CHAPTER – VI

CASE STUDY
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CHAPTER VI

CASE STUDIES

1.0 Introduction:

In all educational organizations, there are many people and groups in implementation of plans at different stages. Involvement of these people in planning and administration is very significant. With long experience and expert knowledge, they may contribute to more functional and practical decision-making. Educational planning is the foremost function of educational administration. It must be a continuous process and should find a definite place in educational organizations. It should take into consideration resources and establish conditions of work. It must be realistic and practical and should provide opportunity for all persons and groups to understand and appreciate the plans. It should provide for continuous evaluation. It should have opportunity for modification for further action and must clarify the purposes for which it is done. The plan recommendations should be clear and descriptive of what is it to be done, why is it to be done and how is it to be done. It should be self-explanatory so that people who are involved in its implementation may understand what they are required to do. Educational planning meets the needs of students and all those who are engaged in teaching, research and other related work. It is the pupils for whom provisions of education are made and plans are prepared. Therefore their problems and needs have to be at the center of all considerations. Involvement of all such people, students and groups in planning procedure should be continuous at all stages so that they may feel that it is their plan, prepared by them and not a plan imposed on them by someone at the top. It is a fact that unless wider
participation of people is adequately promoted, the desired objectives and goals cannot be realized or achieved to a greater extent. The people who are engaged in the implementation of plans are very well acquainted with the problems and difficulties for their implementation. On the other hand, the pupils for whom plans are prepared are also very much known to the merits and demerits of plan formulations. Therefore it is very much essential to take into consideration the problems and difficulties of all such persons. Thus an attempt has been made to get known, the problems, views or opinions and difficulties etc of persons engaged in the administration of higher education and in the implementation of plan, through questionnaire method.

2.0 Method of data collection:

Basic information required for the work had been collected from government records, publications, volumes of university news etc. A questionnaire including Yes/No type questions regarding the status of higher education, planning and administration of higher education was also distributed among teaching and non teaching staff, administrative staff of different colleges and to some of the educational experts of the region. Separate questionnaire was also distributed among representative groups of students of different colleges from district, talukas and rural areas. For data collection various colleges at district level from Nashik, Aurangabad, Malegaon, colleges at Taluka level, and colleges from rural areas of the region were chosen. The administrative staff of different colleges were questioned about the problems being faced by them regarding college administration. College teachers and students were questioned about their respective problems. Experts were questioned
regarding the status of higher education, quality improvement programmes, efficient planning and administration of higher education in the region. Students were also questioned about facilities provided by colleges in respect of their educational qualities, personality development, efforts of teachers to make them capable to cater the needs of changing society.

3.0 Status of Higher Education in Maharashtra:

In Maharashtra, higher education has expanded and developed quantitatively. At present the state is having following categories of universities.

(i) 9 (Nine) Traditional Universities offering Arts, Science, Commerce and Professional Education.
(ii) 12 (Twelve) Deemed Universities (6 each in Mumbai & Pune).
(iii) 4 (Four) Agricultural Universities at Akola, Rahuri, Dapoli and Parbhani.
(iv) 1 (One) Animal and Fisheries Sciences University at Nagpur.
(v) 1 (One) Health Sciences University at Nashik.
(vi) 1 (One) Technological (campus) University at Lonere.
(vii) 1 (One) Sanskrit Vidyapeeth at Ramtek and
(viii) 1 (One) Maharashtra Open University at Nashik.
The total number of colleges providing higher education and their capacity till 2003 is shown in the table below:

**Number of Colleges and their capacities till 2003**

**Table No. 6.1**

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Particulars</th>
<th>Nos. of Institutions</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Teacher Education</td>
<td>155</td>
<td>16000</td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td>70</td>
<td>10000</td>
</tr>
<tr>
<td>2</td>
<td>Medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allopathic: Graduate</td>
<td>34</td>
<td>3664</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>17</td>
<td>977</td>
</tr>
<tr>
<td></td>
<td>Ayurvedic: Graduate</td>
<td>57</td>
<td>2640</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>19</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Homeopathic: Graduate</td>
<td>42</td>
<td>2760</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>6</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Unani: Graduate</td>
<td>6</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Dental: Graduate</td>
<td>18</td>
<td>1280</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>5</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering: Diploma</td>
<td>184</td>
<td>33270</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>149</td>
<td>46000</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>32</td>
<td>2076</td>
</tr>
<tr>
<td></td>
<td>Architecture: Graduate</td>
<td>31</td>
<td>1277</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Management</td>
<td>84</td>
<td>5960</td>
</tr>
<tr>
<td>5</td>
<td>Hotel Management &amp; Catering Technology</td>
<td>Degree</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diploma</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>Pharmacy: Degree</td>
<td>51</td>
<td>2500</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>9</td>
<td>148</td>
</tr>
<tr>
<td>7</td>
<td>Industrial Training Institutions</td>
<td></td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>Agriculture: Certificate</td>
<td>209</td>
<td>1800</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>59</td>
<td>6400</td>
</tr>
<tr>
<td>8</td>
<td>Animal/Fisheries Sci. Degree</td>
<td>6</td>
<td>600</td>
</tr>
<tr>
<td>9</td>
<td>Non Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts/Science/Commerce</td>
<td>1319</td>
<td>8 Lacs</td>
</tr>
<tr>
<td></td>
<td>Grantable</td>
<td>873</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially Grantable</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Permanently non-grantable</td>
<td>224</td>
<td></td>
</tr>
</tbody>
</table>

(Source: State wise Analysis of Accreditation Reports Maharashtra National Assessment and Accreditation Council P.No. 4 - 5)
It is clear from the above table that the State has 613 ITI level institutions providing certificate level vocational courses in different trades to approximately 1 lakh students, 184 polytechnic level institutions providing diploma in technical education to about 33270 students. The number of degree level institutions attached to all universities offering general and professional degree courses are approximately 2000 with an enrolment of about 10 lakhs. All medical colleges are under the jurisdiction of Maharashtra University of Medical Science, Nashik established in 1998 and all agricultural colleges are attached to 4 agricultural universities. Some of the medical colleges, some colleges of technical education, some pharmacy, management, arts, science and commerce colleges are under the jurisdiction of different deemed universities in State. Remaining all the colleges, i.e. 1741 are affiliated to 9 traditional universities in the State.

4.0 NAAC’s Criteria for Assessment and Weightages:

National Assessment and Accreditation Council: On the basis of recommendations of National Policy of Education 1986, UGC constituted a committee under the Chairmanship of Dr. Vasant Gowerikar, then Secretary, Ministry of Science and Technology, Govt. of India. The terms of reference of the committee were to make recommendations regarding setting up of an Accreditation and Assessment council in order to develop a mechanism for the maintenance and rising of quality of Higher Educational Institutions. This committee submitted its report in 1987 and was deliberated in (9) nine regional seminars resulting in Dr. Sukumaran Nair’s document, a project report on the National Accreditation Board for
Higher Education (NABHE). On the basis of these recommendations, UGC in March 1992 constituted an empowered committee to finalize the memorandum of association and rules and regulations of the Accreditation Board. The document was approved on Sept. 7, 1994, culminating in the establishment of National Assessment and Accreditation Council (NAAC) under section 12-CCC of UGC Act 1956. NAAC was registered at Bangalore on September 16, 1994 under the Karnataka Societies Registration Act of 1960 and Karnataka Societies Registrations Rules of 1961. A General Council (G.C.) and Executive Committee (E.C.) comprising senior academics and educational administrators from Universities, Colleges and professional bodies and representatives from the UGC and the Ministry of Human Resource Development governs NAAC. Dr. Arun Nigavekar was the founder Director of NAAC who has done a commendable job in conceptualizing the meaning of quality in Higher Education system and developing instrument and evolving the methodology to assess and judge efficiency, accountability and academic excellence in functioning of the institutions.

NAAC, National Assessment and Accreditation Council have adopted seven criteria system for assessment and accreditation. The seven criteria includes.

(i) Curricular Aspects.

(ii) Teaching Learning and Evaluation.

(iii) Research, Consultancy and Extension.

(iv) Infrastructure and Learning Resources.

(v) Student Support and Progression.

(vi) Organization and Management and

(vii) Healthy Practices.
The seven criteria evolved by NAAC for measuring the quality of higher educational institutions offers a good framework for multidimensional growth of universities and colleges.

5.0 University-wise accreditation of colleges:

The table below shows total number of colleges in university, number of colleges who have submitted the self-study report (SSR) and the number of colleges accredited as on 16th Sept. 2004.

<table>
<thead>
<tr>
<th>Name of University</th>
<th>Total No. of Colleges</th>
<th>No. of Colleges who have submitted SSR</th>
<th>Accredited Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumbai University</td>
<td>262</td>
<td>165</td>
<td>153</td>
</tr>
<tr>
<td>S.N.D.T. University</td>
<td>20</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Pune University</td>
<td>253</td>
<td>163</td>
<td>151</td>
</tr>
<tr>
<td>Shivaji University</td>
<td>222</td>
<td>160</td>
<td>142</td>
</tr>
<tr>
<td>Nagpur University</td>
<td>312</td>
<td>107</td>
<td>95</td>
</tr>
<tr>
<td>Amravati University</td>
<td>227</td>
<td>93</td>
<td>68</td>
</tr>
<tr>
<td>Dr. Babasaheb Ambedkar Marathwada University</td>
<td>172</td>
<td>79</td>
<td>78</td>
</tr>
<tr>
<td>Swami Ramanand Teerth Marathwada University</td>
<td>152</td>
<td>60</td>
<td>48</td>
</tr>
<tr>
<td>North Maharashtra University</td>
<td>121</td>
<td>59</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1741</strong></td>
<td><strong>900</strong></td>
<td><strong>797</strong></td>
</tr>
</tbody>
</table>

(Source: State-wise Analysis of Accreditation Reports Maharashtra, National Assessment & Accreditation Council (NAAC). N.B. SSR = Self Study Report, P.No. 6)

It is clear from the above table that there are total 1741 colleges affiliated to 9 traditional universities in Maharashtra. Among these about 1100 colleges are more than five years old and are eligible for NAAC accreditation process. But only 900 colleges have submitted their self-
study report to NAAC of which accreditation process of 797 colleges has been completed up to 2004.

Below table shows the criteria for assessment and weightages:

Criteria for Assessment and Weightages  
Table No. 6.3

<table>
<thead>
<tr>
<th>Criteria</th>
<th>University</th>
<th>Affiliated Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Aspects</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Teaching, Learning &amp; Evaluation</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Research, Consultancy &amp; Extension</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Infrastructure &amp; Learning Resources</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Student Support &amp; Progression</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Organisation &amp; Management</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Healthy Practices</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

It is clear from the above table that greater weightage i.e. 15 points is given for curricular aspects for universities as compared to that for colleges i.e 10 points because universities are largely concerned with framing of curricula. Similarly as research is mainly carried out in universities, therefore the weightage for this criterion for universities is higher (15) as against that for affiliated colleges (5). For all types of institutions the criterion Teaching-learning and Evaluation gets maximum weightage as compared to universities. Remaining three criteria viz. student support and Progression, Organization and Management and Healthy Practices gets equal weightage i.e. 10 point for both universities and affiliated colleges.
Distribution of Marks for Grade:

<table>
<thead>
<tr>
<th>Range (In Marks)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 to 60</td>
<td>C</td>
</tr>
<tr>
<td>60 to 65</td>
<td>C+</td>
</tr>
<tr>
<td>65 to 70</td>
<td>C++</td>
</tr>
<tr>
<td>70 to 75</td>
<td>B</td>
</tr>
<tr>
<td>75 to 80</td>
<td>B+</td>
</tr>
<tr>
<td>80 to 85</td>
<td>B++</td>
</tr>
<tr>
<td>85 to 90</td>
<td>A</td>
</tr>
<tr>
<td>90 to 95</td>
<td>A+</td>
</tr>
<tr>
<td>95 to 100</td>
<td>A++</td>
</tr>
</tbody>
</table>

As per the new grading system, grades are awarded depending upon the marks obtained, ranging from 55 to 100. The institutes scoring 55 to 60 marks are awarded as C grade, 60 to 65 Marks as C+ grade, 65 to 70 marks as C++ grade, 70 to 75 marks as B grade, 75 to 80 marks as B+ grade, 80 to 85 marks as B++ grade, 85 to 90 marks as A grade, 90 to 95 marks as A+ grade and finally 95 to 100 marks as A++ grade. Institutes scoring less than 55 marks are declared as ‘Assessed and found not qualified for accreditation.’ Such institutes are bound to apply fresh for accreditation after improving themselves.

6.0 An Overview of administration of Dr. Babasaheb Ambedkar Marathwada University:

History of University: Marathwada is the cradle of ancient traditions and culture of Maharashtra. Backwardness in education was specially felt upto 1958, before the establishment of this university when Marathwada was a part of Nizam reign. There was only one college in Nizam’s reign
in Marathwada. Great leaders like Dr. Babasaheb Ambedkar and Swami Ramananda Teerth made efforts for the spread of higher education in this region. Realizing the need of this area, the then chief Minister of Maharashtra State late Shri Yeshwantrao Chavan expedited the process of establishment of this University. Thus, on 23rd August 1958, Marathwada University was inaugurated at the auspicious hands of our first Prime Minister, Pandit Jwaharlal Nehruji. This university symbolizes higher education in modern times in this region. It is making progress for about half century with the mato “Knowledge is sacred and is the source of enlightenment.” Marathwada region has got a unique opportunity for progress because of the sanctioning of two All India level Education and Research Centers. Efforts towards progress could be noticed from the facilities of swimming pool, badminton Hall, Gymnasium as well as building of Dramatics Department on the already developed campus. Proper attention is being given to the academic progress of the University along with its physical development. Center for Electronic Design and Training (CEDT) and West Zone Physical Education Training Center are established. Computer center has also being established with the help of special assistance from University Grants Commission (UGC). Government renamed Marathwada University as Dr. Babasaheb Ambedkar Marathwada University on 14th January 1994. The University feels proud as it is named after revolutionary Bharat Ratna Dr. Babasaheb Ambedkar.
➢ Authorities of University:

Authorities of the university are as shown in the table below:

<table>
<thead>
<tr>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Council</td>
</tr>
<tr>
<td>Board of Examinations</td>
</tr>
<tr>
<td>Board of College and University Development</td>
</tr>
<tr>
<td>Students Council</td>
</tr>
</tbody>
</table>

**Senate:** The Senate is the principal authority for financial estimates and budgetary appropriations and for providing social feedback to the university on current and future academic programmes. The Senate of University consists of following members namely:

i) Chancellor  
ii) Vice-Chancellor  
iii) Director, Higher Education Pune- 1  
iv) Director Technical Education  
v) Director, Medical Education and Research.  
vi) Director, Board of College and University Development  
vii) Director of Student’s Welfare  
viii) Librarian  
ix) Director, Adult Education and Extension Services  
x) Registrar
The Senate transacts following business at its annual meeting namely.

i) Review current academic programmes and collaborative programmes.

ii) Suggest new academic programmes consistent with the societal requirements in higher education

iii) Suggest measures for improvement and development of the university.

iv) Suggest institution of new degrees, diplomas, certificates and other academic distinctions and

v) Confer, on the recommendations of Management Council, honorary degrees or other academic distinctions.

Besides, the Senate receives, discusses and approves annual financial estimate, annual reports, accounts and audit reports of the university. It also reviews broad policies and programmes of the university and suggest measures for its improvement and development.

Management Council: The Management Council is the principal executive authority to formulate statutes, forward the same to Senate for approval, make ordinances to administer the affairs of the university and carry out all such duties which are not specifically assigned to any other authority. It consists of the following members:

i) Vice-Chancellor as Chairman.

ii) Deans of faculties as members.

iii) One person nominated by Chancellor.

iv) The Secretary, Higher Education or his nominee or Joint Director of Higher Education.

v) One head or director nominated by the Senate.

vi) Director of Higher Education and others.
The Management Council exercises following powers and performs following duties namely:

i) Establish departments, colleges, schools, institutions of higher learning, research and specialized studies, hostels and provide housing for staff, on recommendation of Academic Council.

ii) Make, amend or repeal Ordinances and prepare draft Statutes and make such recommendations thereon to Senate as it thinks fit.

iii) Hold, control and arrange for administration of assets and properties of the university.

iv) Present budget estimates as received from the Finance and Accounts Committee with its own modifications, if any, to Senate for its final approval.

v) Accept, on behalf of the university, trusts, bequests, donations and transfer of any movable or immovable property to the university.

vi) Transfer by sale, or otherwise, any movable property on behalf of the university.

vii) Borrow, lend or invest funds on behalf of the university as recommended by the Finance and Accounts Committee.

viii) Lay down policy for administering funds at the disposal of the university for specific purposes.

ix) Provide buildings, premises, furniture, apparatus and other means needed for the conduct of work of the university.

**Academic Council:** The Academic Council is responsible for laying down academic policies regarding maintenance and improvement of standards of teaching, research, extension, and collaboration programmes
in academic matters and evaluation of workload of the teachers. It consists of following members namely:

i) Vice-Chancellor as Chairman  
ii) Deans of Faculties  
iii) Chairman of the Board of Studies  
iv) Director of the Board of College & University Development  
v) Director of Higher Education or his nominee and others

The Academic Council is the principal academic authority of university and is responsible for regulating and maintaining the standards of teaching, research and examinations in the university. It exercises following powers and performs following duties namely:

i) Recommend to the Management Council regarding institutions of degrees, diplomas, certificates and other academic distinctions.  
ii) Recommend to the Management Council to make, amend or repeal Ordinances on issues related to academic matters.  
iii) Allocate subjects to the faculties and assign faculty to each principal and teacher who is member of the Academic Council.  
iv) Make proposals for the establishment of conducted colleges, schools, departments, institutions of higher learning, research and specialized studies, academic services units, libraries, laboratories and museums in the university.  
v) Prescribe qualifications and norms for appointment of paper-setters, examiners, moderators and others, concerned with the conduct of examinations.
vi) Prescribe norms for recognition of any member of the staff of an affiliated college or recognized institution as a teacher of the university.

**Board of Examinations:** The Board of Examinations is the authority for conducting examinations and making policy decisions regarding organizing and holding examinations, improving the system of examinations, appointing paper-setters, examiners, moderators and also prepare the schedule of dates of holding examinations and declaration of results. It also oversees and regulates conduct of examinations in institutions and university departments. It submits the detailed programme of examinations to Academic Council for preparation of the academic calendar. It consists of following members namely:

i) Vice-Chancellor as Chairman.

ii) Deans of Faculties concerned with examination.

iii) One head of University Department.

iv) One Principal other than Dean.

v) One Teacher other than Heads.

vi) Director of Higher Education or his nominee.

vii) One evaluation expert.

viii) Controller of examinations, Member Secretary

It exercises following powers and perform following duties:

i) Appoints paper-setters, examiners and moderators from amongst the persons included in the panels prepared by the respective Boards of Studies and, where necessary, having regard to the recommendations made by the committee under clause (b) of sub-section (6), remove them or debar them.
ii) Undertake, exercise and experiment in examination reforms.

**Board of University and College Development:** Being back bone of every university, BCUD works as a catalyst between colleges and university, government and other funding agencies. It is primarily responsible for circulating information about various government policies and financial assistance programs, to Affiliated Colleges and Academic Departments. It consists of following Members namely:

i) Vice-Chancellor
ii) Director, BCUD
iii) One Dean of Faculty.
iv) One Head or Director from among the Heads or Directors of the University
v) One Teacher, imparting postgraduate instructions or guiding research.
vi) One Principal of an affiliated college.
vii) Experts co-opted by the board.

**Functional role of BCUD:** The Director of the Board of College and University Development is nominated by Vice-Chancellor from amongst professors of the University, institutions or department or principals with fifteen years teaching experience.

The Director BCUD is:

a) The principal academic planning and academic audit officer for academic development programmes, including post-graduate teaching, research and extension programmes and collaborative programmes of the University.
b) The Secretary of the Board of College and University Development conducts academic audit of university department or institutions, recognized institutions, postgraduates centers and affiliated colleges.

c) Responsible for ensuring that the decisions of the Board for long-term and short-term development plans of the University and its colleges in their academic programmes are duly processed and implemented through relevant authorities, bodies, committees and officers.

d) The principal liaison officer with external funding agencies for generating funds for collaborative and development programmes of the University and monitor their proper utilization.

e) Responsible for establishing liaison for fostering and promoting collaboration between the University, colleges and national and international institutions and scientific, industrial and commercial organizations.

f) Responsible for submitting annual report on the progress achieved in different developmental and collaborative programmes to Vice-Chancellor who places the same before Management Council. The term of the Director is co-terminus with that of the Vice-Chancellor or till he attains the age of superannuating, whichever is earlier.

**Student’s Councils:** There shall be a University Students Council, a university departments Students Council for post-graduate departments of the university and a Students Council for each conducted college or institution of the University and each affiliated college, to look after welfare of the students and to promote and co-ordinate extra-curricular activities of different students associations for better corporate life. The Councils shall not engage in political activities.
The University Department Students Council consists of following members, namely:

i) Vice-Chancellor – President.

ii) Director of Students Welfare-Chairman.

iii) Director of Sports and Physical Education, if any.

iv) National Service Scheme Coordinator, if any.

v) One student from each university department who has shown academic merit at the preceding degree examination and is engaged in full-time studies in the university, institution or department or conducted college, nominated by Vice Chancellor.

vi) Two lady students nominated by Vice-Chancellor.

Besides the above authorities, other committees of the university are as shown in the table below:

<table>
<thead>
<tr>
<th>Standing Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grievance Committee</td>
</tr>
<tr>
<td>Library Committee</td>
</tr>
<tr>
<td>Buildings &amp; Work Committee</td>
</tr>
<tr>
<td>Purchase Committee</td>
</tr>
<tr>
<td>Golden Jubilee Committee</td>
</tr>
</tbody>
</table>
Administrative Officers: Dr. Babasaheb Ambedkar Marathwada University

Chancellor

Vice Chancellor

Registrar

Dir. BCUD

Dir. Student’s Welfare Board

Finance & Accounts Officers

Cont. of Exams.

Dir. Incharge (ASC)

Presiding Off. (College & University Tribunal)

Manager Press Medical Off.

Prog. Co-ordi. (NSS)

Devlp. Off.

Resident Eng

Asst. Registrar

Project Off. (3)

Asst. Registrar

(Devlp. Board)

Asst. Registrar

(Devlp. Board)

Asst. Registrar

(Univ. Adm.)

Dy. Registrar (Edu.)

Dir. Adult Edu. & Ext. Ser.

Asst. Regi. (Accounts)

Dy. Registrar (Exam)

Account Off.

Asst. Registrar (Exam)

Asst. Registrar

(Univ. Adm.)

• NSS: National Service Scheme
• BCUD: Board of College and University Development
• ASC: Academic Staff College
Administrative Officers of Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Administration: Administrative Officers of the university includes:

**Chancellor:** Governor of Maharashtra is the Chancellor of the university and is head of the university.

**Vice-Chancellor:** Vice Chancellor of the university is appointed by Chancellor. He is the principal Academic and Executive Officer of the university responsible for development of academic programmes of the university. He oversees and monitor administration of academic programmes and general administration of the university to ensure efficiency and good order of the university. He also ensures that the directions issued by Chancellor are strictly complied with or implemented.

**Registrar:** Vice-Chancellor appoints Registrar on recommendation of a selection committee constituted for the purpose. He is the Chief Administrative Officer of the university. He is a full time salaried officer and works directly under the superintendence, direction and control of Vice-Chancellor. He is appointed for a term of five years and he shall be eligible for re-appointment for only one more term of five years. The qualifications and experience for selection of registrar are as laid down by UGC and approved by State Govt. He acts as Secretary of the Senate, Management Council, Academic Council and such other authorities, bodies and committees. He is the Appointing and Disciplinary Authority of the employees of the university other than teachers, non-vocation academic staff and officers of the rank of Assistant Registrar. He has the power to enter into agreements, sign documents and authentic records on
behalf of the university. He conducts elections as per the programmes approved by Vice-Chancellor. He prepares and updates Handbook of the Statues, Ordinances and Regulations approved by the authorities, bodies or committee from time to time and make them available to all respective members of the authorities and officers of the university. He receives complaints and suggestions regarding improvement of administration and considers them for appropriate action.

**Director, Board of College and University Development:** The Director of Board of College and University Development is nominated by Vice-Chancellor from amongst professors of the university, institutions or departments or principals with fifteen year’s teaching experience. He is the principal Academic Planning and Academic Audit officer for academic development programmes including post-graduate teaching, research and extension programmes and collaborative programmes of the university. He is also the principal liaison officer with the external funding agencies for generating funds for collaborative and development programmes of the university and monitor their proper utilization. He is responsible for submitting annual report on the progress achieved in different developmental and collaborative programmes to Vice-Chancellor.

**Finance and Accounts Officer:** The Finance and Accounts Officer is appointed by Management Council. He is the principal Finance, Accounts and Audit officer of the university. He is a full-time salaried officer and works directly under the control of Vice-Chancellor. He is the Member Secretary of Finance and Accounts Committee. He has the right to be
present, speak and take part in the proceedings of Management Council on matters having financial implications. He is responsible for presenting the annual budget, statement of accounts and audit reports to the Finance and Accounts Committee and to the Management Council. He exercises general supervision over the funds of the university and advises Vice-Chancellor regarding finances of the university. He holds and manages funds, property and investments, including trust and endowed property for furthering any of the objects of the university. He also keeps a watch on the state of cash and bank balances and of investments.

**Librarian:** The Librarian is appointed by Vice-Chancellor on recommendations of a selection committee constituted for the purpose. He is a full time salaried officer of the university and works directly under the control of Vice-Chancellor. He is responsible for the development, modernization, upkeep and management of the university library. He is also responsible for maintaining the standards of teaching, research and professional skills in library science. He is the custodian of all books, periodicals, manuscripts, journals and library equipments and ensures that no irregularities take place and that the books, periodicals, manuscripts, journals and library equipments are not lost. He have the right to advise university on all matters including those for mobilizing additional resources to meet the developmental expenditure of university library. He is the Member-Secretary of Library Committee and ensures proper implementation of the decisions taken by the library committee.

**Controller of Examination:** The Controller of Examinations is appointed by Vice-Chancellor on recommendations of a selection committee constituted for the purpose. He is the principal officer-in-
charge of conduct of examinations and tests of the university and declaration of their results. He discharges his functions under the superintendence, direction and guidance of the Board of Examinations. He is a full-time salaried officer of the university and works directly under the direction and control of Vice-Chancellor. He is Member Secretary of the board of Examinations. He is responsible for making all arrangements necessary for holding examinations and tests and declaration of results. He prepares and announce in advance the calendar of examinations, arrange for printing of question papers, arrange to get performance of the candidates at examinations properly assessed, process results, arrange for timely publication of results of examinations etc. He reviews results of university examinations from time to time and forward reports thereon to the Academic Council.

Dr. Babasaheb Ambedkar Marathwada University is having a sub center at Osmanabad which has following departments viz. Microbiology, Biotechnology, Chemistry, English, Water and Land Management and Education.

**Jurisdiction Area:** The jurisdiction area of university covers Aurangabad, Jalna, Beed and Osmanabad districts. The number of affiliated colleges as upto 2005 in Aurangabad is 102, Jalna-30, Beed-66 and Osmanabad-30. Thus the university has total 228 affiliated colleges within its jurisdiction area.

➢ **Development Grants:**
Under Development package Govt. of Maharashtra has sanctioned Rs. 672 lacs as University development Grant during the year 1994-95 for following:

*(Rs. In Lacs)*

1) Construction of Buildings of the Departments - 428.14
   a) Chemical Technology b) Computer Science
c) Tourism Administration

2) Equipments and Apparatus - 42.42

3) Books and Periodicals - 21.00

4) Computerization - 53.00

5) Earn and Learn Scheme - 18.00

6) Teaching and Non-Teaching Staff - 109.44

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**TOTAL** 672.00

(Source: www.bamu.net)
**IXth Plan Development Projects:**

UGC has allocated Rs. 236.00 lacs to Dr. Babasaheb Ambedkar Marathwada University for following schemes:

(Rs. In Lacs)

1) Books & Journals       -       30.00  
2) Equipments & Internet   -       60.00  
3) Building               
   (Guest House, Boys Hostel, Women’s Common Hall, Canteen, Extension of Old buildings & Campus Development)  
   -   52.75  
4) NAAC                   -       4.05  
5) Teaching Staff         -       89.20  

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TOTAL       236.00  

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(Source: www.bamuni.net)
Accreditation:

National Assessment and Accreditation Council (NAAC) has awarded B+ grade to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. Below table shows score of the university for individual criterion.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Criterion</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Curricular Aspects</td>
<td>73</td>
</tr>
<tr>
<td>02.</td>
<td>Teaching-Learning &amp; Evaluation</td>
<td>75</td>
</tr>
<tr>
<td>03.</td>
<td>Research Consultancy &amp; Extension</td>
<td>70</td>
</tr>
<tr>
<td>04.</td>
<td>Infrastructure &amp; Learning Resources</td>
<td>85</td>
</tr>
<tr>
<td>05.</td>
<td>Student Support &amp; Progression</td>
<td>73</td>
</tr>
<tr>
<td>06.</td>
<td>Organization &amp; Management</td>
<td>78</td>
</tr>
<tr>
<td>07.</td>
<td>Healthy Practices</td>
<td>70</td>
</tr>
<tr>
<td>08.</td>
<td>Overall Score</td>
<td>75.05</td>
</tr>
<tr>
<td>09.</td>
<td>Grade</td>
<td>B+</td>
</tr>
</tbody>
</table>

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad is having all total 228 colleges as upto 2005 out of which only 79 colleges have submitted their Self-Study Report (SSR). Out of these 79 colleges, 78 has been accredited by NAAC upto 2004. Out of these 78 accredited colleges, 1 college has been awarded A grade, 3 colleges B++ grade, 20 colleges B+ grade, 24 colleges B grade, 14 colleges C++ grade, 4 colleges C+ grade and 9 colleges are having C grade. Thus it is clear that maximum number of accredited colleges are having B grade and the number of colleges having higher grades are very low. The total number of colleges having grades higher than ‘B’ is only 26. Therefore a lot more is to be done for improving individual grades of accredited colleges.
National Service Scheme:

National Service Scheme was started in 1969-70, which was celebrated as the birth centenary year of Mahatma Gandhi, the father of nation. The idea of creating social responsibilities among students and youths was originated by Mahatmaji during the period of national liberation movements.

NSS Silver Jubilee Year:

University celebrated the year 1994 as ‘NSS Silver Jubilee year’. During the year university organize two central camps in addition to usual programmes, namely (i) NSS Central Camp at Neraliya kush Tadham, Nanded (March-11-15-94) (ii) NSS Central Camp at Yeldari Dam, Jintoor (Oct.-16-20-1994)

Waste Land Development Project:

The Waste Land Development Board, Ministry of Rural Development, Govt of India has sanctioned Waste land Development project to our university under National Service Scheme. The Government has allowed 69 acred 53 acred Grain Land at Fardapur and Galwada village in Sillod and Soygaon taluka respectively, in the vicinity of world famous Ajantha caves.

International Literacy Day:

NSS of our university, in collaboration with District Adult Education Department organized Students Rally on Sept 8, 1996 as a part of celebrations of “International Literacy Day”.
Golden Jubilee year of India’s Independence 1997:

The year 1997 was celebrated as Golden Jubilee year of India’s Independence. For grand celebration University organized various programmes. Some of them are as follows:

1) Torch March
2) Inter University Workshop Into College Camps
3) AIDS Awareness Rally
4) Appointments of N.S.V.

Center For Studies on SC/ST:

The center was established in the University in 1994 for Sixth Five Year Plan. Its actual working has been started in 1996. During 1996-97 six students working for M.Phil or PH.D. Degree on the subject related to study on SCs/STs have been awarded fellowship through this center @ Rs. 500/- p.m. Two small research projects related to the studies on upliftmen of SC/ST have been funded by the center by providing Rs. 5000/- to each project. Several Guest lectures by renowned social activists were arranged during the year 1996-97. During the year 1997-98, a two-day Seminar was held on “Fifty Years of Independence and status of the Backward Classes in India.”

Some Important Links of Dr. Babasaheb Ambedkar Marathwada University:

<table>
<thead>
<tr>
<th>Government Of Maharashtra</th>
<th>University Grant Commission</th>
</tr>
</thead>
<tbody>
<tr>
<td>AICTE</td>
<td>MKCL</td>
</tr>
<tr>
<td>Pune University</td>
<td>Mumbai University</td>
</tr>
<tr>
<td>Amaravati University</td>
<td>Nagpur University</td>
</tr>
<tr>
<td>North Maharashtra University</td>
<td>Swami Ramanand Teerth University</td>
</tr>
</tbody>
</table>
7.0 Sample Questions & Opinions:

Following topics were discussed with various persons including college staff, administrators and students for the purpose of data collection required for research work.

Q. When asked whether the status of higher education is satisfactory?
The response was as follows:
70% of the staff when asked about status of higher education in the region responded negatively. According to them, higher education is expanding well but the quality is going on deteriorating. Remaining 30% responded positively as they think that higher education in the region has expanded quite well both quantitatively and qualitatively. They believe that some of the higher educational institutions in the region are producing well-qualified persons. But they also expressed their view that there is a lot more to be done to improve the quality of higher education.

According to most of the students i.e. about 65%, the quality of higher education is not satisfactory. Remaining 35% students responded positively. According to some experts, higher education in the region is passing through a dark phase. According to them, most of the colleges in the region are producing half-baked graduates, not capable of surviving in the competitive market. They also believe that the number of students from our region qualifying state or central competitive examinations is very low. Therefore they are of the opinion that there is much need for reform in higher education in the region. Some experts opines that some of the higher educational institutions are evolving well-qualified persons. But they were also of the opinion that higher education in the region should be reformed.
Q. When asked whether the administrative set-up of colleges is efficient, they responded as follows:
According to most of the college staff, contracting rules, regulations and approaches present a serious challenge for college administration. According to them, it is very difficult to manage total volume of work assigned to a college or its Principal, head of the department and other administrative officers, by a number of controlling agencies within the framework of 180 days. Much of the time of many administrative officers goes in signing papers and other work. They have a little time for innovations.

Q. Whether accreditation through NAAC for all affiliated colleges be made compulsory?
Almost all the persons responded positively regarding this, except one or two. According to them, by the accreditation through NAAC it becomes very clear that, in which direction the institute or college is going. It becomes quite easy to know the status of the college and how to improve it. If NAAC has awarded “A” grade to any college it means that the college has fulfilled almost all the requirements regarding seven criteria of accreditation. If NAAC awards lower grade to any college or institute then it is sure that the college or institute is lacking somewhere in any of the seven criteria for accreditation.

Q. When asked whether higher education is keeping pace with changing circumstances or whether there is any need for reform in higher education? The response is as follows:
According to 80% of the persons, there is urgent need for reform in higher education as they think that higher education is not keeping pace
with changing circumstances. Today is the world of competition and knowledge. The colleges or universities are following age-old curriculum. The curriculum should be reformed and should be made update.

Q. Whether examinations are conducted fairly by the colleges or not?
60% of the persons to whom this question was asked were of the opinion that examinations are only for qualifying a particular stage, and it is not so much difficult to qualify it. The condition in rural areas is found to be very worse. During the time of examination, the staff to whom duties are allotted doesn’t take them seriously. Filing up the answer sheet is nothing but just copying the answers from bazaar notes or reduced copies, which students generally used to take with them in examination hall.

Q. When asked whether examination dates be fixed for every academic year? They reacted as follows:
Almost all the persons when asked about fixed examination dates responded positively. They all expressed their view that examination dates should be fixed for every academic year. According to them if examination dates were fixed then it would be easy for teaching staff to complete syllabus as per the fixed schedule. It would also be possible to fix the date for declaration of results.

Q. When asked whether admission date for all colleges providing higher education be fixed? The response is as follows:
Almost all the persons to whom the above question was asked, believes that the date for admission in all colleges should be fixed. After that no admission should be given to any one whoever he/she may be. They also believe that no admission should be given to any one beyond the intake
capacity of any particular college. They all were of the opinion that admission in colleges providing higher education should be strictly on merit basis.

Q. When asked, whether college should depend upon Govt. for financial assistance?

70% of the persons, to whom the above question was asked, were of the opinion that college has to depend upon Govt. for financial assistance. This is so because the income of colleges through very low fee structure is not sufficient. Therefore it becomes necessary for the colleges to depend upon Govt. for financial assistance. Some of the persons believe that colleges providing higher education should not depend upon Govt. for financial assistance. They were of the opinion that the assistance provided by the Govt. should be utilized in the development of college library, laboratory, in developing the infrastructural amenities of the college and in innovations.

Q. When asked, whether the effective working days i.e. 180 days are achieved?

Almost all the persons were of the opinion that most of the colleges are not following the effective working/teaching days to be 180 days. This is followed at very few institutions of higher learning. The condition in colleges of rural areas and some colleges of urban area is so worse that most of the staff, teaching and non-teaching, doesn’t come to college even for a week long period and if they come, they never use to stay in the campus for more than 150 minutes i.e. merely for two or three lectures. Colleges are not able to meet the requirement of 180 teaching
days due to long vacations of about 16 weeks and also because of the wastage of several days due to improper planning of examinations.

Q. When asked whether Colleges are having required facilities, the reaction was as follows:
40% of the persons to whom this question was asked, were of the opinion that most of the colleges are having the minimum required facilities. But 60% of the other believes that the colleges are not having minimum required facilities. The infrastructure facilities provided by most of the colleges are not sufficient. In some of the colleges in rural areas and some in urban areas, even teacher’s i.e. teaching staff doesn’t have staff room. In many of the colleges administrative block is not so spacious as per requirement. Most of the colleges are having libraries and laboratories but they are not well equipped with modern equipments. The equipments available in laboratory of many colleges are not in working condition. 60% of the students were of the opinion that colleges are not having sufficient drinking water facilities. Cleanliness in most of the colleges is not found sufficient. The college staffs i.e. both teaching and non-teaching and the students suffer from poor urinary facilities. Most of the colleges are having such facilities but they are not well maintained.

Q. When asked whether the syllabus for a particular academic year is completed?
According to most of the persons, syllabus for any course for a particular academic year is not completed seriously. Most of teachers used to follow old notes or guides or bazaar notes and they also make students to refer the same. Therefore students believe that there is no meaning in attending
lectures regularly. In addition, most of the students used to depend upon private coaching due to which they don’t believe in attending lectures.

Q. When asked whether minimum attendance required for eligibility for appearing any exam is achieved?
Most of the persons were of the opinion that colleges do not achieve minimum attendance required for eligibility for appearing any examination. Students are not having any faith and interest in attending lectures regularly. On the other hand many teachers also thinks that there is no meaning in regular lectures as bazaar notes and guides are already available in the market. The attendance sheet is falsely filled as per required university norms, giving false statements. Majority of the students are of the opinion that attending lectures regularly is nothing but wasting time. Most of them prefer private coaching and bazaar notes or guides.

Q. When asked whether non-teaching staff in the college is sufficient?
Almost 90% of the persons opined that teaching staff in the college is not sufficient. According to them the management provides very less number of staff personnel as compared to the requirement. Due to this every member of non-teaching staff is over burdened. A particular member has to perform multiple duties and jobs at a time. According to most of the students, during admissions, submission of exam forms, issuing no objection certificate from library, they have to stand in the queue for a long time to get their forms submitted.
8.0 Expert’s Opinions:

For data collection through direct interview method, four educationists rather experts were interviewed regarding various aspects of higher education. The issues such as status of higher education, need for reform, dependence of universities for financial assistance, university/college autonomy, scope of planning and administrative system, need for reforms in curriculum, teaching methods, examinations, accreditation through NAAC – National Assessment and Accreditation Council, steps for quality improvement, problems regarding administration of higher education and many more were discussed with them.

Interview Schedule:

Taking into account vast and leading experience of the experts, following dignitaries were contacted to have their opinions about present Higher Education and Administration being practiced in colleges and universities.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name</th>
<th>Place</th>
<th>Date of Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Dr. Sharad Advant</td>
<td>Aurangabad</td>
<td>12/03/2005, 15/04/2005, 19/05/2005,</td>
</tr>
<tr>
<td>02.</td>
<td>Shri B.M.Naik</td>
<td>Aurangabad</td>
<td>10/04/2005, 20/05/2005</td>
</tr>
<tr>
<td>03.</td>
<td>Dr. Kurup</td>
<td>Mumbai (On Line)</td>
<td>22/05/2005</td>
</tr>
<tr>
<td>04.</td>
<td>Dr. Wagh</td>
<td>Pune (On Line)</td>
<td>27/05/2005</td>
</tr>
<tr>
<td>05.</td>
<td>Shri Rajaram Rathod</td>
<td>Aurangabad</td>
<td>31/05/2005</td>
</tr>
</tbody>
</table>
Dr. Sharad Advant:
(Former Principal, S.B. Education Society’s S.B. Science College, Aurangabad.)

He is the Chief Editor of Maharashtra Journal of Higher Education, published by Maharashtra State Federation of College Principal’s Association of non-govt. colleges. He was the member of Quality Assurance Cell. Govt. of Maharashtra when National Assessment and Accreditation Council was newly introduced in 1994. During that period, he conducted various seminars and workshops in more than 100 institutes of Higher Education in Marathwada region for quality awareness and improvement. He had also published and presented more than 100 articles regarding Higher Education.

Opinion:

Regarding the status of higher education, he expressed his view that the status of higher education is relatively satisfactory. Because according to him, the present higher educational system has produced expert teachers, professors, educationists, managers, business executives, scientists, doctors, engineers and experts in various fields having world fame. All of them are the product of our higher educational system only. What is required is to undertake remedial measures to improve the system. He suggested that consistent efforts for quality improvement are necessary which should be a never-ending process. Quality improvement is multi-dimensional activity. Regarding need for reforms in higher education, he suggested that we have to review every time and in every aspect. We have to identify weakness of the system and make earnest efforts to strengthen it. He supported his opinion by giving an example that teacher;
non-teaching staff and the students do not know objectives of higher education. He stressed on the urgent need for reforms in higher education, which should be all pervasive. The process is most complex. He also suggested for reforms in examination system. According to him globalization has made higher education a commodity for import and export. Therefore, Japan Govt. has converted all universities into corporation i.e. Pvt. Ltd. Companies just like Reliance India Ltd. to face the global challenges. Such measures should be taken by our Govt. also. Regarding the role of university for improving quality of higher education he said that, universities should be catalytic and it should be the center of quality improvement. Universities should provide academic leadership. But reality is that our universities are under tremendous pressure of non-academic work such as EBC forms, eligibility, examination work, declaration of examination results, annual report, affiliation etc. Regarding financial assistance he is of the opinion that if Govt. provides more and more financial assistance then there would be more control of the Govt. He says that, it is the statutory responsibility of State Govt. to provide financial assistance but presently Govt. is slowly withdrawing from funding Higher Education and wants to have control over it. Universities should be made self-financing and generate their own funds by providing consultancy services, short-term self-earning courses. Regarding autonomy, he said that majority of the persons relating with higher education are not knowing the meaning of autonomy. There is great confusion about the concept of autonomy. He expressed his view that universities should be made fully autonomous so that it may control absentees of students although it is a mandatory provision that 75% presenty is necessary. As per UGC regulations effective days of
teaching should be 180 days. The colleges are unable to achieve this condition.

Thus most of the universities are not in a position to ensure minimum class room attendance and 180 effective teaching days. According to Maharashtra Universities Act, 1994, Vice-Chancellor is vested with wide powers but they cannot exert authority due to various pressures. Vice-Chancellors need to be empowered more and more. Presently they cannot take their own decisions, and there is no exception to it in the universities and the state. When asked whether the quality of higher education has really improved through NAAC, he replied negatively. But the only benefit of assessment and accreditation through NAAC is that majority of the colleges have developed awareness of the quality education. Regarding reforms in teaching methods, he said that traditional blackboard should be replaced by recent electronic digital instruments as teaching aids. Facilities such as computer facility, Internet connection, projectors, visual aids and various others should be available in all colleges and universities. The emphasis on lecture method should be minimized and more emphasis should be given to supplement teaching by using seminars, group discussions, project work and home assignments, thereby increasing students participation and involvement. He is of the opinion that as compared to Pune University, we are academically backward by 60 years. In order to improve the quality of Higher Education, the process of accreditation should be linked with financial assistance, then and then only the quality will improve.
Principal B.M. Naik:
[B.E.Civil, ME (Germany), FIE (India)]

He was lecturer in college of Engineering from 1963 to 1973, Dy. Director I.S.T.E. from 1973 to 1977, Professor I.I.P.A., New Delhi (1977-1983), Principal Guru Govind Singh College of Engineering, Nanded (1983-1999). He is life member of I.S.T.E. and I.I.P.A., New Delhi. He was nominated as member of Academic Council, Swami Ramanand Teerth University by the Chancellor. He is working as advisor to institutes of Higher and Technical Education in Quality Management, Innovation Center and Patent Autonomy etc. He has received lifetime achievement award by the college of Engineering, Pune. He was the chairman of committee based on which autonomy has been granted to VJTI, VDCT, College of Engineering, Pune and Shri Guru Govind Singh Engineering College, Nanded.

Opinion:

He is not satisfied with the present status of higher education. He opines that we are far too behind the world. He says that there is acute need for reformation in higher education, without which our country would not be able to become a developed nation by 2020. For this the role of university should be central, critical and like a prime mover. But key people in our university are not fully aware of the aims and objectives of higher education being followed in developed countries. Therefore, they must get acquainted with the universities in foreign countries, and adopt their visions, policies, practices, systems and procedures. Only IITs and IISc are the institutions of world-class quality because they were in collaboration with foreign universities in their formative stages. He is of
the opinion that only competition will improve the quality of higher education for which adopting the method of Total Quality Management (TQM) is essential. Regarding the Chancellor of university, he suggested that he must be an academician and should be separated from the Governor’s post. According to him two enemies of higher education are Bureaucracy and Politics. Regarding quality improvement through NAAC, he says that the quality of higher education has improved to a certain extent but not upto desirable extent. NAAC needs to be preceded by TQM. Regarding teaching methods he says that we must use latest technology for e.g. Projectors, visual aids, computers etc. and must give importance to learning by research i.e. through seminars, projects and workshops. But our learning is not creative it is stereotyped and mechanical with emphasis on memorization. Regarding planning, he expressed his views that our planning is too faulty as it does not take into account the world’s best policies and practices. Higher educational institutions in developed countries are very rich in quality but not in our country. Our planners are neglecting recent developments elsewhere in the world. He suggested that planning should be done at university level, but our universities are not having required autonomy. They do not know what their counterparts elsewhere in the world are doing. He also suggested that there is a great need for reforms in examination system. It should be made simple and should not be centralized as on today. Colleges must have well defined vision, proper organizational structure and quality manual or operating manual. Our governing boards, faculties and staff unfortunately are visionless, careless and are leaving everything to the government. Really they are in the driver’s seat. NAAC has very limited role for improving quality. Our University Act is too defective and so is our planning. It does not keep track with universities
elsewhere in the world. Our benchmarking is wrong therefore we are going wrong. Even intentions of college authorities are doubtful. Government can give a lot of money to Higher Education but its utilization is not proper. The economic rate of return from investments in higher education is too less. The percent of research is negligible and there is no patent intellectual. There are no wellsprings of knowledge in our institutions. They are like “Relay Centers” of knowledge coming from Oxford and Cambridge. The control is in the hands of uneducated who are not qualified to run the system properly. Colleges and universities must act like engine and not like bogeys. They must be innovative, creative; discovery oriented and must not teach yesterday’s knowledge today. Recently with the arrival of foreign universities in our country, all the duties, responsibilities, rights, role and functions of university will be internationalized and so the quality will naturally improve. Pressure from foreign universities will force our universities to change.

**Principal Kurup:**

[M.A. Economics, 1st in Mumbai University, Former Principal Vaje College, Mumbai]

He is having 36 years of teaching experience and was principal Vaje College, Mumbai for 19 years. Presently he is the Secretary of Vaje College, Mumbai, research guide and President of M.S. Federation of College principal’s Association of Non-Government Colleges. His name was recommended for the post of Vice-Chancellor of Mumbai University in 2000. He is having the credit of authoring more than five books, and has written about 50 articles on Higher Education. He has also written
NAAC Quality Manual for Self Study Report (SSR). His recent article on curriculum design is under publication.

**Opinion:**

To him there is urgent need for reforms in higher education. Our education system is completely theoretical. There is no practicability. The teachers are also not knowing about their role and duties. They are not experienced and believe only in classroom teaching. Whereas in developed / foreign countries more emphasis is given on practical and on learning to do. Regarding autonomy he suggested that all higher educational institutes should be made autonomous, so that they can design their curriculum own. There are about 450 colleges in Mumbai University and each college has to follow the curriculum as prescribed by the university. Thus there is no choice or options for the aspirants as the system is centralized. There is no need to teach the same subjects in all colleges. Regarding examination system, he suggested that the pattern of annual examination should be stopped. Examinations should be continuous i.e. as soon as a particular portion of any subject is completed, examination should be conducted. In our examination system, same question paper is selected for all the students i.e. above average, average and below average students. But this should not be done. Examinations should be conducted by the teachers themselves, because they know the level of every student perfectly and may set the question paper accordingly. Only teachers can really assess the students. According to him our planning is based on bureaucracy. It is not based on ground realities and actual facts. It is done on the basis of the budget available with the govt. and not on the amount required. We have not been able to achieve 6% of the enrollment of relevant age group i.e. 17-22 Years.
**Principal Wagh:**

He is having 34 years of teaching experience. He was Principal of Ferguson College, Pune for 13 years i.e. from 1993 to 2006. He was Member of NAAC peer team from 1998 to 2001, Member of BCUD, Pune University for 3 years, and now Life Member of Deccan Education Society. He was awarded Excellent Teacher award and has received gold medal for good administration from Indian Council of Management Executives.

**Opinion:**

To him the status of higher education is not satisfactory and there is urgent need for reforms in higher education system. The teachers and administrators must get well informed about rapidly changing circumstances. Refresher courses must be increased and quality cells should be established among students and faculties. Laboratories should be well equipped with modern equipments and libraries must have the facility of Internet. Regarding financial assistance, colleges providing higher education should not depend upon govt. They must generate their own funds by conducting non-aided courses, self-earning courses, supplementary courses and consulting services. The universities should have connection with industries. Regarding autonomy, he says that all colleges and universities must be made totally autonomous. The interference of govt. should be as minimum as possible. Govt. should not recommend rules and regulations. Higher education should only be supported by the govt. Only salary and non-salary grants should be given, but there should be no control of govt. over higher education. Regarding teaching methods, he says that teaching must be interactive; there must be dialogue between the teacher and the class. The role of teacher should be
well-defined. They must adopt modern methods of teaching by using projectors, visual aids, multimedia etc. Regarding planning, he says that Planning is not at all effective because the ground reality is quite different as compared to the assumptions on which plans are prepared. He suggested that, senior academicians, teachers, parents and administrators should have their contribution in the planning process. For quality improvement, colleges should conduct National, State and Regional level seminars and conference. Teacher should be allowed and encouraged to attend such seminars and conferences in developed countries and other universities. They must be encouraged to participate in academic activities outside the college. Colleges should have Internet linked library and well equipped laboratories with modern equipments. Quality Assurance Cells should be established for each departments of the College/ University. NAAC has definitely increased awareness about quality at college and university level, but there is lot of work to be done. He suggested that there should be momentum and more subjectivity instead of objectivity.

**Principal Rajaramji Rathod:** [M.A. History, Osmania University, M.A. Political Science, Pune University, Lecturer, Udaygiri College (1963-1968), Principal Vasantrao Naik College from establishment till 1997, Working as President Vasantrao Naik College, Aurangabad.]

Shri Rajaramji Rathod has founded Vasantrao Naik Shikshan Prasarak Mandal, Aurangabad and embarked Vasantrao Naik College in 1972 under the influence of great Green Revolutionist Shri Vasantraoji Naik. The College was established with the aim to provide higher educational facilities to students from rural and downtrodden areas. During his service, he has worked as resource person on committees, various
conferences and seminars for the development of higher education in the region. He had also visited National Institute of Educational Planning and Administration (NIEPA), New Delhi. He has authored a very valuable reference book entitled ‘Udgircha Itihas’ and published articles in various newspapers and magazines.

**Opinion:**
According to him, quality of higher education has improved to some extent through NAAC process but the element of politics should be completely eliminated from its procedure. The concept of autonomy is welcome as the higher educational institutions will function with greater responsibilities. The total scenario of higher educational system cannot be said to be in a satisfactory state. He opines that the quality of higher education is declining day by day in remote regions. In order to extend higher education, central government had started financial assistance to the institutions. Though Central Government and the State Government has revised the pay scales and the exchequer is bearing the increased expenditure yet the teaching fraternity seems to be shrinking the responsibility in proper discharge of duties. The teachers should play a vital role in improving the quality of higher education. The percentage of enrolment of students in higher education is comparatively very low. Higher education should be expanded on large scale. In the age of globalization, higher education system is facing severe and multifarious challenges. Both State and Central Government are having a callous attitude and are encouraging private institutions, which may lead to large scale commercialization of education. Economically backward class students will have to suffer more due to such commercialization. Therefore, there is an urgent need for reforms in higher education system.