Chapter -2
Evaluation and Growth of University in India:

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India has had a very long tradition of scholarship and it has played an important role in the diffusion of knowledge from times immemorial. India of the ancient past could boast of such institutions of learning as the great universities of Nalanda and Takshila. "Nalanda was an educational centre of international fame comparable in the universalism of its thought, the wide range of its studies, the international character of its community to the greatest universities of modern times like Oxford, Cambridge, Paris and Harvard". Medieval India could boast of some famous centres of Islamic learnings before the advent of British in India, and particularly during the Mughal period, the country had a magnificent system of 'Madrasa' and 'Makhtabs' and 'Pathshalas', where higher education was imparted in literature and the science of the day.\(^1\)

However, these traditions did not survive for long, and the modern universities of India owe their origin to British endeavours some hundred years back.\(^2\)

"The East India Company faced a formidable challenge in this field by the present two indigenous system of education imparted by Hindu 'Tols' and Mohammedan 'Madrasas'.

"The preservation of ancient heritage and culture was the most important aim of ancient Indian system of education."\(^3\)

The main object of the Britishers was to meet the need of East India Company for expanding administrative systems, especially its lowest cadres, which would be economical. Thus they were not particularly interested in imposing western education on the Indians. Thus as a first step, they just started the improvement of existing system. Lord Hastings established a 'Madrasa' in Calcutta in 1781, and in 1792 Mr. Jonathan Duncan founded a Sanskrit College in Banaras. Despite the utilitarian aim before them the movers had, no doubt a genuine admiration for the laws and literature of India.

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The first interest and importance of learning English was felt by religious reformers such as Charles Grant as far back as 1792. The Company was, however, reluctant in this field. However, the political revolution of 1830-32 in England had an immediate influence in the sphere of education in India. At the time of renewal of Charter in 1833, Missionaries were allowed to operate in the company's area, and grant for education was increased ten times. There was no agreed policy, for the Anglicist-Orientalist Controversy had become very pronounced. In the wake of the Century India had embarked upon a cultural renaissance due to two factors: the plea by enlightened scholars like Raja Ram Mohan Roy and David Hare for bringing western science and literature within the reach of Indian minds, and the other was a new interest in the culture of East among British scholars like Sir William James, who with the help of Warren Hastings had founded the Bengal Asiatic Society.

"The first college on western model was established in Goa in 1875. Hence Portuguese may be considered as the originators of the modern system of Higher Education in India." With the addition of a legal member, Lord Macaulay, to the Governor General-in-council provided by the Act of 1833, the Controversy was put to an end and his famous Despatch of 1835 put the Anglicists in ascendancy for the next twenty years.

"A number of political and social considerations have also often motivated the setting up of universities."

The most important epoch in the history of Indian education is marked by the parliamentary enquiry into the conditions of India, preceding the confirmation of the Company's Charter in 1853. It formed the basis of Sir Charles Woods epoch making Despatch of 1854. As the Calcutta University Commission Report (1919) reads, "The Despatch of 1854 was in its main conception a bold, farseeing, and statesmanlike document. It imposed upon the Government of India the duty of creating a properly articulated system of education from the primary school to the University.

"After the recommendation of Woods Despatch 1854 modern type of universities were established in imitation of London University."
"Woods Despatch recommended that "the proposed Universities were to be administered by their own Senate, consisting of Chancellor, a Vice-Chancellor and fellows to be nominated by the Government."\(^6\)

The Despatch was described as the "Magna Carta of English Education in India" and has been rightly regarded as the beginning of modern University education in India. It embodies specific provisions for creation of Universities at Bombay, Calcutta and Madras. The University of London was to serve as the Model. The main function of the Universities was to confer degrees as evidences of attainments in different branches of Arts and Science. This has been amplified in paragraph 27 of Despatch which makes clear that the function of the proposed Universities was to confer degrees upon such persons as having entered as candidates according to the rules which may be fixed in this respect, and having produced from any of the affiliated institutions, certificates of conduct and of having attended a regular course study for a given time, shall have also passed from the University, such an examination as may be required.

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subjects, the literatures, Medicine, Law and Engineering. But this aspect of the Dispatch was completely omitted in the Act that constituted the Universities of Calcutta, Bombay and Madras in 1857.7

"However the Universities of Punjab and Allahabad were incorporated in the lines of old Universities in 1882 and 1887."

"Woods Despatch recommended for establishment of Department of public instruction which was set-up in 1855 under the change of D.P.I. with Inspectors and other Subordinate officers in every province."8

The Universities of Bombay, Madras and Calcutta were established by the Acts of 1857. The Acts laid down the following administrative structure of the Universities.

The Governor-General of India was to Act as the Chancellor of Calcutta University while the Governor-in-council were to Act for the Universities of Madras and Bombay. The Chancellor was to nominate the Vice-Chancellors and the fellows of the Senate for life. The Act of 1857 placed no upper limit on the number of persons the Chancellor could nominate as fellows. It was regarded as a distinction bestowed by way of compliment without any regard to the academic qualities. The members swelled the Senate until it become unwieldy body. The membership of the Senate of Bombay University for example, rose from 39 in 1857 to 305 in 2003.

The Acts provided for Honorary Vice-Chancellor, with a term of two years. Being nominated by the Chancellor they were directly under the Government.

"The Senate was entrusted with the Management of University funds and the training of regulations under which periodic examinations would be held in the different branches of Arts and Science by examiners selected by their body or nominated by them. The Indian in the Senates were very few. The Calcutta University Senate had 6 Indians out of a total of 38. The number at Madras was 3 out of 40 and 5 out of 29 in Bombay."9

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"The syndicate was not a statutory body; it was created by the Senate, and its decisions were subject to revision by the Senate."10

The Acts of 1857 were amended twice before the Act of 1884. The Act XIII of 1860 empowered the Universities to confer degrees, diplomas and licenses in addition to those specified in Original Acts. Act I of 1884 empowered them to confer the Honorary degrees of Doctor in the Faculty of Law.

Except for these two minor changes, the structure out lined in the Acts of 1857 continued to work uninterrupted for nearly half a century, in spite of the complaint that the Governing Bodies had become "too large to be effective and too ill-composed to be
competent". The defect lay, mainly in the fact that the Universities were anything but places of learning, and they had little control over colleges which were the only places of learning. "The colleges were coaching institutions, teachers had no voice in deciding courses of study and only medium of contact was examination which was of no great value".

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Thus as the Calcutta University Commission pointed out, the Indian Universities in their first form were no true Universities. They were not corporations of scholars, but that of administrators. The colleges were the only places of learning, but under the prevailing conditions, they were reduced to coaching institutions.

Many of the Higher Education institutions being ill equipped by higher education, the wastage of time energy and money involved is appalling."11

Nevertheless, a beginning had been made, and it was an inevitable social response to the great urge that was making itself felt as early as the 30's of the 19th century. This was the urge to come closer to the western mind, the urge created by the historical forces of late 18th and early 19th century released by the eminent Indian intellectual and
reformer Raja Ram Mohan Roy and enlightened Englishmen such as David Hare, Thus as the Calcutta University Commission pointed out, the Indian Universities in their first from were no true Universities. They were not corporations of scholars, but that of administrators. The colleges were the only places of learning, but under the prevailing conditions, they were reduced to coaching institutions.

Duncan, Princep, Raja Ram Mohan Roy advocated the encouragement of western knowledge, and on many occasions fought with the Directors of Company on the move to courage oriental studies, as the Indian mind had rusted considerably on account of its isolation, and realised that contact with western literature and science, alone could regenerate culture. He, therefore saw the need of a new synthesis of the best that Europe had to give "and strove consequently to weave into the tapestry of Indian life, such threads from the spindle of west without bringing about a complete alteration in the pattern upon the Indian loom." 12

This urge was growing among Indians, especially in Bengal, and the University, at least, of Calcutta was an inevitable social response to this urge. Had not this urge been created by the historical forces of late 18th and early 19th century the words of Macauley would have fallen on deaf years and the education Dispatch of 1854 would have remained unwritten.

"It is because the modern University usually reflects faithfully and some times in a magnified form the dynamics of social change in the commonly surrounding it."13

Thus although the modern Indian University emerged from British institution, the fact that a number of Indians such as Ishwar Chandra Vidyasagar, Ramprasad Roy, Prasanno Kumar Tagore worked side by side for the cause of education cannot be ignored. There was steady rise in the number of colleges and students studying in them. At the first Entrance Examination of the three Universities, 219 candidates were successful-162 at Calcutta, 21 at Bombay and 36 at Madras. In 1882, 7429 candidates appeared out of which 2778 were successful. As for college, in 1857 the total number was 23, while in 1882 there were about 75 colleges. "During the first 14 years, 2,666 candidates passed the First Examination, 850 the B.A. and 161 M.A. examination. During the next 11 years the corresponding number were 5969, 2434 and 385."14
The fourth University was established in 1882. The period from 1857 to 1882 was one of quantitative growth, and the Universities had not been able till now to assure their true character as institutions of higher learning, engaged in the fearless pursuit of truth and knowledge. "The government of India assumed the responsibilities of university Education in 1855 and its association with subject has continued unbroken to this date"15.

The University of Punjab was established in 1882, due to the various problems arising out of the increasing number of students and the vast areas under the jurisdiction of existing Universities.

An education commission popularly known as the Hunter Commission was set-up in 1882, to enquire into the manner in which effect had been given to the principles of the Despatch of 1854. "It was directed to enquire into the conditions and prospects of the Universities established in British India?"16

Although the sphere of University education was excluded from its jurisdiction of survey, its findings had an important though indirect bearing on University development in India.

Its recommendations led to a great expansion of secondary education, and in the absence of varied courses, the successful candidates flocked to college.

Secondly, the Commission created a background in which private enterprise could thrive. Thus in 1901-1902 the number of arts colleges conducted by the Indian numbered 42. The Deccan Education Society of Poona, the Arya Samaj in Punjab and the National Council of Education in Bengal contributed a great deal to University education in India. Contributions of individuals such as Ishwar Chandra Vidyasagar and Panchayappa Mudaliar were no less important.

In 1882, the total number of colleges were less than 75, while in 1901-02 it was 179, out of which were in British India and the rest in Burma and Ceylon. In 1882, there were 5, 391 students in colleges. In 1887 it rose to 8,060 and the figures in the following year were 9,656, 10, 618, 11,546 and 12, 424. The number of successful candidates at the B.A. examination were 287 in 1882, 573 in 1885, and 898, in 1892.
Thus another University was created at Allahabad in 1887. The teaching role of the University was emphasised in the Act which provided for a staff of professors and private teachers. However this was an arrangement only on paper, as the Government made no attempt to come forward with the necessary funds.

The century closed with signs of evident developments in India. The University had till now been, unable to become a corporation of learning, but it had definitely assumed important place in the life of the nation.

"The system of higher education has to be dynamic and it should be directed towards social economic and industrial developments of a country."\(^{17}\)

"The Universities are expected to meet the increasing, demand for excellence in the literary, scientific, technological and professional field."\(^{18}\)

It was becoming a issue of national importance. People felt that unless education was controlled by the people of the country, their dream of an independent nation could not come true. The intellectuals anchored a growing dissatisfaction with the standard of education in the country.

The failure of Universities was due partly to the nature of University; Britain had planted in India partly due to the Indian environmental factors. On political and social grounds as well, therefore, the University system after 40 years of uncontrolled growth, called imperatively for a reformer, and in 1899 it found one in Lord Curzon.

"The landmark in the University education that attracts the attention is the appointment of the Indian University Commission in 1902 during the viceroyalty of Lord Curzon."\(^{19}\)

"The commission put forth some suggestions in connection with the improvement in the administration and education of the universities."\(^{20}\)

Lord Curzon brought a fresh and vigorous approach to the problems of Universities in India, which owed something to the role conceived for Indians in the administration and something to the strong academic element in his make-up. He was "once struck by the contrast the Indian Universities offered to this high ideal." He remarked "How different is India? Here the University has no corporate existence in the same (i.e. as in
Oxford and Cambridge) sense of the term; it is not a collection of building, it is scarcely even a site. It is a body that controls courses of study and sets examination papers to the pupils of affiliated colleges. They are not part of it. They are frequently not in the same city, sometimes not in the same province". Accordingly in January 1902, he appointed a Commission under Thomas Raleigh to enquire into the confidations and prospects of Indian Universities in British India, and to recommend such measures as may lead to elevate the standard of University teaching and to promote the advancement of learning.

The Commission in making its recommendations was very much influenced by the reorganization of the University of London, when it become a teaching as well as examining body.

"However the Indian University Act 1904 brought about certain desirable changes in the sphere of higher education in India."21

The First important change proposed by the Universities Act 1904 was the enlargement of functions of the University, for making it a truly teaching University. Accordingly the Act made important provision for the reconstruction of University administration. "And to enlarge the functions and to empower the universities to appoint their own Professor, lecturers and to provide facilities for research work".22

The senate was reduced in size and reconstituted, Membership was limited to maximum of 100 and minimum of 50, other than ex-officio members Chancellor and Vice-Chancellor. Out of the total of 100, 80 were to be nominated by the Chancellor and 20 would be elected, 10 by registered graduates and 10 by faculties. The Act of 1904, for the first time introduced an elective element in the supreme governing body of the Universities. The Act gave statutory recognition to Syndicate. It would consist of 17 members with Vice-Chancellor acting as Chairman, and Director of Public Instructions. College teachers were given important place in it, but only those who were members of the Senate. Thus the idea throughout was to give responsibility to the experts. Curzon said, "Higher education ought not to be run either by politicians or by amateurs. It is a science, the science of human life and conduct, in which we must give a fair hearing and a reasonable chance to the professor".
The Act no doubt gave an important role to the academic element of the University, but it could not take a very bold step, and thus its effects seemed mainly to tighten governmental control over the Universities. The Chancellor by his power of nomination of 80% of Senate members, could exercise great influence on the main governing body of the Universities. Even the election of remaining 20% was to be approved by him. The Government of India could cancel any University appointment and all University regulations needed the approval of Government. Appointment to the posts of Professor, Reader and Lecturer needed the approval of Government. As the Calcutta University Commission of 1919 remarked the Universities of India under the Act of 1904 in theory, though not in practice are among the most completely, Governmental Universities of the world.

"It is unfortunate that the University system in India has been experiencing fierce assaults in its autonomy since long."23 "Curtailment of autonomy would have a baneful influence on its ongoing effects towards fulfillment of its objectives and obligations."24

No wonder the Act met with great opposition from prominent Indian intellectuals. Thus the opinion of Sri Gopal Krishna Gokhale and Sir Asutosh Mukherjee was highly suspicious of the Government policy and critical of the provisions of the Act. Gokhale was highly critical of the changes in the administrative structure. The element of election, seemed too narrow, inadequate to him. Gokhale regretted that after 50 years of University education in this country the Government should have introduced a measure which instead of associating the Indian element more and more with the administration of Universities, will have the effect of dissociating it from the greater part of such share as it already possessed.

The Act, however was passed in the face of countrywide opposition, and the Government did come forward with funds; a grant of Rs. 5,00,000 a year for five years for the improvement of collegiate and University education.

Although the immediate result of the Act was a reduction in the number of affiliated colleges (as the Act of 1904 had made the conditions of affiliation very strict), the number of students was steadily rising, the main reason behind the urge for education being economic. University degree as a license to good service.
This steady increase in the number of students was increasing the work-load of existing Universities, and this pressed the establishment of new Universities. "With expansion of Colleges and Universities the problems of University administration have assumed complex dimension gradually."25 "Reports of the University Education Commission is a very comprehensive document and it had far reaching influence on construction of University education in India in recent years."26

The Government of India appointed a new member of Education, Commission Harcourt Butler in July, 1910. Within a year the Government of India was able to submit a comprehensive programme of educational development. The proposal represented a considerable advance on Curzon's policy. They acknowledged the basic aim of developing the idea of teaching University. They contemplated the creation of new Universities, arguing that the size of existing Universities rendered impossible any really sound system of examination and control. They mentioned Dacca, Patna, Rangoon and Nagpur as suitable centres for new local Universities, and they also referred to proposals under consideration for communal Universities.

British policy for new Universities took shape in three specific projects. Two were inspired by the Indian and were for communal Universities at Aligarh and Benaras, and the third initiated by the Government was for a state University at Dacca. Only the Benaras scheme was turned into reality in 1915, during Butler's office. But the planning of the three project made clear the British ideas about essential principles regarding the constitution, standard and curriculum of Universities by that time "the process of secularization, Westernization, industrialization and urbanization have led to remarkable changes every where."27

"The University Education Commission has sought to harmonious the oriental and Occidential cultures.""

The most significant change was the desire to break with affiliation, and the substantial approach towards the teaching in the unitary University.

As regards administrative structure of the University, the official pressure was for single-tier structure of the old Universities.
Government control became more stringent and explicit. As regards curriculum, the pressure was for the cultivation of oriental studies.

The cycle of reform set in motion at the beginning of the century was being accelerated during Butler's term of office, but there had been no comparable advance in the University system as a whole. As the viceroy Lord Hardinge frankly admitted in his address to Calcutta University in 1915, "the metamorphosis of the emanating University had barely begun." The defects of affiliating University still remained. A more fundamental approach was needed.

The war delayed and slackened the wave of educational planning and advance. The Government was apathetic towards grant of funds to the University for the furtherance of teaching and research.

Prof. Sanyal described "despite unfavourable economic and cultural environment, however, there have been several reports from institutions where management has been dynamic and open to change." After the war the British Government was put under a debt, due to the brilliant cooperation of Indians in the war. In September 1917 the Government of India announced their decision "to appoint a Commission to enquire into the condition and prospects of the University of Calcutta".

"Later on the University Education Commission is the first epoch making commission in the history of Indian Education which took into consideration the entire field of higher education."

The Calcutta University Commission 1917-99

The commission was to have to trace of official character. It was headed by Sir Michael Sadler as Chairman, P.J. Hartog, Ramsay Muir, J.W. Gregory, Jai-udd-d Ahmed, Sir Asutosh Mukherjee and Honnel the Director of Public Instructions of Bengal, the only official on the commission.

Like Curzon, Sadler was appraised by the poor condition of education in India. After their enquiry they pronounced the University of Bengal fundamentally defective in
almost every aspect. It was not merely an administrative solution they sought, but an 'intellectual synthesis' and a 'moral reconciliation'.

In the constitutional sphere, the commission proposed radical changes. They had to decide between the competing claims of unitary and federal structures. "Although favouring the unitary system, they found it inapplicable to the condition in Bengal in view of vast student numbers, strong collegiate tradition and the differing requirements of the metropolis and muffasil. They decided for the federal structure but drew a careful distinction between the organization they proposed for the colleges in Calcutta and others."

"For the colleges in Calcutta, they prescribed a University of Colleges superficially resembling Oxford and Cambridge and more closely the reconstructed University of London, their proposal- in essence was for a federal University of Constituent Colleges."

The University and colleges were to act as free cooperating partners in a great enterprise. The Commission did not propose that it should be extended to colleges in Muffasil. They were to be separately administered by a special Board of University for conducting examinations on different curricula, but a broadly equivalent standard.

"The Commission provided for Senate-wisely representative of all the varied interest which are affected by University. Secondly the Syndicate a small body including men with a wide knowledge of affairs, who will be especially responsible for finances and for the conduct of general policy."

The Commission felt that there was no provision for any authoritative direction by a body of scholars in the University. "The Commission recommended the proposal to assign responsibility for academic affairs to a hierarchy of expert academic bodies. They provided for 'Academic Council' and Faculties and Boards were now to be composed exclusively of teachers. They were to have a predominant voice over examinations and curricula."

The Senate was to be representative of every important element in the public opinion of the areas especially served by the University. "The Commission
recommended that membership should be arranged largely by ex-officio status and
election rather than nomination. It was to have no less than 400 to 500 members. Its
function was to be watchfulness and criticism and of keeping the University in touch
with the movement of public opinion on educational questions. It was enabled to receive
an annual report from the Executive and Academic Council with a full statement of
accounts. Its assent was necessary on Ordinances made by Executive Council and on
proposals of change in Statutes."

As for the relation between the Government and University, the Government as
trustees for "highest training grounds of the nation" would continue to be responsible
for the from in which the Universities were established, and for proper maintenance of
standards and administration of finances, but the methods were to be less direct. Only
statutes as opposed to ordinances and regulations were to require Government approval.
As for finances, the Government of Bengal was to issue block grants on an annual basis,
and thus the Universities were to be free to spend, subject only to annual return of
expenditure. The Government was to have a small direct representation on the
governing bodies. The Governor was to be the ex-officio Chancellor of the University.
V. Rainamurthy said.

"Reforms in our Universities are not impossible but what is needed is a mental
preparedness for the change?"

The Government of India was to exert an important coordinating influence.

The other proposals emphasized the new measure of autonomy the Commission
judged necessary for a teaching University. Just as they had rejected the notion of direct
state control of the teaching University, so they rejected it for the colleges engaged in
University teaching. The other proposal was designed to free the University system
from an indirect influence exerted by the Government; the influence stemming from the
acceptance of University examination as sufficient test for entry into the public services.
This had led to a lowering of standards. The Commission proposed special competitive
tests closely related to existing educational system.

"Autonomy is a concept which is frequently used in the context of higher education
but which is not often defined."
"The University should have the power "to determine the means by which its goals and programmes will be pursued i.e. the how of academia."\textsuperscript{38}

The Government of India passed a resolution in 1920, endorsing the recommendations of the Commission. But, unfortunately the Government did nothing to implement the recommendations of the Commission regarding Calcutta University for which it had been primarily set-up. A controversy arose between the University and the Government of Bengal over the financial support necessary for implementing the recommendations. The creation of Universities of Patna, Dacca and Rangoon had led to financial loss of the University.

The early months of the year 1921 were a period of great political excitement in the whole of India. The non-co\textsuperscript{operation} movement of the Indian National Congress threatened the existence not merely of the Government, but also the established educational system of the country. The reluctance on the part of Government to give financial aid to universities for their expansion, was putting the Universities in a embarrassing position. It is a fact.

"That despite the increasing number of student seeking access to higher education there is a corresponding decreasing state support."\textsuperscript{39}

"There is an element of inevitablity which must be incurred regardless of states financial capacity."\textsuperscript{40}

But nothing could stop the forces of expansion. In 1921 Sir Asutosh Mookerjee was once again made the Vice-Chancellor of Calcutta University, under his guidance a battle royal was fought by the University with the Government when in reply to repeated request by the University for financial help, the Government made it clear that it would advance an assistance of Rs. 2,50,000 subject to rigorous control by the Government.

The University found itself unable to accept the terms, and the Vice-Chancellor asked the Senate to reject the offer outright, because the terms were 'badges of slavery'. He said, "I call upon you as members of the Senate to stand up for the rights of your University. Forget the Government of Bengal. Forget the Government of India. Do your
duty as Senators of this University, as true sons of your almamater. Freedom first, freedom second, freedom always, nothing else will satisfy me." (Sir Asutosh Mukherjee's speech in the Senate of Calcutta University 1921).

Thus the weakling planted by the Act of 1857 had in these years rooted itself deeply in the soil of its inhabitation and had boldly asserted its autonomy before the Government. The Chapter was closed with the death of Sir Asutosh Mukherjee. The Earl of Lytton presiding as Chancellor over the special meeting of Senate on 1st June asked each member to resolve that post-graduate department which was Asutosh's cherished, must not suffer on account of his death.

Thus the great battle was won, and paved the path for the assumption by University its true character.

The period from 1926 to 1932 was nonetheless a period of considerable achievements. An Inter-University Board had been established in 1928.

"The period saw the incorporation of five new Universities in accordance with the Government of India resolution of 1913, which had proposed one University for every province, and that teaching Universities should be established in as many centres as possible. Thus the Universities of Delhi, Nagpur, Andhra, Agra and Annamalai were created."41

Many of the older Universities in India also underwent important changes. The Constitution of the University of Madras was modified by the Amending Act of 1928 and 1929, and Patna University Act of 1928, with the prime object of bringing improvement in the administration of Universities "as the system need a drastic overhaul."42

The number of teaching departments and constituent or affiliated colleges increased from 207 in 1921-22 to 446 in 1936-37 and the number of students from 66,258 to 1,26,223.

The teaching and research function of Universities were set to pace. While generally appreciating these advances, the Hartog Committee in 1929 pointed out several weaknesses that had crept into the organization of University education. The report of the Committee emphasized the importance of encouraging the teaching role of University in
the interest of University education and "offered various suggestions for improvement of Universities!"\textsuperscript{43}

In 1937, the provincial autonomy system of governance came into operation in the 11 provinces of British India, and earnest hopes for great educational advance were at once raised, but the hopes did not materialised as the congress remained in power for only a short while. The Congress had assumed power in 1939 and in 1939 September the second world war broke out. As a result of difference with the British Government over the question of war and peace policies of the Allies, the Congress resigned in 1940. The caretaker Government between 1940-45 was mainly occupied with war problems. Educational reconstruction had to wait till popular ministries came back in 1946. It is required that “The post independent higher education system was directed towards Social economic and industrial development.”\textsuperscript{44}

The period witnessed a large expansion in University education and • the number of students reading in the Universities rose up from 1, 26, 228 (including the figures for Universities which are now in Pakistan) in 1936-37 to 2,41,794 in 1946-47 (excluding the figures for Universities which are now in Pakistan).

This large expansion was the result of a general awakening among the people due to war, Quit India Movement, the expansion of secondary education, the desire for higher education spreading among women and backward classes, the rapid urbanization brought about by the war and the liberal donation given by mercantile community which had made large profit during war. The war increased the need for trained personnel, and thus several new colleges were opened, many new faculties and four new Universities were established. There was substantial increase in the enrolment and activities of the old Universities and colleges.

" In order to satisfy regional aspirations of the people an increasing number of universities have been set-up in various states!"\textsuperscript{45}

"Such Universities are expected to protect preserve their moral intellectual identity of the community" once raised, but the hopes did not materialized as the congress remained in power for only a short while. The Congress had assumed power in 1939 and in 1939 September the second world war broke out. As a result of difference with the
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"Such Universities are expected to protect preserve their moral intellectual identity of the community". Meanwhile in 1944, the Central Advisory Board of Education of post-war educational development in India submitted its report, better known as Sargent Report. Among many other important recommendations, one was for the constitution of a Grants Committee on the lines of University Grants Committee of Great Britain. This was perhaps, the first report of an official body to invite attention to the importance of planning in University education. This was a new approach and when it was officially accepted, the rennovation was welcomed in all quarters. But hardly had the first step been taken, when the British Government withdrew from the Indian scene on 15 August 1947.
The University system has greatly expanded in Post-Independent India. Established first with the initiative of the British rulers in India in 1857, their number has steadily increased. The pace of the growth has been very fast after Independence. While there were only nineteen Universities in the first ninety years (1857 to 1947), now they are well over hundred. This show a increase in numbers more that five times in a period of just 30-31 years. The objectives of the University have widened, it is no more the training-place for natives (Indians) for junior administrative services. Although the Universities had started changing their nature even during the period of British rule, and played an important role in the national struggle for Independence, their role was not given legitimacy by the regime. After Independence, efforts have been made to make a clear statement of the objectives of University education, and accordingly an effort has also been made to set-up a scheme for the administrative structure of the University to enable them to play a constructive role in national resurgence and reconstruction as "The Universities are expected to protect and preserve their moral and intellectual identity in the society."47

The sad facts persists that Universities have increased in number, they have not achieved qualitative heights. What is more they have not been able to discharge ever their narrow routine duties, they have become largely dysfunctional.

"It seems to be the case that higher education Institutions are now generally considered to be responsible for their own fate."48

Structurally, the first Universities established by the British rulers were mainly affiliating and examination conducting bodies. It is a long journey from purely affiliating Universities to purely teaching Universities, and Indian Universities have not been able to complete this journey till now. The general pattern of Universities in India is teaching plus affiliating type. We have just a few purely teaching and residential Universities. Paucity of funds prevents us from having purely teaching and residential Universities. Thus "planning of education has a long way to go to meet the requirement of a developing nation."49
There are mainly four types of Universities in India. They are (1) Unitary teaching Universities, (2) Federative teaching Universities, (3) Teaching and affiliating Universities, and (4) Purely affiliating Universities.

A Unitary University is one which carries on its work through its own departments of teaching, or through Constituent Colleges. This type of University has in its own hands, the control of the teachers, the teaching, the courses of studies and the entire administration. All these functions are completely centralized in the University. But there is a limit of size of such type of University, beyond which the Unitary type of University is not successful in its mission. The advantages of a coherent corporate life, in which the teachers and the students can feel conscious of themselves as a single unit, disappear when the size of the University is big. So "it cannot effectively provide positive feeling towards national culture and appreciation of this unity in diversity among the students."50

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Some prominent examples are the Universities of Allahabad, Aligarh, Banaras, Baroda, Jodhpur, Kurukshetra, Patna, Lucknow, and the Punjabi University etc.

The second type of Universities is those in which the constituent or affiliated colleges are either autonomous units which have surrendered some of their powers to the University, or enjoy considerable liberty in the management of their own affairs.

Teaching and affiliating Universities are those which do not directly control the teaching but permit other institutions, such as affiliated colleges to provide instructions through their own teachers. The Universities only keep general supervision over the colleges.

The purely affiliating type of University was, originally, the only type which was established in India. This is a legacy which came from the London University. The purely affiliating type of Universities has never been a success in India.
"Some Universities however have been more successful than other in their restructuring to adjust to the new circumstances and demands."51

"From every side Universities in developing as well as developed Universities are being called upon to be relevant to the conditions and aspirations of their society."52

The fact cannot be denied that in the preceding decades there has been a marked movement of the Indian Universities from the examine and affiliating to the teaching type of Universities. Although there are some variations the general pattern of administrative structure in India Universities comprises of the following officers and authorities.

**Visitor**

The practice of having a visitor is not uniform and common in all the Universities. The Central Universities have a visitor and normally the President of India Acts as the visitor of the Universities. The visitor has the power of supervision and inspection of the University. Thereby the right to cause an enquiry to be made in the affairs of the Universities. He can annul any proceedings of the University. He nominates members for the different bodies of the Universities. There is no provision for a visitor in case of state Universities. It is felt that the Governor as Chancellor, perform, almost the same functions the visitor has.

**Chancellor**

Normally the Governor of a State Acts as the Chancellor of the Universities in the State and performs the functions similar to that of the Visitor.

"As administrative powers are concentrated in top University authorities, however there should be a good deal of effort to decentralize University administration."53

**Vice-Chancellor**

Vice-Chancellor is regarded as the Chief Executive Officer of the University. While it is generally agreed upon that a Vice-Chancellor should be an eminent academician whose knowledge and reputation should be beyond doubt, various modes of his selection are prevalent in India. One bitter controversy has raged round the principle of nomination or Election of the Vice-Chancellor. Opinion has been in favour of
nomination by specially constituted Selection Committee. "The first fundamental reform should be to improve the qualify of the V.C. by appointing only men of real academic distinction, recognised, scholarship and proved administrative ability".54

**Province-Chancellor**

The post of Pr-Vice-Chancellor has been set-up in various Universities, but it has not continued for long in all the Universities. The main danger, it was felt, is the growth of two parallel sources of power in the University, undermining its unity.

**Treasurer**

There is provision of Treasurer or a full time Finance officer. He is responsible for the financial administration of the University. "It is to be noted that financial management of Universities and budget making are complex problem in Universities," which he has to handleless”55

**Deans**

There is provision for Deans in the various Universities. The Dean is academic head of the University. There are a number of Deans for the various faculties in the University. Recently provisions have been made for a Dean of students welfare in various Universities. The Deans are usually appointed from amongst University professors, by rotation, according to seniority for a period two years.

**Registrar**

The Registrar the permanent part of the University Executive. He is by far the most important officer for carrying out day-to day administration of the University. Usually a Registrar is appointed from amongst the members of teaching community of the University, but a recent trend has been to appoint I.A.S. Officers as Registrar of a University. The Registrar is the member—secretary of the various University bodies.

"There should be two other officials of comparable rank i.e. Controller of Examination and Finance Officer for smooth administration of the university."56
AUTHORITIES

Senate

Senate may be regarded as the legislative organ of the University. Some Universities designate it as 'Court'. The Senate is mainly a deliberating body, has a large membership representing people from all walks of life. It is here that the public representatives and teacher's representatives meet together and discuss the affairs of University. The Senate usually meets twice a year, goes through the annual report of the University and okays the Budget.

Syndicate

Syndicate is the main decision-making and executing authority of the University. As distinguished from Senate Court, Syndicate is very small body, membership generally being twenty to twenty-five. It is responsible for appointing teachers and other employees of the University raising funds, fixing fees and conducting examinations also come within the province of Syndicate or Executive-Council. "The new rule of the University calls for a review of financial and administrative operations and implementation of necessary changes."57

Certain vital aspects of administrative accountability are: (i) formulation of long term and short term goals of the University with year; wise quantitative targets; (ii) preparation, resource mobilization implementation, monitoring evaluation of the plans for achieving the objectives; (iii) Planning and implementing a faculty improvement program."58

Academic Council

It is the authority concerned with minting and enhancing the academic standard of the University. Composed mainly of the teachers of the University, the Academic Council is the only body that can coordinate between the Faculties. It is the body which determines admission qualifications needed courses of studies, nature of tests and examination for the award of degree and the manner in which the purposes of education can be secured.
Faculties

There is provision for Faculties for various disciplines. The Faculties most prevalent are the Arts Faculty, Science Faculty, Faculties of Law, Medicine and Engineering etc. Faculties are to be headed by various Deans. The Faculties Act as the coordinating body between the different Boards of Studies.

Finance Committee

This committee exists to give advice to the University on all financial matters, and is normally composed of (a) The Treasurer as the Chairman, (b) Government officer not below the rank of a Deputy Secretary and (c) Four other members to be selected by the Senate from amongst its own members, not being members of the Senate.

Examination Board

Would manage and arrange the conduct of various University examinations and would be headed by the Vice-Chancellor? This board can reform the examination system. Both system of Internal and External evaluation should be followed by the University. "They can coexist and perform together the functions of evaluation. In this sense they are complimentary to each other."59

This has been the prevalent administrative structure of the Universities before 1947 and is still continuing with minor changes. However, after Independence, a great concern for the reshaping and restructuring of the Universities was felt in all circles. It was reflected itself in the setting up of various Committees and Commissions by the Government for a reform in the University structure. Elaborate statements of the aims and objectives of the Indian University have been made and it has been sought to make the administrative structure relevant to the changing role of the University. According to the Report of the Education Commission • 1966. "Higher education Institutions with more relevance to the changing needs of the society should also be developed."60"

Education Commissions

The First Commission so constituted was the Radhakrishnan Commission set-up in 1948.
Radhakrishnan Commission

The Commission did full justice to the new concept of duties and responsibilities of Universities which required them "to provide leadership in Policies and Administration, the profession, industry and commerce, meet the increasing demand for every type of higher education literary, scientific, technical and professional and to enable the country to attain as quickly as possible freedom from want, disease and ignorance by the application and development of scientific and technical knowledge."61'

"Radhakrishnan Commission appointed in 1948 gave guidelines for the restructuring of higher education and recommended the setting up of University Grants Commission which was formed in 1953 and given autonomous and statutory status by an Act of parliament in 1956."62

The Commission emphasized the role of Universities in the advancement of the frontiers of knowledge, viz., research and especially pure or fundamental research, leaving the more applied fields to Industry, administrative, or non-University scientific organization. Not only was research regarded as a social function for the Universities, it was also a prerequisite of really sound and inspiring teaching. The Commission suggested the conservation and augmentation of the resources of Universities in terms of scientist teachers by offering them adequate salaries and research facilities, creating more senior posts and providing increased capital and maintenance grants to laboratories. It also suggested some new field of postgraduate study and research such as marine, biology, fine arts, etc.

The Commission gave detailed attention to the role of Universities in professional education.

To equip Indian Universities to meet these new responsibilities, the Commission felt that all Universities be constituted as autonomous bodies responsive to enlightened public opinion. It further recommended that:
1. University education be placed in concurrent list.

2. Central Government should be responsible for finance, coordination of facilities in special subjects, adoption of national policy for ensuring minimum standards of efficiency, liaison between Universities and research laboratories.

3. There should be no University of affiliating type.

4. Government colleges should be transformed into constituent colleges.

Inviting attention to the deterioration of the standards of teaching and examination and dissatisfaction with University administration, particularly elections of University, as a matter of great concern, the Commission points out that Universities will have to change their objectives and methods of work in order to function effectively in our national life.

"Reports of various Education Commission in post independent India discuss India's educational needs within their conception of the countries future developments."63

The Commission emphasized that the Universities must never lose sight of the social order for which they are educating the young men and women. Its other aim is "to establish a socialists pattern of society which the nation desires to create"64

The Indian Universities should be guided and governed by the social philosophy indicated in the preamble to out draft constitution which is—

"We the people of India, having solemnly resolved to constitute India into a Sovereign Democratic Socialist Secular Republic, and to secure to its entire Citizen.

Justice, social, economic and political liberty of thought, expression, belief, faith and worship.

Equality of status and of opportunity; and to promote among them all fraternity, assuming the dignity of the individual and the unity of the nation.

"The University has to help in the quest of Democracy through the realization of justice, liberty, equality and fraternity".65
"Further, it stressed that the object of education in a democratic country like India must be inculcated the worth of the individual, the dignity and value of human life and the correct social vision." 66

"The Commission has reinforced the position of teacher by describing him as "the corner stone in the arch of education." 67

Dongerkery remarks: "The main principles underlying the recommendation are that the University bodies should be efficiently representative, without becoming unwieldy, that the frequency of elections should be reduced to the minimum and that the monopolizing of membership by a few individuals should not be permitted." 68

The University Commission while making its recommendation clearly stated that it does not suggest many radical changes from the existing patterns, nor does it wish exact uniformity of constitution even among Universities of the same general type.

"However it recommended that higher educational institutes with more relevance to the changing needs of the society should be developed." 69

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**Mudliar Commission**

In 1952-53 a Commission was set-up under the Chairmanship of Shri A.L. Mudliar to report on the position of secondary education in India. The report of the Commission was responsible for a drastic alteration by a side-wind, as it were, in the structure of the degree courses in Universities. While expressing the anxiety not to encroach on the domain of University education, the Commission urged the advisability of abolishing the Intermediate stage in four year degree course in Arts and Science, which was the prevailing pattern in almost all Universities, and of transferring one of the four years to the secondary stage. This recommendation was accepted and the term of degree courses was reduced by one year. This was envisaged as a measure to bring students to
University, who were more qualified in temperament and qualifications, for the type of education that should be given in Universities.

"At the +2 stage it is intended to function not only for equipping the students for employment but also as a mechanism to check uncontrolled rush for University education and thereby to improve University education."70"

**University Grants Commission**

A great event in the history of University education in India was the establishment of the University Grants Commission by Act. No. 3 of 1956 of the Indian Parliament. Education, including all Universities except those declared to be of national importance, is a state subject under the Constitution. But the centre has the power to co-ordinate and determine standards in institutions of higher education or research, and scientific and technical institutions, according to article 246, entry 66 on list I in the Seventh Schedule. This work is carried by the University Grants Commission together with the Ministry of Education. The University Grants Commission enquires into the financial needs of Universities, allocates and disburses out of its funds, grants to Central Universities for their maintenance and development, and to other Universities for their development. It advises Central and State Governments on the allocation of grants to Universities for any general or special purposes, on the establishment of new Universities, or proposals for expanding the activities of existing Universities, and generally to take steps for the promotion and co-ordination of University education and maintenance of University standards a society which is undergoing extensive changes through Knowledge the role of the Universities requires to be redefined!"71

"The UGC has a great role to play as the "Institution of higher education are fast losing credibility and capacity to show quick reflexes to respond to the changing socio-economic requirements."72

In its programme under the Second Five Year Plan (1956-61), the University Grants Commission tended to give top priority to improvement in the quality of teaching in Universities, by subsidizing increases in the salaries of Universities and College teachers and helping the Universities and selected Colleges to expand their libraries and laboratories. Apart from these assistance which it gives for raising standards of teaching
and research, the commissioning of general education course in Universities, examination reform, the publication of doctoral theses and the development of departments of Archaeology and Linguistics. Travel grants to teachers and research workers for visiting and working at Centres of research and advanced study in the country, and payment of honorarium to outstanding teachers to continue their teaching and research activities after superannuation, are some of the type of assistance to be provided by the University Grants Commission.

The research should be encouraged by the U.G.C. "to meet the increasing demand for excellence in the literary, scientific, technological and professional fields."73

Model Act for Universities

"A further scheme of reorganization of the University administrative system was forwarded by the Committee on Model Act for Universities which was appointed in December 1961."74

By the Ministry of Education, to consider broadly the organizational structure of the Universities in India, and to prepare the outline of a "Model Act" suited to their role and functions in the present context of our fast developing society.

"It is expected that the universities should have close relations and closer interactions with community."75

Considering a certain amount of variety in pattern and organization as necessary and desirable in the interest of development and progress of higher education in a vast country like India, the Committee maintained that "It is necessary that the constitution of a University should be formulated in sufficiently general terms, so as to permit innovation and experience."76

"As the need to explicate the criteria for excellence in Universities is great the responsibilities for this should the with the UGC and other central and state level policy making bodies."77

Taking into view the need for frequent changes in constituents of academic life due to the rapid expansion of knowledge especially in science and technology, the Committee further laid down that the main Act of a University should lay down the structure and
organisation in broad terms and the relevant details may be prescribed by statutes and ordinances.

According to the Committee, the University should provide for instruction (including correspondence course) and research in the humanities, science and technology, education, medicine and other professional subjects and in other spheres of learning and knowledge of a standard and thoroughness required and expected of a University of the highest standing and to secure the advancement, diffusion and extension of knowledge in all spheres of learning.

To establish with the University or outside that area such field stations and specialized laboratories and such other units for research and instructions as are necessary for the furtherance of its objects. "New strategies and policies regarding higher education are needed to solve the present higher education crisis."

1. To organize and to undertake extra-mural teaching and extension services.

2. "To raise the standards to in research in special fields."

3. To hold examination and to grant to, and confer degrees, diplomas, Certificates or other academic distinctions and to deprive persons of any degrees, diplomas, Certificates or distinctions granted to or conferred upon them by the University for good and

4. To create such teaching administrative and other posts as the University system may deem necessary from time to time, and to make appointments thereto.

5. To appoint or recognise persons as Professors, Readers, or lecturers or otherwise as teachers of the University.

6. To institute and award fellowships, scholarships, exhibitions, and prizes.

7. To establish and maintain colleges and halls, to recognize, supervise and control halls not maintained by the University and other accommodations for students, and to withdraw any such recognition.
8. To regulate and enforce discipline among students and employees of the University and to take such disciplinary measures in this regard as may be deemed necessary.

9. To make arrangements for promoting health and general welfare of students of the University.

10. To determine and provide for examinations for admission into the University.

11. To affiliate with it, or admit to any of its privileges or to recognize for any purpose either in whole or in part, any college institution or members or students thereof, on such terms and conditions as may from time to time, be prescribed, and to withdraw such affiliation, privileges and recognition.

"To co-operate with any other University authority or association or any other public or private body having in view the promotion of purposes and objectives similar to those of the University or appoint one or more representatives of the University to Act upon any such body, authority or association for such purposes as may be agreed upon, on such terms and conditions as may, from time to time be prescribed."79

"To enter into any agreement for the incorporation in the University of any other institution and for taking over its rights, properties and liabilities and for any other purpose not repugnant to this Act."80

To demand and receive payment of such fees and other charges as may be prescribed from time to time.

To acquire, hold, manage and dispose of any property movable or immovable, including trust or endowed property within or outside the University area, for the purpose or objects of the University and to invest any fund representing such property in such manner as the University thinks fit.

To borrow with the approval of the Central Government, on the security of the University property, money for the purposes of the University, and "Financing of Universities needs to be rationalized by developing new methods of analysis."81

To do all such other Acts and things whether incidental to the power aforesaid or not, as may be requisite in order to further the object the University.
It is evident that the Committee is down to earth in making its analysis of the University affairs. It sets forth in concrete terms the functions, or we may say, the aims and objectives of the University true to its definition.

**Kothari Commission**

"Another event of great importance and significance for the future of University education in India was the appointment of a Education Commission on July 16, 1964 by the Government of India under the Chairmanship of Dr. D.S. Kothari." To survey and examine the entire field of education in order to realize within the shortest possible period, a well balanced integrated and adequate system of national education capable of making a powerful contribution to national life. Unlike the previous Commission this Commission was asked to make a comprehensive survey of entire educational system since its various parts strongly interact on and influence one another. Eminent scientists from Europe, U.S.A., U.S.S.R. and Japan were associated with the commission. The submitted its report on June 19, 1966. The Commission clearly stated the objectives of the Universities in the modern world.82

To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and belief in the light of new needs and discoveries.

"To provide the right kind of leadership in all walks of life to identify gifted youth and help them develop their potential to the full by circulating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values."83

To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individual imbued with a sense of social purpose.

"To develope entrepreneurial capabilities among the students"84

To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education, and "To foster in the teachers and students
and through them in society generally, the attitudes and values needed for developing
the good life in individual and society."\(^{85}\)

In addition to these broad function which they share in common with all Universities,
the Indian Universities will have to shoulder some special responsibilities in the present
state of our social and educational development.

"They must learn to serve as the conscience of the nation, and from this point of view,
they should encourage individuality, variety and dissent within a climate of tolerance."\(^{86}\)

They should develop programmes of adult education in a big way and to that end, to
evolve a widespread network of part-time and correspondence courses.

To assist the schools in their attempts at qualitative self-improvement.

They should shake off the heavy load of their early traditions, which gives a
prominent place to examinations, and strive to improve standards all round by a
systematic development of teaching and reach.

They should create at least a few centers, which would be comparable to those of their
type in any other part of the world, and thus help to bring back the 'Centre of Gravity' of
Indian academic life within the country itself.

The Commission suggested the following for the reorganization of the University
stage.

Duration of the first degree should not be less than three years and the duration of the
second degree should be 2 to 3 years.

Three years Master's course to be started in some Universities in certain subjects. Three
years special courses for the first degree, which begin at the end of the first year of
the present three year degree courses to be started in selected subjects and in selected
institutions.

"Bridges between the old and new courses to be built, between existing courses and
the new (longer) courses."\(^{87}\)

Incentive in the form of scholarship to be provided for those who takes the longer
courses.
The real national needs and goals are to be identified and "the role to be played by different disciplines of higher education, so as to make positive contribution" are to be earmarked. 88

The objectives set forth by the Kothari Commission (1946-66) are very clear and precise although we find traces of abstractness here and there. The Commission has also gone into details as to the objectives exclusive for Universities in India. Here also we find the presence of such abstract phrases as Universities being "conscience of Nation", etc. But there are certain positive assertions also, for example, development of programmes of adult education, and to that end, to evolve a widespread network of part-time and correspondence course and so on and so forth.

The Commission emphasized the fact that without a suitable administrative structure, no University can achieve its objectives. The report has endorsed many of the proposals of the Commission on "Model Act for Universities" but has also varied in many aspects.

The Commission, before discussing the administrative structure of Universities, discussed University autonomy. It began by pointing out the distinction between University autonomy and academic freedom. It would allow teachers full freedom to express their views, however radical, so long as they do not mix up teaching with propaganda. They must be free to speak and write on national and international issues present three year degree courses to be started in selected subjects and in selected institutions.

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The objective of an ideal University system is qualitative and quantitative transformation of the human resource."

"University autonomy proper lines in (a) the selection of students; (b) the appointment and promotion of teachers and (c) the determination of courses of study, methods of teaching, areas of study and problems of research."  

The raison d'etre of University autonomy is that without it, the Universities cannot effectively discharge their functions of teaching, research and service to the community, nor pursue truth fearlessly and build-up in its teachers and students habits of independent thinking and the spirit of inquiry, essential for the development of true society.

University autonomy functions at three levels, namely,

1. within the University, the autonomy of the departments, colleges and students in relation to the University.

2. in relation to the University system to other Universities, to the Inter-University
Board and to the University Grants Commission.

3. of the University system as a whole, in relation to outside bodies like the Central and State Govern merits.

"The conventional autonomy of a University/Institution is invested in the following matters academic, administrative, financial and other and which shall be discussed in later stages."

The trifling element in the University must not dominate over the academic element, but serve academic interests. The principle that good ideas often originate at lower levels should be recognized. Wider administrative and financial powers should be delegated to departments. The autonomy of colleges must be respected, "as the institutional autonomy of the university was inbuilt."

The University should act as an integrated community, with the teachers as senior scholars and the students as junior scholars. There should be no polarization between students, teachers, Administrative Joint Committees, of teachers. Students should be formed for solving common problems.

Every University should ipso facto become a member of the Inter-University Board and the degree of a University must be automatically recognized by all other Universities in the country. Universities should mutually agree upon a division of specialized field of study for conserving resources and avoiding needless duplication.

"The real problem for any developing university is to increase its resources and economic on expenditure."

"We should follow the social demand approach of attempting to satisfy the ever increasing appetite for higher education."

University autonomy must be interpreted in the context of the obligation of Universities to the nation, and to mankind as a whole, and decisions about teaching and research must be related to national needs, and not taken in isolation. The claims of University autonomy and those of society should be mutually adjusted e.g., in reserving seats for underdeveloped social group.
Universities should owe no allegiance to any political party or individual nor should they further the interest of individual. People in power in public life, or within the University, must not influence appointments to teaching or research posts, or interfere with the admission of students, and State, Governments should not give directive to Universities in academic matters such as the affiliation of colleges, nor should they curtail University autonomy as they did recently in Bihar, Madya Pradesh, Uttar Pradesh and Andhra. University autonomy being subject to legislation, public opinion is ultimately the custodian of such autonomy. Cannot be effective without adequate financial position. State Government should deal with their Universities with understanding and imagination, and provide them with adequate funds.

The Gajendragadkar Committee 1971

The Committee, was set up by the University Grants Commission in June 1969, under the Chairmanship of Dr. P.B. Gajendragadkar, Vice Chancellor, Bombay University, to study the problems of University governance. The term of reference was:

To consider the structure of Universities, functions, responsibilities and powers of the statutory bodies, conditions of service of staff, student participation, and related matter.

The Committee submitted its report in 1971- The nittee in drawing up this report was conscious of the fact that any change in the structure of the Universities or of their organization will not, by itself be a material factor in improving the quality. But it also realizes the fact that an organizational pattern not in harmony with the needs of progress can retard the pace of development. "A flexible pattern of organization which is responsive to the changing needs of society as well as knowledge can be a powerful factor in accelerating progress."95

"The report starts with a discussion of the concept of University Autonomy."

"It is not a legal concept', not even a 'constitutional concept'. It is an ethical concept and an academic concept."96

University autonomy does not suggest that the Universities are a state within a state and a law unto themselves. It simply means that it would be appropriate on the part of
democratic legislature not to interfere with the administration of University life, both academic and Non-academic."\(^97\)

The claim for autonomy is not made as a privilege, but on the ground that such is the precedent condition for the discharge of their duties. The Committee discusses two aspects of University autonomy:

(i) Autonomy within a University

(ii) Autonomy in relation to agencies and authorities external to it, the most important of which is the state.

(I) Autonomy within the University entails that bossism of 'senior members' must be eradicated, and effective participation of all the members concerned is an essential ingredient of the concept of University Autonomy.

(II) Teachers and students should jointly pursue the search of knowledge without fear of public disapproval. Participation of students in the affairs of the University is a necessary concomitant of University Autonomy. The contribution of students in determining the shape and pattern of the academic life of the University can be very substantial. In all curricular activities, students must be allowed to participate fully in decision-making, under the general guidance of some selected teachers of the University/College, and the administration of the extra co-curricular activities should be left entirely to the students. The legitimate participation of serious minded students in academic matters of the faculties, with which they are concerned, would help to make the functioning of the faculties more meaningful, fruitful and significant."\(^{98}\)

"Participatory decision-making in higher education also derive support from the Human relations school of thought."

"Teachers participation in decision-making implies their taking part in or sharing the decision-making process of their institutions." However, this concept does not purport to exclude advice, and even guidance or direction in a suitable form regarding the administration of the University, when circumstances require it. This brings us to the second aspect of the concept.
(a) The relations with the state are very important. The finances of a University are almost provided from public funds and this being so, the Universities and the Governments (State and Central) have to and should work in collaboration. The most serious difficulty faced by nearly all the Universities is the extreme inadequacy of maintenance grants provided by the State Governments. Without adequate financial support, and financial autonomy, subject to the normal safeguards and process of audit, autonomy is a hollow phrase. The Committee strongly recommends the involvement of University Grants Commission in advising the State Government in determining the quantum of maintenance grants. "Since almost all State Governments are themselves faced with financial stringency it is merely that they come forward to meet the deficit in the university budget. "

"Nevertheless the state governments provide annual grants on the basis of audited utilization certificates."

(b) Next comes the relations of the Universities with the Courts. At the Conference of Vice-Chancellors held in 1960, it was complained that the High Courts sometimes interfere with the decisions of the University bodies-academic and administrative —rather freely, and this is bound to lead to indiscipline among students and teachers. The Committee maintains that though it is not possible to stop anyone from moving the courts, yet, it would be wise if the University system devised an adequate machinery to deal with the grievances of students or the teachers or members of the administrative staff on all matters.

(c) As regards situations when violence erupts in the University campus, the Vice-Chancellor should consider it to be his duty to call for the aid of the State authorities, if the efforts of the University authorities, officers and students fail to solve the issue in hand.

(d) The role of University Grants Commission is a very important one. It must act as a guide, philosopher and friend of the University system. "A convention should be established to necessitate the consultation and advice of the University Grants
Commission by the State Government in all matters pertaining to the Universities in their respective regions."

The Committee has discussed the administrative structure of the University in great details.

"The Committee has given considerable importance to the issue of student participation in the affairs of the University. All through the report, there is a ring, although slightly faint, for the introduction of total participatory democracy by all the component parts of the University, into the affairs of the University." 101

A purview of the reports of the various Commissions and Committee enable us to form an idea about the changing aims and objectives of the Universities in India. Correspondingly, the reports have put forward administrative framers of the Universities with slight alterations here and there. A comparative study of the administrative structure of the University as presented in the various reports is necessary to understand the general trend of University administration in India. Without a proper administrative structure, the University cannot attain its goals. Thus, for planning ahead in University administration an analysis of the prevailing status and trends is necessary. The next chapter has sought to describe the present status of Indian Universities.

**Management of Higher Education**

The Indian higher education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more.
The new regime under WTO where competence is the cardinal principle of success in international operations has made it abundantly clear that the country should exploit its excellent potential in higher education and training facilities and prepare itself to export the Indian brand of education to foreign countries. Policy planning and evolving strategies for this task are somewhat new for the country. But, this is an opportunity which cannot be missed by India, as it offers interesting possibilities for strengthening of the nation’s talent and resourcefulness. The following five sub-sections cover important aspects of the deliberations, recommendations and action plans of UGC Golden Jubilee Seminars organized at different Universities in the country:

- **Public/Private Partnership in Higher Education**, at University of Calicut, Kozhikode, Kerala;
- **Governance of higher Education**, at University of Jammu, Jammu, J&K;
- **Access and Equity in Higher Education**, at G.C.D. University, Bilaspur, Chattisgarh;
- **Export of Higher Education**, at J.N.V. University, Jodhpur, Rajasthan and
- **Policy Planning for Higher Education** under WTO and GATT regimes at North Bengal University, Darjeeling, West-Bengal.

**Economics of Higher Education**, at N. E. Hill University, Shillong, Meghalaya.

**Public/Private Partnership**: Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several Universities, Technical Institutes, Research Institutions and Professional / Non-professional Colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The Public initiatives played a dominant and controlling role in this phase. Most of the Universities were Public institutions with powers to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even the private institutions enjoyed large-scale financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the cause of higher education.
With the public funding being no more in a position to take-up the challenging task of expansion and diversification of the higher education system in the country to meet the continuously growing demands at present, there is little option other than bringing in private initiatives in a massive way to meet the various challenges. The deregulating mechanism of controls started with the granting of "Autonomous Status" to identified Colleges in the 1970s. Some of these Colleges have graduated further to receive the "Deemed to be University" status in later years. Now, the country is on the threshold of the establishment of Private Universities in different States. These and related issues figured prominently in the discussions at this Seminar, whose recommendations are as follows:

**Recommendations**

1. It is the primary responsibility of the State to provide the eligible with good quality higher education at reasonable cost. There shall be no withdrawal of the State from this responsibility. In fact, the investment in this area by the State shall be stepped-up to 3% of the GDP. This is essential for the intellectual strength of the State to address equity concerns.

2. A huge dedicated fund say, National Human Resource Development Fund, to the tune of at least one- percent of the GDP, may be created to tackle the equity problems. It shall be the accepted principle that ‘no talented person shall be denied access to higher education opportunities on the grounds of economic and social backwardness’. This fund may be dedicated to offer direct financial support in the form of scholarships, partial financial assistance and educational loans to students directly, based on the criteria of talent and financial and social backwardness. A well-designed mechanism to spot talents in different disciplines of knowledge is needed for this purpose. Further, foolproof criteria to determine financial or any other social backwardness is required.

3. Taxing the individuals, who had the benefit of the State resources in the past for their education, and the industries, which are likely to derive advantage from good human resources, are the options for creating such
a fund. While it is difficult to arrive at an ideal solution to the equity problems, the absence of a credible and efficient method of addressing these problems will lead to lowering of the quality of human ware and large-scale discontent. The society may be the ultimate looser.

4. Industries may be encouraged to be partners with educational institutions directly for the development of human resources dedicated to their interests. This could happen in the areas of creating infrastructure, faculty sharing and direct support with funds. The UGC may set-up a *High Power Committee* to explore these possibilities and to workout the modalities for such a partnership.

5. The industries belonging to a specific discipline or related disciplines shall be encouraged to establish state of the art Research and Training centers to develop the necessary specialized man power. Automobile industry is a case point. Existing Public and Private Institutions and possible new Institutions may generate ample provisions for partnerships in this regard. A Committee shall work out the modalities and norms for this.

6. The areas not capable of attracting private funds shall be supported sufficiently well from public funds. This, as indicated earlier, is essential for the balanced intellectual growth of the society.

7. Industries and individuals may be encouraged to channel a percentage of their profits to the higher education sector, with no strings attached to such contributions. Viable incentives may be offered for attracting such investments from the private resources. A Committee may work out the modalities.

8. Strong quality control measures to assure performance above an acceptable benchmark is essential for the institutions. We are at the moment weak in this regard. The various rating agencies shall evolve scientific, transparent and consistent benchmarking techniques for this purpose. A regulatory system to ensure compliance to the set benchmarking is needed with sufficient powers to close down non-complying institutions is a need of the hour. The Higher Education Policy needs to incorporate such features in it in the interest of the nation.
9. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course shall be introduced at all higher education institutions.

10. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives are forerunners of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.

11. The idea of allowing students to do Diploma or Certificate courses side by side with their Degrees, recently put forward by the UGC, is a welcome step towards empowering the students to take-up work soon after their Degree courses. This is an area where private initiatives can come up to augment the activities of the Colleges. The Colleges can develop in-house faculty and other facilities for this purpose and make these facilities available at a reasonable cost. Such a measure will turn around many Colleges from the non-performing class to the performing class. There shall be a mechanism to accredit these courses and facilities to ensure quality. This is an area where public/private partnership has a creative role to play.

12. It is important to realize that we live in a fast changing world, dictated by the developments in technology. Quick access to information has made knowledge creation fast, and the multiplier effect has made it even explosive. It is increasingly difficult to anticipate changes and respond to them with creative purpose. Designing courses with relevance to the future and developing the necessary manpower to deliver them is a challenging task. All this calls for a team of professionals in different areas to come together to develop proactive strategies for higher education to meet the future demands. A Strategy Planning Body and an Institution to design and develop futuristic courses for transferring them to the Universities and Colleges may be created.
13. Good Faculty is a must for any higher education institution aspiring for Quality. It is high time that an Indian Higher Educational Service, along the lines of the IAS, is formed. This has the advantage of quality control of the teaching faculty for higher education. A new Human Resource Development Policy shall be evolved to facilitate this. This could assure that there is continuous infusion of young blood in to the teaching cadre; which is not happening at the moment. With some restrictions on faculty appointments, the present evil of inbreeding can be eliminated. The inbreeding has destroyed many departments at Indian Universities.

14. Private Universities are a reality now and, as such, strong regulatory mechanisms are to be put in place immediately to monitor and control their activities with the objective of ensuring quality and social accountability. Higher education is a Public Good and cannot be left to the market forces to control. Those who venture investment in this area shall be properly scrutinized. Those with commercial interests dominating over the interests and ethics of higher education shall be eliminated.

15. The present archaic administrative practices need a thorough reform. A healthy Public/Private partnership can do much in this regard by way of exchanging good practices. A management system, lean but professional, making use of modern communication and information technologies is required to facilitate quality higher education.

16. According autonomous status to all performing institutions will facilitate rapid development of efficient and state of the art higher education institutions.

17. There shall be a dominant role for genuine academics in the governing structure of higher education institutions. The proposed regulatory mechanism shall have instruments to ensure this.

**Governance**

It has been observed that policy framework is carefully planned at the level of the Planning Commission, Ministry of Human Resource Development and University Grants...
Commission. However, the policies are not fully implemented mostly because of faulty management of the institutions of higher education. The administrative structure of the Universities, which was devised in the pre-independence period, seems to be still continuing. The new challenges facing the system of higher education in the country cannot be met without a total overhaul of the structure of management of higher education institutions. This has become all the more necessary because of globalization, which requires talent, competence, drive, initiative and innovation at several levels. This cannot be achieved without overhauling the administrative set up of Universities/Institutions. Therefore Governance of Higher Education was deliberated at length at this Seminar, the main recommendations of which are summarized below.

**Recommendations**

1. The Governmental control in the Universities must be reduced, so that the University autonomy and accountability are strengthened and academic decisions are taken on merit.

2. New methods and procedures of financial regulations should be devised and direct interference of the finance department in the financial management of Universities, which is counter productive, should be stopped.

3. As the Colleges are the feeding sources of the Universities, a better coordination in their working and activities is very much required. The participation of the teaching faculty in through a democratic process should be ensured.

4. Complete transparency should be maintained in the working of Executive/Academic Bodies and other Governing Councils of the Universities. There is an urgency to review the University Acts in different States and revise the same in the light of the new requirements and the challenges being faced by the Universities. New technologies of information and communication should be utilized for obtaining administrative efficiency.

5. Higher Education should be developed as an infrastructure for social and economic growth of the Country.

6. Students’ involvement in the area of University/College governance should be encouraged.
7. Political interference in the appointment of University teachers and administrators should be totally stopped.

Access and Equity;

Today the world economy is experiencing an unprecedented change. New developments in science and technology, media revaluation and internationalization of education and the ever expanding competitive environment are revolutionizing the education scene. A paradigm shift has been noticed in higher education now a days, from ‘national education’ to ‘global education’, from ‘one time education for a few’ to ‘life long education for all’, from ‘teacher- centric education’ to ‘learner centric education’. These changes make new demands and pose fresh challenges to the established education systems and practices in the country. Because of interdependence and integration of world economy in recent years, the Indian higher education system has a new role and a challenge to provide to the nation and the world at large, skilled human power at all levels, having breadth of knowledge and confidence to effectively confront the social and economic realities.

➢ It is worth noting that while India has the second largest system of higher education, next only to USA, the total number of students hardly represent 6 percent of the relevant age group, i.e., 18 - 23, which is much below the average of developed countries, which is about 47%. Thus, access, equity, accountability and quality should form the four guiding principles, while planning for higher education development in India in the twenty-first century.

➢ It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This is more close to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution.

➢ Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high drop-out rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes,
inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constrains also often form a significant factor in advancing equity. These and related issues in Equity and Access of Higher Education formed the subject matter of this Seminar, whose major recommendations are as follows:

**Recommendations**

1. Strategies for higher education should be set within an educational chain extending from early childhood to post-graduate education to career advancement. Improving the interrelationship of all stages and levels of education should be a long-term policy goal.

2. Rural, urban and gender disparities must be kept in mind by policy makers in planning and implementing the higher education system.

3. While quantity is important, say achieving, double digit percentage for higher education, quality is paramount. Higher education should continue to be subsidized by the Government in an adequate manner. For improving the quality in education the role of public sector should be enhanced.

4. While the Western models of higher education should be suitably adopted, the education planners/implementers and the institutions should devise and develop indigenous ones.

5. A liberal milieu in the Indian Universities must be reconstructed. Diversity of opinion and critique of society and its processes need to be encouraged.

6. One reform that is urgently needed is the right to information in the institutions of higher learning. Transparency in the functioning at all levels is required so that those committing wrong are deterred.

7. It is recommended that the method of selection of Vice Chancellors must be changed urgently, to make them accountable to the academic community and not to the political or bureaucratic bosses.
8. Policies of our country based on simplicity and sharing of facilities within and across institutions must be established and encouraged.

9. The WTO pushing the trade in services will have far reaching consequences in India, particularly for the remote areas and poorer sections of the Society. Therefore, the World Bank, WTO and GATT policies on higher education need serious consideration, National interests must be safe guarded. And, the opportunities for the deprived and under privileged people and regions must be ensured

10. There have been significant changes recently in the policies on financing of Universities in India affecting the pattern of financing and expenditure in the Universities. Given the increasing importance of higher education, it is important that the State continues to take major responsibility of financing the Universities. All other sources of income, including fees should be viewed only as peripheral. It is to be noted that reliance on students’ fees has its own limitation.

11. Increasing reliance on the generation of internal revenues through consultancy and interaction with industry may produce imbalances in the Universities across various disciplines of study. So, efforts for the mobilization of resources have to be made extremely cautiously. Keeping in view our concerns of equity, efficiency and excellence in University education. Hence, the best method of financing of the Universities may still be by the State.

12. Universities have to attempt seriously to improve the pattern of allocation of resources between various activities and items of expenditure. Core academic activities should obviously receive top priority.

13. At the Universities, students’ welfare, particularly scholarships, stipends etc., should be given due importance. Expenditure on administration and other miscellaneous activities needs to be rationalized.

14. New models for higher education including the following aspects need to be created and adopted in the country:
(a) Extended traditional Universities
(b) Technology based Universities, and
(c) Corporate Universities.

**Policy Planning for Export:** Increasing economic integration across the World over the past decade has cast tumultuous impact on all the areas supporting human life in the developing countries, which constitutes about 80% of the work force. The so-called structural adjustments in national policies and the new international economic order have brought about severe stresses never perceived before. There are exhortations to the policy planners of higher education emanating from GATT regulations made under WTO formulation e.g. withdrawal of subsidies, reduced control of the State, larger privatization and access to corporate players, designing of courses to meet the human resource needs of the markets in the changed scenario, and reliance on self-financing type management. There are also obligations to allow free import of higher education as a service commodity from developed nations in the form of cross-border supply, consumption abroad etc. The Cumulative effect of all these factors and the prevailing competitive environment has hustled the morale, confidence and commitment of the University community in general, Even inducing trepidation. Improving the low level of enrolment (6% in the 18-23 age groups) ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

In such a skewed and grueling perspective, the University academics and administrators are confronted with so many challenges calling for knee-jerk response and pro-active approaches to management of institutions of higher education with a high level of professionalism, competence and quality assurance. They are duty bound to tide over the challenges facing the institutions and deliver quality goods and services to the customers and users without any opacity, obsession or prejudice. Outline of the strategies, the imperative scope of expansion, dimensions of diversification, potentials for both shorthand long-term planning and modalities of placid administrative processes warranted in the contemporary ambience, but in the changed context, have been discussed by
experts and researchers. There was a consensus that without compromising the national ethos of equity and access to higher education to all the intending learners at reasonable cost and to the socially disadvantaged ones at subsidized levels, higher education institutions in India must boost their activities to provide diversified academic products and services of high quality and with a strong market orientation. These issues and concerns were the focus of attention at these two Seminars, whose main recommendations are outlined below.

**Recommendations**

1. Most of the areas identified for export of higher education are directly concerned with industries. Therefore, Central and State Governments should introduce a range of programmes and incentives designed specially to improve the links between Universities and Industry.

2. The Universities and National Institutes of higher Learning should design their courses in collaboration with industry and such courses be updated regularly, e.g., every year, according to need.

3. There should be uniformity, as far as possible, in the standards of the courses, academic calendar and the examination system of Universities.

4. To provide a broad choice of courses, credit system should be introduced in the Universities.

5. Libraries should be fully equipped with the latest books, journals and periodicals

6. Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis.

7. Working facilities and workload of teachers should be as per the international norms

8. Teachers should be encouraged to attend various Conventions, Conferences, Seminars, Workshops in their disciplines to update their subject know how.

9. As per need, hostel facilities should be developed for foreign students in the Universities. And a Foreign Students’ Advisor’s Office should be created to look after the foreign students in a proper way.
10. There should be regular monitoring and evaluation of teaching and research in the Universities and other Institutions of higher learning. A Monitoring & Evaluation (M & E) Unit should be set-up at State level preferably attached to Chancellor’s Office; and for its effective functioning, a Statistical Cell should be set-up in each University in the State, under the overall supervision of the M & E Unit.

11. Necessary steps should be taken to attract bright students after graduation/post graduation to the teaching profession.

12. Campuses of top Indian Universities and other premier institutions should be established in the target countries with the permission of the concerned Governments.

13. A tie-up with a foreign institution of higher education could also be a possible way by which the Indian institutions of higher education can make entry into the target markets.

14. Franchising was also suggested by the speakers as one of the modes of entry into foreign countries. The Indian institution could offer our educational system and the operational details to a foreign institution, allowing the use of its name in exchange of an agreed fee. But, this requires careful monitoring and follows up.

15. E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.

16. Deputing teachers of Indian Institutions to different Universities abroad on contractual basis with the built-in condition of introducing and operating the Indian higher education system there, is also a likely mode of entry into the foreign market. This should be given due consideration.

Other desirable initiatives for export of higher education include:

- Developing educational products of new models based on flexibility and learner's choice;
Preparing students for the knowledge society;
Providing methods and styles of working for life-long learning;
Arranging facilities for E-learning and distance learning;
Ensuring total quality management in the higher education system;
Catering to the changing market demands and churn out adaptable work force,
Instead of providing them scope for narrow specialization.

Economics of Higher Education: Access to higher education needs to be widened in the country, both within the formal system and through other effective innovative measures, such as a truly open system and networking of Universities. It is now imperative on the part of Indian Universities to generate their own resources to a large extent. This could be done through several methods, like raising tuition fee and collecting capitation fee, both of which having severe limitations; and others like, launching courses for foreign students, obtaining donations from philanthropists, etc., which have a good potential.

In the globalize World, the State-protected educational system cannot withstand the pressure without making itself competitive. There seem to be four reasons why new policy initiatives should be taken by the Government in this connection. They are: (i) that the economic returns of primary education far exceed the returns of higher education; (ii) that the private returns on higher education far exceed the social returns;(iii) that the State funding for higher education is insufficient in countries like India; and (iv) that since private sector benefits the most from higher education, it is only just that it should make a decisive contribution. Whether or not one accepts the Government’s rationale, new strategies need to be developed for the survival and well being of the higher education system in the present scenario.

Taking the problem of resource crunch in higher education at face value, some alternative ways were considered at this Seminar to combat the present situation, such as: research grants from industries, donations for admissions etc. which were found to be inadequate. It was observed that an organized structure for higher-educational fund raising and creating a culture of giving are the only
possible solutions. Major recommendations of this Seminar are summarized below.

**Recommendations**

1. Rising of student fees to some extent, in consultation with student bodies and parents’ organizations.
2. Charging capitation fees and obtaining donations.
3. Launching lucrative and specific courses for foreign students.
4. Developing philanthropy and cultivating an organized culture of giving.
5. Promoting income tax inducement for obtaining donations.
6. Reorientation of educational programmes.
7. Linking education with employment.
8. Launching industry linked human resource development programmes.
9. Reorientation of the management system of Colleges and Universities.
11. Encouraging accountability at various levels of decision making.
12. Obtaining research grants from industries.
13. Reorganization of the educational system in the country in line with the changes.
14. Providing professional and vocational education and preparation of students for this.
15. Making general education costlier and less widely available than vocational education as to induce more students to take up the latter.
16. Developing innovative educational programmes/products, having high potential for raising resources, making use of the institutional autonomy.
17. Minimizing wastage and under utilization of facilities.
19. Harnessing the institution’s location advantages.
20. Promotion of publication activities and printing College/University stationery.
21. Encouraging taking up national/international and Government funded R&D projects.
22. Using marketing strategies to attract funded projects from industry and other sources.
23. Setting up Alumni Associations, to benefit from alumni contacts/contributions.
24. Encouraging knowledge-based consultancy services at the institutions.
25. Interrelating with industry; some suggestions for which are:
   - Undergraduate industry-related courses should be organized with care, exposing the students to industry problems and requirements;
   - Undergraduate students should take up industry-related projects and come out with viable solutions;
   - Industry personnel should be invited for extension lectures;
   - Industry personnel should be associated in curriculum development;
   - Faculty should visit industries and get acquainted with current problems;
   - Better contact with alumni to evaluate teaching methodologies and new demands;
   - Vocationalization of Degree programmes;
   - Establishing Liaison Cell for getting feedback from industries
   - Introducing entrepreneurship development programmes for students;
26. Fixing of minimum intake for a course and closing it if the intake is low.
27. Reducing manpower costs based on a formula developed by each University.
29. Introducing students’ loan scheme.
30. Providing a rational student-teacher ratio.
31. Levying education cess from users of technical manpower.
32. Encouraging the application of ICT in all processes at the institutions.
33. Networking the systems for efficient management.
34. Setting up cost effective institutions, e.g., Open-Universities, Community Colleges;
35. Taking up productive assignments from the Government.
36. Encouraging a policy of rewarding merit in the institutions.
37. Implementing a differential fee structure for different courses.
38. Developing nursery for vegetables, fruit trees, herbs and ornamental plants.
39. Providing pay-and-use internet connection to campus residents.
40. Encouraging donations by large companies
41. Introducing ‘earn while you learn’ scheme for needy students.
42. Starting new initiatives in a discipline, like “English for Special Purposes Course”.
43. Government to make initial investments to make institutions globally competitive
44. Funding liberal education by the State and skill oriented education by private sector.
45. Locally relevant higher education to be imparted through vocational courses.
46. Distinction be made between teaching/research Universities to enhance their roles.
47. Sensitizing the students’ community regarding raising of resources for Universities.
48. Biodiversity being vital in areas like NE, there could be a University for this..
49. Colleges to assess local needs and frame their own syllabi/courses flexibly.
50. Introducing a scheme for rewards/punishments to ensure accountability work.

Reorientation of Higher Education: Educational opportunities and traditions that Indian Universities have built up, since independence have been able to produce graduates, capable only of pursuing limited careers, but, in the new globally competitive environment that is emerging in the country, the Indian student is now required to develop a multifaceted personality to cope up with the rapid changes in the world at large. This calls for the development of body, mind and spirit, through the educational processes in the institutions of higher education. Health consciousness and physical fitness for a healthy body should be an essential part of the University culture. But, a
healthy body alone cannot be attained and maintained without a healthy mind. Therefore **value education** becomes a desirable moral necessity for meeting the challenges of the contemporary World. Professional competence is of little value if professional ethics are forgotten. Similarly, brilliance is of no use if it is employed for anti social activities. In order to achieve all these ends effectively one has to see that the processes of education are properly regulated in terms of assessment and evaluation of learning. A close interaction between the teachers and the students in the evaluation of the progress of learning is desirable, so that teaching-learning process is not superficial. The following three sub-sections included in this Section, cover important aspects of the discussions, recommendations and action plans of UGC Golden Jubilee Seminars held at different Universities in the country, as listed below:

1. **Physical Fitness/Health Consciousness/Yoga Studies**, at Gulbarga University, Gulbarga, Karnataka;

2. **Promotion of Value Education and Ethics**, at SSS Institute of Higher Learning, Prasanthinilayam, Andhra Pradesh.

3. **Examination Reforms** at M. S. University of Baroda, Vadodara, Gujarat.

**Health Consciousness and Physical Fitness:** Physical fitness and sports are two sides of the same coin and are mutually dependent on each other. As the famous dictum goes, mind is the key to man and eyes cannot see what mind cannot perceive. The relationship between mind and body has been acknowledged scientifically. It is generally believed that a healthy body has a healthy mind; but it could be the other way around also i.e. a healthy mind has a healthy body. However, this requires appropriate training. Present day education is largely academic. Realistically, this orientation needs to be changed for a balanced development through inculcating health conscious amongst students. This includes the development at physical, mental and social levels. With the increasing emphasis on academics in the World of employment and elsewhere and the rapid advances in science and technology all over the World, parental pressure has been driving academic training at the cost of health and physical fitness of the youth. It is in this context that there is now an urgency to lay a strong foundation and strengthen
physical education and sports programmes in the higher education institutions. This calls for the integration of physical education, sports, yoga and recreation activities in the higher education system for the overall good of the younger generation. These and related issues were deliberated at this Seminar and its major recommendations are given below.

**Recommendations**

1. At present Physical Education is the only course taught at Schools and Colleges. It is important new subjects like; Health Management, Fitness Management and Sports Marketing are included in the curriculum, preferably as. Core/specialization subjects at professional preparation courses.

2. Olympics Education may be included from the elementary/secondary level to higher secondary level of education to develop sports awareness among the children.

3. Raising the standard of professional preparation courses in physical education and sports sciences is an urgent requirement in order to produce competent physical education teachers. This calls for institutions offering physical education courses to take effective measures in attracting students with sports background and achievements. There is need for counseling centers for providing guidance to the students aspiring to take up physical education as a career.

4. Standardized physical fitness testing procedures should be applied on a uniform basis at the professional Colleges at the entry level. Besides, there is a need for restructuring professional programmes to update the courses in the field of physical education and sports so as to provide opportunities for the physical educators to adopt the emerging trends.

5. Physical education programmes need to strengthen the supervisory set up at the School system level to make the existing programmes to be implemented in a more effective manner.

6. Parent-Teacher Associations at the Schools should find ways and means to strengthen/ popularize the physical education programmes at each School by involving the entire students’ population in the sports activities.
7. Physical education programmes should also include yoga and meditation in order to reeat a positive attitude among the students so as to achieve success in life and make physical education more meaningful and relevant in terms of education for life. All the Universities may be encouraged to establish facilities for education/training in yoga and meditation.

8. All the agencies working in the field of sports should take immediate measures to check the menace of drug abuse in sports and create awareness on its ill effects.

9. It would be desirable to offer orientation programmes covering sports medicine, sports nutrition, sports psychology and other allied subjects to all physical education teachers to update their professional knowledge and skills.

The development of fitness culture among University youth has to be given due priority. In this direction, Physical Fitness Centers need be established at all the Universities to provide fitness programmes for University teachers, students, and employees. These Centers may also conduct special fitness programmes at various levels during holidays and vacations. Necessary financial allocation may be provided in the University budget and UGC may also consider suitable grants in this regard.’ Fitness for all’ may be accepted as a fundamental need in the University system in India.

**Professional Ethics and Value Education:** The rapid developments in science and technology and the challenges of globalization are posing additional challenges to the education system in the country. This is also the time when parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability. The hiatus between the rich and the poor is getting wider. While the education system needs to keep pace with the scientific and technological developments in terms of building the skills and knowledge, it also needs to address the more fundamental issues of the social and moral consequences of such unregulated activities. In this context, there is now a growing demand to lay greater the rapid developments in science and technology and the challenges of globalization are posing additional
challenges to the education system in the country. This is also the time when parental care to the children is on the wane. The adverse effects of the media on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Gross consumerism has distorted the outlook of persons into one of equating possessions with richness. Exploitation of natural resources is proceeding without reference to sustainability. The hiatus between the rich and the poor is getting wider. While the education system needs to keep pace with the scientific and technological developments in terms of building the skills and knowledge, it also needs to address the more fundamental issues of the social and moral consequences of such unregulated activities. In this context, there is now a growing demand to lay greater emphasis on education to inculcate, nurture and develop values, particularly among the youth of the country. Major recommendations of this seminar are given below:

**Recommendations**

1. The need of the hour is to inculcate human values in the University students, like quest for peace, adherence to truth and right conduct, non-violence, compassion, tolerance, love for all living beings, respect for the Motherland and the glory of its culture and traditions, in order to promote societal concern and responsible citizenship; so that such an effort is in the interest of the students, society and the nation. The UGC may take up the nodal responsibility for this, in pursuance of its X Plan Policy document.

2. It is entirely feasible to inculcate ‘values’ in the students at the tertiary level and there are several institutions in the country where such value-based education is imparted with impressive results. Now ever, it requires sustained efforts to practice, absorb, and assimilate values. A Cell for Value Education may be established at the UGC to plan, implement and oversee this requirement. The UGC together with NAAC could play a crucial role in realizing this objective.

3. It is desirable that human values should permeate and form part of the teaching in all disciplines and subjects. Here again, the UGC can play an
important role in spreading this message in the University system in the country.

4. Human Values should be the guiding parameters for governance processes at higher education institutions. The University system may take note of this. Also, the UGC may consider taking suitable measures for disseminating this information in the higher education system.

5. It is also recommended that the evaluation criteria of institutions should be so spelt out as to give due weight to the inculcation of human values, and that the 'Healthy practices' identified during the Assessment exercises be widely disseminated by NAAC for the benefit of other institutions. Both the UGC and the NAAC can play useful roles in this initiative.

Evaluation and Assessment Systems: During the last 50 years, higher education in India has made great strides leading to the Indian higher education system becoming one of the largest systems in the World. Unfortunately, it is the Indian experience that this expansion in quantity has overshadowed the quality of higher education. Lately, a chorus of criticism is heard from various well-meaning quarters about the deteriorating quality of higher education. It is well known that one of the important components of higher education is the manner in which students’ academic performance is evaluated. A concerted debate has been going on to determine the best system of assessment to be followed by the Universities in the twenty first century. A great degree of diversity has been observed in terms of assessment and grading of the students in the University system at present. It is desirable that a certain optimum degree of standardization in the examination system and in the assessment of students is put in place before grades are awarded to them. These and related issues were deliberated at length at this Seminar leading to a set of recommendations given below.

Recommendations

1. The Semester System should be preferred to the annual system in teaching and evaluation at the Indian Universities.

2. Continuous Internal Assessment should be given the attention it merits in the students’ academic programmes at the Universities.
3. The Grading System with a linear 10-point scale and its equivalence in terms of percentage of marks should be followed uniformly across Universities and disciplines. However, the evaluation methodology may vary across disciplines /institutions.

4. Pre-and Post-processes of examinations should be made transparent. i.e. the pattern of papers, evaluation methodology, disciplinary rules etc. should be properly documented and communicated to students well in advance.

5. Appropriate and effective feedback mechanism (e.g. returning corrected answer books to students, responding to students’ queries on the evaluation procedure, etc.)Should be established at all institutions.

6. Examination should be designed in such a way that at least some portion of it evaluations the students’ insight into the subject,

7. In the continuous evaluation based on objective-type questions, measuring the higher mental ability of students should be adopted and ICT may be effectively used to set and evaluate such papers.

8. Serious efforts should be made in developing question banks by following rigorous scientific procedures across disciplines. If need be, regional level workshops may be organized for the purpose. Computerized database may be created in each discipline.

9. Proper orientation on assessment methods should be given to all the teachers, particularly to the newly appointed teachers. The Academic Staff Colleges set up by the UGC at different Universities may be assigned this task

10. A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at Universities under continuous scrutiny.

11. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.

12. As a part of the continuous evaluation process in the Visual Arts area, student’s portfolio consisting of the work during the entire year should be assessed and given due weight age.
13. In the Performing Arts examinations, video/audio recordings should be made of the performances for being jointly evaluated by the Board of Examiners to bring in more objectivity in the evaluation.

14. A proper methodology should be evolved for product evaluation in professional courses.

15. Research on the desirability and relevance of existing examination patterns and improvements there on in any given institution should be encouraged and facilitated. Innovative practices related to examination reforms should be empirically tested and institutionalized.

16. The UGC may encourage Universities to organize Regional Level Experts’ Workshops to look into various qualitative aspects of Examination Reforms, such as:

- Testing Creativity;
- Testing Application Aspects;
- Testing both Fundamental and In-depth knowledge;
- Continuous Evaluation Strategies.

Quality Assurance in Higher Education: In an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country. Not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene. This calls for suitable assessment and accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programmes at higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large. The subsequent two sub-sections cover important aspects of the discussions, recommendations and action plans at the UGC Golden Jubilee Seminars organized at different Universities as given below:

- **Sustaining Quality in Higher Education Institutions**, at University of Allahabad, Allahabad, and U.P.
How to complete the first cycle of assessment and accreditation, at Punjab University, Chandigarh

Sustaining Quality: Quality has both absolute and relative connotations. The concept of absoluteness in quality props up the morale of the higher education system at the delivery end i.e. institutional, and at the receiving end i.e. students. Quality dimensions seem to have two implications, i.e., functionality of the output and meeting the basic standards. Hence, the quality of a higher education system may be seen from the point of view of norms and standards, which may evolve depending on the need of the hour. In the 21st century, it is crucial to identify the relative norms for different components of a higher education system. The alternative dynamics for teacher preparation and the sustaining quality in teacher input, like: Curriculum design and development; Curricular practices vis-à-vis emerging principles of pedagogy; Evaluation of learner’s performance and progress vis-à-vis curriculum evaluation; and, Quality management practices become crucial. The quality of these components may also differ from institution to institution. Therefore, sharing of the experiences among institutions on quality issues may generate ideas for evolving norms and strategies for their quality assurance of management processes, curricular inputs and practices and the evaluation system as well. Of late, various developments have been witnessed relating to quality assurance mainly through the intervention of information and communications technologies (ICT) in education, like networking of the open learning system with traditional Universities, interdisciplinary interactions at intra-institutional and inter-institutional levels, networking of institutions globally, data based management of higher education, changing the orientation of institutions by incorporating self financing in their financial management, assessment and accreditation of higher education institutions and creation of different statutory and regulatory bodies at the national level. These and related issues were discussed at length at this Seminar, whose main recommendations are given below.

Recommendations

1. Curriculum Planning and Management should be studied in the perspective of knowledge management.
2. Integrated approach by involving experts from different fields with major focus on sharing of experiences in a holistic framework and having dialogues at different levels such as: at core committee level and at sub committee level. Multidisciplinary curriculum must be developed with a view to cater to the needs and fulfillment of expectations of learners, teacher’s parents, employers and society in general.

3. Decentralization must be encouraged with a broad framework of University system.

4. Every University must have its own curriculum. There should not be any mechanism for central curriculum framework at higher education level. Context, specificity and inquiry oriented experience must be reflected in the curriculum. Learners' participation in the generation of knowledge must be the focus of constructivist curriculum. Problem solving abilities must be developed through experimentation life-like situations.

5. Augmentation of Cognitive capital through the University curriculum will be the indicator of quality education.

6. Indigenous knowledge system must be kept in mind while adopting scientific and technological developments as core components of University curriculum. Context specificity and global developments must be visualized with a holistic perspective.

7. Curriculum construction should transact in an authentic and real environment.

8. Curriculum transaction should involve social negotiation and mediation. Encourage group activities and make optimum use of peer as resources of higher learning.

9. Knowledge and skills must be developed with a view to provide relevance and meaningfulness.

10. Learner’s involvement must be encouraged to link previous experience with present learning. The learner should have full opportunity to scrutinize the learning experiences.
11. Learners must have ample scope to formulate their own queries and have multiple interpretations of knowledge through self search and experiential learning.

12. During curriculum transaction learners should be assessed formatively on a continuous basis to create the basis for acquiring new experiences.

Assessment and Accreditation: The fact of the matter is that the Indian elite and middle classes have not cared for making education, what to say of higher education, accessible to the other sections of society. It is ironic that the beneficiaries of privileged access to institutions of higher learning are ever ready to persuade others to believe that the Indian education system has expanded beyond reasonable limits. The fact of the matter is that the system needs to be expanded to a much greater scale to serve the needs of the Indian youth.

Many institutions of higher education in the country are excellent in the sense that their infrastructure, resources, faculty, programmes of teaching and research are almost as good as the best in the advanced countries. But, the same cannot be said of the average institutions of higher education in the country. They do not come anywhere near the level of average institutions of higher education in the advanced countries. This vast gap in standards and facilities has been a cause of constant anxiety and concern to the policy planners of higher education in India.

The issue of accessibility to quality higher education needs to be addressed in the light of the vast economic and social disparities, cultural and linguistic diversities, and extremely uneven opportunities of learning at the school level together with the aspirations and capacities of the potential students. Therefore, the question of access to higher education needs to be addressed at the local, regional, national and international levels from tran disciplinary, inter-disciplinary and discipline-specific perspectives. The issue of accessibility of quality higher education arises in the context of the transition in the country from elitist to mass education in the post-independence period. The issue has significant implications in the sense that it demands a redefinition of the aims of higher education. This and related issues were discussed at this Seminar, resulting in the following major recommendations.
Recommendations

1. Accessibility and quality upgradation are inseparable dimensions of higher education. Over-emphasis on one at the cost of the other would be counterproductive.

2. India being a country of the sub-continental size with a population above 1 billion, the quantitative expansion of education (i.e. accessibility dimension) is of paramount importance to mitigate disparities across regions, gender and social strata in the field of education. This should be given due consideration.

3. Along with the necessary and inevitable quantitative expansion of higher education, it is equally important to improve the quality of higher education. Institutions of higher education would find it difficult to meet the challenges of globalization of higher education if one fails on this front. Emphasis on quality parameters becomes all the more necessary in the light of mushrooming of private institutions with the opening up of the Indian economy.

4. Setting up of NAAC has sent the right and positive signals for generating and promoting awareness of the urgent need of quality upgradation of Colleges and Universities. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame. Setting up of NAAC has sent the right and positive signals for generating and promoting awareness of the urgent need of quality upgradation of Colleges and Universities. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame.

5. Effectiveness of Quality upgradation initiatives in higher education largely depend on the quality of primary and secondary education. Institutional mechanisms on the pattern of NAAC may be set up for upgrading the quality of education at these levels to further enhance the outcome of NAAC efforts.

6. Periodic assessment exercises in the future should be undertaken by IQAC as part of post assessment and accreditation exercises. These could be conducted in collaboration with NAAC.
7. With a view to ensure maximum participation of College teachers in Workshops/Seminars/Conferences and Orientation/Refresher Courses, it is suggested that these events be organized during lean periods in institutional academic work (i.e. March-July). This would help the teachers to participate in these activities without upsetting the teaching schedule.

8. The seven parameters identified by NAAC for evaluating the quality of institutions, although useful, need re-examination as they seem to be inadequate to fully assess the quality of higher education.

9. At present NAAC is assessing and accrediting Universities and Colleges. This may not truly reflect the programmes/activities at the Departmental level. With a view to encourage this, NAAC could move a step further by starting the practice of assessing and accrediting teaching and research Departments within Universities/Colleges.

10. A well-planned and structured interaction to be developed between Centers of Academic Excellence and other Universities/Institutions;

11. While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance;

12. Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments;

13. In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders;

14. Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student’s performance in learning should be implemented.

15. Quality of higher education can also be improved by inducting quality oriented objectivity in merit promotions of teaching faculty. Specification of weightages
for teaching, research publications/supervision would help in making this transparent and credible;

16. Basic Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.

17. A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality in spite of the resource crunch.

**Growth of Higher Education System:** There were 20 Universities and 500 Colleges at the time of independence.

1. At present, Universities and university-level institutions – 504
2. State Universities – 243
3. State Private Universities - 53
4. Central Universities - 40
5. Deemed Universities - 130
6. Institutions of national importance established under Acts of Parliament – 33
7. Institutions established under various State legislations - 5

In addition, there are 25,951 Colleges Including around 2,565 Women Colleges. Out of 25,951 Colleges, 7,362 Colleges (28%) have been recognized under Section2 (f) and 5,997 Colleges (23%) under Section 12-B of the UGC Act, 1956. Total number of students enrolled: Universities and Colleges 136.42 lakhs-16.69 lakhs (12.24%) in University Departments and - 119.73 lakhs (87.76%) in affiliated colleges

**Higher Education: Growth in Institutional Capacity**
Before we present the approach and strategy of the 11th plan and the schemes developed by UGC, we first present the status of higher education on the eve of 11th plan, that 2007 and the issues that were required to be addressed. The progress of higher education in any country can be measured by its institutional capacity. The educational institutional capacity is measured by number of educational institutions, namely universities, and colleges, number of teachers and number of students seeking post-higher secondary education and other related aspects. We look at these three parameters. Over past six decades, India has covered a long distance on the path of expanding the institutional capacity in higher education (Table 2.01). In the year 1950, the country had just 25 university-level institutions; this figure has gone up to 417 in 2007, - nearly 17-fold increase. The growth of degree colleges during the period has been even larger, nearly 30-times. The number of colleges has gone up from 700 to 25,951.

Role of State Governments in Education

**State Governments** are responsible for establishment of State Universities (296) and colleges, and provide plan grants for their development and non-plan grants for their maintenance. The Central Advisory Board of Education (CABE) is created for coordination and cooperation between the Union and the States Special Constitutional responsibility of the Central Government: The Constitution gives exclusive Legislative Power to the Central Govt. for co-ordination and determination of standards in Institutions of higher education or research and scientific and technical institutions.

**Indian Institutes of Management**
The Indian Institutes of Management (IIMs), established by the Government of India, are the ace business schools in the country. The IIMs located at Ahmedabad, Calcutta, Bangalore, Lucknow, Indore and Kozhikode (Calicut) are institutions of excellence. The IIM, Calicut commenced its academic session from 1997-98, the IIM, Indore began its academic programme from 1998-99, a new one is coming up at Shillong soon. The IIMs conduct Post-Graduate Diploma Programmes in Management (equivalent to MBA), Fellowship Programmes in Management Development and Organization-based Programmes as well as carry out research and consultancy for the industry.
National Institutes of Technology

17 Regional Engineering Colleges (RECs) were established from 1959 onwards in each of the major states with Center-State co-operation with major Central govt. funding. While all the 17 colleges offer degree courses in various branches of engineering and technology, 14 head branches have facilities for postgraduate and doctoral programs.

• The Ministry of Human Resource Development (MHRD) has converted the RECs (13 out of 17) into NITs by changing their administrative structure and granting them Deem University status.

Few trends: American Interest in Indian Education is growing rapidly

1. American universities, while expanding their global reach, want to explore the potential in the fast growing Indian education market.
2. There is also an urgent need in India to meet the rising demand for higher education.
3. Since the law in India is still vague on how foreign educational institutions can operate, foreign Universities are cautious in their approach.
4. Most American institutions are opting to join hands with existing Indian institutions. Lots of bilateral cooperation has been established between premier management institutes in India and USA.
5. There is also a trend to teach American MBA students courses on doing business in India.
6. There were 131 foreign educational institutions operating in India in 2005, most of them offering vocational courses.
7. California State University
8. University Carnegie Mellon University
9. Cornell University
10. Kellogg School of Management
11. Rice University
12. Saint Joseph’s University
13. Temple University
Present Status of Indian Universities

The System of Higher Education

In India there are 304 and odd universities and more than 7520 colleges with nearly 50 lakh students and 2.8 lakh teachers working at present. This represents an enormous expansion form the condition in 1947. More 304 different types of Universities are functioning at present.102

"Out of which 44 are centrally funded, 241 are state funded and 19 are Jointly funded."

"On the eve of the new century there is an unprecedented demand for and a great diversification in higher education as well as an increased awareness of its vital importance for socio-cultural and economic developments."103

Affiliation Type

This is the predominant type which is supported fully by state governments and caters to more than 90 per cent of the students. They art- the real inheritors of the British Indian Higher Education and number about 140. In the affiliating university there is a main campus in which the administrative headquarters are situated with several teaching and non-teaching departments, officers of Vice-Chancellor, Pro-Vice Chancellor, Registrar and others, a huge Examination wing under a controller of Examinations, and other facilities. There are also several colleges affiliated to the mother university and located far and wide in the geographical area coming under the jurisdiction of the university. (Goa University has probably the smallest number of such colleges about 40, while Bangalore University is said to have nearly 300 colleges, Calicut University has now more than 100 colleges including 2 centerarian colleges). Colleges are of varying quality and size and in general only a very few are able to maintain even a semblance of a famous life which can be described as "academic. Great Majority of the colleges are now reduced to more coaching centres (the effectiveness of even that is doubtful) for examinations to the mother university in a massive, impersonal exercise which has been
severely criticized in recent years because of its many inherent weaknesses. University life exists only on the main campus of the affiliating university and in a very restricted way on the campuses of some major colleges. Strength of students (even of teachers) on the main campus of the affiliating university normally represents only refraction in the case of Calicut University, less than 5%) of the total strength. It can be seen from the above that the real "University campus experience" which is the noblest and the sublimes experience in the process of higher education is available to only a small percentage of students of an affiliating university."

This real life situation is indeed frightening. If the affiliating university is hardly any university at all in the noble an sublime sense and if 90% of our studi-nt population is educated by them, what role one can presume the affiliating universities can have on the moulding of the personality and the character of the youngsters, and what role they can have at all in the transformation of society at large in a healthy, creative meaningful way?

"It should be remembered that societal obligation of the universities are of paramount concern for the entire nation."105 "Societal Obligations of the Universities"

Residential Unitary Universities

"There has been variations in types of university level institutions. The nation has 304 university level institutions out of which 44 are centrally funded."106

These are generally single campus unitary type of institutions located unevenly in different parts of the country Most of the central universities belong to this category, though there are some exceptions like Aligarh Muslim University and Benaras Hindu University which affiliate some local colleges in their geographic vicinity. University of Delhi is unique in that it has a few constituent colleges in addition. Most of these unitary universities still maintain fairly charming campuses though some have deteriorated to mere tolerable levels. Though small in number, the unitary universities play an important role in the life of the students enrolled in them. Despite occasional turbulence on the
campuses, generally good academic atmosphere prevails in most of these campuses and
the relations between the teachers and students are also reported to be satisfactory.

**Deemed Universities**

This is new category of higher education institutions mainly born and brought up in
free India. Essentially they are singly-campus institutions which perform all the functions
of a university like teaching, research, practical training, extension services, etc. Most of
them are specialised in one particular discipline or a group of related disciplines with
great deal of emphasis on higher quality of the discipline/disciplines concerned.

"They feel younger generation will need to be equipped with new skills, knowledge
and ideas."107

A host of institutions like Sree Chithra Tribunal Institute of Medical Sciences,
Trivandrum Sri Sathya Sai Institute of Higher Learning. Anantapur, Thapar Institute of
Engineering and Technology, Patiala, Tata* Institute of Social Science, Bombay, Indian
Institute of Science, Bangalore, etc. belong to this category. They are all considered as
prestigious centres of higher learning and generally maintain very high academic
standards both in teaching and research. The students enrolled in these institutions are
relatively very small in number but they are considered the cream of Indian educated
class. Because of this quality education many of their products find their way into elite
positions in government or top public and private sector companies. Many others even
find green pastures abroad in US and Europe. Since the Deemed to be Universities are
specialized institutions performing useful functions in limited disciplines, they cannot be
equated with the traditional universities which encompass the totality of pursuit of human
excellence and which make possible the unlimited development of all his endowments.
Despite this limitation the role of Deemed Universities in the transformation of Indian
society, particularly at the higher echelons of various newer enterprises and of
government itself is considerable. They served as "an instrument of social change that
provides means for upward economic and social mobility."108

"The NPE visualizes education to be process of empowerment which is to be
promoted through the development of knowledge, skills and values."109
Specialized Universities

These include nearly Agricultural Universities, Medical Universities; Language based Universities (Tamil University, Telugu University etc.) Technical Universities, Veterinary University and Open Universities. Like the Deemed Universities, they are also performing specialized functions and their contribution to the developmental activities in various fields is commendable. The role of agricultural universities, for example in the green resolution and in making the country self-reliant in food grain production and in other agricultural production is substantial. These universities have proved that transformation of society is possible in a different way by changing the external milieu by introducing modern technology in various developmental activities. Through these specialized universities and institutions the Indian society had experienced for the first time and on a massive role, the intense impact of technology on man and his society. This is no mean achievement which has posed a fundamental question before the traditional universities on the possible role a university can play in the life of society and its transformation. Indeed these specialized institution and universities pose even a more fundamental question as to the very definition, meaning and mission of a university. "It is as a system meant for intellectual and professional transformation of society through time hound teaching programmes or through training and guiding research" 9"In Indian Higher Education scenario provision of access and promotion of equity are important considerations."110

Can a university continue its life as a community of scholars, intellectuals and high moralists, all dealing primarily with the life of mind? This, again, leads to a more fundamental question. What kind of university education is needed for what kind of society of tomorrow in the Indian context? What is the role of a university in the making or even unmaking and remaking of the society?

The Challenge of 21st Century

We often talk of preparing ourselves for the 21st century. For us in this country the event could be a historic one for we would have crossed half a century mark of our Republic. Now the question is asked as to whom does the 21st Century belong? It has variously claimed that the century may belong to the East, meaning the nations on the
fringes of Asia-pacific including China, Japan and other smaller nations of this area or to Asia in general, if major power of this continent (namely India, China and Russia) come together. But, the greater possibility is that the 21st century may belong to none in particular but may signify the birth of a new era when the disparity between nations and blocks of nations might get significantly reduced and the birth of a genuinely global human civilization where human spirit might be nourished for the first time in history to grow and flower freely might be heralded. To believe or to propagate the belief in one or other form of domination (regional, ideological or otherwise) is to perpetuate discord and conflict in the affairs of man.

In 21st century globalization has become a frame of influence for all policy-making at International, National and Regional level."

"Education systems around the world have been influenced by global educational policies as developed by international institutions such as UNESCO.""

A more desirable and viable state of affairs is the annihilation of domination of any segment of humanity over others and to truly endeavour for a dominationless, freely co-operating and fully functioning human existence. Nearly a century ago Kipling lamented that the "East is East, and West is West, and never the twain shall meet." Recently in a similar view persons like Lesser Thorow (author of the best seller, Head to Head: The coming Economic Battle Among Japan, Europe and America and Klaus Schwab, President of World Economic forum which played host to the famous Davos Conference, also seem to be lamenting that the South is South and the North is North and the twain may not meet. The hope of humanity lies in demolishing such misapprehensions regarding the alleged incompatibility between the East and West and the South and North and in bringing in a new era of true equality and co-operation between all nations, races, regions, religions and languages.

"Internationalization is unavoidably the most revolutionary development in Higher Education at present.""

"It enables higher education to better meet, current challenges broadening access promoting the modernization of systems and institutions and strengthening links with world of work.""
The 21st century promises the birth of such a mind-enchanting era. Education to be the fundamental tools for bringing about such a profound change in the mindset and vision of the human being about their place and role in the universe. The type of society we should aim at for the 21st century is now very clear. It should be global society with no disparity or latest minimal disparity between South and North and with no single nation or group of nations dominating over the affairs of the other nations. And the type of higher education system to be evolved should be such that it should be instrumental and catalytic in the creation of harmonious, global society. Well, this is easier said than done for the complexities involved in the process are immense and the constraints, even hostilities, to be overcome are innumerable. Of the more than 180 independent countries nearly a fourth are dubbed as Least Developed Countries (LDCs) with average annual income less than 3000 dollars while 30 or so top-bracketed nations have income exceeding 10,000 dollars. This disparity in economic development is so glaring and public that it is directly reflected in the socio-political status assigned to various nations in their mutual relations. Education being the premier most social instrument to bring about desirable changes in the life of the people, it is obvious that the basic aspiration of different countries in respect of educational aims and objectives would differ greatly. "Institute of Educational Planning, Paris mandate and mission is to help member states, strengthen their capacities to design and implement educational programmes and measures that make operation of the education system more cost effective and adopt strategies more sensitive to local needs."115

"The Institute accomplishes its mission mainly through training educational planners through developing institutions to facilitate capacity building activities."116

The stakes in this conflict of educational aspirations and attainments are very high and one wonders whether a global approach to define educational goals for the 21st century is possible at all. For example, Allan Bloom in his best seller, The Closing of the American Mind, has advocated a very unegalitarian elitist view of university education. He regretted "Large black presence" in some of the major US universities and the consequent "Education of Openness" with its celebration of diversity and equality of opportunity. According to him this open-door policy to the blacks and the browns was threatening the social contract that had once defined the members of American society.
Though Bloom's book was a best-seller, his views have been criticised by many leading intellectuals and educationists in the US itself. However, the fact remains that in the developed countries there is a strong school of thought which advocates a higher education system which would help to maintain and consolidate the top hierarchical positions of the developed countries in their relations with the rest of the world.

"Globalization has resulted in education becoming a commercial activity with great economic potential on the global market." 117

On the other hand there are still several countries where the facilities for higher education are minimal both in quality of the education imparted and in the number of institutions available for enrolment. In these countries access to higher education is almost a luxury since even the mere existence of life is at subsistence level. What kind of university education can be conceived for this kind of society in vast area of Africa, Asia and Latin America? Grandiose visions of "Education for the 21st century" appear a far cry for the underprivileged, undernourished millions who happen to inhabit many of the LDCs, while the fundamental fact remain that education is the only effective instrument available to them to realize their dreams of development and upward mobility. "Drawing up communication strategies may be helpful in creating more favourable context for its inclusion in a manner and at a rate more in line with educational needs." 118

India presents a picture almost in the middle of these two extreme positions. In fact, India has rightly been described recently as a "Poor developed" country. The description refers to the many sophisticated achievements made by the country in the fields of Science, Technology and other related areas while still being included among the LDC as far as the general living conditions, economic growth rate and per capita income of the people are concerned. The description seems all the more apt for the higher education system whose salient features have already been described earlier. Some of our higher education institutions and courses are comparable to the best in the world while there are innumerable other whose standards are miserably low. Further, in spite of the enormous size of the higher education system that exists in the country, only 6% of the eligible age group are able to enter the portals of colleges or universities. With fast increasing literacy there is going to be greater demand for school and college education in the years to come.

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Because of all these factors attention will be focused here only on India's educational scenario and on what kind of enduring approaches, policies and practices can be formulated for the coming decades.

"The Information and Communication Technology should be introduced in Higher Education System in India "to uplift quality of Education Govt. of India has launched a national campaign called 'operation knowledge' to universalise wise computer literacy and information literacy in education."119

It is hoped that such a formulation will "build up connections between the global, the national and the local levels, between what is universal and what is specific" for the extreme disparities found between North and South as well as the deep tensions that prevail between them are almost entirely experienced within the wide range of the educational edifice that exist in the country itself.

"Higher Education management in India needs TQM (Total Quality Management) TQM demands that change be based on the needs of the customer, not the values of the provider."120

The broad approaches, policies and practices which should form the essential components for "Education for the 21st century" in respect of a great part of humanity, which is India, are indicated below.

**Universities as Centres of Excellence**

The most urgent and the all-embracing issue is the restoration of universities as centres of excellence, where pursuits of higher learning, critical intellectual exercises and reflexive moral actions are freely undertaken. To teachers, to students, to the supportive administrative staff and to everyone else concerned with higher education, University life should provide the correct perspective of human life, in its individual, social, national and global aspects.

"Modern developments in educational Technology have brought in new channel of teaching and learnings."121

"The web has made teaching and learning in higher education more versatile than it was in few decades ago."122
This is exactly what Jawaharlal Nehru once said, "An University stands for humanism, for tolerance, for truth. It stands for the onward march of the human race towards even higher objectives. If our Universities discharge their duties adequately then it is well with the nation and the people". Obviously our universities have not been able to discharge their duties as expected of them in a free country. Instead of becoming oasis which could successfully resist the surrounding desert winds, the universities appear to have actively contributed to the process of desertification of life. The urgent need of the time, therefore, is to restore the universities to their pristine glories so that the oasis nature of these institutions is reestablished and the process of national and global resurrection is expedited.

**Open Universities**

In India, only 6% of the youth (between the age of 7-23) eligible for entry into higher education, are actually enrolled in colleges and university departments. In developed countries like the U.S., the enrolment of eligible age group in higher education is 50%. It is obvious that doors of higher education will have to be greatly widened if education as a basic human right and as a universal human value is to get fully accepted in our country. However, since the country may not be able to coup up more money on higher education it has been rightly pointed out that future expansion of higher education should be through the open mode.

"There are only 10 Open Universities in India at present the state having no open universities should go for it so as to provide their people better opportunity for life lover education."123

"National Policy on Education had also stressed a strengthening of open universities and distance education."124

By opening more Open Universities, at least one in each major state, and also by making use of the enormous infrastructural facilities already existing in colleges and other institutions we can achieve this. expansion at reasonable cost In fact, if "Learning and Education are ends in and of themselves, to be aimed at by both individuals and societies and to be promoted and made available over the entire life time of each individual, "the 7500 and odd colleges spread over the length and breadth of the country
will have a vital role to play. The autonomy suggested for the colleges will provide ample room for various open education programmes as well. In fact, this could go a long way in quickly expanding the higher education facilities to large segments of population, both young and old, with minimal additional cost. It could also make the colleges the focal points for pursuit of excellence by the local community as a whole.

**Universities and National Development**

To repeat a question posed earlier, can a university in a developing county continue its life as a community of scholars, intellectuals and high moralists, all dealing primarily with the life of the mind and only secondarily concerning themselves about the developmental needs of the surrounding society? We have seen that the specialized universities and to some extent- residential and deemed universities have played crucial roles in the transformation of Indian Society by helping introduction of modern technology in various developmental activities. "Along with a drive to raise the standards, to increase equipments and research in special fields."\textsuperscript{125}

It is imperative that the affiliating universities and the innumerable colleges affiliated to them also play their legitimate roles towards the creation of a knowledge inspired, technology supported society in this country. This will become possible if the affiliating (the university departments and the colleges) reconsider their priorities seriously and give adequate importance to development-oriented research and courses of studies. Most of the courses of studies conducted and the researches carried out at present are purely of academic nature with little impact on developmental activities that go on in the surrounding society. It is this academic aloofness and supreme indifference to the problems of the society that has alienated the university community from the beehive of national reconstruction.

Hence "its curricula have to be reviewed on a continuing basis "to make it socially relevant."\textsuperscript{126}

It is also the reason why they are not able to assert a positive influence on the society at large but are being toyed about by various external forces?

Affiliating universities and their numerous colleges should urgently recast their courses of studies and research programmes so as to link them as much as possible with
the developmental activities that take place in the surrounding society, particularly the industrial activities. Recent scheme of the UGC to vocationally some of the graduate programmes to suit the present societal needs and thus to make the university education meaningful and relevant to that extent is a most welcome step.

"The reason is that it helps in "Equipping the individual with necessary knowledge and skill which enable him to be gainfully engaged in an occupation."127

However, much more is required than a token graduate programme.

"There is therefore an urgent need to re-orient courses of study to incorporate in them problems and situations relevant to their own .surroundings and national needs."128

It is instructive to note that the relationship between universities and industries is very close and highly mutually beneficial in the developed countries. Such relationships are given more and more importance in the most advanced countries like the U.S. For example Dr. Porter in his "The Competitive Advantage of Nations (1990)" stressed the need for the US. to give top priority in undertaking long-term research programmes in association with the universities to maintain competitive advantage over otherdeveloped nations. In fact, there has been a "rapid growth in both the number and diversity of University-Industry Research Programmes and technology-based Economic Development Policies", in that country. Here is another statement on the binding nature of the University-Industry relationship. "A critical element in the broad sweep of University-Industry alliances involves the manner in which industry perceives Universities as source of technical knowledge in the development of new products and production process. In an increasingly information-intensive economy, where research and education are critical variables for maintaining competitive advantage (particularly through the production of knowledge or "thought ware" that has commercial applications) this issue is likely to take on added significance. "(John Rees & Keith Debbage, Industry Knowledge Sources and the Role of Universities, "Policy Studies Review" Spring 1992). They added that recent studies have indicated considerable increase .in the contribution of academic research to industrial innovations.

"Hence in India Technical Education needs to be reorganizing taking into account national perspectives, social relevancy and future challenges."129
"There is an obvious need to link the research system of the universities with the user organizations."\textsuperscript{130}

This sums up the ironical situation the nations of South in general and India in particular encounter. While in the North there are purposeful, concerted efforts to bring together to university programmes with industrial growth and diversification, in the highly backward nations of the South the mutual indifference and almost total alienation between the two continue undisturbed. If the affiliating universities and their innumerable colleges persist in their present retrogressive attitude, how can we even hope to bridge the gap between the South and the North?

Special care for weaker sections and women is an issue on which our firm commitment and concern should be reiterated. Disparity between North and South becomes insignificant before the stark realities that hunt us right at home. Only 6\% of the eligible age group of the Indian youth get opportunities for higher education. Despite all the efforts to expand the base of higher education both in the formal and non-formal sectors large segments of our population will have no chance of access to higher education because of the inherent socio-economic handicaps. In a layered society like ours, tradition ally depressed lower strata including SC, ST and Backward Classes require conscious and consistent support and encouragement in the field of higher education for several years to come.

"The Rama Murty Review Committee 1990 recommended that education should effectively secure equality for women, backward classes and minorities."\textsuperscript{131}

"National Policy on Education (modified) 1992 also recommended "access to secondary education would bi> widened with emphasis in enrolment of girls, SC, ST particularly in science, commerce and conational streams."

There is nothing wrong if reservations are made for admission of students and recruitment of teachers for thesi' backward segments until a reasonable level of equality of opportunity is available to them in a natural way. Similar reservation is also needed in the case of women who constitute half of our human resources but whose presence in the higher education is still pitiably poor. The gravity of the situation can be realised when one notes that the percentage of females among literates and school going children are far
less than their male counterparts. Recently, 30% reservation has been made for women in the electoral system to local bodies in some states. But unless an identical percentage of reservation is made available to them in the educational opportunities it will not be possible to find adequate number of educated candidates to fill up the representative vacancies. All aware of the intense social tension that already exists in the country in regard to the reservation policy. But unless as a nation, we are able to approach the problem with a deep sense moral commitment, equanimity and long-term national perspective, we will have no right to speak about the elimination of disparity between North and South.

"No society and democracy can be called developed unless and until women which constitute 50% of the population is given equal chance to develop their personality by granting them equal power, rights and freedom." 132

"The main goal of human rights challenges in 21st century should be gender Justice and empowerment of women rather than mere gender equality."

In a world where uncertainty is increasingly becoming synonymous with life itself, predicting or projecting anything about future is a risky and often dangerous business. In fact, the very suggestions for new approaches or lines of action could turn out to be the reason for its very negation for forces against such suggestions could soon become active and get mobilized rapidly. But the university has nothing to fear from such a possibility. As Henry Louis Gator Jr. says in his "Louse Canons-Notes on Culture; Wars". What distinguishes the University from other battle grounds such as the media and politics is that the University has a special commitment to the search for knowledge, one based on a process of intellectual openness and inquiry. Multi-culturalism can stroke this critical spirit by transforming the University into a crucial meeting ground for different viewpoints. Therefore, our present efforts would concentrate on alleviating and gradually eliminating the glaring disparities that exist between the South and the North and for creating a more unified, more integrated, harmonious, mutually friendly human fraternity in the 21st century through a recasting of the higher education system of our own country.
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