INTRODUCTION

The concept of universities has undergone significant changes over the preceding century. Particularly, after Independence, the functioning and size of Indian Universities multiplied with greater pace. Increased national aspirations expected universities to develop as ‘centres for excellence’ rather than degree awarding institutions.

Since 1857, after first three Indian universities were set up in Bombay, Calcutta and Madras, there has been a phenomenal growth of the university system in India, not always for academic considerations. A number of political and social considerations have also often motivated the setting up of universities. In order to satisfy regional (converted into political) aspirations of the people, an increasing number of universities have been set up in various states. When political expediency supersedes academic imperatives and financial constraints, this results into a limping system that can hardly keep pace with the requirements of the rapidly changing times. Most of the expansion of the universities has taken place without the desirable concomitants of consolidation and integration of academic requirements. Hence, what has taken place is the ‘growth’ of the university system and not ‘development’; even this ‘growth’ has been unbalanced.

Universities, ideally, are organizations devoted to development of human resources and humanism. The greatest challenge before the institutions of higher learning in India is to synthesize technology with humanism and blending empirical reality with normative goals. Further, the basic contribution of the university system is to raise and maintain the standards of excellence in all the fields of its functioning. The universities are expected to meet the increasing demand for excellence in literary, scientific, technological and professional fields.

1.1 EVOLUTION OF UNIVERSITY EDUCATION IN INDIA

The modern university system is the outcome of a very slow and systematic process of evolution linked with the societal changes. As an institution cannot continue
to live on its post-successes and practice, similarly, university has to accommodate the societal needs and expectations in its functions.

The main purpose of the British Rulers for importing higher education was to man the middle and lower echelons of the administrative systems. University education did not meet the society’s expectations. It was hardly designed to do so.

The educational scene in India since the ancient times to the present era can be broadly classified into different periods like the Vedic Period, the Buddhist Period, the Muslim Period, the British Period, the pre- and post- Independence Periods.

1.1.1 Vedic Period

During the early stage of Vedic period, education was only a family concern. The children used to get education from within their family, mainly from their preceptors. However, during the later stages of the Vedic era, education shaped into the institutionalized form to some extent. During this period, a student used to live with teachers at the latter’s dwellings during the period of their education. These teaching places were known as ‘Ashrams’. The ‘Ashrams’ grouped them into ‘Charans’ for better co-ordination between themselves which in turn collectively formed an organization called ‘Prishads’. Then there were also stabilized institutions, the academies of science, like the ‘Panchala Parishad’. Later emerged Jainism and Buddhism with their emphasis upon the system of organized brotherhood, accommodated in the ‘viharas’ and ‘monastries’. The Brahminical system followed suit with similar institutions like ‘Mathas’.

The main emphasis of the Vedic Education was on the following:

i) Infusion of Spiritual and Religious Values

ii) Character Development (“Simple living and high thinking”)

iii) Development of Civic Responsibilities and Social Values

iv) Preservation and Diffusion of National Culture

v) Personality Development
Despite a wide gap between Ancient Indian and modern education, there are several elements of Vedic education which can be adopted by modern education:

i) Idealism

ii) Discipline and Teacher-Pupil Relationship

iii) Teaching Methods

iv) Simple life of students.

v) All round development of child

vi) Equality of Opportunity

vii) Education for self sufficiency

viii) Free and Universalisation of education.

During the Vedic period, the government or the state did not participate even the least in the financing of education. However, a few authors are of the view that the state rulers patronized education to some extent by occasionally providing land or finances for education to the religious establishments of the time.

1.1.2 Buddhist Period

Buddhists established centres of higher learning known as ‘monasteries’ or ‘Viharas’ where students from India and foreign countries were imparted education. The Buddhists did not offer any educational opportunities apart from or independent of its monasteries. With the passage of time, these ‘Viharas’ grew into vast centres of learning and took the shape of ‘universities’. Taxila, Nalanda and Valabhi are known to be the best examples of such institutes of higher education of the Buddhist period. Thus, during the Buddhist period, education was institutionalized to a good extent for such big institutes of higher learning with continuous and sufficient flow of funds from the government. Consequently, some definite and dependable sources of revenue came into being for financing the centres of higher learning of the Buddhist period. Thus popular means of financing were fees from students and endowments besides the ‘Viharas’ getting grants from the states.
1.1.3 Muslim Period

A proper system of education and its financing did not prevail in India during the era of Muslim rule. During this period, the institutions which provided primary, secondary and higher education were the ‘maktabs’, the Arab schools and the ‘madrassas’. Primary education was given in ‘maktabs’ and the higher education was imparted in ‘madrassas’. An important feature of these education institutions was the stress on Muslim religious studies. The Muslim rulers set up institutions in Delhi, Ajmer, Jallandhar, Firozabad and a prominent library at Delhi known as Imperial Library, Delhi for spreading Muslim religious thought and Islamic culture.

Even the Mughals did not develop a systematic system of financing education but education was well patronized and encouraged by the then emperors. They advanced education by liberal grant of lands or money to mosques which in turn housed the ‘maktabs’ and ‘madrassas’. Stipends and scholarships to outstanding individuals in the field of education were also granted. Most of the emperors in the later Muslim period financed the new buildings and provided funds for repairs and renovations of ‘maktabs’ and ‘madrassas’. Further, they provided funds for the setting up of libraries. The financing of education by the state though indirect, strengthened during Muslim period as compared to that in the Buddhist or the Vedic period.

1.1.4 British Period

The Britishers shaped the course of events in the Indian educational scene after the Mughals. Among the early attempts of the East India Company in the field of education in India was the setting up of ‘madrassas’ in Calcutta for Mohammedans and in Banaras for Hindus in the year 1781 and 1792 respectively.

Raja Ram Mohan Roy, in 1817 succeeded in setting up a Hindu College at Calcutta for promoting the knowledge of European languages to the Indians, and another college known as Elphinstone College came into being in 1834 in Bombay to provide training to the youth for the Indian Civil Services.

The efforts and support of Auckland, William Bentock and Raja Ram Mohan Roy led to the establishment of first universities in India, viz. University of Bombay,
University of Calcutta and University of Madras along the lines of the then University of London.

An organized system of higher education was introduced in India, through the establishment of the three universities. This at once boosted the pace of development of higher education and consequently more colleges came into being enrolling larger number of students.

1.2 VARIOUS EDUCATION COMMISSIONS AND COMMITTEES

1.2.1 The First Education Commission (Pre-Independence)

The first Indian Education Commission was appointed by Lord Ripon in 1882, with William Hunter, a member of the executive council of Viceroy, as its Chairman.

The Hunter Commission held that the system of higher education should enable its recipient to enter the different professions of general nature. The important recommendations of the commission were:

- Setting up of two separate educational systems, managed by the government and Private Agencies in Higher Education.
- Provision of alternative courses in bigger colleges.
- Principles to be followed for college fees and exemption from them.
- Teaching from model text books in government and non government colleges.
- Encouragement of vernacular education.
- Indianization of Education.
- The rate of grant-in-aid to each college should be determined by the strength of the staff and the expenditure on maintenance.
- For establishing library or for other educational equipments, non-recurring or special grant may be given to the colleges.
- Introduction of diversified and varied curricula.
• Outstanding students may be sent to England for higher education on Government scholarships.

• The number of students receiving free education should be limited.

1.2.2 The Second Education Commission (Pre-Independence)

There was practically no progress of education from 1897-1902. It was during this period that Lord Curzon came to India in 1899 as the Viceroy of India. Lord Curzon made a lot of reforms in the field of education after having an insight into the problems and flaws in the university education system in India. Finally, the second Indian University Commission was appointed, under chairmanship of Sir Thomas Raleigh on 22nd January, 1902 to enquire into the conditions and prospects of universities established in British India.

The recommendations of this Commission related to:

• Reorganization of University Government.

• A much more strict and systematic supervision of the colleges.

• Imposition of more exact conditions of affiliation.

• A close attention to the environment in which students work.

• There should be some defined limits of teaching functions by the University.

• Major changes in the examination methods and curricula.

Based on the recommendations contained in the Report of the Education Commission, the Legislative Council passed the ‘Indian Universities Act’ which came into force on the 21st March, 1904. The Act introduced important changes in the organization and administration of the Indian universities. No doubt, more dissatisfaction than satisfaction was created among the people by the Act of 1904. In reality, this Commission failed to make any impact on Indian education.
1.2.3 The Third Education Commission (Pre-Independence)

For a comprehensive review of the position and problems of the Calcutta University, the Government of India, by a resolution dated 14th September, 1917, appointed the Calcutta University Commission under the chairmanship of Sir Michael Sadler, the then Vice-Chancellor of the University of Leeds. The Commission was also asked to consider the problems of secondary education. The Commission had opined that improvement in secondary education was a pre-requisite to bring about any improvement in university education. The recommendations of the Commission in relation to the university education were:

- Secondary and intermediate education to be controlled by the Board of Secondary Education.
- Establishment of additional universities.
- Lessening of government control over the universities.
- New theory about governance of universities.
- Appointment of whole time salaried Vice Chancellors.
- Introduction of new courses.
- Establishment of an Inter-university Board for co-coordinating the activities of various Indian universities.

1.2.4 Hartog Committee

Simon Commission appointed an Auxiliary Committee under Chairmanship of Sir Philip Hartog, to inquire into the various aspects of Indian Education.

a) Observations of the Committee in Respect of Higher Education

The committee observed the following defects in higher education:

- Although the number of Universities had gone up but their standard was going down.
- Lack of practical experience, intellectual interest, discipline and sense of responsibility in the students on leaving the college.
- Unhealthy competition between the Universities.
- Unbalanced activities and unconducive environment in the colleges and the Universities.
- Improper organization of the Honors courses.
- Increased wastage in the field of higher education and poor examination results.
- The libraries in the universities were not well equipped and rich.

b) **Recommendations of the Hartog Committee**

- Establishment of affiliating universities along with unitary, residential and teaching universities.
- Maintenance of well-equipped central Libraries.
- Up gradation of the standard of secondary education to improve the standard of university education.
- Provision for separate Honors and Pass Courses.
- More emphasis on improving the standard of teaching, learning and research work
- The libraries in the Universities should be well equipped and rich

1.2.5 **Sergeant Report on Education (1944)**

The Government of India, while considering the master plan for development of the Indian life in all respects, appointed Sir John Sergeant, the Education Member to formulate an Educational Scheme for being placed before the Central Advisory Board of Education. The Board accepted all the recommendations of this Committee for implementation. The important recommendations included were:

- Abolition of Intermediate classes. The first year of this course to be added in the school and the second year of the course to be added to the two year degree course so as to make the degree course of three years duration.
- Introduction of Tutorial system and improvement of the methods of research.
- Admission of University courses to be made on the basis of merit.
- Appointment of competent teachers and improvement of their service conditions including the pay scales.
- Establishment of Grants Committee along the lines of University Grant Committee of United Kingdom.

**Table 1.1: Universities Established in the Pre-Independence Period**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>University</th>
<th>Year of establishment</th>
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<tbody>
<tr>
<td>1.</td>
<td>University of Calcutta, Calcutta</td>
<td>1857 (January)</td>
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<td>2.</td>
<td>University of Bombay, Bombay</td>
<td>1857 (July)</td>
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<td>3.</td>
<td>University of Madras, Madras</td>
<td>1857 (September)</td>
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<td>4.</td>
<td>Punjab University, Lahore (now named as Lahore University)</td>
<td>1882</td>
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<td>5.</td>
<td>University of Allahabad, Allahabad</td>
<td>1887</td>
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<td>6.</td>
<td>Banaras Hindu University, Varanasi</td>
<td>1916</td>
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<td>7.</td>
<td>Mysore University, Mysore</td>
<td>1916</td>
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<tr>
<td>8.</td>
<td>Patna University, Patna</td>
<td>1917</td>
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<tr>
<td>9.</td>
<td>Osmania University, Hyderabad</td>
<td>1918</td>
</tr>
<tr>
<td>10.</td>
<td>Aligarh, Muslim University, Aligarh</td>
<td>1920</td>
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<tr>
<td>11.</td>
<td>Lucknow University, Lucknow</td>
<td>1920</td>
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<td>12.</td>
<td>University of Dacca</td>
<td>1920</td>
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<tr>
<td>13.</td>
<td>University of Delhi, Delhi</td>
<td>1922</td>
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<td>14.</td>
<td>University of Nagpur, Nagpur</td>
<td>1923</td>
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<td>15.</td>
<td>Andhra University, Waltair</td>
<td>1926</td>
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<td>16.</td>
<td>University of Agra, Agra</td>
<td>1927</td>
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<td>17.</td>
<td>Annamalai University, Annamalainagar</td>
<td>1929</td>
</tr>
<tr>
<td>18.</td>
<td>University of Kerala, Kerala</td>
<td>1937</td>
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<tr>
<td>19.</td>
<td>Utkal University, Bhubaneswar</td>
<td>1943</td>
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<tr>
<td>20.</td>
<td>University of Sagar, Sagar</td>
<td>1946</td>
</tr>
<tr>
<td>21.</td>
<td>University of Rajasthan, Jaipur</td>
<td>1947 (January)</td>
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</tbody>
</table>
1.2.6 Post Independence Period - First Education Commission

After Independence, the first Education Commission was appointed in 1948 under the Chairmanship of Dr. Radhakrishnan. The basic objective of the Commission was to make recommendations on the following aspects of higher education including financing, administration, course curriculum etc.

(i) Problems of Teachers
(ii) Standard of Teaching
(iii) Curriculum (Arts and Science)
(iv) Post graduate Training and Research (Arts and Science)
(v) Professional Education
(vi) Religious Education
(vii) Medium of instructions
(viii) System of Examinations
(ix) Students Admission, Activities and Welfare
(x) Women’s Education

1.2.7 Mudaliar Commission (1952-53)

After Dr. Radhakrishnan Commission, another Commission under the chairmanship of Sir A.L. Mudaliar, the then Vice-chancellor of Madras University, was appointed in 1952. The objective of this Commission was to study the various facets of secondary education. The Commission suggested the abolition of intermediate course and making the degree a three year course. The recommendations of the Commission were largely accepted.

1.2.8 University Grants Commission (1956)

The University Grants Commission (UGC) was established under the UGC Act, 1956 to take all the necessary steps for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities. For the purpose of performing its functions
under the Act, the Commission may inquire into the financial needs of the Universities and allocate and disburse grants to Universities.

1.2.9 Committee on Model Act for Universities (1961-62)

The Committee on Model Act for Universities was appointed in December 1961 with a view to suggest improvement in the functioning of universities. The committee made wide-ranging recommendations in respect of the proper working of the universities including the one that the University Act should only provide the broad constitutional framework, and constitutional details should be left to the universities through their respective statutes and ordinances to provide overall flexibility in functioning of the universities subject to the individual needs of each university.

1.2.10 Kothari Commission on Education (1964-66)

The famous Kothari Commission on Education was appointed by the Indian Government under the chairmanship of Dr. D.S. Kothari, the then chairman of University Grants Commission (U.G.C.) to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all respects.

The report of the Commission, submitted in June 1966, is an extremely valuable document in the entire field of education. This Commission surveyed and examined the various stages of education, and made very important and useful recommendations covering all aspects for proper and fuller development of National Education. The recommendations, in general related to the following aspects:

(i) Education and National objectives
(ii) Teacher-status
(iii) Teacher Education
(iv) Enrolment and Manpower
(v) Equalization of Educational Opportunities
(vi) Objectives and Improvement of Higher Education
(vii) Expansion of Facilities
1.2.11 Gajendragadkar Committee (1969-70)

The University Grants Commission appointed Gajendragadkar Committee on the Governance of Universities under the chairmanship of late Dr. P.B. Gajendragadkar, former Chief Justice of India and the then Vice-Chancellor of the University of Bombay, to consider the structure, functions, responsibilities and powers of the statutory bodies, conditions of service of staff, student’s participation and other allied matters for the Universities in India. The broad recommendations of the committee were:

(i) Flexible pattern of organization
(ii) University should be an autonomous body.
(iii) Effective participation of all the members of the university.
(iv) Student’s participation in the government of the university.
(v) University Grants Commission should come forward to advise the State Governments so that the quantum of grants is adequately fixed for the Universities.
(vi) Setting up of suitable mechanism to deal with the grievances of the students, teachers and Administrative staff.

1.2.12 Ishawar Bhai Patel Review Committee (1977)

In 1977, Central Government appointed Ishawar Bhai Patel Review Committee with Education Minister its Chairman.
The committee opined that the course curriculum should be framed, keeping in view the local needs and it should also suit the needs of those getting education. It emphasized different sources of learning besides the class room. It also suggested a ban on homework up to V standard students. The committee further stressed that the institutions should use funds optimally. The committee also recommended flexible academic years in schools.

1.2.13 Adiseshiah Review Committee (1978)

The President of National Council of Education Research and Training, Dr. P.C. Chander, who was also the then Education Minister in the Centre Government, appointed a committee with Malcom S. Adiseshiah, the then Vice-Chancellor of the University of Madras to review the curriculum of +2 standard education in the schools. The committee made following major recommendations:

(i) Semester system of education at +1 and +2 stage.
(ii) Priority to rural areas for establishing schools.
(iii) Encouragement to the teachers for in-service and pre-service training to improve the standard of education.
(iv) The framing of syllabi and subject combination as per the needs of the students and requirements of the states.

1.2.14 National Knowledge Commission (NKC)

The National Knowledge Commission was constituted in June, 2005 by the Prime Minister of India to prepare a blueprint for reforming India’s knowledge related institutions and infrastructure. The main emphasis of the commission was on five key areas:

1. Enhancing access to knowledge.
2. Reinvigorating institutions where knowledge concepts are imparted.
3. Creating a world class environment for creation of knowledge.
4. Promoting applications of knowledge for sustained and inclusive growth.
5. Using knowledge applications in efficient delivery of public places.


a) Organization of NKC

NKC consists of eight members, including the Chairman. All members perform their duties on a part-time basis and do not claim any remuneration. A small Technical Support Staff assisted the members in their duties. The Commission also had the right to co-opt experts to help in the management of its tasks. The Planning Commission is the nodal agency that is responsible for planning and budgeting.

Fig. 1.1: Organization of National Knowledge Commission

b) Why NKC was required

The issues that were to be addressed by NKC were:

1. **Expansion:** The enrolment in higher education stood at 16 million in 2010 while it was 11 million in 2006. Undoubtedly, there had been a growth in enrolment in higher education, but it is not sufficient when compared with other countries. Similarly, the gross enrolment ratio (GER) was around 8-10% in 2006 whereas it rose to 12% in 2010. But global GER average was 26% in 2007. Various committees that examined the higher education scenario in India recommended a targeted GER of 20%. Achievement of this target implied a drastic increase in the scale and size of the higher education system.

2. **Access:** NKC was required to remove inter-caste, male-female and regional disparities in enrolment. For example, gross enrolment ratio for people living in
rural areas was 6 percent for rural areas whereas it was 20 percent for people living in urban areas in 2004-05. Similarly, the gross enrolment ratio for Scheduled Tribes, Scheduled Castes and other Backward Classes was 6.57, 6.52 and 8.77 respectively. (Source: UGC)

3. **Regulation:** Another reason for setting up NKC was to relax the cumbersome regulatory procedures and entry barriers for setting up new universities and for getting deemed university status for already established institutions. Other similar reasons had been to deal with the issue of non-recognition of majority of the colleges by UGC, inadequate system of affiliation for undergraduate colleges and many more. These circumstances led to difficulty in maintaining standard of teaching and examination in the higher education.

4. **Faculty:** Other issue that was desired to be addressed by the NKC was shortage of qualified faculty for higher education. The reasons for this had been the non-availability of suitably qualified people, steady decline in popularity of the profession because of lack of incentives in teaching profession. Hence, the need was felt for increasing pay-structure of teachers along with the introduction of performance based incentives to ensure superior quality teaching.

5. **Funding:** Another important reason for setting up NKC was to make suggestions on how to increase public expenditure on higher education to the desired level. Various committees have unanimously agreed that state funding should be increased to 6 percent. The state spending on higher education was 0.34 percent and that on technical education was 0.03 percent in 2004-05 against the recommended proportions of 1 per cent and 0.5 percent. These recommendations were made by Central Advisory Board for Education (CABE). (Source: Ministry of Higher Education)

6. **Private Institutions:** The share of private unaided higher education sector has recently shown an upward trend. Similar trend was observed in enrolment also. It was expected that about half of incremental enrolment targeted for higher education would be contributed by private providers. Taking into consideration the role of private sector, it was desired to relax strict entry barriers for private
sector. Also there were not enough measures to regulate the products and outputs of private sector. This was also one of the aspects regarding which recommendations were desired to be made by NKC.

7. Accreditation: Accreditation is basically the process of determining quality of higher education institution. In India government agencies conduct accreditation. For this purpose, National Assessment and Accreditation Council (NAAC) was set up by the UGC in 1994. Assessment by NAAC is based on certain predetermined criteria. Till, 2006, NAAC had accredited only 140 out of the 355 universities and 3492 out of 18,064 colleges and this constituted just over 40 percent of universities and less than 20 percent of all colleges and it hardly covered any private college or university. This implied serious quality problems for higher education.

8. Quality: Quality of higher education provided in India was one of the major concerns. There was an annual outflow of more than 1,50,000 students to the west every year in 2005-06 and this led to driving out of nearly 2-3 billion dollars in foreign exchange per annum. India’s standing with regard to world class standards was perhaps very low.

c) Recommendations of NKC

1. Increase in GER: NKC recommended increasing Ger in higher education to 15 and above by 2015.

2. Diversification of Source of Financing: NKC has also suggested diversification of sources of financing including private participation, philanthropic contributions and industry linkages in the process of financing.

3. Creation of Universities: To achieve the motive of expansion of Indian Education System, NKC recommended the creation of 1500 universities by 2015 with provisions for frequent curriculum revision, appropriate system of appointments and incentives for faculty, a good deal of autonomy in management combined with accountability, freedom to set student fee levels and to tap other sources of generating funds.
4. **Creation of Independent Regulatory Authority for Higher Education (IRAHE):** NKC recommended the setting up of Independent Regulatory Authority for Higher Education (IRAHF) with a view to reduce entry barriers.

5. **Reform of Existing Universities:** For assuring quality of higher education, NKC has made the following recommendations among others:
   a) Frequent curricula revisions
   b) Introduction of course credit system
   c) Increased reliance on internal assessment
   d) Encouraging research
   e) Reforming governance of institutions

6. **Restructuring System of Under Graduate College:** NKC has recommended the restructuring of the system of under graduate colleges in a manner that could provide a viable model for quality higher education.

7. **Models for Community Colleges:** NKC also recommended to create models for community colleges including:
   a) General Education Programmes
   b) Employment Oriented Programmes
   c) Creating flexibility for students to pursue higher education later in life.

8. **Attract Students in Science and Maths:** To encourage and rejuvenate science education and research in the country, NKC recommended the following:
   a) Launch of massive science outreach program.
   b) Upgrading available infrastructure
   c) Revitalizing the teaching profession.
   d) Revamping teacher training at all levels.

9. **Improvement in Quality of PhDs:** NKC recommended following steps to improve the quality of PhDs.
a) Investment in education and research at all levels.
b) Renovation and reform of university system.
c) Fostering of a global outlook in research.
d) Rejuvenation of doctoral programmes across disciplines.
e) Development of vigorous industry – academic interaction.

10. National Knowledge Network: Success of the research depends to the extent on live consultations. Data sharing and resource sharing practices are adopted to achieve this. NKC made the recommendations of establishment of a high end national knowledge network connecting all India’s knowledge institutions through an electronic digital broadband network with gigabit capacity.

1.2.15 Yashpal Committee

The Government of India constituted a Committee through a notification issued by MHRD in February 2008, under the Chairmanship of Prof. Yash Pal, former Chairman of UGC.

Later on the Committee was named as, “The Committee to Advise on Renovation and Rejuvenation of Higher Education in India”. The Committee was constituted with the following objectives:

a) To review the functioning of the UGC and the All India Council of Technical Education (AICTE).
b) To critically assess the role and preparedness of UGC and AICTE in providing institutional leadership to the demands of access, equity, relevance and quality of higher education/technical education and the University system.
c) Assessment of the role of these institutions in determining and enforcing standards of higher/technical education in State Universities.
d) To determine the possibilities of introducing a system of incentives and disincentives to prevent dilution and comprising of national standards of higher/technical education.
e) To examine UGC’s mechanisms in coordinating standards of higher education vis-à-vis the functional role of other statutory agencies such as AICTE, Medical Council of India (MCI), Dental Council of India (DCI) etc.

Yashpal Committee concentrated on some major problems of the Indian higher education sector, such as;

a) Undermining undergraduate education.

b) Low pedagogic quality of the Indian Higher Education.

c) Distances and isolation of various disciplines within the education system.

d) Division between research bodies and universities.

e) Poor governance of universities.

f) Interference from various political or commercial vested interests in university functioning.

g) Loss of autonomy of universities.

h) Subversion of the principle of autonomy.

i) Growth of private commercial players in the system of higher education.

j) Affordability problems as many private institutions charge exorbitant fees.

k) Unhealthy growth in the number of deemed universities.

l) Multiplicity of regulatory systems that lead to duplication of inspection and control.

The Committee also tried to recover the idea of the university by concentrating on the following issues:

a) Minimization of the gap between theory and practice.

b) Institutions of higher learning should try to evolve their academic programmes with reference to the problems of everyday life.

c) Issues relating to curriculum and syllabus making.

d) Work experience to the students should be included as an aspect of learning.
e) Multidisciplinary learning.
f) Rehabilitation of professional education in the university.
g) Recognition and preparation of teacher education for all stages of school education as a sector of higher education.
h) Issues relating to the autonomy of universities.

The following recommendations were made by the Yashpal Committee:

a) Universities should be made self regulatory bodies to be assisted by hassle free and transparent regulatory process.
b) Regarding the academic content of the professional courses, universities should be made responsible.
c) Academic functions of the professional bodies like AICTE, NCTE, BCI, MCI should be divested and should be restored to the universities.
d) An all-encompassing Commission for Higher Education (HEC,) which will be a Central Statutory Body, should be created to replace the existing regulatory bodies including UGC, AICTE, NCTE etc.
e) The top most priority of the HEC would be the curricular reform based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth.
f) Restructuring of the undergraduate programmes to enable students to have opportunities to access all curricular areas with fair degree of mobility.
g) All universities must have the full range of knowledge areas. No single discipline or specialized university should be created.
h) Institutes of excellence like IITs and IIMs should be converted into full fledged universities.
i) Universities should not work in isolation and must interact and develop live relationship with the outside real world. Further, universities should develop capacities to respond to the various challenges.
j) All levels of teacher education should be brought under the purview of higher education.

k) Evolution of new governing structures to enable the universities to preserve their autonomy in a transparent and accountable manner.

l) To stop the practice of according status of deemed university. For all existing deemed universities, it would be mandatory to submit new accreditation norms to be framed on the lines proposed in the report within a period of three years failing which the status of deemed university would be withdrawn.

m) Creation of single accreditation window for all institutes of higher education.

n) Keeping in view the needs of the growth of State funded universities, quantum of Central financial support would be enhanced substantially.

o) Continuous evaluation and assessment of the expansion of the higher education system to respond to the needs of different regions in India in order to ensure equity access, quality and opportunity of growth along the academic vertical.

Table 1.2: Education in Post-Independence India: Some Milestones

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1947</td>
<td>India achieves independence</td>
</tr>
<tr>
<td>1948-49</td>
<td>University Education Commission constituted; gives Report</td>
</tr>
<tr>
<td>1950</td>
<td>India becomes a Republic. <strong>Free and compulsory education</strong> enshrined as one of the <strong>Directive Principles of State Policy</strong> in the new Constitution</td>
</tr>
<tr>
<td>1951</td>
<td>Decennial Census yields a Literacy Rate (5+) of 18.3% (overall), 8.9% (female)</td>
</tr>
<tr>
<td>1951</td>
<td>First Indian <strong>Institute of Technology</strong> (IIT) established at Kharagpur</td>
</tr>
<tr>
<td>1952-53</td>
<td>Secondary Education Commission Constituted; gives Report</td>
</tr>
<tr>
<td>1956</td>
<td>University Grants Commission ((UGC) established by Act of Parliament</td>
</tr>
<tr>
<td>1956</td>
<td>Indian Institute of Technology (Kharagpur) Act passed by Parliament</td>
</tr>
<tr>
<td>1956</td>
<td>Pandit Jawaharlal Nehru delivers the First convocation address at the first IIT (Kharagpur)</td>
</tr>
<tr>
<td>1958</td>
<td>Second IIT established at Mumbai</td>
</tr>
<tr>
<td>1959</td>
<td>Third and Fourth IITs established at Kanpur and Chennai, respectively</td>
</tr>
<tr>
<td>1961</td>
<td>NCERT established</td>
</tr>
<tr>
<td>1961</td>
<td>Institutes of Technology Act passed by Parliament to provide a common legal framework for all IITs</td>
</tr>
<tr>
<td>1961</td>
<td>First two Indian Institutes of Management (IIMs) set up at Ahmedabad and Kolkata</td>
</tr>
<tr>
<td>1963</td>
<td>Fifth IIT established at Delhi</td>
</tr>
<tr>
<td>1964-66</td>
<td>Education Commission constituted; gives Report</td>
</tr>
<tr>
<td>1968</td>
<td>First <strong>National Policy on Education</strong> (NPE) adopted, in the light of the recommendations of the Education Commission</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<tr>
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</tr>
<tr>
<td>1963</td>
<td>Third IIM established in Bangalore</td>
</tr>
<tr>
<td>1975</td>
<td>Integrated Child Development Services (ICDS) Scheme launched to provide for holistic development of children up to the age of six years.</td>
</tr>
<tr>
<td>1976</td>
<td>Constitution amended to change “Education” from being a “State” subject to a “Concurrent” one</td>
</tr>
<tr>
<td>1984</td>
<td>Fourth IIM established at Lucknow</td>
</tr>
<tr>
<td>1986</td>
<td>New National Policy on Education (NPE) adopted</td>
</tr>
<tr>
<td>1992</td>
<td>NPE, 1986, revised, based on a review by the Acharya Ramamurti Committee</td>
</tr>
<tr>
<td>1994</td>
<td>District Primary Education Programme (DPEP) launched to universalize primary education in selected districts.</td>
</tr>
<tr>
<td>1995</td>
<td>National Assessment and Accreditation Council (NAAC) established by UGC (with headquarters at Bangalore) to assess and accredit institutions of higher education.</td>
</tr>
<tr>
<td>1996</td>
<td>Sixth IIT established at Guwahati</td>
</tr>
<tr>
<td>1998</td>
<td>Fifth IIM established at Kozhikode</td>
</tr>
<tr>
<td>2001</td>
<td>Sixth IIM established at Indore</td>
</tr>
<tr>
<td>2002</td>
<td>Decennial Census yields Literacy rate (7+) of 65.4% (overall), 53.7% (female)</td>
</tr>
<tr>
<td>2003</td>
<td>Sarva Shiksha Abhiyan (SSA) launched to universalize elementary education of good quality all over the country</td>
</tr>
<tr>
<td>2006</td>
<td>University of Roorkee converted into (the seventh) IIT</td>
</tr>
<tr>
<td>2007</td>
<td>Constitution amended to make Free and Compulsory Education, a Fundamental Right (yet to be brought into force)</td>
</tr>
<tr>
<td>2008</td>
<td>Education Cess levied for raising additional finance needed to fulfill Government’s commitment to universalize quality basis education</td>
</tr>
<tr>
<td>2009</td>
<td>Mid-Day Meal scheme revised to provide central assistance to meet cooking cost as well</td>
</tr>
<tr>
<td>2010</td>
<td>EDUSAT, a satellite dedicated to education, launched</td>
</tr>
<tr>
<td>2011</td>
<td>Rashtriya Sanskrit Parishad Constituted</td>
</tr>
<tr>
<td>2012</td>
<td>National Institutes of Technology (NITs) brought under a common statutory framework by established NIT Act.</td>
</tr>
<tr>
<td>2013</td>
<td>Rashtriya Sanskrit Parishad Constituted</td>
</tr>
<tr>
<td>2014</td>
<td>The Central Education Institutions (Reservation in Admission) Act Notified.</td>
</tr>
</tbody>
</table>
The education at the school level is divided into four stages whereas higher education is for a period of three to five years. Thus, the higher education qualifications in India are three years bachelors or undergraduate degree programs followed by two years masters or postgraduate degree programs which again are then followed by the pre-doctoral or doctoral programs.
Fig. 1.2: Indian Education System

Source: http://en.wikipedia.org/wiki/Education_in_India
1.3 ACTS AND SUBORDINATE LEGISLATIONS GOVERNING UNIVERSITY AND HIGHER EDUCATION

Some of the major Acts and Legislations that govern University and Higher Education are:

1.3.1 The University Grants Commission Act, 1956.
1.3.2 The National Commission for Minority Educational Institutions Act, 2004 (Later on amended in 2010).
1.3.3 The Central Educational Institutions (Reservation in Admission) Act, 2006.
1.3.4 The Central University Act, 2009.
1.3.5 The All India Council for Technical Education Act, 1987.

1.3.1 The University Grants Commission Act, 1956

The University Grant Commission Act, 1956 was passed to make provision for the co-ordination and determination of standards in universities and for achievement of the purpose to establish a university grant commission.

a) University Grants Commission (UGC)

UGC is a statutory organization set up by Union Government under the UGC Act, 1956. It provides recognition for universities in India and provides funds for government–recognized universities and colleges. Its head quarters are in New Delhi with six regional centres in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore.

b) Functions of the Commission

It is the general duty of the Commission to take all necessary steps for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities. The UGC’s mandate thus includes:

1. Promotion and Co-ordination of University education
2. Determination and Maintenance of standards of teaching, examination and research in university
3. Framing regulations on minimum standards of education.

4. Monitoring developments in the field of collegiate and university education and disbursing grants to the universities and colleges.

5. Serving as a vital link between the Union and State governments and institutions of higher learning.

6. Advising the central and state governments on the measures necessary for improvement of University education.

c) Professional Councils

Accreditation for higher learning over universities under the aegis of University Grants Commission is overseen by following sixteen autonomous statutory institutions:

1. All India Council for Technical Education (AICTE)

2. Distance Education Council (DEC).

3. Indian Council of Agricultural Research (ICAR)

4. Bar Council of India (BCI)

5. National Council for Teacher Education (NCTE)

6. Rehabilitation Council of India (RCI)

7. Medical Council of India (MCI)

8. Pharmacy Council of India (PCI).

9. Indian Nursing Council (INC).

10. Dental Council of India (DCI)

11. Central Council of Homeopathy (CCH)

12. Central Council of Indian Medicine (CCIM)


15. State Councils of Higher Education

16. Council of Architecture
1.3.2 The National Commission for Minority Educational Institutions Act, 2004

The National Commission for Minority Educational Institutions Act, 2004 was framed to constitute a National Commission for Minority Educational Institutions and to provide for matters connected directly or indirectly with such institutions. The key objective was to ensure that educational right enshrined in Article 30(1) of the constitution should be made available to the members of the notified minority communities.

The Commission was constituted to perform the following functions:

1. To advise the Central or State Government on matters relating to the education of minorities.
2. To look into specific complaints regarding deprivation or violation of right of minorities.
3. To look into disputes relating to affiliation to a Scheduled University.
4. To do the acts necessary to the attainment of objects of the Commission.

1.3.3 The Central Educational Institutions (Reservation in Admission) Act, 2006

The Central Educational Institution (Reservation in Admission) Bill 2006 became an Act on 3.1.2007 when it received the assent of the President. The Act contains the provisions relating to the reservation in admission of the students belonging to the Scheduled Caste, the Scheduled Tribes and the other Backward Classes of citizens, to certain Central Educational Institutions established, maintained or aided by the Central Government.

The Act contains the provisions related to:

1) Reservation of seats in Central Educational Institutions.
2) Applicability and cases in which the Act is not applicable.
3) Mandatory Increase of seats.
4) Institutions of Excellence.
5) Definitions of Minority Educational Institution and OBC.
1.3.4 The Central Universities Act, 2009

The Central Universities Act, 2009 was enacted to establish and incorporate universities for teaching and research in the various States and to provide for matters connected therewith or incidental thereto. It came into force on 15th January, 2009. A Central University is fully funded by the Government of India.

The Universities established under the Act were desired to achieve the following objects:

1) Dissemination and advancement of knowledge by providing instructional and research facilities in such branches of learning as it may deem fit.
2) To make special provisions for integrated courses in humanities, social sciences, science and technology in educational programmes.
3) To take appropriate measures for promoting innovations in teaching-learning proceeds and inter-disciplinary studies and research.
4) To educate and train manpower for the development of the country.
5) To establish linkages with industries for the promotion of science and technology.
6) To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual academic and cultural development

1.3.5 The All India Council for Technical Education Act, 1987

The All India Council for Technical Education Act, 1987 was enacted:

1) To provide for the establishment of an All India Council for Technical Education with a view to plan and co-ordinate development of the technical education system throughout the country.
2) For the promotion of qualitative improvement of such education in relation to planned quantitative growth and the regulations and proper maintenance of norms and standards in the technical education system and matters connected herewith.
The Council may take all the steps necessary for ensuring coordinated and integrated development of technical education and maintenance of standards. Thus, the Council may:

1) Undertake survey in the various fields of technical education, collect data on all related matters and make relevant forecasts.

2) Co-ordinate the development of technical education in the country at all levels.

3) Allocate and disburse out of the fund of the Council to technical institutions and Universities imparting technical education in co-ordination with the Commission.

iv) Promote innovations, research and development.

v) Formulate schemes for promoting technical education for women, handicapped and weaker sections of the society.

vi) Promote effective link between technical education system and other relevant systems.

vii) Evolve suitable performance appraisal systems for technical institutions and Universities imparting technical education, incorporating norms and mechanisms for enforcing accountability.

viii) Formulate schemes for training of teachers and set up centres for offering staff development programs.

ix) Lay down norms and standards for courses, curricula, physical and instructional facilities, staff pattern, staff qualifications, quality instructions, assessment and examinations.

x) Fix norms and guidelines for charging tuition and other fees.

xi) Grant approval for starting new technical institution and for introduction of new courses.

xii) Advise the Central Government in respect of grant of charter to any professional body.

xiii) Lay down norms for granting autonomy to technical institutions.
xiv) Take all necessary steps to prevent commercialization of technical education.

xv) Provide guidelines for admission of students.

xvi) Inspect or cause to inspect any technical institutions.

xvii) Withhold or discontinue grants in respect of courses, programmes to such technical institutions which fail to comply with the directions given by the Council.

xviii) Take steps to strengthen the existing organizations and to set up new organizations to ensure effective discharge of the Council’s responsibilities.

xix) Declare technical institutions at various levels and types offering courses in technical education fit to receive grants.

xx) Advise the Commission for declaring any institutions as a deemed university.

xxi) Set up a National Board of Accreditation to periodically conduct evaluation of technical institutions or programmes.

1.4 NATIONAL POLICIES ON EDUCATION

1.4.1 Education Policy of 1913

The dissatisfaction that prevailed among the people on account of the Indian Universities Act, 1904 paved the way for reconsideration of the whole educational policy through the expansion of higher education. Thus, the King Emperor prompted the announcement of Resolution of the Government of India on the Education Policy on 21st February, 1913. The resolution on the Education Policy introduced a new principle to restrict the area over which affiliating universities should have control. In pursuance of this principle, it recommended creation of a separate university for each of the leading provinces in India. It also recommended creation of new local teaching and residential universities.

1.4.2 National Policy on Education, 1968

Education, being a factor vital to national progress and society, it has been an issue of utmost concern for the Government of India and States to give more attention to education. This concern emerged in the post-independence period. Several
Commissions and Committees were constituted to review the problems of education reconstruction. Some recommendations made by these Commissions were implemented also. Under the leadership of Jawaharlal Nehru, Resolution on Scientific Policy was passed as a result of which, the development of science technology and scientific research received special emphasis. Towards the end of the third Five Year Plan, Education Commission (1964-66) was appointed to hold a comprehensive review of the education system and also to advise the government on the principles, policies and patterns to be followed for the development of education at all stages and in all aspects.

The Commission gave recommendations to promote the development of education in the country in accordance with the following principles:

1. Free and Compulsory Education.
2. Status Emoluments and Education of Teachers
3. Development of Languages
4. Equalization of Educational Opportunity
5. Identification of Talent
7. Development of Science Education and Research.
8. Education for Agriculture and Industry
10. Reforms in Examination System
11. Education Opportunity at the Secondary level
13. Spread of Literacy and Adult Education.
15. Promotion of Education of Minorities.
16. Uniform Educational Structure in all parts of the country.
17. Development of University Education.

The following recommendations were made in relation to the University Education:

a) Laboratory, library, other facilities and the strength of the staff will help to determine the number of whole time students to be admitted to a college or university department.

b) New universities should be established only after ensuring proper standards and adequate provision of funds for the purpose.

c) Improvement of standards of training and research at the post-graduate level and organization of post-graduate courses should be given special attention.

d) Strengthening of centres of Advanced study.

e) Close association between the universities and institutions for research to give increased support to research in universities.

1.4.3 National Policy on Education, 1986 (As Modified in 1992)

The National Policy on Education (NPE), 1986 was adopted by Parliament in May, 1986. Later on to review NPE and to make recommendations for its modifications, a committee was set up in May 1990 under the Chairmanship of Acharya Ramamurti. The committee submitted its report in December, 1990. Another Committee was set up in July, 1991 under the chairmanship of the then Chief Minister of Andhra Pradesh, Shri N. Janardhana Reddy, on the requisition of Central Advisory Board of Education (CABE). This Committee submitted its report in January, 1992 and the same was considered by CABE in its meeting held on 5-6 May, 1992. CABE broadly endorsed NPE, recommending a few changes in the Policy. The modifications in NPE were specified in the paper “National Policy on Education, 1986—Revised Policy Formulation.”

NPE was divided into twelve broad categories/parts that laid emphasis on various aspects of education.
Part-I: This part, in general discussed the need for new Education Policy by taking a view of the aspects that were covered by Education Policy, 1968 and the aspects which were uncared for in the education policy of 1968.

Part-II: The second part of the policy document concentrated on essence and role of education.

Part-III: This part discussed the National system of education to be followed by focusing on the principles on which the Education System should be based. The main idea behind the adoption of National System of Education was to solve the issues of access and equality in education. It also covered the aspect of strengthening and empowerment of the institutions that are involved in implementing the Education Policy like University Grants Commission, All India Council of Technical Education and many more.

Part-IV: This part discussed in detail the issues related to equality in education, that is, how disparities can be removed and equal opportunity to get education can be attained. The policy concentrated on the issue by taking care of the following aspects:

a) Education for Women’s Equality
b) Education of Scheduled Castes
c) Education of Scheduled Tribes
d) Education of Other Educationally Backward Sections and Areas
e) Adult Education.

Part-V: In this section of the policy document, emphasis was laid on reorganization of education at different stages by discussing the issues related to:

a) Early Childhood Care and Education
b) Elementary Education
c) Secondary Education
d) Vocationalisation
e) Open University and Distance learning
As far as higher education is concerned, policy document made the following recommendations:

a) To make higher education more dynamic.
b) To lay emphasis on the consolidation of and expansion of facilities in the existing institutions.
c) To take the steps to prevent the system from degradation.
d) Development of autonomous colleges and creation of autonomous departments within the universities on a selective basis.
e) Redesigning the courses and programmes to meet the demands of specialization and increasing flexibility in the combination of courses.
f) Participation of Councils of Higher Education in State-level planning and co-ordination of Higher Education.
g) Transformation of teaching methods including use of audio-visual aids, electronic equipment, development of science and technology.
h) Ensuring quality of research in the universities and provision of more facilities for research.
i) Setting up of suitable mechanisms by the UGC for coordinating research in the universities and encouragement of setting up of national research facilities.
j) Encouragement of inter-disciplinary research to fulfill the need for synthesis of knowledge.
k) Setting up of a national body covering higher education and agriculture, medical, technical, legal and other professional fields to bring about coordination and consistency in policy.
Part-VI: This section of the policy document focused on improvement of technical and management education.

Part VII: This section covered the aspects related to efficient working of the system.

Part-VIII: This section covered the system of reorientation and process of education.

Part-IX: This part of the document covered the issues relating to recruitment of teachers and the pay and service conditions of the teachers.

Part-X: This section endeavoured to discuss the system of management of education.

Part-XI: This part discussed the issues related to arrangement of resources, efficient use of facilities and the system of review to be followed for efficient and effective implementation of the policy.

Part-XII: This part tried to foresee the future of education.

1.5 PRESENT REGULATORY FRAMEWORK OF HIGHER EDUCATION

The present system of higher education is governed by the University Grants Commission (UGC) which is the apex body responsible for coordination, determination and maintenance of standards and release of grants. Various professional councils are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes. The Central Advisory Board of Education coordinates between the Centre and the States. A brief review of the main players in the Indian higher education system is given below:

1.5.1 Main players in the Higher Education System

(a) University Grants Commission (UGC): UGC is responsible for coordination, determination and maintenance of standards, release of grants. Also, it is the lone grant giving agency in the country.

(b) Professional Councils: These are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards. The list of statutory professional councils has been given:
(c) **Central Government**: Central Government is responsible for formulating major policies for higher education regulation. It provides grants to the UGC and establishes Central Universities in the country. The Central Government is also responsible for declaration of educational institutions as 'Deemed to be University' on the recommendation of the UGC. Such universities are allowed to set their own syllabus, admission criteria and fees structure. Some prominent institutions are also classified as institutions of national importance.

(d) **State Governments**: State Governments are responsible for establishment of the state universities and colleges and provide plan grants for their development and non-plan grants for their maintenance.

(e) **Central Advisory Board of Education (CABE)**: The Board is responsible for co-ordination between the Union and states in the field of education.

Universities in India can be established by an Act of Parliament or State Legislatures such as Delhi University, Calcutta University and Himachal Pradesh University. Both Government-aided and unaided colleges are affiliated with a University.

### 1.6 SYSTEM OF GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS

The universities are of various kinds with a single faculty, or multi-faculties; teaching or affiliating or teaching cum affiliating, single campus or multiple campuses. Most of the universities are affiliating universities, which prescribe the course of study to the affiliated colleges, hold examinations and award degrees. Because of the rapid growth of the universities many of them became unmanageable. Thus, as per National policy on Education, 1986 a scheme of autonomous college was launched where the degree continues to be awarded by the university, but the name of the college is also included. The colleges develop and propose new courses of study to the university for approval. They are also fully responsible for conduct of examination. There are at present 428 autonomous colleges (As on 07.01.2013) in the country.
Fig. 1.3: Indian Higher Education System

Source: Foundation for Excellence in Higher Education and Research in India: A Voluntary Initiative (Proposal Document)
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name, Statute and Year, Ministry and Website</th>
<th>Statutory Mandate</th>
<th>Primary Function</th>
<th>Other Function</th>
<th>Overlaps with Functions of*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>University Grants Commission (UGC) The UGC Act, 1956 Ministry of HRD <a href="http://www.ugc.ac.in">www.ugc.ac.in</a></td>
<td>Co-ordination and determination of standards in higher education and research in the country</td>
<td>Release of grants to universities and colleges</td>
<td>Recognition of universities and college (including eligibility for central grants); specification of degrees; Minimum standards of instruction; common pay scales; common facilities, and institutional accreditation through NAAC</td>
<td>Other professional councils and DEC</td>
</tr>
<tr>
<td>2.</td>
<td>Distance Education Council (DEC) under section 25 of the IGNOU ACT, 1985 Ministry of HRD <a href="http://www.ignou.ac.in/dec/">www.ignou.ac.in/dec/</a></td>
<td>Promotion, coordination and determination of standards of the open universities and distance education systems in the country</td>
<td>Release of grants to open universities and correspondence course institutes</td>
<td>Initiated assessment and accreditation activities</td>
<td>Other professional councils and the UGC</td>
</tr>
<tr>
<td>3.</td>
<td>All India Council for Technical Education (AICTE) ACTE Act, 1987 Ministry of HRD <a href="http://www.aicte.ernet.in">www.aicte.ernet.in</a></td>
<td>Planning and coordinating development of technical education in the country</td>
<td>Approval of degree and diploma programs in engineering, architecture, pharmacy and hotel management</td>
<td>Funding for institutional, faculty development; pay scales and qualifications of teachers; accreditation through NBA</td>
<td>UGC, DEC; Pharmacy Council of India, Council of Architecture and the State Councils for Technical Education</td>
</tr>
<tr>
<td>4.</td>
<td>Medical Council of India (MCI) MCI Act, 1953 Ministry of Health <a href="http://www.mcindia.org">www.mcindia.org</a></td>
<td>To establish standards in medical education and to define medical qualification in India and abroad</td>
<td>Registration of medical practitioners and recognition of medical institutions</td>
<td>Eligibility criteria for admissions; Exam for recognition of foreign qualification for practice in India</td>
<td>State Medical Councils and the State Governments; UGC and DEC to a limited extent.</td>
</tr>
<tr>
<td>5.</td>
<td>The Council of Architecture (COA) the Architects Act, 1972 Ministry of Urban Development <a href="http://www.coa-india.org">www.coa-india.org</a></td>
<td>Regulate profession and practice of architects and town planners in India</td>
<td>Registration of architects, maintaining standards of education, recognized qualifications and standards of practice</td>
<td>Maintaining the register of architects and make recommendations with regard to recognition and derecognition of a qualification</td>
<td>AICTE</td>
</tr>
<tr>
<td>6.</td>
<td>Pharmacy Council of India (PCI) The Pharmacy Act 1948</td>
<td>Regulate profession and practice of pharmacy in India</td>
<td>Registration of pharmacists and approval of pharmacy institutions</td>
<td>Prescribe curriculum and requirement of practical training</td>
<td>AICTE and State Pharmacy Councils</td>
</tr>
<tr>
<td>No.</td>
<td>Body Name</td>
<td>Act</td>
<td>Functions</td>
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<tr>
<td>7.</td>
<td>Indian Nursing Council INC Act, 1947 Ministry of Health</td>
<td><a href="http://www.mohfw.nic.in">www.mohfw.nic.in</a></td>
<td>Uniform standards of training for Nurses Accepts qualification awarded by universities within and outside India Collection and compilation of data relating to nurses, mid wives, health visitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Dental Council of India (DCI) The Dentists Act, 1948 Ministry of Health</td>
<td><a href="http://www.dciindia.org">www.dciindia.org</a></td>
<td>To regulate dental education and profession of dentistry in the country Recommend to the central government to accord permission to start a dental college, start courses and an increase of seats Lay down course curriculum for various courses in dentistry</td>
<td></td>
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<td>9.</td>
<td>Central Council of Homeopathy (CCH)</td>
<td></td>
<td>Prescribe and recognize qualification in homeopathy Maintain Central Register of Homeopaths Prescribe curriculum and courses; code of ethics, requirement of recognition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Central Council of Indian Medicine (CCIM) IMCC Act, 1970 Ministry of Health</td>
<td><a href="http://www.ccimindia.org">www.ccimindia.org</a></td>
<td>Prescribe and recognize qualification in homeopathy Prescribes minimum standards of education in Indian Systems of Medicine viz. Ayurved, Siddha, Unani Tibb. and maintains a Central register for the same Prescribe curriculum and course; standards of professional conduct and code of ethics to be observed by the practitioners</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Rehabilitation Council of India (RCI) RCI Act, 1992 Ministry of Social Justice</td>
<td><a href="http://www.rehabcouncil.nic.in">www.rehabcouncil.nic.in</a></td>
<td>Standardize and regulate the training of personnel and professionals in the field of rehabilitation and special education Recognition of institutions for physiotherapy and related fields Registration of profession, assessment and accreditations; promotion of barrier free environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Indian Council for Agriculture Research (ICAR). Not a statutory body Ministry of Agriculture</td>
<td><a href="http://www.icar.org.in">www.icar.org.in</a></td>
<td>Coordinate agriculture research and education Coordinate and fund agricultural education and research in 30 state and 1 central and several deemed universities for agriculture Accredite agriculture universities; hold joint admission tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Bar Council of India (BCI) the Advocate Act, 1962 Ministry of Law <a href="http://barcouncilofindia.nic.in">http://barcouncilofindia.nic.in</a></td>
<td>Lays down standards of professional conduct and standards of legal education</td>
<td>Listing of members of bar; listing of foreign universities whose qualifications are approved in India</td>
<td>State Bar council</td>
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</table>

**Professional Associations**

<table>
<thead>
<tr>
<th>Institute of Chartered Accountants of India (ICAI) ICAI Act, 1949 Ministry of Company Affairs <a href="http://www.icai.org">www.icai.org</a></th>
<th>Regulate profession of chartered accountants in India</th>
<th>Conduct professional courses, coordinate practical training and hold examination</th>
<th>Final Exam in equivalent to masters program if a bachelors degree is obtained before</th>
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<th>Institute of Company Secretaries of India (ICSI) ICSI Act, 1980 Ministry of Company Affairs <a href="http://www.icsi.org">www.icsi.org</a></th>
<th>Regulate profession of company secretaries in India</th>
<th>Conduct professional courses, coordinate practical training and hold examination</th>
<th>Final Exam is equivalent of masters program if a bachelor’s degree is obtained before</th>
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<th>Institute of Costs and Works Accountants of India (ICWAI) ICWAI Act, 1994 Ministry of Company Affairs <a href="http://www.icwai.org">www.icwai.org</a></th>
<th>Regulate and develop profession of cost accountants in India</th>
<th>Conduct professional courses, coordinate practical training and hold examination</th>
<th>Final Exam is equivalent to masters program if a bachelor’s degree is obtained before</th>
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**Other Professional associations are –**

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<th>Institution of Engineers, India (IEI), Institute of Electronics and Communication Engineers (IETE)</th>
<th>Promote inter-university activities and cooperation in the field of education, culture, sports and allied areas</th>
<th>Publish universities news and handbook of Indian Universities and various other publication</th>
<th>Organize academic, sports and cultural event, equivalence of degree / Certificates awarded by the accredited foreign Universities educational, institutions</th>
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*Source: Compiled with information from the respective website*

In addition there is a National Council of Rural Institutes (NCR) set up in 1995 as a nodal organization for development of rural institutions in the country. This has been a non-starter.

In most cases, there is some overlap in functions of professional councils and academic functions of the university concerned

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1.7 GROWTH OF HIGHER EDUCATION

Owing to the growing share of services sector and increased demand for skilled workforce, the higher education system in India has witnessed immense growth. As depicted in Fig. 1.4 the number of universities and higher education institutions has witnessed a tremendous growth between the year 2000-01 and 2011-12.

![Fig. 1.4: Growth of Higher Education](image)

Factors Accelerating the Demand for Higher Education in India

1. **Demographic Transformation:** With 50% of the population between the ages of 15-64, and the median age between 20-30, India presents an attractive market for higher education.
2. **Rising Household Income:** Average household income is expected to increase 3 times by 2025. With rising household incomes, the number of households with the ability to pay large sums for higher education is increasing.

3. **Economic Growth and Increasing Demand for Skilled Manpower:** India has become a trillion dollar economy, demonstrating an 8% plus average GDP growth during the past few years with a growing share of the services economy. The services economy has spelled an increase in the demand for skilled manpower which in turn has fuelled the growth in the higher education sectors.

1.7.1 **Growth of Universities/Colleges**

![Fig. 1.5: Growth of Higher Education Institutions](source)

Source: MHRD / UGC

The number of Universities in the year 2011-12 is 659 as compare to 30 in the year 1950-51. There were 70 colleges in 1950-51 while there are more than 33,000 colleges in 2010-11. This clearly depicts a significant growth in the Indian higher education sector (as shown in the figure below).
The number of universities has grown more than six times in the last four decades.

Source: Higher Education in India: Twelfth Five Year Plan (2012–2017) and beyond, FICCI Higher Education Summit 2012
India has more than 33,000 colleges with one-third of the colleges having been set up in the last five years.

![Ger Bar Chart](image)

**Fig. 1.8: Comparative Analysis of GER**

Comparison with other countries (2012 data for India; 2009 data for the US and China).

Using global definition of GER (18-22 age cohorts), India’s GER was 20.2% in 2011–12.

**Source:** Ministry of Education of People’s Republic of China, Twelfth Five Year Plan: Chapter on higher education, UNESCO: Global Education Digest 2011. National Center for Education Statistics USA.

Gross Enrolment Ratio (GER) is the statistic used to measure access to education in countries. It is the ratio of students enrolled at each level of education; in this case, higher education is a proportion of the population of relevant age group. India has advanced not only in the GER but also in the provision of private higher education institutions as compared to other countries. A huge potential exists for enrolment in India due to a low GER in higher education.
The growth in the higher education has resulted in a very sharp increase in the number of institutes. Universities have grown at a constant CAGR of 4.6% from 1970-71 to 2011-12. Colleges have grown at a higher CAGR of 5.6% between 1970-71 and 2011-12.

**Steps to be taken to Improve GER by 2020**

The Indian Government has set a target of achieving a 30% GER in the higher education sector by 2020, up from 12% in 2010. This would require the following efforts as per “EDGE-2011” Report:

a) An additional enrollment of 40 million which is an incremental increase of 24 million from that of 2010.

b) 33,000 more institutions would be required.

c) Taking into account the prescribed infrastructure for educational institutes, investment of about ~INR 1,000,00 crores would be required.

Apart from this, a three pronged approach would facilitate the achievement of this aggressive target that will include:

a) Optimization of Existing Capacity

There is a huge potential to optimize existing capacity as there is a significant under-utilization of the same across the states and specializations.

b) Encouragement of Private Sector Participation

In order to supplement the investment required to reach the target GER, private participation in the Indian Higher Education Sector needs to be encouraged.

c) Use of New Models for Growth

New growth models which have large potential in terms of accessibility need to be implemented to reach the target GER.

The government has allocated an increased budget of INR 850 billion in the XI five year plan (2007-2012) (an almost nine fold increase from about INR 96 billion in the X five year Plan) for expansion of higher education facilities in the country.
1.7.2 State-wise Number of Universities/University Level Institutions in the Country (as on December 2011)

The graph shows the state-wise number of universities/university level institutions in the country. Tamil Nadu has maximum number of universities.

![State-wise Number of Universities/University Level Institutions in the Country (as on December 2011)](chart)

**Source:** UGC/MHRD

1.7.3 State-wise Number of Colleges (2010-2011)

In terms of number of state-wise colleges, Maharashtra is leading all the states with 4361 colleges. The figure clearly shows the increase in the number of colleges and universities over a period of time from 1950-51 to December 2011.
1.7.4 Growth of Students Enrolment in Higher Education

Higher education enrolments have also witnessed a sharp increase with 3,97,000 enrolments in 1950-51 and above 165 millions in 2010-11. As far as CAGR is concerned, enrolments in higher education have grown at a relatively steady rate of 6% for over 20 years between 1985-86 and 2009-10.
1.7.5 Growth of Teaching Staff in Universities and Colleges

With expansion of the University Higher Education System and increase in the students’ enrolment in higher education, the growth of teaching staff in Universities and colleges is obvious. The number of teachers during the year 1950-51 was 23,549, while this figure was 8,16,996 during the year 2010-11.
1.8 EXPENDITURE ON HIGHER EDUCATION IN INDIA

The spending in the Indian higher education sector was estimated to be ~INR 46,200 crores in 2010 and projected to grow at 18% Compound Annual Growth Rate (CAGR) till 2020. This implies that spending in this sector is estimated to be over ~INR 232,500 crores in the year 2020. The government has allocated an increased budget of INR 850 billion in the XI five year plan (2007-2012) (an almost nine fold increase from about INR 96 billion in the X five year Plan) for expansion of higher education facilities in the country.

![Central Expenditure on Education during the 11th Plan (Rs. in millions)](image)

**Fig. 1.14: Central Expenditure on Education during the 11th Plan (Rs. in millions)**

**Source:** Government of India (2011)

1.9 PROFILE OF PUNJAB TECHNICAL UNIVERSITY

Punjab Technical University (PTU) was established in the Year 1997 under the Punjab Technical University Act, 1996(Punjab Act No. 1 of 1997) to provide for the establishment and incorporation of a University for the advancement of technical education and development thereof in the State of Punjab and for matters connected therewith. In pursuance of this Act, the University started its journey with 09 engineering colleges and few management colleges affiliated to it. Since then, the University has come a long way and during this Academic Session 2011-12, the
University has affiliated 100+ engineering Colleges, 139 Management and Computer Application courses, 37 institutions imparting Pharmacy education, 11 colleges imparting Hotel Management education, 06 Colleges providing Architecture Education and 21 Regional Centre for M.Tech and Ph.D. in different branches of Engineering and Management and 01 Regional Centre for M.Pharmacy. More than 2013 Learning Centres of PTU are providing professional education through Distance Learning all over the Country and abroad.

At present, after 15 years of its existence, PTU is providing education to approximately 5 lac students in the fields of Engineering, Management, Architecture and Pharmacy. This number includes 50 per cent students form the states other than Punjab.