CHAPTER-5
PROFILE OF GRANT-IN-AID AND NON-GRANT COLLEGES AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

5.1 Introduction:

For the purpose of study, colleges affiliated to Savitribai Phule University, Pune have been selected. Therefore this chapter deals with profile of study area i.e. study of colleges affiliated to Savitribali Phule University and educational progress in this university. The Jurisdiction of this university consists of three districts i.e. Pune, Nasik and Ahmednagar. Maharashtra is one of the important states in India where all types of education are available. Especially Pune University is one of the very important universities not only in Maharashtra but also in India where students come not only from Maharashtra but also from other states of India and world. As the Pune is called educational hub, it is required to consider the factors beneficial for educational development in this university. The educational development of this university is awesome. Pune has become the educational hub in Maharashtra. It is also called as an Oxford of the east. There are number of colleges and Institutions affiliated to Savitribali Phule University Pune. Some of these colleges are conducted on Grant-in-Aid basis while others are Non-Grant basis. The present chapter will discuss the brief profile of the three districts i.e. Pune, Ahmednagar and Nasik and various colleges in these districts which are affiliated to Savitribali Phule, Pune University. Some of these affiliated colleges receive Grant as per norms and regulations of UGC Act, 1956 while other colleges are Non-Grant which are conducted on self-financing basis. These colleges are bifurcated into two types i.e. General Education Colleges which involve teaching streams such as Arts/Commerce/Sciences, Law and Education and other type of colleges are Technical Educational Colleges which involve teaching stream such as Engineering, Pharmacy, Architecture etc. There are various regulatory bodies which regulate the functioning of these colleges. These regulatory bodies are UGC, AICTE, PCI, COA, NCTE, Bar Council of India etc. Hence this chapter has also considered the brief profile and functioning of these regulatory bodies. In addition to that, this chapter
also deals with the terms and conditions of college teachers as per Statues of Savitribali Phule University Pune.

5.2 Profile of Savitribali Phule Pune University:

Pune is the main educational centre of Maharashtra. Large number of students from all over India and the world come to Pune. It is a comparatively safe and peaceful city as compared to other educational centres in India. It has a pleasant and healthy climate. The city of Pune houses many well-known, established institutes and colleges. Savitribai Phule Pune University, Pune is one of the finest and most popular educational centres in the city. It offers excellent educational programs in all the areas including Science, Commerce, Arts, Languages and Management studies. Savitribai Phule Pune University, Pune, one of the premier universities in India, is positioned in the North-western part of Pune city. It extends over an area of about 411 acres. It was established on 10th February, 1948 under the Poona University Act. The ceaseless and untiring efforts of Dr.M.R.Jaykar resulted in the establishment of the Savitribai Phule Pune University, Pune in 1948. However the University came into formal existence on 10th February 1949 with Dr. M. R. Jaykar as its first Vice-Chancellor. The university houses 46 academic departments. It is popularly known as the 'Oxford of the East'. Initially there were twelve districts under the jurisdiction of the University. In the first year of its existence, the University had 23 colleges with around 8000 under-graduate and 186 postgraduate registered students. In 1962 the Shivaji University was established at Kolhapur. As result, the Jurisdiction of the Savitribai Phule Pune University, Pune was reduced by three districts viz. Kolhapur, Solapur, and Satara were transferred to Shivaji University. In 1974 colleges in Thane, Colaba, and Ratnagiri districts were transferred to the Bombay University. The colleges from Dhule and Jalgaon districts were transferred to North Maharashtra University, after its establishment in 1999 at Jalgaon.

Presently the jurisdiction of the University is covered by three districts of Ahmednagar, Nasik and Pune, categorised into four zones namely as Pune City, Pune District, Nasik District, and Ahmednagar District. However, in spite of substantial reduction in the geographical area, the number of colleges, under-graduate and post-graduate students studying in Savitribai Phule Pune University, Pune has continuously increased. During the initial years of post Independence, i.e. 1949, there were only 18 colleges affiliated to the University, and over 8000 students were enrolled. After that,
the 1994-95 survey showed that the number of colleges increased. The University had 41 post-graduate departments, 209 affiliated colleges and 118 recognized research institutions. The number of students enrolled were 1,70,000 students for both the under-graduate and post-graduate courses in different streams. Shri B.G.Kher, Chief Minister and Education Minister, Govt. of Bombay, took a deep interest in setting a beautiful campus for the University. The Savitribai Phule Pune University, Pune (formerly known as University of Poona) was established under the Poona University Act, passed by the Bombay Legislature on 10th February, 1948. In the same year, Dr. M. R. Jayakar assumed office as the first vice chancellor of the University. As a result of his efforts, a campus extending over 411 acres was allocated to the University in early 1950. In the year 2014, the name of Pune University, Pune was changed and kept with the name of great social activist Savitribali Phule. Therefore the name of university became as Savitribali Phule Pune University. This University has about 307 recognized research institutes and more than 612 affiliated colleges offering graduate and under-graduate courses. Some of the important details are as follows;

- Date of Establishment : 10th February, 1948
- Location: Ganesh khind Road, Pune, Maharashtra.
- Total area of the campus : 411 Acres
- Website address : http://www.unipune.ac.in
- Chancellor : Shri Kateekal Sankaranarayanan
- First Vice-Chancellor: Dr. M. R. Jayakar
- Vice-Chancellor : Prof. (Dr.) W. N. Gade
- Registrar : Dr. N. M. Kadu
- Jurisdiction : Ahmednagar, Nasik and Pune Districts
- Number of Academic Departments : 46
- Number of Colleges affiliated : 612
- Recognized Institutes : 307
- Teachers in the University : 293
- Faculties : 13

The university has given its recognition to 70 research institutions for research. These include national level institutions like the National Chemical Laboratory (NCL), MACS, CWPRS, NIV, Gokhale Institute of Politics and
The objective of the Savitribai Phule Pune University, Pune is to become a globally and socially conscious Centre of Excellence by conserving, creating, advancing and disseminating of knowledge, by equipping itself to venture into challenges of the enormous change that has been taking place everywhere and by committing itself to empower its faculty and students in order to contribute meaningfully to economic, technological and social development and progress. In accordance with this objective, the university has following aims:

1. To become an active centre of knowledge and impart quality in the areas of teaching, research and extension activities;
2. To conserve, create, advance and disseminate knowledge.
3. To create thoughts that are technologically equipped and to provide value based and high quality education to create action leaders in different avenues, to generate researches and innovations that would be edge cutting, and to enable the empowerment through social and regional inclusion.
4. To increase global linkages by attracting students from all over the world and organising collaborative Programmes with of good reputed educational institutions.¹

Taking into consideration the brief summary of Savitribai Phule Pune University, it has been realised that the educational progress in these three districts is very essential, therefore the Profile of three districts i.e. Pune, Nasik and Ahmednagar has been studied in detail.

### 5.3 Profile of Pune District:

- **Location and Area:**

  Pune District is situated in Maharashtra state of India. Pune city is the headquarter of district. According to 2011 census, the district had the total population of 94,26,959. Thus it became the fourth highly populated district in India (out of 640). It had occupied an area of about 15642 sq. km, which was 5 per cent of the total area of Maharashtra state. Out of total sq.km area, 15021 sq. km comes under rural area and 621 sq. km comes under urban area. Urban population consists of 58.08% of the total population. The present population is over 5 million if the Pune urban agglomerate is considered. The fringes of Pune District are formed by Ahmednagar district towards the north, Solapur and Satara districts in the south, Ahmadnagar and Ahmednagar and

¹ www.unipune.ac.in
Solapur districts of the east, and Raigad and Thane district in the west. There are a total of 15 talukas (talukas) in Pune district (including 2 city talukas). The 15 talukas are divided into 5 district subdivisions. Pune city and the twin city Pimpri-Chinchwad are the major cities in the district. Pune city is governed by the Pune Municipal Corporation whereas Pimpri – Chinchwad is governed by the Pimpri-Chinchwad Municipal Corporation. There are three cantonment areas in the district.

For administration purpose, the district has been divided into 15 talukas and 13 Panchayat Samitis. These are Junnar, Velhe, Bhor, Ambegaon, Khed, Maval, Mulshi, Haveli, Pimpri-Chinchwad City, Pune City, Purandar, Indapur, Daund, Baramati and Shirur tehsils. The administrative headquarters of the district are situated in Pune city. There are around 1,866 villages in the district which are further divided into 18 Vidhan Sabha constituencies namely like Junnar, Ambegaon, Khed-Alandi, Maval, Mulshi, Haveli, Bopodi, Shivajinagar, Parvati (SC), Kasba Peth, Bhvani Peth, Pune Cantonment, Shirur, Daund, Indapur, Baramati, Purandhar and Bhor. The district has 4 Lok Sabha constituencies i.e. Pune, Baramati, Shirur and Maval (is shared by Raigad district). It has been observed that the district is under the process of division and a separate Baramati District is to be carved out of existing Pune district with the inclusion of the eastern parts of Pune district comprise of Shirur, Purandar, Daund, Baramati and Indapur talukas as well as Phaltan taluka from neighbouring Satara district.

- **Historical Background of Pune:**

  The earliest evidence found through excavation is copper plates belonging to 758 A. D. and of 768 A. D. The city's has deep historical associations with Shivaji Maharaj, the Peshwas and Lokmanya Tilak. During the reign of Peshwas, Bajirao Peshwa-I, had declared Pune as the headquarters of the army and the famous historical monument Shaniwar Wada was constructed by him. In 1820, the Peshwas were dethroned from Pune and the British established a permanent Army Cantonment here. Since then it has progressed in a graceful manner from the past into the present. Peace and Prosperity are synonymous with Pune city as it is internationally well known for its educational traditions and communal harmony.

  With its fast-growing urban area and growth in industry and technology, the socio-economic profile of Pune has been transformed tremendously. It has also become the important hub for IT-BT, automobiles and real estate industry. The city
is also a cultural centre for theatre, music, dance and film; and is a wonderful blend of recent science with old wisdom, a huge hub of educational, technological and industrial activities. Hence it has now become the Cultural and intellectual capital of Maharashtra. Pune has also housed the well known giants of the Indian software industries like Wipro, Infosys, Satyam, Tata Technologies, TCS, Kanbay, etc. The city proudly possesses the National Defence Academy, Institute of Military Engineering, the Film and Television Institute, Armed Forces Medical College, and College of Archaeological studies etc. Pune is progressing towards achieving international stature and repute, and developing into a globally recognized and industrial economy.

- **Primary, Secondary and Higher Education in Pune District:-**

  Public education is taken under the wing of the Zilla Parishad. There are various Primary and Secondary Schools in the district. The first school was established by Bharatratna Dr. Dhondo Keshav Karve in 1910 at Hingne. The place is currently called as Karvenagar.

  The renowned Pune University which is also known as Oxford of the East is located in this district. There are a number of famous higher educational institutions in Pune District Some of the famous colleges of Pune District include: Institute of Nursing Education, Architecture College, Fergusson College, BMCC, Cummins College of Engineering, Abasaheb Garware College, ILS Law College etc. B.J. Medical College, College of Engineering, Pune, Sinhgad College of Engineering, Symbiosis Arts & Commerce College, Symbiosis International University, VIM – Vishwakarma Institute of Management, Wadia college

5.4 **Profile of Nasik District:**

- **Location and Area:**

  Nasik is one of the largest districts of Maharashtra and covers the area of 15530kms. Nasik district is situated partly in the Tapi basin and partly in the upper Godavari basin. It is located between 18.33 degree and 20.53 degree North Latitude and between 73.16 degrees and 75.16 degree East Longitude at Northwest part of the Maharashtra State, at 565 meters above mean sea level. The District has a great mythological history associated with it. It was declared as a district in the year 1869. With the city of Nasik as it’s district headquarter. Nasik is a headquarter of Nasik division which comprises five districts; Nasik, Dhulia, Jalgaon,
Nandurbar and Ahmednagar. There are total 15 talukas such as Nasik, Sinner, Trimbakeshwar, Peth, Kalwan, Baglan (Satana), Malegaon, Nandgaon, Chandwad, Surgana, Igatpuri, Yeola, Dindori, Devla, , and Niphad. According to the 2011 census, Nasik district has largest population after Mumbai. Total population of the district is 49,87,923 out of which 25,91,980 comprise of the male population and 23,95,943 are female population.²

- **Higher Education in Nashik District:**

  The progress of primary and secondary education in Nasik District is awesome. In addition to that it is the second largest district for number of higher educational institutions in Savitribali Phule University Pune after Pune District. Renowned Yashwantrao Chavan Maharashtra Open University is situated in Nasik which is playing vital role in distance education. In addition to that there are a number of General Education Colleges having teaching stream of Arts, Science, Commerce, Education, Law and Technical Education colleges having teaching stream of Engineering, Pharmacy, Architecture etc. in Nasik District. In today’s date there are total 69 Arts, Science, Commerce Colleges, 28 Education Colleges, 4 Law Colleges, 13 Pharmacy Colleges, 9 Engineering Colleges and 3 Architecture Colleges affiliated to Savitribali Phule University Pune. Some of the renowned colleges in Nasik District are as follows;

  - L.V.H. College, Panchavati, Nasik
  - K.T.H.M. College, Nasik
  - B.Y.K. College, Nasik
  - S.M.R.K. Mahila College, Nasik
  - College of Education, Nasik
  - Shri N.B. Thakur Law College, Nasik
  - Navjeevan Law College, Nasik
  - N.D.M.V.P.’s Samaj College of Pharmacy, Shivajinagar, Nasik

5.5 **Profile of Ahmednagar District:**

- **Location and Area:**

  The Ahmednagar district is one of the largest districts in Maharashtra. Geographically it extends over the area of 17413 sq km. The historical part of

² https://en.wikipedia.org free Encyclopaedia
Ahmednagar city acts as the district headquarters and form a part of the Nashik Division. It has fourteen talukas namely Ahmednagar, Parner, Akole, Sangamner Rahuri, Shrirampur, Pathardi, Jamkhed, Newasa, Shevgaon, Karjat, Shrigonda, Kopargaon and Rahata. There are 1579 habited and two inhabited villages in the Ahmednagar district. There is a proposal of having two separate divisions of the Ahmednagar district. A separate District of Sangamner or Shrirampur District is to be carved out and would include the the northern parts of Ahmednagar comprising of Rahata, Rahuri, Shrirampur, Sangamner, Akole, Kopargaon, and Nevasa talukas. According to the 2011 census, population of Ahmednagar district was 45, 43,083. This district is rich in its religious heritage and there are great centres of tourist attractions. Especially places like Shirdi, Shani Shignapur, Newasa, Mohotadevi etc. Aurangabad, Beed, Osmanabad, Nasik, Solapur, Thane, and Pune are the places that surround this district. It is a well known region located along the banks of river Sina. Marathi is the local language used for everyday life contact.

- **Higher Education in Ahmednagar District:**
  
  Over the passage of time, the district has made a satisfactory progress. There is a considerable improvement in the condition of primary and higher education. There are total 97 senior colleges affiliated to Savitribai Phule University Pune. Especially Arts, Science and Commerce Colleges are larger in number. Some of the famous colleges of Ahmednagar District have been listed below;

  - New A,S & C College, Ahmednagar
  - Sangamner N.P.College, Sangamner
  - C.D.Jain Comm.College, Shrirampur
  - S.M.B. Thorat College, Sangamner
  - Ahmednagar College, Ahmednagar
  - College of Education, Sangamner
  - New Law College, Ahmednagar
  - Adsul Group of Institute’s, Faculty of Engineering, Chas, Dist. Ahmednagar

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5.6 Profile of Grant-in-aid and Non-Grant Colleges affiliated to Savitribai Phule Pune University:

The detailed information regarding various types of colleges and institutions that are affiliated to Savitribai Phule Pune University is shown with the help of following table;

Table No.5.1:-Numbers of colleges affiliated to Savitribai Phule Pune University

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teaching Stream of Colleges</th>
<th>Pune District</th>
<th>Ahmednagar District</th>
<th>Nashik District</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G</td>
<td>NG</td>
<td>Total</td>
<td>G</td>
</tr>
<tr>
<td>1</td>
<td>Arts, Science &amp; Commerce</td>
<td>71</td>
<td>97</td>
<td>168</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>5</td>
<td>52</td>
<td>57</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Law</td>
<td>5</td>
<td>11</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Pharmacy</td>
<td>0</td>
<td>28</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Engineering</td>
<td>3</td>
<td>41</td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Architecture</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>86</td>
<td>236</td>
<td>322</td>
<td>40</td>
</tr>
</tbody>
</table>


Note: - G= Grant-in-aid College, NG= Non-Grant College

Detailed information regarding these types of colleges and institutions is given below;

1. Arts, Science and Commerce Colleges:

The colleges which provide knowledge related to Arts, Science and Commerce fields are known as General Education colleges. Most of these types of colleges are affiliated to Savitribai Phule Pune University. This number is larger than other types of colleges. According to the table shown above, presently there are total 292 Arts, Science and Commerce colleges affiliated to the university. Various graduate and post graduate courses like B.A., B.Sc., B.Com, M.A., M.Sc., M.Com. B.B.A., B.C.A., B.B.M., B.Lib., D.T.L. etc are conducted in these colleges. Out of these, 148 colleges are on Grant-in-aid basis while remaining are on Non-Grant basis. According to the table shown above, the number of Grant-in-aid colleges is largest in the Pune district i.e. 71, followed by Nasik -42 and Ahmednagar-35. The Non-Grant colleges are nearly equal to Grant-in-Aid Colleges. Their number is 144.
In Pune district, the number of these Non-Grant colleges is large i.e.97, followed by Nasik -27 and Ahmednagar- 20.

2. Education Colleges:

The teaching aptitude is developed in these types of colleges as teachers play a key role in schools, colleges and universities. They play a vital role in bringing about the required changes to the educational field. Not only does the teacher play the role of teaching but also takes the learners through the learning process using innovative techniques to impact knowledge and impart timely guidance. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. Considering this part, these types of colleges create the potential in the teachers to implement the objectives of educational policy of our country. As shown in the below table, presently there are a total of 110 Education i.e. B.Ed/M.Ed colleges affiliated to the university. These colleges conduct various graduate and post graduate courses like B.Ed., M.Ed., B.P.Ed, M.P.Ed. etc. Amongst these colleges, total 9 colleges are run on Grant basis while remaining are run on Non-Grant basis. As shown in the above table, in Pune district the number of these Grant-in-aid colleges is large i.e. 5 followed by Ahmednagar -3 and Nasik -1. Therefore it can be seen that number of Non-Grant colleges is more than Grant-in-Aid Colleges. Their number is 101. As shown in the table, in Pune district the number of these Non-Grant colleges is large i.e. 52, followed by Nashik -27 and Ahmednagar-22. Following is the list of Grant -in-Aid Education colleges affiliated to Savitribai Phule Pune University.

Table No. 5.2: - List of Grant-in-aid Education Colleges in Pune, Ahmednagar and Nashik District

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pune District</strong></td>
</tr>
<tr>
<td>1</td>
<td>Tilak College of Education, Pune.</td>
</tr>
<tr>
<td>2</td>
<td>Adarsh College of Education, Pune.</td>
</tr>
<tr>
<td>3</td>
<td>P.S. Mulgaonkar College of Education, Pune</td>
</tr>
<tr>
<td>4</td>
<td>S.N.D.T. B.Ed. College, Karvenagar, Pune</td>
</tr>
<tr>
<td>5</td>
<td>College of Education, Aranyeshwar, Pune</td>
</tr>
<tr>
<td></td>
<td><strong>Ahmednagar District</strong></td>
</tr>
<tr>
<td>6</td>
<td>S.S.B. College of Education, Shrirampur</td>
</tr>
<tr>
<td>7</td>
<td>Vidyapradi.B.Ed. College,A. Nagar</td>
</tr>
<tr>
<td>8</td>
<td>College of Education, Sangamner</td>
</tr>
<tr>
<td></td>
<td><strong>Nasik District</strong></td>
</tr>
<tr>
<td>9</td>
<td>College of Education, Nasik</td>
</tr>
</tbody>
</table>
3. Law Colleges:

Law is a system of rules formed with an aim to govern social behaviour. These rules are enforced through social institutions. Legislatures make laws through legislation giving rise to statutes. The execution of laws is done through an order and regulations, or even with the help of judges who take care of laws through binding precedent. Similarly, private individuals can follow these laws and arbitration through legally binding contracts, arbitration agreements and court processes. The process of law formation is influenced by a constitution (written or unwritten) and the rights encoded therein. The law gives shape to the social life in terms of politics, economics and the decisions are taken (adjudication). Adjudication of law is divided into (i) Criminal law and (ii) Civil law. The conduct that may be considered to be harmful to the social harmony is dealt under criminal law. Here the guilty party may be penalised through fine or imprisonment. Civil law deals with resolving individual or organizational lawsuits (disputes). The Supreme Court holds the highest position in the constitutional court and the legal authority of India. The High Court executes and protects laws at the state level. The District courts and other lower courts operate under the District courts. Overall there are 900 law colleges spread across the country and have thousands of students graduating as lawyers from them. Majority of the experts in the legal fraternity represent their clients in the courts under judicial bodies individually. There are several large law firms operate mostly from the major commercial centers, providing advice on transactions. Industries also have an in-house department where they employ legal advisors. Outsourcing the legal process has also received a great amount of attention during the last few years.4

With respect to Savitribai Phule Pune University as shown in the table below, there are total 24 Law colleges affiliated to the university. These colleges conduct various graduate and post graduate courses like L.L.B., L.L.M., B.S.L., D.T.L., D.L.L., M.L.L., D.L.L. &L.W., F.S&M.J., C.M.J. & F.S. etc. Amongst these colleges, total 9 colleges are on Grant-in-aid basis while remaining are on Non-Grant basis. As shown in the above table, in Pune district the number of these Grant-in-aid colleges is large i.e.5 followed by Nasik -3 and Ahmednagar-1. The number of Non-Grant colleges is more than Grant-in-Aid Colleges. Total Non-Grant Colleges are 15. As

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4 https://en.wikipedia.org free Encyclopaedia
shown in the table in pune district the number of these Non-Grant colleges is large i.e.11, followed by Ahmednagar -3 and Nasik -1. Following is the list of Grant-in-aid Law colleges affiliated to Savitribai Phule Pune University.

**Table No.5.3: - List of Grant-in-aid Law Colleges in Pune, Ahmednagar and Nashik District**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pune District</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS Law College, Pune</td>
</tr>
<tr>
<td>2</td>
<td>Yashwant rao Chavan Law College, Parvati, Pune</td>
</tr>
<tr>
<td>3</td>
<td>A.K. Khan Law College, Pune</td>
</tr>
<tr>
<td>4</td>
<td>New Law College, Paud Road, Pune</td>
</tr>
<tr>
<td>5</td>
<td>V.P. Law College, Baramati</td>
</tr>
<tr>
<td>Ahmednagar District</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>New Law College, Ahmednagar</td>
</tr>
<tr>
<td>Nasik District</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>K.B. Hire Law College, Malegaon-Camp</td>
</tr>
<tr>
<td>8</td>
<td>Shri N.B. Thakur Law College, Nasik</td>
</tr>
<tr>
<td>9</td>
<td>Navjeevan Law College, Nasik</td>
</tr>
</tbody>
</table>

**Sources:** - 1) http://www.unipune.ac.in 2) Directorate of Higher Education, Pune

4. **Pharmacy Colleges:**

Pharmacy is the field of science that deals with the technique of manufacture and provision of drugs. It is a noble profession that deals with health sciences and links it with chemical sciences to ensure the safety and effectivity of drug usage. Its scope includes both modern and traditional roles. Not only does it make combinations to form drugs and it also offer other services related to health care, including clinical services, reviewing medications for safety and efficacy, and providing drug information. Therefore pharmacists become experts in therapy of drugs and also work as primary health professionals who maximise the usage of medicines for the benefit of the patients.⁵

According to the table shown below, there are 47 Pharmacy colleges that are conducting various graduate and post graduate courses like B. Pharmacy, M.Pharmacy, Pharmacology, Pharmaceutics, Pharma Chemistry, Pharma Cognosy, and Quality Assurance Techniques etc. All these colleges are affiliated to the university amongst which, only 1 college runs on Grant basis and is located in Nasik.

⁵https://en.wikipedia.org free Encyclopaedia
As shown in the below table, in Pune district the number of these colleges is large i.e.28 followed by Nashik -12 and in Ahmednagar-6.

**Table No. 5.4:-List of Grant-in-aid Pharmacy Colleges in Pune, Ahmednagar and Nasik District**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Pune District</strong></td>
</tr>
<tr>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td><strong>Ahmednagar</strong></td>
</tr>
<tr>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td><strong>Nasik District</strong></td>
</tr>
<tr>
<td>1</td>
<td>N.D.M.V.P.’s Samaj College of Pharmacy, Shivajinagar, Nasik</td>
</tr>
</tbody>
</table>

**Sources:** - 1) http://www.unipune.ac.in 2) Directorate of Technical Education, Pune

5. **Engineering Colleges:**

Engineering science includes the process of applying scientific, social, economic as well as practical knowledge with an aim to invent, design, build, maintain, research, and improve structures, machines, devices, systems, materials, and processes to make our lives more comfortable. The scope of engineering science is extremely broad and covers a wide range of many specialised fields. Each field lays an emphasis on applied science and technology and the various types of applications. Discovering, inventing and exploring forms the basic nature of human being. Hence it can be stated that Engineering has existed and evolved since ancient times. It began with basic inventions such as the wedge, lever, wheel, and pulley. All these inventions are consistent with the modern engineering definition.  

With reference to the table no.5.5, 58 colleges are affiliated to the University that conduct various graduate and post graduate courses like B.E., E & TC, Mechanical, Mechanical Sandwich, Polymer, Petro Chemical, Petroliam, Information Technology, M.E. Petroliam (By Papers/By Research) Structural Engineering, Polymer, Construction Management, and Electronics Digital System. The table gives the clear details of the number of colleges existing in the three districts. Pune district has the largest number of Grant-in-aid colleges is large i.e.3 followed by Ahmednagar -1 and Nasik -0. The number of Non-Grant colleges is more than Grant-in-Aid Colleges. Their number is 54. As shown in the table in pune district the number of these Non-Grant colleges is large i.e.41, followed by Nasik -9 and Ahmednagar -4.

6 https://en.wikipedia.org free Encyclopaedia
Following is the list of Grant-in-aid Engineering colleges affiliated to Savitribai Phule Pune University.

Table No.5.5:-List of Grant-in-aid Engineering Colleges in Pune, Ahmednagar and Nasik District

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pune District</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cusrow Wadia Institute of Technology, Pune</td>
</tr>
<tr>
<td>2</td>
<td>KJS Educational Institute’s Purandar College of Engineering and Research Centre, Pisoli, Dist.Pune</td>
</tr>
<tr>
<td>3</td>
<td>Flora Educational Society’s Flora Institute of Technology, Khopi, Dist. Pune</td>
</tr>
<tr>
<td><strong>Ahmednagar District</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Adsul Group of Institute’s, Faculty of Engineering, Chas, Dist. Ahmednagar</td>
</tr>
<tr>
<td><strong>Nasik District</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Sources:** - 1) http://www.unipune.ac.in 2) Directorate of Technical Education, Pune

6. **B. Architecture Colleges:**

Architecture is the science that deals with planning, designing and constructing form, space and ambience to reflect functional, technical, social, environmental and aesthetic considerations. Creative manipulations, proper coordination between the material used, technology applied, proper usage of light, shadow, resolving the conflicting requirements are the areas covered by architect. Apart from all this the architectural practice also involves solving the problems related to the existing building and structures, estimating cost, scheduling and administration of construction. The documents produced by an architect in the form of drawings, plans and technical specifications, becomes an authentic specification of the building or any other form that has been constructed. 

The table shown below specifies the details of the existing architecture colleges that are affiliated to the university. There are 14 colleges affiliated with the university and offer various graduate and post graduate courses like B. Architecture- B.Arch. Interior Design, M. Architecture, Environmental Architecture, and Landscape Architecture etc. Among these Architecture colleges, only 2 colleges are on Grant-in-aid basis which are shown in the following table, while remaining are on Non Grant.

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7 https://en.wikipedia.org free Encyclopaedia
basis. As shown in the below table, in Pune district, the number of these Non-Grant colleges is large i.e. 7, followed by Nasik - 3 and Ahmednagar - 2. Following is the list of Grant-in-aid Architecture colleges affiliated to Savitribai Phule Pune University.

Table No. 5.6:- List of Grant-in-aid Architecture Colleges in Pune, Ahmednagar and Nasik District

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pune District</td>
</tr>
<tr>
<td>1</td>
<td>B.K.P.S. College of Architecture, Pune,</td>
</tr>
<tr>
<td>2</td>
<td>Art Development Academy’s Minerva College of Architecture, Ambi, Dist. Pune</td>
</tr>
<tr>
<td></td>
<td>Ahmednagar District</td>
</tr>
<tr>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Nasik District</td>
</tr>
<tr>
<td></td>
<td>Nil</td>
</tr>
</tbody>
</table>

Sources: - 1) http://www.unipune.ac.in 2) Directorate of Technical Education, Pune

The above mentioned teaching streams are selected for the study. In addition to that large number of Management and Research Institutions are affiliated to Savitribai Phule Pune University. The profile of these institutions is discussed below;

➤ Management Institutes:

Management is an art of getting the work done from other people. It is a functional process involving various functions such as Planning, Organising, Directing, Coordination, Control, Budgeting, Staffing, Reporting etc. The competitive world demands skilled manpower and enthusiastic entrepreneurs. The Liberalisation, Privatisation and Globalisation, policies have led to the increasing demand of competent manpower. This has further led to the necessity of training architects the tact of handling the management of the corporate world. This necessity has given rise to the Management Institutions in large numbers. In the current scenario there are 168 Management Institutes affiliated to the university. These Institutes conduct various post graduate and diploma courses like M.B.A. M.P.M., D.B.M. P.G.D.M.M., M.M.M., P.G.D.F.T., M.C.M., M.M.S., P.G.D.C.M., M.C.A, P.G.D.C.A., P.G.D.B.M. etc.

In Pune district the number of these colleges is large i.e. 126 as compared to other districts. In Nasik and Ahmednagar their number is 26 and 16 respectively. However there is no any Grant-in-aid Management Institutes in Savitribai Phule Pune University.
➢ **Research/Training Institutes:**

The university also has a large number of Research and Training Institutes. There are various researches conducted on a wide range of subjects through various research programmes. There are total 172 research institutions within the jurisdiction of three districts i.e. Pune-135, Nasik-21 and Ahmednagar-16. In addition to that 23 research institutes are outside of the above three districts. These outside research institutes are situated in other cities of India e.g. Mumbai, Hyderabad, Dhule, New Delhi, Bangalore, Ahmadabad, Jalana, Aurangabad etc.

### 5.7 Major Regulatory and Statutory Bodies for Higher Education Institutions affiliated to Savitribai Phule Pune University:

The regulation of the affiliation process between colleges and the university are carried out by certain statutory bodies in India. This has led to the establishment of large number of professional councils to cater to the need of the expansion of the higher education system. Following table gives a list of regulatory and statutory bodies which regulate the colleges under study along with their main functions.

**Table No.5.7: - Regulatory and Statutory bodies along with their main functions**

<table>
<thead>
<tr>
<th>Name</th>
<th>Main Role</th>
<th>Overlaps with the role of</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Grants Commission (UGC)</td>
<td>Funding, recognition of institutions and degree titles, Maintaining overall standards.</td>
<td>Other professional councils and the Distance Education Council (DEC)</td>
</tr>
<tr>
<td>All India Council for Technical Education (AICTE)</td>
<td>Approval for technical institutions and limited funding role for quality improvement</td>
<td>UGC, DEC, Pharmacy Council of India, Council of architectures and the State Councils for Technical Education.</td>
</tr>
<tr>
<td>Council of Architects (CoA)</td>
<td>Registration of architects and recognition of institutions for education in architecture and town planning</td>
<td>AICTE</td>
</tr>
<tr>
<td>Pharmacy Council of India (PCI)</td>
<td>Registration of pharmacists and approval of pharmacy institutions</td>
<td>AICTE and State Pharmacy Councils</td>
</tr>
<tr>
<td>National Council for Teacher Education (NCTE)</td>
<td>Recognition of teacher education institutions</td>
<td>Distance Education Council (DEC)</td>
</tr>
<tr>
<td>Bar Council of India (BCI)</td>
<td>Listing of Members of Bar</td>
<td>State Bar Councils</td>
</tr>
</tbody>
</table>

*Source: Pawan Agrwal: Higher Education in India: The Need for Change*
The detailed explanation of the above statutory bodies is given below;

1. **University Grants Commission (UGC):**

   The University Grants Commission (UGC) which is prime institution in higher education was established for the purpose of coordination, determination, and maintenance of standards of university education. It was established on 28th December, 1953. It was declared as a statutory body of Government of India by the 1956 Act of Parliament. The Commission is headed by the Chairperson, Vice-Chairperson and ten members (Secretary-Education, Secretary-Expenditure, and 8 other members) appointed/nominated by the Government of India. The head of the Commission's Secretariat is Secretary with 542 working staff which include 77 Group 'A', and 248 Group 'B' officers and 205 Group 'C' officials. Out of working staff strength, 28% are women, 19% Scheduled Caste, 4.8% Scheduled Tribe employees. The UGC believes in decentralisation of its functions. Therefore it has opened seven regional offices all over the country since 1994. This work took place in phases and has led to easy access and speedy release of grants. It has to implement various schemes/programmes related to the college sector.

   ➢ **Mandate of UGC:**

   UGC stands out for its uniqueness as it is the only grant-giving agency in the country. The commission is vested with two responsibilities: namely providing funds and coordination, determination and maintenance of standards in institutions of higher education.

   The mandate of UGC includes:

   - Promotion and coordination of university education.
   - Determining and maintaining teaching standards, examination standards and research standards in universities.
   - Framing rules related to minimum standards of education.
   - Keeping control over developments in the field of collegiate and university education; distributing grants to the universities and colleges.
   - Act as a mediator between the Union and state governments and institutions of higher education.
   - Rendering counselling to the Central and State governments on the measures necessary for improvement of university education.
Role of UGC:

The University Grants Commission was founded and established on 28th December, 1953 and is regarded as a statutory body of Government of India by an Act of Parliament in 1956. According to the UGC act under section 12, the commission shall take all steps to promote and co-ordinate the University education to maintain the standards of teaching, examination and research. This will be done in consultation of the concerned universities. The UGC plays the vital role of co-ordination between the Union and State Governments and the institutions of higher learning. Not only does the university give grants to universities and colleges but also advises Central and State Governments on the measures necessary for the improvement of university education. It also gives directives on the minimum standards of instruction and qualifications of teachers. In order to accomplish the multi-dimensional objectives of higher education and to discharge its cardinal functions of coordinating and maintaining standards of higher education, the UGC has over the years, evolved and implemented a wide variety of programmes for realization of the goals of higher education.

The UGC is empowered by the UGC Act to allocate and disburse funds, out of the fund of the Commission, to universities, colleges and other institutions of higher education in the form of Maintenance (Non-Plan) and Development (Plan) grants. This fund is provide through various schemes and programmes of the Commission. The basis objective behind this to maintain and improve standards in the higher education sector.

2. All India Council on Technical Education (AICTE):

The AICTE is an advisory body which was established in 1945. It renders advice in all matters related to technical education. The Headquarter of Council is located at New Delhi. The Chairman is head of Council. In addition to this, there are Vice Chairman and Secretary, who are full time tenure appointments. AICTE has also established 8 Regional Offices situated in Bhopal, Bangalore, Chandigarh, Kolkata, Chennai, Kanpur, Hyderabad & Mumbai, for the efficient discharge of the Council’s functions within their respective regions. These offices perform the function of secretariats of the Regional Committees and act as coordinator between with the Headquarters and the State Technical Education Departments. The statutory bodies of

8 www.ugc.ac.in- UGC annual report 2013-14
AICTE as prescribed by the Act are; a) Council b) Executive Committee c) Regional Committees and d) All India Board of Studies.

The AICTE plays a vital role in order to develop and promote the technical education in the country; although it has no statutory powers. Its four regional committee offices are located in Chennai, Mumbai, Kanpur and Calcutta. The corresponding regional committees take care of all the new schemes and proposals of establishing new institutions or programmes after a thorough investigation and approval of the council. There was large-scale expansion of technical education in the late fifties and early sixties and again in the eighties. During the expansion that was done in the fifties, approval was taken from AICTE and the Government of India, but the expansion in the eighties was mostly localised primarily in the self financing sector where approval from AICTE and Government was not taken. This was specifically with the states of Karnataka, Maharashtra, Tamil Nadu and Andhra Pradesh. The Kothari Commission in 1964 recommended that the pursuit of highest standards at the graduate and post graduate levels should be ensured. The commission supported the recommendations further by mentioning its aim of setting up a UGC type of organisation, industry and concerned Ministries. It further stated that the body should have a full-time chairman. Funds should be allotted to it on a block basis."

Consequently, through an Act of Parliament 52, in 1987 the AICTE was appointed as a legal body. The Council was established to for proper planning and coordination of development of the technical system of education all over the country, with proper promotion of qualitative improvement of this type of education to ensure quantitative growth with regulated maintenance of rules as well as the standards in the system of technical education along with all its connected matters. Technical education includes various programmes such as education, research and training in engineering, technology, architecture, management, pharmacy, town planning and applied arts and crafts and such other programmes or areas as the Central Government may, consult with the Council, by notifying the official Gazette, and declare. The Act very clearly defines the powers, functions and structure of the AICTE. As the AICTE possesses the statutory powers therefore it has started taking all the necessary steps to plan, formulate and maintain the norms and standards, accreditation, funding the prioritised areas, monitoring and evaluating courses/programmes in the field of technical education to ensure coordinated and integrated development of technical education in the Country. AICTE has taken all efforts in order to incorporate
competitive spirit to face globalisation and create sufficient competent environment to
maintain the quality in technically qualified human resources to make it globally
acceptable. This was done with as aim to achieve the expected growth and
nourishment of quality in the technical education.

➢ **Major Functions of AICTE:**

Section 10 & 11 of AICTE Act (52 of 1987), describes the power and
functions of the Council are as under;

1. The council shall have the authority of taking all the required steps in accordance
to its thinking fit to ensure co-ordinated development of management and
technical education. in order to maintain the standards and performance, the
council has the authority to-
   
a. Conduct a survey in all the fields of technical education by collecting the
   required and relative data in order to make further plans for the required
growth and development in technical education.
   
b. Act as a co-ordinator between all the levels for the development of technical
   education in the country.
   
c. Assign and provide the required funds to Technical institutes as per the pre
   designed terms and conditions of the council.
   
d. In order to cater to the overall improvement in the educational process,
   motivate an environment of innovation, research & development, to generate,
   adopt adapt to the new technologies to meet the requirements of development.
   
e. Take care of the weaker sections of the society by formulating and promoting
   technical education for them. (Esp. Women, handicapped and marginal
   communities etc.)
   
f. Play the role of effective link between the technical education system and
   other relevant systems by including research and development organizations,
   industry and the community.
   
g. Prepare appropriate performance appraisal systems for technical institutions
   and universities with an aim to impart technical education, incorporate norms
   and mechanisms for enforcing accountability.
   
h. Frame the required effective schemes for the fresh staff as well as in service
   teachers by identifying appropriate institutions and also set up new centres that
   would offer staff development programmes including continuous education of
   teachers.
i. Decide and formulate appropriate norms and standards for curricula courses, physical and instructional facilities, staff pattern, staff qualifications, quality instructions, assessment and examinations.

j. Decide the norms and guidelines for charging tuition and other fees.

k. Get approvals granted to start new technical institutions and for introduction of new courses or programmes in consultation with the agencies concerned.

l. Give appropriate advice to the Central Government with respect to granting of charter to any professional institution and powers, rights and privileges on it for the promotion of such profession and awarding of membership certificates.

m. Decide upon the rules to grant autonomy to technical institutions.

n. Decide the strategy in order to take the necessary steps in prevention of commercialization of technical education.

o. Offer the necessary guidelines for students’ admission to technical institutions and Universities and imparting technical education.

p. Carry out inspections without any prior intimation to any technical institutions.

q. Hold back or stop certain grants towards courses that fail to live up to the directives laid down by council; especially with respect to the stipulated time, the council can take other necessary steps that may be required.

r. Should take all the necessary steps towards the strengthening of the existing organisations by ensuring and monitoring the responsibilities of the council. Also create positions of professional, technical and supporting staff based on requirements.

s. Work towards the establishment of technical institutes that are fit to receive grants.

t. Advise the Commission to declare an institution as a deemed university that imparts technical education.

u. Conduct evaluation programmes periodically by setting up a National Board of Accreditation and make the required recommendations to the Council, Commission or other bodies, regarding recognition or de-recognition of the institution or the programme.

v. Perform other prescribed functions.

2. With an aim of keeping the financial needs, the standards of teaching etc., under check the council may organise inspection of such technical institution or
University to be made in such manner as prescribed by a person or persons as directed.

3. The council has to intimate the dates to the technical institutions or universities and needs to be associated with it as prescribe to the council.

4. The results of the inspection have to be communicated to the respective technical institutions or universities and ask them to make the necessary actions to be taken accordingly.

5. Every institution and university has an executive authority. This authority has to look into the actions and further report to the council about action taken as per the recommendation.

3. **Council of Architecture (COA):**

   The Council of Architecture (COA) has been formed by the Indian Government under the provisions of the Architects Act, 1972. This plan was enforced from 1st Sept 1972. Registration of Architects, standards of education, recognized qualifications and standards of practice have been provided by the Act. Regulation of education, practice of the profession all over the country, maintenance of the Register of the Architects etc. is some of the responsibilities of the council of architecture. Rules and Regulations prepared by the Government of India and the council of architecture after the approval of the Indian Government.

   The practice of profession of an architect is governed by the Architects (Professional Conduct) Regulations, 1989 (as amended in 2003). It deals with professional ethics and etiquettes, covering the conditions of engagement and scale of charges, architectural competition guidelines etc. It is mandatory for the architect to observe all the rules and regulations mentioned in the Act of Conduct. Violation of any of these would lead the disciplinary action according to the Architects Act, 1972 under section 30.

   Studies have revealed that there are 385 institutions in all that impart architectural education to grant recognised qualification. The council of Architecture is the deciding authority with respect to governing the standards of education imparted by the institutions and they set the eligibility for admission course duration, standards of staff & accommodation, course content, examination etc. It is obligatory for the institutions to maintain the standards provided in the said regulations inspectioned, through an appointed committee of experts; are held with an aim to monitor these standards. It is responsibility of the COA to continuously inform the
Central Government about the standards maintained and at the same time make the 
required recommendations to the Indian Government about the recognition or de-
recognition of a qualification.⁹

4. Pharmacy Council of India (PCI):

Pharmacy as education and profession is regulated by a statutory body called 
PCI. This body governed by the provisions made according to Pharmacy Act, 1948 
which was passed by the Parliament. The Pharmacy Act 1948 was put into action on 
4th March 1948, and the PCI was established on 9th August 1949 under section 3 of 
the Pharmacy Act. The Pharmacy act 1948 had the following preamble "An Act to 
regulate the profession of pharmacy whereas it is necessary to make better provisions 
to regulate the profession and practice of pharmacy and constitute Pharmacy 
Councils."

➢ Objectives of PCI:

- Look into the Regulation of the Pharmacy Education in the Country for 
  registration as a pharmacist under the Pharmacy Act.
- Regulate Pharmacy for the purpose of profession as well as practice

➢ Functions and Duties of PCI:

- Prescription of the bare minimum requisition of education to quality as a 
  Pharmacist.
- To frame the rules and lay down the conditions to be fulfilled by the 
  institutions that is willing to impart education in Pharmacy, and need an 
  approval from PCI.
- To ensure that the implementation of the educational standards is uniform 
  throughout the country. Conduct inspections in the Institutions that seek an 
  approval of imparting ‘Pharmacy’ education in their institutions by verifying 
  the availability of the prescribed norms. (Ref.: section 16 and 12 of the 
  Pharmacy Act)
- Withdraw an approval, if it is found that the examination that has been 
  conducted is not in confirmation with the educational standards prescribed by 
  the PCI. (Ref.: section 13 of the Pharmacy Act)
- To approve a qualification that may be granted outside the territories 
  mentioned in the Pharmacy Act. (Ref.: section 14 of the Pharmacy Act)

⁹ http://www.coa.gov.in
5. National Council of Teacher Education (NCTE):

The National Council for Teacher Education, in its previous status since 1973, acted as an advisory body to the Central and State Governments in all matters related to teacher education. It has its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). It has done recommendable work academics, but showed low profile performance in terms of regulation of functions, assurance of maintaining standards of teacher education and prevention of proliferation of institutions imparting substandard teachers’ education. The National Policy on Education (NPE), 1986 and the Programme of Action hereunder, visualised the National Council for Teacher Education with the required legal status and resources to overtake the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in persuasion of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995.

The first objective of NCTE is to develop the teachers’ education, system throughout the country through appropriate planning and development, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. The NCTE has a vast mandate that covers the entire system of teacher education programmes along with micro teaching imparted to the teaching staff of pre-primary, primary, secondary and senior secondary stages in non-formal education, part-time education, schools and adult education and distance (correspondence) education courses.

Functions of Council:

It is at the discretion of the Council to take all the necessary steps to ensure the required development of teacher’s education and to determine and maintain standards for teachers’ education. The council performs the following functions under this act:

a. it conducts survey and studies related to the varied teachers’ aspects and publishes its results;

b. it recommends suitable plans and programmes related to teachers’ education to the Government at Central and State level, Universities and UGC;

http://www.pci.nic.in Pharmacy council of India (website)
c. it co-ordinates and monitors the teacher education and its development throughout the country;

d. Lays down the specifications related to the minimum qualifications required for the employment as a teacher in schools as well as recognised institutions;

e. It decides about the required rules to be specified in the teacher education programmes with respect to minimum eligibility, methodology of selection of candidates, duration and content of the course and the mode of its curriculum.

f. Frame guidelines which are required to be followed by recognised institutions, to start new courses or trainings, and regarding instructional facilities, qualification and pattern of staff.

g. Lay down the standards of examination that would have an impact on the teachers’ qualification; schemes to be applied during the courses or training the criteria to be applied for the admissions to such examinations.

h. formulate the guidelines with respect to tuition fees to be charged by recognised institutions;

i. Create an environment that would bring about innovation and also conduct research in various areas of teachers’ education and propagate the results thereof;

j. Conduct periodical reviews and examinations to keep an eye on the honesty in implementation of the norms, guidelines and standards laid down by the Council, and to suitably advise the recognised institution;

k. Bring out a performance appraisal system, appropriate norms as well as a mechanism to impose the factor of accountability on recognised institutions;

l. Design different schemes at different levels of teacher education and look for recognised institutions or even set up new institutions for teacher development programmes;

m. Take all the preventive measures to avoid commercialisation of teacher education; and

n. Carry out all other functions that may be entrusted to it by the Central Government.\textsuperscript{11}

\textsuperscript{11} http://ncte- india.org/ncte
6. The Bar Council of India:

The Bar Council of India is a legal body established with an aim to regulate and represent the Indian bar. The regulatory functions are performed by the council by laying down the standards of professional conduct and etiquette and by exercising disciplinary jurisdiction over the bar. The standards for legal education are decided upon by the council and it further grants recognition to Universities whose law degrees will serve as qualification to enroll as an advocate. Additionally, certain representative functions like generating funds to provide financial assistance for the organization of Welfare schemes for advocates and further protects their rights, privileges and interests by doing this.

Parliament established The Bar Council of India under the Advocates Act, 1961. The following statutory functions under Section 7 covers the Bar Council’s regulatory and representative mandate for the legal profession and legal education in India:

a. Laying down the standards with respect to professional conduct and etiquette for advocates.

b. Formulate the procedure that should be followed by its disciplinary committee and the disciplinary committees of each State Bar Council.

c. To protect the rights, privileges and interests of advocates.

d. Promotion and support law reform.

e. To handle and complete any matter that is referred by the State Bar Council.

f. Promotion of legal education by setting up the standards of legal education. It is done after consulting with the Indian Universities that impart legal education and the State Bar Councils.

g. The Bar Council of India conducts inspections or visit to identified universities in order to grant it the recognition by checking that the degree in law that is offered by the university is qualified for the enrolment as an advocate.

h. To conduct seminars and symposiums on legal topics by eminent jurists. Then publish journals and papers of legal interest.

i. Conduct programmes with an aim to give legal aid to the poor.

j. Grant recognition on reciprocal basis to obtained from a university from abroad and pursues admission as an advocate in India.

k. To manage and invest the funds of the Bar Council.

l. Conduct an election for the members regulating the Bar Councils.
The Bar Council of India can also constitute funds for the following purposes: Giving financial assistance for the organization of welfare schemes for poor, disabled or other advocates, giving legal aid, and establishing law libraries. The Bar Council of India can also receive grants, donations, and gifts for any of these purposes.12

5.8 Quality Assurance Mechanism of Higher Education Institutions affiliated to Savitribai Phule Pune University:

One can give all it’s due to the maintenance of quality of the higher education that has led to its rapid expansion. But there is a great variation in terms of quality across the institutions. Although there is a general deterioration in the quality of education, some affiliated colleges like IITs, IIMs have maintained high standards in the state. There is an unfavourable result seen when the Indian standards of higher education are compared with the standards in educationally advanced countries. This deterioration continued until 1980 when serious concerns were raised about continued deterioration in quality of higher education. The inbuilt control system failed to ensure the quality. Currently, there are three agencies that evaluate quality of institutions working in India. These agencies are: the National Assessment and Accreditation Council (NAAC) which was established in 1994. The National Board of Accreditation (NBA) established by the All India Council of Technical Education (AICTE) in 1994 and the Accreditation Board (AB) established by the India Council of Agriculture Research (ICAR) in 1996 accredits agriculture institutions.13 The detailed information of these Accreditation agencies which control Higher Education Institutions affiliated to Savitribai Phule Pune University is given below;

1. National Assessment and Accreditation Council (NAAC):

Over the years, India has grown to become a large and diverse education system in the world. Privatization, widespread expansion, increased autonomy and introduction of programs in new and emerging areas has improved the access to higher education. But simultaneously, there is a widespread concentration on the quality of higher education. With an aim to address these concerns, the National Policy on Education (NPE, 1986) has formulated certain strategic plans with respect to the policies, have suggested establishing an independent National accreditation agency. Resultantly, the National Assessment and Accreditation Council (NAAC)

12 http://www.barcouncilofindia.org
13 http://www.icrier.org/publication/working_papers_180.html
come in to force in 1994 as an autonomous institution of the University Grants Commission (UGC). A mentioned in Vision of NAAC, the mandate formulated by them reflects that quality assurance forms to be an integral part of the functioning of Higher Education Institutions (HEIs).

➤ **Rational of NAAC:**

Education is a prime factor for the development of any nation. Thus, there is more emphasis on quality and quantity of higher education. Consequently, the NAAC was set up with an aim to facilitate the institutions that have shown interest in getting their performance assessed according to the set parameters through introspection and participation. Assessment and Accreditation is broadly used for understanding the status of quality of higher education institutions. The process of accreditation of Higher educational Institutions shows that the particular Institution as at par with the standards of quality that have been set by the Accreditation Agency. It is done with respect to its performance, related to the educational processes and outcomes.

➤ **Benefits of Accreditation:**

Benefits of Accreditation are found to be as follows;

- Institutions get aware of its strengths, weaknesses and opportunities as an informed review process is involved.
- Helps in identifying the internal areas to plan and allocate appropriate resources.
- Maintenance of co-operative environment between colleagues at the work campus.
- Objective data is maintained in order to produce it to funding agencies and make appropriate revision for future funds.
- Institutes come up with innovative and modern methods of pedagogy.
- Institutions get a new sense of identity and find a new direction to work.
- The society is satisfied as it always is in pursuit of reliable information on quality education offered.

The NAAC works through its General Council (GC) and Executive Committee (EC) which is comprised of educational administrators, policy makers and senior academicians from the nationwide higher education system. The Chairperson of the UGC is the President of the GC of the NAAC. In addition to the legal bodies that play a pivotal role in terms of policies with the strong support by the core staff,
the NAAC is given advice by the advisory and consultative committees which are formed from time to time.

Imparting qualitative higher education by defining the element of higher education in India, by combining its own as well as external quality evaluation methods along with promotional sustenance initiative is one of its important objectives. The mission statements of the NAAC aim at translating the NAAC’s vision into action plans as given below:

1. To arrange assessment and accreditation of institutions or units imparting higher education and also conducting specific academic programmes or projects;
2. To give rise to an academic environment to promote qualitative teaching – learning as well as research in higher education institutions.
3. To encourage process such as self-evaluation, accountability, autonomy and innovations in higher education;
4. To conduct qualitative research studies, consultancy and training programmes
5. To have collaboration with other institutions rendering higher education for quality evaluation, promotion and sustenance.

The primary focus of NAAC is on assessment of quality of higher education institutions in India by striving to achieve its goals that are under the guidance of the vision and mission statements. The assessment and accreditation methodology is at par with the Quality Assurance (QA) agencies across the world.

➢ **Core Values of NAAC:**

Core values of NAAC are stated below:

1. Contributing to National Development
2. Development of Global Competencies among Students
3. Inculcating a Value System among Students
4. Promoting the Use of Technology
5. Quest for Excellence

➢ **Assessment and Accreditation of Higher Education Institutions:**

It is seen that the Indian Higher Education has been influenced greatly by the forces of globalisation and liberalisation. Quality assurance is inevitable when Higher Education has to compete internationally like goods and other services. Indian HEIs functions within a larger framework consisting of various agencies, national contexts
and societal expectations. Taking the functional levels into consideration, the effectiveness of HIE is visible at all the layers of goals that are mutually agreed upon.

- **Focus of Assessment:**

NAAC’s process of assessment focuses on the developments of institutions with reference to three aspects: *Quality initiative, Quality sustenance and Quality enhancement*. The focus laid by NAAC’s quality framework is always on the values and desirable practices of Higher Education Institutions and adopt the core elements of quality assurance i.e. internal and external assessment for continuous improvement. The institution as a whole is used as a unit for evaluation according to the value framework of NAAC. This whole A&A process of NAAC is done with the sole purpose of development in terms of maintaining quality. *Self-evaluation* is an important for carrying out of A & A and helps largely for promoting the objectives, analysing oneself, promoting professionalism in HEIs. The NAAC has formulated a self evaluation proforma which can be used as a manual for self study. This helps HEIs to understand their strengths, weaknesses and areas of improvement. These processes involve the internal as well as external stake holders, management, faculty members, staff, students as well as parents and alumni. This participation, interaction and evaluation could lead to a feeling of credibility and belongingness further giving rise to new initiatives, interaction with external stakeholders which facilitate the development process leading to improvement in the educational services. The process does not stop here. NAAC has to perform certain post accreditation activities like strategic quality management systems for continuous improvisation. For this purpose, NAAC has promoted Internal Quality Assurance Cell (IQAC) to build the quality culture. The IQACs are expected to facilitate the internalization and institutionalization of quality, and activate the system to raise the institutional capabilities at higher levels for improvement in quality.

- **Criteria and Key Aspects for Assessment:**

The NAAC’s criteria based assessment is the backbone of A&A. There are seven criteria representing the core functions and activities of an institutions and mainly focus on these issues which directly influence the teaching – learning, research, community development as well as a holistic development of students. The seven criteria are as follows:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Consultancy and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Innovations and Best Practices

- **Eligibility for Assessment and Accreditation by NAAC:**
  
  1. The institutions that want to apply for this process of Accreditation and Assessment l have a record of offering degree programmes and should have at least 2 batches graduated from their institution. The following types of Higher Education Institutions (HEIs) have the eligibility of application for the process of Assessment and Accreditation and they have to fulfil certain other conditions or provisions which are mentioned below:

  A. **Universities (Central/State, including Private) and Institutions of National Importance:**

    - Professional institutions or universities should have the record of at least two batches of students who have graduated under their title .
    - In case the universities or institutions have campuses abroad, the process of A&A at any campus will be treated under the interest of India.

  B. **Colleges (i.e., colleges/institutions affiliated to or constituent of or recognized by universities, including autonomous colleges)**

    - If the institute is a Teachers’ Training Institute or imparting Physical Education, it should have a standing of at least three years.
    - If the colleges/institutions is recognized by Statutory Professional Regulatory Councils it is considered to give degrees that are equivalent to degrees granted by university. Such colleges/ institutions also can apply for A&A even if they are not affiliated to a university.

  2. The universities that have been declared as deemed universities are eligible for undergoing the process of A&A. The number of years of establishment is not taken into consideration. But if there may be any unit/ campus in India or abroad, which is not approved by UGC or MHRD, the entire university is considered as ineligible for A&A.
3. **Departments of Teacher Education / Physical Education** have the following conditions to be satisfied to be eligible for A&A:

- If the institutions have the records of two batches graduated from their institutes and have a standing of minimum three years of its eligibility.
- The university or college has already been accredited along with or after the accreditation process.

4. Although all the HEIs are at the discretion of the NAAC, the distance education unit of HEI are not covered.

- **The Assessment Process:**
  NAAC advocates the fact that if an institution is completely aware of its strengths and weaknesses, it has the potential to carry out the mission of rendering quality education through continuous improvement. Therefore the Accreditation process involves processes that require honest introspection during self evaluation. The NAAC carries out the process of external peer assessment, which is most important for quality assurance. The stages of Accreditation process are given below;
  a. On-line submission of Letter of Intent (LoI) and/or application for Institutional Eligibility for Quality Assessment (IEQA)
  b. Preparation of the Self-Study Report (SSR)
  c. Peer Assessment and Final Outcome

2. **National Board of Accreditation (NBA):**

   The main objective of the NBA is to carry out the process of accreditation after assessment of institutions rendering technical and professional education. It can also assess and accredit one or more units of an institution. There is a statutory regulatory body that decides upon the co-ordination, determination, and regulation of standards for the concerned technical and educational institutions. The objectives while doing the same are as follow:
   a. Assessment and gradation of colleges and/or institutions rendering technical and professional education, through their courses and programmes rendered by them, as well as their units, faculties, departments etc.
   b. Stimulation of an academic environment by motivating quality teaching and research environment in these institutions.
   c. Contribution to the fields of knowledge in terms of discipline.

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14 www.naac.gov.in NAAC for Quality and Excellence in Higher Education,
d. Motivation towards innovation and develop leadership in technical and professional colleges and institutions.

e. Encouragement of innovations, self evaluation and making themselves accountable to higher education.

f. Bring about all the required changes, innovations and reforms in all required areas of work related to colleges and/or institutions giving technical and professional education.

g. Sensitise the institutions about the realisation they should have with respect to their academic objectives.

h. Achievement of the above objectives

➢ Accreditation Policy of NBA:

NBAs Accreditation Parameters Criteria and Processes: - The NBA has developed a framework that would focus on assurance of quality, using healthy processes which assure high transparency and creditability by giving very little scope to be discreet or opinionated report. Accreditation Criteria: The NBA has already defined the quality of programmes and its relevance to the concerned profession by laying down the criteria during the process of accreditation. The NBA has adopted parameters in accordance to the desired outcomes of the concerned professions therefore; they are based on initial capabilities, competence, skill etc. These parameters are called Graduates Attributes and they differ from discipline to discipline and level to level.\(^\text{15}\)

3. Other Accreditation Bodies:

Colleges and institutions that render education and technical knowledge are accredited by the National Board Of accreditation under AICTE. Peer review process that it follows is very similar to that of NAAC. 650 marks out of 1000 are the set marks for accreditations. The scores below 650 are not accredited. The programmes that score between 650 to 750 are accredited for a period of three years. The outcome of NBA process is not linked to funding. Many institutions are not yet eligible for accreditation as they have not completed two years after graduation of their first batch. Coverage being poor, there is doubt if NBA accreditation serves its purpose in an overall context.

\(^{15}\) Memorandum of Association-rules of society-NBA , http://www.nbaind.org/En
The norms and standards for agricultural education in India are enforced and monitored in accordance to the Accreditation Board under ICAR. Its process is very similar to that of NAAC and NBA. The result of AB process is categorised as – “accreditation status”, “provisional accreditation status” or “no accreditation status”. Its validity varies from a period of 5 to 10 years and its outcome is linked with funding and no accreditation fees are charged.

There are some other professional bodies that are trying to establish their own accreditation mechanisms. Professional bodies like DEC (Distance Education Council) and NCTE are developing their self defined accreditation procedures by working with NAAC. It has been observed that the response to the accreditation process is not very satisfactory, as it has been found that there are not many variations in the quality of education, and not many are enthusiastic about getting themselves accredited. It has also been observed that private professional agencies are approached for accreditation in certain segments of higher education.

4. Private professional rating agencies:

There are a number of private professional rating agencies such as CRISIL, ICRA or CARE. The Directorate took care that the required standards were laid down in accordance to the standards based on global practices and let the private agencies to do the rest. The fee structure was not considered as a criterion for its rating. There was a good response to this accreditation process. It was seen that twenty four out of sixty Maritime training institutions got themselves graded and got a good response from the public. This motivated them to further raise their standards based on the inputs from accreditation bodies. On looking at this, the DGS is planning to make the accreditation process mandatory, by private professional rating agencies. Then above said experience has proved to be good, as it helped in the improvement of quality of the maritime education in India. It has also helped in preparing trained manpower that meets global standards for the shipping industry. It has been experienced that the experience with the small and niche segment has been fruitful but it is expected to make a significant change.

➢ Assessment of Impact:

The establishment of NAAC has exceeded 10 years but the desired impact on quality is not seen. If scrutinised deeply, one would realise that the reasons for the deterioration of the standards of Indian Higher Education is deep rooted. Problems such as lack of resources and finance have to be solved. Voluntary accreditation
process does not regulate the problem of violation of minimum standards. If the performance of NAAC is analysed, one finds that it is commendable. Therefore one can conclude that the problem lies elsewhere. NAAC accreditation was expected to facilitate institutions towards self-improvement with the institution as its prime beneficiary. This has been accelerated by the process of accreditation. The outcome of accreditation process helped the funding agencies to target the qualitative institutions. But it has been found that the impact is little, as the funding agencies lack the required fund to link itself with quality. Because of this, higher education institutions have ceased to take accreditation process seriously. The coverage of NAAC and NBA accreditation is still small. Many reputed universities and colleges are found to be reluctant to get themselves registered for the accreditation process. Therefore the accreditation process fails to give any clear signal related to quality, making the situation ambiguously, the process has proved to be successful in the U.S. The NAAC works under the UGC and is completely dependent on the government grants. Accreditation agencies are financially dependent -almost fully on the government. Even the cost of peer team visit is borne by the government grant\textsuperscript{16}

5.9 Important Provisions regarding Affiliation, Recognition and Eligibility of Colleges to receive Grants from UGC:

University Grant Commission is an important agency which decides upon the provision of grants to be given to colleges and institutions that fulfil the said criteria as laid down in the UGC Act 1956. These colleges have to be recognised under section 2 (f) and 12 B of the UGC Act, 1956. A Grant-in-aid is the money that comes from the UGC for specific projects. The self financing colleges having 12 B status, can take the benefit of schemes that are meant only for the benefit of teachers or students. The UGC has now decentralised itself by opening 7 regional offices all over the country. This process is happening in phases to facilitate easy access to UGC and speedy release of grants. E.g. one of the UGC Regional Offices, viz. Northern Regional Office (NRO), Ghaziabad was converted into "Northern Region Colleges Bureau" and shifted from Ghaziabad to Delhi at 35 Feroze shah Road, New Delhi w.e.f. 25.09.2001. The regional offices of UGC are located at Hyderabad, Pune, Bhopal, Guwahati, Kolkata, Bangalore and Ghaziabad.

\textsuperscript{16} http://www.icrier.org/publication/working_papers_180.html
Some of the important rules of UGC regarding Grant criteria are as follows;

A. **UGC (Fitness of Institutions for Grants) Rules, 1975 to be published in the Gazette of India (Section 12B):**

In exercise of the power conferred by Section 25, read with Section 12B of the UGC Act, 1956 (3 of 1956), the Central Government hereby makes the following rules, namely

1. **Short title, application and commencement:**

   - These rules can also be called as the rules of the University Grants Commission. (2) They shall be applicable to every institution that can be recognised by the Commission according to the provision made in Section 2 of the UGC Act 1956 on and onwards 17th June 1972 according to the amendment of Act 1972, 33 as it was implemented.
   - They shall be enforced from the day they get published in the Official Gazette.

2. **Fitness for grant:**

   According to the UGC Act, no institution would be considered as eligible to receive grants from the Central Government, without the sanction from UGC. The criteria for eligibility are as follows:
   - Provides education up to the Bachelor’s degree, Master’s degree or Diploma course that extends over the period of one year;
   - Is registered as a society under the Societies Registration Act. 1860 (21 of 1860) or is a body corporate established or incorporated under a Central Act, a provincial Act or a State Act, for the time being in force or is a Trust with Trustees being appointed and vested with legal powers and duties: and
   - The institutions should be permanently affiliated to a university that has received a sanction under 12B of the University Grants Commission Act, 1956 (3)

B. **Recognition of College in Terms of Regulations, 1974 under section 2(f) framed under the UGC Act:**

**Recognition of Institution:**

- After the consultation of the concerned university, the Commission has the authority to recognise an institution according to the clause (f) of Section 2 of the UGC Act, 1956, If:–
It has an affiliation to a university, or is a constituent member or is run directly as a university, college or institution under a Central, Provincial or a State Act and follows the rules and regulations made by Government or local authority.

It provides education up to a Bachelor’s degree, Master’s degree or a diploma course which has a duration of minimum one year; and

The institute should be registered under the Society Registration Act 1860 (21) or should be a corporate body under the Central or State Act or should a trust with the legal powers and duties that have been provided to the according to clause no 42.

The institution has to assume that according to the clause no (iii) that the money offered as grant will be utilised properly and the surplus money that may not be required would be returned as a refund and at the same time, furnish a balance sheet to facilitate the procedure of keeping the records.

The above rules were brought into effect from 1st July 1974. When an institution sends its proposal for affiliation, it is expected to send documentary evidence according to the section 2 (f) of the UGC Act, to ensure its registration as a society under the Societies Registration Act 1860. The colleges whose names already exist on the list that was prepared under section of 2(f) of the UGC Act comes under the clause I (iv), and it suggests that the execution of the bond is done by the Registered Society or Trust and has to run according to the rules registered in the above mentioned clause. It is with the signatures of the concerned Principal and the Head of the Governing body that the bond is according to the new regulations come into force. This document is expected to reach the Commission within six month from the date of which the new regulation came into force. If there is a new institution that is waiting for its recognition under section 2(f), it is mandatory for the university to send all the mentioned documents along with the proforma of the college seeking recognition.

5.10 Terms and Conditions for College Teachers as per Teacher’s Statues of Savitribai Phule Pune University:

1. Statute 418. Service Book:

It is required that the institution maintains a service book through the authorised duty officer (Principal/ Head) for every teacher that works under its banner. This book shall contain all details like date of birth, date of appointment,
qualification, pay scale, probation, increments, various leave and such other information as prescribed by the competent authority. All the entries that are made in the service book should be shown to the teacher at the end of every academic year and it should be signed by every concerned teacher.

2. **Statute 420. Assessment of Teachers Work:**

   Performance of every teacher should be evaluated through an outlined academic programme which should be prepared with consultation of the Head of the Department, both at the beginning and end of every session. A report should be prepared and submitted to the Head of the institution. Teachers’ assessment report should also be maintained for the following purposes:
   
   a. To evaluate six monthly report during the probation period.
   b. For confirmation in service.
   c. At the time of interview for a higher posts.
   d. Once every three years for determining whether the teacher continues to take his work seriously.
   e. On other occasions when required for specific purposes.

   Remarks of appreciation or even adverse remarks, or any outstanding work done by the teacher has to be brought to the notice of the concerned teacher by the Head of the institution along with the head of the department. This is done purely with an aim to bring about an improvement in the quality of work of the concerned person, in case of an adversity in the report. These reports are made by the immediate heads of the concerned teacher.

3. **Statute 421. Increment:**

   An increment is done on regular basis, unless it is held back as per the rule 433. The rules for the purpose of increment are as follows:
   
   a. The confirmed teacher will get the increment unless the teacher has taken extra ordinary leaves without pay.
   b. The teacher, who was granted a promotion but is reallocated to his previous post, is liable to get the increment that is legally appointed to the lower post.
   c. Teachers working on probation are also liable to get an increment.
   d. Even the teachers who work as temporary teachers are counted for increment.
   e. If a person shoulders the responsibility for another post for a certain period, he is counted for an increment for that period.
4. **Statute 422. Seniority of Teachers:**

Seniority of the teachers in the University/Affiliated Colleges is determined as follows:

a. Seniority is based upon the date of appointment.

b. Along with the date of appointment, seniority is also determined by the length of continuous service in the same institution. But if the teacher accepts an appointment in some other university, college or institution, by keeping his lien on the previous post, that period shall be counted for the purpose of his seniority in the new institution/university or organisation that he is working with.

c. The Life Member or Life Worker, if any, shall be treated at par with other teachers while determining their seniority.

d. The seniority of the Head of the university shall be considered as senior to other teachers only during that period when he holds the said position.

e. While considering a permanent teacher and a temporary teacher the permanent teacher is regarded as senior of the two; irrespective of the length of service.

f. The teacher working on probation in place of a permanent vacancy is regarded as senior to the one who is working on a temporary basis.

g. Seniority among temporary teachers is decided on the basis of their joining date.

h. With respect to teachers having the same length of service, but one draws a higher salary than the other, in this case, the teacher drawing higher salary is considered to be senior, but with respect to teachers drawing the same salary and have worked for same period of time, age is the deciding factor of seniority.

i. According to the hierarchy mentioned in the clauses of the Statute, a Professor shall always be considered senior to an Associate Professor, an Associate Professor senior to a Reader, a Reader senior to a Lecturer, a Lecturer senior to a Demonstrator/Tutor/Master of Methods.

5. **Statute 423. Vacation:**

The teacher faculty is entitled to have a vacation of 90 days out of the 12 months that start with the academic session. The teachers can undertake some extra work during vacations if there is work that may be relevant to the duty assigned to him by the competent authority. But the duration of this work should not exceed 30
days. During this time, if the work done by the teacher does not grant him/her any remuneration, then he/she shall earn leaves at the rate of one third of the days spent at work. It is compulsory for the teacher to be present for the first and the last day of each term, unless special permission for leave has been granted by the Head of the Institution.

6. Statute 424. Leave:
   Following types of leaves are available to teachers
   1. Special Leave:
   2. Casual Leave
   3. Earned Leave
   4. Study Leave
   5. Sabbatical Leave
   6. Leave to teachers elected to the Parliament or the State Legislature
   7. Medical Leave:
   8. Maternity Leave
   9. Extra-Ordinary Leave:
   10. Leave Preparatory to Retirement
   11. Combination of Leave

7. Statute 438. Contractual Appointment:
   The following rules, terms and conditions are applicable to the teachers working on temporary basis in the university/college/recognised Institution.

   A. Temporary Teacher:
      A teacher works temporarily to a said post, on full time basis to a permanent post when that post is not filled by a permanent candidate. Such appointment which is only for a fixed period or duration does not exceed one year. This rule may not applicable in the case of an academic project, research project. In this case, he/she is considered as vacation or non vacation staff according to the nature of work.

   B. Termination of Service, etc.:
      i. The temporary teacher who may be appointed for a period less than six months can be terminated by the management body without a prior notice or provision of any reason. In the same way, a teacher who has served for less than six months can resign without any prior notice.

      ii. If the temporary teacher works for a period that exceeds six months the management body has to give a notice one month prior or give one month
salary as compensation in case of termination. In the same way, the temporary teacher should either give a one month notice before leaving or pay one month salary in case of resignation.

C. Increment:
In case of service being rendered at a temporary post is on a graded scale and carries a graded salary, scale, it is accountable for an increment.

D. Provident Fund:
The temporary teacher cannot claim for the Provident Fund of the University/College/Recognized Institution.

E. Application for a post or examiner ship elsewhere and acceptance of the same:
A temporary teacher has the authority to apply for a post of an examiner through the Registrar/ Principal of the College/Head of the Recognized Institution, where he serves. The post can also be accepted after the consent of the concerned authority.

F. Handing Over Charge:
Handing over of charge is a formality that has to be carried out by a temporary teacher when the duly authorised person returns to the said post. He/ she is entitled to return all the books/ furniture that was issued and has to pay clear all dues that he may owe against the facilities he may have availed during that period. The amount may also be recovered from the last payable salary. It is mandatory for the teacher to get a clearance certificate from the institutional head.

G. Discharge Certificate:
It is compulsory for the Registrar/Principal/Head of the Recognized Institution to grant a discharge certificate to temporary teacher who is released from her/ his services after the due formalities like clearing all dues.

H. Leave Rules:
- Leave cannot be availed as a right. The management authority is at the discretion to refuse or revoke the leave.
- Teacher working on temporary basis is entitled to avail casual leave according to the Statute 424.
- Extra-Ordinary Leave without Pay is a leave that is granted only under special circumstances and for a period of 15 days. It cannot be granted more than once during the entire term of services.
A teacher who has rendered her service for more than one year can avail leaves like sick leave, and other benefits that are granted to permanent teacher, provided the one year service is continuous and active.

I. **Vacations:**

Only if a temporary teacher has completed one year active service, he/she is entitled to avail earned leave and vacations as mentioned in Statute 423.

J. **Other Conditions:**

- All the rules related to teachers’ conduct and discipline are applied to both permanent as well as temporary teachers.
- Duties such as supervision and related examination work can be allotted to both permanent as well as temporary teachers.
- The temporary teacher shall be assigned work related to co-curricular, administration, training programmes and other extra-curricular activities, besides actual teaching as given to permanent teachers.
- The recruitment process is carried out exactly in the way it has been laid down in the Acts and Statutes.¹⁷

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¹⁷ University of Poona, Teachers Statute, www.unipune.ac.in