

**HIGH LEVEL COMMITTEE ON
EDUCATION AND EMPLOYMENT**

Volume II

REPORT ON HIGHER EDUCATION

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**State Planning Board
Trivandrum
March 1984**

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Sub. National Systems Unit,
National Institute of Educational
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FOREWORD

The primary function of the State Planning Board as detailed in the Government order of 30th July, 1982 reconstituting the Board is "to study in depth the different aspects of the State's economy and development and on the basis of the assessment of the progress made during the last 25 years, and in the context of the special problems facing the State, suggest the objectives and profiles of future planned effort up to 2000 AD". In order to assist the State Planning Board in the discharge of this function, Government constituted in October, 1982 five High Level Committees on the following subjects.

1. Land and Water Resources
2. Industry and Trade
3. Social Infrastructure and Services
4. Physical Infrastructure and Transport
5. Education and Employment.

The Report of the High Level Committee on Education and Employment is presented in five volumes. This is the second volume which deals with Higher Education.

The views and opinions expressed in this Report are those of the Committee and do not necessarily reflect the views of Government or the State Planning Board on the subject.

The State Planning Board wishes to place on record their high appreciation of the commendable work done by this High Level Committee.

S. VARADACHARY,

*Member Secretary, State Planning
Board and Secretary to Government,
Planning & Economic Affairs Department.*

Trivandrum,
15-7-1984.

PREFACE

The Government of Kerala reconstituted the State Planning Board by G.O. (P) 42/82/Plg. dated 30th July 1982. Its primary function is "to study in depth the different aspects of the State's economy and development and on the basis of the assessment of the progress made during the last 25 years, and in the context of the special problems facing the State, suggest the objectives and profiles of future planned effort upto 2000 AD." By another G.O. MS. 56/82/Plg. dated 4-10-1982 Government constituted six High Level Committees to assist the State Planning Board in discharging this function. One of these is the High Level Committee on Education and Employment consisting of:—

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| 1. Prof. V.R. Pillai | Chairman |
| 2. Dr. M.V. Pylee
Former Vice Chancellor,
Cochin University. | Member |
| 3. Shri P.K. Umashankar
Spl. Secretary (General Edn.) | ” |
| 4. Dr. K. Gopalan
Vice Chancellor,
Cochin University. | ” |
| 5. Dr. K.N. Pai | ” |
| 6. Dr. S. Vasudev
Chairman, State
Committee on Science and Technology | ” |
| 7. Prof. K.S. Lakshmana Panickar | ” |

Shri N. Gopalakrishnan Nair, Chief, Perspective Planning Dn. functioned as convener of the committee.

As education and employment comprise several subject areas, each requiring specialised knowledge for undertaking the proposed studies, five sub groups were constituted for the purpose in April 1983 viz:—

(1) General Education, (2) Higher Education, (3) Technical Education, (4) Medical Education, and (5) Employment.

The Sub Group on Higher Education consisted of:—

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| 1. Dr. M.V. Pylee
Former Vice Chancellor
Cochin University. | Chairman |
| 2. Shri P.S. Habeeb Mohammed
Vice Chancellor,
Kerala University. | Member |

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| 3. | Dr. K. Gopalan
Vice Chancellor,
Cochin University. | Member |
| 4. | Shri T.N. Jayachandran
Vice Chancellor,
Calicut University. | ” |
| 5. | The Secretary
Higher Education Department. | ” |
| 6. | The Director of
Collegiate Education. | ” |
| 7. | Shri J. T. Chirayath
Chief, Evaluation Div.
State Planning Board. | Convener |

The Sub Group held eight meetings in different University Centres (Trivandrum, Cochin and Calicut) and submitted its report to the High Level Committee, which discussed it at great length and finalised the present Report at its meeting held on 26-3-1984.

The Committee places on record its deep appreciation of the valuable assistance rendered by the Chairman and members of the Sub Group, whose experience and expertise have been of great service in dealing with the intractable problems which face higher education in Kerala today. However, as the factors which have contributed to the present malais are very complex and their solution depends not only on Governmental action but also on the responses of University bodies, political parties, Teachers' Associations, Students' Organisations and the general public, we have chosen to pose the problems for their consideration and confine our recommendations to the Governmental Sector and long term perspectives.

We are grateful to the University authorities of Kerala, Calicut and Cochin, the Department of Higher Education in the Government Secretariat and the Directorate of Collegiate Education for the unstinted cooperation they have extended to us. Our thanks are also due to Shri N. Gopalakrishnan Nair (Chief, Perspective Planning Division) and Shri J. T. Chirayath, (Chief, Evaluation Division) Conveners of the High Level Committee and the Sub group respectively, for the hard work they have put in for the expeditious preparation of this Report.

V.R. PILLAI,
Chairman,
High Level Committee on
Education and Employment.

Trivandrum,
26-3-1984.

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CHAPTER I

A REVIEW OF THE DEVELOPMENT OF HIGHER EDUCATION IN KERALA

Consequent on the formation of Kerala State in 1956, the Travancore University was renamed as the Kerala University and all the institutions for higher education in the State were brought under its control. The development of higher education in the State which was at a slow pace till late 'fifties, gathered momentum during the 'sixties. The number of Arts and Science colleges has gone up from 28 in 1956-57 to 174 in 1982-83 and enrolment of students increased from 0.22 lakh in 1956-57 to 2.82 lakhs in 1982-83.

1.2 The evergrowing demand for higher education persuaded the Government to seek new ways and means to meet the demands of the student population. The last few years have witnessed commendable changes in educational efforts and policies on the part of the Government with a view to provide adequate facilities for higher education. It resulted in the opening of more colleges, introduction of the shift system, sanction of more seats, starting of new courses, introduction of correspondence courses, private registration etc.

1.3 In spite of the increased facilities as a result of the introduction of the shift system, the existing colleges can absorb only about 40 per cent of the matriculates coming out annually. The remaining 60 per cent who aspire for higher studies have to find some other alternative. This situation has favoured the mushroom growth of parallel colleges in the State.

DEVELOPMENT UNDER THE PLANS

Growth of Institutions

1.4 Facilities for university education witnessed rapid expansion from the Third Five Year Plan onwards. During the Third Five Year Plan period, the number of institutions had doubled. In the three Annual Plan periods, the pace of development was comparatively slow and the Fourth Plan also witnessed a slow growth. During the Fifth Plan period, seven colleges have been newly opened. The achievement in the first three years of the Sixth Plan was remarkable as 37 new colleges were opened. Thus university education in Kerala maintained the accelerated pace of growth and expansion which was set in the early 'sixties. The trend in increase of institutions (Arts and Science colleges) by type of management is shown in Table I. The role of private management in the spread of higher education in the State has been commendable. The district-wise distribution of Arts and Science colleges in Kerala is given in Appendix—I and the number of colleges affiliated to the Universities of Kerala and Calicut in Appendix—II.

TABLE I

**Growth of Institutions under University Education in Kerala
by Type of Management—1956-57 to 1982-83.**

Year	Govt.	Private	Total
(1)	(2)	(3)	(4)
1956-57	..	..	28
1961-62	..	..	47
1965-66	..	..	100
1970-71	..	..	117
1973-74	15	105	120
1974-75	19	105	124
1975-76	23	105	128
1976-77	23	105	128
1977-78	23	105	128
1978-79	24	104	128
1979-80	27	104	131
1980-81	27	104	131
1981-82	34	121	155
1982-83	42	132	174

Enrolment

1.5 The enrolment of students in Arts and Science colleges can be considered as a clear indication of the growth and expansion of higher education in the State. The number of students seeking admission in the institutions imparting university education has been growing at a rapid pace during these years. In 1956-57, the enrolment of students in all the 28 colleges was 22254. It has been increasing at a fast rate in the subsequent years and came up to 2.82 lakhs by 1982-83 (See Table—2).

TABLE 2

**Progress of Enrolment in Arts and Science Colleges
in Kerala (Stage-wise)**

Year	Pre-degree	Degree	Post graduate	Total
(1)	(2)	(3)	(4)	(5)
1956-57	..	..	..	22254
1961-62	..	..	..	41739
1965-66	..	..	..	102841
1970-71	..	..	..	163434
1973-74	81848	64256	4804	150908
1974-75	87583	61327	5873	154783
1975-76	101546	59255	5770	166571
1976-77	106425	63991	6067	176483
1977-78	107152	72569	4832*	184553
1978-79	110237	77548	6239	194024
1979-80	124730	81745	5328*	211803
1980-81	148867	87467	5866*	242200
1981-82	166412	94509	6718	267639
1982-83	177666	95986	8230	281882

*Excluding University Department.

Source :—

1. 1966-57 to 1965-66 — Manpower Studies Volume II,
Bureau of Economics & Statistics.
2. 1970-71 to 1982-83 — Economic Review,
State Planning Board.

1.6 During the Second Plan period, the increase in enrolment was not significant. It was from the Third Plan onwards that enrolment registered a considerable increase which may be attributed to the provision of more facilities through the opening of more colleges. The Fifth Plan witnessed increase of about 44000 students. It may specially be noted that the two years of the Sixth Plan alone recorded an increase of about 56000 students mainly on account of the starting of new colleges.

Enrolment of girls

1.7 The progress achieved by Kerala in the field of female education is commendable. The percentage of enrolment has been increasing steadily and it is now almost equal to that of boys. In 1981-82 females constituted 49.48 per cent of the total number of students. Table—3 gives details of the percentage increase in the enrolment of females from 1973-74.

TABLE 3

Progress of enrolment in Arts and Science Colleges in Kerala (Sex-wise)

Year	Male	Female	Total	% of females to total
(1)	(2)	(3)	(4)	(5)
1973-74	84606	66302	150908	43.94
1974-75	83198	71585	154783	46.25
1975-76	88409	77820	166571	46.72
1976-77	N.A.	N.A.	176483	N.A.
1977-78	96143	88410	184553*	45.74*
1978-79	98310	94490	194024	48.70
1979-80	108794	103099	211803	48.68
1980-81	123647	118553	242200	48.95
1981-82	136031	133176	269207	49.48

*Excluding students in University Departments.

Source:—Economic Review, State Planning Board.

Financial targets and achievements

1.8 The Plan schemes under university education are broadly classified into two major heads, viz., Assistance to Universities and College Development. Under College Development the large share of the expenditure goes to staff costs in Government colleges, shift-system, additional courses and direct payment to the staff of private colleges. Only a nominal provision is left for quality improvement programmes and improvement of physical facilities in colleges.

1.9 The Third Plan outlay on university education was Rs. 118.50 lakhs. The actual expenditure during the Plan period was Rs. 124.14 lakhs thereby exceeding the outlay by 4.76%. The Fourth Plan expenditure under higher education amounted to Rs. 401 lakhs as against the outlay of Rs. 408 lakhs showing a financial achievement of about 81 per cent. A close analysis of the outlay and expenditure pattern under the Fifth and Sixth Plans reveals that during the Fifth Plan period the expenditure had exceeded the outlay by 14 per cent, while 95 per cent of the outlay for Sixth Plan has been exhausted by the end of the Third Year of the Sixth Plan. Table—4 presents the outlay and expenditure during the Fifth and Sixth Plan periods.

TABLE 4

**Outlay and Expenditure under University Education
during the Fifth and Sixth Plan periods**

(Rs. lakhs)

Sub Sector	Fifth Plan			Sixth Plan		
	Total outlay (Rs.)	Total expenditure (Rs.)	% to total outlay	Total outlay (Rs.)	Expenditure for the first three years (Rs.)	% to total outlay
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1. Grants to Universities	195.00	237.29	122	400.00	256.99	64
2. College Development	186.00	197.66	106	645.00	731.04	113
3. Total University Education	381.00	434.95	114	1045.00	988.03	95

(Details of scheme-wise and year wise expenditure of the Sixth Plan are furnished in Appendix V)

1.10 The Table given above indicates that in the case of grants to universities, the financial achievement during the first three years of the Fifth Plan is recorded at 64 per cent; whereas in the case of college development, the corresponding figure is 113 per cent. Of the total outlay earmarked for university education, only about 5 per cent has been left for the succeeding two years. The introduction of shift system in 104 colleges (42 under Calicut University and 62 under Kerala University) was the main reason for the increase in expenditure under college development during the first half of the Sixth Plan period. Appendix III provides scheme-wise details of the Sixth Plan outlay for Higher Education and the expenditure during the first three years of the Sixth Plan.

DEVELOPMENT OF UNIVERSITIES

1. Kerala University

1.11 The University of Kerala is the successor of the former University of Travancore. Ten colleges affiliated to the University of Madras got affiliated to the University of Travancore when it was established in 1937. Consequent on the formation of the Kerala State in 1957, the Travancore University was renamed as Kerala University with all the

colleges under the territorial jurisdiction of the State of Kerala coming under it. At the time of its inception there were only 28 Arts and Science colleges with about 25000 students. By the year 1982-83 the number of Arts and Science colleges increased to 99 of which 14 were under Government and 85 under private management (See Appendix II).

1.12 The university has 27 departments of study and research distributed over the Faculties of Arts, Science, Social Sciences, Oriental Studies, Linguistics and Education. In addition, it has the faculties of Fine Arts, Engineering, Medicine, Ayurveda, Homocopathy and Dental Medicine. Most of the teaching/research departments are working at the University Campus at Kariyavattom. The Department of Aquatic Biology and Fisheries is located at Sangumugham. The other departments are functioning in the premises of the University Office buildings.

1.13 The university has experienced several important developments through the Five Year Plans. It was during the Second Plan that the University started its planned functioning when the State of Kerala was formed. By the end of the Second Plan, the University had to its credit 10 departments offering post-graduate courses as well as research facilities. The Third Plan witnessed the establishment of 8 more departments. Four more departments were also opened during the Annual Plans and Fourth Five Year Plan.

1.14 The Fifth Five Year Plan witnessed development of the Kerala University on new lines. It was during this period that the Institute of Correspondence Courses was started, to help not only students who cannot get admission to regular colleges or do not want to join them or the parallel colleges but also those who are employed. Another significant landmark was the provision of facilities for private registration for the examinations at Pre-degree, Degree and Post-graduate levels in Arts subjects. The Department of Journalism and the Department of Demography and Statistics were also established. A Centre for Kerala Studies and Post-graduate Study Centres at Quilon, Changanacherry, Alleppey, Kottayam and Pallai were opened during this period. Visiting Professorships were instituted in the Departments of Mathematics, Zoology, History, Malayalam, Journalism and Sociology and also under the Faculty of Law. Details of departments under Kerala University are given in Appendix IV.

2. Calicut University

1.15 The Calicut University was started in the year 1968 and is located in one of the economically backward districts, Malappuram. The several colleges are dispersed among the six districts of Cannanore, Calicut, Wynad, Malappuram, Palghat and Trichur. The University Campus is 24 kms. away from Calicut City.

1.16 The University of Calicut is an affiliating university having 99 affiliated colleges comprising of 71 Arts and 2 evening colleges. Appendix II gives details of the other institutions affiliated to the University.

1.17 The University has 22 teaching departments of which 17 are offering facilities for teaching/research at post-graduate level. The details regarding the university departments are given in Appendix V.

3. Cochin University

1.18 The Cochin University was established in 1971 as a federal type of university with the aim of "development of higher education with particular emphasis on post graduate studies and research in Applied Sciences, Technology, Industry and Commerce". It started functioning with five post-graduate departments of the Ernakulam Centre of the Kerala University, viz. Departments of Physics, Law, Hindi, Marine Sciences and the School of Management Studies. The territorial jurisdiction of the university extends over Greater Cochin. At present the teaching departments are located in two campuses (i) Trikkakara Campus near South Kalamassery, Cochin; and (ii) Ernakulam Campus at Ernakulam. The Departments of Marine Sciences, Industrial Fisheries and School of Environmental Studies are located at Ernakulam Campus. All the other departments are located at the Trikkakara Campus.

1.19 This is not an affiliating university. Even though conceived as a federal university it is functioning as a unitary university. The university has a number of recognised institutions spread all over the State where students registered for Ph. D. degree of the university work under the supervision of scientists recognised for the purpose. The university has today 16 Departments/Schools. Of these 11 are providing guidance and facilities for Ph. D. programmes. The total student enrolment as on 31-3-1983 in undergraduate degree courses in Polymer Science and Rubber Technology and Ship Technology is 98. In post-graduate degree courses there are 698 students. 249 scholars are enrolled for research degrees. In addition to the above, more than two thousand students are enrolled in various correspondence courses. The academic staff consists of 26 Professors, 48 Readers and 65 Lecturers. The details of existing departments/schools in Science and Technology of Cochin University are provided in Appendix VI.

Gandhiji University

1.20 Gandhiji University with headquarters at Kottayam was formally inaugurated by the President of India on October 26, 1983. It was formed by bifurcating the Kerala University and will have under its territorial jurisdiction Kottayam, Ernakulam and Idukki districts besides Kozhencherry, Malappally, Thiruvalla and Ranni taluks of Pathanamthitta district and Kuttanad taluk of Alleppey district.

1.21 The third affiliating type of university in the State, Gandhiji University is having 64 affiliated colleges and 60,000 students. The university propose to start soon its own departments for new courses in Polymer Chemistry, Basic Medical Sciences, International Relations, Natural Science and Plant Science.

University Grants Commission

1.22 The University Grants Commission plays a significant role in the development of higher education in the country. The Sixth Plan proposals submitted by the Universities of Kerala, Cochin and Calicut were scrutinised by the UGC which allotted a total grant of Rs. 296.419 lakhs for the development of these universities. The details of the total grant and advance grant given to each university prior to the visit of the UGC Visiting Committee are given in Table 5.

TABLE 5
Details of Grants allotted by the UGC for Universities
during the Sixth Plan

(Rs. lakhs)			
Name of the university	Advance grant	Grant recommended by the UGC visiting committee	Total
(1)	(2)	(3)	(4)
1. Kerala	41.50	51.865	93.365
2. Cochin	38.00	88.740	126.740
3. Calicut	20.00	56.314	76.314
Total	99.50	196.919	296.419

1.23 The UGC assistance is mainly for the purchase of essential equipment, books and journals, construction of buildings and appointment of staff. It may be noted that the final approval of the UGC for the Sixth Plan proposals of the universities came only during June-July 1983. As a result of this, universities will have to strain themselves very much to spend the allotted grants during the remaining period of the Sixth Plan.

CHAPTER II

HIGHER EDUCATION—PROBLEMS AND PROSPECTS

The state of higher education in Kerala today presents a dismal picture. A number of new colleges have sprung up like mushrooms in thatched sheds and rented buildings without the needed physical infrastructure, laboratory equipments or library facilities. Old or new, all the colleges are overcrowded with students to such an extent as to make them unmanageable. The high standards of academic excellence which marked the college teaching community in bygone days have considerably deteriorated with the introduction of other criteria than merit for the selection of staff in Government colleges and the system of purchasing posts with donations which is rampant in private colleges. Many colleges present a

sorry picture with empty classrooms but crowded quadrangles during working hours. Non-teaching by teachers is countered by non-attendance by students. Frequent strikes for one reason or another account for a good percentage of the working days lost; so that a college is seldom in a position to work the number of days stipulated by the university. The teaching standards in regular colleges have reached such a low ebb that students normally register in the regular colleges and attend parallel colleges for serious study. The regular college apparently acts as a convenient forum for fomenting strikes in support of political parties, hooliganism under the guise of leadership training and other undesirable activities. There is no wonder that products turned out by these institutions of higher learning are of a poor quality and the university degrees of Kerala have not only lost the prestige which they commanded outside the state in university circles and the employment market; they are heavily discounted especially after the unfortunate mark scandals.

2.2 Indiscipline, corruption and nepotism appear to be the order of the day in many universities in India. A timely article by Shri M. V. Kamath¹ on the malaise that has afflicted our universities should serve as an eye opener to all thinking citizens. The following extracts from this article deserve attention:

"There is hardly a single university in India that is not afflicted with some problem or other. We read reports of student unrest, large scale copying at examinations, gheraoing of teachers, Deans and Vice-Chancellors, the unceremonious sacking of Vice-Chancellors and the vain efforts made to bring about some semblance of credibility to the very system of examinations. In Kerala many students with ridiculously low marks, some of them even single digit, managed to manipulate the results and get into professional colleges, naturally depriving the talented of their rightful chance. Further investigations have led to the unearthing of as many as 59 cases and the arrest of 71 persons. In Bombay University also, the examination system has long been in an unholiness. Way north in Viswabharathi, the famous seat of learning founded by Rabindranath Tagore and once considered one of the best Central Universities is now reported to be in a sad stage due to nepotism which has reduced the Academic and Executive Councils to being rubber stamps of the Vice-chancellor. Fear grips the Patna University, where law and order are matters of greater relevance than academic affairs. The resignation of Allahabad University Vice-chancellor Dr U. N. Singh who tried hard to enforce discipline brought to the fore the manner in which political meddling with university affairs has reduced university administration to a deplorable state. Dr. R. N. Singh, the

The Halls of Shame by M. V. Kamath, Indian Express Magazine, April 24, 1983.

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erstwhile Vice-chancellor of the Udaipur University had to seek redress from the Supreme Court to withstand political pressure to resign. If politicians cannot be held at bay, what hope is there for a meaningful education to be imparted to students and for the students themselves to believe that they function in an atmosphere of justice and fairplay. Can it be that both universities and the student population have burgeoned to a point that they can neither cope with themselves or their curriculum? Is the obvious malaise that has afflicted our universities merely a reflection of the social order in the country? Is there any way in which we can restructure our universities and regulate the entry of students to their portals?'

2.3 It is high time that the Government of Kerala gives some serious thought to the maladies afflicting our higher education and endeavours to lift it from the morass into which it has fallen. But the problem is very complex, as various factors have contributed to the present state of affairs. The committee has closely examined the different facets of the problem with a view to suggesting possible remedies. The main factors which require immediate attention are:—

1. Indiscriminate expansion of colleges.
2. Overcrowding in colleges.
3. Rationalisation of fees.
4. Inadequate teaching.
5. Qualitative improvements.
6. Student indiscipline.
7. Conduct of examinations.
8. Administrative controls.

(1) Indiscriminate expansion of colleges

2.4 The review of developments in higher education given in Chapter I of this Report has clearly brought out the indiscriminate expansion of the number of colleges and the massive enrolment of students which has taken place from the Third Five Year Plan onwards. The number of Arts and Science colleges has increased from 28 in 1956-57 to 174 in 1982-83. Of these, 42 are Government colleges and the rest (132) are private colleges. The number of students enrolled has increased from 22000 in 1956-57 to 2.82 lakhs in 1982-83. Although by the beginning of the VIth Plan it was clear that the quantitative expansion of colleges without the required facilities has undermined standards of higher education, the ever-increasing pressure for admission to colleges from S. S. L. C. holders has compelled Government to open 37 new colleges during the current plan period.

2.5 The present problems have arisen due to the ever increasing pressure for admission to colleges from S.S.L.C. holders. At the beginning of the VIth Plan, only about 1/3 of the S.S.L.C. applicants could be admitted to the existing institutions. At present about half the number

of applicants are able to get admission due to the increase in the number of colleges and the introduction of the shift system. We have to realise that it is neither possible nor desirable to give admission to all applicants with S.S.L.C. It is not in the interest of the S.S.L.C. holders and the state at large that all of them should go in for conventional higher education. Ways and means have to be found to absorb a large number of applicants in training courses, self employment programmes and the like. Only those with the required competence and aptitude should be admitted into the colleges. It follows that instead of trying to absorb more and more of the rump into the existing institutions which are already in a chaotic condition or in new institutions of the type which sprang up in recent years, the attempt should be to limit admission to the regular colleges and syphon off the remaining persons to other avenues of training or employment.

2.6 Another undesirable feature of the present tendency to sanction new colleges to function from scratch is the irresistible pressures brought to bear on popular Governments by adventurous managements through political pressure groups. It is unfortunate, but it is a fact, that in Kerala a new college is good business, even if it is bad education. It has become an accepted pattern for managements to raise enormous funds through the sale of teaching posts and seats in college courses without any public accountability. Building up educational institutions with contributions from the public or philanthropic gifts is in itself not a bad proposition; but there should be some control over the disposition of the funds so raised to see that they are fully utilised for educational purposes. Many American colleges, for example, have annual financial campaigns but the money so raised goes into Endowment Funds with public accountability. The sooner the commercialisation of education is put an end to, the better for the state and the country at large.

2.7 The committee noted with concern the manner in which new colleges have been sanctioned in Kerala. Political and communal pressures, rather than the needs of the areas concerned or the removal of regional disparities have been responsible for the creation of several new colleges. It is highly necessary to lay down some norms for sanctioning new colleges, such as:

- (i) The number of existing high schools and eligible students for university education,
- (ii) The number and intake capacity of existing colleges and the repercussions of new college on the existing ones.
- (iii) The population in the district, and
- (iv) The potentialities of the area concerned.

In a similar manner, it will be desirable to lay down definite norms when new courses and subjects are introduced at under-graduate and post graduate levels.

2.8 The committee also considered the place of parallel colleges in the system of higher education in Kerala. With the granting of the facility for

private registration for university education in Kerala University in 1971 and Calicut University in 1977 there has been a mushroom growth of coaching institutions euphemistically called parallel colleges. Many of them had been tutorial colleges before. They now offer regular courses as in the regular colleges in subjects for which private registration is allowed. In fact the proportion of private candidates presented for examination to total number of candidates from regular colleges is as high as 34% for Pre-degree, 40% for B. Com. and 46 per cent for M. A.

2.9 A Working Paper on "Parallel Colleges in Kerala—A Case Study" by Dr. P. R. Gopinathan Nair and D. Ajit (Working Paper No. 156, Centre for Development Studies) sums up the position as follows:

"Parallel colleges have already within a short period become a major institution to reckon with in the field of higher education in Kerala. The pertinent question to ask in this context is however whether it has served any useful purpose to the cause of higher education or in the solution of problems of employment in the state economy. Operating in the 'free market' unaided by any form of Government direction and unfettered by any Government control, the parallel colleges have grown largely as a result of the prospects of making 'quick profits' they offer in the environment of rising unsatisfactory private demand for higher education. For the state as a whole, students attending parallel colleges in 1980 accounted for nearly half the student population enrolled in regular colleges; further they outnumbered those attending tutorial courses. They provided employment to more than one lakh of educated persons. The salaries and working condition of these teachers, were, however, deplorable. The parallel college teachers were perhaps the most exploited group in this 'business of education'. It is high time that the Government and the universities in Kerala make an objective assessment of the present trends in the field of higher education and formulate meaningful policies." However, in the present state of affairs when parallel colleges are catering to the needs of a large body of private candidates, quantitative expansion of colleges, private or Government, should be considered only in exceptional circumstances to meet dire needs.

(2) Over-crowding in colleges

2.10 All the Principals of Colleges contacted by this committee have emphasised the fact that one of the main factors responsible for the deterioration of standards in higher education is the admission of an unmanageably large number of students without the requisite facilities for imparting instruction. Therefore, the first step for improving the quality of higher education is the restriction of the number of candidates admitted to the colleges. The qualifications for admission will have to be raised considerably to see that only the deserving students are admitted. Indiscriminate admissions have been responsible for many of the problems which face college authorities today. Whereas all children under 14 years are entitled to get elementary education. According to the stipulation in the Indian Constitution, there is no such provision for admission to higher education courses.

2.11 In this connection, it is worth noting that severe restrictions are imposed for admission to higher course in all advanced countries in the west as also in Russia and China. Some features of the system prevailing in U.S.A. may be mentioned for the purpose of giving a reorientation to our admission requirements in colleges. Institutions of high learning in the U.S.A. admit candidates only after rigorous screening and selection. Two rather distinct plans are followed for determining the fitness of students for admission to colleges, viz. (i) the examination plan and (ii) the certificate plan.

2.12 The oldest method of selection is the entrance examination conducted by each college. But later on, the college Entrance Examination Board (College Board as it is called) was organised in 1900 by a group of colleges. The admission tests of the Board are administered under the direction of the Board by an independent agency called the National Testing Cells. This test is two fold; namely, (i) a general scholastic aptitude test, and (ii) the subject matter achievement test. Though the candidates who pass these tests are eligible for admission to the colleges under the Board some prestigious colleges have supplementary tests of their own before selection.

2.13 The certificate plan of admission is based on the premises that the preparation for college can be measured by continuous testing of pupils throughout their high school course rather than by a simple set of college entrance examinations. The assumption is that the fitness of young persons to enter colleges will be better judged by the secondary school staff members who have observed them as pupils over a period of years than by college officials whose only knowledge of prospective students is gained from test scores or brief interviews. The certificates are issued by the State Department of Education or the State University. In a few cases it is issued by the Department in collaboration with the State University. Most colleges have set up certain scholastic requirements and specified subject-matter patterns which the applicant must have during his high school classes of study in order to be eligible for admission. In recent years, colleges have instituted psychological tests also, the most widely used of these tests is the series of "School and College Ability Tests" published in 1955 based on the American Council on Education Psychological Examination and sold by the Educational Testing Service. There is an increasing disposition towards the use of supplementary data such as health certificate, results of aptitude and placement tests, and also confidential information from references given by the students concerning his/her character and moral qualities. Special consideration is given to students with a good record in extra-curricular activities.

2.14 So far as Kerala is concerned, the certificate plan appears to be the appropriate one, as it will be almost impossible to conduct another examination to test the suitability or competence of candidates for admission to colleges. The present S.S.L.C. certificate is a fairly comprehensive record of the performance and conduct of the students during the high

school course. It can be suitably modified to supply more information on the aptitudes, behaviour patterns and extra-curricular activities of students and the assessment of the class teachers in each class. However, it is imperative that a minimum standard say 50% should be fixed for being considered for admission to colleges. Other supplementary criteria may also be adopted for specialised courses. If such a system is adopted, it will be possible to restrict admission to colleges to candidates who are really fit to undergo higher education.

(3) Rationalisation of fees

2.15 Another factor which has been responsible for swelling the number of admission seekers for college courses is an incredibly low level of fees fixed for college courses and even for professional courses like engineering, medicine, agriculture etc. Under the system of direct payment of college teachers adopted by our Government, the amounts realised as fees from the colleges forms only a small proportion (13.09%) of the total amount disbursed as salary to the teaching staff. On the other hand, in advanced countries like the United States, about 25% of the total cost of education in institutions of higher learning is met from the fees levied from students. The fee rates prevailing in different universities for academic and professional courses are given in Appendix VII. Recently, several universities have considerably raised the fees from the levels indicated in the Appendix. It will be seen that the fee structure in Kerala is abnormally low.

2.16 It is paradoxical that students are so much accustomed to nominal fees in colleges that they have a tendency to protest against the increase in fees in the colleges, while they are prepared to shell out heavy fees in tutorial institutes or parallel colleges (See Appendix VIII). Any abrupt departure from the traditional pattern is likely to be countered by the student community as well as by their parents. Consequently, the ground should be prepared for such a step by appraising the student bodies and parents' associations of the necessity for a substantial increase in the present level of fees especially in the context of galloping inflation, if the facilities for higher education are to be improved up to the required standards.

2.17 The committee, therefore, recommends that as a first step fees for professional courses may be raised to a level comparable to the fees structure in other parts of India. When new courses are started especially in science and technology, the fees should be fixed fairly high. It may be noted in this connection that the Cochin University has fixed heavy fees for the newly started Ship Building Technology course and yet there is a rush for admission. In course of time, the fees for general academic courses should also be substantially raised for it would be extremely difficult to meet the rising cost of education unless the income from fees covers a fair proportion of the total cost. The committee was also of the view that the escalation of fees should not act as a deterrent to deserving poor students. A liberal provision of scholarships for such students would take care of their interests. The exemptions now being granted to Scheduled Caste, Scheduled Tribe and poor students may be continued.

(4) Inadequate teaching

2.18 Though the university has stipulated that every college should work for a minimum number of working days, this has become almost impossible due to a variety of circumstances. Government has been somewhat overgenerous in the declaration of festival and other holidays. Frequent strikes engineered by political parties account for the loss of a sizeable percentage of working days. Political disturbances lead to the closing of colleges as a precautionary measure to avoid untoward incidents. These are factors which are beyond the control of educational authorities. But there are some other circumstances whose damaging effect on teaching is not so patent.

2.19 Universities have also contributed their quota to the dislocation of teaching work by the prevailing practice of spreading of examinations over an unconscionably long time, sometimes extending to several months. This has a highly deleterious effect on teaching as also on the morale of the students. We strongly recommend that the universities should re-formulate their examination schedules to make them as brief and consecutive as possible, so that the disturbance to class work can be reduced to the minimum.

2.20 The problem of falling attendance in classes is almost universal in our colleges. Taking attendance in classes is now a mere formality. Though the university prescribes a minimum percentage of the attendance before a candidate is presented for the examination, the attendance certificate is issued to all students as a matter of course. It is necessary to insist on the maintenance of correct attendance records of students in all colleges. Formerly every lecturer was required to call the attendance by the numbers allotted to the students and send the attendance chits for each period engaged to the college office where it was recorded forthwith in the attendance register. The restoration of this practice will enable the college authorities to maintain the attendance records properly and issue authentic attendance certificate before presenting candidates for examinations, subject to such condonation as is sanctioned by the university. Incidentally it will also give the Principals a record of classes engaged or not engaged by the staff on each working day.

2.21 But the problem regarding strict enforcement of the attendance requirement before the candidate is presented for the examination is a real one, when the university permits private registration without any attendance certificate. The regular student as well as the private candidate gets the same degree and there is no means of distinguishing between these categories from the degree certificate awarded. As one Principal deposed; "since attendance certificates are not required in respect of private candidates, it is illogical and embarrassing to enforce attendance in colleges. Many students enrol themselves in parallel colleges also and they prefer to attend classes there, because of the frequent disturbances in the regular colleges and the inadequate facilities especially for practicals in science subjects".

2.22 The only way in which college students can be induced to attend classes regularly is to provide them a certificate showing that they have undergone a regular course in a college. In many Western Universities, eg., London, this is done by making a distinction between the Internal and External Degrees. An Internal Degree gives positive proof of his having undergone a course in a college affiliated to the university, while an External Degree awarded to private candidates only certifies that he has passed the concerned examination. Some members of the committee, however, had reservation about adopting the system, but there was unanimity in recommending that the degrees awarded should give full details regarding the colleges attended, the subjects taken and the performance of the candidate in the examinations conducted in the college and in the university, the character and conduct of the candidate, distinctions gained, extra-curricular activities etc. The degree certificates issued in Western Universities give a comprehensive record on all these counts. Many foreign universities refuse to consider applications for admission to professional or advanced courses from Indian students until such details are provided by further reference to the universities awarding the degrees. We recommend that our University bodies should consider the need for changing the format of the degree certificates issued to remove the present shortcomings and make them more comprehensive.

2.23 Today, the complaint is widespread among the student community that many teachers do not teach and many lectures are not worth attending. It is a common practice among teachers to let off the students before the end of the period or skip periods in total. Some glaring instances of teachers marking their attendance for a whole week in advance and minding other business have been reported. Many students, when questioned why they do not care to attend classes give the answer that it is no use attending some classes. However, classes of good teachers get good attendance even in time of disturbance. The quality of teaching is the prime factor in ensuring good attendance as well as attention by students. The practice of undertaking private tuition by college teachers though illegal is rampant throughout the State. Many private college teachers adopt this method to reimburse the amounts they have raised by taking loans or mortgaging properties to be given away as donation to secure their job. The tendency to conserve energy in order to expend it on lucrative private tuitions is mainly responsible for non-teaching which is prevalent in many institutions. Unless the rule prohibiting private tuition by college teachers is strictly enforced, it will be difficult to raise the standard of teaching.

(5) Qualitative improvements

2.24 The review of development in higher education (Chapter I) has shown how most of the Plan funds allotted for improving the quality of higher education have been diverted for quantitative expansion. The result is that the quality of higher education has deteriorated considerably in recent years. It is imperative that steps should be taken to retrieve the

position. The improvement of infrastructural facilities in existing colleges is the first step in this direction. As pointed out earlier even several of the Government colleges are housed in thatched sheds and rented buildings without the necessary equipment and library facilities.

2.25 When Government colleges are run in this manner, it is difficult to enforce minimum requirements in newly started private colleges. The committee therefore, recommends that adequate attention should be given in the Seventh Plan for raising the level of infrastructural facilities to the required standards.

2.26 The qualitative improvement of higher education depends very largely on the teaching community. At a time of galloping inflation like the present, many of them may find it difficult to make both ends meet. Consequently, supplementary occupations like tuition or others become necessary for their existence. The improvement of salary scales of teachers is therefore a matter which should receive the kind attention of the Government. Unfortunately, the general impression which is widely prevalent among the public that the teachers are not doing their jobs well with the sincerity and dedication which was associated with the teaching staff in bygone days stands in the way of implementing the U.G.C. scales of pay to college teachers. If the college Teachers' Associations will devote more attention to the improvement of teaching and less to trade union activities for demanding higher emoluments they can produce a better image in the public mind and then the case for U.G.C. scales will receive the public support which it lacks today.

2.27 The quality of teaching depends also on the equipment of the teachers. It is therefore necessary that college teachers should be provided with ample opportunities to improve their academic equipment in their subjects and monetary incentives should be given to those who acquire research qualification. Opportunities for keeping abreast of the latest developments in their subjects should be provided to researchers by deputing deserving teachers to other universities within or outside the country by the grant of sabbatical leave. There should be a system of periodical assessment of the work done by Faculty Members. With the introduction of non-cadre promotions the incentive for hard work and dedicated service is being lost. It will be advisable to have a system of merit promotions also side by side with non-cadre promotions in order to give sufficient encouragement to teachers to do their best.

2.28 The traditional pattern of examining students at the end of a course is increasingly being dispensed with in modern universities. The semester system which is prevalent in most universities today enables periodical evaluation. It is beneficial to the student community also, since the tempo of their studies will be kept up from the beginning to the end of the course and they will be able to concentrate on different parts of the curriculum rather than skip hard portions for the final examination in the hope that the wide choice given in question papers will enable them to do well. The semester system has been introduced in several professional

courses and it was tried and given up in the Calicut University. But the rejection of the system was not on its merits but due to extraneous factors. We recommend that the Academic Councils of universities should give their attention to this matter and examine the feasibility of introducing the semester system for general courses.

2.29 Voluntary educational associations have played an important role in promoting higher education in advanced countries. In the U.S.A., for example, there are numerous associations of this type in which the public and college authorities collaborate. In fact, there is an association for every phase and division of higher education. The American Association of University Professors has rendered yeoman service to the cause of higher education in that country. Let us hope that the college teaching community will follow this example and concentrate their energies for stepping up the quality of teaching in our institutions of higher education.

2.30 It is often contended by politicians that the colleges are the breeding ground for the emergence of politicians of the future. Therefore the opportunities provided by the youth wing of their parties help to bring out the leadership qualities of the students even while pursuing their studies.

2.31 Even though on principle there is something to be said for this point of view, in practice, such opportunities have invariably degenerated into a low level of political activity where the students are used as mere pawns in the hands of political parties seeking their own selfish ends. It is a common phenomenon in the State that at the time of elections to the various student bodies violence erupts and several colleges are closed down on account of student unrest. As a result the atmosphere in the campus gets vitiated. The committee felt that the political parties in the State will do yeoman service to future generations if they leave out students from the political game and allow them to pursue their academic pursuits in peace.

(6) Conduct of examinations

(a) General

2.32 An important factor contributing to the loss of teaching hours even during the limited number of days actually worked is the conduct of examinations. Colleges are required to conduct not only university examinations but several other miscellaneous types of examinations such as U.P.S.C., P.S.C., K.G.T., Entrance Tests etc. which completely dislocate the teaching work due to non-availability of space and non-availability of a large number of teachers who are deputed for examination work. The first step to relieve the colleges of this burden is to construct large examination halls in the principal centres for the conduct of university as well as other examinations. This programme has to be given priority in the allocation of funds for education in the VIIth Plan.

(b) The Pre-degree examination

2.33 In the light of the mark scandal which has destroyed the credibility of the Pre-degree examination, the question whether the prevailing

system of conducting the Pre-degree examinations separately by the universities within the State is desirable and whether there is need for reform was considered by the committee in all its aspects. When there was only one university namely, the Kerala University, there was a single syllabus, a single examination and a single Board of Examiners, so that all the candidates were adjudged by the same standards. When the Calicut University was established, it adopted its own syllabus for the Pre-degree course. However, in 1980, a unified syllabus for the Kerala and Calicut Universities was adopted for science subjects only in order to give a common basis for selection to professional courses. But with the introduction of the entrance tests it appears that the Calicut University has taken the view that a unified syllabus for science subjects served no purpose and they are proposing to have a separate syllabus. Now that the Gandhiji University has also come into existence, they will have to take up the responsibility for conducting the Pre-degree examination and they are also free to design their own syllabus. This will make confusion worse confounded.

2.34 The conduct of Pre-degree examinations by our universities has come into disrepute due to the mark scandal which is now under scrutiny by a Commission. Several years of continuous conduct of the examinations had created vested interests in the examination sections and given rise to a good deal of corruption and malpractices. Consequently the Pre-degree mark lists became unreliable. Further, each university had its own standards for assessment of candidates and the final moderation of marks also was made on different principles. Hence it became impossible to rank candidates from the two universities on the basis of the marks awarded. This led to the introduction of entrance tests for admission to professional courses, but the problem remains with regard to admission to academic courses in universities within the State or outside. A third university conducting the same examination is bound to complicate matters still further and necessitate more entrance tests for admission to academic courses also.

2.35 The entrance tests now being conducted are also not without their disadvantages. The tests being of the objective type cannot judge the standard of attainment in the subjects to the same extent as public examinations of the regular type. It is alleged that there is a large element of luck in the selection of candidates.

2.36 In the circumstances, the question arises whether (1) a unified syllabus should be adopted for all the three universities concerned; and (2) whether the conduct of the Pre-degree examination should be undertaken by all the universities or entrusted to a separate body. In our opinion, a unified syllabus is highly desirable as the Pre-degree examination is a preparatory course for all Degree courses in arts, science and several professions. It will give a uniform standard of equipment for Pre-degree certificate holders irrespective of the university to which they belong. From the academic stand-point this will have great advantage in the selection of candidates for higher courses.

2.37 The case for entrusting the conduct of the Pre-degree examination to a separate body is very strong. (1) This body can be expected to conduct the examination more efficiently and restore the credibility of the Pre-degree certificate which is at a low ebb today due to the 'mark scandal'. (2) It will be much more economic as there need be only one Board of Examiners and one set of question papers instead of three. (3) As there is a great scarcity of competent examiners, if the three universities are to have separate sets of examiners there will be unhealthy competition between them and undue delay in valuation when the same examiners take up work in different universities. (4) With a single outside agency conducting this examination central valuation will also be facilitated. (5) It will avoid the difficulties created by delays in the publication of results in one or other of the universities. (6) As the standard of valuation will be the same for all candidates and whatever formula is adopted for moderation will apply to all, it will make ranking of candidates possible on the basis of the marks secured. (7) Eventually, when the new system is worked out successfully it may be possible to dispense with the prevalent entrance tests which are at best a make shift arrangement. (8) From the point of view of the universities also, the establishment of a separate body to conduct the Pre-degree examination has great advantages. It will relieve them of a big load of examination work and enable them to concentrate on the graduate and post-graduate examinations and conduct them more efficiently and in time.

2.38 But there are some practical problems for which solutions will have to be found. The deployment of the staff now working in the examination sections of the universities is one such. When the responsibility for the conduct of the Pre-degree examination is transferred to another body, there will be surplus staff in the universities who have also to be transferred to that body. The integration of this staff with that of the parent university, the protection of their service interests and avenues for promotion etc., will have to be tackled. The universities are now getting a sizeable income from the conduct of Pre-degree examinations and they can ill-afford to lose that income. Nor can the universities divest themselves of all responsibility for the conduct of Pre-degree examination. After a good deal of discussion, the committee agreed on a practical solution. The Board which is to conduct the Pre-degree examination should be an inter-university Board. Each university may, as at present, receive applications for taking the examination along with the fees thereof and pass on the applications to the Board for further processing. The actual expense incurred by the Board for conducting the examination can be reimbursed by contributions from the universities on some agreed formula.

(7) Administrative controls

2.39 The three main officers directly concerned with the regulation of higher education are: (1) the Vice-Chancellors, (2) The Director of Collegiate Education, and (3) the Principals of Colleges. The present machinery for control and regulation leaves much to be desired.

2.40 The Vice-Chancellor is the king-pin of the whole edifice of university education. His counterpart in the U. S. A. is the President of the University who is invested with greater responsibility and authority than the German Rector, the English Vice-Chancellor or the Scottish Principal. The effectiveness of this American institution largely depends on the character, intelligence, prestige and energy of the person chosen as President, so that the choice of a new President is one of the most serious responsibilities that ever confronts the authorities of a university. We in Kerala have evolved an elaborate system for the choice of the Vice-Chancellor, in which several academic bodies and the Government participate. But the experience of selection of Vice-Chancellors ever since the introduction of this new system has shown that all this paraphernalia is irrelevant and only the person chosen by the Government in power can be selected as Vice-Chancellor. Now that the public has come to realise that all these complicated and time consuming procedures serve no useful purpose, it is better to scrap the whole procedure and make the Government responsible for selecting a suitable person as Vice-Chancellor. The powers of the Vice-Chancellor are now severely circumscribed and have to be revised to make this office more effective than at present.

2.41 The Director of Collegiate Education's main function today is the disbursement of salary to the teaching staff of private colleges. But he has absolutely no control over these colleges, so that he is often flouted and disregarded by the Principals of colleges. Government which act as the paymaster must have a voice in the conduct of those colleges.

2.42 The Principals of Colleges have also to be vested with sufficient authority to control the staff. The present system of automatic promotions after stipulated periods of service without any reference to their performance makes the Principals innocuous in the discharge of their duties in supervising the work of the teaching staff.

CHAPTER III

PERSPECTIVES OF HIGHER EDUCATION IN KERALA

This chapter deal with some of the subjects which require further studies in depth when a perspective view of higher education in the State is taken. The observations and recommendations of the committee are categorised as follows :-

1. Need for vocational courses.
2. Governing Bodies of the Universities.
3. Open University.
4. Centres of Excellence.
5. Cochin University as Advanced Centre for Science and Technology
6. Expansion of physical education.
7. Autonomous Colleges.
8. Non-formal Education.

(1) Need for vocational courses

3.2 Kerala has opted for the Pre-degree course for two years at the college level as a preliminary to the three year Degree courses. But the pattern adopted by the Central Government and adopted in many states is the Higher Secondary (10+2) in which the last two years are also spent in the high schools. The main grounds on which the Kerala University opted for the Pre-degree pattern are as follows :—(1) With the vernacular as the medium of instruction in the high schools and English as the medium of instruction in the colleges, it was felt that a preparatory course to give students a better grounding for adopting English as the medium of instruction was necessary; (2) With an incredibly large number of high schools in the state run by Government and private agencies, it was found to be quite impracticable to equip all these high schools with the teachers having the competence necessary to teach the students at the plus two stage; (3) It was also felt that the atmosphere of a collegiate institution conducting the Pre-degree course was more congenial to the development of the personality of the students entering the Degree Course. The original idea was a Pre-University course of one year to be conducted in Intermediate Colleges, designed on the model of the junior colleges in the U. S. A. But in course of time, the Intermediate Colleges were upgraded to Degree colleges and several of the Degree Colleges took up Pre-degree teaching also. Consequently today in most institutions the Pre-degree and Degree courses co-exist giving rise to serious difficulties in accommodation. This problem was sought to be solved by the introduction of the shift system for Pre-degree classes. But this remedy was worse than the disease itself. The shift system has been responsible for a good deal of the indiscipline in the colleges and laxity in teaching. Nevertheless so far as Kerala is concerned the Pre-degree pattern has come to stay. The right remedy is to make admission to the Pre-degree course selective.

3.3 The committee discussed in detail the existing situation with regard to the large number of candidates who seek admission for Pre-degree. It took the view that in order to divert a substantial number of candidates from the general stream who are ill-equipped to pursue university education it is necessary to considerably enhance the facilities for vocational education after the secondary stage.

(2) Governing Bodies of Universities

3.4 Higher education in the country has taken long strides since the first three Indian Universities of modern times were established by the British in 1857 centred at the metropolitan cities of Madras, Bombay and Calcutta. These universities prescribed the syllabi, conducted the examinations and awarded degrees. The main emphasis of these universities was on teaching.

3.5 Two major changes took place in course of time particularly after Independence. On the one hand the role of the university has been considerably expanded to include scientific, technical and socio-economic development with a major emphasis on research.

3.6 On the other hand, the administration of universities has been politicised. Academic policies of universities are now-a-days determined by elected representatives mostly from political groups and the academic community has only a minority role in shaping of these policies.

3.7 Many of the new universities approved by the U.G.C. are administered by two authorities - Syndicate and Academic Council. There is no Senate. Almost all members of the Academic Council are nominated. The details of the composition of the Academic Council and the Syndicate of the Anna University, Madras (Annexure II) illustrate this point.

3.8 The Committee noted that the present structure of Indian Universities is modelled on British Universities evolved more than 130 years ago. While most of the universities in the United Kingdom have adapted their structure to suit the requirements of modern times. Indian Universities are generally averse to change and still cling to the old structural rigidities. The Committee felt that this is an appropriate time to rationalise the structure of our universities.

3.9 In this connection it is important to note that a High Power Committee under the leadership of the Chairman of the University Grants Commission has been appointed to review the working of all Central Universities and make some far-reaching recommendations regarding the structure of university authorities. Their main recommendations are :

“(1) The Principle of election to any of the authorities of the university is unacceptable to the Committee, (2) The Executive Council (Syndicate) should be a compact body and should be homogeneous. The membership of this body may consist of some ex-officio academicians from the university, nominees of the visitor/ U. G. C., a nominee of the Chancellor and in the case of affiliating universities some principals of colleges. The membership may not normally exceed 13”.

3.10 It is also understood that the University Grants Commission is not giving recognition to universities with the traditional organisational structure. Therefore, it is incumbent on the Government to examine the need for structural changes in our universities, especially the new Gandhiji University which has to receive recognition. We also recommend that for the efficient conduct of university matters the powers of the Vice-Chancellor will have to be considerably enlarged.

(3) Open University

3.11 The formal system of higher education in Kerala during the past two decades has been under tremendous pressure. This is the main reason for the enormous increase in the number of colleges in the State. The demand for establishing more and more colleges continues unabated. Apart from the fact that the new colleges will take many years to provide adequately the basic facilities of building, equipment, library, laboratories, hostels, playgrounds etc., the additional cost involved is going to be a severe

strain on the limited financial resources of the State. It is in this context that we have to think of alternative systems which would on the one hand keep the cost low and on the other make satisfactory provision for higher education to the ever-increasing numbers that seek it.

3.12 When some universities in India started permitting students to appear for university examinations as private candidates, they were indeed providing an alternative system. Almost all affiliating universities in the country today permit candidates to appear for examinations at least in some subjects and up to certain levels. The distinguishing features of this system are :

1. University permits candidates to appear for its examinations provided the candidates satisfy prescribed qualifications.
2. The syllabus prescribed by the university in most cases is more or less the same as is prescribed for the regular courses.
3. The candidates study on their own and the university does not coach them at all. Most of the candidates take the help of 'tutorial' or 'parallel' colleges. In this system the university's roll is only to permit candidates to appear for specified examinations and confer Degrees on the successful ones.

3.13 Whatever merits this system may have to stem the flood of admission seekers to regular colleges, it does not for obvious reasons fulfil the educational purposes for which it is intended. It was as a corrective to this that correspondence courses have been started by universities. The University of Delhi was the first to introduce correspondence courses in the country in 1962. The Delhi example was quickly followed by others. Today there are as many as 22 universities which offer correspondence courses. Broadly, correspondence courses are expected to cater to the needs of the following categories of students :

1. Those who have had to discontinue their formal education owing to pecuniary or other reasons;
2. Students who live in geographically remote areas;
3. Students who have to discontinue their education because of lack of aptitude and motivation, but who have later become motivated;
4. Students who have not secured admission into or do not wish to join a regular college or a university department although they have the necessary qualifications to pursue higher education; and
5. Individuals who look upon education as a life-long pre-occupation and who would like to pursue their studies either in their own disciplines or in new ones.

3.14 The U.G.C. encouraged the starting of correspondence courses. With a view to maintaining high standards, the U.G.C. also prescribed detailed guidelines for starting these courses. Some of these are worth reproducing.

1. Ordinarily, correspondence courses at the under-graduate level should be introduced only by one university in a State.
2. Correspondence courses should be started only by universities which have well-established teaching departments.
3. It should be compulsory for every student enrolled in correspondence courses to return a certain number of response sheets, say 20 every year, suitably spread over various subjects.
4. High priority should be given to the setting up of study centres in areas where there is a concentration of students.
5. The provision of "contact programmes" should be an essential feature of correspondence courses.
6. Correspondence course at the post-graduate level should be started only in those universities which have had the experience of running under-graduate courses for at least three years.

3.15 The total number of persons enrolled for correspondence courses in the country as a whole in 1980-81 was 112,000. While some universities like Madurai-Kamaraj enrolled as many as 52,000, others like Meerut, Udaipur and Allahabad had only a few hundreds each. Despite considerable growth, not enough progress has been made so far to achieve the target of having at least one-third of the student population in this sector by 1986 as was envisaged by the authorities. Although the U.G.C. had advised that only one university in a State should start correspondence courses, in several States different universities have done so thereby duplicating the efforts made in producing the course material. The directors of correspondence courses have hardly any control over the curricula or the examinations. A change in syllabus in any subject necessitates the rapid production of new written material which is a difficult task for most correspondence directorates. Further they have very little say in academic decision-making. All these have made the efficient functioning of correspondence courses increasingly difficult. It is in this context that the case for the Open University as an improved system of distance education assumes special importance.

3.16 The Open University incorporates all the elements of the correspondence courses and provides additional and new methods of instruction and thus provides for an improved system of higher education. It has been now widely admitted as an innovation in the field of education, for it aims at throwing open the doors of higher education to any one who seeks it and makes use of the latest developments in the field of communication technology to achieve this end. According to Wilbur Schramm, "two millennia ago the student came to Aristotle; now Aristotle comes to the student" through distance education.

3.17 It is well known that the inspiration to emulate the concept has come from Britain where the first Open University in the world was established nearly two decades ago. It was originally called the University of the Air. Harold Wilson (then Prime Minister of Britain) is credited with the initiative for developing the concept of University of the Air, which eventually developed into the Open University of Britain.

3.18 A good deal of work has done in Britain to make the open university function as an effective instrument of higher education. The Royal Charter which established it in 1960 expressed the hope that it would provide "genuine quality of opportunity to millions of people for the first time". The British experiment has since been emulated by many countries which started their own Open Universities to meet the growing demands in their respective countries for higher education. They include such countries as Australia, Japan, Canada, Israel, Pakistan, Sri Lanka, Venezuela, the U.S.A. and the U.S.S.R.

3.19 In our own country the matter was examined by a Committee appointed by the Government of India headed by G. Parthasarathi as early as 1976. In its report, the Committee had recommended the establishment of a National Open University. The Report pointed out that "in a situation where the extension of enrolments in higher education has to continue at a terrific pace and where available resources in terms of men and money are limited, the obvious solution, if proper standards are to be maintained and the demand for higher education from different sections of the people is to be met, is to adopt the Open University system with its provision of higher education on part-time basis".

3.20 The Government of West Bengal has announced its intention of setting up an Open University in the State in 1982 and is currently pursuing the idea of giving practical shape to it. The University Enquiry Commission appointed by the Government of Bihar, in its Report of 1983, has recommended that the State Government should set up an Open University to promote higher education in the non-formal sector. Before any one of the above Governments could implement the recommendations of the relevant Committees, the Government of Andhra Pradesh based on the recommendations of a Committee appointed by it in 1982, passed an Act in the same year and established the Open University of Andhra Pradesh in November 1982. The University is located in Hyderabad.

3.21 For the coming academic year, the Andhra Pradesh Open University is offering three under-graduate courses, B.A., B.Com. and B.Sc. To join under-graduate courses, no formal educational qualifications are prescribed. Any one can enrol himself for an undergraduate course if he passes the entrance test administered by the university. The purpose of the test is to measure the educational level of the student and to see whether those who are enrolled can follow the lesson sent by the university. However, those who have passed the Intermediate or equivalent examination are eligible for admission without further test. Exception is made for admission to B.Sc. course for which the passing of the Intermediate examination with science optionals is made a condition of eligibility. This is because it is felt that unless a student has a science background, he would not be able to cope with the B.Sc. course.

3.22 The under-graduate course is of three levels:—Foundation Courses, Core Courses and Specialisation or Applied Courses. In the first year all the students are required to study the Foundation Courses, four in all. They consist of two courses in languages and one course each in

Science and Technology, and Humanities and Social Sciences. The purpose of these courses is to give a general background to the student and also familiarise him with the development of humanities, social sciences and science and technology. The Core Courses are offered in second year. There are two courses each in three different disciplines. In the final year, specialisations are offered. Here again the student has to study three disciplines with two courses in each of them.

3.23 The main characteristic of this course system is its flexibility with regard to the choice of the optionals. A student is free to choose any optional he likes; there is no rigid approach with regard to the combination of optional required to be taken by him. However, if he plans to go for higher Degree courses later, certain restrictions are placed on his choice of optionals.

3.24 The courses are planned by expert committees; the lesson plans are also prepared by them. The course material is prepared by a team consisting of a subject editor, a few course writers, a language editor and a co-ordinator. The co-ordinator is a full-time employee of the university whereas others are drawn from among outside experts. In addition to the printed course material which is supplied on a regular basis, lessons are planned for radio broadcast and video. There is also plan to use television. Since television coverage is restricted at present, there is greater reliance on video cassette recorders.

3.25 With a view to paying greater attention to the studies, the university has established some 28 study centres all over the State, one in each district and six centres in the cities of Hyderabad and Secunderabad. The study centres are located generally in an existing college and works generally in the evenings and on Sundays. Part-time teachers, drawn generally from among Lecturers working in colleges, are appointed to handle classes at the study centres. The work is carefully planned and supervised by a co-ordinator and the Principal of the college. Students are also given guidance by counsellors who clear their doubts and difficulties regarding the subjects. Thus face-to-face interaction is provided. To give intensive coaching in the subjects, summer schools are organised in the months of April and May. In addition, special lectures are also given by experts from time to time.

3.26 Evaluation consists of two parts; response sheets and regular examination. First, there is a continuous assessment of the student by the counsellor; the students have to send assignments to their counsellors. But no marks are awarded for these assignments. This has been done keeping in view the experience of the universities in the State with regard to internal assessment. The main purpose of the assignment is to acquaint the student with the merits and demerits of their performance. Secondly, there is regular examination at the end of the year conducted by the University at the different study centres. Last year 9,000 applicants took the entrance examination and 6,500 have been admitted to the Degree programmes. The university has also plans to offer job-oriented diploma and certificate courses in addition to the regular Degree courses.

3.27 The traditional system was evolved at a time when higher education was confined to small numbers and other techniques of teaching were not available. Today, thanks to the spectacular developments in the field of communication technology, teaching can be done even in the remotest corners while maintaining very high quality.

3.28 If we look at the experience of 'distance education institutions' whatever name by which they are called—Open University, University without walls, University of the Air, Television University, Distance Teaching University etc.—it is very clear that the credibility of distance education no longer needs to be established. It seems eminently suited to the needs of part-time learners. It makes use of the latest technology in communication and what is more, it is cost-effective and much cheaper than the conventional education. Not many studies have been made of the cost-effectiveness but the estimate of the Open University in Britain reveals the following facts :—

	<i>Open University</i>	<i>Conventional University</i>
	£	£
Recurring cost per student	250	940
Capital cost per student	165	3000
Resources cost per student	268	1600

3.29 The open university system does not create any costly infrastructure but makes good use of the available infrastructure, particularly class rooms, libraries, laboratories, hostels, play grounds etc.

3.30 The standards of distance teaching and performance of students under the system are rated fairly high. As one study indicates, "the evidence on distance teaching is generally favourable. Results echo that students will learn efficiently if the media content is designed for learning". After reviewing data from countries like Germany, Britain, Japan and Australia, one study reports that "import of this rather impressive evidence is that distance teaching well conceived, well supported with proper media, really works". According to a UNESCO study, "the concept of education limited in time (to school age) and confined space (to school buildings) must be superseded. A proportion of education activity should be deformalised and replaced by flexible, diversified models. Closed education system should be made open".

3.31 Viewed from any point of view, Kerala appears to have a very strong case for the establishment of an Open University as early as possible. In spite of the fact that the State had the largest number of colleges in India for every million of its population, the demand for more and more colleges is still in the increase. The demand is not going to subside for years to come. It would be unrealistic to hope that even the most affluent state would have the resources to establish the conventional type of colleges and universities of even tolerable quality to meet the ever-growing demand for higher education. We have reached a stage of development in the State when higher education has ceased to be the privilege of the elitist few

elitism in education and democracy in politics do not go together. The demand for access to higher education has to be met in the context of the demand for greater equality of opportunity. There is also increasing demand from those who missed higher education when they were young and joined a career. There are also those who want to renew and up-date their knowledge while in service. Above all, there is an increasing number of adults who seek opportunity to have access to higher education as part of what is now known as 'life-long education'. Conventional educational institutions can no more meet this demand and the only remedy appears to lie in radical innovative approach through the avenues of non-formal education.

(4) Centres of Excellence

3.32 At present due to structural rigidities, the various departments of the universities are not in a position to carry out research and other academic activities of a high order. According to the committee what is required in the Kerala context is the establishment of not the conventional type of universities but autonomous centres of excellence for specialised subjects in arts and science. Such centres of excellence because of their autonomy will be able to function effectively and make substantial contribution.

(5) Cochin University as Advanced Centre for Science and Technology

3.33 The Cochin University established in 1971 was conceived as a Science and Technology University of Kerala State. It has been making good progress since its inception. The committee was of the view that Cochin University should be further developed by introducing more new courses so as to eventually attain the status of an Advanced Centre of Science and Technology.

(6) Expansion of Physical Education

3.34 The development of physical education in the State has not received as much attention as it rightly deserves. Even with the limited facilities, the Kerala athletes, both men and women, have attracted national attention by their excellent performance in the various national and international meets. With adequate facilities for coaching and training, it will be possible for the state to produce more athletes and others of national and international calibre. The committee discussed the matter in detail and took the view that efforts should be made to establish an advanced Institute for Physical Education in the State; and to provide adequate incentive for athletes and others who score in the national and international meets.

(7) Autonomous Colleges

3.35 In 1964 the Kothari Education Commission concluded that the promotion and development of an intellectual climate conducive to the pursuit of scholarship and excellence was impossible unless some of the better colleges were granted freedom to frame their own academic programmes. It was in this context that the U.G.C. thought of elevating certain deserving colleges to a high level of performance and achievement. The best means of achieving this object was to liberate them from statutory subservience to a tailored curriculum prescribed by the university. It took over 14 years to get the concept implemented, Tamil Nadu ventured boldly into the untrodden path by granting autonomy to a few colleges during 1978-79. There are 14 of these (all private colleges) affiliated to the different universities in Tamil Nadu enjoying academic freedom to design courses, frame syllabi and conduct examinations. Thus they are not tied to the apron strings of the university. The Degrees, however, are awarded only by the universities concerned while the name of the college is inscribed on the Degree certificate and Diploma. The committee felt that some of the colleges in the state with a creditable record of performance may be made into autonomous colleges. But this is a controversial matter beset with practical difficulties in the peculiar set up of higher education in Kerala. Therefore, all aspects of the question will have to be studied in depth before a decision is taken.

(8) Non-formal Education

3.36 Admittedly the atmosphere in the state is very much conducive for non-formal education at the university level. For those who had to discontinue their education and want to pursue higher education, the opportunities now provided by the universities in the state do not seem to be adequate. It is desirable that the universities start correspondence courses not only for the conventional type of degrees but also for courses for which there will be ready-takers in the employment market. The departments of correspondence courses must pay more attention to the design of such courses.

3.37 An important facility for non-formal education is the establishment of libraries adequately equipped for the needs of higher education. The committee was of opinion that the Granthasala Sangom functioning in the southern parts of the state and the Local Library Authority in the northern parts are not suitable agencies for providing these facilities. There are at present five Study Centres located at Quilon, Alleppey, Palai, Changanacherry and Calicut started on the recommendation of the University Grants Commission besides some Central Libraries established by the universities. The best method of providing library facilities for non-formal education is to increase the number of Study Centres and equip them with adequate number of copies of text books and other reading material required for college courses, so that they cannot only be reference centres but lending libraries for bonafide students both in regular colleges and parallel colleges or those engaged in private studies.

CHAPTER IV

SUMMARY OF RECOMMENDATIONS

The following paragraphs give a summary of the recommendations of the High Level Committee grouped under (i) qualitative improvement, (ii) Pre-degree examination, (iii) enhancement of fees, (iv) starting of new colleges, (v) appointment of Vice-Chancellors, and (vi) perspectives.

QUALITATIVE IMPROVEMENT

(1) Prescription of higher standards for university education

4.2 It is neither possible nor desirable to give admission to Pre-degree course to all applicants with S.S.L.C. It is not in the interests of the S.S.L.C. holders and the State at large that all of them should go in for conventional higher education. Ways and means have to be found to absorb a large number of these applicants in vocational training courses, self employment programme and the like. Only those with the required competence and aptitude should be admitted into the college. The first step for improving the quality of higher education is the restriction of the number of candidates admitted to the colleges. The qualification for admission will have to be raised considerably to see that only deserving students are admitted. A minimum standard of—say 50%—marks should be fixed for being considered for admission to colleges (paragraphs 2.5, 2.10 to 2.14),

(2) Maintenance of attendance

4.3 It is necessary to insist on the maintenance of correct attendance of students in all colleges as the percentage of students actually attending classes is incredibly low. Every Lecturer should be required to call the attendance by the number allotted to the students and send the attendance chits for each period engaged to the college office where it should be recorded forthwith in the attendance register. This system will enable the college authorities to maintain the attendance records properly and issue authentic attendance certificates before presenting candidates for examinations subject to such condonation as is sanctioned by the university. Incidentally it will also give the Principals a record of classes engaged or not engaged by the staff on each working day (paragraph 2.20).

(3) Re-scheduling of examination work

4.4 The universities should reformulate their examination schedules to make them as brief and consecutive as possible so that the disturbance to class work can be reduced to the minimum (paragraphs 2.18, 2.19).

(4) Provision of infrastructural facilities

4.5 Adequate attention should be given in the Seventh Plan for raising the level of infrastructural facilities like buildings, laboratories and libraries to the required standards in all colleges (paragraph 2.24).

(5) Construction of examination halls

4.6 An important factor contributing to the loss of teaching hours even during the limited number of days actually worked is the conduct of examinations. Colleges are required to conduct not only university examinations but several other miscellaneous types of examinations such as U.P.S.C., P.S.C., K.G.T., Entrance Tests etc. which completely dislocate the teaching work due to non-availability of a large number of teachers who are deputed for examination work. The first step to relieve the colleges of this burden is to construct large examination halls in the principal centres for the conduct of university as well as other examinations. This programme has to be given priority in the allocation of funds for education in the Seventh Plan (paragraph 2.32).

(6) Enforcement of rules prohibiting private tuition by College Teachers

4.7 The quality of teaching is the prime factor in ensuring good attendance as well as attention by students. The practice of undertaking private tuition by college teachers, though illegal, is rampant throughout the State. The tendency to conserve energy in order to expend it on lucrative private tuition is mainly responsible for non-teaching which is prevalent in many institutions. Unless the rules prohibiting private tuition by college teachers is strictly enforced it will not be possible to raise the standard of teaching (paragraph 2.23).

(7) More attention to teaching by Association of College Teachers

4.8 If the college teachers' associations will devote more attention to the improvement of teaching and less to trade union activities for demanding higher emoluments, they can produce a better image in the public mind and then their case for U.G.C. scales will receive the public support which it lacks today. Voluntary educational associations have played an important role in promoting higher education in advanced countries. The college teaching community will do well to follow this example and concentrate their energies for stepping up the quality of teaching in our institutions of higher education (paragraphs 2.26, 2.29).

(8) Incentives for College Teachers

4.9 The college teachers should be provided with ample opportunities to improve their academic equipment, in their subjects and monetary incentives should be given to those who acquire research qualifications. Opportunities for keeping abreast of the latest developments should be provided to teachers by deputing deserving teachers to other universities within or outside the country by the grant of sabbatical leave. There should be a system of periodical assessment of the work done by faculty members. It will be advisable to have a system of merit promotions in order to give sufficient encouragement to do their best (paragraph 2.27).

(9) New format for Degree certificates

4.10 The Degree awarded should give full details regarding the colleges attended, the subjects taken and the performance of the candidate in the examinations conducted in the college and in the university, the character and conduct of the candidate, distinctions gained in extra-curricular activities etc. The university bodies should consider the need for changing the format of the Degree certificates issued to remove the present shortcomings and make them more comprehensive. This will give an inducement to students of regular colleges to attend classes and take their studies more seriously than at present (paragraph 2.22).

(10) Adoption of semester system

4.11 The Academic Councils of Universities should examine the feasibility of introducing the semester system for general courses (Paragraph 2.28).

(11) College students not to be used as instruments by political parties

4.12 The political parties in the State will do a yeomen service to future generations if they leave out students from the political game and allow them to pursue their academic pursuits in peace (paragraph 2.31).

PRE-DEGREE EXAMINATION**(12) Common syllabus for Pre-degree by all universities desirable**

4.13 A unified syllabus for Pre-degree is highly desirable as the Pre-degree examination is a preparatory course for all Degree courses in arts and science and several professions. It will give a uniform standard of equipment for Pre-degree certificate holders irrespective of the university to which they belong. From the academic stand-point this will have great advantage in the selection of candidates for higher courses (paragraph 2.36).

(13) Separate body for the conduct of Pre-degree examination

4.14 A separate body for the conduct of the Pre-degree examination in the State has to be constituted. This will relieve the universities of a big load of examination work and enable them to concentrate on the graduate and post-graduate examinations and conduct them more efficiently and in time. The body which is to conduct the Pre-degree examination should be an inter-university Board. Each university may as at present receive applications for taking the examination along with the fees thereof and pass on the applications to the Board for further processing. The actual expenses incurred by the Board for conducting the examination can be reimbursed by contributions from the universities on some agreed formula (paragraphs 2.37 to 2.39).

(14) Enhancement of fees necessary

4.15 It is necessary that the fees for college courses are raised to a level comparable to the fees structure in other parts of India. When new courses are started especially in science and technology, the fees should be fixed fairly high. The escalation of fees should not act as a deterrent to deserving poor students. A liberal provision of scholarships for such students would take care of their interests. The exemption now being granted to Scheduled Caste, Scheduled Tribe and poor students may be continued (paragraphs 2.15 to 2.17).

Starting of New Colleges**(15) Norms to be framed for sanctioning new colleges and courses**

4.16 It is highly necessary to lay down specific norms for sanctioning new colleges so as to remove regional disparities. In a similar manner, it will be desirable to lay down definite norms when new courses and subjects are introduced at under-graduate and post-graduate levels. In the present state of affairs when parallel colleges are catering to a large body of private candidates, quantitative expansion of colleges, private or Government should be considered only in exceptional circumstances to meet dire need (paragraphs 2.7 to 2.9)

(16) Public accountability of money raised by colleges

4.17. Building up educational institutions with contributions from the public or philanthropic gifts is in itself not a bad proposition. But there should be some control over the disposition of the funds so raised to see that they are fully utilised for educational purposes. Many American Colleges, for example, have annual financial campaigns but the money so raised goes into Endowment Funds with public accountability. The sooner the commercialisation of education is put an end to, the better for the State and country at large (paragraph 2.6) .

(17) Appointment of Vice-Chancellors

4.18 The system followed in the State for the choice of a new Vice-Chancellor is rather elaborate in which several academic bodies and the Government participate. But the experience of selection of Vice-Chancellors ever since the introduction of this new system has shown that all this paraphernalia is irrelevant and only the person chosen by the Government in power can be selected as Vice-Chancellor. Now that the public has come to realise that all these complicated procedures serve no useful purpose, it is better to scrap the whole procedure and make the Government responsible for selecting a suitable person as Vice-Chancellor. The powers of the Vice-Chancellor are severely circumscribed and have to be revised to make this office more effective than at present (paragraph 2.40)

Perspectives

(18) Need for increasing facilities for vocational education

4.19 In order to divert a substantial number of candidates from the general stream who are ill-equipped to pursue university education, it is necessary to considerably enhance the facilities for vocational education after the secondary stage (paragraphs 3.1 to 3.3).

(19) Restructuring of Governing Bodies of Universities

4.20 Most of the Indian universities are averse to change and still cling to the old structural rigidities. Very little effort has been made in the past to introduce structural reforms in Indian universities. According to the Committee this is an appropriate time to look at the structure of universities in the state and formulate relevant proposals. It is recommended that for the efficient conduct of university matters, the powers of the Vice-Chancellor will have to be considerably enlarged (paragraphs 3.4 to 3.10).

(20) Establishment of an Open University in the State

4.21 In spite of the fact that the State has the largest number of colleges in India for every million of its population, the demand for more and more colleges is still on the increase. This demand is not going to subside for years to come. It would be unrealistic to hope that even the most affluent State would have the resources to establish the conventional type of colleges and universities of even tolerable quality to meet the ever-growing demand for higher education. We have reached a stage of development in the State when higher education has ceased to be the privilege of the elitist few. Viewed from any point of view, Kerala appears to have a very strong case for the establishment of an Open University as early as possible (paragraphs 3.11 to 3.31).

(21) Setting up of Centres of Excellence

4.22 At present due to structural rigidities, the various departments of the universities are not in a position to carry out research and other academic activities of a high order. According to the Committee what is required in the Kerala context is the establishment of not the conventional type of universities but autonomous Centres of Excellence in arts and sciences. Such Centres of Excellence because of their autonomy will be able to function effectively and make substantial contributions (paragraph 3.32).

(22) Cochin University to be developed as an Advanced Centre for Science and Technology

4.23 The Cochin University established in 1971 was conceived as a science and technology university of Kerala State. It has been making good progress since its inception. Cochin University should be further developed by introducing more new courses so as to eventually attain the status of an Advanced Centre of Science and Technology (paragraph 3.33).

(23) Advanced institute for physical education needed

4.24 Efforts should be made to establish an advanced institution for physical education in the State. It is necessary to provide adequate incentives for athletes and others who score in the national and international meets (paragraph 3.34) .

(24) Autonomous colleges desirable

4.25 Some of the colleges in the State with a creditable record of performance may be identified and made into autonomous colleges. But the matter needs further study (paragraph 3.35) .

(25) Facilities for non—formal education to be increased

4.26 The situation in the State is conducive for non-formal education at university level. For those who had to discontinue their education and want to pursue higher education, the opportunities now provided by the universities in the State do not seem to be adequate. It is desirable that the universities start correspondence courses not only for the conventional type of Degrees but also for courses for which there will be ready takers in the employment market. The Departments of Correspondence Courses must pay more attention to the design of such courses. The best method for providing library facilities for non-formal education is to increase the number of study centres and equip them with adequate number of copies of text books and other reading materials (paragraphs 3.36 and 3.37) .

APPENDICES

APPENDICES

- I Number of Arts and Science Colleges in Kerala—District-wise, 1982-83
- II Number of colleges affiliated to the Universities in Kerala, 1982-83
- III University Education—Outlay and Expenditure—Vith Five Year Plan.
- IV Departments under Kerala University
- V Departments under Calicut University
- VI Cochin University—Existing Departments/Schools in Science and Technology
- VII Fees charged by various Indian Universities for Degree courses
- VIII Tuition cost in regular and parallel colleges.

APPENDIX I

**Number of Arts and Science Colleges in Kerala--
District-wise, 1982-83**

District	Number of colleges*		
	Government	Private	Total
(1)	(2)	(3)	(4)
1. Trivandrum	7	11	18
2. Quilon	1	16	17
3. Alleppey	—	15	15
4. Kottayam	1	20	21
5. Idukki	1	4	5
6. Ernakulam	4	19	23
7. Trichur	3	16	19
8. Palghat	3	7	10
9. Malappuram	3	7	10
10. Kozhikode	6	7	13
11. Wynad	2	2	4
12. Cannanore	5	8	13
Total	36	132	168

* Excluding four Evening Colleges, one Government College at Mahe and one Govt. College at Kavarathy.

Source:—Economic Review, State Planning Board, (1983)

APPENDIX II

**Number of colleges affiliated to the Universities
in Kerala 1981-82**

(Before formation of Gandhiji University)

Sl. No.	Category of Colleges	Kerala University	Calicut University	Total
(1)	(2)	(3)	(4)	(5)
1.	Arts and Science Colleges	99	71	170
2.	Evening Colleges	2	2	4
3.	Arabic Colleges	-	7	7
4.	Training Colleges	14	5	19
5.	Allopathic Colleges	3	2	5
6.	Homoeo Colleges	1	1	2
7.	Ayurveda Colleges	2	2	4
8.	Law Colleges	3	1	4
9.	Engineering Colleges	3	2	5
10.	Fine Arts Colleges	1	-	1
	Total	128	93	221

APPENDIX III

**University Education-Outlay and Expenditure
With Five Year Plan**

(Rs. lakhs)

Name of Scheme	With Five Year Plan 1980-85 Agreed Outlay	1980-81 Actual Expenditure	1981-82 Actual Expenditure	1982-83 Actual Expenditure	Total for three years
(1)	(2)	(3)	(4)	(5)	(6)
1. Assistance to Universities	400.00	85.50	66.49	105.00	256.99
<i>Collegiate Education</i>					
2. Direction and Administration—Arts & Science Colleges	15.00	0.08	0.92	2.75	3.75
3. Staff cost for Govt. Colleges including vocationalisation, shift system and additional courses	146.00	29.04	62.46	31.92	123.42
4. Buildings for Colleges, Hostels & Staff Quarters	50.00	23.87	18.09	15.30	57.26
5. Furniture and equipment	13.00	3.09	3.48	1.30	7.87
6. Staff cost in private colleges	220.00	30.35	130.17	257.15	417.67
<i>Other Colleges</i>					
7. Law Colleges	5.00	4.60	9.48	0.53	14.61
8. Physical Education Colleges	10.00	0.23	0.70	0.71	1.64
9. Scholarships and Awards	10.00	0.80	1.54	0.71	3.05
10. N. O. C./N. S. S	10.00	..	1.41	0.35	1.76

	(1)	(2)	(3)	(4)	(5)	(6)
<i>Institutions</i>						
11. State Institute of Languages		80.00	6.02	17.90	0.07	23.99
12. State Institute of Encyclopaedic Publications		20.00	5.00	4.04	4.75	13.79
13. State Institute of Children's Literature		--	..	5.05	..	5.05
<i>Others</i>						
14. Book Banks in Government Colleges		4.00	1.91	1.75	0.66	4.32
15. Student amenities		3.00	..	0.26	0.24	0.50
16. Implementation of U.G.C assisted schemes		20.00	13.78	14.02	7.33	35.13
17. Study Tours		3.00	0.83	0.69	0.42	1.94
18. Faculty Development and Research Programmes		4.00	..	0.01	..	0.01
19. Planning Forums		2.00	0.40	0.30	0.29	0.99
<i>Special Component Plan</i>						
20. Remedial Courses for Scheduled Castes/ Scheduled Tribes		12.00	..	0.64	1.25	1.79
21. I.A.S. Coaching Centres		2.00	..	..	..	..
22. Book Bank Scheme in Cosmopolitan Hostels		5.00	..	2.16	1.81	3.97
23. Schemes deleted/ modified		11.00	1.56	6.97	..	8.53
Total (University Education)		1045.00	207.06	348.53	432.44	988.03

APPENDIX IV

Departments under Kerala University

Name of Department	Year of establi- shment	No. of P.G. Students (1981-82)		
		Male	Female	Total
(1)	(2)	(3)	(4)	(5)
1. Oriental Research Institute and Manuscripts Library	1906	..	..	..
2. Aquatic Biology & Fisheries	1938	..	..	..
3. Chemistry	1939	..	..	..
4. Statistics	1943	14	14	28
5. Famil	1944	4	7	11
6. Psychology	1957	10	22	32
7. Education	1957	12	27	39*
8. Economics	1959	24	29	53
9. Botany	1959	12	8	20
10. German	1960	..	2	2
11. English	1962	15	36	51
12. Geology	1963	14	2	16
13. Zoology	1963	..	..	..
14. History	1963	17	19	36
15. Sanskrit	1963	7	9	16
16. Malayalam	1963	14	16	30
17. Linguistics	1963	11	28	39
18. Mathematics	1965	12	23	35
19. Sociology	1969	16	21	37
20. Russian	1969	9	11	20
21. Physics	1970	10	2	12
22. Biochemistry	1970	4	10	14
23. Journalism	1970	27	8	35
24. Demography & Population Studies	1979	5	5	10
25. Library Science	1979	2	4	6
26. Politics		35	11	46

*Relates to 1980-81.

APPENDIX V

Departments under Calicut University

Name of Department	No. of P.G. Students (1981-82)		
	Male	Female	Total
(1)	(2)	(3)	(4)
1. Dept. of Economics	17	7	24
2. Dept. of History	14	18	32
3. Dept. of Psychology	12	8	20
4. Dept. of Sanskrit	3	11	14
5. Dept. of English	26	34	60
6. Dept. of Malayalam	10	16	26
7. Dept. of Mathematics	21	6	27
8. Dept. of Physics	18	6	24
9. Dept. of Chemistry	7	13	20
10. Dept. of Botany	6	18	24
11. Dept. of Zoology	5	11	16
12. Dept. of Education	16	11	27
13. Dept. of Life Science	6	4	10
14. Dept. of Philosophy	12	12	24
15. Dept. of Hindi	16	24	40
16. Dept. of Arabic	16	..	16
17. Dept. of Commerce	27	3	30
Total	232	202	434
<i>Graduate Course</i>			
18. Dept. of Journalism	8	2	10
19. School of Drama—B. T. A.	31	7	38
20. Dept. of Library and Information Science—B.L.I.Sc.	4	6	10
<i>Certificate Courses</i>			
21. Dept. of Arabic—Certificate in Spoken Arabic	14	1	15
22. Dept. of Russian—Certificate in Russian Language	15	—	15
<i>Diploma Course</i>			
23. Dept. of Russian—Diploma in Russian Language	3	2	5
Grand Total	307	220	527

APPENDIX VI

Cochin University
Existing Departments/Schools and Academic Programmes

Department/School	Year of esta- blish- ment	Course of study and research	Intake capacity
(1)	(2)	(3)	(4)
1. Applied Chemistry	1976	1. M. Sc.	17
		2. Ph. D.	
2. Applied Economics	1979	1. M. Phil	10
		2. Ph. D.	
3. Electronics	1975	1. M. Tech.	12
		2. Ph. D.	
4. Foreign Languages	1976	1. Certificate course in French, German & Russian	25each
		2. Diploma course in French, German & Russian	25each
5. Hindi	1963	1. M. A.	20
		2. M. Phil	9
		3. Ph. D.	
		4. Post-graduate diploma course in translation, administrative drafting & reporting in Hindi	20
6. Industrial Fisheries	1976	1. M. Sc.	15
		2. Ph. D.	
7. Law	1962	1. LL. M.	20
		2. Ph. D.	
8. Marine Sciences	1938	1. M. Sc. (Marine biology)	16
		2. M. Sc. (Marine geology)	10
		3. M. Sc. (Oceanography)	10
		4. M. Sc. (Meteorology)	10
		5. M. Phil. (Chem.)	
		6. Ph. D. (Oceanography)	6
9. Mathematics & Statistics		1. M. Sc. (Mathematics)	15
		2. M. Sc. (Statistics)	10
		3. Post-graduate diploma in operations research and computer appli- cations	20
		4. Ph.D.	

	(1)	(2)	(3)	(4)
10.	Physics	1963	1. M. Sc. 2. M. Phil 3. Ph. D.	25 6
11.	Polymer Science & Rubber Technology	1972	1. B. Tech. (Polymer science & rubber technology)	18
12.	Ship Technology	1974	1. B. Tech. (Naval architecture & Ship building)	20
13.	School of Continuing Education(all courses are by correspondence)	1978	1. Bachelor of Banking & Commerce (B.B.C.) 2. Bachelor of General Law (B.G.L.) 3. Diploma in Banking 4. M. Sc. (Mathematics)	No restrictions
14.	School of Environmental Studies	1964	1. Ph D.	
15.	School of Management Studies	1964	1. M.B.A. (full time) 2. M.B.A. (part time) 3. M.B.M. 4. Ph. D.	39 30 36
16.	School of Technology	1978	1. M. Tech. (Mechanical) 2. M. Tech. (Electrial) 3. M. Tech. (Civil) 4. M. Tech. (Chemical) (All part-time evening programmes)	45 45 25 25
17.	Central Marine Fisheries Research Institute(Recognised Institution)		1. M. Sc. (Mariculture) 2. Ph. D.	10

APPENDIX VII

**Fees charged by various Indian Universities for
Degree courses**

1. B.A.
2. B.Sc.
3. B.Com.
4. M.A.
5. M.Sc.
6. M.Com.
7. M.B.A.
8. Engineering/Architecture
9. Medicine

The data on fees is not up-to-date. Several universities have further enhanced the fees.

Name of Course : B.A.

Name of University	Duration	Tuition fee per month/term/annum (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)
1. Sardar Patel	3 years	200 per term (2 terms in a year)	1200
2. Poona	3 "	350 per annum	1050
3. Maharaja Sayajirao	3 "	160 per term (2 terms in a year)	960
4. Gurunanak Dev	3 "	300 per annum	900
5. Madurai-Kamaraj	3 "	80 to 100 per term (3 terms in a year)	900
6. Annamalai	3 "	290 per annum	870
7. South Gujarat	3 "	290 per annum	870
8. Karnatak	3 "	240 per annum	720
9. Nagpur	3 "	215 per annum	645
10. Sri Venkiteswara	3 "	60 per term (3 terms in a year)	540
11. Himachal Pradesh	3	I yr. 14 per month II & III yrs. 17 per month	480

(1)	(2)	(3)	(4)	(5)
12.	Delhi	3 years	15 per month	450
13.	Kerala	3 "	144 per year	432
14.	Osmania	3 "	72 per term (2 terms in a year)	432
15.	Calicut	3 "	144 per year	432
16.	Jabalpur	3 "	135 per year	405
17.	Saugar	3 "	135 per annum	405
18.	Mysore	3 "	126 per annum	378
19.	Bangalore	3 "	126 per annum	378
20.	Agra	2 "	15 per month	360
21.	Banaras	3 "	120 per annum	360
22.	Lucknow	2 "	180 per annum	360
23.	Ravindra Bharathi	3 years	12 per month	360
24.	Kalyani	2 "	168 per annum	336
25.	Burdwan	2 "	12 to 15 per month	300
26.	Garhwal	2 "	15 per month	300
27.	Gorakhpur	2 "	15 per month	300
28.	Kanpur	2 "	15 per month	300
29.	Indore	3 "	96 per annum	288
30.	Jiwaji	3 "	8 per month	240
31.	Allahabad	2 "	12 per month	240
32.	Patna	2 "	117 per annum	234
33.	Avadh	2 "	11 per month	220
34.	Bhagalpur	2 "	11 per month	220
35.	Kamaun	2 "	11 per month	220
36.	Rohilkhand	2 "	11 per month	220
37.	Udaipur*	3 "	1 yr. 6 (3.50), II & III yrs. 8 (4.50)	220 (125)
38.	Lalitha Narayan Mithila	2 "	10.50 per month	210
39.	Berhampur	2 "	10.00 per month	200
40.	Bihar	2 "	9.75 per month	195
41.	Magadh	2 "	9.75 per month	195
42.	Sambalpur	2 "	9.00 per month	180
43.	Utkal	2 "	9.00 per month	180

*Figures in brackets indicate fee for non-tax payers.

Name of course: B.Sc.

Sl. No.	Name of University	Duration	Tuition fee per month/term/annum (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)	(5)
1.	South Gujarat	3 years	241 per term (2 terms in a year)	1446
2.	Poona	3 "	425 per annum	1275
3.	Sardar Patel	3 "	200 per term (2 terms in a year)	1200
4.	Maharaja Sayajirao	3 "	160 per term	960
5.	Gurunanak Dev	3 "	300 per annum	900
6.	Madurai Kamaraj	3 "	80 to 100 per term (3 terms in a year)	900
7.	Annamalai	3 "	290 per annum	870
8.	Karnatak	3 "	240 per annum	720
9.	Nagpur	3 "	225 per annum	675
10.	Sri Venkiteswara	3 "	60 per term (3 terms in a year)	540
11.	Mysore	3 "	162 per annum	486
12.	Himachal Pradesh	3 "	I yr. 14 per month II & III yrs. 17 per month	480
13.	Delhi	3 "	15 per month	450
14.	Kerala	3 "	144 per year	432
15.	Osmania	3 "	72 per term (2 terms in a year)	432
16.	Calicut	3 "	144 per year	432
17.	Jabalpur	3 "	135 per year	405
18.	Saugar	3 "	135 per annum	405
19.	Bangalore	3 "	126 per annum	378
20.	Agra	2 "	15 per month	360
21.	Banaras	3 "	120 per annum	360
22.	Lucknow	2 "	180 per annum	360
23.	Burdwan	2 "	12 to 15 per month	300
24.	Garhwal	2 "	15 per month	300
25.	Gorakhpur	2 "	15 per month	300
26.	Kanpur	2 "	15 per month	300
27.	Indore	3 "	96 per annum	288
28.	Patna	2 "	125 per annum	250
29.	Jiwaji	3 "	8 per month	240
30.	Bhagalpur	2 "	12 per month	240

(1)	(2)	(3)	(4)	(5)
31.	Allahabad	2 years	12 per month	240
32.	Lalitha Narayan Mithila	2 "	11.50 per month	230
33.	Avadh	2 "	11 per month	220
34.	Kamaun	2 "	11 per month	220
35.	Rohilkhand	2 "	11 per month	220
36.	Udaipur*	3 "	I yr. 6 (3.50), II & III yrs. 8 (4.50)	220 (125)*
37.	Magadh	2 "	10.75 per month	215
38.	Bihar	2 "	10.75 per month	215
39.	Berhampur	2 "	10.00 per month	200
40.	Utkal	2 "	9.00 per month	180

*Figures in brackets indicate fee for non-tax payers.

Name of course: B. Com.

Sl. No.	Name of University	Duration	Tuition fee per month/term/annum (Rs.)	Tuition fee for the course (Rs)
(1)	(2)	(3)	(4)	(5)
1.	Sardar Patel	3 years	200 per term (2 terms in a year)	1200
2.	Poona	3 "	350 per annum	1050
3.	Maharaja Sayajirao	3 "	160 per term (2 terms in a year)	960
4.	Madurai-Kamaraj	3 "	80 to 100 per term (3 terms in a year)	900
5.	Gurumanak Dev	3 "	300 per annum	900
6.	South Gujarat	3 "	290 per annum	870
7.	Karnatak	3 "	240 per annum	720
8.	Nagpur	3 "	215 per annum	645
9.	Sri Venkiteswara	3 "	60 per term (3 terms in a year)	540
10.	Himachal Pradesh	3 "	I yr. 14 per month II & III yrs. 17 per month	480
11.	Delhi	3 "	15 per month	450
12.	Kerala	3 "	144 per year	432
13.	Ormania	3 "	72 per terms (2 terms in a year)	432

(1)	(2)	(3)	(4)	(5)
14.	Calicut	3ycars	144 per year	432
15.	Saugar	3	142 per annum	426
16.	Jabalpur	3	135 per year	405
17.	Mysore	3	126 per annum	378
18.	Bangalore	3	126 per annum	378
19.	Agra	2	15 per month	360
20.	Banaras	3	120 per annum	360
21.	Lucknow	2	180 per annum	360
22.	Burdwan	2	12 to 15 per month	300
23.	Garhwal	2	15 per month	300
24.	Gorakhpur	2	15 per month	300
25.	Kanpur	2	15 per month	300
26.	Indore	3	96 per annum	288
27.	Jiwaji	3	8 per month	240
28.	Allahabad	2	12 per month	240
29.	Patna	2	117 per annum	234
30.	Bhagalpur	2	11 per month	220
31.	Avadh	2	11 per month	220
32.	Kamaun	2	11 per month	220
33.	Rohilkhand	2	11 per month	220
34.	Udaipur*	3	I yr. 6 (3.50) II & III yrs. 8 (4.50)	220 (125)*
35.	Lalitha Narayan			
	Mithila	2	10.50 per month	210
36.	Berhampur	2	10.00 per month	200
37.	Bihar	2	9.75 per month	195
38.	Magadh	2	9.75 per month	195
39.	Sambalpur	2	9.00per month	180
40.	Utkal	2	9.00 per month	180

*Figures in brackets indicate fee for non-tax payers.

Name of course M.A.

Sl. No.	Name of University	Duration	Tuition fee per month/term/annum (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)	(5)
1.	Bombay (except Geo, Phy, Stat.)	2 years	375 per term (2 terms in a year)	1500
2.	Poona	2 „	400 per annum	800
3.	Sardar Patel	2 „	200 per term (2 terms in a year)	800
4.	Bhavnagar	2 „	195 per term (2 terms in a year)	780
5.	Gurumanak Dev	2 „	360 per annum	720
6.	Gujarat	2 „	175 per term (2 terms in a year)	700
7.	Madurai-Kamaraj	2 „	100 to 110 per term (3 terms in a year)	660
8.	Maharaja Sayajirao	2 „	160 per term (2 terms per year)	640
9.	Shivaji	2 „	300 per annum	600
10.	Sri Venkiteswara	2 „	84 per term (3 terms in a year)	50†
11.	Karnataka	2 „	125 per term (2 terms in a year)	500
12.	Nagpur	2 „	240 per annum	480
13.	Lucknow	2 „	240 per annum	480
14.	Jadavpur	2 „	240 per year	480
15.	Jawaharlal Nehru	2 „	216 per year	432
16.	Kalyani	2 „	216 per year	432
17.	Udaipur*	2 „	200 per annum (96 per annum)	400 (192)*
18.	South Gujarat	2 „	100 per term (2 terms in a year)	400
19.	Kanpur	2 „	20 per month	400
20.	Hyderabad	2 „	200 per annum	400
21.	Himachal Pradesh	2 „	20 per month	400
22.	Gorakhpur	2 „	20 per month	400
23.	Garhwal	2 „	20 per month	400
24.	Ranchi	2 „	18 per month	360
25.	Osmania	2 „	90 per semester (4 semesters)	360

*Figures in brackets indicate tuition fee for non-tax payers.

(1)	(2)	(3)	(4)	(5)
26.	Delhi	2 years	18 per month	360
27.	Cochin	2 "	180 per annum	360
28.	Andhra	2 "	180 per annum	360
29.	Agra	2 "	180 per annum	360
30.	Nagarjuna	2 "	163.50 per annum	327
31.	Saugar	2 "	162 per annum	324
32.	Mysore	2 "	160 per annum	320
33.	Kerala	2 "	160 per year	320
34.	Calicut	2 "	160 per annum	320
35.	Bangalore	2 "	80 per semester (4 semesters)	320
36.	Avadh	2 "	16 per month	320
37.	Rohilkhand	2 "	15 per month	300
38.	Patna	2 "	150 per annum	300
39.	Kamaun	2 "	15 per month	300
40.	Jabalpur	2 "	150 per year	300
41.	Bhagalpur	2 "	15 per month	300
42.	Aligarh	2 "	15 per month	300
43.	Allahabad	2 "	15 per month	300
44.	Awadesh Pratap Singh	2 "	144 per annum	288
45.	Indore	2 "	144 per annum	288
46.	Ravindra Bharathi	2 "	14 per month	280
47.	Banaras	2 "	140 per annum	280
48.	Lalit Narayan Mithila	2 "	13.50 per month	270
49.	Bihar	2 "	12.75 per month	255
50.	Magadh	2 "	12.50 per month	250
51.	Berhampur	2 "	12 per month	240
52.	Burdwan	2 "	12 per month	240
53.	Calcutta	2 "	12 per month	240
54.	Jiwaji	2 "	12 per month	240
55.	Sambalpur	2 "	12 per month	240
56.	Utkal	2 "	12 per month	240

Name of course M. Sc.

Sl. No.	Name of University	Duration	Tuition fee per month/ term/annum (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)	(5)
1.	Bhavnagar	2 years	270 per term (2 terms per year)	1080
2.	Gurunanak Dev	2 "	480 per annum	960
3.	Sardar Patel	2 "	200 per term (2 terms in a year)	800
4.	Poona	2 "	400 per annum	800
5.	Gujarat	2 "	175 per term (2 terms per year)	700
6.	Madurai Kamaraj	2 "	100 to 110 per term (3 terms per year)	660
7.	Maharaja Sayajirao	2 "	160 per term (2 terms per year)	640
8.	Shivaji	2 "	300 per annum	600
9.	Karnatak	2 "	140 per term (2 terms in a year)	560
10.	Sri Venkiteswara	2 "	84 per term (3 terms in a year)	504
11.	Calcutta	2 "	25 per month	500
12.	Banaras	2 "	240 per annum	480
13.	Jadavpur	2 "	240 per year	480
14.	Kalyani	2 "	216 per annum	432
15.	Udaipur*	2 "	200 per annum (96 per annum)*	400
16.	South Gujarat	2 "	100 per term (2 terms in a year)	400 (192)*
17.	Magadh	2 "	20 per month	400
18.	Kanpur	2 "	20 per month	400
19.	Himachal Pradesh	2 "	20 per month	400
20.	Gorakhpur	2 "	20 per month	400
21.	Garhwal	2 "	20 per month	400
22.	Agra	2 "	180 per annum	360
23.	Andhra	2 "	180 per annum	360
24.	Delhi	2 "	18 per month	360
25.	Jabalpur	2 "	180 per year	360
26.	Osmania	2 "	90 per semester (4 semesters)	360

*Figures in brackets indicate fee for non-tax payers

(1)	(2)	(3)	(4)	(5)
27.	Ranchi	2 years	18 per month	360
28.	Patna (excluding Maths)	2 „	168 per annum	336
29.	Nagarjuna	2 „	163.50 per annum	327
30.	Saugar	2 „	162 per annum	324
31.	Avadh	2 „	16 per month	320
32.	Bangalore	2 „	80 per semester (4 semesters)	320
33.	Bhagalpur (except Maths)	2 „	16 per month	320
34.	Calicut	2 „	160 per annum	320
35.	Kerala	2 „	160 per year	320
36.	Mysore	2 „	160 per annum	320
37.	Aligarh	2 „	15 per month	300
38.	Allahabad	2 „	15 per month	300
39.	Burdwan	2 „	15 per month	300
40.	Kamaun	2 „	15 per month	300
41.	Rohilkhand	2 „	15 per month	300
42.	Indore	2 „	144 per annum	288
43.	Utkal	2 „	14 per month	280
44.	Sambalpur	2 „	14 per month	280
45.	Berhampur	2 „	14 per month	280
46.	Bihar	2 „	13.75 per month	275
47.	Lalith Narayan Mithila	2 „	13.50 per month	270
48.	Jiwaji	2 „	12 per month	240

Name of course : M Com.

Sl. No.	Name of University	Duration	Tuition fee per month/term/year (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)	(5)
1.	Bombay	2 years	375 per term (2 terms in a year)	1500
2.	Poona	2 „	400 per annum	800
3.	Sardar Patel	2 „	200 per term	800
4.	Bhavnagar	2 „	195 per term (2 terms in a year)	780
5.	Gujarat	2 „	175 per term (2 terms in a year)	700
6.	Madurai-Kamaraj	2 „	100 to 110 per term (3 terms in a year)	660
7.	Maharaja-Sayajirao	2 „	160 per term (2 terms in a year)	640
8.	Sri Venkiteswara	2 „	84 per term (3 terms in a year)	504
9.	Karnatak	2 „	125 per term (2 terms in a year)	500
10.	Nagpur	2 „	240 per annum	480
11.	Lucknow	2 „	240 per annum	480
12.	Udaipur*	2 „	200 per annum (96) per annum	400 (192)*
13.	South Gujarat	2 „	100 per term (2 terms in a year)	400
14.	Kanpur	2 „	20 per month	400
15.	Himachal Pradesh	2 „	20 per month	400
16.	Gorakhpur	2 „	20 per month	400
17.	Garhwal	2 „	20 per month	400
18.	Osmania	2 „	90 per semester (4 semesters)	360
19.	Delhi	2 „	18 per month	360
20.	Andhra	2 „	180 per annum	360
21.	Agra	2 „	180 per annum	360
22.	Saugar	2 „	171 per annum	342
23.	Nagarjuna	2 „	163.50 per annum	327
24.	Mysore	2 „	160 per annum	320
25.	Kerala	2 „	160 per year	320
26.	Calicut	2 „	160 per year	320

*Figures in bracket indicate fee for non-tax payers.

(1)	(2)	(3)	(4)	(5)
27.	Bangalore	2 years	80 per semester (4 semesters)	320
28.	Avadh	2 "	16 per month	320
29.	Jabalpur	2 "	152 per year	304
30.	Rohilkhand	2 "	15 per month	300
31.	Patna	2 "	150 per annum	300
32.	Kamaun	2 "	15 per month	300
33.	Bhagalpur	2 "	15 per month	300
34.	Allahabad	2 "	15 per month	300
35.	Aligarh	2 "	15 per month	300
36.	Awadsh Pratap Singh	2 "	144 per annum	288
37.	Indore	2 "	144 per annum	288
38.	Banaras	2 "	140 per annum	280
39.	Lalit Narayan Mithila	2 "	13.50 per month	270
40.	Bihar	2 "	12.75 per month	255
41.	Magadh	2 "	12.50 per month	250
42.	Berhampur	2 "	12 per month	240
43.	Burdwan	2 "	12 per month	240
44.	Jiwaji	2 "	12 per month	240
45.	Sambalpur	2 "	12 per month	240
46.	Utkal	2 "	12 per month	240

Management Education

Sl. No.	Name of University	Course	Duration	Tuition fee per annum/semester (Rs.)	Total tuition fee (Rs.)
(1)	(2)	(3)	(4)	(5)	(6)
1.	Bihar	M. B.A.	2 years	2400 for 2 years	2400
2.	Poona, Symbiosis Institute of Business Management	M. B. A.	2 „	1000 per annum	2000
3.	Madurai-Kamaraj Thyagarajar S.M.	M.B.A.	2 „	900 per annum	1800
4.	Rajasthan	M.B.A.	2 „	900 per annum	1800
5.	Madurai-Kamaraj	M.B.A.	2 „	850 per annum	1700
6.	Shivaji	M.B.A.	2 „	800 per annum	1600
7.	Himachal Pradesh	M.B.A.	2 „	375 per semester	1500
8.	Annamalai	M.B.A.	2 „	750 per annum	1500
9.	Gujarat, B. K. School of Management	M.B.A.	2 „	375 per semester	1500
10.	Madras	M.B.A.	2 „	750 per annum	1500
11.	Nagpur	M.B.A.	2 „	750 per annum	1500
12.	South Gujarat	M.B.A.	2 „	350 per semester	1400
13.	Marathwada	M.B.A.	2 „	300 per semester	1200
14.	Mysore	M.B.A.	2 „	300 per semester	1200
15.	Madras, P.S.G. College of Technology	M.B.A.	2 „	250 per semester	1000
16.	Poona	M.B.A.	2 „	500 per term	1000
17.	Allahabad	M.B.A.	2 „	400 per year	800
18.	Mangalore	M.B.A.	2 „	149 per semester	596
19.	Osmania	M.B.A.	2 „	135 per semester	540
20.	Karnatak	M.B.A.	2 „	250 per annum	500
21.	Andhra	M.B.A.	2 „	221 per annum	442

Engineering Education

Sl. No.	Name of University	Course	Duration	Tuition fee per annum/semester (Rs.)	Total tuition fee (Rs.)
(1)	(2)	(3)	(4)	(5)	(6)
1.	Nagarjuna University	B. Tech.	4 yrs.	2000 per annum	8000
2.	Sri Venkiteswara, N. B. K. R. Institute of Science & Technology	B. Tech.	4 ,,	1500 per annum	6000
3.	Bangalore, Dayanand Sagar College of Engineering	B. E.	4 ,,	1250 per annum	5000
4.	Karnatak, K. K. S. Engineering College	B. E.	4 ,,	1200 per annum	4800
5.	Gulbarga H. K. E. S. Engineering College	B. E.	4 ,,	1000 per annum	4000
6.	Karnatak, R. T. E. Society Engineering College	B. E.	4 ,,	1000 per annum	4000
7.	Annamalai	B. E.	4 ,,	360 per semester	2880
8.	Mysore Bapuji Institute of Engineering & Tech.	B. E.	4 ,,	600 per year	2400
9.	Bangalore	B. E.	4 ,,	600 per year	2400
10.	Saurashtra	B. E.	4 ,,	600 per year	2400
11.	Marathwada	B. E.	4 ,,	237.50 per semester	1900
12.	Gujarat	B. E.	4 ,,	230 per semester	1840
13.	Banaras	B. Sc.	4 ,,	450 per year	1800
14.	Marathwada Lexmi Narayan Institute	B. Tech.	4 ,,	400 per annum	1600
15.	M. S. University of Baroda	B. E.	4 ,,	200 per semester	1600
16.	S. V. University College of Engineering	B. Tech.	4 ,,	180 per semester	1600
17.	Kerala	B. Sc.	4 ,,	360 per annum	1440
18.	Bombay Victoria Jubilee Tech. Institute	B. E.	4 ,,	180 per semester	1440
19.	Punjabi	B. E.	4 ,,	360 per year	1440
20.	Anna	B. Tech. & B. E.	4 ,,	360 per annum	1440

(1)	(2)	(3)	(4)	(5)	(6)
21.	Bharathiyar	B. Tech & B. E.	4 yrs.	180 per semester	1440
22.	Madras	B. E.	4 "	360 per year	1440
23.	Madurai-Kamaraj	B. E.	4 "	360 per year	1440
24.	Calicut R. E. C.	B. Sc.	4 "	360 per year	1440
25.	Bharathidasan	B. E.	4 "	360 per year	1440
26.	Mysore, Govt. B. D. T. College of Engg.	B. E.	4 "	300 per annum	1200
27.	Gorakhpur	B. E.	4 "	300 per year	1200
28.	Mangalore, Karnataka R. E. C.	B. E.	4 "	300 per year	1200
29.	Aligarh	B. Sc.	5 "	225 per year	1125
30.	Dibarugarh	B. E.	4 "	240 per annum	960
31.	Gauhati	B. E.	4 "	240 per annum	960
32.	Indore	B. E.	5 "	180 per annum	900
33.	Jabalpur	B. E.	5 "	180 per annum	900
34.	Jiwaji	B. E.	5 "	180 per annum	900
35.	Ravisankar	B. E.	5 "	180 per annum	900
36.	Vikram	B. E.	5 "	180 per annum	900
37.	Osmania	B. E.	4 "	216 per annum	864
38.	Jawaharlal Nehru Tech. University	B. Tech.	4 "	1 yr. Rs. 180 & 216 for the last 3 yrs.	828
39.	I. I. T., New Delhi	B. E.	4 "	200 per year	800
40.	I. I. T., Kanpur	B. Tech.	4 "	200 per year	800
41.	I. I. T., Khoragpur	B. Tech.	4 "	200 per year	800
42.	I. I. T., Madras	B. Tech.	4 "	200 per year	800
43.	Jadavpur	B. E.	4 "	180 per annum	720
44.	Punjab	B. Sc.	4 "	45 per quarter	720
45.	Delhi	B. E.	4 "	180 per year	720
46.	Calcutta	B. E.	4 "	160 per annum	640

Engineering Education (Architecture)

Sl. No.	Name of University	Course	Duration	Tuition fee per annum/semester (Rs.)	Tuition fee for the course (Rs.)
(1)	(2)	(3)	(4)	(5)	(6)
1.	Mangalore	B.Arch.	5 yrs.	1250 per annum	6250
2.	Cochin	B.Tech, Naval Arch & Ship Bldg.	4½ „	500 per semester	4500
3.	Bangalore	B.E.(Arch.)	4½ „	600 per year	2700
4.	Poona	B.Arch.	5 „	250 per semester	2500
5.	M. S. University, Baroda	B.Arch.	5 „	200 per semester	2000
6.	Bombay	B.Arch.	5 „	200 per semester	2000
7.	Kerala	B.Arch.	4 „	360 per annum	1440
8.	Anna	B.Arch.	5 „	250 per annum	1250
9.	Punjab	B.Arch.	5 „	180 per year	900
10.	University of Delhi	B.Arch.	5 „	180 per year	900
11.	Jadavpur	B.Arch.	4½ „	180 per annum	900
12.	Culcutta	B.Arch.	4 „	160 per annum	640
13.	Andhra University, Waltair	B.Arch.	5 „	60 per semester	600

Medical Education

Sl. No.	Name of University	Course	Duration	Tuition fee per annum/semester (Rs.)	Total tuition fee (Rs.)
(1)	(2)	(3)	(4)	(5)	(6)
1.	Punjab Christian Medical College	M.B.B.S.	4½ yrs. + 1yr. in-ternship	4500 per year	22500
2.	Karnatak Govt. Medical College (Karnataka)	M.B.B.S.	5½ yrs.	2000 per year	10000
3.	Punjabi	M.B.B.S.	5½ „	675.50 per annum	3377.50
4.	Kerala	M.B.B.S.	5½ „	400 per year	2000
5.	Govt. Medical College (Tamil Nadu)	M.B.B.S.	5½ „	396 per annum	1980
6.	Govt. Medical College (Andhra Pradesh)	M.B.B.S.	5½ „	360 per annum	1800
7.	Municipal Medical College (Maharashtra)	M.B.B.S.	5½ „	360 per year	1800
8.	Nagpur	M.B.B.S.	5½ „	350 per year	1750
9.	Manipur	M.B.B.S.	5½ „	350 per year	1750
10.	Delhi University College of Medical Sciences	M.B.B.S.	5½ „	240 per year	1200
11.	Aligarh	M.B.B.S.	5½ „	200 per annum	1000
12.	Gurunanak Dev	M.B.B.S.	5½ „	200 per annum	1000
13.	Bundelkhand	M.B.B.S.	5½ „	200 per annum	1000
14.	Burdwan	M.B.B.S.	5½ „	200 per annum	1000
15.	Delhi, Lady Harding- the Medical College	M.B.B.S.	5½ „	200 per annum	1000
16.	Culcutta	M.B.B.S.	5½ „	240 per year	1200
17.	Maharshi Dayanand	M.B.B.S.	5½ „	200 per year	1000
18.		M.B.B.S.	5½ „	14½ per year	720

APPENDIX VIII

Tuition cost in regular and parallel colleges

Sl. No.	State	Regular colleges (Rs.)	Parallel colleges (Rs.)
1.	Pre-degree	156.0	345.0
2.	Degree	176.0	356.7
3.	Post-graduation	192.0	500.0

“Source:—Working Paper No. 156 ‘Parallel Colleges in Kerala- A Case Study’”.

ANNEXURES

ANNEXURES

- I Composition and Terms of Reference of the Sub Group on Higher Education.**
- II Composition of the Academic Council and Syndicate of Anna University, Madras.**

ANNEXURE I

Sub group on higher education*I. Composition*

- | | |
|--|-----------------|
| 1. Dr. M. V. Pylee,
Former Vice-Chancellor,
(Cochin University)
H. M. T. Colony, Kalamassery. | Chairman |
| 2. The Vice Chancellor,
Cochin University,
Cochin-682301. | Member |
| 3. The Vice Chancellor,
Calicut University
Calicut University P. O. 673635. | do. |
| 4. The Vice Chancellor,
Kerala University,
Trivandrum. | do. |
| 5. The Secretary,
Higher Education Department,
Secretariat, Trivandrum. | do. |
| 6. The Director of Collegiate Education,
Vikas Bhavan, Trivandrum. | do. |
| 7. Shri John Thomas Chirayath,
Chief (Evaluation),
State Planning Board, Trivandrum. | do.
Convener |

II. Terms of Reference

1. Review the development of the concerned sectors to date.
2. Draw up the objectives, strategies and policies for the accelerated development of the sector.
3. Prepare long-term and medium-term plans and design specific programmes and projects with estimates of cost and phasing over time.
4. Suggest organisational and institutional arrangements wherever necessary to ensure more effective coordination and integration of related activities in order to enable the realisation of optimum results.
5. Identify the spill over schemes and indicate the outlays required for their completion.

ANNEXURE II
Anna University
Madras

Composition of Academic Council

Ex-officio Members

- (a) The Vice-Chancellor;
- (b) The Deans;
- (c) The Directors;
- (d) (Fifteen Professors) of the University nominated by the Chancellor on the recommendations of the Vice-Chancellor;
- (e) (Seven Teachers) other than Professors, Deans and Directors nominated by the Chancellor on the recommendations of the Vice-Chancellor;
- (f) the Librarian of the University;
- (g) Three educationalists having proficiency in matters relating to education, research and educational administration, general and technical, nominated by the Chancellor;
- (h) One Officer dealing with the subject of Higher Secondary Education in the Education Department to be nominated by the Government;

Other members

- (i) Six Chief Engineers or General Managers to be nominated by the Chancellor on the recommendations of the Vice-Chancellor from among the Chief Engineers or General Managers of the Departments of the State Government, Railways, Military Engineering Services, Defence, Post and Telegraphs and other autonomous organisations in the State;
- (j) Five persons from Private Industries and research organisations having proficiency in matters relating to industry and research, to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;
- (k) Four persons from public sector industries of the Central and State Governments in the State having proficiency in matters relating to industry and research, to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;
- (l) Two persons from Professional Engineering Societies or Institutions or Bodies or Associations to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;
- (m) Two persons from Small Scale Industries in the State having proficiency in matters relating to setting up of such industries with particular reference to the programme of rural development in the State, to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;

(u) Two persons from among the Office-bearers of the Alumni Associations of the College of Engineering, Guindy Madras, and the Institutions mentioned in Schedule 1, to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;

(o) One person heading any of the District Industries Centres set up by the Department of Industries and Commerce of the State to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;

(p) One person each from the Khadi and Village Industries Commission of the Central Government and the Tamil Nadu Khadi and Village Industries Board, to be nominated by the Chancellor on the recommendations of the Vice Chancellor;

(q) One person from the Directorate of Medical Education of the State, having proficiency in matters relating to bio-medical engineering; to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;

(r) One person from among the teachers of each of the Institutions or University Departments given below to be nominated by the Chancellor on the recommendations of the Vice-Chancellor;

- (i) The Indian Institute of Science, Bangalore,
- (ii) The Indian Institute of Technology, Madras,
- (iii) The Department of Engineering and Technology of the Annamalai University, Annamalainagar,
- (iv) The Agricultural Engineering Department of the Tamil Nadu Agricultural University, Coimbatore,
- (v) The Gandhigram Rural Institute, Gandhigram, Madurai District, Tamil Nadu,
- (vi) The Indian Institute of Management, Bangalore.

(s) Two persons one from among the Teachers of all Engineering Colleges affiliated to the University of Madras and the other from among the Teachers of all Engineering Colleges affiliated to the Madurai-Kamaraj University, to be nominated by the Chancellor on the recommendations of the Vice-Chancellor; and

(ss) all Heads of Departments and Heads of Centres of the University,

(t) Members of the Syndicate not included in any of the above items (a) to (s) and item (ss).

(2) The Vice-Chancellor shall be the ex officio Chairman of, and the Registrar shall be the ex officio Secretary, to the Academic Council.

(3) The term of office of the members other than ex officio members shall be three years.

Composition of the Syndicate

- (a) The Vice-Chancellor;
- (b) (Three persons) from among the Deans and Directors of the University nominated by rotation by the Chancellor;
- (c) Two Teachers other than Deans and Directors of the University elected from themselves;
- (d) Two officers of the Government from the department dealing with the subject of technical education, nominated by the Government;
- (e) Four persons representing public and private sectors, industries and research institutions having special knowledge and practical experience in industry and commerce, nominated by the Chancellor;
- (f) One member elected by the Academic Council from among its members;
- (g) One member elected by the members of the Legislative Assembly of the State from among themselves; and
- (h) One member elected by the members of the Legislative Council of the State from among themselves.
- (2) The Vice-Chancellor shall be the ex officio Chairman of the Syndicate.
- (3) The term of office of the members of the Syndicate other than the ex officio members shall be three years and such members shall be eligible for election or nomination for not more than another term of three years.

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