CHAPTER-5
SUMMARY, FINDINGS AND SUGGESTIONS
1. **Chapter-1 Conceptual Framework of University Management Practices in India.**
   This is very importance chapter which includes entire aspect of university management of practices. In this chapter following things have been justified like nature of the university, Role Of Chancellor, Vice-Chancellor, Pro-Vice-Chancellor, Senate/Courts, Syndicate/Executive Council, Academic Council, Faculties And Board Of Studies, Finance Committee, Planning And Evaluation Board, Decision Making In University System, Need For Administrative Training, Affiliated System, Politicization In Universities, Academic administration, Meaning and definition, Nature and scope, Functions of academic administration, Importance of academic administration, The narrow sense of academic administration, Public Administration and Academic Administration, Bureaucratic Structure of Academic Administration, Complexities of Academic Administration, Academic Administration in India: A Neglected Area

2. **Chapter-2 is based on evaluation and growth of university in India. This chapter included growth story of the higher education as well norms suggested by different commission.** The present day Indian University system is a hundred and forty seven years old if its age is reckoned from the year 1857, when the first three universities came to established at Kolkata, Madras and Bombay. It is interesting to note that the Presidency colleges are older than the universities they are affiliated to although these universities were funded on the principles enunciated in the famous Wood's Dispatch of 1854, a feeling persists that the system was created by the foreign rulers with ulterior motives as a reaction to the first War of Independence they called mutiny. The need of readjusting the system to the changing context was felt even in the pre-independence days, as is evident from the setting up of the Hunter Commission (1882), the Raleigh Commission (1902) and the Kolkata University Commission or the Sadler Commission (1916). The Radhakrishnan Commission came to be set up in 1948, immediately after independence. "It recommended for setting up of University Grants Commission which was formed in 1953 and given
autonomous statutory status by an Act of Parliament 1956." A very thorough study of all aspects of the Indian educational system was undertaken by the Education Commission 1964-66 under the Chairmanship of Professor D.S. Kothari. Consequently, the first National Policy of Education came to be formulated in 1968. Recently, a New National policy of Education was adopted in 1986. "It had stressed on establishment of an apex body covering higher education in all areas "among other things". It has been revised slightly in 1992. Thus repeated exercises have been sponsored and undertaken to review the system in detail and to make recommendations for its reform. But unfortunately, efforts at implementing the considered recommendations have never been consistent and determined. The common pattern of follow-up action has been that from the fabric woven by a learned Commission, some convenient recommendations are picked up for altering implementation, some others are accepted only to be chanted as 'mantras' every now and then and the majority of them are ignored and forgotten. Therefore, instead of developing purposefully in a planned manner, the Indian University system has grown haphazardly under socio-political exigencies.” Ad educational reforms may result from a desire for improvement and a quest for quality.” Thus reforms and innovations have to be based upon a proper understanding of the factual positions and clear perception of the future requirements on the eve of the twenty-first century, the Indian System of Higher Education faces multiple challenges that may be broadly grouped under two categories.

3. CHAPTER-3: Research Methodology: The subject of the present study is “Study of Management Practices in Universities of Gujarat State”. The study covers three years from 2009 to 2012 and it also covers grant-in-aid universities of the state of Gujarat. The study is based on primary and secondary data. The main objectives of the study are to know the management practices in the administration of University. The data have been taken from the registrar of the different universities of the state. The researcher has selected seven state universities as sample. The chapter covers the Problems related to management of university administration, Relevance of the study, Review of the literature, Statement of problem, Objectives of study, Hypothesis of the
study, Universe of the study, Period of the study, Sampling design, Data collection method, Tools and Techniques which included Various statistical measures like mean, standard deviation, regression, index number, have been used and least-square trend, qui-square of productivity have been fitted, -ANOVA test have been applied to test the validity of two hypotheses namely (1) Null hypothesis (2) Alternative hypothesis., Outline of Study, Finally the limitations of present study have been shown.

4. **Chapter- 4 Management practices of universities in Gujarat:** This chapter is wide chapter which includes some area of the university where management is needed. This chapter is divided in four sections each section has different aspect of university system is presented.

   - **Sections-1 Management practices of Accredited Institutions**

   1. In the state of Gujarat, there were 406 NAAC accredited institutes up to 15th September, 2012. Out of the 406 institutions assessed, 9 are universities (7state+2private universities) and 397 are affiliated colleges.

   2. Total five universities are accredited for the first time while four universities are reaccredited.

   3. Two universities and 110 colleges are accredited as per the nine points system, while remaining seven universities and 287 colleges are accredited as per the CGPA system.

   4. In Nine point system, one university has obtained B++ grade while one university secured B grade.

   5. In CGPA system, all the seven universities secured B grade. Six Universities obtained more than 2.70 CGPA while only one university got 2.55CGPA.
6. One University under the nine point system and six universities under the CGPA system have the potential to get accredited with an A grade in future. Hence, these seven universities should put their best efforts through their IQACs to secure an A grade in their next accreditations.

7. Remaining Two state universities, which are not yet accredited, have submitted the LOI.

8. Out of 397 colleges, 330 are government and Grant-in-aid College and 97 unaided self financed colleges. Further, out of 397 colleges, 351 are co-educational colleges and 46 are women’s colleges. also, 178 colleges are Rural while 219 colleges are urban.

9. Total 17 colleges (eight under Nine point system AND nine CGPA system) are in A grade.

10. Similarly, 293 colleges (85 in Nine points system and 208 in CGPA systems) are in B grade.

11. In the CGPA system.27 colleges have obtained more than 2.70 CGPA. these 27 colleges plus 22 B++ colleges and 41 B+ colleges and 41 B+ colleges (total 90 colleges) have potential to get an A grade in their next accredited

12. Total 87 colleges (17 in Nine points system and 70 in CGPA systems) are in C grade.

13. In the CGPA system, 45 colleges have obtained more than 1.70 CGPA. these 45 colleges plus 10 C++ colleges and 6 C+ colleges (total 61 colleges) have potential to get B grade in their next accreditations. hence, these 61 colleges should put their best efforts through their IQACs to secure B grade in future.

- Sections-2 University compliances towards under seven NAAC criteria
1. Universities offer relevant programmes and courses suitable to the local social conditions and those points towards the national development at large. Need-based and job oriented courses have been started by the universities.

2. Most of the universities conduct workshop before developing new curriculum. But still there is need to involve more number of stake holders including industry and students while designing curriculum

3. Some of the universities are collecting feedback from alumni, employers, community, industries and parents informally. But it should be more formal and systematic.

4. There is not much variation between the seven universities in curricular aspects.

5. Most of the universities have introduced multidisciplinary, self-financing, Need based and job oriented courses, it needs to be further strengthened and consolidated.

6. In case of affiliated colleges, the curricula are revised by the concerned university once in five years in case of majority of colleges.

7. At under graduate level, very little efforts have been put to design curricula with the aim of employment generation.

8. Under old system colleges have been moderately good in curricula design. hence still there is need to improve in case of curricula

9. Under CGPA system, curricular aspects have the third lowest GPA (2.14) in case of all colleges.

10. There is a significant difference in the means of women and co education colleges for the criteria ‘Curricula Aspects’. Mean score of co-education colleges, for this criterion is significantly higher than the mean score of the women colleges.
11. Government & Grant-in-aid and Self-financed colleges were found to have performed equally well under nine points system. However under CGPA system, self financed colleges have scored marginally better.

12. Under, nine points scale system; there is no significant influence of interaction between types of colleges and region of colleges. However self–financed colleges and urbanizes have letter impact than the combined effects of governments & Grant in aid colleges in urban areas under CGPA system.

• Sections -3 Management practices for Teaching, Learning and Evaluating in University and affiliated colleges

1. There is not much variation between the seven universities in teaching-learning and evaluation.

2. Credit transfer from other departments/institutions is not yet happening at universities. More focused and value based add on courses, remedial courses and value additions to existing program are yet to be started. Flexibility to move from one discipline to another is yet to be implemented

3. Admission processes in all the universities are found systematic and transparent as per the rules of the university and the state government.

4. The admission process at Universities and colleges needs to be more digitized.

5. Admission in most of the undergraduate courses is on first come first served basis. still there is scope to introduce some performance based admission. It should be encourage more diversity and equality.

6. In all the universities, examinations procedures are transparent. Examinations are conducted regularly under the semester and the annual system.
7. Some of the universities have also introduced students mentor system. It should be further implemented in other universities and colleges systematically.

8. There is shortage of teachers both at colleges and university departments. So there should be speedy mechanism to fill up the vacant seats.

9. Teaching-learning and evaluating has the second lowest percentage (68.45) under colleges accredited under ‘Nine Points System’.

10. There is a significant difference in the variances of women colleges and co-education colleges under the criteria ‘Teaching, Learning& evaluation’. Women colleges are slightly lagging behind the co-education colleges in teaching-learning and evolution. may be because of less number of women of women colleges in analysis.

11. Government & Grant in aid colleges has scored marginally better under nine point scale system in case of teaching, learning and Evaluation.

12. Self financed colleges were found to have performed better than government & grant in aid colleges under CGPA system for this criterion

13. Urban colleges have scored better than the rural colleges under nine point scale system for Teaching, Learning and Evaluation.

14. Urban colleges have done better in case of Government & Grant in aid colleges, while rural colleges have done better in case of self financed colleges under CGPA system. Self financed colleges and urban region has better impact than the combined effects of Government & Grant in aid colleges and urban region for teach teaching, learning and evaluation

- Section-4 Management practices to improve Research, Consultancy and extension of state universities
1. There is not much variation between the seven universities in Research, consultancy and extension criteria.

2. Universities have research advisory committees. In some universities, Research development council is also found. Their job is to create research culture and maintained research quality.

3. Parents have been registered by very few postgraduate departments of universities. It should be further promoted and efforts should be made to register more patents.

4. Collaborative research and consultancy should be thought of in new perspective and it should be done beyond national boundaries

5. Some of the science department are doing consultancy. All the universities should further try to explore this area.

6. In accreditation under nine points scale, colleges performed well in research consultancy and extension criterion with the highest 76.42 %.

7. However under new CGPA system, Research consultancy and extension has the lowest GPA(1.95)

8. Improvement in research, consultancy and extension with innovative practices can lead to better grades for the colleges in future.

9. Mean score of government and grant in aid colleges for research, consultancy and extension criterion is significantly higher than the mean score of the self financed colleges. It is also found that compared to co-education colleges, there is less Amount o research conducted in women colleges. As under the assumption of unequal variances, the means are significantly different for research for ‘Research, Consultancy and extension’ criterion, mean of the co-education colleges is better than the women colleges.

10. Self-financed colleges have scored marginally better under nine point scale system for research, consultancy and extension criterion.
11. Government & Grant in aid colleges was found to have performed much better than the self-financed colleges under CGPA system for research, consultancy and extension criterion.

12. For research, Consultancy and extension criterion, rural colleges have scored better than the urban colleges under nine point scale system urban colleges have scored better than the rural colleges under CGPA system under this criterion.

13. Urban self financed colleges are doing much better than the rural self financed colleges as per CGPA system for research consultancy and extension criterion.

- Section -5  Management of Infrastructure and Learning Resources of state universities

1. There has been large variation between the seven universities in infrastructure & learning resources which indicate that some universities have very good infrastructure compared to other. Some universities have well spread campus and good built up area. Some of the universities also have satellite campuses.

2. Colleges have been found with sufficient infrastructural and learning resources

3. Mean sources of Government and grant in aid colleges for Infrastructure & Learning Resources criterion is significantly lower than the mean score of the self financed college

4. It was observed that there was no significant different the variances of both the samples for six criteria. However for infrastructure & learning resources, variance in the mean scores of urban colleges is marginally higher. it may therefore be concluded that the Rural colleges are doing quite well and are not at all lagging behind the urban colleges except infrastructure & learning resources criterion.

5. Government & Grant in aid colleges has scored marginally better under nine point scale system for infrastructure & learning resources.
6. Performance of self financed colleges was significantly better than the government & grant in aid colleges under CGPA system.

7. Urban colleges have scored better than the rural colleges under nine point scale system and CGPA system for Infrastructure & Learning Resources criterion.

8. Self financed colleges and urban region has better impact than the combined effects of government & grant in aid colleges and urban region less than nine points scale system for this criterion.

- Section-6; Management/Governance, leadership and management.

1. There is not much variation between the seven universities in government and leadership.

2. Highest percentage (81.23) has been obtained in organization and management by all the colleges in nine point system. Under new system also, colleges are doing fairly well in governance, leadership and management.

3. Self financed colleges have scored marginally better under nine point system.

4. Performance of self financed colleges is significantly better than the government & grant in aid colleges under CGPA system in governance & leadership.

5. Rural colleges have done better in case of self financed colleges under nine point scale system in governance and leadership.
6. Various academic and administrative measures are taken up by the universities for development and Improvement.

7. Transparency in Financial planning and management is maintained with well established systems and processes. Norms regarding pre audit and internal audit systems are followed by universities

- **Section-7 Healthy Practices/Innovations and Best practices**

1. There has been a large variations between the seven universities in innovative practices,

2. It is observed that colleges accredited under Nine point system have quite low percentage in healthy practices (62.00).these colleges need to work on this criterion Under CGPA system,

3. Innovative practices have the second lowest GPA (2.07) so that lead colleges should make efforts to generate innovative environment in the college campus.

4. There is a significant difference in the means of women and co-education colleges for the criterion is significantly higher than the mean score of the women college

5. There is significant difference in the means of women and co-education colleges for the criterion ‘innovative Practice’. Mean score of co-education colleges, for this criterions is significantly higher than the mean score of the self financed colleges

6. Government & Grant in aid colleges has scored marginally better than self financed colleges under nine points scale system.

7. Government & Grant in aid colleges has scored marginally better than CGPA system under the criterion ’Healthy practices’.

8. Government & Grant in aid colleges have scored marginally better than CGPA system under the criterion ‘Healthy Practices’
9. Urban colleges have scored better than the rural colleges under nine points scale system under the criterion ‘Healthy practices’

10. Urban colleges have scored better than the rural colleges under CGPA system under the criterion ‘Healthy practices’.

11. All Universities promote social responsibilities and citizenship through faculty of social work and faculty of family and community sciences and also through activities of NCC and NSS units. But still there is need to take initiatives in terms of innovative teaching, leaning new method of assessing student’s progressions.

SUGGESTIONS

1. As higher education in Gujarat grapples with the challenges posed by the three Es of Enrolment, Excellence and Equity and their interplay, it is imperative that a systemic, regular process of measuring these is institutionalized. Without metrics and measurement that address quantity, quality and equity, the true picture may elude us. These metrics and rubrics, however simplistic, not only ought to be religiously and regularly applied to capture the comprehensive snap shot of HEIs, but their findings have to be understood and studied with care and necessary follow up actions need to be taken. Unfortunately, in many instances, such exercise is either not carried out, or done as a mere ritual – resulting in said loss of a most important learning opportunity – of understanding the lessons and lacunae. It is equally, or perhaps, even more important to leverage these lacunae and strengths, to think through and chart out the future course of action. This will help steer the overall educational Eco-system in the state to a new orbit in its journey of holistic excellence, addressing all the three dimensions of access, achievement and equity.

2. It is with this spirit that the knowledge Consortium of Gujarat (KCG), established by Government of Gujarat spent significant time and efforts on interpreting the findings to plough these back into the strategies, interventions and initiatives at various levels ranging from the Higher Education Institution (HEI) to the state. In the following
paragraphs, the findings are juxtaposed with interventions and steps, some of which have been initiated while some of which would have to be rolled out de novo.

3. First of all, the state needs to have a large number of autonomous Colleges. As a prelude and background to this entire report, the first task as a part of the road ahead would be to widely disseminate the findings and status of the HEIs of Gujarat. This would make the academic community understand and think of the findings and help collectively focus on the road ahead towards excellence. Fortunately, the State already has KCG, which has been instrumental in creating a structure for Mission Mode Implementation (MMI) linking the Colleges with the KCG by configuring them into geographically contiguous clusters and Higher Education Districts (HEDs). A similar arrangement has also been carved for University Departments, grouping them into clusters and Higher Education Districts. Such a structure provides the dissemination highways and feedback channels for effective transmission of the findings and to formulate a collectively owned road map for action and intervention. Thus, such structures and mechanisms envisaged under the RashtriyaUchchaShikshaAbhiyaan (RUSA) already exist in Gujarat and could be very effectively leveraged for all such purposes.

4. In the following paragraphs, the issues related to the road ahead are addressed on the basis of NAAC Reports. The general lead in followed by criterion wise findings and strategies that have already been put in place in many instances have also been detailed. While the paragraphs that immediately follow describe what that needs to be done. Towards the end, there will be a set of suggestions regarding the 'how ' or the strategy that could be adopter to roll out this road map and make it truly effective.

5. Now that the all India Survey of Higher Education has been institutionalized and is regularly carried out, there is authentic data available on student enrolment and profile. These data could be analyzed in various ways and provide us details of student enrolment, profile ad diversity at the granularity of a college. During the Higher Education District (HED) visits and the Chalo College Abhiyaan, which is a
campaign for visiting all the Colleges in the state and taking stock of their accomplishments and achievements, the implications of this data with a comparison of College level data with the corresponding data at the state and National Level could also be taken up.

6. The teaching Learning Process could be made more enriching by regular usage of various teaching and learning methods in the classroom. These range from the use of power point presentation, Active Learning Methodologies (ALM) in the classroom, group discussions, seminars, demonstrations and project methods. Regular training workshop on platforms like Sandhan could be conducted to demonstrate the efficacy of such methods. HEIs utilizing all these methods could be spotted during the AAA visits and this practice could be disseminated using films, case studies and felicitation.

7. Yet another factor that emerges is the need to digitize the admission and enrolment process at Universities and Colleges. This is now being tied up with the E-Gyan portal, which is now being readied and integrated into the On Demand On Line Examination (ODOLE) system.

8. In many courses, the need for an admission test to enroll students based on merit and transparency and to ensure diversity and equity has been articulated. This should be taken up with Universities and possibly, a common State wide entrance test for various disciplines could be conducted.

9. The study shows that creation of a research culture in the Universities and HEIs can help tremendously improve the research output. With a view to doing this, a series of measures have been rolled out ranging from the Knowledge Management Program for the relatively uninitiated researchers to special district level workshops for research proposal preparation and mentoring by good quality researchers.

10. Another finding is that the Research and Consultancy work in Rural Colleges as well as in Women's Colleges would have to be given a special fillip. This can be done
through efforts like the research workshop and mentoring, a few of which could be exclusively carried out in such HEIs.

11. On the findings related to Institutional Social Responsibility (ISR), extension work and consultancy, special projects of this nature have been attempted over the last year in the category of electives such as the Social Enterprise for Poverty Alleviation (SEPA) initiative across colleges of Sabarkantha District. Such extension projects would have to be thought of by the HEIs depending on local possibilities, context and needs and woven into the elective category of the curriculum.

12. **Unplanned Growth:** There is no denying the fact that the expansion in the university system has been phenomenal. There were 21 universities and about 700 colleges in the country when it attained freedom, having a student enrolment of only about 1.06 Lakh. In the year 2002-03 these figures had raised to 304 universities consequently, higher education is now accessible to a wider segment of the ever-increasing population. "Since India achieved independence in 1947 its higher education system has undergone a remarkable transition from an elite system, nurtured by colonial roots to a mass system attempting to meet the needs of a vibrant democracy committed to the principle of equity." It is a welcome development to the extent that it goes to reduce social inequalities, converting higher education from a luxury available to the urbanized economically better-off classes to an opportunity available to the masses. But unfortunately, the expansion has not taken place in any planned manner in response to felt needs of the people. Often regional needs have been overshadowed by regional aspirations; which in turn, have been overshadowed by political considerations and expediency, and many universities have been established without any prior consultation with and concurrence of the University Grants Commission (UGC). The matter of establishment of colleges has received still less serious treatment Colleges have been established not only to earn political leverage but also to satisfy group rivalries, casteist ambitions, and personal vanity and also as a business preposition to make money. "In the Indian scenario despite the increasing number of students seeking access to higher education there is a corresponding
decrease in state support."6 "The number of colleges considered non-viable and not eligible to receive developmental grants from the UGC is only a little less than half of their total number. Even some of the universities fall to qualify for empanelment for such grants from the UGC for many years after their establishment. But in spite of this entire explosion in numbers, only about six per cent of the population in the age group of 18 to 23 years is able to go for higher education. The colleges cater to 83% of the total enrolment for higher education.

13. Challenge of Expansion:” Though Kothari Commission had emphasized the importance of affiliated colleges about 85% for the country as a whole are supported by private agencies.” Effects It was natural that the National Education Policy, 1986 should contain a resolution, in its Section 5.27, that "Urgent steps will be taken to protect the system from degradation". Almost ten years have elapsed, but the steps taken are yet not visible to all. However, the resolution has been piously reiterated in the 1992 version of the policy. The challenge before us is to work with determination for consolidation of facilities that have been created already and, at the same time, to prepare for further expansion that is inevitable consequent to the broadening of the base of the educational pyramid. Aspirations of the youth are not to be curbed and ignored, but we may not hesitate in saying that higher education is not for all. Only eager learners should find place in the university system irrespective of being privileged or underprivileged economically and socially. At the same time, avenues for distance learning through Open University system should be created and strengthened for those who do not choose to join conventional universities of their own accord or are unable to secure admission to them. "NPE 1986 visualizes distance education as being an instrument for democratizing education and a mechanism for augmenting opportunities for higher education." "The open learning system also was initiated to augment opportunities for higher education as an instrument of democratizing education and to make it a life long process.” Academic community is required to remove the impression that the open system has been created as an act of mercy for accommodating less meritorious and financially weaker students. In their present form, rules of open universities take care of students who may need longer
time to complete a degree course. But they have nothing to attract fast learners who may feel that after all the conventional courses are unnecessarily spread over a long-time punctuated by long spells of non-working days. The flexibility of the open system needs to be highlighted, and a number of bridge courses devised to facilitate movement of students between conventional and open systems at their convenience and choice of ill-planned unbalanced growth of institutions are a matter of common experience, not calling for any detailed narration.

14. Thus the most serious problem facing the Indian Higher Education is that of size'. Increased intake generally implies less selectivity in admission. In response to growing mediocrity, standards of instruction and evaluation get lowered down further and a vicious circle sets in. In order to be popular, lectures and textbooks are addressed to the fictitious 'average student' and in order to ensure an acceptable pass percentage, evaluation is made more lenient. Convenient syllabi are prescribed, which can be covered in a condensed course of tuitions or with the help of pass books and very, wide choice of ignoring many topics is given in the question papers of one time-annual-examination. The result is the paradox of long lists of students on rolls but empty classrooms. The expansion-effort is visible not only on students but also on teachers. When recruitment is in large numbers less dedicated persons also get appointed, who have their sights set on things other than knowledge and learning. They get promoted only was ageing under the schemes of time bound or personal promotions. Consequently, reverence and respect even for university professors is fast becoming a thing of the past, as many of them can be seen playing politics on the campus.

15. Challenges of Globalization; Since the formulation of the National Policy on Education in 1986, a sea change appears to have taken place in attitudes and thought in the economic sphere. "In the Context of glabrous there is need to study the process of internationalization of education in India." Very little has been done in this area which however has great potential for research."12 The watchwords now are 'globalization', privatization' and 'liberalization'. Although 'universe' in 'University'
has a wider, connotation than the 'globe' in 'globalization', this latter term has come in vogue to imply a free flow of tangibles and intangibles, men and material, goods and services across national frontiers. In the academic sphere we have been familiar so far with almost unilateral inflow of scientific books and periodicals into the country and outflow usually called 'brain-drain' from here. Brain drain used to be a matter of concern because when a well trained brain migrates away, the country suffers in ways more than one—it loses the benefit of his services, the resources invested in his training, and the opportunity of training someone else in place of the eventual emigrant is also lost for ever. Globalization of economy may aggravate the problem by lending it a subtle form. Multinational companies may be established in India not only for their marketing units but also offshore offices for information processing, designing, software development, etc., employing Indian nationals on salaries lucrative in terms of rupees but low in terms of dollars. Such personnel would be serving foreign concerns and interests without physically migrating to other lands. In order to attract qualified personnel and to retain their experienced staff, Indian private and public sector companies would also be compelled to offer higher pay packages. The impact on wage structure and inflation is a matter to be reckoned with and studied by economists. The academic community faces the challenge of estimating the likely demand in the employment market and of preparing timely to meet the same. This naturally implies augmenting and expanding facilities for technical and management education to turn out graduates in larger numbers. But it also offers an opportunity for improving the quality and standard of education. In higher education "TQM is characterized by team work, Systematic analysis of the problem and the intensive use of information to achieve continuous improvement of service."13 The changed scenario may provide much needed motivation to the youth for developing their competitive abilities. They may proceed to demand of the universities that the standards of instruction be raised to make their graduates comparable with their competitors elsewhere. Globalization has created greater quality consciousness in industry. "Therefore, the National Assessment and Accreditation Council (NAAC) have been established by the UGC and a National Board of Accreditation has been
constituted by All India Council of Technical Education."

Many of our producers are not content with the ISI mark and are proceeding to earn ISO mark. One may hope that similar quality consciousness would be created in our universities, who would endeavour to prove that they are equal to the best universities anywhere in the world. But nothing would be more catastrophic than the situation in which the universities reign into remaining second rate, pretending to be attending to the masses, leaving the ambitious ones to fend for themselves. Many foreign universities are already advertising their distance education programmes in Indian newspapers, and there is also a talk of universities sponsored by NRIs.

16. Another impact of globalization coupled with progress in information technology would be that ever increasing mass of information would be flowing on the electronic super highways. "The information super high ways have revolutionized life in the U.S.A. and many western countries bringing workplace to home and making /Virtual Office" and "Virtual classroom" Possible. "World Wide Web is a multimedia surface for internet which links ups resource base throughout the world." New knowledge would get disseminated rapidly all over the world. Perhaps the National policy on Education had anticipated this in the observation contained in its section 5.25, "In the context of unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas". The attempt at 'entering uncharted areas' is called 'research' in academic parlance. It may be hoped that globalization would discourage repetitive research whose results remain confined to the dissertations gathering dust in the university record rooms and encourage research workers to become more participative and collaborative with their peers working elsewhere.

17. Challenge of Privatization: A thrust towards privatization may have financial and managerial implications for the university system. The dependence of educational sector on government funds has been increasing steadily. In the year 1950-51, 57.1% of the entire expenditure on education was met from government funds, another 10.9% from local body funds, 11.6% from endowments, etc. and 2.4% was raised as
fees from students, in 1980-81, government funds provided 81.7% of the expenditure, local body funds 4.7% only 4% came by way of endowments, etc., only 8.2% was raised as fees, the small balance of 1.4% was met from university funds. Since governments are under great pressure to accord higher priority to universal elementary education and programmes of total literacy, they would much like that the universities accept the challenge of raising resources for development from private sector. Noting the inability of the government to meet the demand for higher education, many private Trust and Bodies have come forward to establish colleges specially in professional areas of Medical, Engineering and Technology and Management."" "Fiscal compulsion, therefore compel steps to be taken towards privatization of Higher Education."8 Even if the direct benefit in terms of amount of money so collected is only marginal, the indirect benefits of efforts made in this direction could be significant. For example, donation from public in general, and alumni in particular, would forge desire able links between an institution and the social environment. The practice of universities undertaking projects sponsored by industry may lead to an ongoing interaction and open new vistas of practical training and experience, eventually lending an applied bias to syllabi in many subjects.

18. The talk of privatization has succeeded in focusing attention on the fact that in the existing system the beneficiaries do pay for higher education neither the students who earn respectable emoluments in later life nor their employers who derive benefits of their services. This issue gathers. Further importance in view of a likely consequence of globalization already noted above—that salaries of skilled manpower may increase and beneficiaries of their services may be the multinationals. A system of deferred repayment, directly as of bank loans for education to pay properly prescribed fees or indirectly through taxation, needs to be devised urgently. In other countries students pay heavy fees for their education which is no where so cheap and subsidized as it is in our country we accept leveling of costs and prices in other commodities as a result of globalization, then we should not grudge doing so in the sphere of higher education. However, university or government has so far shown the courage of making the fees structure realistic out of fear horns of agitations.
19. "Nevertheless the universities should engage their resources not only by rationalizing their fees structures but also by mobilizing external sources" of funding. 19 "Universities should also offer innovation and specialized educational programmes on totally self-finance schemes.

20. It may be emphasized here that privatization is antonym of bureaucratization but cannot be construed to be synonym of commercialization, at least in the field of education. Education being an investment in the future, the state and the society cannot be permitted to abdicate their two-fold responsibility of ensuring, first, that nobody spreads and promotes fundamentalism, obscurantism, intolerance, ideological fanaticism, and such other vices in the name of private enterprise in education, and second, that merit and not money, caste or creed is the sole criterion of admission to any institution. Democratic values and social equity are too precious to be sacrificed for economic pragmatism. In this connection, the recently introduced 'Scheme' in which institutions offering courses in medical, technical, management education, etc., are permitted to charge heavy fees for admission on 'payment seats' needs to be reconsidered. Under this scheme the rich have two chances of securing admission while the poor have only one. If the son of a rich man earns a place in the merit list for admission, he may proceed to receive education on payment of nominal fees in spite of his parent’s capacity to pay more. But if he is lower in the merit list then also his father may buy a 'payment seat' for him that is beyond the reach of a student who is relatively higher in the merit list but comes from a poorer family.

21. "In developing countries most governments have been unable to keep pace with inflation or to fund expansion of H.E. and have tended to keep an ever higher control of resource allocation." 21 "Therefore the state requires a mechanical that can steer and control the higher education system and provide a means both to ensure value for money and give protection against bad management.

22. Social Responsibility;” But the comparison between educational and commercial organizations should stop here, and economic viability should never be the sole measure
of strength of the former. It would be just opposite of the spirit of liberalism if the sponsors of an institution not requiring aid from government are able to perpetrate and teach fanaticism of any kind, communal or ideological or any other. The concept of autonomy of universities and educational institutions implies that the right of imposing and spreading its ideology does not belong even to the political party in power. Society, which is broader than any political party, must own the responsibility of planning, guiding and monitoring its educational system through independent open minded and objective observers who are beyond the influence of fear and favour.

23. University as a Medium of Social Change: After independence great many changes have occurred in our society. The Universities, consequently, are going through a period of great stress and strain. Certain changes have been introduced during the last 29 years or so in our University system. The great transformations of Universities conducive to the present needs and requirements have yet to take places. Some of the social changes have offered opportunities for research and investigation and also the new role that the Universities have to adopt for themselves. The innovations which have been introduced during the last twenty-five years have widened the scope of higher education within its existing framework. One finds evidence of curricular reforms, increase in the number of Universities greater financial support from Government, more classroom space, better equipped libraries and laboratories, etc. The result of such an expansion will be felt perhaps in the next two decades. But the fact remains that while catering to the quantity aspects of University education, the quality aspects have been given a go4oye. "Hence we should launch a campaign for higher standards and international competitiveness in Higher Education and Research." "Higher education institutions should seize the initiative in the process of internationalization rather than reacting to external globalization forces such as the market in determining their actions.

24. A truly Indian University has yet to emerge. For the last hundred years or so, we have fashioned our universities largely on the British model. Even today we want to reorganize our Universities either on the American model or on the Russian model;
or, for that, any model coming, as it does, from the western technologically advanced
countries. It must be remembered that University is not a finished product; it is a
'continuing' process. As such there always will be controversies about its structure
and functions. That an unprecedented number of young men and women are today
seeking admission into our Universities and that every effort must be made to provide
opportunities for them is well understood. This fact itself imposes a special obligation
on the colleges and schools. This large number of students must get sound education
which will ultimately enable them towards good job and decent living. If the
Universities fail on this score there will be chaos and anarchy in society. The question
is; should our colleges and universities be used as career institutions? This and many
other questions require certain basic decisions about the role and responsibility of
University for society in general and students in particular. Late Pt. Jawaharlal
Nehru's classical expression that university stands for humanism and tolerance must
be remembered as the basic principle of the university system." That the primary
concern of a University is to look after the physical, mental and moral health of the
students is unquestionably the most vital issue for a University. It is also true that in a
University set up alone, knowledge, both scientific and humanistic through rigorous
investigations and researches can be accumulated for bringing in social change and
cultural transformation in society. There is hardly any dichotomy, therefore, between
teaching and research. "Teaching, Research and Extension, all these three should
work in unified way and must complement and supplement each other.

25. While the insufficiencies and inadequacies of the University are too well known and
obvious and also there is a general agreement that all is not well within University
system and there is a room for improvement, this also is unavoidable fact that a
University is just one of the many wings of the society and all the good and bad
aspects of the society get reflected in the University. A University, like any other
social institution, is shaped and molded by ecological imperatives. A University
cannot possibly develop a self-generating economy. The funding problem of the
University must never be the principal concern of a University. The resources may
come from outside, but the University must have the prerogative to utilize the
resources the way it likes. Otherwise, it cannot function as an autonomous body. "However there has to be accountability from educational Institutions receiving public support.

26. A modern University must share the responsibility of finding solutions of problems with a view to the total welfare of society. The mobilization of resource for such purposes cannot be the exclusive responsibility of the University and Government; in fact, the entire society will have to share the burden of such resource mobilization. At least the University can function as one of the many instruments of social change in modern society, without sacrificing any one of its major purposes which stand well too defined. By far the most important purpose of a University is to advance knowledge and diffuse and transmit it to younger generations. "With education an instrument of social change the teachers in the university have to act as 'creative crafts man to shape and facilitate this change and consolidate human resources in the country.” Change in society can only take place on the basis of the advancement of knowledge. The organization of knowledge is itself the most important problem facing the University and the society as a whole. Without innovation, adaptation, and integration in our world of today, even the maintenance of existing pattern is becoming an impossible task

27. Globalization has reset the agenda of knowledge seekers"34 "Education System have not escaped the forces of globalization. Indian Universities by world standards are far too behind their counterparts in developed countries. They still operate on old lines as if they are an extension of high school system. Whereas universities in developed countries like USA, Germany, UK are primarily research universities. Research output, especially need based, is their main contribution and education, is their by-product. Bush Commission report, "Science—The Endless Frontier" (1945) gave this philosophy to universities of USA and which is also adopted in other countries. National Science Foundation of USA has reprinted this report in 1990, and circulated it.
28. The report prescribed that University's main output should be research, patents, new technologies, and intellectual property rights. Higher reduction should be their by-product. Students learn best by researching, and then it is relevant and up to date. It is because of this philosophy that the education in universities of US is observed to be innovative and creative in nature. Without research, it is believed that education remains stale and outdated. Normally two-thirds budget of a university goes to research. "In most of the Asian Countries, the governments have generally formulated national research priorities and provided the funds for at least state universities to participate.” They have stressed the role of university research in development and links with Industry.

29. **New Model for Universities:** The shift from old technology to new technology industrial base is not easy to achieve. It presents many technological, social, economic problems, as well as resistance from trade unions. People must not learn old methods and skills and adopt new technologies and knowledge. Universities must reorient themselves; prepare to offer courses and to interest people in learning and becoming more competent. Without this strategy by universities, industries and industrial estates will languish and become sick, which would be looking for help from foreign collaborators. Can Indian universities dream of propelling industrial growth? They must do so forthwith. Otherwise universities may become dysfunctional and economy will run into difficulty.

30. **New Vision for New World:** What Indian universities lack today, is the new vision of new world. They ought to develop connections with best known universities in the world and correct their priorities and strategies. It is no doubt a long way. Yet, it must begin some where. Prof. Terman of Stanford University in USA observed in 1950 that industry so as to remain competitive globally needs access to first class research in universities. So also the first classes, researchers in universities need access to industry so as to commercialize their research findings. This is equally applicable to Indian universities at this juncture. They can not become and remain competitive without the support of each other. "The co-ordination and interaction between
university and industry should take new shape and magnitude with changing times. A tripod approach involving Government University and industry is imperative for building up healthy university-industry partnership.