

**Report of the
Central Advisory Board of Education (CABE) Committee
On
Autonomy of Higher Education Institutions**

**Ministry of Human Resource Development
Department of Secondary and Higher Education
Government of India
New Delhi-110001**

June, 2005

New Delhi
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Dear Shri Arjun Singh Ji,

I was given the responsibility of being the Chairman of the CAFE Committee on Autonomy of Higher Education Institutions and it is a pleasure for me now to submit to you the Report of the Committee.

The CAFE has been revived at a time when higher education is facing enormous challenges. In such a situation we need to revisit our policies and programmes with a view to making them deal effectively with the emerging realities. Simultaneously, we need to understand that development can best be ensured by freeing the higher education system of unnecessary controls and regulations and withdrawing avoidable state interventions. In pursuance of this realization, the Government of India, Ministry of Human Resource Development set up, among others, a Committee on Autonomy of Higher Education Institutions to suggest measures for enhancing the autonomy and accountability of institutions of higher education. The Committee adopted a two-pronged strategy for the purpose of soliciting views, comments and observations from a large body of stakeholders and this included eliciting responses to a structured questionnaire and organization of four Regional Workshops. The Committee also had an exclusive interaction with the representatives of AIFUCTO. Besides, the Committee held a series of wide ranging consultations with various other informed members of the higher education family.

The CAFE Committee is of the view that Autonomy of Higher Education Institutions is a pre-requisite for enabling them to achieve their goals and objectives. An honest exercise of autonomy - academic, administrative and financial – will lead to making these Institutions as centres of innovation, excellence and development. With this in view the Universities need to be insulated from internal and external pressures of all kinds, may be bureaucratic, political and other groups. Towards this end, University Grants Commission, Government of India and State Governments will have to evolve strategies to realize the intended objective.

Since, autonomy of higher education institution goes hand-in-hand with its accountability, the delegation and devolution of power and authority concomitant with responsibility should flow not only from the external environment to the higher education institution but should be given at different levels within the higher education institution itself. There should be a charter of responsibility and devolution and delegation of authority defined for different levels within the university system and both should be monitored together.

The present Report is the outcome of the combined efforts of many people. The valuable contributions of the members of the Committee and others who participated in the discussion have immensely benefited the development of the Report. I trust the recommendations contained therein will be of interest to the policy executives, managers, administrators engaged in the development and promotion of higher education in the country.

I would like to place on record my appreciation of the contributions of Prof. Ved Prakash in discharging admirably his responsibility as Member Secretary of the Committee and in ensuring that this Report was submitted in the prescribed time.

I shall fail in my duties if I do not place on record my appreciation for the untiring service rendered by Dr. (Mrs.) Renu Batra, Joint Secretary, University Grants Commission and other Academicians and Assistants.

With regards,

Yours sincerely

(Kanti Biswas)
Chairman, CABE Committee on
Autonomy of Higher Education Institutions

Shri Arjun Singh Ji
Hon'ble Minister for Human Resource Development
Government of India
Shastri Bhawan
New Delhi – 110 001

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(Ved Prakash)
Member Secretary
CAFE-COAHEI &
Secretary, UGC

New Delhi
June, 2005

Composition of CABE Committee on Autonomy of Higher Education Institutions

1	Shri Kanti Biswas	...	Chairman
2	Shri D. Manjunath	...	Member
3	Dr. Shurhozelie	...	Member
4	Shri Ajay Chandrakar	...	Member
5	Prof. P.V. Indiresan	...	Member
6	Prof. Andre Beteille	...	Member
7	Chairman, UGC	...	Member
8	Chairman, AICTE	...	Member
9	Prof. Gopal Guru	...	Member
10.	Prof. Ved Prakash	...	Member Secretary

Co-opted Members

1	Prof. M. Anandkrishnan	...	Co-opted Member
2	Prof. A. Gnanam	...	Co-opted Member
3	Prof. (Mrs.) Sudha Rao	...	Co-opted Member
4	Dr. (Mrs.) Renu Batra	...	Co-opted Member

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Abbreviations

<i>AICTE</i>	:	All India Council for Technical Education
<i>AIFUCTO</i>	:	All India Federation of University & College Teachers' Organization
<i>AIU</i>	:	Association of Indian Universities
<i>BCI</i>	:	Bar Council of India
<i>CABE</i>	:	Central Advisory Board of Education
<i>CCH</i>	:	Central Council of Homeopathy
<i>CCIM</i>	:	Central Council of Indian Medicine
<i>DCI</i>	:	Dental Council of India
<i>DEC</i>	:	Distance Education Council
<i>ETS</i>	:	Educational Testing Services, Princeton, New Jersey
<i>GATE</i>	:	Graduate Aptitude Test in Engineering
<i>GATS</i>	:	General Agreement on Trade in Services
<i>GATT</i>	:	General Agreement on Tariffs and Trade
<i>GDP</i>	:	Gross Domestic Product
<i>ICAR</i>	:	Indian Council of Agricultural Research
<i>ICSSR</i>	:	Indian Council of Social Science Research
<i>ICT</i>	:	Information and Communication Technologies
<i>IGNOU</i>	:	Indira Gandhi National Open University
<i>INC</i>	:	Indian Nursing Council
<i>IPR</i>	:	Intellectual Property Rights
<i>IQAC</i>	:	Internal Quality Assurance Cells
<i>IT</i>	:	Information Technology
<i>M.Phil</i>	:	Master of Philosophy
<i>MCI</i>	:	Medical Council of India
<i>MHRD</i>	:	Ministry of Human Resource Development
<i>MoU</i>	:	Memorandum of Understanding
<i>NAAC</i>	:	National Assessment and Accreditation Council
<i>NBA</i>	:	National Board of Accreditation

<i>NCTE</i>	:	National Council for Teacher Education
<i>NET</i>	:	National Eligibility Test
<i>NOC</i>	:	No Objection Certificate
<i>NPE</i>	:	National Policy on Education
<i>NTS</i>	:	National Testing Services
<i>OBC</i>	:	Other Backward Classes
<i>ODL</i>	:	Open and Distance Learning
<i>PCI</i>	:	Pharmacy Council of India
<i>PG</i>	:	Postgraduate
<i>Ph.D.</i>	:	Doctor of Philosophy
<i>PoA</i>	:	Programme of Action
<i>R&D</i>	:	Research & Development
<i>RCI</i>	:	Rehabilitation Council of India
<i>SC</i>	:	Scheduled Castes
<i>ST</i>	:	Scheduled Tribes
<i>ToR</i>	:	Terms of Reference
<i>UG</i>	:	Undergraduate
<i>UGC</i>	:	University Grants Commission
<i>UNESCO</i>	:	United Nations Educational, Scientific and Cultural Organization
<i>UTs</i>	:	Union Territories
<i>WTO</i>	:	World Trade Organization

Executive Summary

After the revival of the Central Advisory Board of Education (CABE) by the Government of India, amongst several committees set up by CABE to address specific concerns in education, one of the CABE committees was constituted on the subject of “Autonomy of Higher Education Institutions” under the chairmanship of Shri Kanti Biswas, Hon’ble Minister for Education, Government of West Bengal. The terms of reference of the Committee included:

- (a) *To suggest measures for enhancing the autonomy of higher education institutions, especially those with potential for excellence.*
- (b) *To institutionalize regulatory provisions for promoting autonomy and accountability of higher education institutions.*

The CABE Committee decided on a two-pronged strategy for eliciting views comments and observations from a large body of stakeholders of higher education and this included a Questionnaire and organization of four Regional Workshops, besides an exclusive interaction with representatives of All India Federation of University and College Teachers Organization (AIFUCTO). The questionnaire was dispatched to a large number of respondents associated with higher education, and this included Vice-Chancellors, Secretaries, Directors, Chairpersons of State Councils, Principals, etc. Besides, the questionnaire was also put on the website of the UGC to widen the catchment of responses from academics from all parts of the country.

Based on the analysis of perceptions of the respondents to the Questionnaire a qualitative picture of what they feel on academic, financial and administrative autonomy has been summarized in Section 4.6 of Chapter 4. Various aspects dealing with academic, administrative and financial autonomy have been presented in Chapters 5, 6 & 7 in terms of their scope, basic concerns and major inferences based on the discussions that took place in workshops sessions. The recommendations have been grouped in terms of their implications. The grouping is to facilitate proper understanding and need not be seen as water tight compartmentalization of issues. Besides, it may be pertinent to mention here that during the course of deliberations the committee received a large number of suggestions. Many of these suggestions were not directly related to autonomy. However, for the sake of completeness, some of the important suggestions have been included in the list of recommendations. Some of the salient recommendations are outlined below :

Academic Matters

- There is a need to grant autonomy to individual institutions for designing curriculum. Universities may provide a broad framework within which individual faculty member both within the university and in the colleges should be encouraged to innovate and experiment to transform teaching and learning into a fascinating and rewarding experience.
- Each university should exercise innovative approaches in undertaking periodic revision of curriculum every two to three years and an intensive revision every four to five years depending on the developments in the subject area. Apex bodies like UGC, AICTE may evolve appropriate mechanisms of overseeing the quality of curricular changes envisaged by the institutions and provide feedback for improvement wherever required.
- Each institution should have the autonomy to design its own procedure for selection of research fellows with due regard to merit and also ensuring appropriate budgetary provisions for such purposes.
- In order to facilitate research in institutions of higher education funds should be made available to faculty member against duly worked out and approved research proposals. In return, the faculty

member should be accountable to maintain progress of research of acceptable standards as should be evidenced by publications in reputed journals.

- While ensuring that new frontier areas of knowledge are included in the curriculum, the institutions of higher education should also ensure that such an exercise does not simultaneously lead to precluding certain other subjects of vital concern such as environmental education, consumer education, human rights education, education in human values, population education, gender equality, disaster management and other related topics as a part of the undergraduate curriculum.
- The universities and colleges should focus equally on academic and job oriented programmes while planning for new programmes to make higher education relevant for the world of work.
- All universities and colleges should be given the autonomy to start self-financing courses particularly in new and emerging areas where job opportunities exist subject to the overall framework provided by their funding and regulatory bodies.
- All universities should shift towards adoption of a choice-based credit courses along with semester system within the minimum possible time. This would bring in flexibility in the academic structure besides promoting students' mobility both within the country and abroad.
- All traditional universities should establish synergic linkages with open and distance education universities with a view to enhancing the enrolment in the higher education system but without compromising on their programmes offered in conventional face to face mode.
- Though the universities' autonomy should aim at switching over to complete internal evaluation of students over a period of time with individual teacher having full autonomy in evaluation matters, there could be a mix of internal and external evaluation during the transition period depending on the circumstances prevailing in each university.
- Higher education institutions should focus on holistic development of an individual and, therefore, focus on development of multiple intelligence rather than merely linguistic and logical intelligence of an individual. The institutions should encourage students' participation in various physical & cultural activities so that we build a nation of healthy individuals.
- Each higher education institution should set up an *Internal Quality Assurance Cell* with a view to continuously assessing its performance on objective and predefined parameters. Institutions should make their output performance public to ensure accountability.
- Institutions should be encouraged by the apex regulatory and statutory bodies to subject themselves for external accreditation periodically through advocacy and system of incentives and recognition.
- Colleges with A+ or A++ Accreditation and identified as *College with Potential for Excellence* may be granted status of an autonomous college without going through any other inspection procedure. Colleges with A++ Accreditation and identified as *College with Potential for Excellence* having strong post graduate programmes and good research profile could even be considered for grant of deemed to be university status. This would be an important step towards expanding the number of autonomous institutions with focus on quality and excellence.
- *University Teaching Departments* such as those that have been given the status of Centre of Advanced Studies (CAS) under Special Assistance Programme (SAP) of the UGC could be considered for grant of status of Autonomous Departments within the University set up.
- The selection committees should be so constituted that they are not subject to any bias and favour. The committees should adopt objective and transparent mechanism for selection. All universities

should review their statutes and ordinances on the subject to ensure that under no circumstances, their committees are influenced by external pressures. Selection of faculty in all institutions of higher learning should be carried out on all-India basis to pick the best and the most meritorious teachers. Appointment of teachers on contract basis with a paltry amount may be disbanded.

- All universities should adopt the practice of performance appraisal of teachers initiated through self appraisal based on objective parameters.
- There is a strong need for improving the quality of the *Orientation Programmes* and *Refresher Courses* so that these result in actual development of professional competence of the faculty and not taken in a routine manner with the mere objective of facilitating promotion and career growth. *Academic Staff Colleges* should use high quality faculty, who could also act as role models and mentors as resource persons for their programmes.
- Individual institutions should be encouraged to apportion a part of their internal resources to fund participation of faculty for professional development programmes.
- In due course of time, it should be possible for the Government of India to establish a *National Testing Service* on the lines of *Educational Testing Service* of USA as envisaged in the *National Policy on Education 1986*.
- Higher education institutions may use a suitable combination of the scores obtained both in the entrance test and in the qualifying examination for admissions. A composite index may be evolved by way of giving proper weightage to other vital parameters such as academic performance in classes X and XII, extra-curricular activities, interview, etc.
- All higher education institutions need not focus on all areas of study. Universities across the nation and in different regions should provide a variety of programmes for the purpose of developing variegated manpower for the new and emerging realities of the region and the country.
- Universities should use the services of postgraduate and research students as research assistants and teaching assistants respectively in order to provide them with practical hands-on-experience and also to enable them to earn to meet their personal expenses.
- With a view to improving the quality of research in the country, use of international benchmarks such as citation indices, patents, should be encouraged and a national repository of doctoral theses created.
- Efforts should be made that academic calendars are synchronized at least for universities within a state so that students are not put to any inconvenience in the event of mobility from one university to another, if the need so arises.
- Higher education institutions should be encouraged and facilitated to put in place institutional mechanisms and infrastructure and facilities for attracting international students and to enter into collaborative arrangements with their counterparts abroad.

Administrative Matters

- Acts, statutes and ordinances of the universities should be reviewed for their better management as also for granting autonomous status to affiliating colleges. The new form of management in the university should encourage speedy decision making, networking, team effort and collective responsibility to meet the challenges of the new millennium.
- The present system of assigning fixed number of positions of Professors, Readers & Lecturers to

each department should be replaced by a system wherein the head of the institution should have the autonomy to determine both the rank and the number of these positions in accordance with the tasks envisaged in the development plan of the institution.

- All bodies and authorities in the universities and colleges should have representatives from the concerned stakeholders with an appropriate mix of elected and nominated representatives from amongst academia.
- The selection of Vice-Chancellors of the universities should be done with utmost care through a search-cum-selection procedure.
- To the extent possible various non-academic activities could be outsourced to achieve better efficiency and greater effectiveness reducing the overall burden of administering institution. The institutions should strive to achieve a ratio of 1:1.5 to 2.0 between the teaching and non-teaching staff including both technical and academic support staff.
- *Central & State Higher Education Tribunals* be set up for expeditious disposal of litigations on service matters relating to both academic and non-academic staff in the higher education system.
- Each university may set up grievance redressal mechanism to ensure that grievances of the students, both academic and non-academic are addressed in an expeditious manner.
- There is a need for taking up coordinated efforts for training and development of academic administrators in the higher education institutions with a view to improving the quality of governance.
- Institutions should be allowed to fill up all posts expeditiously in a time bound manner.
- Many affiliating state universities have very large number of affiliated colleges. In certain cases universities find it difficult to manage them effectively. Therefore, there is a need for a review with a view to looking up for feasible solutions.
- The Universities need to review and simplify their guidelines for grant of affiliation both temporary and permanent with a view to ensuring better governance of affiliated colleges.
- The power of affiliation and de-affiliation should entirely be vested in the university concerned.
- Academic structures within the university system should facilitate teaching and research in inter-disciplinary and multi-disciplinary areas. Obstacles and bottlenecks which exist in the existing academic structures should be removed.

Financial Matters

- One-third of entire investment in education sector should be made on higher education.
- Not all government and government aided universities and colleges are provided financial support by the UGC. There is a need for bringing all of them within the purview of financial support of UGC by significantly increasing its present level of allocation.
- Since full public financing of higher education to manage growth and diversity within the context of overall funds constraints is no longer possible, universities and colleges have to search for alternate funding sources.
- Funding to individual institutions should be provided on block grant pattern so that they have greater degree of freedom to set up their own priority.

- Higher education institutions should be encouraged and facilitated to generate internal resources. The scheme for promoting internal generation should be made more broad based and be re-designed so as to provide financial incentives for overall performance of the institution against objectively defined parameters that may be captured through the performance radars mechanism. The internal resources generated by an institution under no circumstances should be adjusted with any other grants and institutions should be allowed to use it exclusively for developmental purposes.
- The Central Government and the State Governments or their authorized agencies as the case may be could be empowered to set ceilings on fee levels. All institutions should be required to adopt certain disclosure standards with a view to containing malpractice in relation to fees.
- All institutions should have the provision to provide free-ships and scholarships to meritorious and deserving students coming from lower socio-economic strata of the society.
- The practice of financial disclosure standards should be introduced in self-financing institutions with a view to bringing greater level of transparency in their financial management.
- The audit systems including system of internal audit should be strengthened with a view to ensuring proper expenditure management and compliance of financial rules and regulations.
- Higher education institutions should be given complete autonomy to undertake consultancy assignments and sponsored research projects.
- The user ministries and departments of the Government of India and of the State governments, particularly those related to science & technology should also contribute to development and growth of higher education system.

General

- The functioning of the UGC needs to be reviewed in the light of changing realities to make it more effective for maintenance of standards.
- There is a need for evolving a coordination mechanism between the UGC and the various professional Councils.
- All higher education institutions need to be given full autonomy to establish linkages for academic and research collaboration with their counterpart academic and research institutions, industry and professional organizations both in India and abroad.
- There is a strong need for developing effective synergies between research in the universities and their application in and utilization by the industry to the mutual advantage of both the systems. Likewise industry should be persuaded to establish organic linkages with the universities to seek solutions of problems faced by the industry.
- There is a need for making organized efforts and enhance the level of funding support for deployment of new technologies for ensuring quality education for all and promote excellence. New technologies have potential to change the teaching-learning paradigm in a way that has not been possible before.
- There is a need to encourage private participation with adequate social control in higher education with a view to enhancing access by increasing capacity, supplement government funding and make higher education closer to the job market.
- There should be a charter of responsibility and devolution and delegation of authority defined for different levels within the university system and both should be monitored together.

- A code of professional ethics should be developed by professional national level teachers' organization in consultation with institutions of higher education and mechanism evolved for ensuring its observance.
- Norms of Accountability which must be open, participative and data based should be developed by Higher Education Institutions in consultation with the faculty.
- The Government of India may finalize its recommendations in regard to General Agreement on Trade in Services (GATS) in consultation with UGC and other statutory bodies dealing with professional and technical education.

Concerned authorities are expected to pay due attention to examine the aforesaid recommendations and initiate appropriate steps for their timely implementation.

Chapter 1

The Contextual Framework of the Committee

1.1 Central Advisory Board of Education (CABE)

The CABE was set up in 1921 to enable the Central Government to play an effective role in education, based on consensus among the representatives of the then provincial governments. However, for reasons which need not be elaborated here, the operation of CABE was kept in abeyance till it was revived in 1935 after a gap of 14 years of its establishment. It was to meet once every year and was to function through its Committees. The CABE met 50 times between 1935 and 1994. Practically all important matters concerning education till 1994 were debated in the CABE and a national consensus was reached. The CABE remained dormant for almost a decade since 1994, and it is only in 2004 that this important body in the field of education has been revived by the Government of India.

It is important to appreciate the role of the CABE, particularly because of its revival after a gap of about a decade. Decisions of the Union Government relating to education are enforceable only if they are taken in pursuance of central legislation, as for example, the unquestioned acceptability of the decisions taken by the statutory bodies set up by the Government of India covering various aspects of higher education. Other decisions by the Union Government have little sanctity unless they are based on consensus. The CABE provides a forum for sharing and consensus building on national issues in education among the States. The Education Commission (1964-66) refers to the CABE as the most important advisory body in the field of education. The National Policy on Education (NPE) 1986 (with modifications undertaken in 1992) states that “the CABE will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation”.

Recalling the pre-independence era, matters of far-reaching importance considered by the CABE pertain to various educational issues. In 1938, the CABE set up a Committee on the Wardha Education Scheme (*Nai Taleem* of Mahatma Gandhi). The Committee went into great detail in working out modalities for the implementation of the *Nai Taleem* and recommended it for adoption by all provincial governments at that time. This was reiterated by the CABE Committee on “Post-War Plan for Educational Development in India” (1944), also known as Sargent Plan. This was a Plan for Indianisation of education, to universalize primary education, and to improve quality of education so that our education system became comparable with that of the industrialized nations.

The CABE secured a national consensus on the structure of education namely the ‘10+2+3 pattern’, made recommendation towards establishment of ‘Common School System’ as the bedrock of educational quality, social cohesion and national integration calling for moving towards a common admission policy, tuition-free school

education, parity among all the teachers, involvement of the community and adoption of the concept of ‘neighbourhood school’ to eliminate segregation. Unfortunately, this stipulation has remained unimplemented despite its inclusion in the NPE (1968, 1986, 1992).

The crucial role of the CAGE has been in the area of school curriculum and related matters, and amongst the significant recommendations made by it may be mentioned the three language formula, issues related to curriculum and the examination system with a focus on internal evaluation, grading, provision of testing service, etc. The CAGE Committees on the question of values, national and emotional integration, and assessment of textbooks to be built on scientific and secular outlook also made significant recommendations. The latest of CAGE’s contribution relate to the approval of the National Curriculum Framework of 1975 and 1988 for school education in India.

In the field of higher education, the CAGE has played an important role in analyzing the report of the University Grants Commission (UGC) Committee ‘Towards New Educational Management’ (Gnanam Committee) 1992.

The CAGE has, therefore, been an effective instrument of appreciation of cohesion of different views, ideological standpoints and academic perspectives on policy issues in education. It is a significant decision of the Government of India that the Board has now been reconstituted to perform the onerous role in the context of the educational development of the country.

1.2 CAGE Committee on Autonomy of Higher Education Institutions

The Government of India reconstituted the CAGE vide resolution dated 6th July 2004 (**Annexure - 1**). The first meeting of the reconstituted CAGE was held on 10th–11th August 2004 during which some critical issues had emerged needing detailed discussions. While concluding the deliberations of the two-day meet of the reconstituted CAGE, the Hon’ble Minister for Human Resource Development, Government of India, Shri Arjun Singh referred to the tradition of CAGE of identifying key issues for detailed deliberations. Subsequently, he suggested setting up of seven different committees of CAGE to deal with crucial issues encompassing different sectors of education:

1. Free and Compulsory Education Bill and other issues related to Elementary Education.
2. Girls’ Education and the Common School System.
3. Universalisation of Secondary Education.
4. Autonomy of Higher Education Institutions.
5. Integration of Culture Education in the School Curriculum.
6. Regulatory Mechanism for the Text books and parallel text books taught in schools outside the Government system.
7. Financial of Higher and Technical Education.

Accordingly, the Ministry of Human Resource Development set up, among others, a Committee of the CAGE vide Notification No. 2-16/2004-PN-I dated 8th September 2004 (**Annexure - 2**) on the subject of ‘Autonomy of Higher Education Institutions’ under the Chairmanship of Shri Kanti Biswas, Hon’ble Minister for Education, Government of West Bengal, with the following composition:

- | | | |
|-----|--|------------------|
| 1. | Shri Kanti Biswas
Hon'ble Minister for Education
Government of West Bengal, Kolkata | Chairman |
| 2. | Dr. Shurhozelie
Hon'ble Minister for Education
Government of Nagaland, Kohima | Member |
| 3. | Shri D. Manjunath
Hon'ble Minister for Education
Government of Karnataka, Bangalore | Member |
| 4. | Shri Ajay Chandrakar
Hon'ble Minister for Education
Government of Chattisgarh, Raipur | Member |
| 5. | Prof. P.V. Indiresan
Former Director,
Indian Institute of Technology, Chennai | Member |
| 6. | Prof. Andre Beteille
Chairman, ICSSR
New Delhi | Member |
| 7. | Chairman
University Grants Commission | Member |
| 8. | Chairman
All India Council for Technical Education AICTE | Member |
| 9. | Prof. Gopal Guru
Professor, Department of Political Science
Jawaharlal Nehru University, New Delhi | Member |
| 10. | Prof. Ved Prakash
Secretary, UGC | Member Secretary |

Co-opted Members

1. Dr. M. Anandkrishnan
Former Vice-Chairman
Tamil Nadu State Council of Higher Education, Chennai
2. Dr. A. Gnanam
Former Vice-Chancellor
Pondicherry University, Pondicherry
3. Prof. (Mrs.) K. Sudha Rao
Vice-Chancellor
Karnataka State Open University, Mysore
4. Dr. (Mrs.) Renu Batra
Joint Secretary, UGC

The Terms of Reference (ToR) of the Committee were:

- (a) *To suggest measures for enhancing the autonomy of higher education institutions, especially those with potential for excellence.*
- (b) *To institutionalize regulatory provisions for promoting autonomy and accountability of higher education institutions.*

The Committee was expected to give its recommendations within six months from the date of its constitution.

The ToR (a) is interpreted to refer to enhancing autonomy of all higher education institutions. However, the special reference to those with potential for excellence is to qualify that such institutions as have already made a mark in excellence in the specific area of their work need to be taken note of and provided autonomy which can enable them to move faster towards still higher goals of achievements in the areas of their professional concerns.

1.3 Approach to the Task

The CABE Committee decided to adopt a two-pronged strategy for the purpose of soliciting views, comments and observations from a larger body of stakeholders of higher education and this included design of a structured Questionnaire (**Annexure-3**) and organization of four Regional Workshops (**Annexure-4**), besides a meeting with the representatives of All India Federation of University and College Teachers' Organization (AIFUCTO).

Questionnaire

The Questionnaire included a general section eliciting the profile and the type of category of the institution as well as the length of its establishment. It was divided into three parts. Part A of the Questionnaire which dealt with Academic, Administrative and Financial Autonomy of institutions included information pertaining to curriculum, admissions, fees, workload of teachers, recruitment of teaching and non-teaching staff, examination, accreditation, affiliation, etc. Part B of the Questionnaire included questions arranged in pairs – a hypothesis and its converse; the respondents were to agree with one or the other but not with both. The items in this category were in three areas, namely, (i) academic autonomy, (ii) student admissions, discipline and fees and (iii) management autonomy. Part C of the Questionnaire was deliberately kept open-ended so that the respondents could share their views on issues not covered in Part A and Part B or on issues on which they wanted to express their views in greater detail.

The Questionnaire was dispatched to a fairly large number of respondents and this included the Vice-Chancellors/Directors of all Degree awarding Institutions/Universities, Secretaries of States/Union Territories (UTs), Directors of Higher Education of States/UTs, Chairpersons of the State Councils of Higher Education, Principals of Autonomous Colleges, Principals of Affiliated Colleges/University Colleges including Colleges under section 2(f) & 12B of the UGC Act. The Questionnaire was also put on the website of the UGC to widen the catchment of responses from academics from all parts of the country.

The responses received from different categories of respondents have been analyzed with reference to different parameters of autonomy and are presented in Chapter 4 of the Report.

Regional Workshops

The CABE Committee on 'Autonomy of Higher Education Institutions' organized four Regional

Workshops and a meeting with the representatives of AIFUCTO with a view to involving various stakeholders stated above in a participatory discussion. The details of these workshops and meetings are given in Table 1.1.

Table 1.1 : Regional Workshops Organized

S.No.	Name of the Workshop	Date & Venue	States/UTs covered
1.	Southern Regional Workshop	30 th November & 1 st December, 2004 at University of Madras, Chennai	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep, Pondicherry
2.	Western Regional Workshop	8 th & 9 th December, 2004 at University of Pune, Pune	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra Nagar Haveli, Daman & Diu
3.	Eastern & North Eastern Regional Workshop	28 th and 29 th December, 2004 at Assam Administrative Staff College, Guwahati	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura, West Bengal, Andaman & Nicobar Islands
4.	Northern Regional Workshop	20 th & 21 st January, 2005 at Panjab University, Chandigarh	Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttar Pradesh, Uttaranchal, Chandigarh
5.	Meeting with AIFUCTO	8 th February, 2005 at UGC Headquarters, New Delhi	Representatives of AIFUCTO

A large number of academics, administrators and other stakeholders participated in the aforesaid workshops.

The list of participants who attended these workshops and meeting are given at (**Annexures – 5a, 5b, 5c, 5d, and 5e**).

1.4 Format of the Report

As a result of the deliberations in the four Regional Workshops and a meeting with AIFUCTO representatives and analyses of the responses to the Questionnaire as well as several rounds of discussions of the CABE Committee, the report is chapterized as follows:

- The contextual Framework of the Committee
- Higher Education in India – An Overview
- Autonomy and Accountability of Higher Education Institutions : A Conceptual Framework
- Perceptions of Stake Holders on Autonomy of Higher Education Institutions
- Academic Autonomy
- Administrative Autonomy
- Financial Autonomy
- Recommendations
- Salient Recommendations and Strategies for Implementation

Each of these areas is presented in the Chapters that follow. The contents of the Chapters are based on the deliberations of the CABE Committee, response to the Questionnaire, outcomes of the Regional Workshops and the meeting with AIFUCTO representatives.

Chapter 2

Higher Education in India – An Overview

2.1 Higher Education Institutions

The institutions of higher learning in India fall into the following broad categories:

- a) **Universities:** These are established by an Act of Parliament or State Legislature and are of unitary or affiliating type. They are called Central Universities and State Universities respectively.
- b) **Deemed to be Universities:** These institutions are given deemed to be university status by the Central Government on the recommendation of the UGC in terms of Section 3 of the UGC Act. Some of these institutions offer advanced level courses in a particular field or specialization while others award general degrees.
- c) **Private Universities:** These are established by various State governments through their own legislation.
- d) **Institutes of National Importance :** These Institutes are declared as such by the Government of India by an Act of Parliament and are empowered to award degrees. In some cases, such Institutes are also set up by the Government through an Act of State Legislation.
- e) **Premier Institutes of Management :** These are the Institutes that have been set up by the Central Government and are outside the formal university system. They offer Post-Graduate Diploma Programmes which are equivalent to Master's Degree Programmes in area of management.

The State/UT-wise list of all the Central Universities, Deemed to be Universities, recognized State Universities, UGC recognized Private universities, Institutes of National importance and Institutions established under State Legislation Acts are given in **Annexures - 6 to 11** respectively.

There has been an upsurge in the demand for higher education after independence of the country in 1947, and a virtual explosion in the number of universities and colleges. India has now a system of higher education with 343 degree awarding institutions. The growth of the institutions, category-wise, is given in Table 2.1. This and the data in the subsequent Tables included in this chapter are based on the UGC's Annual Reports.

The universities are of various kinds; with a single faculty or multi-faculties; teaching or affiliating or teaching-cum-affiliating; one campus or multi-campus; Sanskrit Universities; Technological Universities; Agricultural Universities; Medical Universities; Women's Universities; Special Institutes of Medicine, Science, Law, Engineering and Technology, Management and Social Work, etc.

Table 2.1 : Number of Higher Education Institutions

Year	Central Universities	State Universities	Deemed to be Universities	Institutes of National Importance*	Private Universities	Total
1950-51	3	24	-	-	-	27
1960-61	4	41	2	2	-	49
1970-71	5	79	9	9	-	102
1980-81	7	105	11	9	-	132
1990-91	10	137	29	9	-	185
As on 27.04.2005	18	205	95	18	7	343

* Includes five Institutes established through State Legislature Acts

2.2 Colleges

Most colleges in India are affiliated to universities and provide undergraduate education. Some colleges also undertake post-graduate teaching and research. The affiliating universities oversee the standards of the affiliated colleges and hold examinations and award degrees to successful candidates.

The college sector is managed both by the Government and Private bodies. Colleges are affiliated to a university and follow the curriculum and examination pattern determined by it. Further, there are some constituent colleges which are established and managed by a particular university.

Similar to that of universities, the growth of the number of colleges has also increased manifold. In 1950-51, there were only 578 colleges, whereas the current tally of affiliated and university colleges stands at 16,885.

Table 2.2 : Number of General and Professional Colleges

Year	General & Professional Colleges
1950-51	578
1960-61	1,819
1970-71	3,277
1980-81	4,738
1990-91	5,748
2001-02	11,146
2003-04	16,885

2.3 Autonomous Colleges

The Education Commission (1964-66) pointed out that the exercise of academic freedom by teachers is a crucial requirement to the development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. As students, teachers and managements are co-partners in raising the quality of higher education, it is imperative that they share a major responsibility towards this end and hence the Education Commission recommended college autonomy, which,

in essence, is the instrument for promoting academic excellence. Consequently, it was decided to confer autonomous status to such institutions as have the capability to design their own curriculum, evolve innovative teaching and testing strategies.

The UGC, on the recommendation of an Expert Committee and in consultation with the State Government and the University concerned, confers the autonomous status on colleges to enable them to determine their own curricula, rules for admission, evolve methods of assessment of student work, conduct of examination, use modern tools of educational technology and promote healthy practices such as community service, extension activities for the benefit of the society at large. There are at present 204 autonomous colleges spanning over 11 States and 43 Universities.

2.4 Enrolments

A large number of young people enter higher education with a view to obtaining Degrees, necessary for entering into a growing number of jobs. As against the total enrolment of 200,000 students in the year 1950, the present enrolment has risen to 9,953,506, out of which 86.97% are enrolled in Colleges in pursuit of undergraduate, postgraduate, research and diplomas, whereas only 13.03% are enrolled in the universities. A detailed stage-wise students' enrolment is given in Table 2.3.

Table 2.3 : Stage-wise Enrolment of Students

S.No.	Stage	University Department/ University College	Affiliated Colleges	Total (% to Grand Total)	Percentage in Affiliated Colleges
1	Graduate	864,335	8,003,043	8,867,378 (89.09%)	90.25
2	Post-Graduate	315,503	598,229	913,732 (9.18%)	65.47
3	Research	58,321	7,170	65,491 (0.66%)	10.95
4	Diploma/ Certificate	58,761	48,144	106,905 (1.07%)	45.03
	Grand Total	1,296,920	8,656,586	9,953,506 (100%)	86.97

Of the total enrolment, 45.12% of the students are pursuing their degrees in Arts, 20.44% in Science and 17.99% in Commerce and Management. The remaining 17% students are in the professional education. A detailed break-up of enrolment pattern is given in Table 2.4.

Table 2.4 : Faculty-wise Enrolment of Students

S.No	Faculty	Total Enrolment	Percentage to Total
1	Arts	4,490,723	45.12
2	Science	2,035,059	20.44
3	Commerce / Management	1,790,636	17.99
4	Engineering / Technology	716,652	7.20
5	Medicine	313,489	3.15
6	Law	303,629	3.05
7	Education	146,039	1.47
8	Others	83,721	0.84
9	Agriculture	58,700	0.59
10	Veterinary Sciences	14,858	0.15
	Grand Total	9,953,506	100.00

As regards the enrolment of relevant age group in higher education, we have achieved a rate of 6.86% compared to 1.5% in 1961. However, this rate is very low in comparison to other developing and developed countries. A detailed break-up of the participation of relevant age group is given in Table 2.5.

Table 2.5 : Percentage of Enrolment of Relevant Age Group in Higher Education

Year	1960	1970	1980	1990	2000	2004
Percentage	1.5	4.2	4.7	5.9	6.0	6.86

2.5 Strength of Faculty

Universities and colleges have similar, though not identical, structure and ranks in the academic profession. Universities have Lecturers, Readers and Professors. The position of Associate Professor also exists in some universities. In the colleges, the bulk of the faculty is in the substantive posts of lecturers. There are higher grades such as senior grade lecturer and selection grade lecturer. The latter is equivalent in salary to that of a Reader but without the title. The rank of Assistant Professor also exists in some States.

Though recruitment of faculty is done by individual institutions as per their rules/statutes, the minimum qualification and pay scale for different posts are prescribed by the UGC in case of general institutions, and by other regulatory bodies such as the AICTE/Indian Council of Agricultural Research (ICAR), etc. for professional institutions.

Approximately, there is ten-fold increase in the faculty strength from 40,000 in 1950 to 456,742 in 2003-04. Detailed break-up of teachers in Universities and Colleges is given in Table 2.6.

Table 2.6: Faculty in Universities and Colleges

Year	Professors	Readers	Senior Lecturers	Lecturers	Tutors / Demonstrators	Total
2003-04	39,745	111,274	70,341	218,713	16,669	456,742
	(8.70)	(24.36)	(15.40)	(47.89)	(3.65)	(100.00)

Note : a) Figures in parentheses indicate the percentage of the cadres to the total staff.

b) Part-time teachers / Physical Training Instructors are included in Lecturers.

2.6 Degree Award Structure

There are four principal levels of qualifications within the higher education system in the country, namely:

Diploma courses: These are available at the undergraduate and postgraduate levels. At the undergraduate level, their duration varies from one to three years; postgraduate diplomas are normally awarded after two years' study.

Bachelors /Undergraduate Degrees in Arts, Commerce and Sciences: These require three years of education (after 12 years of school education). In some places there are honours and special courses also available which are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional field of study in agriculture, dentistry, engineering, pharmacy, technology and veterinary medicine generally take four years, while for architecture and medicine, it takes five to five and a half years respectively. There are other Bachelor degrees, for example, in education, journalism and library science that are treated second degrees. Bachelor's degree in law can either be taken as an integrated degree course of five year duration or three-year course as a second degree.

Master's Degree Programmes: Master's Degree is normally of two-year duration. It could be coursework based without thesis or based on research alone. In case of postgraduate programmes of some institutions in the area of engineering and technology admission is done on the basis of Graduate Aptitude Test in Engineering (GATE).

Pre-Doctoral/Doctoral Programmse: These are taken after completion of Master's Degree and may lead to M.Phil or Ph.D degree. This can either be completely research based or can include course work as well. Ph.D. is awarded two years after M.Phil. or three years after Master's Degree. Students are expected to write a substantial thesis based on original research.

UGC has specified as many as 144 Degrees; a list of specified Degrees is given in **Annexure - 12.**

2.7 Statutory Bodies in Higher Education

Education is on the 'concurrent list' subject to Entry 66 in the Union List of the Constitution. This gives exclusive Legislative Power to the Central Government for co-ordination and determination of standards in institutions of higher education or research, and scientific and technical institutions. The coordination and cooperation between the Union and the States is brought about in the field of education through the C.A.B.E. The Union Government is responsible for major policies relating to higher education in the country. In discharging its responsibility, it has established the following regulatory and statutory bodies. A list of such bodies and their mandates are given in Table 2.7.

Table 2.7 : Regulatory and Statutory Bodies in Higher Education

S.No.	Name of the Body	Mandate
1	University Grants Commission	<ul style="list-style-type: none"> • Co-ordination, determination and maintenance of standards in higher education. • Release of grants to individual institutions
2	All India Council for Technical Education	<ul style="list-style-type: none"> • Proper planning & co-ordinated development of technical education system throughout the country.
3	Distance Education Council	<ul style="list-style-type: none"> • Promotion of Open University and Distance Education systems in the educational pattern of the country and for coordination and determination of standards of teaching, evaluation & research in such systems
4	Indian Council of Agricultural Research	<ul style="list-style-type: none"> • Co-ordination of agricultural research and development programmes and develop linkages at national and international levels with related organisations to enhance the quality of life of the farming community.
5	Bar Council of India	<ul style="list-style-type: none"> • Co-ordination, determination and maintenance of standards in legal education and profession.
6	National Council for Teacher Education	<ul style="list-style-type: none"> • Achieving planned and co-ordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in teacher education and for matters connected therewith.
7	Rehabilitation Council of India	<ul style="list-style-type: none"> • Standardization and regulation of training of personnel and professionals in the field of Rehabilitation and Special Education.
8	Medical Council of India	<ul style="list-style-type: none"> • Establishment of standards in medical education and to define medical qualifications in India and abroad.
9	Pharmacy Council of India	<ul style="list-style-type: none"> • Prescription, regulation and maintenance of minimum educational standards for the training of pharmacists uniformly in the country.
10	Indian Nursing Council	<ul style="list-style-type: none"> • Regulation and maintenance of uniform standards of training for Nurses, Midwives, Auxilliary Nurse-Midwives and Health Visitors
11	Dental Council of India	<ul style="list-style-type: none"> • Regulation of the Dental Education, Dental Profession, Dental ethics in the country and recommend to the Government of India to accord permission to start a Dental College, start higher courses and increase of seats.
12	Central Council of Homeopathy	<ul style="list-style-type: none"> • Maintenance of the Central Register of Homoeopathy.
13	Central Council of Indian Medicine	<ul style="list-style-type: none"> • Maintenance of the Central Register of Indian Medicine

2.8 State Councils of Higher Education

In pursuance of the National Policy on Education (NPE) 1986/1992, the States were required to set up State Councils of Higher Education for the purpose of providing an effective platform for planning and coordination of higher education in the State. These Councils were primarily aimed at bringing about qualitative improvement in higher education. The following States have set up Council/Advisory Boards for higher education:

1. Andhra Pradesh State Council for Higher Education, Andhra Pradesh, Hyderabad
2. State Advisory Board for Higher Education & Culture, Himachal Pradesh, Shimla
3. Uttar Pradesh State Council of Higher Education, Uttar Pradesh, Lucknow
4. Tamil Nadu State Council for Higher Education, Tamil Nadu, Chennai
5. West Bengal State Council for Higher Education, West Bengal, Kolkata
6. State Advisory Board for Higher Education, Tripura, Agartala
7. State Advisory Board for Higher Education, Arunachal Pradesh, Itanagar

2.9 Norms and Standards in Higher Education

The system of higher education, like any other system, requires performance evaluation, assessment and accreditation of universities and colleges in the country. In this connection, the UGC under section 12(ccc) established National Assessment and Accreditation Council (NAAC) in 1994. The philosophy of NAAC is based on objective and continuous improvement rather than being punitive or judgemental so that all institutions of higher education are empowered to maximize their resources, opportunities and capabilities. Assessment is accomplished through a process of self-study and peer review using defined criteria. The main purpose of assessment and accreditation is improvement and enhancement of quality, recognizing excellence, accountability, information providing and benchmarking. The process is aimed at strengthening and sustaining the quality and credibility of higher education making it worthy of public confidence and minimizing the scope of external control. The assessment is mainly based on seven major criteria such as the following:

- Curricular Aspects
- Teaching – Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Organization and Management
- Healthy and Innovative Practices

NAAC has completed the process of assessment and accreditation of 117 universities and 2,396 colleges till February 2005. More institutions are under assessment and accreditation. The accredited institutions are rated on a 9-point scale ranging from A⁺⁺ to C supplemented by a qualitative report that highlights the strengths and weaknesses of the institution.

2.10 Open and Distance Learning in Higher Education

Providing cost-effective quality education to large sections of our population, including those living in remote and far-flung areas is a cardinal step towards democratizing higher education. The task has become all the more challenging with the developments that have taken place in the area of information and communication technologies (ICT). Started in this country as correspondence education, the modality has now come of age in the development of Open and Distance Learning (ODL). Besides the establishment of Indira Gandhi National Open University (IGNOU) in 1985, we have now 11 State Open Universities working in close collaboration with IGNOU. These institutions offer various academic programmes that lead to certificates, diplomas and degrees. In its capacity as an apex body, IGNOU coordinates and monitors distance education system in higher education throughout the country. It has constituted a statutory Distance Education Council (DEC) and provides expertise and assistance to other open and distance learning institutions in the country. Approximately 22% of the enrolment in higher education can safely be attributed to be covered under distance education programmes.

The general academic programmes offered by ODL institutions include:

- Doctoral Programmes
- Bachelor's Degree and Master's Degree Programmes
- Computer and Library & Information Sciences
- Journalism, Communication and Creative Writing
- Health, Nutrition and Child Care
- Engineering & Rural Development
- Education & Distance Education
- Management & Tourism Studies
- Women and Youth Development
- Area Specific Awareness & Manpower Development Programmes

2.11 Private Initiatives in Higher Education

A number of developments have taken place regarding private initiatives in higher education which have implications for re-thinking on some vital concerns. Amongst the notable points in this regard are mentioned the following:

- Establishment of private universities by various governments through their own legislation which vary from State to State and also within the State.
- Establishment of Deemed to be Universities including de-novo category, involving particularly private institutions imparting technical, medical and other professional education.
- Conceptualization of virtual universities for entry of foreign universities in different kinds of collaboration.

The Government of India had initiated Private Universities (Establishment and Regulation) Bill 1995 which has remained under consideration so far. However, some States in the recent past have come up with the Private

University Act and as a result of that they have set up private universities. As per the latest information, the number of private universities in existence in various States is given in Table 2.8

2.8 : Number of Private Universities

State	No. of Private Universities
Uttaranchal	02
Gujarat	02
Uttar Pradesh	02
Himachal Pradesh	01
Total	07

It may be pertinent to mention that in the year 2002, the State of Chattisgarh enacted the Chattisgarh Niji Kshetra Vishwavidyalaya [Sthapna Aur Viniyaman] Adhiniyam, 2002. Section 5 of the said Adhiniyam provides that the State government may by notification in the gazette establish a university by such name and with such jurisdiction and location of campus as may be specified therein. The State of Chattisgarh, in exercise of its power conferred in the said section of the Adhiniyam, initially permitted for the establishment of 108 universities, out of which the State government issued viability certificates for the establishment of 97 universities. Based on an amendment to the above said Act in 2004, the State of Chattisgarh denotified 60 universities out of 97. Two Public Interest Litigations were filed in the Hon'ble Supreme Court challenging the establishment of these universities. The Hon'ble Court struck down provisions of Sections 5 and 6 of the aforesaid Act while declaring the same to be ultra vires. Consequently, all such universities have ceased to exist.

2.12 Trans-National Higher Education

The General Agreement on Tariffs and Trade (GATT) came into existence in 1947 to manage international trade through multilateral trade agreements. India was one of the 23 founder members of the GATT. In the last round of discussions in 1994, the member countries decided to replace GATT by World Trade Organization (WTO) and accordingly signed an agreement on 1st January 1995. With the increasing importance of service sector in the world economy, the member countries of WTO in 1996 agreed to sign a General Agreement on Trade in Services (GATS) which covered services of international trade at par with merchandise trade. This agreement in general covers all the services (presently specified 19 services) including education services. The WTO has identified four different modes of trade in education that received legal protection through GATS :

- **Cross-Border Supply** of a service includes any type of course that is provided through distance education or the internet, any type of testing service, and educational materials which can cross national boundaries.
- **Consumption Abroad** mainly involves the education of foreign students and is the most common form of trade in educational services.
- **Commercial Presence** refers to the actual presence of foreign investors in a host country. This would include foreign universities setting up courses or entire institutions in another country.
- **Presence of Natural Persons** refers to the ability of people to move between countries to provide educational services.

In India, the export of Higher Education by Universities in several countries is taking place in four different modes namely, Consumption Abroad, Cross Border Supply, Twinning Programme, Virtual University.

According to one of the compilations, the total number of international students in the year 2002 was about 1.8 million. This number is likely to grow to 7.2 million by 2025. Interestingly, more than half of the students would be from Asian countries. The United States of America (USA) topped the list in attracting over 582,000 international students in the year 2001-02 followed by Great Britain with 200,000. Other countries like Germany, France and Australia attract over 100,000 international students a year. According to the figures of Association of Indian Universities (AIU), the number of foreign students in India went down from 13,707 in 1993-94 to 7,791 in 2000-01. A majority of these students are from the neighbouring countries like Bangladesh, Sri Lanka, Mauritius, Nepal, Bhutan, etc.

A rough estimate has shown that as many as 50,000 students are enrolled for studies abroad. Government of India through AICTE has brought out regulations for entry and operation of foreign universities in India. The Ministry of Human Resource Development (MHRD), Government of India, has also come up with a draft policy paper for the purpose of regulating the operation of foreign educational institutions in the country and promoting Foreign Direct Investment (FDI) in the education sector. The committee constituted for the purpose has outlined the salient features of this policy framework that include quality assurance as an integral part. The policy framework notes that operation of foreign educational institutions should not have deleterious effect on Indian culture and ethos and shall be open for practitioners of all religions. There shall be mandatory registration of foreign education service providers with a registering authority. Institutions and programmes offered by them should be accredited in their own countries and their awards recognized as equivalent to the awards given for their own campus programmes. They shall maintain minimum standards as laid down by the concerned agency and will be subject to external quality review by a designated agency. Following this, the MHRD issued a directive in September 2003 to bring all the foreign educational institutions operating in India within the assessment and accreditation process of NAAC.

Quality Assurance & Accreditation Framework

In pursuance of the policy of the MHRD, the committee on International Accreditation constituted by NAAC has developed the quality assurance and accreditation framework. According to this, accreditation should be made mandatory for all foreign universities operating in India and the credentials and profile of these universities including infrastructure, learning process, fee structure and faculty profile, etc be brought to the notice of the general public.

It is amply clear now that if a foreign institution fails to comply with any of the conditions as contained in AICTE regulations and or consistently refrain from taking corrective action contrary to the advice of AICTE, the AICTE may after giving reasonable opportunity, withdraw the registration granted to such an institution. AICTE shall also inform the concerned agencies, including Ministry of External Affairs, Ministry of Home Affairs, and Ministry of Finance of such decisions and advise these agencies to take appropriate measures against the erring institutions.

Chapter 3

Autonomy And Accountability of Higher Education Institutions - A Conceptual Framework

Generic to the deliberations of the CABE Committee is the elaboration of the conceptual framework of Autonomy and Accountability of Higher Education Institutions. This was the foremost area of discussion by the CABE Committee since the question of autonomy and accountability has to be spelt out against this conceptual backdrop.

3.1 History of Efforts Towards Autonomy

In the first half of the nineteenth century, prior to the establishment of the first set of Indian Universities, several colleges came into existence with full autonomy such as Hindu College, Calcutta (1817), Agra College (1827), Poona College (1833), Elphinstone College, Bombay (1834), Hoogly College (1836), Patna College (1840), St. Joseph College, Nagapattinam (1844), Hislop College, Nagpur (1844), Bethune College for Women, Calcutta (1849), Madras Christian College (1852), and St. John's College (1853). With the establishment of the first three Universities in Calcutta, Bombay and Madras, twenty-seven existing autonomous colleges were affiliated in 1857 to these three universities, when rules were adopted for common admission, courses, examination and results.

The attempt to revive the concept of college autonomy was made in Uttar Pradesh Legislature by way of Agra University Amendment Act. However, this provision was not given effect to by the university. The Committee on Colleges under the chairmanship of Prof. Mahajani in 1964 advised UGC on a general policy to be followed in development of colleges.

The Committee on Standards of University Education under the Chairmanship of Prof. S.K.Sidhanta (1965) emphasized the need for introducing autonomy. The first formal and specific recommendations on college autonomy appeared in the Report of the Education Commission (1964-66) under the chairmanship of Prof. D.S.Kothari.

Since 1968 when the first National Policy on Education based on Kothari Commission report was adopted, there have been continued emphasis on changing the affiliation system of colleges. The affiliation system which persisted since 1857 worked well during the early decades when the number of colleges affiliated to the universities was small and the universities had direct interest and close association with the programmes and performance of its affiliated colleges. During the last few decades, however, the number of colleges affiliated to universities has grown to almost unmanageable proportions. The relationship between the universities and affiliated colleges has degraded to proforma functions, reducing the status of affiliated colleges to mechanical entities.

While evolving new directions for higher education and strengthening its quality and relevance, the various Commissions on education underlined the structural weakness of the affiliation system which inhibited the implementation of their major recommendations. College autonomy, in a phased manner was, therefore, advocated as a possible solution.

The NPE-1986 suggested that the autonomy should be available to the colleges in selection of students, appointment and promotion of teachers, determination of courses of study and methods of teaching and choice of areas for research and their promotion. The Programme of Action (PoA) for NPE-1986 recommended developing a large number of autonomous colleges as well as creation of autonomous departments within universities on a selective basis.

UGC appointed a high level committee consisting of Dr. D.S. Kothari, Dr.P.B.Gajendragadkar, Dr.A.C.Joshi, Dr.A.L..Mudaliar, Shri.P.N.Kirpal, Dr.B.Malik, Dr.K.L.Shrimali, Dr.R.K.Singh, Shri. J.P.Naik and Shri.K.L.Joshi to examine the feasibility and mechanism for implementing the recommendations of the Education Commission (1964-66) regarding Autonomous Colleges. In spite of such tireless efforts to introduce college autonomy, the progress till 1978 was disappointing. Dr.Malcolm Adiseshiah, former Vice-Chancellor of Madras University and Former Chairman of the Madras Institute of Development Studies characterized this as follows: “Everybody is in favour of autonomous colleges. Yet they have been non-starters because everyone, including the colleges, is afraid of disturbing the dismal but demanding status quo.”

Due to the efforts of the Madras University and the Madurai Kamaraj University in 1978, the Tamil Nadu Legislature amended their University Acts providing for autonomous colleges. By June 1978, eight colleges of Madras University and four colleges under Madurai Kamaraj University started functioning as autonomous colleges. In 1984, after concerted efforts, there were only 21 autonomous colleges in the country, 16 in Tamil Nadu, one in Bihar, two in Andhra Pradesh, one in Gujarat, and one in Madhya Pradesh.

The NPE-1986 proposed that 500 colleges should be developed as autonomous colleges in the Seventh Plan Period. It also suggested that provision should be made in various University Acts to grant autonomy to colleges and that UGC should frame guidelines and pattern of assistance to make colleges autonomous and develop instruments for their review and appraisal. At that time, there were about 150 universities and 5,000 colleges in the country.

In 1990, a Committee chaired by Acharya Ramamurthy reviewed the NPE-1986 and based on its recommendations a modified policy was tabled in the Parliament on 7th May 1992. While the NPE-1986 did not undergo any major change in the Review, its PoA needed a thorough revision. At this stage, there were 229 universities and 9,274 colleges in the country with an enrollment of 7.1 million students. This review endorsed fully the earlier recommendation on autonomous colleges. The PoA stressed more vigorous implementation of the scheme and increase in the number of autonomous colleges. It also proposed that each State should establish Council of Autonomous Colleges.

3.2 Current Situation

In India, the University system, as we see today, originated about a century and half ago with the establishment of universities at Calcutta, Madras, Bombay, Allahabad and Lahore between 1857 and 1902. These were modeled after the British Universities of that period. As the nation passed through major political, economic and social changes, there have been several reviews of our education system, including the university system especially after

independence. The reports of the Radhakrishnan Commission (1948-49), the Kothari Commission (1964-66), the NPE-1968, the NPE-1986 and Review of NPE by Acharya Ramamurthi Commission (1992) contain significant observations and recommendations to strengthen the autonomous character of our university system.

At this stage, when our higher education system consists of 343 university level institutions and about 16,885 colleges, there are many nagging concerns about its role and performance. Many of our reputed universities and colleges have lost their pre-eminent positions. Only a few manage to maintain their status and dignity in an environment of complex socio-economic pressures and worldwide changes in approaches to the educational processes. Under the rapidly expanding situation with multiplicity of expectations from the higher education system, it has become necessary to identify those attributes, which distinguish a first-rate institution from a mediocre one. The complex array of associated issues deserves a total rethinking of our approach to higher education. Serious efforts are now underway to develop the policy perspectives in education involving deeper national introspection and fundamental changes in the structure, content and delivery mechanisms of our university system.

In this context, the scope and implications of providing autonomy to higher education system are discussed in this report. The views presented herein are based on the deliberations in the four Regional Workshops and several hundred responses to the Questionnaire, an analysis of which is presented in Chapter 4.

3.3 The Expanding Higher Education System

The enrollment in the Indian higher education system has increased from 7.42 million in 1999-2000 to about 9.7 million at present, indicating nearly 10 per cent annual growth. The colleges account for about 80 per cent of the enrolment with the rest in the university departments. Thus the programmes available in the college system will largely determine the quality of our higher education.

In the past decade there has been a sharp increase in the number of private colleges as well as universities with the status of either deemed to be universities or State universities. The proportion of eligible age group wishing to enter higher educational institutions will most likely increase significantly from the present level of about 7 per cent. The regulatory mechanisms will perhaps be liberalized.

Higher education is continuing to expand, mostly in an unplanned manner, without even minimum levels of checks and balances. Many universities are burdened with unmanageable number of affiliated colleges. Some have more than 300 colleges affiliated to them. New universities are being carved out of existing ones to reduce the number of affiliated colleges. Under these circumstances, our dependence on autonomy as the means to improve quality of such a huge size of higher education system poses serious challenges.

3.4 An Enabling Provision

The Tenth Plan Profile of Higher education in India prepared by UGC indicated the vision for the higher education system in India for the 21st century. Pointing out the changing trends towards flexibility, the document states: “World over, the higher education is passing through an interesting phase. It is changing radically, by becoming organically flexible in diversity of programmes, in its structure, in its curricula, in its delivery systems and it is adopting itself to innovative use of information and communication technologies.” It, therefore, points out: “The structural convergence of open and conventional education system needs to be addressed as it may provide a solution to enhanced demand for higher education. Credit-based and open-choice approach, even at undergraduate level, would allow much sought for open and flexible system. This may also help to reduce the marginalization of the

poor.” The document proposed the agenda to “identify colleges and universities with potential and fund them to reach excellence in teaching and research with greater academic, administrative and financial flexibility; and cultivate and support credit based cafeteria approach education especially in autonomous colleges as well as in colleges and universities with potential for excellence”.

3.5 UGC Guidelines

UGC sent a circular titled “Autonomous Colleges: Criteria, Guidelines and Pattern of Assistance” to all universities highlighting the distortions and consequences of the affiliation system and attributing the failure of all attempts at the reform of University education to the existing rigidity in the structure of the higher education and the lack of academic autonomy. UGC Guidelines (2003) on the scheme of autonomous colleges spelt out the objectives of autonomy as:

- to determine its own courses of study and syllabi;
- to prescribe rules of admission, subject to the reservation policy of the state governments;
- to evolve methods of evaluation and to conduct examination;
- to achieve higher standards and greater creativity;
- to promote national integration; and
- to ensure accountability of the institution and its members.

3.6 Concept of Autonomy

The concept of autonomy is a structural solution intended mainly to provide an enabling environment to improve and strengthen the teaching and learning process. Autonomy alone may not guarantee higher quality, just as non-autonomy need not preclude better performance. The essential factors for high quality education are the caliber and attitudes of students towards learning, the competence and commitment of teachers towards educational processes, the flexibility and foresightedness of the governance system and the social credibility of the educational outcome. The autonomy is expected to provide a better framework for fostering these factors than the affiliation system with all its constraining conditions hanging as a dead weight on the higher education system. Even the limited evidence so far suggests that autonomous colleges have by and large fulfilled the expectations of them.

At the core of the concept of autonomy is the decentralized management culture. The delegation of responsibility with accountability for the academic as well as the associated management functions is essential for the success of autonomy. For understandable reasons, there has been a great deal of reluctance on the part of the higher echelons to delegate these responsibilities to decentralized units. At the same time there are hesitations on the part of the functional units to undertake the decentralized responsibilities. Those who have successfully instituted autonomy consist of visionary leaderships with stable foundations and creditable track records. Others are afraid of treading untested waters. This is a constraint that should be overcome sooner than later.

The successful implementation of the concept of autonomy requires willing and honest participation of the students, teachers and management in the education process. They should be willing to stand up to intense scrutiny of their role in autonomy. A system of academic audit at every step of the implementation of the concept of autonomy should be acceptable to all concerned parties. The facilities for carrying out autonomous functions such as innovations in curricular content, systems of examination and evaluation, teaching methods, supplementary learning, etc. require not only sufficient financial resources but also continuous training and upgradation of teachers. Autonomous institutions should, therefore, have the means to mobilize resources on a predictable basis. Their

dependence solely on UGC or state governments which have limited allocations for higher education, will be a serious draw back.

In the rapidly changing teaching-learning environment, an autonomous system can facilitate much needed innovations such as inter-disciplinary programmes, inter-institutional sharing of academic loads, transfer of credits between different modes of learning and so on.

3.7 Issues in Autonomy

The discussion on various issues relevant to the concept of Autonomy which engaged the attention of the CABE Committee were discussed at the University of Madras, Chennai on November 30 and December 1, 2004 under the chairpersonship of Prof. S.P. Thyagarajan, Vice-Chancellor, University of Madras.

Autonomy should necessarily lead to excellence in academics, governance and financial management of the institutions. If it does not lead to this, it can be safely concluded that autonomy has been misused. Academic autonomy is the freedom to decide academic issues like curriculum, instructional material, pedagogy, techniques of students' evaluation. Administrative autonomy is the freedom to institution to manage its own affairs in regard to administration. It is the freedom to manage the affairs in such a way that it stimulates and encourages initiative and development of individuals working in the institutions and thereby of the institution itself. Financial autonomy is the freedom to the institution to expend the financial resources at its disposal in a prudent way keeping in view its priorities. Autonomy and accountability are two sides of the same coin. Accountability enables the institutions to regulate the freedom given to them by way of autonomy.

Issues

- External Controls on autonomous functioning of universities.
- Restrictions on academic autonomy as a consequence of the limitations of university Acts.
- Government's interference on vital issues like appointments of Vice-Chancellor, functioning of the Senate, Executive and Academic Council.
- States' authority over the universities through legislation.
- Wide powers vested in the Chancellors'.
- Appointment of political executives on university bodies.
- Laying down of service conditions.
- Financial aid as a tool to curtail the autonomy of the universities.
- State control on opening of new colleges or grant of affiliation to new colleges.
- Frequent interference of judiciary in matters relating to university affairs.

3.8 Aspects Relevant to Autonomy and Accountability

Autonomy is self-regulation providing responsible exercise of decision-making freedom with full commitment for accountability, and not just decentralisation of selected powers. Accountability is the academic, administrative and financial responsibility with defined goals for each constituent namely teachers, students, administrative staff and all others aiming towards providing quality education for the betterment of the society. The yardstick of measurement of accountability includes self-regulated or agency-regulated adherence to rules; self-motivated efforts towards accountability and pro-active role in conceiving and implementing innovations. The types of accountability

would involve individual category-oriented accountability; intra-institutional and inter-institutional accountability, and system oriented accountability

The strengths of ideal autonomy are:

- Innovations.
- Experimentation.
- Expansion and maximization of potentials.
- Quality improvement.
- Societal relevance.
- Full involvement of teachers in the entire system.
- Confidence building between students and teachers.
- Transparency in teaching and evaluation.
- Increased scope for educational reforms.
- Speedy implementation of programmes.

The weaknesses apparent in the present system of autonomy are:

- Autonomy is directed mostly for colleges and not for all higher education institutions.
- Approval process is still time consuming.
- Universities presently do not have complete academic, administrative and financial autonomy and are governed by the state agencies.
- Manpower deficits affect the efficiency of the system.
- Infrastructure shortcomings.
- Implementation obstacles; financial crunch faced by the autonomous institutions.
- Systemic weakness where managements do not support autonomy.
- Apprehensions among teachers about salary and stability.
- Apprehensions among students.
- Insufficient powers, inherent or delegated, to the heads of higher education institutions.

The strengths of achieving accountability are:

- Quality sustenance and quality enhancement in higher education
- Student feed back mechanism to facilitate system oriented quality improvements
- Teachers' self appraisal to achieve building of confidence and capacity.
- Setting up of benchmarks of accountability and quality.
- Checks and balances for monitoring accountability and quality
- Appraisal to get oriented towards the entire system of higher education.

The weaknesses of the present accountability machinery are:

- Lack of effective surveillance and monitoring of self-financing institutions.
- Only teachers are blamed for accountability and not the administration
- Lack of requisite finance and infrastructure.

- Apprehension of exploitation of students and faculty by adopting the appraisal system.

3.9 Bench Marks of Autonomy and Accountability

The benchmarks developed by NAAC need to be effectively put in practice in all higher education institutions. Briefly they include:

- Willingness to accept ownership on quality matters to be achieved by self and peer appraisal of teachers, students and programmes.
- Increase of peer opinion in higher education.
- Restructuring of curricula to update knowledge along with good communication, managerial and entrepreneurship skills and employability.
- Updated teaching-learning methods and modules
- Improved documentation utilizing the advances of information technology.
- Improved student services in IT based learning resources and support services.
- Healthy practices and greater involvement of students, parents and alumni.

3.10 Academic Audit/Quality Assurance System

In order to have an unbiased understanding of whether the quality improvement methodologies have successfully percolated down to various constituents of higher education, an “Academic Audit System” or “Internal Quality Assurance System” should be implemented. Academic Audit is an educational exercise to assess and improve the performance of teachers/ students/administrative staff and the whole institution in a holistic manner and to have a pragmatic view about what is the present status of academic standards of higher education in a given institution.

Objectives

The basic objectives of Academic audit are:

- To establish a goal oriented performance appraisal system in educational institutions.
- To remove bias, prejudices and subjectivity in the method of performance evaluation.
- To bring out a high level of transparency in the academic evaluation.
- To introduce an invisible but effective mechanism of educational control.
- To motivate teachers to contribute extensively for improvement of educational standards and development of academic culture.
- To create a suitable structure of evaluation of performance for establishing a suitable reward incentive system.

Advantages

The advantages of academic audit as a tool for performance appraisal are :

- Regular teaching and educational advancement.
- Career advancement opportunities for teachers.
- Recognition of professional excellence.

- Enhancement of quality standards in higher education.
- Socially useful and productive research.
- Value generation.
- New vistas of knowledge and social and extension services.

Implementing the Academic Audit System

Academic Audit Committees of the Internal Quality Assurance Cells (IQAC) with an in-built monitoring mechanism can play a vital role in rejuvenating institutions of higher education. One would require to care for:

- Nature of the institution.
- Types of academic activities and performance of the institution.
- Courses and educational programmes conducted by the institution.
- Qualifications, standards and year-wise performance of teachers.
- Nature of job profile for teachers and non-teachers.
- Administrative conditions governing the educational activity in the institution.
- Facilities available for research, extension and developmental activities in the institution.
- Linkage with other institutions of national repute.
- Facility for re-training and refresher programmes provided to the teachers.
- Year-wise rate of admissions, dropouts, performance, excellence, employability of students of the institution.

3.11 Progress Towards Autonomy

It may be pertinent to mention here that if institutions are sensitive to their freedom, they should be equally sensitive to their obligations because every fresh assault on the university autonomy always comes as a reaction to some fresh failure on their part. If there has been a continuity and persistence in the university's demand for autonomy, there has also been a continuous and persistent abuse of that autonomy by some, if not all. There is a need to consider the issue of university autonomy in view of the growing complexity of the nature and functions of the university on the one hand and that of the State on the other. Also, the issue of autonomy needs to be reviewed in relation to the scope of its misuse by those inside the system of higher education. Thus, if it is necessary to look for the safeguards to protect the university autonomy against outside interference, it is equally important to look for the safeguards to protect it against its abuse from inside. It hardly needs any mention that unless the teacher plays an active role and rises to the occasion and becomes the driving force of the system, any modification in the rules and regulations for promoting autonomy would be inconsequential.

Many conferences and seminars have been held to discuss the viability of the concept of autonomy and to understand the reasons behind its insignificant adoption. Everything said and done, it appears that the prospects for higher rate of growth of autonomous colleges in the future appear to be far from satisfactory. The concept of departmental autonomy in the universities seems to be no different. Even the financial incentives have not helped. Several reasons have been attributed for the disappointing progress. Thus far, the colleges that have adopted autonomous system enjoy a high degree of social credibility as judged by the rush for admissions as well as the

market demand for their graduates. This perception is likely to be diluted if institutions which cannot sustain the academic and managerial accountability attain the autonomous status. This is a serious dilemma inhibiting the expansion of the autonomous system. Given the systemic constraints on autonomy on the one hand and the fundamental weaknesses of the affiliating system on the other, the nation has to seriously ponder over other available options to quickly move the higher education system to respond to the expectations of the society under the rapidly changing national and global environments. The scope for employability of the graduates from autonomous colleges is demonstrably higher. The facility for mobilization of traditional and non-traditional sources of funding is enhanced by autonomy. International recognition will no longer be based only on the reputation of the affiliating university but also the college in which the graduate is trained and hence the autonomous colleges with higher accreditation rating stand to gain.

In order to reduce the ills of the affiliation system and at the same time incorporate the desirable features of the autonomy, one other option may be for each university to promote autonomous clusters of affiliated colleges as suggested in the Report of the Kothari Commission. Each cluster under the university will perform the curriculum development, examination, evaluation and other functions envisaged in the scheme of autonomy. The present drawback caused by hundreds of colleges under one university creating ineffective guidance will be eliminated. These concerns engaged the CABE Committee to deliberate in-depth the various implications of Academic, Administrative and Financial Autonomy of Higher Education Institutions. These are presented in the Chapters that follow.

Chapter 4

Perceptions of Stakeholders on Autonomy of Higher Education Institutions

4.1 The Need

As mentioned in Chapter 1, the CABE Committee had designed a Questionnaire (**Annexure-3**) with a view to eliciting responses to a variety of parameters which could throw some light on the status of the existing level of autonomy perceived by the higher education institutions in the country. The Questionnaire covered various aspects pertaining to higher education and was mailed to a large number of stakeholders including Vice-Chancellors; Heads of Institutions; Education Secretaries of State Governments; Directors of Higher Education; Heads of State Councils of Higher Education; Principals of Autonomous Colleges, and about ten percent randomly selected Principals of Affiliated Colleges. The Questionnaire was also put up on the website of UGC with the request to academia and interest groups to download it and to fill in and send it across to the CABE Committee. The present chapter carries the analyses of the questionnaires.

4.2 Profile, Institutional Category, Age of Institution

The basic profile of the institution including name of the respondent, his/her designation, position whether Head of the institution, or teacher, or researcher, or administrator, or associated with management, etc.; the institutional category whether university, or college, or government; level of courses taught; whether the institution is accredited; the age of the institution and level of courses are given in Tables 4.1, 4.2, 4.3, 4.4 and 4.5 respectively.

Table 4.1: Category of Respondents

S.No.	Category	Number of respondents	% of Total Number of Respondents
1	Head of Institution	489	34
2	Teacher	749	51
3	Researcher	18	1
4	Administrator	78	5
5	Management	14	1
6	Others	7	1
7	Position not indicated	98	7
Total		1,453	100

It may be pertinent to mention that while mailing the Questionnaire to the respondents, they were requested to fill in the same either individually or on the basis of collective thinking evolved amongst their colleagues. Though as many as 1,453 filled-in Questionnaires were received, the actual participation appeared to have been larger than that.

It is evident from Table 4.1 that most of the respondents were from amongst the academia; of them, 51% were teachers and 34% heads of institutions.

o **Prominent amongst the respondents are teachers & heads of institutions.**

Table 4.2: Respondents belonging to Category of Institutions

S.No.	Categories	Respondents*	% of Respondents
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University Level

1	State Universities	390	64
2	Central Universities	100	16
3	Deemed Universities	67	11
4	Private Aided Institutions	47	8
5	Private Non-Aided Institutions	3	1
Total		607	100

College Level

6	Private Aided Colleges	477	47
7	Government Colleges	292	28
8	Autonomous Colleges	128	13
9	Private Non-aided Colleges	118	12
Total		1,015	100

Government level

10	State Government	428	85
11	Central Government	52	10
12	Union Territory	27	5
Total		507	100

It is evident that a total of 607 responses were from degree awarding institutions. Out of this 64% were from State Universities, followed by 16% from Central Universities. Out of the 1,015 responses received from Colleges, majority of them were from Private Aided Colleges (47%), followed by Government Colleges (28%). In the Government category, majority of responses (85%) were from State Government followed by Central Government (10%).

o **Good-sized participation is from State universities and private aided colleges.**

* It may be noted that the total number of respondents and those indicated in the Tables may not tally, for in certain cases a respondent seemed to have ticked in more than one category.

Table 4.3: Type of Respondent Institutions on the Issue of Accreditation

S.No.	Categories	Respondents	% Respondents
1	Accredited	903	71
2	Non-Accredited	371	29
	Total	1,274	100

Table 4.4: Age of Respondent Institutions

S.No.	Age of Institution	Respondents	% Respondents
1	More than 50 years	464	32
2	20 – 50 years	623	43
3	10 – 20 years	149	10
4	5 – 10 years	106	8
5	Less than 5 years	95	7
	Total	1,437	100

Table 4.5: Level of Courses Taught in Respondent Institutions

S.No.	Categories	Respondents	% Respondents
1	UG , PG & Research	503	37
2	UG Only	363	27
3	UG & PG	344	26
4	PG only	99	7
5	Research only	20	2
6	PG & Research	19	1
	Total	1,348	100

71% of the respondents turned out to be from accredited institutions. A sizeable number of the respondents (32%) were from amongst those institutions which were more than 50 years old. Besides, 43% of the respondents were from institutions within the age group of 20-50 years. As many as 37% of the respondents belonged to institutions having UG, PG and Research programmes.

- o **About three quarters of respondents belong to accredited institutions.**
- o **75% of the respondents came from institutions in existence for over two decades.**
- o **One-third of the respondents belong to institutions having UG, PG & research programmes.**

4.3 Academic Autonomy of Institutions

Responses were sought in relation to who determines the curriculum and issues related thereto, the question of autonomy in the formulation of curriculum of various courses, the admission policy followed for entry into general, professional and self-financing courses, including the intake in these courses, and the fee structure; workload of teachers; recruitment of teaching/non teaching staff. The relevant data are given in Tables 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 and 4.13.

Table 4.6: Determination of Curriculum

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	Board of Studies / Council	694 (48%)	559 (81%)	128 (18%)
2	Academic Council	225 (15%)	187 (83%)	37 (16%)
3	State Council / Higher Education Commission	25 (2%)	21 (84%)	3 (12%)
4	UGC	19 (1%)	17 (89%)	2 (11%)
5	Teacher	17 (1%)	13 (76%)	4 (24%)
6	Other Regulatory Bodies	17 (1%)	8 (47%)	6 (35%)
7	Vice-Chancellor	13 (1%)	10 (77%)	2 (15%)
8	Executive	12 (1%)	3 (25%)	9 (75%)
9	Student	4	2 (50%)	1 (25%)
10	Management	3	3 (100%)	
11..	Others*	424 (29%)	311 (73%)	81 (19%)
Total		1,453 (100%)	1,134 (78%)	273 (19%)

It is evident from the data that in the existing system, the curriculum is largely determined by Board of Studies and Academic Council as it is stated by 63% of the respondents. Interestingly, the existing system found favour from over 80% respondents.

- | |
|---|
| <ul style="list-style-type: none"> o Board of Studies and Academic Councils determine curriculum. o Existing system finds favour with most. |
|---|

*In Table 4.6 as well as in the subsequent Tables, the category *others* denotes the combination of more than one option exercised by the respondents.

**Table 4.7: Determination of Admission Policy
(For General, Professional & Self-financing Courses)**

S.No.	Who Decides Admission Policy	General Courses			Professional Courses			Self-financing Courses		
		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System	
			Yes	No		Yes	No		Yes	No
1.	Affiliating University	381 (26%)	293 (77%)	77 (20%)	214 (15%)	166 (78%)	44 (21%)	241 (17%)	181 (75%)	54 (22%)
2.	Individual Institution	358 (25%)	298 (83%)	46 (13%)	292 (20%)	238 (82%)	40 (14%)	442 (30%)	349 (79%)	72 (16%)
3.	State Government	327 (23%)	210 (64%)	106 (32%)	242 (17%)	169 (70%)	68 (28%)	158 (11%)	100 (63%)	53 (34%)
4.	Central Government	10 (1%)	4 (40%)	6 (60%)	12 (1%)	2 (17%)	10 (83%)	5 (.5%)	1 (20%)	4 (80%)
5.	Other Regulatory Bodies	7	5 (71%)	2 (29%)	53 (4%)	32 (60%)	19 (36%)	18 (1%)	13 (72%)	5 (28%)
6.	UGC	3	3 (100%)	-	11 (1%)	9 (82%)	2 (18%)	7 (.5%)	7 (100%)	-
7.	No comments	143 (10%)	90 (63%)	31 (22%)	502 (35%)	355 (71%)	106 (21%)	423 (29%)	297 (70%)	95 (22%)
8.	Others	224 (15%)	147 (66%)	67 (30%)	127 (9%)	79 (62%)	46 (36%)	159 (11%)	102 (64%)	52 (33%)
Total		1,453 (100%)	1,050 (72%)	335 (23%)	1,453 (100%)	1,050 (72%)	335 (23%)	1,453 (100%)	1,050 (72%)	335 (23%)

Table 4.7 reveals that there are three major players namely university, individual institution and the State government in determining the admission policy with a little variation here and there. Most of the respondents seemed to have favoured the existing system.

- o **Admission policy is determined by university, individual institution and the State government.**
- o **Existing system finds favour with most.**

**Table 4.8: Determination of Intake Capacity
(For General, Professional & Self-financing Courses)**

S.No.	Who Decides Admission Policy	General Courses			Professional Courses			Self-financing Courses		
		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System	
			Yes	No		Yes	No		Yes	No
1	Affiliating University	630 (43%)	474 (75%)	145 (23%)	262 (18%)	199 (76%)	61 (23%)	408 (28%)	295 (72%)	105 (26%)
2	Individual Institution	329 (23%)	267 (81%)	27 (8%)	266 (18%)	207 (78%)	19 (7%)	354 (25%)	276 (78%)	33 (9%)
3	State Government	163 (11%)	108 (66%)	46 (28%)	147 (10%)	109 (74%)	30 (20%)	76 (5%)	48 (63%)	22 (29%)
4	Central Government	3	1 (33%)	2 (67%)	11 (1%)	3 (27%)	7 (64%)	3 -	2 (67%)	1 (33%)
5	Other Regulatory Bodies	17 (1%)	10 (59%)	6 (35%)	114 (8%)	67 (59%)	39 (34%)	43 (3%)	27 (63%)	15 (35%)
6	UGC	16 (1%)	15 (94%)	1 (6%)	23 (2%)	22 (96%)	1 (4%)	18 (1%)	18 (100%)	-
7	No comments	172 (12%)	97 (56%)	33 (19%)	529 (36%)	376 (71%)	107 (20%)	469 (32%)	335 (71%)	88 (19%)
8	Others	123 (9%)	77 (63%)	36 (29%)	101 (7%)	66 (65%)	32 (32%)	82 (6%)	48 (59%)	32 (39%)
Total		1,453 (100%)	1,049 (72%)	296 (20%)	1,453 (100%)	1,049 (72%)	296 (20%)	1,453 (100%)	1,049 (72%)	296 (20%)

Table 4.8 reveals that there are four major players in determining the intake capacity namely, university, individual institution, State government and Regulatory Bodies. It, however, varies from one type of courses to another. While the intake for general and self-financing courses is largely determined by the affiliating university and the individual institutions, in the case of professional courses, it is determined by the regulatory body.

- o **Students' intake for general and professional courses is determined by universities and regulatory bodies respectively.**

**Table 4.9: Authority for Determining Fee Structure
(For General, Professional & Self-financing Courses)**

S.No.	Who Decides Admission Policy	General Courses			Professional Courses			Self-financing Courses		
		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System	
			Yes	No		Yes	No		Yes	No
1	Affiliating University	346 (24%)	257 (74%)	71 (21%)	183 (13%)	147 (80%)	32 (17%)	190 (13%)	143 (75%)	39 (21%)
2	Individual Institution	370 (25%)	312 (84%)	48 (13%)	331 (23%)	270 (82%)	44 (13%)	508 (35%)	407 (80%)	81 (16%)
3	State Government	387 (27%)	264 (68%)	104 (27%)	273 (19%)	180 (66%)	84 (31%)	168 (12%)	107 (64%)	54 (32%)
4	Central Government	3 -	2 (67%)	-	9 (1%)	3 (33%)	5 (56%)	2	1 (50%)	1 (50%)
5	Other Regulatory Bodies	9 (1%)	6 (67%)	3 (33%)	30 (2%)	15 (50%)	15 (50%)	18 (1%)	9 (50%)	8 (44%)
6	UGC	2 -	2 (100%)	-	7	6 (86%)	1 (14%)	4	4 (100%)	-
7	No comments	175 (12%)	94 (54%)	40 (23%)	523 (36%)	363 (69%)	101 (19%)	448 (31%)	301 (67%)	91 (20%)
8	Others	161 (11%)	109 (68%)	47 (29%)	97 (6%)	62 (64%)	31 (32%)	115 (8%)	74 (64%)	39 (34%)
Total		1,453 (100%)	1,046 (72%)	313 (22%)	1,453 (100%)	1,046 (72%)	313 (22%)	1,453 (100%)	1,046 (72%)	313 (22%)

It is inferred from Table 4.9 that the fee structure for various courses is determined by the state, the university and the individual institution. The present system of determining the fee structure seemed to have found favour with most.

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|--|
| <ul style="list-style-type: none"> o Fee structure is determined by the State, University and individual institution. o Present system of determining fee is favoured by most. |
|--|

Table 4.10: Authority for Determining Work Load of Teachers

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	Affiliating University	238 (16%)	175 (74%)	56 (24%)
2	Individual Institution	260 (18%)	230 (88%)	19 (7%)
3	State Government	305 (21%)	196 (64%)	104 (34%)
4	Central Government	9 (1%)	5 (56%)	3 (33%)
5	Other Regulatory Bodies	38 (3%)	27 (71%)	10 (26%)
6	UGC	342 (23%)	272 (80%)	55 (16%)
7	No comments	45 (3%)	15 (33%)	12 (27%)
8	Others	216 (15%)	148 (69%)	54 (25%)
Total		1,453 (100%)	1,068 (74%)	313 (22%)

It may be pertinent to mention that as of today it is the UGC which determines the work-load for the teachers. The existing system seemed to have found favour with most of the respondents.

o Existing system of determining work load of teachers by UGC finds favour with most.

Table 4.11: Authority for Recruitment of Teaching Staff

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	Affiliating University	141 (10%)	113 (80%)	23 (16%)
2	Individual Institution	613 (42%)	474 (77%)	105 (17%)
3	State Government	442 (31%)	350 (79%)	69 (16%)
4	Central Government	3	3 (100%)	-
5	Other Regulatory Bodies	48 (3%)	37 (77%)	7 (15%)
6	UGC	17 (1%)	13 (76%)	3 (18%)
7	No comments	50 (3%)	18 (36%)	6 (12%)
8	Others	139 (10%)	113 (81%)	19 (14%)
Total		1,453 (100%)	1,121 (77%)	232 (16%)

It is inferred from Table 4.11 that the recruitment of teaching staff is mainly carried out by individual institutions, State government and affiliating Universities.

o **Present system of recruitment of teachers is favoured by most.**

Table 4.12: Authority for Determining Norms/Qualifications for Teaching Staff

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	Affiliating University	202 (14%)	165 (82%)	33 (16%)
2	Individual Institution	103 (7%)	82 (80%)	8 (8%)
3	State Government	291 (20%)	228 (78%)	58 (20%)
4	Central Government	11 (1%)	6 (55%)	5 (45%)
5	Other Regulatory Bodies	56 (4%)	42 (75%)	9 (16%)
6	UGC	473 (33%)	394 (83%)	56 (12%)
7	No comments	40 (3%)	10 (25%)	3 (8%)
8	Others	277 (19%)	194 (70%)	60 (22%)
Total		1,453 (100%)	1,121 (77%)	232 (16%)

It is clear from Table 4.12 that qualifications of teachers and other recruitment norms are determined by UGC. The present system appeared to have found favour with most of the respondents.

o **Laying down of norms for recruitment of teachers by the UGC is favoured by most.**

**Table 4.13: Authority for Conduct of Examination and Award of Degrees
(For General, Professional & Self financing Courses)**

S.No.	Agency	General Courses			Professional Courses			Self-financing Courses		
		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System		No of Respondents	Favouring the Present System	
			Yes	No		Yes	No		Yes	No
1	University	925 (64%)	792 (86%)	116 (13%)	738 (51%)	617 (84%)	109 (15%)	690 (48%)	577 (84%)	103 (15%)
2	College	253 (17%)	224 (89%)	20 (8%)	118 (8%)	109 (92%)	4 (3%)	218 (15%)	191 (88%)	13 (6%)
3	Individual Institution	81 (6%)	72 (89%)	9 (11%)	81 (5%)	73 (90%)	8 (10%)	96 (7%)	88 (92%)	8 (8%)
4	No comments	188 (13%)	136 (72%)	30 (16%)	503 (35%)	423 (84%)	50 (10%)	442 (30%)	367 (83%)	51 (12%)
5	Others	6	5 (83%)	1 (17%)	13 (1%)	7 (54%)	5 (38%)	7	6 (86%)	1 (14%)
Total		1,453 (100%)	1,229 (85%)	176 (12%)	1,453 (100%)	1,229 (85%)	176 (12%)	1,453 (100%)	1,229 (85%)	176 (12%)

It is inferred from Table 4.13 that the responsibility of both the conduct of examinations and the award of degrees is shouldered by the University. It is only in respect of autonomous colleges where the examinations are conducted by the colleges while the degree is awarded by the affiliating University.

o **Invariably both the conduct of examination and award of degrees are done by the University.**

Table 4.14: Degree of Existing Academic Autonomy

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	Partial Autonomy	674 (49%)	344 (51%)	306 (45%)
2	Nil Autonomy	387 (28%)	115 (30%)	246 (64%)
3	Absolute Autonomy	319 (23%)	303 (95%)	9 (3%)
	Total	1,380 (100%)	762 (55%)	561 (41%)

Table 4.15: Linking of Autonomy with Accreditation

S.No.	Issue	Yes	No
1	Does the existing level of autonomy meet the minimum standards required for accreditation?	964 (74%)	343 (26%)

Table 4.16: Preference for Autonomy

S.No.	Type of Autonomy	Percentage of Respondents who Proposed
1	Absolute	76%
2	Partial	17%
3	With Accountability	7%

It is inferred from Table 4.14 that the existing academic autonomy appeared to be at three levels. While 23% admitted to have absolute autonomy, 49% admitted only partial autonomy and as against it 28% felt that there was no academic autonomy at all. 95% of the respondents from the first category favoured absolute autonomy while 51% from the second category favoured partial autonomy. 74% of the respondents are of the opinion that the existing level of autonomy enables them to meet the minimum standards required for accreditation. Those respondents who were not satisfied with the present level of autonomy preferred absolute autonomy.

- | |
|---|
| <ul style="list-style-type: none"> o Most respondents opted for absolute autonomy. o Excellence warrants absolute autonomy. |
|---|

Table 4.17: Autonomous Colleges

S.No.	Issue: Should the autonomous status to a college be limited to:	Yes	No
1	College with Potential for excellence	901 (82%)	202 (18%)
2	NAAC Accredited System	852 (62%)	517 (38%)
3	Should grading be fixed at B Level	443 (81%)	101 (19%)
4	National Board of Accreditation (NBA) Accredited Institutions	202 (100%)	-

It is evident from Table 4.17 that the respondents felt that only the institution with proven excellence and adjudged by accrediting agencies might be conferred the autonomous status.

o **Institutions with proven track record should be given autonomous status.**

Table 4.18: Most Preferred Criteria for Determining the Quality of Institution

S.No.	Criteria Proposed	Number of Respondents
1.	Rating by accrediting agencies	361 (25%)
2	Employment profile	229 (16%)
3	Overall number of Merit Positions	227 (16%)
4	Pass Percentage	113 (8%)
5	Publications	21 (1%)
6	Rating Press	3
7	No Comments	102 (7%)
8	Others	397 (27%)
	Total	1,453 (100%)

It is evident from Table 4.18 that the most vital parameters for adjudging the quality of an institution turns out to be the rating by accrediting agencies, their employment profile and the number of merit positions scored by the institution.

o **Rating by accrediting agencies, employment profile and overall number of merit positions turns out to be vital parameters for determining the quality of an institution.**

**Table 4.19: Authority for Determining Norms/Qualifications
for Non-Teaching Staff**

S.No.	Agency	No. of Respondents	Favouring the Present System	
			Yes	No
1	State Government	690 (47%)	548 (79%)	117 (17%)
2	Institution	283 (20%)	225 (80%)	30 (11%)
3	Affiliating University	172 (12%)	136 (79%)	30 (17%)
4	UGC	50 (3%)	40 (80%)	8 (16%)
5	Other Regulatory Bodies	29 (2%)	22 (76%)	6 (21%)
6	Central Government	12 (1%)	7 (58%)	5 (42%)
7	No comments	71 (5%)	35 (49%)	4 (6%)
8	Others	146 (10%)	108 (74%)	32 (22%)
	Total	1,453 (100%)	1,121 (77%)	232 (16%)

Table 4.19 reveals that the norms for non-teaching staff are determined mainly by State government, individual institutions and affiliating university.

- | |
|---|
| o Norms for non-teaching staff are determined by State government, affiliating university and individual institutions. |
|---|

**Table 4.20: Responses on Pertinent Aspects of
Autonomy & Accountability**

S.No.	Issue	Reaction of the Respondents	
		Yes	No
1	Do you feel the need of having regulatory bodies like UGC, AICTE, MCI, PCI, etc. for maintaining standards?	1,280 (93%)	91 (7%)
2	Do you feel UGC model curriculum encroaches upon autonomy of University?	458 (34%)	901 (66%)
3	Are you in favour of self-financing courses?	912 (66%)	468 (34%)
4	Are you in favour of separate Commission of teacher like Civil Services?	744 (57%)	554 (43%)
5	Whether your institution enjoys autonomy?	736 (53%)	641 (47%)
6	Are you satisfied with the level of academic autonomy enjoyed by the Institution?	790 (60%)	516 (40%)
7	Does the Institution which conducts the exam enjoys freedom to decide the mode of exam?	587 (59%)	413 (41%)
8	Do you agree that the Institution should run like a profit centre to enjoy financial autonomy?	457 (37%)	793 (63%)
9	Do you agree whether high level position of Chancellor / Vice-Chancellor / Pro Vice-Chancellor should be prescribed by statutes in all categories of Institutions?	1,196 (90%)	139 (10%)
10	Should there be statutes for appointment of Vice-Chancellors to avoid interferences?	1,253 (93%)	92 (7%)
11	Should there be statutes for appointment of members of high level policy making bodies to avoid interferences?	1,281 (94%)	82 (6%)

Table 4.20 reveals that a large percentage of respondents (93%) favour having regulatory bodies for the maintenance of standards. 66% of the respondents did not consider UGC model curriculum as an encroachment on their autonomy. Self-financing courses seemed to have found favour with 66% of the respondents. 57% of the respondents favour establishment of separate Commission of Teachers like Civil Services. As many as 62% of the respondents expressed themselves against profiteering in higher education. Over 90% of the respondents favour the prescribed statutes for the appointment of Vice-Chancellor and Pro Vice-Chancellor to avoid interference of any kind.

- o **Most respondents favour regulatory bodies for ensuring academic standards.**
- o **Sizeable number of respondents favour self-financing programmes.**
- o **Most respondents favour the prescription of statutes for appointment of high level positions to avoid interference of any kind.**

4.4 Financial Autonomy

In respect of financial autonomy responses were elicited in regard to the extent of existing financial autonomy, exercise of powers with reference to spending of funds, extending financial autonomy to different functionaries of the institutions, auditing of accounts, etc. The responses received are given in Tables 4.21 and 4.22

Table 4.21: Degree of Autonomy Exercised with Reference to Spending of Funds Received from Various Organizations

S.No	Agency	Absolute Autonomy	With Restriction	Nil Autonomy	Satisfaction Level Expressed on Existing Autonomy	
					Satisfactory	Not Satisfactory
1	UGC	275 (25%)	727 (66%)	100 (9%)	662 (72%)	252 (28%)
2	State Government	186 (18%)	668 (66%)	154 (16%)	499 (69%)	223 (31%)
3	Central Government	146 (20%)	475 (65%)	108 (15%)	367 (65%)	198 (35%)
4	Other Sources	219 (28%)	472 (61%)	81 (11%)	387 (67%)	193 (33%)

Table 4.22: Financial Autonomy Delegated to Other Functionaries

S.No.	Designation of the Official	Number of Respondents	% Respondents
1	Head of the Department	1,011	70
2	Dean	768	53
3	Financial Advisor / Officer	646	44
4	Director	181	12
5	Registrar	108	7

It appears from Tables 4.21 & 4.22 that insofar as spending is concerned, the institutions enjoy considerable amount of autonomy.

- o **Institutions have a great deal of financial autonomy in incurring expenditure.**

4.5 Hypothesis and its Converse

Part-B of the Questionnaire provided questions arranged in pairs – a hypothesis and its converse. The respondents were to agree with one or the other but not both. Analysis of their responses with regard to academic autonomy, student admissions, discipline and fees, and management autonomy are given in Tables 4.23, 4.24 and 4.25

Table 4.23: Response on the Hypothesis/Converse on Academic Autonomy

S.No.	Hypothesis	Agree Fully	Agree Partially	% agreed to hypothesis	Converse	Agree Fully	Agree Partially	% agreed to converse
1	All teachers should be allowed to devise their own syllabus subject to common norms.	493	223	58%	Only a few select colleges should have the autonomy to design syllabi.	157	371	42%
2	Syllabus should be updated after every three years.	1,089	112	92%	Syllabus should not be changed frequently.	24	77	8%
3	Courses should relate to situations in the real world.	1,103	143	97%	Courses should concentrate on classical knowledge.	14	23	3%
4	Colleges should conduct self-supporting vocational, job-oriented courses.	1,000	201	93%	Preparing students for jobs is not the responsibility of colleges.	32	57	7%
5	Credit system should replace present carry over system.	762	241	79%	Present system is tried and proven and should continue.	77	194	21%
6	Student evaluation should be decentralized; Institutes should have freedom to conduct own examinations.	555	130	53%	Only universities should conduct examination to ensure uniform standards.	59	558	47%
7	Final grading of students should include performance in extra-curricular activities.	671	265	72%	Final grading should be limited to academic performance.	53	311	28%

If more than half of the respondents have registered their responses in support of the hypothesis, it is presumed while interpreting these results that they are in favour of the proposed arrangements.

It is evident from Table 4.23 that a large number of respondents are in favour of periodic updation of curriculum, ensuring increased relevance of courses, introduction of career oriented courses, replacing existing carry over system by credit system, accounting of extra-curricular activities towards final assessment. Respondents also favour the decentralization of evaluation system as also the freedom of individual teachers in designing their courses.

o Periodic updation of curriculum, ensuring its relevance, introduction of career-oriented courses, credit system, decentralization of evaluation system and designing of courses by individual teachers find favour with most respondents.

Table 4.24: Response on the Hypothesis / Converse on Student Admissions, Discipline and Fees

S.No.	Hypothesis	Agree Fully	Agree Partially	% agreed to hypothesis	Converse	Agree Fully	Agree Partially	% agreed to converse
1	Institute should have autonomy to admit students directly subject to prescribed norms.	918	119	80%	All admissions should be centralized.	33	227	20%
2	Admissions should be restricted in courses that suffer from joblessness.	467	245	55%	No restriction should be imposed on admissions irrespective of job situation.	152	432	45%
3	College education should be free.	237	352	47%	The market should decide the fees.	273	403	53%
4	Average student fees should reflect costs; rich students should cross subsidize the poor.	321	156	37%	Fees should be the same for every student but poor students should get loan assistance.	95	717	63%
5	Government grants and student fees should cover full costs of education.	840	242	84%	Graduates and/or their employers should pay a cess to support undergraduate education.	108	98	16%
6	Student fees should be raised whenever faculty salaries are raised or national income increases.	359	317	52%	Student fees should be nominal and have no relation to faculty costs or per capita income.	151	461	48%
7	Those who fail should not get scholarships.	876	161	80%	Scholarships should be given to the poor regardless of their ability.	84	178	20%
8	Those that fail to complete their course work within prescribed number of years should be transferred to Open Universities.	744	239	77%	Once admitted, students should be free to continue as long as they desire.	125	174	23%

It is inferred from Table 4.24 that a large number of respondents favour the shared responsibility of government and students to meeting out the cost of education. The concept of cross subsidizing of fees from rich to poor does not find favour. As many as 80% of the respondents favoured granting autonomy to institutions to admit students and an equal number opposed granting scholarships to non-performing students. Data also reveal that 77% of the respondents favour transferring non-performing students from the conventional system to the open learning system.

- o **Cost of education should be collectively borne by the State and students**
- o **Cross subsidizing of fee is not favoured.**
- o **Only academically performing students should be entitled to continuation of financial assistance.**

Table 4.25: Response on the Hypothesis / Converse on Management Autonomy

S.No.	Hypothesis	Agree Fully	Agree Partially	% agreed to hypothesis	Converse	Agree Fully	Agree Partially	% agreed to converse
1	All Institutes should be regulated according to a common set of national norms.	824	152	75%	Institutes may be regulated differently in accordance with the national, state, district and municipal norms.	110	210	25%
2	Institutes should have freedom to collect and operate endowments.	836	255	84%	All endowments should be centrally pooled and disbursed by the central authority.	62	152	16%
3	Only reputed academics and professional experts should serve on different governing bodies.	1,187	105	98%	Politicians and promoters should sit on the governing bodies.	15	11	2%
4	Administrators should be selected from among those faculty who have training and aptitude for that.	1,011	118	86%	Faculty should be appointed to administrative positions strictly according to seniority.	40	146	14%
5	Only those with minimum three years of service left may be appointed to administrative positions.	441	208	50%	Senior faculty should not be denied administrative positions because of approaching retirement.	171	488	50%
6	Institutes should have freedom to select their own faculty subject to approved norms.	821	125	72%	There should be central selection commission for selecting faculty.	67	298	28%
7	Faculty may be transferred only at beginning of academic year.	910	176	86%	Managements should be free to transfer faculty according to administrative exigencies.	67	105	14%
8	Managements should have freedom to collect fees according to capacity to pay.	300	240	42%	Fees should strictly be the same irrespective of income.	174	584	58%

It may be inferred from Table 4.25 that a large number of respondents favour governing bodies with only renowned professionals and experts. Besides, they also favoured for regulation of institutions as per common set of national norms. A large number of respondents favoured the appointments of only experienced personnel with appropriate attitude to administrative positions. An equal number of respondents also favoured transfers of the faculty to be effected prior to the commencement of academic session. Majority also favoured freedom to institution to collect and operate endowments.

- o **Most favour common set of national norms for regulation of institutions.**
- o **Transfer of faculty to be effected prior to the commencement of academic session.**
- o **Administrative responsibility be given only to those faculty who have training and aptitude for that.**

4.6 Qualitative Analysis of Responses on Academic, Financial and Administrative autonomy

Based on the analysis of the perspectives provided by the respondents of all categories to the Questionnaire as given in the various Tables in this chapter, response distilled from the data analyzed are presented below:

It is evident from the analyses of the data that prominent amongst the respondents were teachers and heads of institutions. A sizeable number of respondents were from State universities and private aided colleges. It may be worth mentioning here that about three quarters of the respondents were from accredited institutions and equal number of respondents were from institutions having under-graduate, post-graduate and research programmes. Besides, three quarters of respondents are from such institutions as have been in existence for over two decades.

Most of the respondents seemed to have expressed their satisfaction with the existing modalities wherein the curriculum is determined by both Academic Council and Board of Studies. Similarly, the respondents have not suggested significant changes in the existing system of admission policy, intake capacity and fee structure. They seemed to have agreed with the present system where these issues are determined by the regulatory bodies, State, university and individual institutions.

One thing that has prominently emerged out of the analysis is the need for absolute autonomy as it is perceived to be the most important pre-requisite for achieving excellence. It has culminated into a strong argument in support of the fact that only institutions with proven track record be conferred the autonomous status. Analyses of results have thrown up three vital parameters for determining the quality of an institution, namely the rating by accrediting agencies, employment profile and overall number of merit positions. Besides, other parameters that found favour with most respondents turned out to be periodic updation of curriculum, ensuring its relevance, introduction of career-oriented courses, self financing courses, credit system, decentralization of evaluation system and designing of courses by individual teachers.

The present system of determining norms and qualifications of teachers, mode of recruitment and determination of workload, which is currently prescribed by UGC, was favoured by most of the respondents. The significance of the regulatory bodies for the maintenance of standards has prominently emerged in the analysis as it found favour with most of the respondents. The idea of associating renowned professionals and experts with important decision making bodies found favour with most. Merit, aptitude and consistent professional achievement, which turned out to be the most vital parameters for appointments in institutions of higher education found favour with most of the respondents. Most of the respondents have also favoured the prescription of statutes for appointments in high level positions to avoid interference of any kind.

An interesting thing that has emerged out of the analyses is that the cost of education ought to be met collectively by both the State and the students. Most of the respondents favoured the idea of common fee structure for all with no cross subsidizing. Another important observation that has emerged is that only academically performing students should be entitled to continuation of financial assistance. Further, the analysis of data also revealed that most of the institutions did enjoy a great deal of financial autonomy in incurring expenditure.

Chapter 5

Academic Autonomy

Various aspects dealing with Academic Autonomy in higher education were discussed in the Regional Workshops at Chennai (November 30th – 1st December, 2004), Pune (8th –9th December, 2004), Guwahati (28th –29th December, 2004) and Chandigarh (20th –21st January, 2005) under the Chairmanship of Dr. M. Anandkrishnan, Ex Vice-Chairman, Tamil Nadu State Council for Higher Education; Prof. Pravin J. Patel, Vice-Chancellor, Sardar Patel University, Vallabh Vidyanagar; Prof. G.D. Sharma, Vice-Chancellor, Nagaland University, Kohima; and Prof. L.R. Verma, Vice-Chancellor, Himachal Pradesh University, Shimla respectively. Each group deliberated at length on issues such as outlining the contours of the concept of academic autonomy and identifying practical approaches to achieving it with a view to creating an enabling environment to nurture quality and excellence in higher education. Besides, they also examined implications of autonomy in its entirety. The list of participants associated with these discussion groups is given in **Annexures – 5a, 5b, 5c and 5d.**

5.1 Scope of Academic Autonomy

In the emerging knowledge society of the 21st century, higher education has become the most important tool of development and the universities have become the real hub of knowledge generation. University is the place where knowledge is not only imparted but it is also created through research. Therefore, research is considered as important as teaching in the universities. However, knowledge produced through research has not only to be new but also to be valid in order to enhance the adaptive capability of the human society. Therefore, originality, creativity, intellectual honesty and integrity need to be considered important values in good universities. These values, therefore, are to be consciously promoted on the campuses of the universities and colleges. These, however, necessitate the freedom to differ from traditional or established authority, freedom of expression, and freedom from any kind of fear. Therefore, the freedom of dissent which happens to be the crux of the academic autonomy should be corner stone of the university system.

Although academic autonomy is inseparable from administrative and financial autonomy, the concept of academic autonomy may, however, be operationalised in terms of as freedom in:

- admitting students
- revising syllabi and courses
- regulation of courses
- choosing suitable teaching methods
- evaluating students
- recruiting and promoting teachers
- opening of new programmes and terminating obsolete ones

- the pursuit of truth without any fear or favour

5.2 Basic Concerns for Academic Autonomy

Any meaningful discussion on matters pertaining to academic autonomy need to take into account the following propositions:

- A distinctive character of academic autonomy is an environment which encourages dissent and innovation as much as the consensus and creation of this environment. Hence any discussion about the autonomy in higher education involves addressing this basic premise.
- Research in higher education can only thrive in an open and conducive environment wherein the researchers are given a free hand and full administrative support to enable them to implement their constructive and innovative ideas. This may be carried out by following broad guidelines with an in-built mechanism of mid-course correction.
- Productivity in terms of acquisition of competencies and skills should be an integral part of the education system and not solely in terms of monetary benefits. Important checks here ought to be that autonomy should not become adjunct to liberalization and should not fall prey to market pressures, domestic as well as international and that it must protect the interests of the three major stakeholders, namely, students, faculty and society.

5.3 Major Inferences Based on Discussions

The following are the major points/suggestions/inferences, which emerged during discussions on academic autonomy in higher education institutions:

A. Admissions

- Since the entry level itself becomes a deciding factor in turning out the finished product, it is relevant to emphasize this aspect. Bigger systems of centralized admissions in general colleges pose a problem due to regional requirements. Hence, admissions in general courses may be directly done by the institutes themselves. However, professional institutions may admit students either by conducting their own examinations or through the state/regional/national level entrance examination.
- Performance in entrance examination should not be the sole criterion for admission in institutions of higher education. A composite index may be evolved by way of giving proper weightage to other vital parameters such as academic performance in classes X and XII, extra-curricular activities and performance in the interview.
- Number of students admitted to a course must be in accordance with the facilities and physical infrastructure available so as not to compromise on the quality of teaching.

B. Curriculum /Syllabi/ New Courses

- One of the essential pre-requisites of academic autonomy is the designing of courses (from conception to evaluation) and the introduction of the credit-based system. The credit system should ideally enable students to learn at their own pace either faster than the other or slower than the other with a broad time frame for completion. Earning a degree needs to be defined not in prescribed and

uniform time span but in terms of credits earned. For example, a degree course with 180 credits must be accomplished with a minimum period of 3 years and maximum period of 6 years.

- The credit system requires standardization and this demands a definition that cuts across all educational institutions. The relationship between marks and credits should be clearly established. Equivalence can be established across institutions and states. This will permit true academic freedom of choice of courses/groups of courses/varied combinations as well as the choice of institutions.
- The course content should be innovative besides being interdisciplinary and competitive leading to development of newer ideas and culminating into tangible results. It should not be purely market-driven or catering to the needs of the industry as it may lead to glut of graduates in one discipline while creating crisis in another. Instead, broad based programme mode ought to be followed wherein students are given multiple choice of courses and subjects.
- The role of the regulatory authority ought to be indicative as far as laying down of course content and standards is concerned. Teacher should be given the freedom to design the course content. The courses may, however, be so designed that they provide for enough flexibility and equip the students to confront the forces of the world of work in an effective manner.
- The self-financed courses that are being increasingly introduced ought to be properly regulated. They should not be used as means of collecting money but the resources accrued through these ought to be ploughed back in the institute itself.
- Freedom to design syllabi should be an essential part of academic autonomy. It should have a two-fold aim; make students good human beings (opportunities for learning team-work, values); and make them employable (acquiring soft skills, namely communication, presentation, management, life-coping skills)
- Academic freedom means moving away from mechanical transfer of information to imparting education in the truest sense of the term. Autonomous institutions, therefore, should become the centres of human development promoting both cognitive and non-cognitive capacities amongst its subjects.
- There is a growing tendency in international and national circles to have cross/interdisciplinary courses, multidisciplinary courses, multiple degrees, concurrent degrees, etc. This aspect should, therefore, be borne in mind while devising the course contents so as to ensuring their acceptability at various levels.

C. Examination and Evaluation

- A method of continuous assessment of students' performance is extremely essential. This may require application of both multiple criteria of assessment as also multiple sources of assessment.
- Credit-based system of evaluation must be adopted to mitigate any scope of disadvantage to a student. However, the degrees and marksheets must be accompanied with the transcription so that the student does not face any difficulty while applying for higher studies or jobs.
- There is a dire need to bring about reforms in the examination system. It should be designed to evaluate learner's analytical capability and problem solving skills. It should not be used to merely check the learning by rote capability.

- Special measures may be undertaken for the purposes of reducing the element of subjectivity in evaluation of students' performance. It requires detailed guidelines from the point of view of ensuring both transparency and objectivity.
- There is a growing concern that autonomous colleges have great discrepancy between the internal and external assessments. This is a retrograde proposition and leads to a loss of confidence in the institution. It also creates handicaps to students of autonomous institutions when it comes to selection process for PG admissions since the internal mark is often not taken into account or recognized. In the first place, such a thing should not happen at all, but if it does happen it should be overcome by calibrating both the assessments.
- There is a fear of victimization of students by the faculty under their authority to exercise autonomy and internal evaluation. Steps must be taken to dispel this fear by introducing greater transparency in the system of evaluation and confidence among the students in the same.

D. Nomenclature of the Degree

- In awarding Degrees there should be a distinction drawn between the academic scope of a Degree and its nomenclature. Degrees are specified by UGC. The standardized nomenclature should be used but within brackets the institution can use its own specifications describing the scope of the Degree.

E. Recruitment of Staff

- Essential qualifications/eligibility laid down for the recruitment of teachers require a relook. The condition of qualifying NET be done away with for Ph.D. holders. However, NET examination may still be made compulsory for those who have not earned the Ph.D. Care may, however, be taken to maintain the quality of Ph.D. programmes.
- Institutions must be given the flexibility to adjust recruitment at various levels to the requirement of academic areas being offered for studies, provided there is no financial implication.
- Institutions are expected to adhere to norms of recruitment and promotion laid down by the regulatory bodies. The practice of sending observers from the regulatory bodies to oversee the selection process should be done away with.
- Institutions must be allowed to induct adequate technical support staff without which minimum standards of quality cannot be maintained.
- The periodic in-service training of teachers must be insisted upon. The scope for other training programmes apart from orientation and refresher courses must be taken into consideration for appropriate placement in the Career Advancement Scheme .

F. Teacher and Student Autonomy

- Teachers should be given the right to design their courses from conception to evaluation. If outside help (guest faculty, experts from industry and academia) is used, it may be done for specific and specialized units or modules.
- There should not be any rigidity in workload and timings of teachers as long as they deliver the results.

- Accountability for the completion and evaluation of the entire course must rest with the teacher concerned.
- Teachers' should be allowed the highest level of intellectual freedom.
- Teachers' roles may be redefined as facilitators of knowledge rather than dispensers of knowledge. The teacher should guide the student to seek, organize and manage knowledge
- Students should be encouraged to seek additional knowledge and they should be adequately credited for any segment of knowledge that they acquire through any agency.
- Credits should be given to students for any achievement relevant to their study and they should be motivated towards their all around development. Extra achievements (co curricular, extra curricular) should find adequate recognition in the assessment procedures. As already mentioned this should extend to even academic areas where a student may seek additional knowledge in a specified area of interest. This interest should be encouraged and recognized.
- Institutions should not insist on the minimum requirement of attendance to appear for an examination as long as the student displays good results.

G. Accountability

- Regular academic audit must become a permanent feature of every single autonomous institution.
- Students' feedback should also be one of the vital parameters for academic audit.
- Inter-institutional collaboration cutting across the various sectors of education should be promoted with a view to sharing physical and human resources.

H. Constraints

- The conflicts between the institution and the state while implementing innovative programmes should be done away with. As long as the institutions are implementing their programmes in conformity with the guidelines of the regulatory bodies, the state should not interfere.
- The need of Endowment syndrome for new courses should be reviewed in favour of accepting bank guarantees.
- The institution should be given absolute autonomy for the implementation of its academic calendar, and programmes.
- Colleges with grant-in aid find it difficult to offer flexible electives due to stringent norms of the state government. They should be given a free hand to introduce elective courses with the explicit concurrence of the university.
- The ambience of autonomous colleges should promote independent thinking and independent work. To this end, it would be worthwhile to pool together the available resources and work for a common goal that would benefit teachers and students alike. This would also prevent wastage of resources or unnecessary duplication of material.
- Institutions should be given a free hand to create a consortium of institutions for the optimum utilization of both physical and human resources.

Chapter 6

Administrative Autonomy

Various aspects dealing with Administrative Autonomy in higher education were discussed in the Regional Workshops at Chennai (November 30th – 1st December, 2004), Pune (8th –9th December, 2004), Guwahati (28th –29th December, 2004) and Chandigarh (20th –21st January, 2005) under the Chairmanship of Prof. A. Gnanam, Former Vice-Chancellor, Pondicherry University; Lt. General (Dr.) M.A. Tutakne, Vice-Chancellor, Symbiosis Institute of Education and Culture; Prof. S. Sen, Vice-Chairman, West Bengal State Council for Higher Education; and Prof. A. Gnanam, Former Vice-Chancellor, Pondicherry University respectively. Each group deliberated at length on issues such as framework of institutional autonomy, common admission test, rational-fee structure, funds disbursing mechanism, modification of University Acts, role of regulatory bodies, internationalization of higher education, management of human and material resources, etc.

6.1 Scope of Administrative Autonomy

Although for operational reasons, CABE Committee discussed issues through parallel sessions dealing with academic, administrative and financial autonomy of higher education institutions, it is emphasized that the issues are interrelated and cannot be discussed in isolation. However, the deliberations consolidated in this Chapter focus mainly on the administrative aspects of the issue.

A general consensus is that the autonomy enjoyed by the universities is a limited one and even that varies from state to state and university to university. Efforts should be made to enlarge the scope of administrative autonomy of the universities starting from selection of the Vice-Chancellors to those of the teachers and others functionaries, including the constitution and functioning of various decision making bodies like the Court, Executive and Academic Council, etc. It might require appropriate amendments in the Statutes and Acts of individual institutions.

Higher Education should not be made a prisoner of either bureaucracy or ideology. It must develop on the foundations of professional excellence and intellectual integrity. Administration in the present context is a process of providing men and material for the purpose of churning out students with exceptional qualities of head and heart.

Administrative autonomy should be a mechanism of coming together more in a participative way rather than by control. For the sake of administrative autonomy, the unit should be the college and that the colleges can come together to form universities. The College should have the autonomy to lay down most of the rules based on those laid down by a larger unit, that is, the university.

6.2 Basic Concerns for Administrative Autonomy

So far as the autonomy of colleges is concerned, it is clear that in most of the cases, autonomy enjoyed by the colleges is severely restricted in matters relating to selection of teachers, fixing of tuition fees, etc. The discussions were focused mainly on the mode of selection of teachers, functioning and constitution of the governing bodies, representation of the colleges in the academic and administrative bodies of the parent university, the concept of democracy vis-à-vis selection on merit of the head of the department, running of the self-financing courses, providing students with quality education and enough flexibilities in choosing their field of study and getting jobs commensurate with their qualifications.

The question of autonomy and accountability and the role of teachers in making an institution really autonomous and centre of excellence also formed part of the deliberations. General suggestions which emerged out of the deliberations are as under:

- The role of teacher in an academic institution was repeatedly highlighted and it was felt that unless the teachers play an active role and rise to the occasion and become the driving force of the system, asking for autonomy or some modification in the rules and regulations would be meaningless. Each institution has the right and obligation to become a centre of excellence and that excellence and autonomy only the teachers can ensure.
- A centralized Service Commission of higher education should be set up in each state for the appointment of teachers.
- Colleges should have adequate representation in the academic and administrative bodies of the universities.
- There is a need to reinvent the tools to be employed for the appraisal of teachers and the entire exercise should be taken very seriously.
- Principals should have more prominent role in Governing Bodies/Selection Committees, etc.
- Government should play a regulatory role specially in financial matters even for private and self-financing colleges so as to avoid commercialization of education..
- Full academic and administrative autonomy may be given to a few selected colleges imparting quality education in North East/Eastern Region, if necessary, by issuing ordinance.
- Administrative autonomy as enjoyed by the university should also be extended to autonomous colleges
- Opening of Study Centres by Deemed to be universities and other universities in other geographical areas should strictly be in conformity with the norms laid down by UGC.

6.3 Major Inferences Based on Discussions

A. Institutional Autonomy

Focussing on the institutional autonomy and not on individual autonomy, the group reiterated the Supreme court's Judgement in the case of TMA Pai Foundation Vs. State of Karnataka. The Apex court has held that "the right to establish and administer educational institutions is guaranteed under the Constitution to all citizens under Article 19(1)(g) and 26, and to minorities specifically under Article 30." The court further explained "the right to establish and administer educational institution broadly comprises of the following rights:

- to admit students;
- to set up a reasonable fee structure;
- to constitute a governing body;
- to appoint staff (teaching and non-teaching); and
- to take action if there is dereliction of duty on the part of any employee.

The group agreed, in principle, that the above five points put together make an apt definition of autonomy and it should be recommended.

B. Common Admission Test

Several members strongly supported the idea of a Common Admission Test as it provides a common yardstick to gauge merits of various applicants coming from different backgrounds. They also reiterated the difficulties faced by applicants and their parents due to multiplicity of admission tests.

The opposing view was that it is not fair to risk the future of students to one or two examinations. A common admission test at National level also becomes an unwieldy exercise and since so much premium is put on just one examination, it also leads to malpractices. It was also suggested that a National Testing Service (NTS), along the lines of ETS in USA, must be established but it should be left to the institutions to interpret the outcomes of the tests conducted by NTS.

It was also said that any uniform prescription applied to all higher education institutions in such a vast country as ours is also going to put several institutions with special character in difficulty. As such there were so many divergent views on this issue and perhaps that is why the recent circular from the UGC inviting options to join Common Entrance Tests was appreciated by members as a very 'balanced policy'. Members also pointed out that this issue invited severe judiciary interventions and the transparency of the process was the key issue before the courts.

C. Deciding Fee Structure

Several examples can be quoted where private institutions are charging exorbitant fees and exploiting the students and also the staff. Members also raised their concern that autonomy to raise fee may adversely affect access to higher education to some sections of the society. One of the factors responsible for poor quality of education at several universities is their bad financial position. Universities should be encouraged to generate resources so that they may function with good financial health. A strong mechanism of scholarships and educational loans (on the easiest possible terms), however, should be built so that no one is denied access to higher education due to economic reasons. Banks must also be encouraged by suitable incentives to grant educational loans and UGC and MHRD may also think of providing suitable security for study loans.

D. Fund Disbursing Agencies

It is understood that fund disbursing agencies do not appear to distribute tax payers money on an equitable basis. A small number of central universities and colleges consume large proportion of UGC funds whereas a miniscule proportion of funds gets divided amongst a large number of state universities and colleges.

Some state universities are known to experience difficulties in dealing with state governments on financial matters.

It was felt that the funding agencies, as per international practices, must exercise regulation and control before awarding the grant. But once it is sanctioned, it should be the prerogative of the institution how best to utilize the grant for the purpose for which it is sanctioned.

E. University Act

It was strongly felt that all institutions have different Acts and as such the Government has accepted different ways of functioning of higher education institutions based on their special character. These individual Acts and constitutions of various universities must be respected and there should not be any attempts to impose drab uniformity on all institutions. Some state university representatives, however, felt that their respective Acts come in the way of their exercising autonomy and there is a need for broader guidelines as to how a state university should function. The procedure to amend the Acts and Constitutions is rather cumbersome and time consuming and that it ought to be made easier.

F. Multiplicity of Regulatory Bodies

Multiplicity of regulating bodies at times leads to having conflicting expectations. This was particularly the case with the professional colleges which have to obtain 'No Objection Certificate' (NOC) from the state government, approval from regulating bodies such as AICTE, NCTE, etc., affiliation from a state university and conform to general principles such as pay-scales laid down by UGC.

Some concerns were also raised about the functioning of the statutory regulating bodies and the need to redefine their working so as not to interfere with the autonomy of higher education institutions.

G. Internationalization of Higher Education

The groups also deliberated on the issue of internationalization of higher education and the need for appropriate framework for universities to take advantage of 'Export of Higher Education.' The latest circular from UGC that prior permission for entering into a Memorandum of Understanding (MoU) with foreign institution is not required is appreciated. The groups also appreciated the UGC's initiative of 'Promoting Indian Higher Education Abroad'. Members, however, raised concern that several other aspects such as hosting foreign students in a campus continue to be a tedious and difficult exercise.

H. Ratio of Teaching to Non Teaching Staff

The ratio of teaching to non-teaching staff in institutions of higher learning, in certain cases, has reached an alarming stage. In some case, it is as high as 1:5. This ratio certainly needs to be brought down to the level of 1:1.5 as recommended by UGC following a logical progression.

I. Engaging Student Community

Universities should encourage participation of student community in routine administrative tasks thereby allowing them an opportunity to earn part of their fees and at the same time acquire skills which would help them eventually in their career. 'Earn while you learn' programmes are very common in some countries. Some members shared their experiences that it has already started happening in some universities and colleges with heavy participation from women.

J. Autonomy and Financial Dependence

If the institutions want to be fully autonomous they must not be entirely dependent on Government funds. Time has come when institutions must strive to generate their own resources for better self-reliance and for improvement in the infrastructure requirements that are becoming all the more demanding in the knowledge era. Nonetheless, institutions should continue to receive assistance from the state. However, institutions which generate their own resources must be encouraged by providing them some incentive package.

K. Material Resource Management

As regards the administration for material resource management, the same pattern of governance designed for human resource management could be followed, that is, broad guidelines could be provided by an Accrediting Agency at the National level, but at the local level it should be the governing body which should evolve transparent, unambiguous guidelines, rules and regulations for implementation. The principle of democracy should be upheld at all costs but decision should be taken by as few people as possible both for intent and understanding.

L. Administrative Matters

Some of the important suggestions regarding administrative matters emanating out of the discussion are given as under:

- Education providers need to be treated as partners and not as controllers.
- Statute making powers should rest with the universities and they need not be referred to the Governor for approval.
- All guidelines should emanate from within the institutions.
- All provisions to interfere with appointment of key functionaries should be withdrawn.
- A state level standing tribunal should be the appellate authority for all contentions.
- Administrative audit should replace regulations.
- Co-ordination and determination of standards by the Centre should be restricted to inter-state levels and not at the institutional level.

M. Restoring Autonomy

Deliberations on the issue of restoration of autonomy centred around the following:

- Centralized controls may be discontinued.
- Freedom to design academic programme may be restored in order to meet the societal needs.
- Freedom may be given to individual institutions to expand in those areas where they have the real potential.
- Freedom to set standards and procedures for student admission may be given to institutions.
- Tuition and other fees should also be determined by individual institutions.
- The power of affiliation of a college should vest with the university concerned.
- Ideally research fellowship should be part of block grant. It should be determined on the research strength, diversity and standing. Distribution of fellowships among the departments should be left to the institution.

- Public institutions should work towards the Golden ratio of 40-50% of the annual budget from government grants, 25-30% from fees and the rest from endowments.
- Development grants should be linked to the size of the annual budget and also with academic audit reports.

N. Institutionalizing Regulatory Provisions

Some suggestions regarding institutionalizing regulatory provisions emerged from the deliberations as follows:

- Independent national quality assurance bodies specializing in institutional and programme reviews could assess the effectiveness of the proposed autonomy.
- It so happens that Vice-Chancellors fight for autonomy but don't delegate the same to the Departments or Colleges. The real autonomy warrants that it should percolate down to the lowest rung.
- Regulatory bodies may be done away with; alternate models of management structure may be suggested.
- Non-academicians should not be members of various educational bodies.
- Quality education be provided at an affordable cost. There should not be any fixation of a common fee; it should, however, be based on the nature of the courses.
- Grievance redressal mechanism should be made mandatory for all institutions.

Chapter 7

Financial Autonomy

Various aspects dealing with Financial Autonomy in higher education institutions were discussed in the Regional workshops at Chennai (November 30th – 1st December, 2004), Pune (8th-9th December, 2004), Guwahati (28th – 29th December, 2004) and Chandigarh (20th – 21st January, 2005) under the Chairmanship of Prof. P.V. Indiresan, Former Director, Indian Institute of Technology, Chennai; Prof Mool Chand Sharma, Vice-Chancellor, National Law Institute University, Bhopal and Prof. Gyanendra Singh, Vice-Chancellor, Mahatma Gandhi Chittrakoot Gramodaya Vishwavidyalay, Satna; Prof. P.K. Saha, Vice-Chancellor, University of North Bengal, Rajarammohanpur, Darjeeling; Shri Vishnu Bhagwan, Vice-Chancellor, Guru Jambheshwar University, Hisar respectively. Each group deliberated at length on issues such as general and financial guidelines; financial assistance from state, UGC and other agencies, fee structure, fund generation, fund utilization and audits, and other related issues which have a bearing on financial autonomy.

7.1 Scope of Financial Autonomy

Economic reforms have made a tremendous impact on all spheres of life, and education sector, especially higher education, is no exception in experiencing the impact of such reforms. Without financial autonomy no other autonomy is possible.

Issues related to Financial Autonomy of higher education institutions range from the understanding of its conceptual framework to the modalities of its operationalization. The role of state funding needs to be understood in terms of state control which has implications for infringing upon the autonomy of universities and higher education institutions. Also the state funding for higher education would assume greater significance in the coming years due to challenges and opportunities posed by globalization and privatization. There is a conscious concern that in no case the dependence of higher education institutions on state funding should become their bondage to the state administration.

It is felt that the state governments should provide financial support only for salary and related benefits in higher education institutions. In the event of non-availability of government grants, the approved posts of teachers and other staff remain vacant, and in some cases even salary payments get delayed for varying amounts of time. The higher education institutions get no grant for developmental programmes, except the limited grants from UGC during the plan periods. The state should devise a mechanism for adequate funding of higher education institutions and ensure them all possible autonomy for utilization of funds made available.

It remains a concern whether full financial autonomy would at all be possible for the higher education institutions. Different committees set up earlier, namely Gnanam committee and Soneri Committee had recommended that financial autonomy should be considered as an essential prerequisite for ensuring academic excellence and

development. It is at times advocated that the higher education institutions should decide their own course of action for income and expenditure, but shall be accountable to funding agencies including the state government and UGC subject to audit rules. In fact, no control would be desirable either to augment the income from multiple sources or to expenditure in terms of budget provision. Even the authority for re-appropriation of budget heads of accounts should be vested with the higher education institutions as and when the financial functioning of the institutions so required.

7.2 Basic Concerns for Financial Autonomy

Whether the course fees could be raised unilaterally or whether any higher salary scales could be paid to the faculty or staff members by the self-financed institutions, the consensus was that such issues be resolved by an appropriate authority or the court of law. In principle, there should not be any interference with the self-financed institutions thereby infringing their authority. But as educational institutions deem to have social objectives, the profit making motives should be curtailed and there could be social control, if not legislative or legal bindings.

Self-sustenance vis-à-vis financial autonomy could be achieved through quality education. The universities could be considered as hubs of resource persons, the expertise of whom could be utilized in generating resources for the universities. There would be many opportunities in the coming years wherein both the faculty members participating in the programmes and the higher education institutions could benefit substantially. A case in instance is the University of North Bengal which had been successful in raising its own income nearly ten folds within a span of five years since 1999-2000. With generation of income through various programmes, the higher education institutions would enjoy more freedom, and not be subjected to the control of expenditure for development by any agency.

This raises the question whether it would mean a gradual decline of financial support from the state. It is felt that public/state funding would remain dominant corpus of fund for management and development of higher education. But self-financed programmes by higher education institutions would be catalytic in achieving success in the competitive market in the context of globalization and privatization. The view that the financial autonomy of higher education institutions should have the other face namely accountability would have a social perspective committed to people in general.

The pertinent question is how to define the role of the state in assessing the fiscal need of higher education institutions and granting financial autonomy to such institutions. A suggestion could be that a Finance Commission of higher education may be set up at the state level to assess the requirement of higher education institutions and grant financial autonomy to these institutions. The state would contribute the grant to higher education institutions as recommended by the Finance Commission but in no way should interfere with the autonomy of such institutions to utilize the grants for the intended purposes.

Finance always involves two major aspects namely revenue and expenditure. Major part of the expenditure of an institution is salary for teachers and non-teaching staff members, besides incidental expenses. Of these components, average salary of a teacher could be taken as an indicator for planning the financial budget. Based on this parameter and the statistics given by the Head of a self-financing institution, financial costs for running courses in the disciplines of Arts, Sciences, Engineering and Medicine are estimated roughly to be of one month's salary of a teacher for arts, one and a half month's salary of a teacher for sciences, two months salary of a teacher for engineering and 10 times more than the average monthly salary of a teacher for medicine. Keeping this estimate in

view, funds are to be generated, operated and disbursed within the norms framed by the institution and accepted by their Management Committees.

Sources for generating the funds

Various sources for generating funds for higher education institution may be mentioned as under:

- Fees (both special fee and tuition fee) be collected from the students.
- Creation of endowments
- Corpus fund be generated
- Grants be obtained
- Alumni be contacted for raising funds
- Special courses be offered
- Projects or consultancy service be undertaken
- User charges (like hostel bills) be collected
- Cess
- Donations
- Setting up of funding agencies

Revenue Utilization

The revenue that is obtained from various sources may be utilized for the following purposes:

- salaries for teaching and non teaching staff members
- maintenance of the institution especially with regard to the physical environment
- academic exercises to be carried out in the library (for purchase of books, journals, periodicals etc.), laboratory (purchase of required materials including computer, etc.)
- extra curricular activities - sending students for participation in competitions.
- travel grants for teachers to participate in conferences, seminars, etc.
- Social and family welfare of teachers like meeting the medical expenses, educational expenses for one's family
- Student welfare, such as scholarship be offered to economically backward and meritorious students, medals be instituted for toppers in academics, etc.
- Hostels be built and maintained
- Quality improvement in overall functioning of the institution
- Capital development as required - There should be periodic changes to match increase in salaries and other costs; wherever possible services could be out sourced and insourced as well.

Aspects Related to Fees

In case of aided institutions, special fees, tuition fee be fixed by the government with marginal revision being done every year. Special fees which are collected, are not to be deposited as consolidated fund, but may be

operated by the colleges themselves. The principal or the head of the institution may constitute a committee to monitor the operation with regard to utilization of these funds. Even in the government institutions, utilization of funds other than wages may be left to the discretion of local institutions, subject to internal audit and rules framed by the institutions duly approved by the government. The government need not direct but can inspect the financial operations of the institutions. With regard to the unaided or self-financing institutions an advisory committee with representatives of the government and UGC may periodically fix the rate of fees and other charges. Affiliation fees payable to the University may be waived after predetermined period of time.

As competition in the years to come is going to be rather stiff and likely to become progressively more especially when foreign institutions are going to enter the Indian market, due preparations for meeting such a challenge will have to be made well in advance based on careful planning. India should be proactive and Indian institutions could admit foreign students with a different fee structure for various courses, subject to security restrictions.

7.3 Major Inferences Based on Discussions

The deliberations on Financial Autonomy of higher education institutions referred to the following:

A. Allocation of funds for higher education

- The present level of 6% to 7% intake is too small. The system should ensure 20% of youth in higher education and further explore UNESCO's call of massification of higher education.
- The national commitment of NPE-1968/1986/1992 with regard to allocation of 6% of GDP for education be implemented in the Union Budget, 2006. Increase in GDP over the years should further facilitate education by increasing allocation. At least 2% of GDP should be spent on higher education.
- The present structure of Grant-in-aid by the Government should be continued and revised from time to time taking into account the price index and the reasonable percentage of GDP for education.
- A representation be made through U.G.C. to the Planning Commission to increase the share of grant for education both in the State and National plan outlay upto 8% which has never been more than 4%.
- The system of 'block grant' be introduced and autonomy be given to UGC to utilise it by establishing its own norms. The same system be made applicable for funds from UGC to universities. On similar lines 'block grants' system be adopted in respect of grants from state government to colleges based on the budget heads and standard practices of accountability.
- Imbalances in funding by UGC for central universities and state universities be rectified. UGC must get much higher allocation from Union Government. The colleges be supported with more development grants.
- The mismatch between the self-generated income and UGC's schemes of matching grants be modified. Generation of resources be encouraged. Upper limit should go from the existing 25% to 50% as grant for revenue generated.
- More institutes be brought under the purview of UGC grants under sections 2(f) and 12 B of UGC Act. The present number of institutions getting UGC funds is small.
- The CABE, MHRD, UGC and other concerned bodies should go into the details of the possible educational, economic, cultural impact of GATS on the nation.

- The fund to the tune of 0.1% from the funds of user ministry be provided directly to the UGC/AICTE.
- Judicial verdicts also mandate that educational institutes are not to be run for profit. Increasing commodification and subsequent denial of access to quality education for all young people is deleterious to the health of the nation. Education is a merit good and be promoted to achieve social equity.
- Practices such as declining state-support, freezing of grants, freezing of sanctioned posts, reduction in teaching and non-teaching posts, governments directives against filling posts, contractualization of appointments are highly deleterious to equity and quality. State-funded education system should be strengthened.

B. Disbursement of Funds

- The State should provide block grant based on objective criteria to meet the requirements of higher education institutions as determined by the State Finance Commission on higher education. A State Finance Commission for higher education should be set up for the purpose. The Central Government through UGC should provide adequate financial support to this Commission.
- Bureaucratic riders at all levels be removed. UGC procedure for disbursement of grants and their utilization be simplified and grants be disbursed expeditiously.
- Funds given by UGC could be released on time, that too in the beginning of every academic year. Freedom must be given to incur expenditure on relevant items. Flexibility for utilizing funds under any approved head must be allowed and transfer of funds across different grant heads may also be permitted. Institutions should have a finance committee to allocate and monitor funds for various activities.

C. Resource Generation

- Higher Education Institutions should strive to generate additional income for growth and development from multiple sources as there is no other option in the market economy of price escalation
- Resource mobilization through university system and industry interface should be encouraged. Resources from all possible sectors be explored by the institutions.
- Autonomous institutions should be allowed to raise additional funds through legal and ethical means and there should be a flexible system of accountability.
- In view of privatization and globalization, the colleges and universities should become competitive by raising quality for which they may explore avenues like tie-up with industries, global organisations, professional bodies, etc.

D. Fee Structure / Scholarships and Freeships

- Higher Education Institutions should have the authority to fix and collect various fees from students and other beneficiaries without any interference from the state. The democratization of authority in higher education institutions will protect the interest of stakeholders in devising a rational and sustainable fee structure.
- Differential fee structure for various income groups may be desirable instead of uniform fee structure for a particular course. Economically backward students may pay reduced fee in conformity with lower income of their parents/guardians.

- The stipends as granted by the state to SC/ ST/ Backward Class / Women Students at lower level should also be made available to higher education institutions to meet the cost of education of such students.
- Fee structure should be rationalized. The prevalent structures are back-breaking for the common man. Affordable higher education, including professional education should be the source of empowerment of people.
- Institutions, universities and autonomous colleges should be allowed to have a rise in fee structure with a system of cross subsidy and system linked with the income groups of parents of the students. While raising resources, ethical standards, student centric approach, safeguard for equity and social justice should also be kept in mind.
- There should be some sort of regulatory body to decide the fee structure of autonomous colleges for different courses. The welfare of SC/ST/OBC/Women or any other downtrodden group should be considered while fixing the fees structure.

E. Audit and Accounting

- The Financial Autonomy of higher education institutions should aim at providing freedom for fiscal control on income and expenditure from the shackles of state interference but subject to audit rules.
- Transparency should be maintained in all financial transactions in higher education institutions and that should also ensure proper auditing of accounts.
- Optimal utilization of resources and infrastructure is central to financial health. Efficient ways of accounting, auditing including the preparation of a common software by UGC and competent accounts personnel at the institutional level are urgently needed.
- While deciding the policy about the utilization of block grant, universities and colleges should be given autonomy to apply variable salary structure depending upon performance, workload, incentives and qualifications in order to improve quality of teaching. It is necessary to undertake 'human resource audit' of teaching and non-teaching staff while determining variable salary structure.

F. Delegation of Powers

- The principles of fiscal autonomy should also be extended to the departments within the university and all higher education institutions. Income generating department should have the right to utilize the fund of its own without interference of any authority. This will motivate the departments to raise finances.
- Functional financial autonomy equipped with clear guidelines, without unreasonable restrictions should be accorded to institutions of higher education.
- Limited financial autonomy should be vested with the important functionaries of the higher education institutions for smooth functioning of the departments.
- Individual teacher/researcher or a team should have the right to conduct project work and consultancy job independently with an entitlement of 60% of surplus income over expenditure from such work. The higher education institution should be entitled to get only 40% of surplus income over expenditure from such work.
- The income and expenditure in the budget provision should be flexible and should be decided according to the requirement by the higher education institutions. If necessary, the authority should be vested with the higher education institutions for re-appropriation of budget heads.

G. Austerity Measures

- Wasteful expenditure should be eliminated through resource conservation. Assets should be created through infrastructure development. Depreciation fund should be maintained. Adequate operational and maintenance cost for expensive equipment should be provided by UGC and other agency on annual basis.

Chapter 8

Recommendations

The previous chapters have presented the deliberations of the CAFE Committee on Autonomy of Higher Education Institutions. The working groups which discussed different aspects of autonomy have made a number of suggestions which have been duly incorporated in this report. Although the suggestions in themselves are important, inasmuch as they provide useful background, however, not all of them lead to tangible recommendations. Therefore, the set of recommendations formulated in this chapter draw upon the different suggestions that have emerged out of the deliberations of the working groups, after an in-depth analysis.

It has been an arduous task to sift the huge amount of information collected through questionnaire and ideas generated in the interactive workshops, to come out with specific set of recommendations for consideration of CAFE. Analysis of inputs received from various stakeholders not only show sensitivity towards the erosion of the principle of autonomy in academic institutions but also the overall environment of lack of accountability in the higher education system in the country. It is felt that there is an interesting inter-play between the issues relating to autonomy and accountability and it is not easy to separate the two.

The Committee also noted that the concerns of the government and government-aided institutions are very different from those faced by the private unaided institutions, insofar as these relate to administrative and financial matters. Higher education system in India covers a wide spectrum of institutions. On the one end, we have premier educational institutions like the Indian Institutes of Technology, Indian Institutes of Management, old and established Central and State Universities, on the other, we have newly established universities and colleges in the private sector that are in their formative years. Obviously issues of autonomy and accountability relating to these two sets of institutions will be significantly different. Hence the specific recommendations given below will have to be seen in the appropriate context in planning for initiating appropriate action on them.

For the sake of convenience, the recommendations have been grouped in terms of their implications for academic, administrative and financial matters governing the higher education system. A few recommendations which are of a general nature and have larger policy implications are listed separately. This grouping of recommendations is to facilitate holistic understanding avoiding water-tight compartmentalization of issues. It may be appreciated that some recommendations on autonomy are as relevant today as they were before but for non-implementation, their importance has remained relevant even today. The Committee thought it necessary to reiterate such recommendations in the context of this Report. Some of these recommendations may not seem to be directly related to autonomy, however, for the sake of completeness of total perspective they have been included. It is hoped that effective implementation of the recommendations will enhance the effectiveness of functioning of the higher education institutions, thus paving the way for conferment of autonomy on them to handle their academic, administrative and financial matters, competently with accountability.

Academic Matters

1. There is a need to grant autonomy to individual institutions in matters of design of curriculum. Universities may, however, provide a broad framework within which individual faculty members both within the university and in the colleges should be encouraged to innovate and experiment to transform teaching and learning into a fascinating and rewarding experience for them as well as students. The universities should use their autonomous status to start new courses as may be required to meet local needs, state and national goals ensuring that adequate facilities and staff support for successful execution of the same are simultaneously made available by the university.
2. Though the change in curriculum should be a continuous and an ongoing process, each university should undertake innovations for periodic revision of curriculum every two to three years and an intensive revision every four to five years depending on the developments in the subject area. In exercise of autonomy in this regard, the process for revision of curriculum should be reviewed, simplified and made less cumbersome and time consuming. Apex bodies like UGC, AICTE may evolve appropriate mechanisms of overseeing the quality of curricular changes envisaged by the institutions and provide feedback for improvement wherever required.
3. The present system of selecting research fellows based on a national level examinations conducted by UGC, CSIR, etc. needs to be reviewed in the interest of promoting research and its quality. Each institution should have the autonomy to design its own procedure for selection of research fellows with due regard to merit. Institutions should apportion the required sum of money in their budget for this purpose so that scholars with potential for research have the required opportunities for utilizing their talents and contribute to quality research.
4. No faculty member should suffer in his / her research endeavours for want of funds. In order to facilitate this, certain funds should be made available to faculty members against duly worked out and approved research proposals. In return, the faculty member should be accountable to maintain progress of research of acceptable standards as should be evidenced by publications in reputed journals.
5. Academic autonomy while ensuring that new frontier areas of knowledge are included in the revised curriculum, it should also ensure that such an exercise does not simultaneously lead to precluding certain other subject areas of vital concern such as environmental education, consumer education, human rights education, education in human values, population education, gender equality, disaster management and other related topics as a part of the undergraduate curriculum. There could also be a compulsory outreach programme in all higher education institutions that links them to the society at large.
6. The universities and colleges should focus equally on academic and job-oriented courses while planning for new programmes to make higher education relevant for the world of work. They should also create opportunities for students to pursue utility-oriented certificate and diploma programmes along with their formal degree programmes. Entrepreneurial education should be encouraged in all higher education institutions with a view to facilitating self-employment rather than wage employment in the country.
7. All universities and colleges should have the autonomy to start self-financing courses, particularly in new and emerging areas where job opportunities exist subject to the overall framework provided by the funding and regulatory bodies. Rules and regulations on this may be reviewed with a view to dispensing with avoidable hassles.

8. In order to accelerate implementation of autonomy, all universities should shift towards adoption of choice-based credit courses along with the semester system within minimum possible time. This would bring in flexibility in the academic structure besides promoting students' mobility both within the country and abroad, thus ensuring academic parity with international standards. All universities should devise their plans for transition to the new system and should be facilitated by the apex bodies like UGC, AICTE, etc. through workshops and seminars to understand the true implications of the credit system.
9. All conventional universities should establish synergic linkages with open and distance education universities with a view to augmenting the enrolment in the higher education system but without compromising on their programmes offered in the conventional face to face mode. While offering distance education programmes, the conventional universities should build on the strengths of both the conventional and the distance education courses rather than looking at distance education courses merely as source of revenue. It is expected, that with the development in information and communication technologies, the two modalities should become mutually inclusive in the long run.
10. Institutions of higher education should have the autonomy to adopt continuous and comprehensive system of students' evaluation with the sole objective of facilitating the acquisition of learning outcomes to the *level of mastery*, discouraging students getting into selective short cuts and optional readings. Though the universities' autonomy should aim at switching over to complete internal evaluation of students over a period of time, there could be a mix of internal and external evaluation during the transition period, depending on the circumstances prevailing in each university.
11. In the context of academic nurturing of their autonomous character, higher education institutions should by design focus on holistic development of an individual involving development of multiple areas of intelligence rather than merely linguistic and logical intelligence. Besides, autonomous institutions should encourage students' participation in various extracurricular activities so that the focus remains on building nation of healthy individuals both in mind and body. Funding agencies should support such initiatives of higher education institutions.
12. Each higher education institution should set up an *Internal Quality Assurance Cell* with a view to continuously assessing its performance on objective and predefined parameters. This exercise should primarily aim at conducting academic audit and to encourage institutions to make continuous improvements to raise their standards. Institutions should make their output performance public to ensure transparency and accountability.
13. Though the assessment of higher education institutions through external accrediting agencies should continue to be voluntary, they should be encouraged by the apex bodies referred to in an earlier recommendation to subject themselves for external accreditation periodically through advocacy and system of incentives and recognition.
14. Well established and high quality institutions may be granted deemed to be university status and the procedures for the same should be simplified. Colleges with A+ or A++ Accreditation and identified as *Colleges with Potential for Excellence* having strong post-graduate programmes and good research profile may be granted status of an autonomous college without being made to go through routine inspection procedure. Such colleges could even be considered for grant of deemed to be university status. Institutions in non-traditional and contemporary areas of study may be considered for deemed to be university status with a view to promoting education and research in their specialized area of study. This would be an important step towards expanding the number of autonomous institutions with focus on quality and excellence.

15. Good *University Teaching Departments* such as those that have been given the status of Centre of Advanced Studies (CAS) under the Special Assistance Programme (SAP) of UGC could be considered for grant of status of Autonomous Departments within the University set up. Such Departments should enjoy academic autonomy within the university. Detailed guidelines on such autonomous departments defining the nature and extent of autonomy to be enjoyed by them could be framed by UGC in consultation with the universities within a prescribed time frame.
16. Quality of faculty is vital for ensuring the quality of higher education institutions. It is, therefore, imperative that selection of faculty in higher education institutions should be done with utmost care and in an extremely fair, transparent and objective manner without any bias and favour. The selection committees should have persons of eminence from amongst academia. The committees should evolve and adopt objective and transparent criteria for selection. All universities should review their statutes and ordinances on the subject to ensure that under no circumstances, their committees are influenced by external pressures. Selection of faculty in all higher education institutions should be open on an all India basis to pick the best and the most meritorious teachers. Appointment of teachers on contract basis with a paltry amount may be disbanded.
17. In the spirit of nurturing autonomy with accountability, all higher education institutions should adopt the practice of performance appraisal of teachers initiated through self appraisal based on objective parameters. Good teaching is informed by good research. Therefore, there should be adequate weightage for research work based on quantifiable parameters in performance appraisal of the faculty. Innovation in teaching such as use of new technologies in creating conducive learning environment should also be factored in. Outcome of performance appraisal should be used by the system for the purpose of merit-based promotions and other incentives and awards. Once the institutions adopt objective and transparent procedure for promotions, the current practice of sending observers on behalf of the statutory bodies in the selection committees would be obviated. A system of recognizing good teachers in terms of their academic contribution be introduced at the university, state and national level.
18. There is a strong need for improving the quality of *Orientation Programmes* and *Refresher Courses* so that these result in actual development of expected competence and professionalism of the faculty and not taken as a routine intervention with the mere objective of facilitating promotion and career growth. This is important for laying the foundation for consideration of grant of autonomous status. For this purpose, the *Academic Staff Colleges* should use high quality faculty, who could also act as role models and mentors, as resource persons for their programmes which should be designed professionally. There should be compulsory and objective evaluation of both the resource persons and the participants at the end of each programme. Those faculty members who fail to achieve a minimum benchmark should be advised to repeat the programme and poor quality of resource persons should be weeded out. There is now effective communication network available in the country, namely the EDUSAT, which should be optimally utilized both for training and for the spread of higher education.
19. Participation in national and international seminars and workshops is important for professional development of teachers. Such participation should be adequately supported by the higher education institutions and the funding agencies. In addition, individual institutions should also apportion a part of their internal resources to fund and encourage such participation.
20. Any uniform prescription for admissions applied to all higher education institutions in such a vast country as ours is going to put several institutions with very special character in difficulty. Though the Centre may evolve

a national system of entrance examination for various programmes, the institutions may be given a free hand to join it or to conduct their own entrance examinations. The Government of India may consider establishing a *National Testing Service* on the lines of *Educational Testing Service* of USA as envisaged in the *National Policy on Education 1986*.

21. The higher education institutions may use a suitable combination of the scores obtained both in the entrance test and in the qualifying examination for admissions. A composite index may be evolved by way of giving proper weightage to other vital parameters such as percentile scores in classes X and XII, extra-curricular activities, interview, etc. There should be absolute autonomy for this purpose up to the level of university. However, the mechanism adopted by the universities and other higher education institutions should be fair, transparent and well publicized in advance to ensure that there are no malpractices.
22. All higher education institutions need not focus on all areas of study. Universities across the nation and in different regions should provide a variety of programmes for the purpose of developing variegated man-power for the new and emerging realities of the region and the country.
23. Higher education institutions should evolve systems and mechanisms to engage postgraduate and research students as Research Assistants and Teaching Assistants respectively in order to provide them with practical 'hands-on' experience and also to enable them to earn to at least partially meet their personal expenses while pursuing higher education. In some cases universities and colleges could also explore possibilities of engaging students for a few hours a week to ensure academic, technical and administrative help in support of some of the functions they have to perform. This not only provides for a cost effective option for the institutions to address problem of reduced non-teaching staff but also provides for a useful experience leading to development of inter-personal competence, besides inculcating dignity of labour and a value of independence and confidence amongst students.
24. With a view to improving the quality of research in the country, use of international bench marks such as citation indices, patents, should be encouraged and a national repository of doctoral theses created. The UGC and Indian National Scientific Documentation Centre (INSDOC) may initiate joint consultations to operationalize this concern.
25. Though each university should draw up its academic calendar providing for dates of admission, schedule of vacation, holding of examination and declaring of results, efforts should be made that such academic calendars are synchronized at least for universities within a state so that students are not put to any inconvenience in the event of mobility from one university to another, if the need so arises.
26. All institutions of higher learning should have the freedom to admit international students with a view to promoting diversity of students' population on Indian campuses and create partnership for internationalization of higher education. A nationally coordinated initiative for promotion of Indian higher education should be taken up. Higher education institutions should be encouraged and facilitated to put in place institutional mechanisms and infrastructure and facilities for attracting international students and to enter into collaborative arrangements with their counterparts abroad.

Administrative Matters

27. Acts, statutes and ordinances of the universities should be reviewed for their better management as also for granting autonomous status to affiliating colleges. There is a need to reduce number of levels in decision making

and greater empowerment at different levels to allow the system to become more dynamic and result oriented. Higher education institutions are to be driven by forces such as managerial efficiency, cost effectiveness, leadership and strategic control. The new form of management in the university should encourage best practices of governance, speedy decision making, networking, team effort and collective responsibility to meet the challenges of the new millennium.

28. Institutions of higher education should prepare plans of futuristic development of each faculty discipline. This exercise should essentially be undertaken with a view to developing advanced teaching and research in frontier areas of knowledge and to strive towards national and international recognition. In implementing this idea, the present system of assigning fixed number of positions of Professors, Readers & Lecturers to each department should be replaced by a system wherein the head of the institution should have the autonomy to determine both the rank and the number of these positions in accordance with the tasks envisaged in the development plan of the institution.
29. All bodies and authorities in the universities and colleges should have representatives, with an appropriate mix of elected and nominated representatives from various social sectors but mostly from academic community and keeping in view the specific requirements of the states, if any. The size of such bodies should neither be too large as to make them cumbersome nor too small as to render them ineffective because of lack of representation of key stakeholders. The academic administrators and various authorities should adopt a management principles based approach in decision making as outlined in recommendation 27, without ignoring academic imperatives. This is necessary not only to meet the requirement of increasing complexities in decision making process but also to keeping pace with the changing times.
30. The selection of Vice-Chancellors of the universities should be done with utmost care through a search-cum-selection procedure. The final selection should be done purely on the basis of merit, by the Visitor in the case of central universities and the Chancellor in the case of state universities, in consultation with the state government. However, the members of the search committee should be from amongst eminent academia and the procedure followed should be made completely transparent.
31. To the extent possible, appropriate non-academic activities could be outsourced to achieve better efficiency and greater effectiveness thus reducing the overall burden of administering a higher education institution. The universities and colleges should have only a small complement of non-academic support staff but adequate technical and academic support staff. The institutions should strive to achieve a ratio of 1:1.5 to 2.0 between the teaching and non-teaching staff including both technical and academic support staff.
32. A *Central Higher Education Tribunal* be set up for expeditious disposal of litigations on service matters relating to both academic and non-academic staff in the higher education system. There is also a need to encourage the States to set up similar *State Higher Education Tribunals* for the same purpose.
33. All autonomous institutions may set up grievance redressal mechanism to ensure that grievances of the students and teachers both academic and non-academic are addressed in an expeditious manner.
34. There is a need for taking up coordinated arrangements with institutions like National Institute of Educational Planning and Administration (NIEPA), Administrative Staff College of India (ASCI), and Indian Institutes of Managements (IIMs) for training and development of academic administrators with a view to improving the quality of governance of higher education institutions.

35. There is a serious problem of non-availability of teachers in various state universities and colleges in the country. Even the sanctioned posts are not filled up in view of ban imposed by some state governments. Institutions should have the autonomy to fill up all the sanctioned posts expeditiously in a time bound manner in the interest of discharging academic obligations in letter and spirit.
36. Many state universities have a large number of colleges affiliated to them and they find it difficult to manage them effectively. Therefore, the universities should undertake an exercise to examine this issue with respect to jurisdictional requirements and make plausible recommendations to improve the situations, including establishing autonomous colleges.
37. The Universities need to review and simplify their guidelines for grant of affiliation both temporary and permanent with a view to ensuring better governance of affiliated colleges. These guidelines may be brought in conformity with the UGC guidelines for recognition of colleges under section 2(f) of UGC Act.
38. The power of affiliation and de-affiliation should entirely vest in the university concerned; the state governments may lay down only a broad framework. Universities could exercise their authority within that framework but concurrence of the state governments in each case need not be insisted upon.
39. Academic structures within the university systems should facilitate teaching and research in inter-disciplinary and multi-disciplinary areas. Obstacles and bottlenecks, which exist in the existing academic structures, should be removed by the universities concerned.

Financial Matters

40. The higher education system as a whole is grossly under-funded. The level of funding for it has to be enhanced by degree of magnitude both through government funding and through higher level of fee contribution. One-third of entire investment in education sector should be made on higher education.
41. There is a case for bringing all government and government-aided universities and colleges within the purview of financial support of UGC. The level of funding for colleges and for universities needs to be significantly increased from its present level. Even central universities which are already more generously funded require higher level of financial support.
42. Since full public financing of higher education to manage growth and diversity within the context of overall funds constraints is no longer possible, universities and colleges have to search for alternate funding sources and identify new ways of diversifying resources.
43. Autonomy implies making provision of funds to individual institutions in an untied manner to enable them to have greater degree of freedom to set up their own priority. Therefore, for appropriate exercise of autonomy a system of providing block-grant would help the university system much better in apportioning the available grants for various activities rather than binding them with utilization of grants for specific schemes. Therefore, the funding agencies should adopt such a procedure in the interest of nurturing autonomy.
44. All institutions should have autonomy in deciding the fee structure for different courses in consultation with state government. Mechanism for providing grant-in-aid towards meeting operating expenses by the funding agencies in respect of government and government-aided institutions should be such that it encourages the institutions to fix their fees at realistic levels and promote internal resource generation. The internal resources generated by an institution should, however, not be adjusted with any other grants and institutions should be allowed to use it exclusively for developmental purposes.

45. In respect of self-financing institutions/courses in government and government-aided institutions, it is desirable that fees are kept at levels which meet the actual cost of imparting education and create some reasonable surplus which should be utilized for upgradation of infrastructure and facilities *without allowing commercialization*. All institutions should be required to adopt certain disclosure standards with a view to containing malpractice in relation to fees.
46. All institutions should provide free-ships and scholarships to meritorious and deserving students coming from lower socio-economic strata of the society. Institutions should also encourage and facilitate availability of education loans for higher education.
47. In respect of self-financing institutions, the practice of financial disclosure standards should be introduced with a view to bringing greater level of transparency in their financial management.
48. Higher education institutions should generate internal resources. The scheme of the UGC for promoting internal generation of resources should be made more broad based and be re-designed so as to provide financial incentives for overall performance of the institution against objectively defined parameters that may be captured through the performance radars mechanism. Allocation for such financial incentives based on performance should be enhanced significantly.
49. The system of audit including internal audit in respect of both government and private institutions should be strengthened with a view to ensuring proper expenditure management and compliance of financial rules and regulations. The outcome of the audit reports should be discussed and acted upon for improving the overall financial management in the higher education system. Audited statements of every institution should be made public.
50. Higher education institutions should be given complete autonomy to undertake consultancy assignments and sponsored research projects. Each institution may develop its own rules for the purpose. Such rules may also define the mechanism for sharing and utilizing income from such projects.
51. The user agencies and departments of the Government of India and of the state governments, should also contribute to development and growth of higher education system in general and training of college teachers in particular by earmarking certain percentage in their respective budget for such purposes.

General

52. There is a need for simplification of UGC rules and regulations for coordination and maintenance of standards besides evolving an effective mechanism for their implementation. The functioning of UGC should be made completely transparent and needs to be reviewed in the light of the changing realities.
53. There is a need for evolving a coordination mechanism between UGC and various professional Councils. This arrangement could be considered while amending UGC Act and making a specific provision for the representation of the heads of various professional Councils in the Commission.
54. Higher education institutions need to be given full autonomy to establish linkages for academic and research collaboration with their counterpart academic and research institutions, industry and professional organizations both in India and abroad. The processes for entering into such formal arrangements may be reviewed and bureaucratic difficulties if any, in such procedures be removed.

55. There is a strong need for developing institutional linkages between research organization, industry and higher education institutions. Specific steps should be taken to ensure that such initiatives contribute to the development of higher, professional and technical education as is done in other countries.
56. There is a need for making organized efforts to enhance the level of funding for deployment of new technologies for ensuring quality education and promoting excellence in influencing teaching-learning paradigm and advanced research, involving on-line and web-based learnings. New technologies should also significantly impact the nature of governance both at the institutional and the systemic level in the higher education system.
57. There is a need to encourage private participation with adequate social control through appropriate incentives in higher education with a view to enhancing access by increasing capacity, supplementing government funding and making higher education closer to the job market. This would also facilitate healthy stimulation through competition. For this purpose, an enabling environment and a coherent policy framework ensuring transparency, accountability and effective quality assurance mechanism should be worked out.
58. Since autonomy of higher education institution goes hand-in-hand with its accountability, the delegation and devolution of power and authority concomitant with responsibility should flow not only from the external environment to the higher education institution but should be given at different levels within the higher education institution itself. There should be a charter of responsibility and devolution and delegation of authority defined for different levels within the university system and both should be monitored together.
59. There should be a code of professional ethics developed by professional national level teachers' organization in consultation with institutions of higher education, and mechanisms evolved for ensuring its observance, particularly debarring the teachers in engaging themselves with private tuitions.
60. Norms of accountability for individuals and institutions need to be evolved against which the performance can be periodically monitored. Such norms of accountability, which must be open, participative and data-based, could be developed by institutions in consultation with the concerned faculty. .
61. Deliberations on General Agreement on Trade in Services (GATS) is engaging the attention of the Government of India and this is going to have significant implications for the system of higher education in India. The Government of India may finalize its recommendations in this regard in consultation with UGC and other statutory bodies dealing with professional and technical education.

Chapter 9

Salient Recommendations and Strategies for Implementation

A comprehensive set of recommendations covering academic, administrative and financial autonomy of higher education institutions has been detailed in Chapter-8. It is hoped that due attention will be paid by concerned authorities to examine these recommendations and initiate appropriate steps for their implementation. The CABE Committee felt that it will be further helpful to the higher education system if some of the salient recommendations which have policy implications are further examined and strategies worked out for their timely implementation. This exercise has been attempted by detailing the strategies on the part of MHRD, UGC and State/Individual Institutions.

Role of MHRD

- MHRD should develop a central legislation in consultation with UGC, AICTE and other Professional Councils to streamline establishment and governance of Private Universities, Deemed to be Universities, Self-Financing Institutions and establishment of Foreign Universities in India.
- MHRD may initiate steps towards establishment of National Testing Service (NTS) on the lines of Educational Testing Service of USA for the purpose of setting up national norms of students performance necessary for comparison of standards across the universities in the country. The NTS can also certify the percentile ranking of students for purposes of admissions to various courses in the institutions of higher education on the lines of Test of English as a Foreign Language (TOEFL), Scholastic Aptitude Test (SAT), Graduate Records Examination (GRE), Graduate Management Aptitude Test (GMAT), etc.
- MHRD, in consultation with the Ministry of Law, may initiate steps for establishment of Higher Education Tribunals whose main responsibilities would be to provide support to faculty in ameliorating their problems in service matters and in grievance redressal. Similarly, States may establish State Higher Education Tribunals for similar purposes.
- MHRD may initiate steps to spell out the details of GATS inasmuch as Foreign Direct Investments in higher education are concerned.
- MHRD may approach the Planning Commission for the enhancement of allocation to higher education sector to the level of 2% of GDP.
- MHRD may set up a task force to re-examine the existing UGC Act to provide for incorporation of new provisions to suit the emerging concerns and realities of higher education.

- MHRD may constitute a task force to evolve a mechanism of coordination of functions between UGC and various other statutory professional bodies responsible for higher education in the country.

Role of UGC

- UGC should play a catalytic role in revamping curriculum. Amongst others, it should set up *Resource Centres and Teaching- Learning Portals* for each subject area and create a networking among community of teachers assigning specific responsibility for curriculum development in different subject areas in identified institutions of higher education with one of the institutions taking the lead for each subject area.
- UGC should promote Job Oriented Courses. It may bring out case studies of innovative and best practices in higher education for reference and consultation for the benefit of other institutions.
- At present, there is one national level institution set up by UGC namely NAAC which assesses and accredits institutions of higher education. Whereas NAAC has initiated good work in this regard, it is equally relevant to consider assigning such a responsibility to non-governmental agencies for independent accreditation for ensuring accelerated pace of accreditation responsibility. UGC may consider setting up norms of accreditation which could be profitably employed by the non-governmental agencies.
- UGC should provide a forum to national level teachers' organization to develop norms for teacher appraisal, teacher accountability and code of professional ethics and mechanism evolved for observance of the norms.
- UGC may take up with the MHRD the case for increasing financial allocations to enable it to increase the scope of financial assistance to a larger number of institutions.
- UGC may initiate action to undertake revision of its Act to make it a more significant instrument to meet the emerging challenges in higher education.
- UGC may set up a consortium of institutions involving other statutory bodies, industries and research laboratories to work out details for necessary collaboration in enhancing activities of research for greater benefit to the society.
- UGC may evolve mechanisms for periodically 'looking within' for its various programmes and activities and apply timely mid-course corrections to ensure its continued relevance to higher education besides improving its internal functioning.
- UGC should evolve strategies to monitor the proper utilization of grants made available to the institutions of higher education and to enforce accountability on the higher education system and seek from the institutions the outcomes of the programmes conducted and the benefits to the system.
- UGC may take up the responsibility of organizing conferences at different levels namely, Governors' Conference, State Education Ministers' Conference, State Education Secretaries' Conference to discuss issues such as the following:
 - i) Procedure for appointment and service conditions of Vice-Chancellors
 - ii) Lifting embargo on filling up of sanctioned positions
 - iii) Decision regarding the number of affiliating institutions attached to a University
 - iv) Review of guidelines for grant of affiliation and de-affiliation.

- v) Issues relating to setting up of Higher Education Tribunals
- vi) Determination of fee structure for various courses
- vii) Issue of contribution to higher education sector by other user agencies

Role of State and Individual Institutions

- The universities and institutions of higher education should immediately initiate steps to review their Acts, Statutes & Ordinances to provide for greater autonomy in consultation with respective Governments as the case may be. This will replace the old archaic and centralized system of governance with decentralized system of functioning to promote speedy decision making with accountability and cost effectiveness. Specific issues on which these amendments may be considered include the following:
 - i) Granting greater autonomy to University Departments, Boards of Studies and Academic Councils.
 - ii) Facilitating introduction of self-financing courses.
 - iii) Introduction of credit-based semester system (including course credit transfer of credit, students mobility from one institution to another) to facilitate in-depth learning with decreased pressure of curriculum load.
 - iv) Freedom to set up new department and offer new courses.
 - v) Introduction of distance education programmes in conjunction with conventional face to face modality of course offerings.
 - vi) Reconstruction of various decision making committee to include both nominated and elected representatives in appropriate representation with provision for greater participation by the academic community.
 - vii) Making provision for conferment of autonomous status to colleges.
- Each institution should spell out the following in the beginning of the academic session:
 - i) The details of course offering in each area.
 - ii) Distribution of course offering in different semesters.
 - iii) Examination schedule and schedule of declaration of results.
 - iv) Assigning course offerings by individual faculty.
- Institutions may expedite the setting up of internal mechanism with regard to the following issues:
 - i) Resource generation.
 - ii) Financial disclosure standards.
 - iii) Establishing/Strengthening of Internal Audit System.
 - iv) Norms for consultancy assignments.
 - v) Setting up of Internal Quality Assurance Cells.

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10. Report of the CAGE Committee on Gnanam Committee Report, 1992.
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12. Report of the CAGE Committee on Post-war Educational Development in India, 1944.
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15. X Plan of University Grants Commission, New Delhi, 2002.
16. X plan Guidelines on Autonomous Colleges, University Grants Commission, New Delhi, 2003.

Formal communications (received from different quarters) considered by the Committee

1. A Joint initiative of Bharat Jan Vigyan Jatha and Council for Social Development, Public Study Group on CAGE Committee, 2005.
2. Letter from Shri D.K. Paliwal, Dy. Edu. Adviser, MHRD enclosing the paper submitted by NIIT for conferment of Deemed University Status.
3. Letter from Shri K.L. Nandwani, Under Secretary, MHRD enclosing paper on Suggestions from 7 Central Universities on the autonomy of Central Universities in general, both vis-à-vis the UGC and the Government.
4. Letter from Shri Madan Mohan, Deputy Secretary, MHRD enclosing document on Revisiting the recommendations of Gnanam Committee and Soneri Committees on *Management patterns including the structure, roles and responsibilities of various University Bodies.*

(To be published in Part.I Section I of the Gazette of India)

**GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SECONDARY & HIGHER EDUCATION**

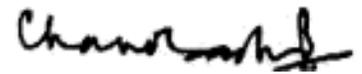
New Delhi, 6th July, 2004

RESOLUTION

The Central Advisory Board of Education (CABE), the highest advisory body to advise the Central and State Governments in the field of education, was first established in 1920 and dissolved in 1923 as a measure of economy. It was revived in 1935 and had continued to be in existence till 1994. Despite the fact that in the past, important decisions had been taken on the advice of CABE and it had provided a forum for widespread consultation and examination of issues relating to educational and cultural development, it was unfortunately not reconstituted after the expiry of its extended tenure in March, 1994. CABE has a particularly important role to play at the present juncture in view of the significant socio-economic and socio-cultural developments taking place in the country and for the review of the National Policy on Education which is also due. It is a matter of importance therefore, that the Central and State Governments, and educationists and people representing all interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity.

2. The Government of India has accordingly decided to reconstitute CABE as per the annexure.
3. The functions of CABE would be:
 - a. to review the progress of education from time to time;
 - b. to appraise the extent and manner in which the education policy has been implemented by the Central and State Governments, and other concerned agencies, and to give appropriate advice in the matter;
 - c. to advise regarding coordination between the Central and State Governments/UT Administrations, State Governments and non-governmental agencies for educational development in accordance with the education policy ; and
 - d. to advise, suo moto, or on a reference made to it by the Central Government or any State Government or a Union Territory Administration on any educational question.
4. For the discharge of these functions, the Board may (i) call for information and comments from any Government institution, any other organisation or an individual; (ii) appoint committees or groups comprising members of CABE and/or others as may be necessary; and (iii) commission, through Government or any other agency, studies, research or reports on any specific issue requiring the attention of the Board or its committees or groups.
5.
 - a. **TENURE:** The tenure of CABE shall be three years, with effect from the date of this notification.
 - b. **CASUAL VACANCIES:** (i) All casual vacancies among the members, other than ex-officio

- members shall be filled by the authority or body which nominated or elected the member whose place falls vacant. (ii) The person nominated or elected to a casual vacancy shall be a member of the Board for the residue of the term for which the member whose place he fills would have been a member.
- c. MEETING: The Board will meet at least once every year and there shall not be a gap of more than two years between two consecutive meetings of the Board.
 - d. AGENDA: (i) The Agenda, the explanatory memorandum and the record of proceedings/minutes will be prepared and circulated by the Ministry of Human Resource Development (Department of Secondary and Higher Education), Government of India (ii) The Agenda and the explanatory memorandum will ordinarily be circulated to all the members at least 15 days before the date of the meeting of the Board.
 - e. QUORUM: The quorum of the meeting of the Board will be 2/3rd of the total membership of the Board.
 - f. PROCEDURE: The Board will adopt its own procedures in respect of matters not provided for above.
 - g. GENERAL: No proceedings of the Board shall be invalid merely on the ground of procedural defect or vacancy under any category of membership.



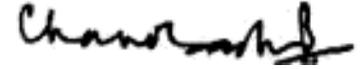
(C. Balakrishnan)

Joint Secretary to the Government of India

ORDER

Ordered that a copy of the Resolution be published in the Gazette of India for general information.

Also ordered that a copy of the Resolution be forwarded to all the Ministries/Departments of the Government of India, all State Governments/Union Territories Administration, Universities, Institutions/Organisations of the Department of Secondary and Higher Education, Ministry of Human Resource Development etc. for information. [F.No. 2-24/93-PN.I]



(C. Balakrishnan)

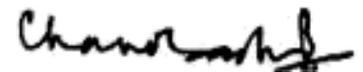
Joint Secretary to the Government of India

To

The Manager,
Government of India Press
Faridabad.

Copy forwarded to: -

1. All Members of C.A.B.E.
2. All Permanent Invitees.
3. All Ministries / Departments of the Government of India.
4. All Attached/Subordinate Offices and Autonomous Statutory Bodies under the Ministry of Human Resource Development.
5. All State Governments/ Union Territories.
6. President's Secretariat.
7. Prime Minister's Office.
8. Cabinet Secretariat.
9. Lok Sabha Secretariat.



(C. Balakrishnan)

Joint Secretary to the Government of India

Annexure

Composition of the Central Advisory Board of Education

1. **Chairman**
Minister of Human Resource Development.
2. **Vice-Chairman**
Minister of State for Human Resource Development
3. **Representatives of the Government of India**
 - i) Minister of Information and Broadcasting.
 - ii) Minister of Science and Technology.
 - iii) Minister of Health and Family Welfare.
 - iv) Minister of Labour.
 - v) Minister of Social Justice and Empowerment.
 - vi) Minister of Tribal Affairs.
 - vii) Minister of Youth Affairs and Sports.
 - viii) Member (Education), Planning Commission.
4. **Representatives of State Governments and UT Administrations**
 - i) One Minister In charge of Education in each State Government (to be nominated by the Chief Minister)
 - ii) Lt. Governor or Minister In charge of Education in each UT Administration
5. **Elected Members**
 - i) Four Members of Parliament from the Lok Sabha.
 - ii) Two Members of Parliament from the Rajya Sabha.
6. **Ex-officio Members**
 - i) Secretary, Department of Elementary Education and Literacy, Government of India.
 - ii) Chairman, University Grants Commission.
 - iii) Chairman, All India Council for Technical Education.
 - iv) Chairman, Medical Council of India.
 - v) Chairman, Central Council of Indian Medicine.
 - vi) Director General, Indian Council of Agricultural Research.
 - vii) Chairman, Central Social Welfare Board.
 - viii) Director, National Institute of Educational Planning and Administration.
 - ix) Director, National Council for Educational, Research and Training.

- x) Chairman, Central Board of Secondary Education.
- xi) Secretary-General, Association of Indian Universities.
- xii) Chairman, Indian Council of Historical Research.
- xiii) Chairman, Indian Council for Social Science Research.
- xiv) Chairman, Indian Council for Philosophical Research.
- xv) Director-General, National Literacy Mission.

**7. Nominated Members- representing different interests
(in alphabetical order)**

- | | |
|---|--|
| <p>1. Shri Javed Akhtar,
702 Sagar Samrat,
Green Field,
Juhu,
Bombay – 400049.</p> | <p>7. Ms. G. Nirmla Deshpande,
A 223 Pandara Road,
New Delhi.</p> |
| <p>2. Shri UR Anandamurthy,
498 Suragi, HIG House,
RMV IInd Stage, 6th A Main,
Bangalore - 560 094.</p> | <p>8. Shri G. P. Deshpande,
10 B, Athashree,
Pashan – Sus Road,
Pashan,
Pune.</p> |
| <p>3. Prof. Andre Beteille,
Sociologist,
69, Jor Bagh,
(Ground Floor),
New Delhi - 110 003.</p> | <p>9. Ms. Mahashweta Devi,
50-B, Prince Gulam Saha Road,
Ground Floor,
Calcutta 700 032.</p> |
| <p>4. Ms. Ela Bhatt,
General Secretary, SEWA,
Opp. Victoria Garden,
Bhadra,
Ahmedabad – 380 001.</p> | <p>10. Shri Jean Dreze,
Centre for Dev. Economics,
Dept. of Economics,
Delhi School of Economics,
University of Delhi 110 007.</p> |
| <p>5. Shri Praful Bidwai,
1st Floor, Anand Villa,
1 Jaipur Estate,
Nizamuddin East,
New Delhi 110 003.</p> | <p>11. Shri S.V. Giri,
VC, S S Institute of Higher Learning,
Prashanti Nilayam,
Anantapur 515134.</p> |
| <p>6. Shri Charles Correa,
Charles Correa Associates,
9 Mathew Road,
Bombay 400 004.</p> | <p>12. Prof. J.S. Grewal,
29 Sector- 11,
Chandigarh – 160 016.</p> |
| | <p>13. Shri Gopal Guru,
90, New Transit Hostel,
Phase – III,
JNU Campus, New Delhi.</p> |

14. Ms. Zoya Hasan,
139 Utra Khand,
Jawaharlal Nehru University,
New Delhi 110067.
15. Prof. P.V. Indiresan,
B-57, Hill View Apartments,
Vasant Vihar,
New Delhi 110057.
16. Shri J J Irani,
Bombay House,
24, Homi Modi Street,
Fort, Mumbai - 400001.
17. Shri Kiran Karnik,
Chairman, NASSCOM,
International Youth Centre,
Teen Murti Marg, Chanakyapuri,
New Delhi 110021.
18. Ms. Kiran Shaw Mazumdar,
Chairperson, BIOCON India Ltd.,
20th KM Hosur Road,
Electronic City,
Bangalore – 560100.
19. Prof. Mrinal Miri,
Vice-Chancellor
North Eastern Hill University,
NEHU Campus,
Shillong, Meghalaya – 793002.
20. Ms. Shubha Mudgal,
39-B, MIG Flats, Matia Khan,
Pahargang, New Delhi.
21. Dr. Jayant Narlikar,
Inter-University Centre for Astronomy &
Astrophysics
Post Bag 4 Ganeshkshind,
Pune 411007.
22. Shri Sandeep Pande,
Co-Ordinator,
Asha (Hope)- Lalpur,
A-893, Indira Nagar,
Lucknow 226016.
23. Shri Azim Premji,
Chairman, Wipro,
Doddakannelli Sarjapur Road,
Bangalore – 560035.
24. Shri Vinod Raina,
Chair Arena Council of Fellows,
E1/193, ARERA Colony,
Bhopal - 462 016.
25. Shri Anil Sadagopal,
Professor of Education,
University of Delhi,
E-13 Kalindi,
New Delhi - 110 065.
26. Ms. Teesta Seetalvad,
Editor. Communalism Combat,
Sabrang Communications Pvt. Ltd,
P.B. No. 28253, Juhu Post Office,
Juhu, Mumbai – 400049.
27. Shri Kiran Seth,
Associate Professor,
Production & Industrial Engg.,
IIT, Delhi.
28. Ms. Kumud Sharma,
F-9-G, Munirka DDA Flats,
New Delhi.
29. Shri P B Sharma,
Principal,
Delhi College of Engineering,
Bawana Road,
Delhi 110 042.
30. Ms. Shanta Sinha,
Secretary,
C/o. M. Venkatarangaiya Foundation,
28 West Marredpalli, Road No.1,
Secundrabad - 500026.
31. Ms. Krishna Sobti,
505-B, Purvasha,
Anand Lok Housing Society,
Mayur Vihar, Phase – I,
New Delhi – 110091.

8. **Member Secretary**

Secretary, Department of Secondary and Higher Education, Ministry of Human Resource Development, Government of India.

9. **Permanent Invitees**

- i) Secretary, Department of Women and Child Development.
- ii) Secretary, Department of Youth Affairs and Sports.
- iii) Secretary, Department of Culture.
- iv) Secretary, Department of Science and Technology.
- v) Secretary, Ministry of Social Justice and Empowerment.
- vi) Secretary, Tribal Affairs.
- vii) Secretary, Planning Commission.
- viii) Secretary, Department of Labour.
- ix) Secretary, Department of Industrial Policy and Promotion.
- x) Secretary, Ministry of Information Technology.

No.F.2-16/2004~PN-1
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

New Delhi, the 8th September, 2004

ORDER

The Government of India had re-constituted the Central Advisory Board of Education (CABE) vide Resolution dated 6.7.2004. The first meeting of the re-constituted Central Advisory Board of Education was held on 10 & 11 August, 2004 during which some critical issues had emerged needing detailed deliberation. It was decided to set up Committees of CABE to examine in detail these critical issues. Accordingly it has been decided, with the approval of the Minister of Human Resource Development, to set up a Committee of CABE on the subject of "Autonomy of Higher Education Institutions" under the Chairmanship of Sh. Kanti Biswas, Education Minister, West Bengal with the following composition:

S.No.	Name & Address	
1.	Sh. Kanti Biswas, Education Minister, Government of West Bengal	Chairman
2.	Minister In-charge of Higher Education, Government of Nagaland	Member
3.	Minister In-charge of Higher Education, Government of Karnataka	Member
4.	Minister In-charge of Higher Education, Government of Chhattisgarh.	Member
5.	Prof. P.V. Indiresan	Member
6.	Prof. Andre Beteille	Member
7.	Chairman, University Grants Commission	Member
8.	Chairman, All India Council for Technical Education	Member
9.	Shri Gopal Guru, JNU	Member
10.	Shri Ved Prakash, Secretary, UGC	Member Secretary

The terms of reference of the Committee are:-

- (a) To suggest measures for enhancing the autonomy of higher education institutions, especially those with potential for excellence.
- (b) To institutionalize regulatory provisions for promoting autonomy and accountability of higher education institutions.

The Committee shall be provided secretarial assistance by UGC. The Member of the Committee shall be paid TA/DA at the rates that are payable to the Members of the High Powered Committees.

The Committee shall give its recommendations within six months from the date of its constitution.

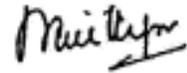


(Anil Kapoor)

Deputy Secretary to the Government of India

Copy forwarded to:

1. All Members of the Committee of CAGE.
2. All Ministries/Departments of the Govt. of India
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4. All State Governments/Union Territories.
5. President's Secretariat.
6. Prime Minister's Office.
7. Cabinet Secretariat.



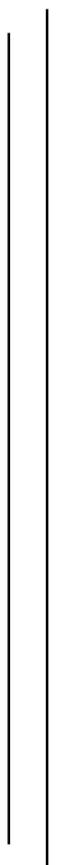
(Anil Kapoor)

Deputy Secretary to the Government of India

Questionnaire

on

Autonomy of Higher Education Institutions



Prepared by CABE Committee on
Autonomy of Higher Education Institutions (CABE-COAHEI)

Sender's Address : Member Secretary, CABE-COAHEI, Prof. Ved Prakash, Secretary, UGC, New Delhi-110 002

If no, who in your opinion should determine the curriculum

- Student
- Teacher
- Board of Studies
- Academic Council
- Executive Council
- Vice Chancellor
- State Council/ Higher Education Commission
- Management
- UGC
- other Regulatory Bodies

(iii) Do you feel UGC model curriculum encroaches upon the Autonomy of University

- Yes
- No

(iv) Are you in favour of self-financing courses

- Yes
- No

(v) Whether your Institution enjoys academic autonomy

- Yes
- No

(vi) Are you satisfied with the level of academic autonomy enjoyed by the Institution

- Yes
- No

4(b) Admissions

i) Who decides admission policy

- a. For General Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- b. For Professional Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- c. For Self-financing Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

(ii) Are you satisfied with the existing admission policy

- Yes
- No

If no, who should determine the admission policy

- a. For General Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- b. For Professional Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- c. For Self-financing Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

(iii) Who determines the intake capacity in various courses

- a. For General Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- b. For Professional Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- c. For Self-financing Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

(iv) Are you satisfied : • Yes • No
with the above

(v) Management Quota : Existing(%)_____Desired(%)_____

4(c) Fees (i) Who determines the fee structure

- a. For General Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- b. For Professional Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- c. For Self-financing Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

(ii) Are you satisfied : • Yes • No
with the above

If no, who should determine the fee structure

- a. For General Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- b. For Professional Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies
- c. For Self-financing Courses : • Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

4(d) Teaching hours per week (work load of teachers)

(i) Who determines the work load

- Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

(ii) Are you satisfied : • Yes • No
with the above

(iii) Who in your opinion should determine the work load

- Institution • Affiliating University • State Govt. • Central Govt. • UGC • Other Regulatory Bodies

4(e) Recruitment of teaching / non-teaching staff

(i) Who makes the appointment of teachers

- Institution
- Affiliating University
- State Govt.
- Central Govt.
- UGC
- Other Regulatory Bodies

(ii) Who determines the norms/qualification for appointment of teachers

- Institution
- Affiliating University
- State Govt.
- Central Govt.
- UGC
- Other Regulatory Bodies

(iii) Who determines the norms/qualification for appointment of **non-teaching** Staff

- Institution
- Affiliating University
- State Govt.
- Central Govt.
- UGC
- Other Regulatory Bodies

(iv) Are you satisfied with the above

- Yes
- No

(v) Who in your opinion should determine the norms/qualification for appointment of teachers

- Institution
- Affiliating University
- State Govt.
- Central Govt.
- UGC
- Other Regulatory Bodies

(vi) Who in your opinion should determine the norms/qualification for appointment of non-teaching staff

- Institution
- Affiliating University
- State Govt.
- Central Govt.
- UGC
- Other Regulatory Bodies

(vii) Are you in favour of separate commission for the appointment of teachers like Civil Services

- Yes
- No

4(f) Examinations

(i) Who conducts examination for award of degree

- | | | | | |
|----------------------------|---|-----------|---------------|--------------|
| For General Courses | : | • College | • Institution | • University |
| For Professional Courses | : | • College | • Institution | • University |
| For Self Financing Courses | : | • College | • Institution | • University |

(ii) Are you satisfied

- with the above
- Yes
 - No

If no, who could conduct the examination

- Teacher
- Institution
- Affiliating University
- Central Body

(iii) Does the Institution which conducts the examination enjoys freedom to decide the mode of examination

- Yes
- No

4(g) Linking Autonomy with Accreditation

(i) What is the degree of existing academic autonomy

- Absolute
- Partial
- Nil

(ii) Are you satisfied with the above • Yes • No

(iii) Does the existing level of academic autonomy meet the minimum standard required for accreditation
• Yes • No

If no, what type of academic autonomy helps in achieving this
• Absolute • Partial • With accountability

4(h) Affiliating System

(i) Are you satisfied with the present day affiliating system
• Yes • No

If no, what do you suggest

All colleges should be empowered to award degree
•

Examination by College and Degree by University.
•

(ii) Should the autonomous status to a college be limited to

a. College with potential for excellence
• Yes • No

b. NAAC accredited Institution
• Yes • No

c. NBA accredited Institution
• Yes • No

If yes, for (b) above should the grading be fixed at B level • Yes • No

(iii) Do you feel the need of having regulatory bodies like UGC, AICTE, MCI, PCI etc. for maintaining standards
• Yes • No

If no, who should be made responsible for maintaining standards

• Teachers • Institution • Head of the Institution • Management of the Institution

(iv) To whom the institution should be accountable

• State Government • Central Government • UGC • Other Regulatory Bodies • Students • Society

(v) What should determine the quality of an institution

• Pass Percentage • Overall number of merit positions earned by the student • Employment profile • Publications • Rating by accrediting agencies • Rating by Press

5 Financial Autonomy

- (i) a) The extent of existing financial autonomy
- Full Autonomy
 - Autonomy with restriction
 - No Autonomy
- b) Are you satisfied with the above status
- Yes
 - No
- If no, the extent of autonomy desired
- Full Autonomy
 - Autonomy with restriction

(ii) Autonomy exercised with reference to spending of funds received from various organizations

Agency	Absolute	With restriction	No Autonomy
UGC	•	•	•
State Government	•	•	•
Central Govt	•	•	•
Other sources	•	•	•

(iii) Satisfaction level, with reference to (ii) above, and the extent of autonomy desired

Agency	Satisfactory	Not Satisfactory	If not satisfied the extent of autonomy required	
			Absolute	With restriction
UGC	•	•	•	•
State Government	• •	•	•	•
Central Govt	• •	•	•	•
Other sources	• •	•	•	•

(iv) Does your institution extend the financial autonomy to the other functionaries

- Head of Department
- Dean
- Director
- Registrar
- Financial Advisor/Officer

(v) Are you satisfied with the level of autonomy delegated

- Yes
- No

If no, what type of change do you suggest

- Full Autonomy
- Autonomy with Restrictions
- No Autonomy

(vi) Do you feel that for the resources mobilized by the Institution there should be full autonomy on their spending within the resource

- Yes
- No

(vii) In order to enjoy full financial autonomy, would you like to operate as a profit centre

- Yes
- No

(viii) Are your accounts audited by Govt. Auditor

- Yes
- No

(ix) Do you want a change in procedure

- Yes
- No

If yes, what type of change

- Auditing by Chartered Accountant
- Auditing by Govt. Auditor
- Internal Auditing
- Audit by Committees
- No Auditing

(xi) (a) who in your institute operates the bank accounts

- Head of the Institution
- Financial Advisor/ Officer
- Management
- State Government Representative

(b) Are you satisfied with the procedure followed for bank account operations

- Yes
- No

If no, change intended (i.e. who should operate the accounts)

- Head of the Institution
- Financial Advisor/ Officer
- Management
- State Government Representative

6. Administrative Autonomy

i) Do you feel that the power of autonomy should be protected from

- (a) the government interference
 - (b) political interference
 - (c) bureaucratic interference
 - (d) university interference in respect of colleges
- Yes
 - Yes
 - Yes
 - Yes
- No
 - No
 - No
 - No

ii) The high level positions of chancellor/pro-chancellor/vice chancellor should be prescribed by statutes in all categories of institutions

- Yes
- No

iii) Should there be statutes for appointment of Vice-Chancellors to avoid interferences

- Yes
- No

iv) Should there be statutes on appointment of members of high level policy making bodies to avoid interferences

- Yes
- No

PART - B

This part has questions arranged in pairs – a hypothesis and its converse. You may agree with one or the other but not both. For each item, place a tick in **only one** of the four columns according to your best judgement as illustrated in the rear side of the cover page.

Academic Autonomy

Agree with this Hypothesis		1 Strongly	2 Somewhat	2 Somewhat	1 Strongly	Agree with this Converse
		↑			↓	
1	All teachers should be allowed to devise their own syllabus subject to common norms					Only a few select colleges should have the autonomy to design syllabi
2	Syllabus should be updated after every three years.					Syllabus should not be changed frequently
3	Courses should relate to situations in the real world					Courses should concentrate on classical knowledge
4	Colleges should conduct self-supporting vocational, job-oriented courses					Preparing students for jobs is not the responsibility of colleges
5	Credit system should replace present carry-over system					Present system is tried and proven and should continue
6	Student evaluation should be decentralised; Institutes should have freedom to conduct own examinations					Only universities should conduct examinations to ensure uniform standards
7	Final grading of students should include performance in extra-curricular activities					Final grading should be limited to academic performance

Student Admissions, Discipline and Fees

Agree with this Hypothesis		1 Strongly	2 Somewhat	2 Somewhat	1 Strongly	Agree with this Converse
		↑			↓	
1	Institute should have autonomy to admit students directly subject to prescribed norms					All admissions should be centralised
2	Admissions should be restricted in courses that suffer from joblessness					No restriction should be imposed on admissions irrespective of job situation
3	College education should be free					The market should decide the fees
4	<u>Average</u> student fees should reflect costs; rich students should cross-subsidise the poor					Fees should be the same for every student but poor students should get loan assistance
5	Government grants and student fees should cover full costs of education					Graduates and/or their employers should pay a cess to support undergraduate education
6	Student fees should be raised whenever faculty salaries are raised or national income increases					Student fees should be nominal and have no relation to faculty costs or per capita income
7	Those who fail should not get scholarships					Scholarships should be given to the poor regardless of their ability
8	Those that fail to complete within prescribed number of years should be transferred to Open Universities					Once admitted, students should be free to continue as long as they desire

Management Autonomy

Agree with this Hypothesis		1 Strongly	2 Somewhat	2 Somewhat	1 Strongly	Agree with this Converse
		↑			↓	
1	All Institutes should be regulated according to a common set of national norms					Institutes may be regulated differently in accordance with the national, state, district and municipal norms
2	Institutes should have freedom to collect and operate endowments					All endowments should be centrally pooled and disbursed by the central authority
3	Only reputed academics and professional experts should serve on different governing bodies					Politicians and promoters should sit on the governing bodies
4	Administrators should be selected from among those faculty who have training and aptitude for that					Faculty should be appointed to administrative positions strictly according to seniority
5	Only those with minimum three years of service left may be appointed to administrative positions					Senior faculty should not be denied administrative positions because of approaching retirement
6	Institutes should have freedom to select their own faculty subject to approved norms					There should be central selection commission for selecting faculty
7	Faculty may be transferred only at beginning of academic year					Managements should be free to transfer faculty according to administrative exigencies
8	Managements should have freedom to collect fees according to capacity to pay					Fees should strictly be the same irrespective of income

Part – C “Open ended Section”

Please share your views on issues not covered in Part A & B. You may like to attach a separate Sheet, if need be.

How to fill in the Questionnaire :

The present questionnaire comprises three parts namely Part A, B and C.

Part – A contains multiple response questions. You may express your response by ticking in the appropriate box. If your response is at variance from the probable answers, you may feel free to write it out in left hand or right hand blank space against that particular question.

Part – B contains a set of hypothesis and their converse. Your responses are solicited on a two-point rating scale. You may register your response by ticking in only one of the four columns. For example,

Agree with this Hypothesis		1 Strongly	2 Somewhat	2 Somewhat	1 Strongly	Agree with this Converse
		←			→	
1	All Institutions ought to be governed in accordance to national norms	✓				Each Institution should determine its own norms of governance

If you strongly agree with the proposed hypothesis then you tick (ü) as indicated above.

Please remember that for each statement you have to tick only in one of the four columns either confirming the hypothesis or converse as the case may be.

Part – C is an open-ended section in the questionnaire wherein you may reflect your views on any number of issues pertaining to both autonomy and accountability. You may also like to reflect on some such vital issues that according to you have been left out in the questionnaire.

Filled in questionnaire should be sent to Dr. (Mrs.) Renu Batra, Joint Secretary, UGC at the following address;

**Dr. (Mrs.) Renu Batra
Joint Secretary
Room No. 324
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi - 110002**

Schedule of Regional Workshop

Sl.No	Name of the Workshop	Date & Venue	States/U.Ts covered in the workshop
1.	Southern Regional Workshop	<i>30th November & 1st December, 2004.</i> University of Madras, Chennai	Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Lakshadweep, Pondicherry
2.	Western Regional Workshop	<i>8th & 9th December, 2004.</i> University of Pune, Pune	Chhattisgarh, Goa, Gujarat, Madhya Pradesh, Maharashtra, Dadra Nagar Haveli, Daman & Diu
3.	Eastern & North Eastern Regional	<i>28th and 29th December, 2004.</i> Assam Administrative Staff College, Guwahati	Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Meghalaya, Mizoram, Nagaland, College, Guwahati Orissa, Tripura, West Bengal, Andaman & Nicobar Islands
4.	Northern Regional Workshop	<i>20th & 21st January, 2005.</i> Panjab University, Chandigarh	Delhi, Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttar Pradesh, Uttaranchal, Chandigarh

List of Participants in Chennai Workshop
November 30 & December 1, 2004

List of CABE Members participated in the Workshop:

S. NO.	Name of the participant	S. NO.	Name of the participant
1.	Shri Kanti Biswas Hon'ble Minister of Education Government of West Bengal, Kolkata	5.	Prof. M. Anandakrishnan 8, 5th Main Road, Kasturiba Nagar, Adyar Chennai
2.	Shri D. Manjunath Hon'ble Minister of Education Government of Karnataka, Bangalore	6.	Prof. (Mrs.) K. Sudha Rao Vice Chancellor Karnataka State Open University, Mysore
3.	Prof. P.V. Indiresan B-57, Hill View Apartments, Vasant Vihar, New Delhi	7.	Prof. Ved Prakash Secretary, UGC, New Delhi
4.	Prof. A. Gnanam 41, 3rd Cross, Kaveri Nagar, Pondicherry	8.	Dr. (Mrs.) Renu Batra Joint Secretary, UGC, New Delhi

List of State Govt. Officials who participated in the Workshop:

S. NO.	Name of the participant	S. NO.	Name of the participant
1.	Shri K. Mohan Das Principal Secretary (Higher Education) Government of Kerala Thiruvananthapuram	3.	Shri B.S. Mavoji Director of Higher Education Government of Kerala Thiruvananthapuram
2.	Dr. Muthuveera Ganapathy Director of Higher Education Government of Tamil Nadu Chennai		

List of participant from State Council of Higher Education:

S.NO.	Name of the participant		
1.	Prof. Muthukumaran, Member Secretary Tamil Nadu State Council for Higher Education Chennai, Tamil Nadu		

List of participant delegates from AIFUCTO:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. A.M. Narahari Delegate, AIFUCTO St. Aloysius College, Mangalore	2.	Dr. S. Ganesan Delegate, AIFUCTO & Principal Govt. Arts College, Villupuram

S. NO.	Name of the participant	S. NO.	Name of the participant
3.	Dr. P. Jayagandhi Delegate & General Secretary, AUT Poompohar College Melaiyur	5.	Dr. Usha Raghotham Delegate&Joint Secretary, TNGCTA AA Govt. Arts College Tindivanam
4.	Dr. V. Swaminathan Delegeate & President, TNGCTA Presidency College Chennai	6.	Prof. Thomas Joseph Delegate, AIFUCTO (National Secretary) KE College Mannanam

List of participant from Public Study Group:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. K. Ramakrishnan Representative, PSG Rtd. Professor, Bharathiar University Coimbatore		

List of Participant Vice Chancellors:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. A.M. Pathan, VC Maulana Azad Natioanl Urdu University Hyderabad ANDHRA PRADESH	9.	Prof. S.S. Murthy, Director National Institute of Technology Surathkal KARNATAKA
2.	Prof. R. Sambasiva Rao, VC NTR University of Health Sciences Vijayawada ANDHRA PRADESH	10.	Dr. M.N. Sheelavartar, VC University of Agricultural Sciences Bangalore KARNATAKA
3.	Prof. L. Venugopal Reddy, VC Acharya N.G. Ranga Agricultural University Rajendra Nagar Hyderabad ANDHRA PRADESH	11.	Dr. H.S. Ballal, VC Manipal Academy of Higher Education Manipal KARNATAKA
4.	Prof. M.L. Iqbal Ahmed, VC Sri Krishnadevaraya University Anantapur ANDHRA PRADESH	12.	Prof. S.S. Gokhale, Director National Institute of Technology Calicut KERALA
5.	Prof. M. Khajapeer, VC Karnatak University Pavate Nagar Dharwad KARNATAKA	13.	Dr. S.P. Thyagarajan, VC University of Madras Chennai TAMIL NADU
6.	Prof. B. Hanumaiah, VC Mangalore University New Administrative Building Mangalore KARNATAKA	14.	Prof. S. Sivasubramanian, VC Bharathiar University Coimbatore TAMIL NADU
7.	Dr. R. Chandrashekhara, VC Rajiv Gandhi University of Health Sciences 4, T Block, Jayanagar Bangalore KARNATAKA	15.	Dr. C. Thangamuthu, VC Bharathidasan University Tiruchirappalli TAMIL NADU
8.	Prof. V.B. Coutinho, VC Gulbarga University Gulbarga KARNATAKA	16.	Dr.(Mrs.)Saroja Prabhakaran, VC Avinashilingam Instt. for Home Sc.&HE for Women Coimbatore TAMIL NADU

S.NO.	Name of the participant	S.NO.	Name of the participant
17.	Prof. A.K. Bhatnagar, VC Pondicherry University R.V. Nagar, Kalapet Pondicherry UT OF PONDICHERRY		

List of Participant Officials / Teachers from University stream:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. S. Guru Madhava Rao Registrar Manipal Academy of Higher Education, Manipal KARNATAKA	6.	Dr. S. Revathy Professor of Sanskrit University of Madras Chennai TAMIL NADU
2.	Dr.G.S.L.H.V.P.Rao Associate Dean Kerala Agricultural University Thrissur KERALA	7.	Dr. D. Venkataramanan Lecturer in English University of Madras Chennai TAMIL NADU
3.	Dr. A.M. Nalla Gunder Prof. of Econometrics University of Madras, Chennai TAMIL NADU	8.	Dr. K.P. Thooyamani Registrar Bharath Institute of Higher Education&Research 173, Agraharam Road, Selaiyur Chennai TAMIL NADU
4.	Dr. P. Dhanapalan Controller of Examinations Tamil Nadu Veterinary & Animal Sciences University Chennai TAMIL NADU	9.	Dr. K. Murugesan Preofessor of Botany University of Madras Chennai TAMIL NADU
5.	Shri V. Swaminathan Deputy Registrar Sri Ramachandra Medical Coll.&Res.Institute Chennai TAMIL NADU		

List of Participant College Principals :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. (Sr.) N.D. Veronica, Principal St. Joseph's College for Women Visakhapatnam ANDHRA PRADESH	6.	Dr. M.V. Bharathalakshmi, Principal P.R. Govt. Degree College(Men) Kakinada ANDHRA PRADESH
2.	Mr. S.V. Subrahmanya Sastri, Principal PB Siddartha College of Arts&Science Vijayawada ANDHRA PRADESH	7.	Dr. V.V. Kutumba Rao, Principal College of Management Studies Visakhapatnam ANDHRA PRADESH
3.	Dr. K. Narasimha Reddy, Principal PG College Secunderabad ANDHRA PRADESH	8.	Fr. C. Peter Raj, Principal Andhra Loyola College Vijayawada ANDHRA PRADESH
4.	Mrs. A.G. Suneethy Reddy, Principal RBVRR Women's College Hyderabad ANDHRA PRADESH	9.	Dr. Sr. Theresa Cherian, Principal CSD St. Theresa's College for Women Eluru ANDHRA PRADESH
5.	Fr. A. Francis Xavier, Principal Loyola Academy Secunderabad ANDHRA PRADESH	10.	Dr. Rama Devi, Principal Sri Durga Malleswara Siddartha Mahila Kalasala Vijayawada ANDHRA PRADESH

S.NO.	Name of the participant	S.NO.	Name of the participant
11.	Sr. Theresa, Principal Maris Stella College Vijayawada ANDHRA PRADESH	27.	Dr. Sheela Ramachandran, Principal PSG College of Arts & Science Coimbatore TAMIL NADU
12.	Dr. Suniti Phadke, Principal Christ College Bangalore KARNATAKA	28.	Dr. M. Prasad Kumar, Principal Nallamuthu Gounder Mahalingam College Pollachi TAMIL NADU
13.	Sr. Philomena Cardosa, Principal Jyoti Niwas College Bangalore KARNATAKA	29.	Dr. M. Arthanari, Principal Erode Arts College Erode TAMIL NADU
14.	Dr. Ambrose Pinto, Principal St. Joseph's College Bangalore KARNATAKA	30.	Dr. (Mrs.) Vimala E. Punithakumar, Principal St. Christopher's College of Education Chennai TAMIL NADU
15.	Fr. Francis D. Almeida, Principal St. Joseph's Evening College Bangalore KARNATAKA	31.	Dr. (Mrs.) M. Sumathi, Principal Sri Sarada College of Education Salem TAMIL NADU
16.	Dr. S.C. Hiremath, Principal Sh.Sharanabasaveshwar College of Arts Gulbarga KARNATAKA	32.	Dr. R. Andal, Principal Sri Sarada College for Women Salem TAMIL NADU
17.	Dr. B.S. Khapate, Principal Sh.Sharanabasaveshwar College of Science Gulbarga KARNATAKA	33.	Dr. J. Chandrakantha, Principal Arulmigu Palaniandavar Arts College for Women Palani TAMIL NADU
18.	Dr. T.S. Hoovaiah Gowda, Principal Sahayadri Science College Shimoga KARNATAKA	34.	Dr. A. Prema, Principal Sri Parasathi College for Women Coutrallam TAMIL NADU
19.	Dr. Susheela S. Narke, Principal GD Appa Arts&Comm.College for Women Gulbarga KARNATAKA	35.	Dr. A. Antonysamy, Principal St. Xavier's College Palaymkottai TAMIL NADU
20.	Dr. T. Kulandaivelu, Principal Kongunadu Arts & Science College Coimbatore TAMIL NADU	36.	Dr. Samuel Sudanandha, Principal The American College Madurai TAMIL NADU
21.	Dr. I. Vakula, Principal Meenakshi College for Women Chennai TAMIL NADU	37.	Dr. J. Manjula, Principal Sri GVG Visalakshi College for Women Udumalapet TAMIL NADU
22.	Dr. S. Sevaga Pandian, Principal Ayya Nadar Janaki Ammal College Sivakasi TAMIL NADU	38.	Dr. C.M. Varghese, Principal Sacred Heart College Tirupattur TAMIL NADU
23.	Dr. M.M.D. Boominathan, Principal Bishop Heber College Tiruchirappalli TAMIL NADU	39.	Dr. V. Kulandaisamy, Principal Sri Ramakrishna Mission Vidyalyaya Arts & Sc.College, Coimbatore TAMIL NADU
24.	Dr. V. Sengodan, Principal SNR Sons College, Coimbatore TAMIL NADU	40.	Dr. V. V. Subramanian, Principal Ramakrishna Mission Vivekananda College Chennai TAMIL NADU
25.	Dr. K. Palaniappan, Principal Dr. GRD College of Science Coimbatore TAMIL NADU	41.	Fr. Albert Muthumalai, Principal Loyola College Chennai TAMIL NADU
26.	Dr. Nirmala K. Prasad, Principal MOP Vaishnav College for Women Chennai TAMIL NADU	42.	Dr. M. Jayam, Principal Kundavai Nachiyar Govt. Arts College for Women Thanjavur TAMIL NADU

S.NO.	Name of the participant	S.NO.	Name of the participant
43.	Dr. (Sr.) Annamma Philip, Principal Stella Maris College Chennai TAMIL NADU	49.	Dr. M. Sheik Mohammed, Principal Jamal Mohammed College Tiruchirappalli TAMIL NADU
44.	Dr. G. Parimala, Principal Bharathi Women's College Chennai TAMIL NADU	50.	Dr. T.K. Krishnamoorthy, Principal AVVM Sri Pushpam College Poondi TAMIL NADU
45.	Dr. V. Dhanalakshmi, Principal Sree Meenakshi Govt. College for Women Madurai TAMIL NADU	51.	Dr. P. Jayaram, Principal RVS College of Arts & Science Coimbatore TAMIL NADU
46.	Dr.(Sr.) Ignatius Mary, Principal Fatima College Madurai TAMIL NADU	52.	Dr. (Mrs.) N. Yasodha Devi, Principal PSGR Krishnammal College for Women Coimbatore TAMIL NADU
47.	Dr. (Mrs.) Mallika Murugaiyan, Principal Government Arts College for Women Pudukkottai TAMIL NADU	53.	Dr. G. Pushparaj, Principal Arul Anandar College Madurai TAMIL NADU
48.	Dr. V. Siva Kumar, Principal The Madura College Madurai TAMIL NADU	54.	Dr. J. Kumudha, Principal Bharathidasan Govt. College for women Pondicherry UT OF PONDICHERRY

List of participant Officials/Teachers from College Stream :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. N. Sathyanarayana, HOD & Academic Officer PB Siddartha College of Arts&Science Vijayawada ANDHRA PRADESH	9.	Mrs. Laxmi C. Ugaji, HOD in Education GD Appa Arts&Comm.College for Women Gulbarga KARNATAKA
2.	Dr. P. Narasimha Murthy, Reader in Zoology Govt. Degree College Rajahmundry ANDHRA PRADESH	10.	Dr. B. Sudhakar, Director PSGR Krishnammal College for Women Coimbatore TAMIL NADU
3.	Dr. Ramani Dhanaraj, Head, Deptt. of Management St. Joseph's College for Women Visakhapatnam ANDHRA PRADESH	11.	Dr. S. Kumara Raman, HOD in Physics Nehru Memorial College Puthanampatti TAMIL NADU
4.	Dr. J. Vasantha Kumari, HOD in Economics Sri Durga Malleswara Siddartha Mahila Kalasala Vijayawada ANDHRA PRADESH	12.	Dr. C.R. Anantha Raman, Lecturer Vivekanand College Sholavandan TAMIL NADU
5.	Dr. M. Sathyanarayana, Lecturer P.R. Govt. Degree College(Men) Kakinada ANDHRA PRADESH	13.	Dr. S. Arokia Das, Reader Arul Anandar College Madurai TAMIL NADU
6.	Dr. N. Anantha Ramaiah, Lecturer Giriraj Government College Nizamabad ANDHRA PRADESH	14.	Dr. S. Radha Saraswathy, Reader in English Meenakshi College for Women Chennai TAMIL NADU
7.	Dr. (Sr.) Alphonsa Vattoly, Vice Principal St. Francis College for Women Hyderabad ANDHRA PRADESH	15.	Dr. G. Sivasubramaniam, Reader in English Presidency College Chennai TAMIL NADU
8.	Dr. N. Swarna Lakshmi, Vice Principal Osmania University College for Women Hyderabad ANDHRA PRADESH	16.	Dr. A. Savarimuthu, Dean (Arts) St. Joseph's College Tiruchirappalli TAMIL NADU

S.NO.	Name of the participant	S.NO.	Name of the participant
17.	Sr. Faine Moris, Administrator Stella Maris College Chennai TAMIL NADU	20.	Sr. Yesu Thangam, HOD in Chemistry Jayaraj Annapackiam College for Women Periyakulam TAMIL NADU
18.	Dr. P. Vasantha, Reader in Statistics Sri Sarada College for Women Salem TAMIL NADU	21.	Prof. K. Veni Devi, Lecturer Seethalakshmi Ramaswami College Tiruchirappalli TAMIL NADU
19.	Dr. R. Sathyanarayan Sridhar, Dy.Cont.of Examn. Coimbatore Institute of Technology Coimbatore TAMIL NADU	22.	Dr. P. Ramachandran, Vice Principal The Madura College Madurai TAMIL NADU

List of Participants in Pune Workshop
December 8 & 9, 2004

List of CABE Members participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Shri Kanti Biswas Chairman, CABE-COAHEI, Hon'ble Minister of Education Government of West Bengal Kolkata	3.	Prof. A. Gnanam Member, CABE-COAHEI, 41, 3rd Cross, Kaveri Nagar Pondicherry
2.	Prof. Gopal Guru Member, CABE-COAHEI, 90, New Transit Hostel Phase-III, JNU Campus New Delhi	4.	Dr. (Mrs.) Renu Batra Joint Secretary, UGC, New Delhi

List of State Govt. Officials who participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Indira Mishra Additional Chief Secretary, Government of Chhattisgarh Raipur CHHATTISGARH	2.	Shri Bhaskar G. Nayak Director, Department of Higher Education Government of Goa, Goa GOA

List of participant delegates from AIFUCTO:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Arun Dixit Delgate, AIFUCTO, LVM College Nasik	3.	Dr. (Mrs.) Kranti Jejurkar Delegate & National Secretary, AIFUCTO, Siddharth College of Arts&Commerce Mumbai
2.	Dr. Netaji Suryawanshi Delgate, AIFUCTO, Dahiwadi College Dahiwadi	4.	Dr. Rohini Sivabalan Delgate, AIFUCTO, A-34, Bilwa Kunj, Mulund Mumbai

List of Participant Vice Chancellors:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. D.K. Hazra, VC, Indira Gandhi Krishi Vishwavidyalaya Krishak Nagar Raipur CHHATTISGARH	4.	Prof. Mool Chand Sharma, Director National Law Institute University Bhopal Bhahdbhada Road Bhopal MADHYA PRADESH
2.	Prof. Pravin J. Patel, VC Sardar Patel University Vallabh Vidyanagar GUJARAT	5.	Prof. G. Singh, VC Mahatma Gandhi Chitrakoot Gramoday Vishwavidyalaya, Chitrakoot MADHYA PRADESH
3.	Prof. V.N. Bhoraskar, Director UGC-DAE Centre for Scientific Research Indore MADHYA PRADESH	6.	Dr. P.K. Chande, Director Maulana Azad National Institute of Technology Bhopal MADHYA PRADESH

S.NO.	Name of the participant	S.NO.	Name of the participant
7.	Dr. A.D.N. Bajpai, VC Awadesh Pratap Singh University Rewa MADHYA PRADESH	10.	Dr. H.R. Gani, VC Dr. Babasaheb Ambedkar Marathwada University Aurangabad MAHARASHTRA
8.	Prof. A.S. Kolaskar, VC University of Pune Pune MAHARASHTRA	11.	Prof. S.F. Patil, VC Bharati Vidyapeeth Lal Bahadur Shastri Marg Pune MAHARASHTRA
9.	Prof. M.K. Tutakne, VC Symbiosis International Education Centre Senapati Bapat Road Pune MAHARASHTRA		

List of Participant Officials / Teachers from University stream:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. B.K. Oza HOD in Commerce, Bhavnagar University Gaurishanker Lake Road Bhavnagar GUJARAT	5.	Dr. Nimse Dean (Sciences), University of Pune Pune MAHARASHTRA
2.	Prof. M.S. Jadhav Finance Officer, University of Pune Pune MAHARASHTRA	6.	Dr. D.V. Kulkarni HOD in Education, University of Pune Pune MAHARASHTRA
3.	Dr. K.R. Sarup Lecturer in Communication, Univ. of Pune Pune MAHARASHTRA	7.	Prof. J.G. Vaidya Professor of Botany, University of Pune Pune MAHARASHTRA
4.	Dr. Chinchore Lecturer in Philosophy, University of Pune Pune MAHARASHTRA	8.	Prof. Avinash Madhole Professor, Tilak Maharashtra Vidyapeeth Gultekadi Pune MAHARASHTRA

List of Participant College Principals :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. (Mrs.) Geeta Tiwari Principal, Govt. DB Girls College Raipur CHHATTISGARH	5.	Dr. Jayshree Kavimanden Principal, Kasturbagram Rural Institute Kasturbagram Indore MADHYA PRADESH
2.	Dr. (Sr.) Jyoti Sharma Principal, Holy Cross College for Women Ambikapur CHHATTISGARH	6.	Dr. Nisha Tiwari Principal, Govt. MKB Arts & Commerce College for Women, Jabalpur MADHYA PRADESH
3.	Dr. Pushpa Tyagi Principal, Govt. Maharani Laxmibai Girls College Bhopal MADHYA PRADESH	7.	Dr. R.P. Mishra Principal, Govt. Mahakoshal Arts & Commerce College Jabalpur MADHYA PRADESH
4.	Dr. Shashi Rai Principal, Sarojini Naidu Govt. Girls PG College, T.T. Nagar, Bhopal MADHYA PRADESH	8.	Dr. M.K. Malviya Principal, Govt. MH College of Home Science for Women Jabalpur MADHYA PRADESH

S.NO.	Name of the participant	S.NO.	Name of the participant
9.	Dr. M.A. Pendse Principal, S.P. College Pune MAHARASHTRA	18.	Dr. A.G. Bansode Principal, Ahmednagar College Ahmednagar MAHARASHTRA
10.	Mrs. Beena Inamdar Principal, Symbiosis College of Arts, Comm.&Comp.Sc. Pune MAHARASHTRA	19.	Dr. A.B. Deshpande Principal, Brihan Maharashtra Commerce College Pune MAHARASHTRA
11.	Dr. (Mrs.) Vidya Deodhar Principal, NESS Wadia College of Commerce Pune MAHARASHTRA	20.	Mrs. Usha Murugan Principal, GSB's Smt. Surajba College of Education, Juhu Road (North) Mumbai MAHARASHTRA
12.	Dr. N.V. Kalyankar Principal, Yeshwant Mahavidyalaya Nanded MAHARASHTRA	21.	Dr. Vijayanti Joshi Principal, ILS Law College Law College Road Pune MAHARASHTRA
13.	Dr. V.K. Wagh Principal, Fergusson College Pune MAHARASHTRA	22.	Mrs. Ancy Jose Principal, Nagindas Khandwala College of Commerce&Arts Malad (West), Mumbai MAHARASHTRA
14.	Dr. V.B. Gaikwad Principal, KTHM College Nashik MAHARASHTRA	23.	Dr. Dost Mohammad Khan The Principal, MAES's Marathwada College of Education PB No.117, Rauza Bagh Aurangabad MAHARASHTRA
15.	Dr. N.M. Aston Principal, Nowrosjee Wadia College Pune MAHARASHTRA	24.	Dr. Frazer Mascarenhas Principal, St. Xavier's College Mumbai MAHARASHTRA
16.	Dr. Sunanda Chande Principal, SVT College of Home Science Mumbai MAHARASHTRA	25.	Dr. (Ms.) Adelaide Vaz Principal, St. Xavier's Institute of Education 40-A, New Marine Lines Mumbai MAHARASHTRA
17.	Dr. R.G. Patil Principal, T.C. College Baramati MAHARASHTRA	26.	Dr. G.H. Gidwani St. Mira's College, Pune MAHARASHTRA

List of participant Officials/Teachers from College Stream :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Brajesh Pare Asstt. Prof., Madhav Vigyan Mahavidyalaya Ujjain MADHYA PRADESH	4.	Dr. Asha Khanna Professor, Govt. Science College Jabalpur MADHYA PRADESH
2.	Dr. Jaishree Naidu Asstt. Professor, Govt. Science College Jabalpur MADHYA PRADESH	5.	Dr. B.P. Agrawal Professor, Govt. MKB Arts & Commerce College for Women, Jabalpur MADHYA PRADESH
3.	Dr. Rashmi Saxena Asstt. Professor, Govt. MH College of Home Science for Women Jabalpur MADHYA PRADESH	6.	Dr. Pramod Patil HOD in Botany, Govt. Maharani Laxmibai Girls College, Bhopal MADHYA PRADESH

S.NO.	Name of the participant	S.NO.	Name of the participant
7.	Dr. A.K. Bansal Lecturer, Govt. Mahakoshal Arts & Commerce College Jabalpur MADHYA PRADESH	11.	Dr. Arun D. Adsool Lecturer, Arts, Science & Commerce College Baramati MAHARASHTRA
8.	Dr. J.P.N. Pandey Professor of Botany, Govt. PG Girls College Sagar MADHYA PRADESH	12.	Mr. R.Z. More Lecturer, Maharashtra Academy of Engineering Pune MAHARASHTRA
9.	Dr. S.M. Dharmadhikari Senior Lecturer, Seva Sadan's College of Education Ulhasnagar MAHARASHTRA	13.	Fr. Dr. Vincent Braganza Vice Principal, St. Xavier's College Ahmednagar MAHARASHTRA
10.	Dr. K.G. Bhole Vice Principal, KET's VG Vaze College of Arts, Sc.&Commerce Mumbai MAHARASHTRA		

List of Participants in Guwahati Workshop
December 28 & 29, 2004

List of CIBE Members participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Shri Kanti Biswas Hon'ble Minister of Education Government of West Bengal Kolkata	4.	Prof. Ved Prakash Secretary, UGC, New Delhi
2.	Dr. Shurohozelie Hon'ble Minister of Education Government of Nagaland Kohima.	5.	Dr. (Mrs.) Renu Batra Joint Secretary, UGC, New Delhi
3.	Prof. M. Anandkrishnan 8,5th Main Road, Kasturiba Nagar, Chennai		

List of State Education Minister participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Bhumidhar Barman Hon'ble Minister of Education Government of Assam Guwahati		

List of State Govt. Officials who participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Mr. Joram Begi Director Department of Higher Education Government of Arunachal Pradesh Itanagar-791 111 ARUNACHAL PRADESH	3.	Shri L. Roy Secretary (Higher Education) Government of Meghalaya Shillong-793 001 MEGHALAYA
2.	Ms. Sharodi Saikia Director Department of Higher Education, Government of Assam Dispur-781 006 ASSAM		

List of participants from State Council of Higher Education:

S.NO.	Name of the participant		
1.	Prof. Subimal Sen Vice Chairman West Bengal State Council for Higher Education Kolkata-700 029 WEST BANGAL		

List of participants from Public Study Group:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Zhatsu Humtsoe Public Study Group Delegate Kohima- NAGALAND	2.	Prof. S.P. Verma HOD in Physics, Science College Patna- BIHAR

List of participant delegates from AIFUCTO:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. Anil Bhattacharya President, AIFUCTO Kabi Sukantu, P-19B, CIT Scheme VIII(M) Kolkata-700 067 WEST BENGAL	3.	Prof. B. Vijay Kumar General Secretary, AIFUCTO 403, Nanak Sai Residency, ABIDS Lane Opp to Papaji ka Dhaba Hyderabad-500 001
2.	Dr. Apurba Kumar Das General Secretary Assam s Association Guwahati- ASSAM		

List of participant Eminent Educationists :

SNO	Name of the participant	SNO	Name of the participant
1.	Prof. K.M. Pathak Former VC, Tezpur University F. Ahmed Road, AC Dutta Lane, Kumarpara Guwahati-781 001 ASSAM	3.	Dr. Rajiv Tiwari Lecturer, Govt. PG College Raipur- CHHATTISGARH REPRESENTED SHRI AJAY CHANDRAKAR, HON'BLE EDUCATION MINISTER, CHHATTISGARH & MEMBER, CABE-COAHEL.
2.	Dr. A.C. Bhagabati Former VC, Arunachal University NH No.37, Bye-Pass, Jalukbari Guwahati-781 014 ASSAM	5.	Dr. Devdas Kakati Former VC, Dibrugarh University Phul Kutir, Rehabari, Santi Ram Das Road Guwahati-781 008 ASSAM
4.	Prof. Kamaleswar Bora Former VC, Dibrugarh University & Member, UGC Dev Path, Opp. MLA Hostels, Dispur Guwahati-781 006 ASSAM		

List of Participant Vice Chancellors:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Jagannath Thakur Vice Chancellor Patna University Patna-800 005 BIHAR	3.	Prof. S.K. Pramanick Vice Chancellor Vidyasagar University Midnapore-721 102 WEST BENGAL
2.	Dr. G.D. Sharma Vice Chancellor Nagaland University Kohima-797 001 NAGALAND	4.	Prof. Kulendu Pathak Vice Chancellor Dibrugarh University Dibrugarh-786 004 ASSAM

S.NO.	Name of the participant	S.NO.	Name of the participant
5.	Prof. G.N. Talukdar Vice Chancellor Gauhati University Guwahati-781 014 ASSAM	8.	Prof. Jitendra Singh Vice Chancellor Jai Prakash Vishwavidyalaya Chapra-841 301 BIHAR
6.	Prof. A.K. Sharma Vice Chancellor Mizoram University Aizawl-795 003 MIZORAM	9.	Prof. P.K. Saha Vice Chancellor University of North Bengal Rajarammohanpur-734 430 WEST BENGAL
7.	Prof. Atul Sharma Vice Chancellor Arunachal University Itanagar-791 112 ARUNACHAL PRADESH		

List of Participant Officials / Teachers from University stream:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Girish Sharma Professor Gauhati University Guwahati- ASSAM	5.	Prof. A.M. Agarwal Dean, Birla Institute of Technology Mesra, Ranchi-835 215 JHARKHAND
2.	Dr. A. Choudhry Professor of Physics Tezpur University Tezpur-784 028 ASSAM	6.	Dr. Sobha Deb Barman Inspector of Colleges Tripura University, Tripura West-799 130 TRIPURA
3.	Dr. Indira Singh Professor Patna University Patna- BIHAR	7.	Dr. S. Biswas Dean, Faculty of Engineering Bengal Engineering and Science University Shibpur-711 103 WEST BENGAL
4.	Prof. R.V. Raja Kumar Dean (Academic) Indian Institute of Technology Kharagpur-721 302 WEST BENGAL		

List of Participant College Principals :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Ajit Chandra Talukdar Principal Arya Vidyapith College, Guwahati- ASSAM	4.	Dr. Karuna Kanta Patgiri Principal Bajali College, Pathshala- ASSAM
2.	Dr. Rekha Deka Principal B. Borooh College Guwahati- ASSAM	5.	Dr. K.C. Nath Principal Bongaigaon College Bongaigaon- ASSAM
3.	Dr. Kunja Kusum Kakati Principal B.H. College P.O. Howly Barpeta (ASSAM)- ASSAM	6.	Dr. Dharmeswar Borah Principal D.K. College Mirza- ASSAM

S.NO.	Name of the participant	S.NO.	Name of the participant
7.	Dr. Kshirode Khakhalry Principal Dudhnoi College Dudhnoi- ASSAM	19.	Dr. K.C. Deka Principal, Nalbari College Nalbari- ASSAM
8.	Dr. Ramananda Das Principal Gauhati College Guwahati- ASSAM	20.	Dr. Krishna Ranjan Paul Principal R.K. Nagar College Karimganj- ASSAM
9.	Dr. Indira Bardoloi Principal Handique College Guwahati- ASSAM	21.	Dr. Lohit Talukdar Principal Tihu College, Tihu- ASSAM
10.	Dr. Anil Saikia Principal Moran College Sibsagar- ASSAM	22.	Ms. Nelu Bose Principal Women's College, Tinsukia- ASSAM
11.	Th. Bedamani Devi Principal D.M. College of Science Imphal- MANIPUR	23.	Ms. Uma Bhowmick Principal Lumding College Lumding- NAGALAND
12.	Fr. I. Warpakma Principal St. Anthony's College Shillong (MEGHALAYA)- MEGHALAYA	24.	Dr. P.K. Jena Principal Samata Chandra Sekhar College Puri-752 001 ORISSA
13.	Prof. R.N. Mishra Principal Gangadhar Maher College Sambalpur-768 004 ORISSA	25.	Dr. Udaychand Pal Principal Raja N.L. Khan Women's College Medinipur-721 102 WEST BENGAL
14.	Prof. Bishnupriya Jema Principal Ramadevi Women's College Bhubaneswar-751 022 ORISSA	26.	Dr. Surath Narzary Principal Kokrajhar College Kokrajhar- ASSAM
15.	Fr. P.C. Mathew Principal St. Xavier's College Kolkata-700 016 WEST BENGAL	27.	Dr. Dayananda Pathak Principal Pragjyotish College Guwahati- ASSAM
16.	Dr. Tapan Bhuyan Principal Debraj Roy College, Golaghat (ASSAM)- ASSAM	28.	Dr. Sr. Doris D'Souza Principal Patna Women's College Avila Convent, Bailey Road, Patna- BIHAR
17.	Dr. P.L. Bhuyan Principal Golaghat Commerce College Golaghat- ASSAM	29.	Dr. Manju Sinha Principal Ranchi Women's College Ranchi- JHARKHAND
18.	Dr. B.R. Gogoi Principal HTB Girls College Golaghat- ASSAM	30.	Dr. P. Kharakor Principal St. Mary's College Shillong- MEGHALAYA

S.NO.	Name of the participant	S.NO.	Name of the participant
31.	Dr. B.N. Behra Principal Rajendra College Bolangir-767 002 ORISSA	33.	Dr. S.S. Roy Principal Kiddenpore College, Kolkata- WEST BENGAL
32.	Dr. M.P. Jaiswal Principal Maharaja Bir Bikram College P.O. Agartala College, Agartala-799 004 TRIPURA		

List of participant Officials/Teachers from College Stream :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Saibal Sengupta Lecturer Arya Vidyapith College Guwahati- ASSAM	10.	Dr. S.D. Roy Lecturer , Karimganj College Karimganj- ASSAM
2.	Dr. S.M Barman Lecturer Arya Vidyapith College Guwahati- ASSAM	11.	Dr. Pradeep Kumar Sharma Lecturer KRB Girls College Guwahati- ASSAM
3.	Dr. Juri Mahanta Lecturer Cotton College Guwahati- ASSAM	12.	Dr. Bhupen Barman Lecturer M.D.K.G. College Dibrugarh- ASSAM
4.	Dr. Bandana Sharma Lecturer Cotton College Guwahati- ASSAM	13.	Dr. S.K. Sinha Professor Bihar National College Patna- BIHAR
5.	Dr. Sohan Lal Agarwalla Lecturer D.H.S.K. College Dibrugarh- ASSAM	14.	Dr. K.P. Chandra Lecturer in Physics Sunderwati Mahila Mahavidyalaya Bhagalpur (BIHAR)- BIHAR
6.	Dr. J.K. Mahanta Lecturer D.H.S.K. College Dibrugarh- ASSAM	15.	Dr. Amitabh Baruah Lecturer Patkai Christian College Chumukedima-797 103 NAGALAND
7.	Dr. Ishrafil Siddique HOD in Education Diphu Govt. College Diphu- ASSAM	16.	Dr. M.C. Dash HOD in Physics Narasingha Choudhury College Jajpur, Cuttack-752 001 ORISSA
8.	Dr. Ranjita Choudhry Lecturer Gauhati Commerce College Guwahati- ASSAM	17.	Dr. Niranjana Sahoo Assistant Professor Belonia College Belonia-799 155 TRIPURA
9.	Dr. S. Islam Lecturer K.C. Das Commerce College Guwahati- ASSAM	18.	Dr. S. Chhetry Vice Principal St. Joseph's College Darjeeling- WEST BENGAL

S.NO.	Name of the participant	S.NO.	Name of the participant
19.	Dr. Madhulika Singh Lecturer Arya Vidyapith College Guwahati- ASSAM	27.	Dr. Hiranmay Biswas Lecturer Ananda Chandra College, Jalpaiguri-735 101 WEST BENGAL
20.	Dr. Debashis Sikdar Lecturer GC College Silchar- ASSAM	28.	Dr. Ajoy Mitra Lecturer Dispur College Dispur- ASSAM
21.	Dr. Suvendra Kumar Das Lecturer GC College Silchar- ASSAM	29.	Dr. Sanjeev Kumar Sharma Lecturer Dispur College Dispur- ASSAM
22.	Dr. Abdul Jalil Chouhry Lecturer Karimganj College Karimganj- ASSAM	30.	Dr. Berlao K. Karji Lecturer Kokrajhar College Kokrajhar- ASSAM
23.	Mr. Pankaj Sutradhar Lecturer KRB Girls College Guwahati- ASSAM	31.	Dr. Rohima Baishya Lecturer Pragjyotish College Guwahati- ASSAM
24.	Dr. Ayesha Ashraf Ahmed Lecturer in Botany Shillong College Shillong (MEGHALAYA)- MEGHALAYA	32.	Dr. Raajita Deka Lecturer Pragjyotish College Guwahati- ASSAM
25.	Ms. Nilu Paul Lecturer Lumding College, Lumding- NAGALAND	33.	Dr. R.C. Dash Co-ordinator Dhenkanal College Dhenkanal-759 001 ORISSA
26.	Dr. Sabita Ray Lecturer Women's College Agartala-799 001 TRIPURA	34.	Mr. Amrit Kumar Bhattacharya Lecturer Ramakrishna Mahavidyalaya Kailashahar-799 277 TRIPURA

List of Participants in Chandigarh Workshop
January 20 & 21, 2004

List of CABE Members participated in the Workshop:

SNO	Name of the participant	SNO	Name of the participant
1.	Shri Kanti Biswas Hon'ble Minister of Education Government of West Bengal Kolkata	4.	Prof. Ved Prakash Secretary, UGC, New Delhi
2.	Prof. Gopal Guru 90, New Transit Hostel Phase-III, JNU Campus New Delhi	5.	Dr. (Mrs.) Renu Batra Joint Secretary, UGC, New Delhi
3.	Prof. A. Gnanam 41, 3rd Cross, Kaveri Nagar Pondicherry <i>Also chaired the Administrative session.</i>		

List of State Govt. Officials who participated in the Workshop:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Shri Dhanpat Singh Higher Education Commissioner Government of Haryana Chandigarh	3.	Ms. Surbhi Goel Assistant Director Department of Higher Education, Government of Haryana Chandigarh
2.	Ms. Nisha Sarad Director Department of Public Instruction, Government of Punjab Chandigarh		

List of participants from Public Study Group:

S.NO.	Name of the participant		
1.	Dr. Madhu Prasad Reader Zakir Hussain PG College New Delhi		

List of participant delegates from AIFUCTO:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. V.K. Tewari National Secretary, AIFUCTO DAV College, Jalandhar	3.	Dr. Vazir Nehra Vice President, AIFUCTO M.D. University, Rohtak
2.	Dr. R.K. Kaistha General Secretary HP Govt. s Association, Rampur		

List of participant Eminent Educationists :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Rajeev Tiwary Raipur <i>Attended as the nominee of Shri Ajay Chandrakar, Member, CABE-COAHEI.</i>	3.	Dr. R.S. Sharma #916, Sector-7 Panchkula
2.	Dr. Prakash Chandra Suri Chandigarh		

List of Participant Vice Chancellors:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. L.R. Verma Vice Chancellor Himachal Pradesh University Shimla <i>Also chaired the Academic Session.</i>	7.	Dr. R.P. Singh Vice Chancellor CCS University Meerut
2.	Prof. K.N. Pathak Vice Chancellor Panjab University, Chandigarh	8.	Dr. V. Kutumba Sastry Director Rashtriya Sanskrit Sansthan New Delhi
3.	Prof. Krishna Kumar Director Motilal Nehru National Institute of Technology Allahabad	9.	Dr. A.K. Chawla Vice Chancellor Kurukshetra University Kurukshetra
4.	Prof. N.C. Gautam Vice Chancellor VBS Purvanchal University, Jaunpur	10.	Shri Vishnu Bhagwan Vice Chancellor Guru Jambheshwar University Hissar <i>Also chaired the Financial session.</i>
5.	Dr. S.N. Mahendra Director National Institute of Technology, Kurukshetra	11.	Dr. S.C. Saxena Director Thapar Institute of Engineering & Technology Patiala
6.	Dr. Aditya Shastri Director Banasthali Vidyapith Banasthali	12.	Prof. G. Nancharaiah Vice Chancellor BBA University Lucknow

List of Participant Officials / Teachers from University stream:

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Prof. Balveer Arora Pro-Vice Chancellor Jawaharlal Nehru University New Delhi	3.	Prof. A.K. Chakraborty HOD in Medicinal Chemistry National Institute of Pharma. Education & Research Sector 67, SAS Nagar, Mohali
2.	Prof. Surendra Singh Principal Scientist National Dairy Research Institute Karnal	4.	Prof. Surendra Singh Verma Vice Principal Institute of Advanced Studies in Education Gandhi Vidya Mandir, Sardarshahr

S.NO.	Name of the participant	S.NO.	Name of the participant
5.	Dr. Krishna Mohan Reader in English Panjab University Chandigarh	15.	Dr. Ashish Alexander Department of English Panjab University Chandigarh
6.	Dr. Paramjit Singh Registrar Panjab University Chandigarh	16.	Prof. C.L. Duggal Prof. of Zoology Panjab University Chandigarh
7.	Dr. Jitendra Mohan ICSSR National Fellow Panjab Univeristy Chandigarh	17.	Dr. Promila Pathak Reader in Botany Panjab University Chandigarh
8.	Dr. Shelly Narang Department of English Panjab University Chandigarh	18.	Dr. B.S. Ghuman Professor of Public Administration Panjab University Chandigarh
9.	Dr. G.K. Garg Dean (Sciences) GB Pant University of Agriculture&Technology Pantnagar	19.	Dr. A.K. Saihjpal Professor of Finance Panjab University Chandigarh
10.	Dr. Mohammad Athar HOD in Toxicology Jamia Hamdard Hamdard Nagar, New Delhi	20.	Dr. B.D. Budhiraja Dean (CDC) Panjab University Chandigarh
11.	Prof. S.S. Gill Dean (Social Sciences) Punjabi University Patiala	21.	Dr. Kamaljeet Singh Department of Botany Panjab University Chandigarh
12.	Dr. Tankeshwar Kumar Reader in Physics Panjab University Chandigarh	22.	Dr. Rabinder Sharma Fellow Panjab University Chandigarh
13.	Dr. Nandita Department of Education Panjab University, Chandigarh	23.	Dr. Ronki Ram Department of Political Science Panjab University Chandigarh
14.	Dr. Latika Department of Education Panjab University, Chandigarh	24.	Dr. Sudip Minhas Department of English Panjab University Chandigarh

List of Participant College Principals :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. Deshbandhu Principal Sanatan Dharma College, Ambala	2.	Dr. (Sr.) Serena Principal Sophia Girls College, Ajmer

S.NO.	Name of the participant	S.NO.	Name of the participant
3.	Dr. S. Marriya Principal DAV College Chandigarh	9.	Dr. (Mrs.) Puneet Bevi Principal MCM DAV College for Women Chandigarh
4.	Dr. M. Massey Principal Ewing Christian College Allahabad	10.	Dr. O.P. Singh Principal Paliwal PG College Shikohabad
5.	Dr. Gurmohan Singh Walia Principal Mata Gujri College Fatehganj Sahib	11.	Dr. Catherine S. Singh Principal Dau Dayal Mahila PG College Firozabad
6.	Dr. (Mrs.) P.P. Sharma Principal Hans Raj Mahila Mahavidyalaya Jalandhar	12.	Dr. Jyoti Juneja Principal GVM Girls College Sonapat
7.	Dr. R.K. Sharma Principal Govt. Mohindra College Patiala	13.	Dr. R.P. Bharadwaj Principal Doaba College, Jalandhar City
8.	Dr. (Mrs.) Harinderjit Kaur Principal GGS College for Women Chandigarh	14.	Dr. (Mrs.) J. Kackaria Principal BBK DAV College for Women Lawrence Road, Amritsar

List of participant Officials/Teachers from College Stream :

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Dr. J.K. Juneja Lecturer Hindu College of Education Sonapat	6.	Dr. Avaninder Chopra Lecturer DAV College Chandigarh
2.	Dr. Amar Nath Lecturer Saroop Rani Govt. College for Women Rani ka Bagh Amritsar	7.	Dr. Chandra Singh Negi Lecturer Govt. PG College Pithorogarh
3.	Dr. Neelam Soni Lecturer SCD Govt. College, Ludhiana	8.	Dr. Yash Paul Sharma Lecturer in Commerce DAV College Chandigarh
4.	Dr. Maninder Singh Dean(Academic) Khalsa College, Amritsar	9.	Dr. A.S. Sethi HOD in Chemistry Govt. College for Girls Sector-11, Chandigarh
5.	Dr. Shyampati Reader in Physics Udai Pratap College Varanasi		

List of participants in the Interactive Session with Delegation from AIFUCTO on 8th February, 2005

S.NO.	Name of the participant	S.NO.	Name of the participant
1.	Shri Kanti Biswas Hon'ble Minister for Education Govt. of West Bengal Kolkata.(Chairman)	8.	Dr. (Mrs.) Renu Batra Joint Secretary, UGC.
2.	Dr. Shurhozelie Hon'ble Minister of Education Government of Nagaland Secretariat Kohima – 797 001.(Member)	9.	Prof. Anil Bhattacharya President, AIFUCTO Kolkata
3.	Shri D. Manjunath Hon'ble Minister of Education Government of Karnataka Room No.329, Vidhan Soudha, Bangalore – 560 001. (Member)	10.	Prof. B. Vijay Kumar General Secretary, AIFUCTO Hyderabad.
4.	Prof. P.V. Indiresan B-57, Hill View Apartments Vasant Vihar New Delhi – 110 057. (Member)	11.	Dr. Nikhil Desai Treasurer, AIFUCTO Baroda
5.	Prof. Andre Beteille Sociologist 69, Jor Bagh, New Delhi – 110 003. (Member)	12.	Dr. V.K. Tewari Secretary, AIFUCTO Jalandhar
6.	Prof. Arun Nigavekar CM, UGC (Member)	13.	Prof. Thomas Joseph Secretary, AIFUCTO Thiruvananthapuram
7.	Prof. Ved Prakash Secretary, UGC. (Member Secretary)	14.	Prof. Vazir Singh Nehra Vice President, AIFUCTO Rohtak.

List of Central Universities in India (As on 27th April, 2005)

Sno	Name of the Institute	Year of Estt. / Recogn.
Andhra Pradesh [2]		
1.	Hyderabad University, Hyderabad-500 046.	1974
2.	Maulana Azad National Urdu University, Hyderabad-500 032.	1997
Assam [2]		
3.	Assam University, Silchar -788 011	1994
4.	Tezpur University, Tezpur.- 784 028	1994
Delhi (NCT) [4]		
5.	Delhi University, Delhi-110 007.	1922
6.	Indira Gandhi National Open University, New Delhi-110 068.*	1985
7.	Jamia Mallia Islamia University, New Delhi-110 025.	1962
8.	Jawaharlal Nehru University, New Delhi-110 067.	1969
Maharashtra [1]		
9.	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalay, Wardha	1997
Manipur [1]		
10.	Central Agricultural University, Imphal-795 004 *	1993
Meghalaya [1]		
11.	North Eastern Hill University, Shilong-793 022.	1973
Mizoram[1]		
12.	Mizoram University, Aizawal-796 012	2000
Nagaland [1]		
13.	Nagaland University, Nagaland-797 001	1994
Pondicherry [1]		
14.	Pondicherry University, Pondicherry-605 014.	1985
Uttar Pradesh [3]		
15.	Aligarh Muslim University, Aligarh-202 002.	1921
16.	Babasaheb Bhimrao Ambedkar University, Lucknow-226 025	1996
17.	Banaras Hindu University, Varanasi-221 005	1916
West Bengal [1]		
18.	Visva Bharati, Santi Niketan-731 235.	1951

* Directly funded by Government of India.

**List of Deemed Universities
(As on 27th April, 2005)**

Sno	Name of the Institute	Year of Conferment
Andhra Pradesh [5]		
1.	Central Institute of English & Foreign Languages, Hyderabad-500 007.	1973
2.	International Institute of Information Technology, Hyderabad-500 019.	2001
3.	National Institute of Technology, (REC) Warangal-506 004.	2002
4.	Rashtriya Sanskrit Vidyapeeth, Tirupati-517 507.	1987
5.	Sri Sathya Sai Institute of Higher Learning, Prasanthinilayam, Anantapur-515 134.	1981
Assam [1]		
6.	National Institute of Technology, Silchar-788 010.	2002
Bihar [1]		
7.	Bihar Yoga Bharati, Munger-811 201.	2000
Chandigarh (UT) [1]		
8.	Punjab Engineering College, Chandigarh-160 009.	2003
Delhi (NCT) [10]		
9.	Indian Agricultural Research Institute, New Delhi-110 012	1958
10.	Indian Institute of Foreign Trade, IIFT Bhawan, Qutab Industrial Area, New Delhi-110 016.	2002
11.	Jamia Hamdard, New Delhi-110 062.	1989
12.	National Museum Institute of History of Art, Conservation and Museology, New Delhi-110 011.	1989
13.	Indian Law Institute, Bhagwandas Road, New Delhi-110 001.	2004
14.	Rashtriya Sanskrit Sansthan, Janak Puri, New Delhi-110 058.	2002
15.	School of Planning & Architecture, Indraprastha Estate, New Delhi-110 002.	1979
16.	Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapith, New Delhi-110 016.	1987
17.	TERI School of Advanced Studies, New Delhi-110 003.	1999
18.	National School of Drama, New Delhi	2005
Gujarat [3]		
19.	Dharamsinh Desai Instt. of Technology, Nadiad-387001.	2000
20.	Gujarat Vidyapith, Ahmedabad-380 009.	1963
21.	Sardar Vallabhbhai National Institute of Technology, (REC), Surat-395 007.	2002
Haryana [3]		
22.	National Brain Research Centre, Gurgaon-122 001.	2002
23.	National Dairy Research Institute, Karnal-132 001.	1989
24.	National Institute of Technology (REC), Kurukshetra-136 119.	2002

Sno	Name of the Institute	Year of Conferment
Himachal Pradesh [1]		
25.	National Institute of Technology(REC),Hamirpur-177005.	2002
Jammu & Kashmir [1]		
26.	National Institute of Technology (REC),Srinagar-190006.	2003
Jharkhand [3]		
27.	Birla Institute of Technology, Mesra, Ranchi-835 215.	1986
28.	Indian School of Mines, Dhanbad-826 004.	1967
29.	National Institute of Technology, (REC) Jamshedpur-831 014	2002
Karnataka [7]		
30.	Indian Institute of Science, Bangalore-560 012.	1958
31.	Jawaharlal Nehru Centre for Advanced Scientific Research, Jakkur Campus, Bangalore-560 064.	2002
32.	Manipal Academy of Higher Education, Manipal-576 104.	1993
33.	National Institute of Mental Health & Neuro Sciences, Bangalore-560 029.	1994
34.	National Institute of Technology, Karnataka (REC) Surathkal-575 025.	2002
35.	Swami Vivekananda Yoga Anusandhana Samsthana, Bangalore.	2002
36.	Indian Institute of Information Technology, Bangalore	2005
Kerala [1]		
37.	National Institute of Technology, (REC) Calicut-673 601.	2002
Madhya Pradesh [3]		
38.	Indian Institute of Information Technology and Management, Gwalior	2001
39.	Lakshmi Bai National Institute of Physical Education, Gwalior-474 002.	1995
40.	Maulana Azad National Institute of Technology (REC), Bhopal-462 007.	2002
Maharashtra [16]		
41.	Bharati Vidyapeeth, Pune-411 030.	1996
42.	Central Institute of Fisheries Education, Mumbai-400 061.	1989
43.	Deccan College of Post-Graduate & Research Institute, Pune-411 006.	1990
44.	Dr. D.Y. Patil Vidyapeeth, Pimpri, Pune-411 018	2003
45.	Gokhale Institute of Politics & Economics, Pune-411 004.	1993
46.	Indira Gandhi Institute of Development Research, Mumbai-400 065.	1995
47.	Institute of Armament Technology, Pune-411 025.	1999
48.	International Institute for Population Sciences, Mumbai-400 088.	1985
49.	Narsee Monjee Institute of Management Studies, Mumbai-400 056	2003
50.	Padmashree Dr. D.Y. Patil Vidyapeeth, Navi Mumbai-400 706.	2002
51.	Pravara Institute of Medical Sciences, Loni, District Ahmednagar-413 736	2003
52.	SYMBIOSIS International Education Centre, Pune-411 004.	2002
53.	Tata Institute of Fundamental Research, Mumbai-400 005.	2002

Sno	Name of the Institute	Year of Conferment
54.	Tata Institute of Social Sciences, Deonar, Mumbai-400 080.	1964
55.	Tilak Maharashtra Vidyapeeth, Pune-411 037.	1987
56.	Visvesvaraya National Institute of Technology (REC), Nagpur-440 011.	2002

Orissa [2]

57.	Kalinga Institute of Industrial Technology, Bhubaneswar-751 024	2002
58.	National Institute of Technology (REC), Rourkela-769 008.	2004

Punjab [2]

59.	Dr. B.R. Ambedkar National Institute of Technology (REC), Jalandhar-144 011	2002
60.	Thapar Institute of Engineering & Technology, Patiala-147 004.	1985

Rajasthan [7]

61.	Banasthali Vidyapith, Banasthali-304 022.	1983
62.	Birla Institute of Technology & Science, Pilani-333 031.	1964
63.	Institute of Advanced Studies in Education of Gandhi Vidya Mandir, Sardarshahr-331 401.	2002
64.	Jain Vishva Bharati Institute, Ladnun-341 306.	1991
65.	Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur-313 001.	1987
66.	Malviya National Institute of Technology (REC), Jaipur-302 017.	2002
67.	Modi Institute of Technology and Science, Lakshmangarh, District Sikar	2004
68.	Amrita Vishwa Vidyapeetham, Coimbatore-641 105.	2003
69.	Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore-641 043.	1988

Tamil Nadu [16]

70.	Bharath Institute of Higher Education & Research, Chennai-600 073	2002
71.	Gandhigram Rural Institute, Gandhigram-624 302.	1976
72.	Karunya Institute of Technology and Sciences, Karunya Nagar, Coimbatore-641 114 (Tamil Nadu).	2004
73.	M.G.R. Educational and Research Institute, Chennai-600 095	2003
74.	Meenakshi Academy of Higher Education and Research, Chennai-600 092.	2004
75.	National Institute of Technology, Tiruchirapalli-620 015.	2003
76.	S.R.M. Institute of Sciences and Technology, Chennai-600 033	2002
77.	Sathyabama Institute of Science and Technology, Chennai-600 119.	2002
78.	Shanmugha Arts, Science, Technology, Research & Academy (SASTRA), Thanjavur-613 402.	2001
79.	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya, Kancheepuram-631 561.	1993
80.	Sri Ramachandra Medical College and Research Institute, Chennai-600 116.	1994
81.	Vellore Institute of Technology, Vellore-632 014.	2001
82.	Vinayaka Mission's Research Foundation, Salem-636 308.	2001
83.	Saveetha Institute of Medical & Technical Sciences, Chennai	2005

Sno	Name of the Institute	Year of Conferment
Uttar Pradesh [8]		
84.	Allahabad Agricultural Institute, Allahabad-211 007.	2000
85.	Bhatkhande Music Institute, Kaiserbag, Lucknow-226 001	2000
86.	Central Institute of Higher Tibetan Studies, Sarnath, Varanasi-221 007.	1988
87.	Dayalbagh Educational Institute, Agra-282 005.	1981
88.	Indian Institute of Information Technology, Allahabad-211 002.	2000
89.	Indian Veterinary Research Institute, Izatnagar-243 122.	1983
90.	Jaypee Institute of Information Technology, A-10, Sector 62, Nodia-201 307 (U.P).	2004
91.	Motilal Nehru Institute of Technology (REC), Allahabad-211 004.	2002
Uttaranchal [2]		
92.	Forest Research Institute, Dehradun-248 195.	1991
93.	Gurukul Kangri Vishwavidyalaya, Hardwar-249 404.	1962
West Bengal [2]		
94.	National Institute of Technology (REC), Durgapur-713 209	2003
95.	Ramakrishna Mission Vivekananda Educational and Research Institute, Belur Math, Howrah, West Bengal	2004

**List of Recognized State Universities
(as on 31st January, 2005)**

ANDHRA PRADESH Total = 14

S.No.	Name of the University	Year of Estt. / Recognition
1.	Acharya N.G.Ranga Agricultural University, Hyderabad-500 030.	1964
2.	N T R University of Health Sciences, Vijayawada-520008 *	1986
3.	Andhra University, Visakhapatnam-530 003.	1926
4.	Dr. B.R. Ambedkar Open University, Jubilee Hills, Hyderabad-500 033.	1982
5.	Dravidian University, Kuppam-517 425. *	1997
6.	Jawaharlal Nehru Technological University, Hyderabad-500 072.	1972
7.	Kakatiya University, Warangal-506 009.	1976
8.	Nagarjuna University, Nagarjuna Nagar, Guntur-522 510.	1976
9.	National Academy of Legal Studies & Research University, Hyderabad-500 027.	1999
10.	Osmania University, Hyderabad-500 007.	1918
11.	Potti Sreeramulu Telugu University, Hyderabad-500 004.	1985
12.	Sri Krishnadevaraya University, Anantapur-515 003.	1981
13.	Sri Padmavati Mahila Vishwavidyalayam, Tirupati-517 502.	1983
14.	Sri Venkateswara University, Tirupati-517 507.	1954

ARUNACHAL PRADESH Total = 1

15.	Arunachal University, Itanagar-791 112.	1985
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ASSAM Total = 3

16.	Assam Agricultural University, Jorhat- 785 013	1968
17.	Dibrugarh University, Dibrugarh-78 004	1965
18.	Gauhati University, Guwahati- 781 014	1948

BIHAR Total = 12

19.	Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur-842 001	1952
20.	Bhupendra Narayan Mandal University, Madhepura -852 113 .	1993
21.	Jai Prakash University, Chhapra -8410301 *	1995
22.	K.S.Darbhangha Sanskrit Vishwavidyalaya, Darbhanga-846 008	1961
23.	Lalit Narayan Mithila University, Darbhanga- 846008	1972
24.	Magadh University, Bodh Gaya.-824 234	1962
25.	Maulana Mazharul Haque Arabic & Persian University, Sandal Nagar, Mahendru, Patna-800 006 *.	2004
26.	Nalanda Open University, Patna.-800 001 *	1995
27.	Patna University, Patna-800 005	1917
28.	Rajendra Agricultural University, Samastipur- 848 125	1970
29.	T.M.Bhagalpur University, Bhagalpur- 812 007	1960
30.	Veer Kunwar Singh University, Arrah- 802 301 *	1994

CHANDIGARH (UT) Total = 1

31.	Panjab University, Chandigarh-160 014.	1947
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S.No.	Name of the University	Year of Estt. Recognition
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CHHATTISGARH Total = 5

32.	Guru Ghasidas University, Bilaspur- 495 009	1983
33.	Hidayatullah National Law University, Civil Lines, Raipur- 492 001.	2003
34.	Indira Gandhi Krishi Vishwavidyalaya, Raipur- 492 006	1987
35.	Indira Kala Sangeet Vishwavidyalaya, Khairagarh- 491 881.	1956
36.	Pt. Ravishankar Shukla University, Raipur-492 010	1964

DELHI (NCT) Total = 1

37.	Guru Gobind Singh Indraprastha Vishwavidyalaya , Kashmere Gate, Delhi-110 006.	1998
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GOA Total = 1

38.	Goa University, Goa- 403 206	1985
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GUJARAT Total = 11

39.	Bhavnagar University, Bhavnagar- 364 002	1978
40.	Dr. Babasaheb Ambedkar Open University, Ahmedabad – 380 003 *	1994
41.	Gujarat Agricultural University, Sardar Krushinagar, Banaskantha-385 506	1972
42.	Gujarat Ayurveda University, Jamnagar-361 008.	1967
43.	Gujarat University, Ahmedabad- 380 009	1949
44.	Hemchandracharya North Gujarat University, P.B. No. 21, University Road, Patan-384 265	1986
45.	Kantiguru Shyamji Verma Kachchh University, CS-60, Jubilee Ground, Bhuj-Kachchh-370 001*	2004
46.	Maharaja Sayajirao University of Baroda, Vadodara-390002	1949
47.	Sardar Patel University, Vallabh Vidyanagar-388 120	1955
48.	Saurashtra University, Rajkot- 360 005	1967
49.	South Gujarat University, Surat-395 007	1967

HARYANA Total = 5

50.	Chaudhary Devi Lal University, Sirsa. *	2003
51.	Chaudhary Charan Singh Haryana Agricultural University, Hisar-125 004	1970
52.	Guru Jhambeshwar University, Hisar,- 125 001	1995
53.	Kurukshetra University, Kurukshetra- 136 119	1956
54.	Maharishi Dayanand University, Rohtak-124 001	1976

HIMACHAL PRADESH Total = 3

55.	Dr. YS Parmar Univ. of Horticulture&Forestry,Nauni-173230	1986
56.	Himachal Pradesh University, Shimla-171 005	1970
57.	Himachal Pradesh Agriculture University,Palampur-176062.	1978

S.No.	Name of the University	Year of Estt. Recognition
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JAMMU & KASHMIR Total = 5

58.	Baba Ghulam Shah Badshah University, Jammu	2002
59.	Jammu University, Jammu Tawi-180 006	1969
60.	Kashmir University, Srinagar-190 006	1948
61.	Sher-e-Kashmir University of Agricultural Science & Technology, Srinagar-191 121	1982
62.	Shri Mata Vaishno Devi University, Camp Office: 27 A/D, Gandhinagar, Jammu-180 004. *	1999

JHARKHAND Total = 4

63.	Birsa Agricultural University, Ranchi-834 006	1980
64.	Ranchi University, Ranchi-834 001	1960
65.	Sidhu Kanhu University, Dumka-814 101*	1992
66.	Vinoba Bhave University, Hazaribagh-825 301.	1993

KARNATAKA Total = 16

67.	Bangalore University, Bangalore-560 056	1964
68.	Gulbarga University, Gulbarga-585 106	1980
69.	Kannada University, Hampi, Bellary District, Kamalapura-583 276	1991
70.	Karnataka University, Dharwad-580 003	1949
71.	Karnataka State Open University, Mysore-570 006 *	1996
72.	Karnataka State Women University, Bijapur-586 101 *.	2003
73.	Karnataka Veterinary, Animal & Fisheries Sciences University, Bidar – 585 401	2004
74.	Kuvempu University, Shankaraghatta-577 451	1987
75.	Mangalore University, Mangalore-574 199	1980
76.	Mysore University, Mysore-570 005	1916
77.	National law School of India University, Bangalore-560 072	1987
78.	Rajiv Gandhi University of Health Sciences, Bangalore-560 041 *	1996
79.	Tumkur University, Tumkur – 572 101	2004
80.	University of Agricultural Sciences, Bangalore-560 065	1964
81.	University of Agricultural Sciences, Dharwad –580 005	1986
82.	Visveswaraiah Technological University, Belgaum-590 010*	1998

KERALA Total = 7

83.	Calicut University, Trichy Palay, Malapuram District, Kozhikode-673 635	1968
84.	Cochin University of Science & Technology, Kochi-682 022	1971
85.	Kannur University, Kannur-670 562	1997
86.	Kerala Agricultural University, Thrissur-680 656	1972
87.	Kerala University, Thiruvananthapuram –695 034	1937

S.No.	Name of the University	Year of Estt. Recognition
88.	Mahatma Gandhi University, Kottayam –686 560	1983
89.	Shree Sankaracharya University of Sanskrit, Kalady-683574	1994

MADHYA PRADESH Total = 14

90.	Awadesh Pratap Singh University, Rewa-486 003	1968
91.	Barkatullah University, Bhopal-462 026	1970
92.	Devi Ahilya Vishwavidyalaya, Indore.-452 001	1964
93.	Dr Hari Singh Gour Vishwavidyalaya, Sagar-470 003	1946
94.	Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur-482 004	1964
95.	Jiwaji University, Gwalior-474011	1964
96.	M.G. Gramodaya Vishwavidyalaya, Chitrakoot-485 331, District Satna.	1993
97.	M.P.Bhoj University, Bhopal-462 016 *	1995
98.	Maharishi Mahesh Yogi Vedic Vishwavidyalaya, Jabalpur-482 001 *	1998
99.	Makhanlal Chaturvedi Rashtriya Patrakarita National University of Journalism, Bhopal-462 039 *	1993
100.	National Law Institute University, Bhopal.	1999
101.	Rajiv Gandhi Prodyogiki Vishwavidyalaya, Bhopal-462 036 *	2000
102.	Rani Durgavati Vishwavidyalaya, Jabalpur-482 001.	1957
103.	Vikram University, Ujjain-456 010	1957

MAHARASHTRA Total = 19

104.	Amravati University, Amravati-530 003.	1983
105.	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad-431 004.	1958
106.	Dr. Babasaheb Ambedkar Technological University, Lonere-402 103 *	1989
107.	Dr. Punjabrao Deshmukh Krishi Vidyapeeth, Akola-444 104.	1969
108.	Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli, District Ratnagiri-415 712	1972
109.	Kavi Kulguru Kalidas Sanskrit Vishwavidyalaya, Nagpur-441 106 *	1997
110.	Maharashtra Animal & Fishery Sciences University, Seminary Hills, Nagpur-440 006. *	2000
111.	Maharashtra University of Health Sciences, Nashik-422013*	1998
112.	Mahatma Phule Krishi Vidyapeeth, Rahuri-413 722.	1969
113.	Marathwada Agricultural University, Parbhani-431 402.	1972
114.	Mumbai University, Mumbai-400 032.	1857
115.	Nagpur University, Nagpur-440 001.	1923
116.	North Maharashtra University, Jalgaon-425 001.	1990
117.	Pune University, Pune-411 007.	1949
118.	Shivaji University, Kolhapur-416 004.	1962
119.	Smt. Nathibai Damodar Thackersey Women's University, Mumbai-400 020.	1951
120.	Solapur University, Solapur – 413 255	2004
121.	Swami Ramanand Teerth Marathwada University, Nanded-431 606.	1994
122.	Yashwant Rao Chavan Maharashtra Open University, Nasik – 422 222	1989

S.No.	Name of the University	Year of Estt. Recognition
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MANIPUR Total = 1

123.	Manipur University, Imphal-795 003.	1980
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ORISSA Total = 9

124.	Berhampur University, Berhampur-760 007.	1967
125.	Biju Patnaik University of Technology, Rourkela *	2002
126.	Fakir Mohan University, Balasore-596 019. *	1999
127.	North Orissa University, Baripada, District Mayurbhanj-757 003, Bhubaneswar.*	1998
128.	Orissa University of Agriculture & Technology, Bhubaneswar-751 003.	1962
129.	Sambalpur University, Sambalpur-768 019.	1967
130.	Shri Jagannath Sanskrit Vishwavidyalaya, Puri-752 003.	1981
131.	Utkal University, Bhubaneswar-751 004.	1943
132.	Utkal University of Culture, Bhubaneswar-751 009. *	1999

PUNJAB Total = 5

133.	Baba Farid University of Health & Medical Sciences, Kotkapura, Faridkot-151 203 *	1998
134.	Guru Nanak Dev University, Amritsar-143 005.	1962
135.	Punjab Agricultural University, Ludhiana-141 004.	1947
136.	Punjab Technical University, Jalandhar-144 011 *	1969
137.	Punjabi University, Patiala-147 002.	1962

RAJASTHAN Total = 12

138.	Jai Narain Vyas University, Jodhpur-342 011.	1962
139.	Vardhaman Mahaveer Open University, Kota-324 010	1987
140.	Maharana Pratap University of Agriculture & Technology, Udaipur-313 001 *	1999
141.	Maharishi Dayanand Saraswati University, Ajmer-305 009.	1987
142.	Mohan Lal Sukhadia University, Udaipur-313 001.	1962
143.	National Law University, Jodhpur-342 004*	1999
144.	Rajasthan Agricultural University, Bikaner-334 006.	1987
145.	Rajasthan Ayurveda University, Jodhpur*	2003
146.	Rajasthan Sanskrit University, 2-2A, Jhalana Doongari, Jaipur-302 017. *	2001
147.	Rajasthan University, Jaipur-302 004.	1947
148.	University of Bikaner, 23, Civil Lines, Bikaner *	2004
149.	University of Kota, Kota *	2004

SIKKIM Total = 1

150.	Sikkim-Manipal University of Health, Medical & Technological Sciences, Gangtok-737 101. *	1998
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S.No.	Name of the University	Year of Estt. Recognition
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TAMILNADU Total = 17

151.	Alagappa University, Alagappa Nagar, Karaikudi-630 003.	1985
152.	Anna University, Guindy, Chennai-600 025.	1978
153.	Annamalai University, Annamalinagar-608 002.	1929
154.	Bharathiar University, Coimbatore-641 046.	1982
155.	Bharathidasan University, Tiruchirappalli-620 024.	1982
156.	Madras University, Chennai-600 005.	1857
157.	Madurai Kamraj University, Madurai-625 021.	1966
158.	Manonmaniam Sundarnar University, Thirunelveli-627 012.	1990
159.	Mother Teresa Women's University, Kodaikanal-624 102.	1984
160.	Periyar University, Salem-636 011. *	1997
161.	Tamil University, Thanjavur-613 005.	1981
162.	Tamilnadu Agricultural University, Combatore-641 003.	1971
163.	Tamilnadu Dr. Ambedkar Law University, Chennai-600 028. *	1997
164.	Tamilnadu Dr. M.G.R. Medical University, Anna Salai, Chennai-600 032. *	1987
165.	Tamilnadu Veterinary & Animal Sciences University, Chennai-600 051.	1989
166.	Tamil Nadu Open University, Directorate of Technical Education Campus, Guindy, Chennai-600 025.	2004
167.	Thiruvalluvar University, Fort, Vellore-632 004. *	2003

TRIPURA Total = 1

168.	Tripura University, Agartala-799 130.	1987
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UTTAR PRADESH Total = 19

169.	Allahabad University, Allahabad-211 002.	1887
170.	Bundelkhand University, Jhansi-284 128.	1975
171.	Chandra Shekhar Azad University of Agriculture & Technology, Kanpur-208 002.	1975
172.	Chatrapati Sahuji Maharaj Kanpur University, Kanpur-208 024.	1966
173.	King Georges Medical University, Lucknow *	2004
174.	Choudhary Charan Singh University, Meerut-250 005.	1965
175.	Deen Dayal Upadhyay Gorakhpur University, Gorakhpur-273 009.	1957
176.	Dr Ram Manohar Lohia Awadh University, Faizabad-224 001.	1975
177.	Dr. B.R. Ambedkar University, Agra-282 004.	1927
178.	Lucknow University, Lucknow-226 007.	1921
179.	M.J.P.Rohilkhand University, Bareilly-243 006.	1975
180.	Mahatma Gandhi Kashi Vidyapeeth, Varanasi-221 002.	1921
181.	Narendra Deva University of Agriculture & Technology, Faizabad-224 229.	1975
182.	Sampurnanand Sanskrit Vishwavidyalaya, Varanasi-221 002.	1958

S.No.	Name of the University	Year of Estt. Recognition
183.	Sardar Vallabh Bhai Patel University of Agriculture & Technology, Meerut-250 110. *	2004
184.	Uttar Pradesh Technical University, Sitapur Road, Lucknow-226 021. *	2000
185.	U.P. King George's University of Dental Science, Lucknow-226 003*.	2004
186.	U.P. Rajarshi Tandon Open University, 17, Maharshi Dayanand Marg (Thornhill Road), Allahabad-211 001 .	2004
187.	Veer Bahadur Singh Purvanchal University, Jaunpur-222 002.	1987

UTTARANCHAL Total = 3

188.	G.B. Pant University of Agriculture and Technology, Pantnagar-263 145.	1960
189.	H. N. Bahuguna Garhwal University, Srinagar-246 174.	1973
190.	Kumaun University, Nainital-263 001.	1973

WEST BENGAL Total = 15

191.	The Bengal Engineering & Science University, Shibpur, Howrah-711 103.	1992
192.	Bidhan Chandra Krishi Vishwavidyalaya, Mohanpur, Nadia-741 252.	1974
193.	Burdwan University, Rajbati, Burdwan-713 104.	1960
194.	Calcutta University, Kolkata-700 073.	1857
195.	Jadavpur University, Calcutta-700 032.	1955
196.	Kalyani University, Kalyani-741 235.	1960
197.	Netaji Subhash Open University, Kolkata-700 020. *	1997
198.	North Bengal University, Raja Ram Mohanpur, Darjeeling-734 430.	1962
199.	Rabindra Bharati University, Kolkata-700 050.	1962
200.	The West Bengal National University of Juridical Science, NUJS Bhava, 12 LB Block, Sector-III, Salt Lake City, Kolkata*.	2004
201.	Uttar Banga Krishi Vishwavidyalaya, District-Cooch Behar-736 165. *	2001
202.	Vidya Sagar University, Midnapore-721 102.	1981
203.	West Bengal University of Animal and Fishery Sciences, Belgachia, Kolkata-700 037. *	1995
204.	West Bengal University of Technology, Kolkata-700 064. *	2001
205.	The West Bengal University of Health Sciences, Kolkata – 700 064	2002

* (Not declared fit to receive Central/UGC assistance under Section 12 (B) of the UGC Act-1956).

**List of UGC recognized Private Universities in India
(As on 27th April, 2005)**

S.No.	Name of the University	Year of Estt. / Recognition
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Gujarat

1.	Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Post Box No. 4, Gandhinagar-382 007.*	2003
2.	Nirma University of Science & Technology, Sarkhej, Gandhinagar Highway, Village-Chharodi, Ahmedabad. *	2004

Himachal Pradesh

3.	Jaypee University of Information Technology, District-Solan-173 215. *	2002
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Uttar Pradesh

4.	Integral University, Kursi Road, Lucknow-226 026*.	2004
5.	Jagadguru Rambhadracharya Handicapped University, Chitrakoot Dham-210 204.	2002

Uttaranchal

6.	Dev Sanskriti Vishwavidyalaya, Gayatrikunj, Shantikunj, Hardwar-249 411.*	2002
7.	University of Petroleum and Energy Studies, Building No. 7, Street No. 1, Vasant Vihar Enclave, Dehradun-284 006 (Uttaranchal).*	2004

* (Not declared fit to receive Central/UGC assistance under Section 12 (B) of the UGC Act-1956).

List of Institutes of National Importance (State-Wise)(As on 27th April, 2005)

Sno	Name of the Institute	Year of Estt. / Recogn.
<u>ASSAM</u>		
1.	Indian Institute of Technology, Institution of Engineers Building, Guwahati-781 001.	1994
<u>N.C.T. OF CHANDIGARH</u>		
2.	National Institute of Pharmaceutical Education and Research, Mohali.	1991
<u>DELHI</u>		
3.	All India Institute of Medical Sciences, Ansari Nagar, New Delhi.	1956
4.	Indian Institute of Technology, Hauz Khas, New Delhi-110 016.	1963
<u>KERALA</u>		
5.	Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram-695 011.	1980
<u>MAHARASHTRA</u>		
6.	Indian Institute of Technology, Powai, Mumbai-400 076.	1958
<u>PUNJAB</u>		
7.	Post Graduate Institute of Medical Education and Research, Chandigarh-160 012..	1967
<u>TAMILNADU</u>		
8.	Dakshina Bharat Hindi Prachar Sabha, Thyagarayanagar, Chennai-600 017.	1918
9.	Indian Institute of Technology, Chennai-600 036.	1959
<u>UTTAR PRADESH</u>		
10.	Indian Institute of Technology, Kanpur-208 016.	1959
<u>UTTRANCHAL</u>		
11.	Indian Institute of Technology, Roorkee-247 667.	2001
<u>WEST BENGAL</u>		
12.	Indian Institute of Technology, Kharagpur-721 302.	1950
13.	Indian Statistical Institute, Kolkata-700 108.	1959

Institutions Established Under State Legislature Act. (State-Wise)**(As on 27th April, 2005)****ANDHRA PRADESH**

Sno	Name of the Institution	Year of Estt. / Recogn.
1.	Nizam's Institute of Medical Sciences, Panjagutta, Hyderabad-500 082. (12 B w.e.f. 17-6-2002)	1990
2.	Sri Venkateswara Institute of Medical Sciences, Triupati-517 507. (12 B w.e.f. 22-5-2003)	1995

BIHAR

3.	Indira Gandhi Institute of Medical Sciences, Sheikhpura, Patna-800 014.	1992
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JAMMU & KASHMIR

4.	Sher-e-Kashmir Institute of Medical Sciences , Srinagar.	1990
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UTTAR PRADESH

5	Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow-226014. (12-B)	1983
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**Degree Specified by the UGC under section 22 of the UGC Act
(As on May, 2005)**

S. No.	Abbreviation of Degree	Expansion of Degree
1.	Acharya	Acharya
2.	Alankar	Alankar
3.	AMBS	Ayurvedacharya Bachelor of Medicine & Surgery
4.	Anu Parangat	M.Phil
5.	Ayurveda Vachaspati	Ph.D. In Ayurveda
6.	Ayurvedacharya	Ayurvedacharya
7.	B. Arch.	Bachelor of Architecture
8.	B.A. B.Ed.	Bachelor of Arts and Bachelor of Education
9.	B.Agri.	Bachelor of Agriculture
10.	B.Ch.E.	Bachelor of Chemical Engg.
11.	B.Chem. Tech	Bachelor of Chemical Technology
12.	B.com	Bachelor of Commerce
13.	B.Com. B.Ed	Bachelor of Commerce and Bachelor of Education
14.	B.Dance	Bachelor of Dance
15.	B.Ed	Bachelor of Education
16.	B.Pharm (Ayu.)	Bachelor of Ayurved in Pharmacy
17.	B.Pharm.	Bachelor of Pharmacy
18.	B.S.Sc.	Bachelor of Sanitary Science
19.	B.Sc.	Bachelor of Science
20.	B.Sc. B.Ed.	Bachelor of Science and Bachelor of Education
21.	B.Sc.(Nursing)	Bachelor of Science in Nursing
22.	B.Sc.(Sericulture)	Bachelor of Science in Sericulture
23.	B.Stat.	Bachelor of Statistics
24.	B.Tech.	Bachelor of Technology
25.	B.Tel.E.	Bachelor of Telecommunication Engg.
26.	B.Text	Bachelor of Textiles
27.	B.V.Sc.	Bachelor of Veterinary Science
28.	B.V.Sc. & A.H	Bachelor of Veterinary Science and Animal Husbandry
29.	BA	Bachelor of Arts
30.	B. Lib. Sc.	Bachelor of Library Science
31.	BAM	Bachelor of Ayurvedic Medicine
32.	BAMS	Bachelor of Ayurvedic Medicine & Surgery
33.	BBA	Bachelor of Business Administration
34.	BBM	Bachelor of Business Management

S. No.	Abbreviation of Degree	Expansion of Degree
35.	BCA	Bachelor of Computer Applications
36.	BCE	Bachelor of Civil Engineering
37.	BCL	Bachelor of Civil Law
38.	BDS	Bachelor of Dental Surgery
39.	BE	Bachelor of Engineering
40.	BEE	Bachelor of Electrical Engg.
41.	BFA	Bachelor of Fine Arts
42.	BFSc.	Bachelor of Fisheries Science
43.	BGL	Bachelor of General Law
44.	Bhasha Parveena	Bhasha Parveena
45.	BHMS	Bachelor of Homeopathic Medicine & Surgery
46.	BIM	Bachelor of Indian Medicine
47.	BJ	Bachelor of Journalism
48.	BL	Bachelor of Law or Laws
49.	B.Lib.I.Sc.	Bachelor of Library and information Science
50.	B.Litt.	Bachelor of Literature
51.	BMBS	Bachelor of Medicine and Bachelor of Surgery
52.	BME	Bachelor of Mechanical Engineering
53.	B.Mus	Bachelor of Music
54.	B.Nat (Ayu)	Bachelor of Ayurved in Naturopathy
55.	B.Nurs.	Bachelor of Nursing
56.	BOL	Bachelor of Oriental Learning
57.	BOT	Bachelor of Occupational Therapy
58.	BPA	Bachelor of Performing Arts
59.	BPED	Bachelor of Physical Education
60.	B.P.E.	Bachelor of Physical Education
61.	BPP	Bachelor of Physical Planning
62.	BPS	Bachelor of Professional Studies
63.	BPT	Bachelor of Physiotherapy
64.	BSMS	Bachelor of Sridhar Medicine & Surgery
65.	BSW	Bachelor of Social Work
66.	BT	Bachelor of Training
67.	D.Ay. M.	Doctor of Ayurvedic Medicine
68.	D.Ed.	Doctor of Education
69.	D.Eng.	Doctor of Engineering
70.	D.HV.	Doctor of Hygiene
71.	D.Litt.	Doctor of Literature

S. No.	Abbreviation of Degree	Expansion of Degree
72.	D.Mus.	Doctor of Music
73.	Ph.D.	Doctor of Philosophy
74.	D.Sc.	Doctor of Science
75.	DL	Doctor of Law
76.	D.M.	Doctor of Medicine (in Cardiology)
77.	DOL	Doctor of Oriental Learning
78.	Granthalaya	Granthalaya
79.	Hindi Shiksha Visharad	Hindi Shiksha Visharad
80.	LLB	Bachelor of Law or Laws
81.	LLD	Doctor of Laws
82.	LLM	Master of Law or Laws
83.	M.Arch.	Master of Architecture
84.	M.Ch.	Master of Chirurgiae
85.	M.Ch.E.	Master of Chemical Engg.
86.	M.Com	Master of Commerce
87.	M.Dance	Master of Dance
88.	M.Ed.	Master of Education
89.	M.Ind.	Master of Indology
90.	M.Lib.Sc.	Master of Library Science
91.	M.Litt	Master of Literature or Master of Letters
92.	M.Mus	Master of Music
93.	M.Pharm.	Master of Pharmacy
94.	M.Phil	Master of Philosophy
95.	M.Plan	Master of Planning
96.	MPE	Master of Physical Education
97.	M.Sc.	Master of Science
98.	M.Stat.	Master of Statistics
99.	M.Tech.	Master of Technology
100.	M.Text	Master of Textiles
101.	M.V.Sc.	Master of Veterinary Sciences
102.	MA	Master of Arts
103.	MBA	Master of Business Administration
104.	MBBS	Bachelor of Medicine and Bachelor of Surgery
105.	MCA	Master of Computer Applications
106.	M.D.	Doctor of Medicine
107.	MDS	Master of Dental Surgery
108.	ME	Master of Engineering

S. No.	Abbreviation of Degree	Expansion of Degree
109.	MEE	Master of Electrical Engineering
110.	MF.Sc.	Master of Fishery Science
111.	MFA	Master of Fine Arts
112.	MJ	Master of Journalism
113.	ML	Master of Laws
114.	MLISc.	Master of Library and Information Science
115.	MME	Master of Mechanical Engineering
116.	MO	Master of Obstetrics or Master of Obstetrics and Gynecology
117.	MOL	Master of Oriental Learning
118.	MPEd.	Master of Physical Education
119.	MPA	Master of Performing Arts
120.	MPS	Master of Population Studies
121.	MPT	Master of Physiotherapy
122.	MS	Master of Surgery
123.	MAMS	Master of Ayurved in Medicine and Surgery
124.	MSW	Master of Social Work
125.	MUMS	Master of Unani Medicine & Surgery
126.	Parangat	Parangat
127.	D. Phil.	Doctor of Philosophy
128.	Samaj Karya Parangat	Samaj Karya Parangat
129.	Samaj Vidya Parangat	Samaj Vidya Parangat
130.	Samaj Vidya Visharad	Samaj Vidya Visharad
131.	Shastri	Shastri
132.	Shiksha Acharya	Shiksha Acharya
133.	Shikshan Parangat	Shikshan Parangat
134.	Shiksha Shastri	Shiksha shastri
135.	Shiksha Visharad	Shiksha Visharad
136.	Vachaspati	Vachaspati
137.	Vidya Nishnanat	Vidya Nishnanat
138.	Vidya Praveena	Vidya Praveena
139.	Vidya Vachaspati	Vidya Vachaspati
140.	Vidya Varidhi	Vidya Varidhi
141.	Vidyalankar	Vidyalankar
142.	Visharad	Visharad
143.	M.Sc. B.Ed.	5 years integrated course
144.	B.A. LL.B.	5 years integrated course