confirmed. The teacher should not be more than 50 years of age (relaxable by 5 yeas in the case of women teachers and teachers belonging to Scheduled Castes, Scheduled Tribes, OBC (non-creamy layer), Minorities category on the date of application). The teacher should have at least a second class Master's degree with minimum 50% marks (45% marks for Scheduled Castes, Scheduled Tribes, OBC [non-creamy layer] teachers). In case of a teacher appointed after 19th September, 1991, he/she should have at least 55% marks (50% marks in case of Scheduled Castes, Scheduled Tribes, OBC [non-creamy layer] teachers) at Master's level or equivalent in the seven point grading scale with letter grades O,A,B,C,D,E and F. The teacher should have at least 3 years of teaching experience on the date of submitting the application for award of teacher fellowship. The teacher who did not avail himself/ herself of any teacher fellowship from the UGC or any other agencies may be given preference. The teacher fellow will register for the M.Phil. in a College/ University/ Institution, which offers the M.Phil. programme in the subject concerned. A teacher seeking Teacher Fellowship for completion of Ph.D. should have completed his/her registration process in a recognized college/University/institution having a well developed Post-graduate department in the subject concerned with adequate research facilities.

The teacher will continue to receive full salary from the parent university during the period of Teacher Fellowship. The scheme will also be applicable to the teachers who are entitled to Study Leave with full pay. However, it would be open to them either to opt for the Teacher Fellowship under Faculty Improvement Programme or Study leave given by the Universities.

Travel Grant

The Scheme of Travel Grant has been initiated by UGC for promoting research in Higher Education system by providing financial assistance to Teachers, Vice Chancellors, Librarians and Officers involved in Higher Education Management. The main objective is to enable the permanent College Teachers/College Librarians/ Vice Chancellors/Commission Members/UGC Officers to present their research paper(s) in international conferences. The maximum age limit for College Teachers/Librarians/UGC Officers is up to the age of superannuation and for Vice Chancellors and Commission Members, they should be in position.

The financial assistance for permanent Teachers/Librarians will be paid on 100% basis once in three years for their travel, registration fee, per diem allowance and research. Vice Chancellors, UGC Members, UGC Officers and SC/ST/OBC (non-creamy layer) Teachers will be provided 100% financial assistance once in two years. Any application for assistance under the scheme is to be submitted two months prior to the commencement of the Conference where his/her research paper is to be presented along with acceptance letter from the organizers of the Conference.

Bilateral and Educational Exchange Programmes

The University Grants Commission, on behalf of the Government of India, has been implementing the related provisions of Bilateral Exchange Programmes in the field of Higher Education between India and foreign countries. In 2008-2009, the UGC had Cultural Exchange Programmes/Educational Exchange Programmes with 44 countries. During the year 2008-2009, the UGC hosted the visit of 53 foreign scholars from various countries and arranged their programmes at different institutions in India. A total of 90 Indian scholars had been deputed abroad under different exchange programmes during the period. The UGC has been receiving foreign delegations for exchange of information on Higher Education.

Academic Staff Colleges (ASC)

Based on a pointed reference made in the National Policy on Education (NPE), 1986 to the crucial link between teachers motivation and the quality of education, the University Grants Commission initiated a scheme of setting up Academic Staff Colleges (ASCs) in suitable universities in the country since 1986-87. At present, there are 66 such Academic Staff Colleges set up across the country.

The UGC-Academic Staff College may be established in a University as an autonomous entity and designated within the University. It will have to draw upon all the possible existing resources available in the university as well as in other universities and academic institutions within the State and outside.

The objectives of the Academic Staff College are to enable newly appointed lecturers to:

● Understand the significance of education in general, and higher education in particular, in the global and Indian contexts;

● Understand the linkages between education and economic and socio-economic and cultural development, with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society;

● Acquire and improve art of teaching at the college/university level to achieve goals of higher education;

● Keep abreast of the latest developments in their specific subjects;

● Understand the organization and management of a college/university and to perceive the role of teachers in the total system;

● Utilize opportunities for development of personality, initiative and creativity; and Promote computer literacy as well use of ICT in teaching and learning process.

The main functions of Academic Staff College are to plan, organize, implement, monitor and evaluate orientation courses for newly appointed college/university lecturers; to organize refresher courses for serving teachers; and to conduct orientation programmes for senior administrators, Heads of Departments, Principals, Officers, etc.

Lecturers working in universities and the colleges that are included under Section 2(f) of the UGC Act, even though they may not yet be fit to be included under Section 12(B), may be invited to participate in the orientation programmes and refresher courses. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least two years, will be permitted to participate in the programmes/courses. For the orientation programmes, newly appointed lecturers upto six years of continuous service and all those teachers who require orientation for getting a higher grade will be allowed. Attendance should be a condition for confirmation and the same course will be counted for promotion to a senior scale.

For the refresher courses, participation in the orientation programme is a pre-requisite for admission. Also, there should be a minimum gap of one year between two courses, though it may be relaxed if an adequate number of participants is not available or it is essential for the teachers to fulfil eligibility conditions for career advancement.

The orientation programmes are intended to inculcate in young lecturers the quality of self-reliance through their awareness of the social, intellectual and moral environment as well as to discover themselves and their potential. The orientation programme will be of four weeks duration, with minimum of 24 working days (excluding Sundays) and 144 contact hours (six hours a day). The refresher course will be of three weeks duration with a minimum of 18 working days (excluding Sundays) and 108 contact hours (six hours a day). If a participant fails to complete the requisite contact hours in a programme, he may be permitted to make up for the backlog hours at own cost in another programme by the ASC concerned.

Part-time/ adhoc/ temporary/ contract teachers who have been teaching for at least three academic sessions in an institution which has been affiliated to a university for at least two years may be permitted to participate in orientation programme/refresher course to enhance their skills.

Each Academic Staff College may organize one or two meetings of Principals/Heads/Dean/Officers in a year to familiarize them with the philosophy and importance of orientation programmes and refresher courses, and persuade them to depute teachers; to enable them to understand their new roles as supervisors; and to facilitate reforms in higher education through proper modification of management systems at various levels.

The UGC provides 100% financial assistance to the ASCs. The working of the ASCs is reviewed from time to time to continue the assistance.

Academic Staff Colleges: Involving Research Institutes in Refreshers Courses in Specialised Subjects

The UGC has extended the Scheme of offering orientation and refresher courses to reputed research institutes. There are a number of research institutes outside the university system whose expertise and experience in specialised areas could be gainfully utilised by the colleges and universities also.

Training of Academic Administrators of Universities/Colleges

Within the context of globalization and developments in technology, higher education is undergoing unprecedented changes. In addition to questions of access and equity, institutions of higher education are called upon to cut costs, improve quality and compete in an environment of cross-border educational provision. Academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students. The UGC proposes to address this issue by creation of a structured system to impart training and development opportunities to the staff, administrators and senior functionaries in the various universities and colleges with the broad goal of attaining excellence in academic governance.

Inter-University Centres

The University Grants Commission (UGC) has been establishing, since 1984, Inter-University Centres (IUCs) under section 12(ccc) of the UGC Act, 1956, as autonomous bodies within the university system with a view to provide centrally the state-of-the-art equipment and facilities which are not generally available at many Universities due to cost factor, for the benefit of researchers working in different Universities. So far, it has established six Centres mainly in the field of Science and Technology. The Inter University Accelerator Centre (IUAC), New Delhi (formerly Nuclear Science centre) was the first such Centre established in 1984 in New Delhi. The main objectives for establishing these Inter University Centres are:-

● To provide common advanced centralized facilities / services for universities which are not able to invest heavy investment in infrastructure and other inputs.

Table: 6.09

Inter-University Centres with their specific objectives

S.N.	Name	Year of establishment	Objective(s)
1.	Inter University Accelerator Centre (IUAC), New Delhi	1984	Accelerator Oriented research
2.	Inter-University Centre for Astronomy and Astrophysics (IUCAA), Pune	1988	State-of-the-art instrumentation for research in astronomy
3.	UGC-DAE Consortium for Scientific Research, (UGC-DAE CSR), Indore	1989	Use of facilities of Department of Atomic Energy
4.	Information and Library Network (INFLIBNET) Centre, Ahmedabad	1991	Networking of University libraries through electronic media, UGC-infonet and e-journals.

| 5. | Consortium for Educational Communication (CEC),New Delhi | 1993 | To disseminate Countrywide Class- room programme through Television and running of e-content & Edusat programmes. |
| 6. | National Assessment and Accreditation Council (NAAC), Bangalore | 1994 | To assess and accredit public and private Institutions of higher learning. |

●   To play a vital role in offering the best expertise in each field to teachers and researchers across the country.

●   To provide access for the research community and teaching faculty to the state-of-the-Art equipments and excellent library facilities which are comparable to international standards.

The list of Inter University Centres with their specific objectives is as given in the table 6.08.

The UGC is also instrumental in producing more than a thousand educational films or programmes through various Multi media Educational Research Centres established in selected universities and colleges in the country under the guidance and coordination of Consortium for Educational Communication (CEC), New Delhi. The first Countrywide Classroom (CWCR) programme was telecast on the National Network of Doordarshan on 15th August, 1984.

Innovative Programme - Teaching and Research in Emerging and Interdisciplinary Areas

The objective of the programme is to support specialized courses at Undergraduate and Post-graduate levels including one year PG Diploma after Post-graduation in Interdisciplinary and Emerging Areas and accommodate brilliant ideas and innovative proposals to influence teaching, research, academic excellence, societal growth and relevant activities in various disciplines and educational, national and global priorities at Indian Universities / Colleges.

Under the programme, the financial limit is Rs.60.00 lakhs for Non-Recurring and Recurring items plus Staff (if approved) on actual basis for a maximum duration of five years. The UGC receives fresh proposals from the University/Colleges on the basis of the guidelines. The proposals are short-listed through subject Expert Committees/Groups. Thereafter, the final selection is done after presentation of the proposals by the departmental representatives of the short-listed universities/colleges before the concerned Subject Expert Committee constituted by the UGC. The recommendations of the concerned Subject Expert Committee are approved by the UGC. Monitoring/Evaluation and Review of the progress, performance, achievements made by the Department(s) approved under the Innovative Programmes including courses in Emerging Areas are done through the following Committees:-

1.   Departmental Committee

2.   Mid-term Monitoring/Review Committee.

3.   Final Review Committee.

UGC Regulations (2008) for grant of degree and other awards by universities

On direction from the Central Government under sub-section (1) of Section 20 of the UGC Act, 1956, to frame appropriate Regulations prescribing that every University and Institution Deemed to be University

shall ensure that eligible, enrolled students are granted Degrees or other awards within a maximum period of six months of their becoming eligible for the awards, the Commission in its meeting held on 10th September, 2008 considered the recommended Regulations and approved the same. These Regulations have been notified in the official Gazette dated 20-26 December, 2008.

UGC National Swami Pranavananda Saraswati Award, UGC National Hari Om Ashram Trust Award, and UGC National Veda Vyas Sanskrit Award

UGC National Swami Pranavananda Saraswati Awards: The UGC with the help of an endowment of Rs.5 lakh made by Swami Pranavananda Saraswati Award, Director, Yoga societies in America, has instituted the following awards being awarded every year from 1985 onwards for outstanding scholarly/scientific work which has made important contribution to human knowledge and has thrown light on the problem in a new manner. Each award caries a value of Rs.50,000 each now, including UGC's share of Rs.40,000. The awards are given in five areas namely education, economics, environmental science and ecology, political science, sociology. For these awards, Indian nationals working in the university system or those who were associated with the Universities or Institutions recognized for research/advance study are eligible. The contribution by Indian scholars only would be considered for these awards once in life time.

UGC National Hari Om Ashram Trust Awards: UGC with the help of an endowment made by Hari Om Ashram Trust, Naidad has instituted these awards to be awarded every year to outstanding scientists from 1974 onwards. the award now carries a value of Rs.50,000/- each which includes UGC share of Rs.40,000/-.

UGC Veda Vyas National Sanskrit Award: UGC has instituted UGC Veda Vyas National Sanskrit award to promote quality teaching/research in sanskrit, and to identify and recognise outstanding teacher and award him/her for the excellent contribution in teaching/research/innovation/new programmes and promotion of sanskrit language. this award is an annual national award and it consists of rs.1,00,000/- and a citation. all teachers engaged in post-graduate/under-graduate teaching in the department of sanskrit in universities/ colleges under the purview of UGC are eligible. The award is provided to the Sanskrit teachers who have outstanding in the field of teaching and research in Sanskrit and has contributed significantly in promotion of sanskrit language.

Research Projects for Teachers: Major and Minor

The University Grants Commission has been striving for promoting teaching and research in emerging areas in Humanities, Social Sciences, Languages, Literature, Pure Sciences, Engineering & Technology, Pharmacy, Medical, Agriculture Science, etc. The emphasis is to support such areas that cut across disciplines and subjects such as Health, Gerontology, Environment, Bio-technology, Nano-technology, Stress Management, WTO and its impact on economy, history of science, Asian philosophy and many other areas as would be identified by subject experts.

The main objective of the scheme is to promote excellence in research in higher education by supporting research programmes of University and College teachers in various disciplines. Teachers who are permanent/ regular, retired/working in the Universities and Colleges which are under Section 2(f) and 12B of the UGC Act, 1956 only are eligible. Research Project may be undertaken by an individual teacher or a group of teachers. Besides, Vice-Chancellors, Principals, Librarians and Physical Education Teachers are also eligible to participate in the scheme. A teacher, working or retired can have only one project/scheme of the UGC at any given time. Retired teachers, up to the age of 70, can also participate in the scheme. In case of retired teachers, there has to be a Co-Investigator (permanent teacher) from the Department, where the project is to

be undertaken. The Commission is also providing financial assistance to the college and university teachers preferably lecturers who wish to undertake, alongwith teaching work, a Minor Research Project or working for Doctorate degree under an approved supervisor. Retired teacher is not eligible for Minor Research Project.

The financial support by UGC is for items like equipments, books & journals, research personnel, hiring services, contingency, chemical and consumables, travel and field work and any other special requirements. However, assistance towards research personnel will not be provided in Minor Research Projects.

The UGC may approve and provide assistance to engage the following research staff during the tenure of the project. The research personnel shall do whole time work with the Principal Investigator on the research project.

● Post Doctoral Fellow (PDF)

● Project Associate (PA)

● Project Fellow (PF)

Honorarium to retired teachers is admissible @ Rs.12,000/- per month upto the age of 70 years. If the Principal Investigator attains the age of 70 years during the middle of the tenure of the project and some more work needs to be done, the Principal Investigator should complete the work without any honorarium for the rest of the period. If a teacher retires during the tenure of the project, he/she will also be eligible for honorarium on receipt of an Affidavit indicating his or her date of birth, date of superannuation and that he or she is not employed anywhere or is not drawing honorarium from any other government/ non-government organization duly Oath Commissioned and witnessed by the Heads of the Department/Dean and Head of the Institution.

The duration of Major Research Project in Humanities, Social Sciences etc. will be 24 months and for Science and Engineering & Technology, it will be 36 months with six months extension. Extension would be permissible only in special circumstances and will be without any financial assistance. Honorarium to retired teachers and fellowship to research personnel will also not be provided during the extended period. The tenure of Minor Research Project will be 18 months with three months extension. The effective date of implementation of the project will be the date of receipt of fund by the Institution or as specified by the Commission.

Research Awards for Teachers

The main objective is to provide an opportunity to permanent teachers in UGC recognized institutions to pursue research in their area(s) of specialization for a period of two years without undertaking any research guidance.

Teachers, who have a doctorate degree, have shown excellence in their area(s) and under 45 years of age are considered for the award. The age is relaxable by 5 years in the case of women, SC,ST, OBC (non-creamy layer), physically handicapped and minorities teachers. A teacher is eligible to avail the Research Award only once. The two year tenure of the award is non-extendable. Selections are made for 100 slots in alternate years for all the disciplines of Sciences, Humanities, Social Sciences and Engineering & Technology based on the recommendations of an expert Committee constituted by the UGC.

The pattern of financial assistance available is as under:

● Full Salary of the awardee with admissible allowances except CPF/GPF contribution.

●   Research grant to meet expenditure on books and journals, chemicals and equipment, expenditure towards project assistance, expenditure towards travel within and outside the centre etc.

       Humanities & Social Sciences   -   Rs.2 lakhs

       Sciences/Engineering & Technology -   Rs.3 lakhs

The awardee is to submit a mid-term progress report of the research work through the Head of the Department as well as the Registrar of the University/Principal of the College within 12 to 15 months from the commencement of the award.

Emeritus Fellowships

The main objective of the scheme is to provide an opportunity to superannuated teachers of all recognized universities and colleges approved under UGC Act, to pursue active research in their respective field of specialization.

The target group is highly qualified and experienced, superannuated or likely to be superannuated within six months, teachers of recognized institutions. The eligibility for this fellowship is based on the quality of research and published work contributed by the teachers in his or her service career. The awardees can work with a well defined time bound action plan up to the age of 70 years or up to two years (non-extendable) whichever is earlier. The pattern of fellowship is as under:

●   Number of slots for Science streams   :   100 (at anyone given time basis)

       Number of slots for Humanities/   :   100 (at anyone given time basis)
       Social Sciences and Languages

       Honorarium   :   Rs.20,000/- per month. for two years
                 (non extendable)

●   Contingency grant (non-lapsable)   :   Rs.50,000 per annum

The contingency grant may be utilized for secretarial assistance, travel within the country connected with the research project, stationery, postage, consumables, books and journals and equipments. Foreign visit is also allowed in connection with the approved research work of the awardee limited to once in a year with the prior approval/no objection of the institution where the project work is being undertaken alongwith that of UGC. This is further subject to no financial liability on the part of the UGC. The Emeritus Fellows would be entitled to such other privileges including medical facilities as available to the university faculty members except housing.

Operation 'Faculty Recharge': A UGC Initiative for Augmenting the Research and Teaching Resources of Universities

The intent is to strengthen high quality research in science related disciplines at internationally competitive level and promote innovative teaching in the universities through induction of fresh talent, at all levels of academic hierarchy, in selected departments/centers. The new inductees will be selected through a nationally conducted competitive process and placed as Lecturers/Readers/Professors. To impart distinct identity to these specially selected faculties, a prefix 'UGC' will be added to each of these categories. It is to be ensured that individuals with exceptional creativity, zeal and commitment to research and teaching will be selected. This is a pressing requirement that brooks no delay as scientific output from the universities has been on sharp decline in recent years and a majority of our universities have not recruited faculty on a significant scale for a long time and are in danger of loosing more than a generation of researchers. Lack of

availability of faculty positions besides other endemic problems associated with hiring of faculty are often cited as causative factors of this serious malady. The 'faculty recharge' initiative offers an effective mechanism to address the problem in some ways and should provide a unique opportunity to the universities aspiring to upgrade and reinvigorate faculty resources in their science related departments.

Augmenting Faculty Resources Involving Researchers and Academicians outside the University System

Due to the scarcity of quality teachers in universities and colleges, the UGC has developed a Scheme to use the services of the academicians employed in various research institutes outside the university system. This Scheme enables universities and colleges to get the services of the academicians, scientists and researchers on liberal and fixable terms and conditions. This helps to reduce the problem of quality teachers, to some extents.

Research Workshops/Seminars/Symposia & Conferences

The Commission has been providing financial assistance to the universities/colleges for organizing conferences, workshops and seminars at state, national and international levels in various fields. Further, it intends to promote better standards in colleges by way of extending facilities to teachers, researchers and students by providing a forum for sharing their knowledge, experiences and research findings. The main objective of the scheme is to bring together academicians and experts from different parts of the country and abroad to exchange knowledge and ideas.

Financial assistance under the scheme is available to all colleges which come under the purview of section 2(f) and 12(B) of the UGC Act. A college may host up to two state/national level activities and one international conference in a year. Ceilings of assistance are as follows:

- State level conference/workshop/seminar   :   Rs.1.00 lakh
- National level conference/workshop/seminar   :   Rs.1.50 lakh
- International level conference/workshop/seminar   :   Rs.2.00 lakh

Junior Research Fellowship for Indian Nationals

(a)   **Junior Research Fellowship (JRF) in Science, Humanities and Social Sciences for Indian Nationals**

The main objective is to provide an opportunity to the scholars to undertake advanced studies and research leading to M.Phil./Ph.D. degrees in Sciences, Humanities and Social Sciences, including languages and Sciences. The University Grants Commission (UGC) provides 1600 JRFs every year to the candidates who qualify National Eligibility Testing (NET) of the UGC and the UGC-CSIR.

(JRF) in Engineering & Technology

On the basis of interface meeting, the UGC selects 50 candidates every year under the scheme of JRF in Engineering & Technology for a period of five years (non-extendable).

Post Doctoral Fellowship for Women

The scheme of Part-Time Research Associate-ship was initiated in 1998 and now it is renamed as Post Doctoral Fellowship for Women. The objective is to provide an opportunity to the unemployed women

with Ph.D. degrees, and with an aptitude for research, but unable to pursue the research work on regular basis due to personal or domestic circumstances. At present, there are 100 slots per annum. The Associate ship amount is as under:

Rs.6, 000/- p.m. (fresh Ph.D. holders)

Rs.8, 000/- p.m. (having five years of research experience)

Rs.10, 000/- p.a. (contingency), HRA is not permissible.

Basic Scientific Research (BSR) in Indian Universities

The Ministry of Human Resource Development had set up a Task Force for rejuvenation of Basic Scientific Research in Indian Universities. An Empowered Committee has also been constituted for implementation of recommendations of the Task Force. The Empowered Committee is meeting almost every month for taking action on the recommendations of the Task Force. Till date, the status of the implementation of the recommendations of the Empowered Committee is as follows:-

1   3276 Junior Research Fellows @ Rs.10,000/-p.m. with a contingency grant of Rs.6,000/- per annum. have been granted to each Science Department- DRS/CAS/DSA/Non-SAP of UGC.

2.   Rupees Twenty lakhs each have been sanctioned to 334 DRS/DSA/CAS Departments in Science, Bio-Science, Agricultural Sciences and Engineering Sciences for strengthening infrastructure in terms of power supply, water supply, safety equipment, laboratories, working tables and infrastructure required for including the component of research at P.G. level programme. An expenditure of 66.80 crores has been incurred so far. It has been decided that 22 departments which have been inducted at DRS level may also be released an infrastructure grant of Rs.20.00 lakhs each.

3.   After assessing the performance of the 133 Departments and receiving statement of expenditure for the grant released to the Departments for infrastructural development and based on the proposals invited from each department, the Committee recommended that second instalment @ Rs.30.00 lakhs may be released to the UGC approved SAP Departments of DSA/CAS. Accordingly, 114 departments have been sanctioned Rs.34.20 crores @ Rs.30.00 lakhs each.

4.   All State Education Secretaries have been requested to adopt uniform retirement age for the teachers.

5.   A six-member committee has been constituted with Chairman, UGC and Director-General, CSIR as Co-Chairperson to work out the modalities for creating formal linkages between Universities and CSIR labs, under the collaborative programme. .

6.   On the recommendations of the Empowered Committee, proposals have been invited for the UGC Networking/Summer-Winter School from CAS and DSA departments under the UGC approved SAP scheme. The short-listed departments were called for presentation. Eight Departments viz. Department of Life Sciences, JNU, Department of Chemistry, Hyderabad University, Department of Radio Physics & Electronics, Calcutta University, Department of Biological Science, Madurai Kamraj University, Department of Material Engineering, Indian Institute of Science, Bangalore, Department of Chemical Engineering, Mumbai University and Department of Pharmaceutical Sciences, Punjab University have been selected for Networking Resource Centres. Selection for Networking Resource Centres in other subjects is being finalized.

7.   The financial support has also been extended to departments other than the SAP Departments under various programmes initiated by the Empowered Committee. The committee recommended

infrastructure grant and fellowships based on the faculty position, Ph.D produced during the last five years and publications.

8.   The Committee has recommended that all M.Sc. programmes shall be structured in a manner so as to include the component of research.

9.   The Committee was of the view that regional workshops may be held between CAS departments so that the Committee members may apprise these departments of thinking and expectations of the Empowered Committee from these departments.

10.   An infrastructure strengthening grant of Rs.5.00 lakhs to each of the 700 science departments of 97 Colleges with Potential for Excellence has been released. An expenditure of Rs.35.00 crores has been incurred. In addition to the above, 558 Science departments of 68 colleges identified under Potential for Excellence has been released @ Rs.6.00 lakhs to each department amounting to Rs.33.48 crores.

11.   An infrastructure strengthening grant of Rs.10.00 lakhs each to 195 Autonomous Colleges has been released.

Post-doctoral D.S. Kothari Fellowships

Post-doctoral research is an important enabling step in grooming young researchers for launching an academic/research career. This is a transition phase from a largely supervisor directed student at doctoral level to an independent researcher for leadership position, particularly in academia. A post-doctoral stint also provides an opportunity to acquire new skills, broaden one's horizon and offers a platform for transiting into cross-disciplinary areas. Experience in other parts of the world has shown that university faculty is best inducted from among candidates who had a year or two of post-doctoral training and is generally considered an essential requirement. Mentoring for independent research is an indispensable element of post-doctoral training. Top rated institutions in our country which value research also follow this practice but it has not permeated widely. Leading research groups around the world usually have a good mix of post-doctoral fellows and doctoral students with the former bringing in a level of experience and maturity. However, in our country post-doctoral research culture has not caught on and is practiced only sporadically in a few selected places. Ironically, Ph. D's from leading institutions in India, particularly in basic sciences prefer seeking post-doctoral positions overseas. Within the country, a pdf position is mistakenly viewed as a mere parking opportunity while scouting for a regular appointment. With our higher education system poised for rapid and massive expansion in the years ahead and the establishment of many new science and technology institutions on the anvil, requirement of potential faculty with Post-Doctoral Fellowships experience will be very substantial. Thus, a `home grown' Post-Doctoral Fellowships program can be expected to partly redeem the expected short fall in trained faculty required for HEI's. It is in this context that UGC initiative to launch a prestigious pdf initiative, named after an illustrious scientist, is important and timely and fills a widely felt void. Several agencies like UGC/CSIR/DST/DBT and a few selected institutions have schemes to award pdfs (also called Research Associate-ships, RAs) through open call. A few merit-based research schemes funded by various agencies also have provision for pdf/RA. However, the scene is far from satisfactory and opportunities are not only inadequate but the schemes are not optimally structured. This scenario needs change. It is very necessary that a pdf scheme of this nature is run in a flexible mode, with fast track, on-line handling and decision making and must be tuned to the ground realities prevailing in our university system. In our context, with no clearly defined bench marks for thesis quality, a post-doctoral stint for many fresh PhD's, may be also an opportunity to overcome the deficiencies at doctoral level research as well as an opportunity to explore new areas of research in different settings.

Candidates who have either received a Ph.D. degree or submitted their Ph. D thesis are eligible to apply. When selected, those holding the Ph. D degree will be directly awarded the named pdf. Those who have submitted their Ph.D. thesis may be awarded a `bridging fellowship' (with marginally reduced stipend) until they are formally awarded the Ph.D. degree.

The fellowship is awarded on a yearly basis with renewal/termination clause on the basis of PDF mentor/ peer group appraisal. However, the maximum duration of the PDFaward would be three years. Candidates should give an undertaking while availing the award, alongwith the endorsement of the research mentor that they would stay in place for a minimum of six months.

Research Fellows are entitled for a maximum period of 30 days of leave in a year in addition to public holidays. They are not entitled to any other vacations. Women candidates are eligible for maternity leave of 135 days at full rates of fellowship once during the tenure of their award.

The stipend for these awards is Rs.20, 000-22,000 p.m. with annual increase of Rs.1000/- p.m. The `bridging fellowship' stipend is Rs.16, 000/- per Month. The PDF award carries a contingency grant of Rs.50, 000/- per annum.

Dr. S. Radhakrishnan Post Doctoral Fellowships (Humanities/Social Science/ languages)

This is newly added fellowship and given to young researchers to provide an opportunity to carry out advanced research in the areas of Humanities and Social Sciences. The main objective of awarding the fellowship is to strengthen research in Humanities and Social Sciences in Indian Universities. There are a total of 500 slots per annum for this fellowship. The tenure of the fellowship is three years. There are two types of fellowship under this Scheme. Candidates who have either received Ph.D. degree or submitted their Ph.D. thesis are eligible to apply. When selected, those holding the Ph.D. degree will be directly awarded fellowship and those who have submitted their Ph.D. degrees may be awarded a Bridging Fellowship with marginally reduced stipend until candidates are formally awarded the Ph.D. degree. The fellowship is awarded on a yearly basis. The fellowship carries an amount of Rs. 20,000/- to 22,000/- per month with an annual increase of Rs. 1000/- per month and also with contingency amount of Rs. 50,000/- per annum and admissible HRA. The Bridging Fellowship carries an amount of Rs. 16,000/- per month with a contingency amount of Rs. 30,000/- per annum and admissible HRA.

Internal Quality Assurance Cell

The University Grants Commission (UGC), established in November 1956 as a statutory body of the Government of India through an Act of Parliament, has the unique distinction of being the only grant-giving agency in the country which has been vested with two responsibilities: that of providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. The UGC's mandate includes Promoting and co-ordinating university education; Determining and maintaining standards of teaching, examination and research in Universities; Framing regulations on minimum standards of education; Monitoring developments in the field of collegiate and university education; Disbursing grants to the Universities and Colleges; Serving as a vital link between the Union and State Governments and institutions of higher learning; Advising the Central and State Governments on the measures necessary for improvement of university education. To monitor standards of the higher educational institutions it has established the National Assessment and Accreditation Council (NAAC) as an autonomous body, under section 12 (ccc) of its Act in September 1994. NAAC is entrusted with the task of performance evaluation, assessment and accreditation of Universities and Colleges in the Country. The philosophy of NAAC is ameliorative and enabling rather than punitive or judgmental, so that all

constituencies of institutions of higher learning are empowered to maximize their resources, opportunities and capabilities. NAAC has been instilling a momentum of quality consciousness amongst Higher Educational Institutions, aiming for continuous improvement. NAAC is triggering a 'Quality Culture' among the various constituents of the HEI, as well as enhancing the awareness of Institutional Quality Assurance with all stakeholders.

The prime agenda of NAAC is to Assess and Accredit Institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Assessment is a performance evaluation of an HEI and /or its units and is accomplished through a process based on self-study and peer review using defined criteria. Accreditation refers to the certification given by NAAC which is valid for a period of five years. NAAC accredits UGC 2(f) & 12B as well as non 2(f) & 12B HEIs. All stakeholders have to be fully engaged in the Endeavour of quality assurance of the HEIs. Therefore, it is imperative that HEIs are motivated to establish their own internal mechanisms for sustenance, assurance and enhancement of the quality culture of education imparted by them. It is significant that such internalization of quality would be invaluable in the enhancement of quality within the institution. The efficacy of external quality assessment would therefore be determined by the effectiveness of such institutional internal quality systems and processes. At the instance of NAAC many HEIs have established the Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance activity. The experience of NAAC reveals that the IQAC in these institutions are proactive and functioning in a healthy way. Based on this success story, from 1st April 2007 onwards NAAC is propagating to have such a mechanism created prior to the accreditation in all the HEIs which would help establishing quality culture in them. The UGC has recognized this initiative and it has taken a policy decision to direct all HEIs to establish IQACs for which it has decided to provide seed financial assistance.

Special Honorarium to the Fellows of at least two of the academies identified by the UGC

Special Honorarium is provided to teachers who are the fellows of at least two out of four Science/Engineering Academies namely, National Academy of Science, Allahabad; Indian Science Academy, Bangalore; Indian National Science Academy, New Delhi; and Indian National Academy of Engineering, New Delhi have been approved by the Commission and the same had been circulated to universities and also posted on the UGC website.

Information Communication Technologies

The UGC has been helping Universities and Colleges through several general as well as specific schemes to keep pace with the developments in the Information and Communication Technologies (ICT). Accordingly, it has been assisting Universities for setting up computer centers since 1970 for (a) research & training (b) in application of computers in every field/subject (c) supporting the development of MCA/M.Sc. (Computer Science) programmes and computer application papers at Postgraduate level in certain disciplines.

Keeping in view the latest developments in ICT, there would have to be a significant shift in the role and functions and further evolution of the existing Computer Centres and they would have different possible models, depending upon their historical conditions and state of preparedness to face further challenge. Accordingly, the UGC has revised this scheme.

The UGC has been providing financial assistance to eligible Universities including Deemed to be Universities which are included under Section 2 (f) and 12(B) of the UGC Act 1956 for setting up Computer Centre as

a Central facility for the growth and development of teaching, research and other related activities in addition to the work relating to the Administration, Finance, Admission of the University.

Some of the recent trends such as Grid Computing, Wi-Fi, High speed Internet (Broadband), connectivity, with mobile devices and Personal Digital Assistants (PDA), Unicode for developing products in Indian languages etc. are included under the scheme.

The ceiling of the assistance for the University which does not have any computer centre or has a computer centre set up within a period of 2-3 years without any financial assistance from UGC would be as under:-

Non-Recurring : Rs.70.00 lakh and **Recurring :** Actual basis

The ceiling of assistance for the computer centre which has completed more than 5 years after first time assistance provided under the scheme - Non-Recurring :Rs. 50.00 lakh

UGC - INFONET Connectivity

As many as 157 universities have so far been provided Internet of bandwidth ranging from 256 Kbps to 2 Mbps using Broadband LL / SCPC / DAMA / FTDMA / RF Open Network Architecture since the launch of UGC-Infonet Connectivity Programme in 2002 by Shri Atal Bihari Vajpai, then Hon'ble Prime Minister of India. The task of establishing and maintaining the entire network under the program was done by the ERNET India on turn-key basis. The UGC-Infonet is based on open IP platform, employing state-of-the-art technologies like IP Multicast, TCP spoofing and other Internet tools that provide interactive education on PC or TV, enabling on-line response to queries. Open systems architecture ensures support for current and future applications.

Each participating university has signed a quadripartite agreement with UGC, INFLIBNET and ERNET. The entire project is funded by the UGC with 90% on capital investment and 100% of recurring bandwidth charges. A Joint Technical Tariff Committee (JTTC), renamed as Central Connectivity Monitoring Committee (CCMC) consisting of leading experts in the country was set up to guide and monitor the design, implementation and operations of the project. The INFLIBNET plays an important role of monitoring and liasioning between the ERNET and the universities. The ERNET, in collaboration with the INFLIBNET, imparts training to network and system administrators of universities for managing the campus networks and equipment.

The bandwidth offered to universities under the programme through ERNET varies from 256 Kbps to 2 Mbps depending on the location of universities and technical feasibility. All the universities having Internet Connectivity under this scheme are also given differential access to 5000 electronic journals and bibliographic databases under e-journals scheme.

UGC-INFONET Digital Library Consortium (e-Journals Scheme)

The UGC-Infonet Digital Library Consortium was formally launched in December 2003 by Honourable Dr. A P J Abdul Kalam, the then President of India, soon after providing the Internet connectivity to the universities in the year 2003 under the UGC-Infonet programme. The Consortium proved to be a recipe to university libraries that have been discontinuing subscription of scholarly journals because of "Serials Crisis" which refers to exponential and continuing increase in subscription cost of scholarly journals. The crisis is a result of rise in cost of journals much faster than the rate of inflation, increase in number of journals and the paucity of funds available to the libraries.

The Consortium provides current as well as archival access to more than 5000 core and peer-reviewed journals and nine bibliographic databases from 23 publishers and aggregators in different disciplines. The programme has been implemented in a phased manner. In the first phase that began in 2004, access to e-resources was provided to 50 universities which had Internet connectivity under the UGC-Infonet Connectivity programme of the UGC. In the second phase, 50 more universities were added to the programme in the year 2005. So far, 157 universities out of 171 that come under the purview of UGC have been provided differential access to subscribed e-resources. These e-resources cover almost all subject disciplines including arts, humanities, social sciences, physical sciences, chemical sciences, life sciences, computer sciences, mathematics and statistics, etc. The programme is wholly funded by the UGC and executed by the INFLIBNET Centre.

The benefit of subscription to e-resources would also be extended to the colleges, to begin with the Colleges for Potential with Excellence (CPE) and autonomous colleges. The Consortium also plans to launch its "Associate Membership Programme" wherein private universities and other research organizations would be welcomed to join the Consortium for selected e-resources.

Differential access to more than 5000 scholarly journals and nine bibliographic databases from 23 major publishers and aggregators are offered to more than 150 universities. Besides access to their current issues, most journals are available with their archives from 1997 onwards. Some of the publishers like American Chemical Society, Institute of Physics, and JSTOR provide access from Vol.1 onwards.

Details on e-resources, beneficiary universities, license agreement, tutorials on resources, download and search interface to journals available to members, etc. can be accessed through the INFLIBNET website at http://www.inflibnet.ac.in. The private universities and other research organizations can get benefit of the consortium by joining the centre as "Associated Members". During the year under report, a new resource called "JCCC @ INFLIBNET" that facilitates inter-library cooperation amongst participating universities has been commissioned and is being used extensively. More than 2066 ILL requests have been generated and handled since the launch of the programme in March, 2008.

As many as 17 user awareness programmes on e-resource have been organized during the reporting year for different universities for the benefit of students, researchers and faculty members.

E-content Development

The UGC e-Content scheme aims at developing high quality e-Content, as well as expertise for generating such content over the long term. The scheme provides financial assistance and technical support to teachers and other experts based in colleges and universities for the development of e-Content. The e-Content development and the associated web based learning described here do not seek to replace traditional teaching and learning, but are expected to supplement them. The inclusion of e-Content in learning is now inevitable, and the UGC initiative is designed to meet the new challenges, and to help India take the lead in this newly emerging field. The e-Content, once developed, will be maintained at the mirror sites of the UGC Information Network (UGC INFONET) and will also be available at Consortium for Educational Communication (CEC) Website. The content will be accessible to all teachers and students of the Indian university system throughout the country. The goal of this scheme is to encourage individual teachers, groups of teachers in colleges and universities and experts in the IT industry in content development and multimedia production to develop educational content in electronic format, suitable for use in various teaching and learning programmes. This scheme is opened to teachers in all subjects and disciplines.

The objectives of the scheme are to (a) Promote generation of e-Content in all subjects; (b) Develop teachers' and experts' resources in e-Content creation; (c) Make available the e-Content to teachers and students through various delivery modes for formal and non-formal education, for supplementing and complementing the process of teaching and learning in higher education.

Consortium for Educational Communication, an Inter University Center of the UGC, (www.cec-ugc.org) shall be the implementing and monitoring agency of the UGC e-Content scheme. The CEC shall also provide technical specifications, production format, template and other guidance for e-Content development.

Relevance and Value-based Education

Vocational Courses

Although, education implies 'general preparation for life' (which is multi-faceted and has numerous domains), young people often overly focus on one domain - work and income-generation. To a great deal, this is understandable and justifiable. 'Economic meaningfulness' of education does imply that education should enable persons to acquire the skills that aid them in raising income through self- or wage-employment. Higher education would thus be expected to elevate their economic status and quality of life, as well to contribute to the country's economy and growth.

There is yet another consideration. Even though India ranks high in the comity of nations in terms of scientific and technical manpower, it also ranks high in terms of under-employment and unemployment of persons with high educational qualifications. Seen from an economic standpoint, this amounts to a gross wastage of human resources that India can ill-afford.

In some quarters, a contrary view is also expressed as to whether higher education should at all be aligned to the employment market, or else, as it should primarily focus on the creation and dissemination of knowledge and, at any rate, students after completion of higher education, would be and are trained by their employers to shoulder job-responsibilities. Nonetheless, the concept of relevance in higher education may, to some extent, accommodate work and income-generation, maybe by way pre-employment training.

In this connection, the introduction of vocationalization and of career-oriented courses, both at the graduate and post-graduate stages, assumes a special significance, as it is at these stages that students find themselves at the threshold of practical life, and of assuming larger socioeconomic responsibilities.

During the Eighth Plan itself, the UGC had initiated a major programme of vocationalization at the undergraduate level. The underlying goal was that undergraduate students, on passing out, would occupationally adjust readily.

Since Arts, Science and Commerce streams attract maximum number of students; the UGC has encouraged career-oriented programmes under these faculties. It has supported, as many as 143 career-oriented courses in the Arts and Social Sciences stream, in different universities. Similarly, in the Science stream, it has supported 133 courses and, in the Commerce stream 78 courses.

These career-oriented programmes are essentially add-on courses within or as part of conventional undergraduate programmes. A college or university is expected to opt for a maximum of three courses. The courses are, by and large, of the duration of 3 years, co-terminus with the graduation-period. Even then, a separate certificate or diploma is awarded on the satisfactory completion of the add-on course.

There is no denying the fact, regular updations and innovations are essential to keep vocational courses aligned with the changing industrial and commercial conditions in the country. Vocational skills imparted to students tend to become obsolete within a short period. This would make the vocational courses unattractive to students and prospective employers alike, which calls for their revision and re-alignment with market.

Table 7.01
Institutions assisted and grants released by the UGC under
Vocationalization of Education Scheme

YEAR	Number		Grant released (in lakhs of rupees)
	College	University / Deemed University	
1994-95	190	19	2,600
1995-96	191	5	1,741
1996-97	324	7	2,089
1997-98	292	-	2,355
1998-99	320	-	2,617
1999-2000	216	-	1,854
2000-2001	109	1	1,187
2001-2002	209	1	2,913
2002-2003	335	-	1,977
2003-2004	368	2	2,504
2004-2005	228	2	2,607
2005-2006	228	2	2,607
2006-2007	228	2	2,607
Total	**3,086**	**39**	**26,994**

In the last year of the Tenth Plan (2006-07), the UGC has provided special assistance to 39 universities and to 3086 colleges for introducing vocational courses (Table 7.01). UGC assistance had amounted to nearly Rs. 270 crores.

During the Eleventh Plan, the UGC intends to further streamline this programme. Central and state universities are to be provided additional financial support to introduce and strengthen job-oriented courses in Bio-informatics, Biotechnology, Business Administration, Health Sciences, Engineering, Information Technology, Management, Social Work and other hybrid disciplines. Existing higher educational programmes, both at the undergraduate and postgraduate levels, are to be reviewed and made, wholly or partly, career-oriented. Besides, new market-relevant courses, based on studies on market trends, may be introduced. These curricula are to be reviewed with due regard to the needs of national development, and in keeping with global approaches and academic practices. A mechanism is to be evolved to involve local and regional stakeholders in the curriculum development in universities and colleges.

IT integration and leveraging technology

Towards enhancing relevance of higher education, during the Tenth Plan, the UGC had embarked upon the promotion of information and communication technology (ICT) in a modest way by providing UGC INFONET, e-Journal Consortia, and e-Content Development. Beginning with 1990s, IT-culture and the

use of e-resources, creation of e-content and digitization had started appearing on the university campuses. Student and faculty members from 100 plus universities came to have access to about 4400 e-journals under UGC INFONET. Furthermore, during the Tenth Plan, the UGC also moved towards e-education among the universities with an outlay of Rs. 180 crores.

There is a wealth of knowledge and information across the country with the academics in the universities and colleges, which needs to be preserved in digital form for sharing and for enhancing access by researchers using computer-based communication networks. Under the aegis of UGC, INFLIBNET and CEC, in collaboration with ERNET India, have done a remarkable job in 149 universities, during the Tenth Plan, covering all the states using broadband LL/SCPC/DAMA/FTDMA/RF Open Network Architecture. Besides these, more than 100 universities have been covered with high quality e-journals in various disciplines. A few more details would be in order.

UGC-INFONET Connectivity: UGC-Infonet supports a high speed nationwide communication network among Indian universities. ERNET/INFLIBET provides regular monitoring. It also organises network management training programmes for computer professionals and system-analysts from universities to manage and maintain the UGC-Infonet. As on date, 149 universities across the country are connected under UGC-INFONET with dedicated leased lines with high-speed bandwidth.

UGC e-Journals Consortium: The UGC has initiated a programme to provide electronic access over the Internet to scientific literature in nearly all the disciplines to researchers in institutions of higher learning in India. (A bouquet of E-Journals was presented, in 2003, to the nation by Dr. A. P. J. Abdul Kalam, the then President of India, coinciding with the UGC's Golden Jubilee). This programme is implemented by INFLIBNET. All universities, that are eligible to receive UGC grants, are the members of the programme.

Digitisation of Doctoral Theses: INFLIBNET and several other agencies have developed and are maintaining the bibliographic record or database of Ph. D. theses submitted to various universities in India. INFLIBNET database itself contains over 1,55,000 records, the earliest record relates to 1905. This database provides bibliographic details of Ph.D. or doctoral dissertations awarded by more than 200 universities. This database is updated regularly. Full text of theses is to be digitised and stored with a central agency, so that 'one stop' access would become available.

Development and maintenance of Union Catalogue: India's higher education system, comprising 417 universities and 20,677 colleges, holds vast scholarly bibliographic resources (books, serials and others non-book materials). At present, the access to and exploitation of these resources, other than at local level, is often chancy. During the Tenth Plan, INFLIBNET has attempted to build a digital repository of 142 university library holdings. Further, it has developed online Union Catalogue which comprises eight million bibliographic records and makes for resource-sharing infrastructure for university libraries in India.

While these UGC initiatives have played a substantially role in stepping up the relevance of higher education in the country, these need to be further strengthened.

UGC Strategy

In this regard, the UGC approach under the Eleventh Plan has been on the creation of conditions that develop a viable equation between the learners/students and their surrounding environment. Given this, the strategy adopted has been the development or strengthening of those programmes which instill in the learners/students such modern values as equity, justice, human rights, social inclusiveness, respect for work, innovativeness, modernisation, etc.

In this direction, institutions of higher education are to set up or strengthen programmes in such disciplines as area studies, adult education, population education and the like for their students. They are also to be offered career-orientation and counselling services.

UGC Schemes

Following are the Schemes which bring relevance in higher education:

Career Orientation to Education

The objective of the scheme is to ensure that the graduates who pass out after completing these courses, have knowledge, skills and aptitudes for gainful employment in wage sector in general and self employment in particular so as to reduce the pressure on institutions of higher learning for Master Degree. These courses run parallel to the conventional B.A., B.Com and B.Sc. degree. The successful students are awarded certificate/diploma/ advance diploma under this programme.

The courses offered are in the form of Certificate/Diploma/Advance Diploma which a student may opt parallel to their conventional B.A./B.Com/B.Sc. degrees. The courses offered are of inter-disciplinary in nature. The students have the freedom to diversify into various fields, not necessarily related with their core discipline, e.g. a science student could side by side pursue course in Event Management and students of Arts background have the option to pursue a course in Science, Journalism etc.

The assistance to institutions selected under this scheme by the UGC is Rs.7.00 lakhs per course as one time 'Seed Money' for five years in the Humanities and Commerce streams and Rs.10.00 lakhs per course for five years for Science stream. The amount may be utilized for the purchase of Books & Journals, augmentation of laboratory facilities, equipment and payment of remuneration to the guest faculty.

The Colleges/Universities are required to opt for a minimum of three courses. The UGC has not provided any list of courses. It has been left to the Universities/ Colleges to identify their own 'Need Based' Career Oriented/inter-disciplinary courses. Courses awarded could be replaced with prior permission of UGC.

Apart from the teachers/ staff members, guest faculty could be drawn from training and professional institutions and from production related establishments, for the purpose of teaching these subjects. Individuals having expertise in the discipline may also serve as guest faculty. The Coordinator of the career oriented course may be paid remuneration @ Rs.5,000/- per year out of Seed Money. Guest faculty/internal faculty may be remunerated @ Rs.250/- per lecture of one hour duration.

Area Study Programme

The University Grants Commission has been providing assistance to 46 centres identified as "Area Study Centre" (11 Area Studies Centres on project mode and 35 Area Studies Centres are on regular basis). These Centres are mainly studying the Social, Economic, Political and Culture Affairs of a given area. The focus is on such countries and regions with which India has had close and direct diplomatic relations.

Establishment of Centres in Universities for study of Social exclusion and inclusive Policy

Social exclusion not only generates tension, violence and disruption but also perpetuates inequality and deprivation in Society. In India, certain communities such as Scheduled Castes, Scheduled Tribes and religious minorities experience systemic exclusion in the matter of taking advantages of development. Social exclusion is a complex and multidimensional concept having social, cultural, political and economic ramifications. The consequences of macroeconomic policies such as poverty, unemployment and involuntary migration exclude the victims from economic, cultural, and political activities.

Need for Establishment of Centres

The study of such hegemonic structures is all the more, important in the Indian context where institutional inequality and discrimination has been a pervasive feature of our society. The institutions of higher learning need to address this issue. The primary space where 'exclusion' can be studied, understood, and first transcended, are our universities, which can and must act as a beacon for society. The UGC has therefore decided to support research on the issue of social exclusion, which has theoretical as well as policy importance. The idea is to establish a number of teaching-cum-research Centers in Universities to pursue these themes.

Special Studies on Epoch Making Social Thinkers of India

The scheme of Epoch making Social Thinkers of India (Special Studies) was initiated by the UGC in the year 1983. Under this scheme, the assistance is provided by UGC to set up Centres for Special Studies in Universities/Colleges/ Institutions for conducting programmes in order to acquaint teachers and students with thoughts and ideas of great thinkers and social leaders/reformers.

Under the scheme, 191 Study Centres have been established till date in various Universities/Colleges/ Institutions. (61 Gandhian Studies Centres, 55 Ambedkar Studies Centres, 6 Aurobindo Studies Centres, 1 K.R. Narayanan Studies Centre, 2 Swami Vivekanand Studies Centres, 2 Zakir Hussain Studies Centres, 3 Guru Nanak Dev Studies Centres, 1 Indira Gandhi Studies Centres, 32 Buddhist Studies Centres and 28 Nehru Studies Centres).

Adult, Continuing Education and Extension and Field Outreach

In order to discharge the nation-wide programme of eradication of the illiteracy from the country, the University Grants Commission since 1978, has been implementing various programmes in Higher Education System namely National Adult Education Programme (NAEP-1978 to1983), Adult Continuing Education Programme (ACEP-1983-1990), 16/20 Point Programme of Government of India (1983 to 1989), Area Based Approach Programme (ABAP-1989 to 1992), Total Literacy Campaign Programme (TLCP-1992 to 1997), & 9th Plan & 10th Plan Programme of Adult, Continuing Education and Extension & Field Outreach (ACEEFO 1997-2002 and 2002-2007) by involving the centres/departments of Adult Education of Universities/Institutions. These Institutions, in turn involving students and teachers, have organized programmes, such as, Literacy, Post literacy, Continuing Education, Science for People, Environment Education, Legal Literacy and Technology Transfer.

The following three approaches have been envisaged in the scheme of Adult, Continuing Education and Extension & Field Outreach from the financial year 2005-06 onwards:

● The Continuing Education programme should be targeted towards those who have had the benefit of University Education but need to return, either for updating their knowledge or skills or acquiring new skills. These could include groups/participants from industry and the services. These could be short-term courses or offered as certificate/ diploma courses. They could be for those already in services or for the unemployed to improve their employability.

● Adult and Extension Education should include programmes of training of a short-term nature aimed at various groups who would not normally be entrants in the University system. These courses could be skill-based, such as, skills for income generation, entrepreneurship development, family life education, value education or based on social issues such as para-legal training and various types of training for grass root workers/activists.

● Community outreach activities include the responsibility to reach out to society, whether it be specific disadvantaged groups, e.g. bonded labour, child workers, street children or organizations such as primary health centers or municipal/zila parishad schools of a geographical community such as urban slums or a village.

UGC-UNFPA Project on Population and Development Education

The University Grants Commission has been assisting Universities and Colleges for the promotion of Population and Development Education in the University system since 1983. The main objective of the programme is to enable the youth in universities and colleges and through them the community to comprehend clearly the issues relating to quality of life, gender equity, reproductive health, AIDS, impact of Population growth on society and the nation etc. Since the UNFPA grant was stopped, the UGC is continuing this programme on its own to carry out extension activities relating to Population Education through the existing 72 Population Centres functioning under various Departments of Adult, Continuing Education and Extension & Field outreach of universities and colleges.

Human Rights and Value Education (HRVE)

In 1985, the UGC prepared a blueprint for promotion of Human Rights teaching and research at all levels of education. This blueprint contained proposals for restructuring of existing syllabi, and introduction of new courses and/or foundation courses in Human Rights. This was for students of all faculties at the under-graduate, graduate and post-graduate levels for both professional and non-professional education. Accordingly, the UGC has been promoting and supporting Human Rights and Duties Education in Universities and Colleges since Tenth Plan onwards. This scheme has two components:

A.   Human Rights and Values in Education

B.   Promotion of Ethics and Human Values

The basic objectives of the scheme are as follows:

A.   Human Rights and Values in Education

a.   To develop interaction between society and educational institutions;

b.   To sensitize the citizens so that the norms and values of human rights and value in education programme are realized;

c.   To encourage research activities;

d.   To encourage research studies concerning the relationship between Human Rights and values in Education and International Humanitarian Law.

B.   Promotion of Ethics and Human Value

a.   To create awareness, conviction & commitment to values for improving the quality of life through education, and for advancing social and human well being;

b.   To encourage universities and colleges to undertake academic and other activities pertaining to teaching, research and extension programmes in respect of values and culture like extramural lectures, seminars, conferences, workshops and orientation programmes for teachers and students;

c.   To encourage universities to undertake preparation and production of requisite material including books, handbooks, journals, teaching materials, video CD and films relating to values.

Scheme for Promotion of Yoga Education and Practice & Positive Health in Universities

The value of sports and yoga as a means of promoting health, social harmony and discipline is well recognised. It is also acknowledged that for the development of the youth into good citizens who are knowledgeable, confident, balanced and possess strong character and leadership attributes, they require to be exposed to sports activities, yoga and activities of positive health in universities. The UGC has launched a scheme for the promotion of yoga education and practice and positive health in the universities with the basis objective of imparting special education in activities in yoga, positive health, personality development etc. for the overall development of students, teachers and non-teaching staff of the universities. Yoga is our cultural heritage and it promotes physical and mental health. The objective of the scheme is to channelise the energy of our youth towards positive health and thinking.

All eligible universities, which are included under Section 2(f) and have been declared fit to receive central assistance under Section 12(B) of the UGC Act, 1956 are covered under the Scheme. The target group is students, teachers and non-teaching staff of universities. The UGC provides grants to the selected universities up to the end of XIth Plan period only. Thereafter, the scheme would be required to be taken over by the covered universities under the maintenance budget.

Chapter - 8

Academic Reforms in Higher Education

ACADEMIC REFORMS

An action plan has been developed for the phase-wise introduction of substantive academic reforms in the institutions of higher education in the country.

1.   Semester System

For long, educational institutions have had the format of academic session, spread over 10 to 12 months. This format suffers from several limitations, which is why most institutions of higher education in Western Europe and North America follow a semester based system. The semester system goes far beyond a time-format. It enlarges curricular space and encourages and supports accelerated learning opportunities for all concerned. Further, it has the ability to accommodate diverse choices that dynamic and motivated students may like to have.

In India, too, several professional and technical institutions have adopted semester system. Reportedly, it is working satisfactorily. Given this, it is time that the semester system is made mandatory for all the institutions of higher education in India, and all the universities are asked to switch over to the semester system. The implementation of semester system calls for several interconnected steps that will have to be undertaken by the universities and colleges. These are as follows:

●   Deliberation and resolution on the semester system in appropriate academic bodies of the institution at different levels to develop a time line.

●   Decision on the student-faculty contact hours during a semester in different programmes, that is, certificate, diploma, undergraduate and postgraduate. M.Phil. and Ph.D. students also to do course work.

●   Re-configuration and revision of curricula (while the quantum of instruction work of faculty members remains about the same, the number of papers or credits would be twice as many).

●   Determining the amount of work to be completed (or credit points to be earned) by the students in undergraduate, postgraduate, M.Phil. and Ph.D. programmes.

●   Decision on the time-distribution on class room-work, field-work, laboratory-work, workshop practice and /or other curricular work. Distribution will vary from subject to subject.

●   The implementation of semester system may be completed within two calendar years in all the central universities and within three years in all the state universities.

2.   Choice-Based Credit System

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialised (and recognised) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardisation and comparability of educational programmes across the country, etc.

The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights.

It might be added that a large number of universities and institutions in the country are already having their undergraduate and post-graduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. In a generalised manner, the sequence of CBCS would be:

<div align="center">Paper - Unit - Sub-unit - Credits</div>

For implementing the CBCS, institutions of higher education need to take the following steps:

- Review of curricular contents (study papers, term papers, assignment, workshop-assignment, experiments etc.) of certificate, diploma, under-graduate, post-graduate, M.Phil. and Ph.D programmes.

- For the sake of clarity of faculty, students and examiners, all the curricular contents are specified, and sub-divided into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'.

- Faculty of the concerned 'Department' deliberates and decides on (a) core credits, and (b) elective or optional credits for different levels of academic programmes.

- Departmental faculty evaluates and decides on the relative Weightage of the core and elective credits.

- Decision on the 'total' credits to be earned (or completed) by students undergoing certificate, diploma, under-graduate, post-graduate, M.Phil. or Ph.D. programmes.

- Generally core credits would be unique to the programme and earning core credits would be essential for the completion of the programme and eventually certification.

- On the other hand, elective credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics computer application etc.).

- Students enrolled for a particular programme or course would be free to opt and earn elective credits prescribed under the programme, or under other programmes within the department, faculty, university or even outside recognised university/ institution of higher education.

3.   Curriculum Development

A hallmark of vibrant educational institutions and disciplines is their curricular content which evolves continuously. Curricular revision should be an on going academic activity involving all the faculty members. Not only does it endows academic programmes with quality but also adds to their contemporariness and relevance.

Available information indicates that universities and institutions of higher education in the country do undertake revision of the syllabi of the programmes offered by them, but priority and periodicity remain some what uncertain. The process of revision also varies with disciplines- professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes- whether under-graduate, post-graduate, M.Phil. or Ph.D.

In a general way, following steps need to be adopted on priority basis:

● All the academic programmes (certificate, diploma, under-graduate, post-graduate, M.Phil. or Ph.D.) should be subjected to updations or revision, to a limited extent every academic year(for professional and post-graduate courses) and substantially every three years for all the courses.

● Updations and revision of the curricula is to be carried out in terms of (a) current knowledge, (b) national and international developments, and (c) relevance of new ideas, concepts and knowledge of the concerned discipline.

● This important academic function requires "curricular transaction' and the synergies of all faculty members in the departments, centres or Schools and is based on the principle, 'teach and update curriculum'.

● Towards this, faculty members are called upon to be discerning and given to notes-keeping on current knowledge, especially related to their teaching assignments.

● To achieve this, faculty members are to regularly draw upon books and journals -and internet search engines.

● In this regards, UGC promoted INFLIBNET, INFONET, and E-journal would also make for a good resource.

● Faculty members would also have the flexibility to develop, for one or more semesters, topical courses falling within their academic interests and in keeping with the thrust of the programme, alongwith the indication of credit values.

● All curricular updations are to be reviewed and endorsed by Departmental, Schools or committee and other university and college authorities.

4. Admission Procedure

The process of admission of students to educational institutions is the first and most critical step that should ensure access, inclusion, equity and quality. With the fast changing socio-cultural milieu and growing demand for higher education, the importance of admission process can hardly be over-emphasised. It can no longer left to 'well meaning intentions' and ad hoc decisions. Admissions ought to have objective based and transparent procedures.

As a part of academic reforms, universities and institutions of higher education in the country need to pay very serious attention to the procedures for merit based admission to their certificate, diploma, under-graduate, post-graduate, M.Phil. and Ph.D. programmes. In this direction, the following points may be taken into consideration:

● To ensure transparency and credibility in their admission procedure, universities and institutions of higher educations need to make a liberal use of 'notice board', print media, electronic media, website, etc to declare their admission procedures.

● Institutions and universities need to properly publicise their academic calendar, highlighting the number of seats (in all the courses including M.Phil. and Ph.D. programmes), required qualifications and important dates in the admission procedure for various courses.

● The candidates' answer sheets need to be assigned confidential codes, that is, they are encoded, before being passed on for evaluation/assessment.

- The candidates for under-graduate, post-graduate or doctoral programmes who have been assessed by recognised national or regional agencies (JET, NET, SET, etc.) may be granted exemption from the written examination.

- Depending upon the course requirements, candidates may also undergo group-discussion, interview or any other competency examination.

- The assessment as reflected by marks or grade in the written examination, group-discussion, interview and / or any other competency examination, must be treated as strictly confidential, and be known to authorities only on 'need to know' basis, till the results are finally complied/announced.

- The marks or grade in written examination, group-discussion, interview and/or any other competency examination must be communicated, promptly and directly, to tabulators or to the computer centre, and the successive examiners / evaluators must not be privy to these marks or grade.

- Relating to Ph.D. programme, appropriate university bodies should decide as to which categories of faculty-members would be eligible to advice or guide doctoral students, and how many doctoral students could be assigned to different categories of faculty-members.

- University and college authorities, while finalising admissions, would take cognisance of 'reservation provisions' as announced by central and concerned state governments, and would take an affirmative action.

- Following admission, university and college authorities would initiate measures, depending upon the need pattern of newly admitted SC, ST, OBC and minority students, to organise remedial or bridge courses in language, communication, subject competency etc.

- Following admission, university and college authorities would take proactive action to communicate to newly admitted SC, ST, OBC, minority students, and those from low income families, regardless of the level of their course, the availability of tuition-waver, free-ships, loans and scholarships available to these categories.

5. Examination Reforms

Higher education in India has thus far been largely examination centred. Examination only at the end of academic session or year, more often than not, insulates students from the quest of knowledge, the excitement of discovery and joy of learning. Often the annual examination, along with marks, percentages and divisions, leads to insensitive cramming up of superficial information. It is surprising that, in several instances, university certified degree holders are subjected to fresh written examination, before they are accepted for jobs in public and private sectors.

Most universities and institutions of higher education in Western Europe and North America base the assessment of their students wholly on "internal evaluation", following the principle, 'those who teach should evaluate'. However, looking to the prevailing conditions in India, an adoption of this approach would be too radical or abrupt. Given these considerations, it may be more prudent that the assessment of the student performance be carried out through a combination of internal and external evaluation.

(a) Continuous Internal Evaluation

Aiming to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty member, Department, School or the Centre. It would comprise following steps:

- All the certificate, diploma, under-graduate, post-graduate, M.Phil. and Ph.D. courses offered by a university, college or institute are to have specified components for internal evaluation(e.g. essay, tutorials, term paper, seminar, laboratory work, workshop practice etc).

- Components of internal evaluation are to have a time frame for completion (by students), and concurrent and continuous evaluation (by faculty members).

- The evaluation outcome may be expressed either by predetermined marks or by grades.

- The evaluation report submitted by all the faculty members are to be reviewed, from time to time, by the Department, School or Centre Committee, in order to ensure transparency, fair play and accountability.

- Following the review by the Department, School or Centre Committee, the outcome of the internal evaluation is to be announced and displayed on the notice board and /or website as per the time frame or academic calendar.

(b) End-of-Semester Evaluation

This is to be carried out at the end of each semester, and will aim to assess skills and knowledge acquired by students through class room, field work laboratory work and workshop practice. The evaluation can be in form of written examination, laboratory work and workshop assignment. Evaluation process should be verified and transparent.

Towards this end, the following steps may be adopted:

- All the students pursuing certificate, diploma, undergraduate, postgraduate and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule.

- With regard to practical and workshop assignment, the internal faculty may associate themselves with external examiners in the examination process.

- In case of written examination, whatever the format (objective type, essay type etc.), test paper could be moderated by committees proficient in the subjects.

- Answer books or -sheets are to be 'encoded' (before being passed onto examiner/evaluator, and decoded before tabulation).

(c) Integration of Continuous and End -of- Semester Evaluation

The following points need to be considered for effecting the integration of continuous and end-of- semester evaluation:

- The integration procedure should be applicable to all the students pursuing certificate, diploma, undergraduate, postgraduate, M.Phil. and Ph.D. courses.

- University committees on the recommendations of Department committees and concerned faculty would discuss and decide on the relational Weightage of continuous and end-of- semester evaluations. This Weightage could be flexible and could vary from institution to institution.

- Relational Weightage assigned to internal evaluation may range from 25 to 40 percent.

- Following the integration of internal and external evaluations, the results may be expressed either in marks, grades or both, as per the policy of the university.

- It will be useful if universities try to go beyond 'marks' and 'divisions' and, in keeping with the global trend, give Cumulative Grade Point Score (CGPS) which would place students into overlapping broad bands.

- The CGPS may be based on a 5 point or 10 point scale and it could vary from institution to institution.

- As soon as the integration of internal and external evaluations has been completed, the result should be announced, in keeping with the academic calendar, to facilitate students' academic or occupational pursuits.

The UGC has initiated several reforms in higher education during the XI Plan period. Some of the important reforms in higher education are listed bellow:

M.Phil./Ph.D. Admission, Examination and Assessment Reforms

M.Phil./Ph.D. Regulation

1.   Short Title, Application and Commencement:

1.   These regulations may be called University Grants Commission (minimum standards and procedure for award of M.Phil./Ph.D. Degree), Regulation 2009.

2.   They shall apply to every university established or incorporated by or under a Central Act, Provincial Act or a State Act, every institution including a constituent or an affiliated college recognized by the Commission, in consultation with the university concerned under clause (1) of Section 2 of. the University Grants Commission Act, 1956, and every institution deemed to be a university under section 3 of the said Act.

3.   They shall come into force with effect from the date of their publication in the Gazette of India.

4.   All Universities, Institution Deemed to be Universities and Colleges/Institutions of National Importance shall be eligible for conducting M.Phil. and Ph.D. Programs.

5.   Notwithstanding anything contained in these Regulations or any other Rule or regulation, for the time being in force, no University, Institution Deemed to be University and College/ Institution of National Importance shall conduct M.Phil. and Ph.D. programmes through distance education mode.

Eligibility Criteria for M.Phil./Ph.D. Supervisor

6.   All Universities, Institution Deemed to be Universities, and Colleges/Institutions of National Importance shall lay down the criteria for the faculty to be a recognized as Research supervisor both for M.Phil. and Ph.D. programme.

7.   All Universities, Institutions Deemed to be Universities and Colleges/Institutions of National importance shall lay down and decide on annual basis, a predetermined and manageable number of M.Phil. and doctoral students depending on the number of the available eligible faculty supervisors. A Supervisor shall not have, at any given point of time, more than eight Ph.D scholars and Five M.Phil. Scholars.

8.   The number of seats for M. Phil and Ph.D. shall be decided well in advance and notified in the University website or advertisement. All Universities, Institution Deemed .to be Universities and Co1lege/Institutions of National importance shall widely advertise the number of available seats for M. Phil/ Ph. D studies and conduct admission on regular basis.

Procedure for Admission

9.   (i)   All Universities, Institutions, Deemed to be Universities and Colleges/Institutions of National Importance shall admit M. Phil doctoral students through an Entrance Test conducted at the level of individual University, Institution Deemed to be University, College/institutions of National Importance. The University may decide separate terms and conditions for those students who qualify UGC/CSIR (JRF) Examination/SLET/GATE/teacher fellowship holder or have passed M. Phil programme for Ph.D. Entrance Test. Similar approach may be adopted in respect of Entrance Test for M. Phil programme.

       (ii)   It shall be followed by an interview to be organized by the School/Department/ institution/University as the case may be.

       (iii)   At the time of interview, doctoral candidates are expected to discuss their research interest/area.

       (iv)   Only the predetermined number of students may be admitted to M.Phil./Ph.D. programme.

10.   The admission to the Ph.D. programme would be either directly or through M.Phil. programme.

11.   While granting admission to students to M.Phil./Ph.D. programmes, the department/institute/ school will pay due attention to the National/State Reservation Policy.

Allocation of Supervisor

12.   The allocation of the supervisor for a selected student shall be decided by the Department in a formal manner depending on the number of student per faculty member, the available specialization among the faculty supervisors, and the research interest of the student as indicated during interview by the student. The allotment/allocation of supervisor shall not be left to the individual student or teacher.

Course Work

13.   After having been admitted, each M. Phil. / Ph. D. student shall be required by the Universities, Institutions Deemed to be Universities and Colleges/Institutions of National Importance, as the case may be to undertake course work for a maximum period of two semesters. The course work shall be treated as pre M.Phil./Ph.D. preparation and must include a course on research methodology which may include quantitative methods and computer applications. It may also involve reviewing of published research in the relevant field. The individual Universities, Institutions Deemed to be Universities and Colleges/Institutions of National Importance, as the case may be, shall decide the minimum qualifying requirement for allowing a student to proceed further with the writing of the dissertation.

If found necessary, course work may be carried out by doctoral candidates in sister departments/ institutes either within or outside the university for which due credit will be given to them.

Evaluation and Assessment Methods

14.   Upon satisfactory completion of course work and research methodology, which shall form part and parcel of M.Phil./Ph.D. programme, the M.Phil./Ph.D. scholar shall undertake research work and produce a draft thesis within a reasonable time, as stipulated by the institution concerned.

15.   Prior to submission of the thesis, the, student shall make a pre-M.Phil./Ph.D. presentation in the Department may be open to all faculty members and research students, for getting feedback and comments, which maybe suitably incorporated into the draft thesis under the advice of the supervisor.

16.   Ph.D. candidates shall develop and publish at least one research paper in a refereed journal before the submission of the thesis/monograph for adjudication, and produce evidence for the same in the form of acceptance letter or the reprint.

17.   The thesis produced by the M.Phil./Ph.D. student in the Institutions/Departmental and submitted to the University, Institution Deemed to be University College/Institution of National Importance, as the case may be, shall be evaluated by at least two experts, out of which at least one shall be from outside the State. It shall be up to the University, Institution Deemed to be University College/institution of National Importance concerned to have one examiner from outside the country.

18.   On receipt of satisfactory evaluation reports, M.Phil./Ph.D. students shall undergo a viva voce examination which shall also be openly defended.

Depository with UGC

19.   Following the successful completion of the evaluation process and announcements of the award of M.Phil./Ph.D., the University shall submit a soft copy of the M.Phil./Ph.D. thesis to the UGC, within a period of thirty days, for hosting the same in INFLIBNET, accessible to all Institutions/Universities.

20.   Along with the Degree, the degree awarding University, Institution Deemed to be University, College/Institution of National Importance, as the case may be, shall issue a provisional certificate certifying to the effect that the Degree has been awarded in accordance with the provisions to these Regulations of the UGC.

Innovations and Reforms in UGC-NET

a)   Online Submission of Applications:

UGC has successfully introduced the exclusive system of online registration and filling of application for UGC-NET with automatic generation of centre-wise and subject-wise Roll Numbers from June, 2010 UGC-NET onwards. This has been a revolutionary step in eliminating the human error in marking roll numbers on Application Forms and Admit Cards of the candidates. The practice of manual data entry of all registered candidates with all its attendant errors has also been removed. The process has been a success as of now.

b)   E-Modules for UGC-NET:

1.   e-certificate generation

The e-certificate generation module will generate certificates for all qualified candidates. The successful candidates will be provided with the 'e-Certificates' after the declaration of result. The Certificates will be generated upon the verifying the proper identity of the candidates. The certificates would be provided with a 'Bar Code' to restrict duplication of the certificates..

2.   Auto-delivery of e-certificate

This module will minimize the delay in despatch of the certificates to the qualified candidates. The successful candidates will be provided with the 'e-Certificates' after the declaration of result. The application will automatically send the pre-generated e-certificates to the respective candidates through email (SMTP).

3.   e-certificate verification module

The e-certificates of NET qualified candidates are supposed to be checked by their appointing authority before appointing the candidate. This module will provide the facility to the employers, i.e. universities/institutions/colleges to check the credentials of the candidates through online module. In this module the employer will fill a format of verification which shall include details of the candidates e.g. Name, Roll No. etc. and information of the employer e.g. Name of organization, contact details etc. Upon receiving the request for verification, the computer program will automatically verify the credentials and a reply will be sent to the verifier through email.

These path breaking steps are in the final stages of implementation.

c)   Revision of Syllabi:

A Committee was constituted by MHRD under the chairmanship of Prof. Bhalchandra Mungekar, to review the UGC-NET with respect to its utility, effectiveness and continuation. One of the recommendations was revision of syllabi of NET subjects. The NET Bureau at present is dealing with the revision of 77 subjects. In order to meet the above objective to a greater extent, the following methodology has been adopted:

1.   The nominated subject expert shall prepare a draft syllabus of his/her area(s) of study. While doing so, he/she shall consult the syllabi of his/her and other reputed universities in order to have broader consultation.

2.   Each subject expert shall interact with other experts of the team as well as subject experts of other universities in his/her zone while preparing the draft syllabus through e-mail, website, etc.

3.   In addition to the above, the team of experts are required to prepare model question papers based on the revised syllabus for both Paper-II (with answer keys) and Paper-III.

4.   As suggested by various Committees, the structure of Paper-III has been reorganized. This aspect has to be kept in mind while preparing the revised syllabus.

The NET Bureau at present is dealing with 77 subjects. So far, revision of syllabi is being done and 40 subjects have been covered till date. After time-bound preparation of draft syllabus by various subject experts in a time bound manner, the NET Bureau will organize 3-4 days' meeting of the entire team of subject experts in that particular subject for final discussion and for completing the preparation of final revised syllabus.

d)   New Procedures/Process

   1.   In keeping with Central Government to reserve 27% reservation to OBC in all appointments, UGC has introduced the benefit of 5% relaxation in qualifying criteria for all papers of UGC-NET to the OBC category candidates.

   2.   UGC has taken a landmark decision to increase the number of Junior Research Fellowships (JRF) from approximately 4000 to approximately 6400 per year in the UGC-NET and 1200 to 2400 JRFs under the UGC quota in the Joint CSIR-UGC NET.

   3.   The UGC has introduced choice in Paper-I from December, 2009 onwards. Accordingly, 60 questions are set, out of which the candidates is given the choice to answer any 50.

   4.   The structure of Paper-III has been revised from June, 2010 UGC-NET. The number of questions have been reduced from 26 to 19. The emphasis is now on testing the analytical ability, descriptive ability and the skill of the candidates in expressing complex thoughts and events succinctly. The number of words which the candidate is expected to write has also been reduced. This reform has been widely appreciated in the academic circles - students and teachers alike.

Abolition of Ragging in Universities and Colleges

The UGC has framed Regulations for curbing the menace of ragging in universities and colleges. These Regulations have been prepared on the lines of various decisions/orders of the Hon'ble Supreme Court in consultation with other Statutory Councils and made effective from the academic year 2009-10. A helpline with toll free number has been set up.

UNIVERSITY GRANTS COMMISSION
New Delhi