

# Module2

## University Structure and Functioning

---

### Faculty Development Centre

(Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching)

Mahatma Gandhi National Council of Rural Education

Department of Higher Education

Ministry of Human Resource Development, Government of India

Hyderabad - 500004



## University Structure and Functioning

<b>Table of Contents</b>		<b>Page No.</b>
Block 1	Universities as Centres of Higher Learning	1
	Introduction	1
1.1.	Aims of University Education	2
1.2.	Regulatory Structure of Universities	2
1.3.	Professional Councils	5
1.4.	Accreditation	6
1.4.1.	National Board of Accreditation	7
1.4.2.	National Assessment and Accreditation Council	8
1.1	Classification of Universities	10
1.5.1.	Central Universities	10
1.5.2.	State Universities	11
1.5.3.	Private Universities	11
1.5.4.	Deemed-to-be-Universities	11
1.5.5.	Institutions of National Importance	12
1.5.6.	Association of Indian Universities	12
	Summary	13
	To Do Activity	13
Block 2	National Academic Governance, Communication and Accreditation	14
	Introduction	14
2.1.	Key Policy making Agencies for Higher Education	14
2.1.1.	The Department of Higher Education, MHRD	14
2.1.2.	Central Advisory Board of Education (CABE)	16
2.1.3.	State Councils of Higher Education	17
2.2.	Ministry of Human Resource Development	19
2.2.1.	Policy Initiatives of MHRD	21
2.3.	University Grants Commission	22
2.3.1.	Inter University Centres	25
2.4.	NAAC and NIRF	26

## Mahatma Gandhi National Council of Rural Education

2.4.1.	National Assessment and Accreditation Council	26
2.4.2.	National Institutional Ranking Framework	28
2.5.	CEC and INFLIBNET	29
2.5.1.	The Consortium for Educational Communication	29
2.5.2.	Information and Library Network Centre	31
	Summary	33
	To Do Activity	34
Block 3	University Acts, Statutes and Ordinances	35
	Introduction	35
3.1.	University Acts	35
3.2.	Central University Act, 2009	35
3.3.	The University Grants Commission Act, 1956	40
3.4.	Powers to make Statutes	45
3.5.	Powers to make Ordinances	46
3.6.	Publishing in the Official Gazette	47
	Summary	47
	To Do Activity	47
Block 4	University Authorities	48
	Introduction	48
4.1.	The Court	48
4.2.	The Executive Council	48
4.3.	The Academic Council and Board of Studies	50
4.4.	The Finance Committee	51
4.5.	Officers of the University	51
	Summary	54
	To Do Activity	54
Block 5	University Structure	56
	Introduction	56
5.1.	Academic Council	56

5.2.	Dean, Faculty and Board of Studies	57
5.3.	University Research Committee	57
5.4.	Colleges/Institutions affiliated/recognised with the University	58
5.5.	Principal and Staff Council	59
	Summary	60
	To Do Activity	61
	Suggested Activities	61
	References	61

### List of Tables

1.	Table 1.1. Types of Universities	12
2.	Table 2.1. NAAC Accreditation Outcome	28

### List of Figures

1.	Figure 1.1. Regulatory Structure of Higher Education in India	3
2.	Figure 2.1 Organizational Chart of Consortium of Educational Communication	31
3.	Figure 2.2. Major Activities of Inflibnet	33
4.	Figure 5.1 Flow Chart of Organizational setup of Universities	60

## Introduction

Education plays an important role in the progress of any nation. Globally, India stands third in the enrolment of students in higher education, next to the United States and China and largest as far as the number of higher education institutions are concerned. Higher education has always occupied a prominent place in the history of India. Modern concept of University style education centres were established around 6 BC at Nalanda and Takshila. India had witnessed consistent growth rate in the last two decades. It has been attributed to the higher education system in India which has generated skilled manpower for the rapid industrialization and knowledge-based economy. India has now become the hub of Information Technology (IT) & IT enabled services industry and manufacturing industry. The authorities who administer governance are the Central/State Governments and their organizations/bodies, and national/international accreditation authorities. This includes policy directive concerning the national agenda/scenario through the statutory bodies like UGC and other bodies responsible for governing the performance of the higher education institutions in terms of course content/duration of courses of study etc, particularly, with respect to matters concerning maintenance of uniformity of norms and standards of higher education. For this purpose, UGC and other statutory bodies such as AICTE, NCTE, BCI, MCI, DCI are apex authorities as per provisions of their respective Acts for prescribing norms and standards regarding the respective weightages of course contents for various courses of studies of the higher education spectrum.

## Chapter 1 Universities as Centres of Higher Learning

### Learning Objectives

At the end of the chapter, the participants will be able to:

- Conceptualize the structure and functioning of the university system
- Understand the rules and regulations governing universities
- Contribute to the growth and development of their respective university

### Introduction

Education plays an important role in the progress of any nation. Globally, India stands third in the enrolment of students in higher education, next to the United States and China and largest as far as the number of higher education institutions are concerned. Higher education also known as tertiary education is often delivered at universities, academies, colleges and institutes of technology. The UN International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". Higher education is offered in various disciplines which includes:

- Liberal arts - environmental science, history, languages, linguistics, literature, mathematics, music, philosophy, political science, psychology, religious studies, science, sociology and the like
- Engineering - aerospace, biological, civil, chemical, computer, electrical, industrial, and mechanical
- Performing arts - dance schools, drama schools, circus schools and music schools
- Plastic or visual arts - painting, sculpture, and drawing
- Professional courses - architecture, business, journalism, law, library science, optometry, pharmacy, public policy, medicine, professional engineering, dentistry and veterinary medicine.

Higher education has always occupied a prominent place in the history of India. Modern concept of University style education centres were established around 6 BC at Nalanda and Takshila. India had witnessed consistent growth rate in the last two decades. It has been attributed to the higher education system in India which has generated skilled manpower for the rapid industrialization and knowledge-based economy. India has now become the hub of Information Technology (IT) & IT enabled services industry and manufacturing industry.

A university is an institution of higher education and research which awards academic degrees in a variety of academic disciplines. In India, "University" means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the regulations made in this regard under the UGC Act, 1956 (MHRD). India has witnessed a quantum leap in the higher education sector since independence. The number of universities has increased from 20 in 1950 to 891 in 2018.

Apart from Universities, India has several Institutions of National Importance (INI) which are premier public higher education institutions which serve as a leading player in developing highly skilled personnel within the specified region of the country or state. There are 91 Institutions of National Importance in India which supply skilled manpower for our nation. Every year millions of students enter these higher education institutions for graduate and post graduate studies.

### 1.1. Aims of University Education

The University Education Commission (1948-49) under the chairmanship of Dr S Radhakrishnan had laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and prospects of the country. The following are the aims of University education:

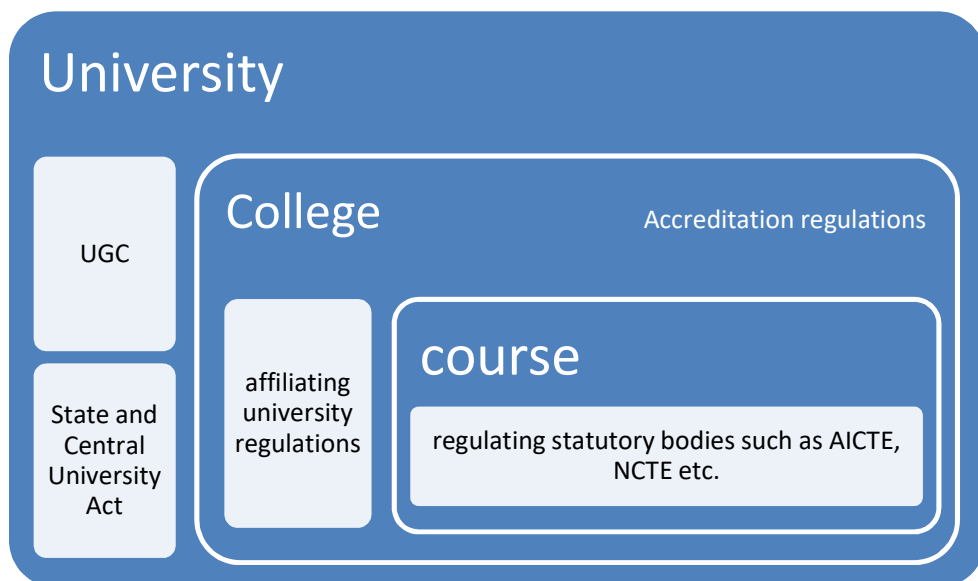
- Producing able citizens who can take up national responsibilities successfully in various fields -The university has to produce able administrators and suitable workers in various occupations and industries. The university has to promote leadership in multiple areas of life in the best interest of the nation.
- Maintaining a high standard in general, professional and vocational education by inspiring the students to search for new knowledge and good effort that must be authentic in nature.
- Preservation of the culture and civilization of the land and developing values of democracy, justice, liberty, equality and fraternity thus preparing citizens for a proper social order - It is based on one's culture that one may acquire self-confidence, self-respect and self-dependence and these virtues will make our citizens and the nation very strong.
- Providing wisdom and knowledge –education aims at training of minds and souls which is essential for a well-developed personality, thus inculcation of wisdom and knowledge is a priority in higher education.
- The university should generate new ideas and discard those which are likely to prevent the growth of the nation - For registering progress any nation should rise above superstitions. The university has to facilitate students to imbibe good aspects of their culture for all-round development.
- The university should create awareness in students for protecting the directive principles as to be laid down in the Constitution - The university has to make the foundation of democracy strong and develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- Making higher education accessible to all sections of the population within its territorial jurisdiction thus promoting equality and social justice and reducing social and cultural differences through diffusion of knowledge.
- Developing a love for higher values of life including respect for women, faith in brotherhood irrespective of colour, caste and religion, kindness to the poor and destitute etc.
- Training the citizens for leadership roles both in professional and personal lives. The universities must provide leadership in politics, administration, education, industry and commerce.
- Fostering the attitudes and values essential for becoming a good human being.
- The university education should produce intellectual adventures.

### 1.2. Regulatory Structure of Universities

The University Grants Commission Act 1956 explains, "the right of conferring or granting degrees shall be exercised only by a University established or incorporated by or under a Central Act or a State Act, or an Institution deemed to be University or an institution specially empowered by an Act of the Parliament to confer or grant degrees. Thus, any institution which has not been created by an enactment of Parliament or a State Legislature or has not been granted the status of a Deemed to be University, is not entitled to award a degree." According to UGC Regulations, 2012, all higher educational institutions are to be accredited by an accreditation agency unless created through an

act of Parliament. The regulatory structure and accreditation agencies play a key role in maintaining academic standards in the education sector in India. It has a three-tier structure:

- University
- College
- Council (as per course)



**Figure 1.1. Regulatory structure of higher education in India**

### **University**

A university is a centre of higher education, where various degree, diploma, and certificate courses are offered in numerous areas to the students for further learning. University is a governing body who administers or controls all the activities and curriculum of colleges which comes under or controlled by that university. A university comprises many colleges and many departments. There are many colleges which are affiliated to a single university. These colleges should obtain approval from respective councils to run specific courses. Universities are either owned by the government or private individuals or a combination of both. It has a huge campus, where departments of various streams like Arts and Commerce, Management, Science, Humanities, etc. are located.

Universities offer bachelor, master and doctorate degrees while diplomas are offered at graduate and post graduate level. The UGC recognizes the Universities to award degrees through affiliation process. The university has the right to confer degrees and diplomas to its learners if it is recognised and approved by the Government of the respective country. Universities also provide distance learning programmes.

There are five types of universities – Central universities, State universities, State Private universities, Deemed Universities and Institutions of National Importance.

### **College**

A college is a place of learning, where a wide range of degree and diploma courses are offered to the students, for higher studies but only in specific areas. Colleges are a part of universities. However, there are some colleges which are not affiliated with any university and awards the degree and



diplomas. They may be publicly or privately owned. A private college affiliated to a Government University has to follow the set of distinct rules set by the university for getting affiliation and to start admission for various courses.

Colleges offer bachelor or master's degrees and diploma of graduate and post graduate level. Degrees awarded by the colleges bear the name of the university to which they are affiliated.

### **Councils**

Various autonomous institutions are established by the University Grants Commission for the accreditation of higher learning like Medical Council of India (MCI) Bar Council of India (BCI) etc. These professional councils regulate recognition of courses, institutions and provisions of grants to various programmes.

### **Key Results of the Survey on Higher Education**

All India Survey on Higher Education (AISHE) has published its results for the year 2017-18. The following are the key results:

- Survey covers all institutions of Higher Education in the country, and Institutions are categorized in 3 broad Categories: University, College and Stand-Alone Institutions.
- There are 903 Universities, 39050 Colleges and 10011 Stand Alone Institutions. 285 Universities are affiliating i.e. having Colleges.
- 343 Universities are privately managed. 357 Universities are located in rural area.
- 15 Universities are exclusively for women, 4 in Rajasthan, 2 in Tamil Nadu & 1 each in Andhra Pradesh, Assam, Delhi, Haryana, Karnataka, Maharashtra, Odisha, Uttarakhand and West Bengal.
- In addition to 1 Central Open University, 14 State Open Universities and 1 State Private Open University, there are 110 Dual mode Universities, which offer education through distance mode also and sixteen of them are located in Tamil Nadu.
- There are 500 General, 126 Technical, 70 Agriculture & Allied, 58 Medical, 22 Law, 13 Sanskrit and 10 Language Universities and rest 83 Universities are of other Categories.
- The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Tamil Nadu, Gujarat and Madhya Pradesh.
- Bangalore Urban district tops in terms of number of colleges with 893 colleges followed by Jaipur with 558 colleges. Top 50 districts have about 32.6% of colleges.
- College density, i.e. the number of colleges per lakh eligible population (population in the age-group 18-23 years) varies from 7 in Bihar to 51 in Karnataka and Telangana as compared to All India average of 28.
- 60.48% Colleges are located in Rural Area. 11.04% Colleges are exclusively for Women.
- Only 3.6% Colleges run Ph.D. programme and 36.7% Colleges run Post Graduate Level programmes.
- There are 33.75% Colleges, which run only single programme, out of which 83% are privately managed. Among these privately managed colleges, 55.1% colleges run B.Ed. Courses only.
- 78% Colleges are privately managed; 64.7% Private-unaided and 13.3% Private-aided. Andhra Pradesh & Telangana have about 82% Private-unaided colleges and Tamil Nadu has 76.2% Private-unaided colleges, whereas, Assam has 12.0% and Chandigarh has only 8.0% Private-unaided colleges.
- Total enrolment in higher education has been estimated to be 36.6 million with 19.2 million boys and 17.4 million girls. Girls constitute 47.6% of the total enrolment.

- Gross Enrolment Ratio (GER) in Higher education in India is 25.8%, which is calculated for 18-23 years of age group. GER for male population is 26.3% and for females, it is 25.4%. For Scheduled Castes, it is 21.8% and for Scheduled Tribes, it is 15.9% as compared to the national GER of 25.8%.
- Distance enrolment constitutes about 11.0% of the total enrolment in higher education, of which 41.9% are female students.

### 1.3. Professional Councils

There are fifteen autonomous institutions which act as regulatory bodies which manage professional courses. These institutions control different aspects of accreditation and coordination of the professional education. The institutions are given below:

- All India Council for Technical Education (AICTE)
- Distance Education Council (DEC)
- Indian Council of Agricultural Research (ICAR)
- Bar Council of India (BCI)
- National Council for Teacher Education (NCTE)
- Rehabilitation Council of India (RCI)
- Medical Council of India (MCI)
- Pharmacy Council of India (PCI)
- Indian Nursing Council (INC)
- Dental Council of India (DCI)
- Central Council of Homeopathy (CCH)
- Central Council of Indian Medicine (CCIM)
- Veterinary Council of India (VCI)
- Rehabilitation Council of India (RCI)
- Council of Architecture (COA)

### Apex Level Bodies

Apex Level Bodies are responsible for recognition of courses, promotion of professional institutions and providing grants to different programmes and various awards. There are six important apex level bodies in India.

- **All India Council for Technical Education (AICTE)** (<http://www.aicte-india.org/>) - AICTE was set up in November 1945 as a national-level apex advisory body to conduct a survey on the facilities available for technical education and to promote development in the country in a coordinated and integrated manner. The All India Council For Technical Education Act 1987 (No 52 of 1987 as passed by both the Houses of Parliament) was constituted to provide for the establishment of an All India Council for Technical Education with a view to proper planning and co-ordinated development of a technical education system throughout the country, the promotion of qualitative improvements of such education in relation to planned quantitative growth, and regulation & proper maintenance of norms and standards in the technical education system and for the matters connected therewith. AICTE covers programmes of technical education including training and research in Engineering, Technology, Architecture, Town Planning, Management, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology etc. at different levels.
- **The Council of Architecture (COA)** (<https://www.coa.gov.in/>) - The Council of Architecture (COA) has been constituted by the Government of India under the provisions of the Architects Act, 1972, enacted by the Parliament of India, which came into force on

1<sup>st</sup>September 1972. The Act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is charged with the responsibility to regulate the education and practice of profession throughout India besides maintaining the register of architects. For this purpose, the Government of India has framed Rules and Council of Architecture has framed Regulations as provided for in the Architects Act, with the approval of Government of India.

- **Indian Council of Historical Research (ICHR)**(<http://ichr.ac.in>) -Indian Council of Historical Research is an autonomous organization which was established under Societies Registration Act (Act XXI of 1860) in 1972. The prime objectives of the Council are to give a proper direction to historical research and to encourage and foster objective and scientific writing of history. The broad aims of the Council are to bring historians together, provide a forum for exchange of views between them, give a national direction to an objective and rational presentation and interpretation of history, to sponsor historical research programmes and projects and to assist institutions and organizations engaged in historical research.
- **Indian Council of Philosophical Research (ICPR)** (<http://icpr.in/>)-Indian Council of Philosophical Research (ICPR) was set up in 1977 by the Ministry of Education, Government of India as an autonomous organization for the promotion of research in Philosophy and allied disciplines. The Council has a broad-based membership comprising of distinguished philosophers, social scientists, representatives of the University Grants Commission, Indian Council of Social Science Research, Indian Council of Historic Research, Indian National Science Academy, the Central Government and the Government of Uttar Pradesh.
- **Indian Council of Social Science Research (ICSSR)** (<http://icssr.org/>) - The Indian Council of Social Science Research (ICSSR) was established in 1969 for promoting social science research, strengthening different disciplines, improving quality and quantum of research and its utilization in national policy formulation. To realize these objectives, the ICSSR envisaged development of institutional infrastructure, identifying research talents, formulating research programmes, supporting professional organizations and establishing linkages with social scientists in other countries. The ICSSR provides maintenance and development grants to various Research Institutes and Regional Centres across the country.
- **University Grants Commission (UGC)** (<http://www.ugcc.ac.in>) - The University Grants Commission (UGC) came into existence on 28<sup>th</sup>December 1953 and became a statutory Organization of the Government of India by an Act of Parliament in 1956, for the coordination,determination and maintenance of standards of teaching, examination and research in university education. It has set up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangaloreto ensure effective region-wise coordination throughout the country.Its headquarters is in Delhi.

#### 1.4. Accreditation

The Cambridge dictionary of English defines accreditation as ‘the fact of being officially recognized, accepted, or approved of, or the act of officially recognizing, accepting, or approving of something’.Accreditation is a process of quality assurance, whereby a programme in an approved institution is critically appraised to verify that the Institution or the programme continues to meet the norms prescribed by the regulator from time to time. It is a kind of recognition which indicates that a Programme or Institution fulfils certain standards. Accreditation is beneficial to the Institution in such a way that it encourages quality improvement initiatives by institutions. It also helps to create a sound and challenging academic environment in the institution and contributes to social and economic development of the country by producing high quality technical manpower. It also facilitates continuous quality improvement.

As per the University Grants Commission (UGC) (Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012, notified on 19<sup>th</sup> January 2013, it is mandatory for each Higher Educational Institution to get accredited by an Accreditation Agency after passing out of two batches or six years, whichever is earlier, in accordance with the norms and methodology prescribed by such agency or the Commission, as the case may be. Further, every Higher Educational Institution, which has completed six years of existence or two batches having passed out, whichever is earlier, is to apply within six months from the date of coming into force of these Regulations, to the Accreditation Agency, for accreditation (<http://pib.nic.in/newsite/PrintRelease.aspx?relid=133787>).

According to the UGC Regulations, following are the objectives of accreditation:

- Advancement of academic quality
- To provide students and other stakeholders information about Higher educational institutions
- To facilitate Higher Educational Institutions to enhance quality by bench-marking uniform reference points regarding academic standards
- To assist Higher Educational Institutions to acquire international recognition, international collaborations, etc.

Following are some of the benefits of Accreditation:

- Helps the Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Assurance for students and their parents that the course/programme has the accepted standards established by the profession
- Enhanced employment opportunities for graduates
- Provides a reliable basis for inter- and intra-institutional admissions and transfer of credit for universities
- Promotes self-evaluation and continuous improvement for the faculty and administrators and facilitates an effective system for accountability
- Enhances the national reputation of the university and the courses offered by the institution

There are two main accrediting institutions that regulate the higher education institutions:

- National Board of Accreditation (NBA) established by AICTE
- National Assessment and Accreditation Council (NAAC) established by UGC

#### **1.4.1. National Board of Accreditation**

The National Board of Accreditation (NBA), India was established by AICTE (All India Council of Technical Education) under section 10(u) of AICTE act, in the year 1994, for periodic evaluations of technical institutions & programs according to specified norms and standards as recommended by AICTE council.

National Board of Accreditation came into existence as an autonomous body with effect from 7<sup>th</sup> January 2010. NBA aims to foster and identify excellence in technical education in colleges and universities both at undergraduate and postgraduate levels. The main objectives of accreditation by NBA are:

- Provide support and advice to technical institutions for maintaining quality, especially in professional and technical disciplines
- Assure quality to stakeholders including parents and students

#### **Impact of Accreditation by NBA**

Major impact of the accreditation system is:

- Encourages institutions to take up quality improvement initiatives
- Facilitates the institutions for securing enough funds
- Ensures better prospects for the graduates of the institution
- Motivates faculty and administrators to create a challenging academic environment in the institution

#### **Accreditation Policy**

Following are the general principles to be followed for accreditation process:

- Accreditation is done only for programs and not for institutions
- Both the program and the Institution should be approved by AICTE
- Programs from which at least two batches of students have graduated will be considered for accreditation

#### **Programs accredited by NBA**

NBA accredits programs of the following disciplines:

- Engineering and Technology
- Management
- Pharmacy
- Architecture, Applied Arts and Crafts
- Computer Applications
- Hospitality and Tourism Management

#### **1.4.2. National Assessment and Accreditation Council**

The National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) advocated the establishment of an independent national accreditation agency to address the concern on the quality of higher education. Consequently, the National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. The vision of NAAC is to make quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). The NAAC has been set up to facilitate the volunteering institutions to assess their performance vis-a-vis set parameters through introspection and a process that provides space for participation of the institution. The NAAC functions through its General Council (GC) and Executive Committee (EC) which includes educational administrators, policy makers and senior academicians from a cross-section of Indian higher education system.

NAAC exists to promote the following core values among the Higher Education Institutions of the country:

- Contributing to National Development
- Fostering Global Competencies among Students
- Inculcating a Value System among Students
- Promoting the Use of Technology
- Quest for Excellence

#### **Eligibility Criteria for Higher Education Institutions to be accredited by NAAC**

Any Higher Education Institution (HEIs), with at least two batches of students graduated, or been functioning for six years are eligible to apply for the process of Assessment and Accreditation (A&A) of NAAC. The other conditions to be fulfilled by the institutions are as follows (<http://naac.gov.in/index.php/assessment-accreditation#accreditation>):

- Universities (Central / State / Private / Deemed-to-be) and Institutions of National Importance
  - (a) Provided the Institutions /Deemed to-be Universities and their offcampuses if any are approved by MHRD/UGC.
  - (b) Provided that these institutions have regular students enrolled in to the full -time teaching and Research programmes offered on campus.
  - (c) Provided further that the duly established campuses within the country, if any, shall be treated as part of the Universities / Institutions of National Importance for the A&A process.NAAC will not undertake the accreditation of off-shore campuses.
- Autonomous colleges /Constituent Colleges / Affiliated Colleges (affiliated to universities recognised by UGC as an affiliating University)
  - (a) Provided the Colleges are affiliated to a University recognised by UGC for the purposes of affiliation. Constituent colleges of a Private and Deemed- to be Universities are considered as the constituent units of the University and thus will not be considered for A&A independently. Such constituent colleges need to come along with the University.
  - (b) Provided the colleges / institutions not affiliated to a University are offering programmes recognized by Statutory Professional Regulatory Councils and have been recognised by Association of Indian Universities (AIU) or other such Government agencies concerned, as equivalent to a degree programme of a University.
- Accredited HEIs applying for Reassessment or Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4) of Accreditation
  - (a) Institutions, which would like to make an improvement in the accredited status, may apply for Re-assessment, after a minimum of one year and before three years of accreditation subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.
  - (b) Institutions opting for Subsequent Cycles (Cycle 2, Cycle 3, Cycle 4) of Accreditation can submit the Institutional Information for Quality Assessment (IIQA), beginning of the last quarter of the validity period subject to the fulfilment of other conditions specified by NAAC from time to time for the purpose.

NAAC has classified the units of assessment into two:

- Institutional Accreditation –at the university level with all the Under Graduate and Post Graduate Departments and at the college level with all its departments of studies.
- Department Accreditation - Any department/School/Centre of the University.

At present, NAAC is undertaking only institutional accreditation. NAAC collaborates with professional bodies such as National Council for Teacher Education (NCTE), Dental Council of India (DCI) and State Councils for Higher Education to make the assessment more relevant.

Internationally NAAC is a member of International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and Asia Pacific Quality Network (APQN).

NAAC has recognised a set of seven criteria as the basis of its assessment procedures:

- Curricular Aspects
- Teaching-learning & Evaluation
- Research, Innovations & Extension
- Infrastructure & Learning Resources
- Student Support & Progression
- Governance, Leadership & Management
- Institutional Values & Best Practices

NAAC has categorized the Higher Educational Institutions into three major types (University, Autonomous College, and Affiliated/Constituent College) and assigned different weightages to these criteria under different key aspects based on the functioning and organizational focus of the three types of Higher Education Institutions.

### **Grading by NAAC**

The key aspects of assessment are graded into four categories namely, A, B, C and D representing Very good, Good, Satisfactory and Unsatisfactory respectively. For each Criterion, the summated score for all the Key Aspects under it is then calculated with the appropriate weightage applied to it and the GPA is calculated for the Criterion. The final assessment outcome is given by the Cumulative GPA (CGPA), which is then calculated from the seven GPAs relating to the seven criteria, after applying the prescribed weightage to each Criterion.

NAAC has set up a Grievance Redressal Forum for addressing grievances of the institutions regarding the assessment and accreditation process.

### **1.5. Classification of Universities**

Universities in India are indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, but there are Central Universities which are maintained by the Union Government. The central universities enjoy an increased funding which gives them an advantage over their state competitors.

Universities in India are monitored by several authorities like UGC, NAAC, AICTE and Association of Indian Universities (AIU). University Grants Commission (UGC) is the only grant-giving agency in India. UGC coordinates the higher education institutions in India and facilitates maintenance of standards.

The main categories of University/University-level Institutions are:

- Central Universities
- State Universities
- Private Universities
- Deemed-to-be Universities



- Institutions of National Importance
- Institution under State Legislature Act
- Open universities
- Agricultural universities

#### **1.5.1. Central University**

Central universities in India are established by an Act of Parliament and come under the Department of Higher Education in the Union Human Resource Development Ministry. Central universities are covered by the Central Universities Act, 2009, which regulates their purpose, powers, governance etc. There are 48 central universities.

There are five Central Universities which are not under Ministry of HRD:

- SOUTH ASIAN UNIVERSITY - The South Asian University is an International University sponsored by the eight Member States of the South Asian Association for Regional Cooperation (SAARC). The eight countries are: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka. The formal Agreement to establish the University was signed on April 4, 2007.
- NALANDA UNIVERSITY - Nalanda University was established in November 2010 by a special Act of the Indian Parliament. It was established to uphold the important status that Nalanda University occupies in the Indian intellectual landscape.
- CENTRAL AGRICULTURAL UNIVERSITY - The Indian Council of Agricultural Research (ICAR) under Central Agricultural University plans, promotes, and coordinates agricultural education, research and extension education in India.
- INDIAN MARITIME UNIVERSITY - The Indian Maritime University, was established through an Act of Parliament (Act 22) on 14<sup>th</sup> November 2008 as a Central University and is set to play a vital role in the development of trained human resource for the maritime sector.
- RAJIV GANDHI NATIONAL AVIATION UNIVERSITY - The Rajiv Gandhi National Aviation University (RGNAU) was established by an Act of Parliament called the Rajiv Gandhi National Aviation University Act, 2013 at Rae Bareilly, Uttar Pradesh. The university is regarded as the premier institution within the aviation sector with an objective of providing cutting edge and critical research to enhance the aviation industry in India. RGNAU also collaborates with the leading international universities/ institutions in the aviation sector.

#### **1.5.2. State University**

A state university is established by a Provincial Act or by a State Act. They are run and funded by the state government of each of the states and territories of India. State universities receive grants under section 12 (B) of the UGC Act, 1956. UGC grants funds only to those universities which follow the prescribed norms and standards set by UGC according to section 12(B) of the UGC Act. UGC does not allocate plan funds to exclusive medical and agriculture universities though it allocates special grants to other State Universities including Agricultural Universities having Engineering and Technology Departments. UGC grants funds to all eligible state universities though the development of State Universities is primarily the responsibility of State Governments. Governor of the State concerned acts as the 'Visitor' for all the State universities. The State government assists the Governor in the appointment of Vice Chancellors, Court Nominees and Selection Committee Nominees. Governor nominates few members to the Executive Committee/Board of Management/Court/Selection Committees of the Universities as per the power vested in him. There are 394 state universities in India.

#### **1.5.3. Private University**



It is a university established through a State/Central Act by a sponsoring body viz., a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25 of the Companies Act, 1956. In India private universities are set up by funding from large corporate bodies and educationists who are passionate about education. Most of the private universities are self-financed though some receive public funding. A private university should obtain the approval of UGC for its functioning. UGC recognized private universities must follow the regulations known as "UGC (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003". The UGC Regulations specified that "Each Private University shall be established by a separate State Act" and shall "operate ordinarily within the boundary of the state" though in exceptional cases additional campuses can be allowed. According to the new rules brought out in 2011, private universities are established through Acts of Parliament as well. It encourages setting up of private universities at the national level thus help in enhancement of Gross Enrolment Ratio (GER) in the higher education sector in India. There are 325 private universities in India.

#### **1.5.4. Deemed-to-be University**

As per the official MHRD website, "An Institution of Higher Education, other than universities, working at a very high standard in specific area of study, can be declared by the Central Government on the advice of the UGC as an Institution 'Deemed-to-be-university'. Institutions that are 'deemed-to-be-university' enjoy academic status and privileges of a university." The status of Deemed to be University is awarded by Central Government under Section 3 of the University Grants Commission (UGC) Act, 1956. For an institution to be eligible to be declared as "Deemed-to-be-University", it should have been accredited with a highest grade by NAAC and /or NBA continuously for two cycles and again gets highest grade in the third cycle. Deemed universities have greater autonomy in operations, syllabus, admissions and fees. Deemed universities are also eligible for funding from UGC.

These 'Deemed-to-be-University' Institutions have played a major role in expanding the base of higher education in the country. They offer education and research facilities in various disciplines such as Medical Education, Physical Education, Fisheries Education, Languages, Social Sciences, Population Sciences, Dairy Research, Forest Research, Armament Technology, Maritime Education, Yoga, Music, Information Technology, etc.

Recently UGC has asked the institutions which are granted the status of 'deemed-to-be-university' to drop the word University from their names. Such institutions cannot use the word 'University' as a suffix to their names. There are 124 Deemed universities in India.

#### **1.5.5. Institutions of National Importance**

Institutions of National Importance (INI) is a status that may be conferred to a premier public higher education institution in India by an Act of Parliament to an institution which "serves as a pivotal player in developing highly skilled personnel within the specified region of the country/state". These institutions receive special recognition and funding from the Union government. Institutions of National Importance include IITs, IIMs, AIIMS, NITs, IISER etc. At present there are 91 Institutions of National Importance.

#### **State Private Universities**

A State Private University is a university established through a State/Central Act by a sponsoring body viz., a Society registered under the Societies Registration Act 1860, or any other corresponding law for the time being in force in a State or a Public Trust or a Company registered under Section 25

of the Companies Act, 1956. There are six State Private Universities included under 12(B) of the UGC Act, 1956.

### **Institution under State Legislature Act**

Institutions under State Legislature Act is an Institution established or incorporated by a State Legislature Act, in India. Although such institutions do not come under the higher education department of the state and run and funded by any another department, they enjoy academic status and privileges like state universities. There are 6 Institutes under State Legislature Act in India.

Central Universities	48
State Universities	394
Deemed Universities	124
Private Universities	325
Institutions of National Importance	91
Total	982

Table 1.1 Types of Universities (source: [www.ugc.ac.in](http://www.ugc.ac.in))

### **1.5.6. Association of Indian Universities**

The Association of Indian universities (AIU) is a registered society under the Societies Registration Act, 1860 with membership of Indian Universities. It provides a forum for administrators and academicians of member universities to exchange views and discuss matters of common concern. It acts as a bureau of information exchange in higher education and brings out several useful publications, including the “Universities Handbook”, research papers and a weekly journal titled “University News”.

Presently, the Association has a membership of 527 including seven Associate Members viz. Kathmandu University, Kathmandu, Nepal, Mauritius University, Mauritius, University of Technology, Mauritius, Royal University of Bhutan, Thimpu, Open University of Malaysia, Kuala Lumpur, Malaysia, Middle East University, UAE, and Semey State Medical University, Semey, Kazakhstan.

The Association is substantially financed from the annual subscription of the member universities. The Government of India, Ministry of Human Resource Development provides grants for meeting a part of the maintenance and development expenditure, including research studies, workshops, training programmes for university administrators, orientation programmes and creation of Data Bank of Global Universities. AIU has Evaluation Division, Students Information Service Division, and Publication Sales Division, Sports Division to sponsor Inter-University Tournaments and World University Games, Youth Affairs Division, Library and Documentation Division, Finance Division, Administration Division, Computer Division and Meeting Division.

The AIU is also empowered to grant Associate Membership to universities of the neighbouring countries of India.

### **Summary**

Universities as centres of higher learning should contribute to the growth of our nation. Universities aim to produce better citizens who can preserve our culture and values and maintain democratic values. On the other hand, universities bring forth able citizens trained in leadership qualities in all areas of life ready to lead our nation maintaining moral and spiritual values. At the national level there are six apex level bodies, viz., AICTE, COA, ICHR, ICPR, ICSSR and UGC, which are established with an aim to plan and coordinate professional and technical education. They also work towards

maintaining the standards of all higher education institutions. UGC has set up fifteen autonomous institutions known as professional councils which act as regulatory bodies which manage professional courses, like NCTE, RCI, ICAR etc. UGC has made it mandatory that all Higher Educational Institution to get accredited by an Accreditation Agency. Two accreditation agencies that function at the national level are National Board of Accreditation and National Assessment and Accreditation Council. Universities in India are monitored by several authorities like UGC, NAAC, AICTE and Association of Indian Universities (AIU). University Grants Commission (UGC) is the only grant-giving agency in India. Different types of universities established in India are Central Universities, State Universities, Deemed Universities, Institutions of National Importance, Private Universities and the like. Association of Indian Universities acts as a bureau of information exchange in higher education and brings out several useful publications in the field.

### To Do Activity

1. Make students comprehend the concept of higher education.
2. Form students into groups and make them list different types of universities in India.
3. Give a project work on the ancient universities in India and its historical significance.

### References:

mhrd.gov.in/councils

<http://mhrd.gov.in/institutions>

[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics-new/AISHE2017-18.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics-new/AISHE2017-18.pdf)

<https://ccs.in/sites/default/files/research/research-regulatory-structure-of-higher-education-in-india.pdf>

<https://www.aicte-india.org/about-us/history>

<http://www.nbaind.org/default.aspx>

<http://mhrd.gov.in/state-private-universities>

<https://www.ugc.ac.in/privatuniversity.aspx>

<https://targetstudy.com/university/private-universities-in-india/>

## Chapter 2 National Academic Governance, Communication and Accreditation

### Learning Objectives

At the end of the chapter, participants will be able to:

- Comprehend the governance structures of Indian universities
- Conceptualize various national accreditation agencies for the maintenance of quality in higher education institutions

### Introduction

India has more than 550 million people below the age of 25 years. The number of students seeking higher education in India over the next decade will be alarming. Presently there are about 11 million students in the Higher Education system. This comprises just 11% of the 17-23-year-old population. The government hopes to increase the Gross Enrolment Ratio (GER) to 30% by 2020. Presently, India

is emerging as a knowledge-based economy and our major strength is our human capital. This throws light on the need for proper governance and quality education at the higher education level. This underscores the need for capacity building and quality improvement, private participation, with a closer link between academia and industry, and investing in research.

The term 'academic governance' generally refers to how the academic matters of the institution are governed which includes student admissions, academic standards and academic quality. Academic governance comprises the framework of policies, structures, relationships, systems and processes that together provide leadership to and oversight of a higher education provider's academic activities like teaching, learning and scholarship, and research and research training at an institutional level. The authorities who administer governance are the Central/State Governments and their organizations/bodies, and national/international accreditation authorities. This includes policy directive concerning the national agenda/scenario through the statutory bodies like UGC and other bodies responsible for governing the performance of the higher education institutions in terms of course content/duration of courses of study etc, particularly, with respect to matters concerning maintenance of uniformity of norms and standards of higher education. For this purpose, UGC and other statutory bodies such as AICTE, NCTE, BCI, MCI, DCI are apex authorities as per provisions of their respective Acts for prescribing norms and standards regarding the respective weightages of course contents for various courses of studies of the higher education spectrum.

## **2.1. Key Policy making agencies for Higher Education**

The three major policy making agencies in the field of higher education in India are:

- The Department of Higher Education, Ministry of Human Resource Development -it lays down the National Policy on Education
- Central Advisory Board of Education (CABE) – it coordinates between the Union and the States in the field of education
- State Councils of Higher Education – it coordinates the roles of Government, Universities and apex regulatory agencies in higher education within the State

### **2.1.1. The Department of Higher Education, MHRD**

India is one of the fastest growing economies in the world with its more than one billion strong human capital. In order to achieve the projected growth, we need strong foundations in education which will lead to overall development of our citizens. To achieve this goal, the Ministry of Human Resource Development (MHRD) was established on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Presently, the MHRD works through two departments:

- Department of School Education & Literacy
- Department of Higher Education

#### **The Department of Higher Education:**

The department of higher education is involved in bringing world class opportunities of higher education and research to the country so that Indian students excel in all international platforms. For this, the Government has initiated joint ventures and signed MoUs to help the Indian student benefit from the world perspective. The department of higher education is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions.

The main objectives of the Ministry would be (<http://mhrd.gov.in/about-mhrd>):

- Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.
- Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.
- Paying special attention to disadvantaged groups like the poor, females and the minorities.
- Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society.
- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

The Vision of Higher Education Department, MHRD is to realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Key Mission of the Department of Higher Education, MHRD([mhrd.gov.in/overview](http://mhrd.gov.in/overview)):

- Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
- Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.
- Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

**Objectives of Department of Higher Education, MHRD** ([mhrd.gov.in/overview](http://mhrd.gov.in/overview)):

- To expand the Higher Education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in Higher Education to 15% by 2011-12 to 21% by 2016-17 and 30% by the year 2020.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To expand institutional base of Higher Education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/civil society.
- To provide opportunities of Higher Education to socially-deprived communities and remove disparities by promoting the inclusion of women, minorities and differently-abled persons.
- To remove regional imbalances in access to Higher Education by setting up of institutions in unserved and underserved areas.
- To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.

- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
- To promote development of Indian languages.
- To promote autonomy, innovations, academic reforms in institutions of higher learning.
- To undertake institutional restructuring for improving efficiency, relevance and creativity in Higher Education.

Functions of the Department of Higher Education, MHRD ([mhrd.gov.in/overview](http://mhrd.gov.in/overview)):

- Enhancement of Gross Enrolment Ratio by expanding access through all modes.
- Promoting the participation of these sections of the society whose GER is lower than the national average.
- To improve quality and to promote academic reforms.
- Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions.
- Use of Technology in Higher Education.
- Development of Vocational Education and Skill Development.
- Development of Indian Languages.
- International Collaboration in the field of education.

### **2.1.2. Central Advisory Board of Education (CABE)**

It is the oldest and highest advisory board in India to advise the Central and State governments in the field of education. It was established in 1920. The idea that there should be a central Advisory Board of Education was first put forward by the Calcutta University Commission (1917-19) which felt that "the Government of India could perform an invaluable function by defining the general aims of educational policy, by giving advice and assistance to local governments and to the development of educational ideas in the various provinces, and also elsewhere than in India." During that time, the Government of India Act, 1919 decided to make education mainly a provincial and a transferred subject and to limit the 'control' of the Central Government over it to the minimum. This vital decision had made the Government of India an advisory authority. Consequently, a Central Advisory Board of Education was set up in 1920 under the chairmanship of Education Commissioner to the Government of India. It was abolished in 1923 and later revived in 1935 to its present form. The first constitution of the Board was given in the Government of India (Education, Health and Lands Department) Resolution No.F.122-3/35-E dated 8<sup>th</sup> August 1935. The Board was reconstituted vide Government of India Resolution No.1-2/90- PN (D.II) dated 19<sup>th</sup> October 1990.

**Some of the main functions of CABE** are as follows:

- To review the progress of education in the country from time to time
- To appraise the extent to which the education policies are implemented by the central and State governments
- To advise the Central and State governments regarding the coordination between the government and nongovernmental agencies for the development of education in accordance to various education policies
- To advise the Central and State governments on any educational issues
- To appoint committees for studying or making recommendations on diverse educational issues

- To provide a common platform for sharing the concerns and issues in education
- To garner information from educational experts, various agencies and non-governmental organisations on matters relating to education

CABE was not reconstituted after the expiry of its extended tenure in March 1994. CABE has an important role to play in the present scenario in view of the significant socio-economic and socio-cultural developments taking place in the country. It is particularly important that the Central and State Governments, and educationists and people with multifarious interests, should increase their interaction and evolve a participative process of decision making in education, which enhances the federal structure of our polity. The National Policy on Education, 1986 (as modified in 1992) also envisages that the CABE will play a pivotal role in reviewing educational development and coordinate the various areas of human resource development. Subsequently, the CABE was reconstituted by the Government in July 2004 and the Board comprises of nominated members from various fields and elected members from the Lok Sabha and the Rajya Sabha, and the representatives of the Government of India, State Governments and UT Administrations.

In the reconstituted CABE, a seven-member committee was set up to examine certain critical issues:

- Free and Compulsory education Bill and other issues related to Elementary Education
- Girls Education and the Common School System
- Universalisation of Secondary Education
- Autonomy of Higher Education Institutions
- Integration of Culture Education in the School Curriculum
- Regulatory Mechanism for the Text Books and parallel text books taught in schools outside the Government system
- Financing of Higher and Technical Education

### **2.1.3. State Councils of Higher Education**

Rashtriya Uchchar Shiksha Abhiyan (RUSA) was established in 2013 and aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories) is based on norms and is outcome dependent. Funds flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. Funding to states would be made on the basis of the critical appraisal of State Higher Education Plans, which would enlist each state's strategy to address issues of equity, access and excellence in higher education. RUSA places greater emphasis on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and PhDs.

The key objectives of RUSA:

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.



## Mahatma Gandhi National Council of Rural Education

- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

One of the mandates of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was the opening of State Higher Education Councils. The magnitude and complexity of the Indian higher education system demand that the states play a more vibrant role in planning and coordinating the system. In order to effectively carry out this responsibility, states must have effective State Higher Education Councils. State Higher Education Councils were established for the planning, monitoring, quality control and coordination of higher education at the State level. Based on the recommendations of National Policy on Education (1968) for the creation of State Higher Education Councils (SHECs) for effective planning and coordination of state higher education systems, over the years eight states (Andhra Pradesh, Karnataka, Kerala, Maharashtra, Tamil Nadu, Uttar Pradesh and West Bengal and Gujarat) had already established SHECs.

According to MHRD, major responsibilities of the Higher Education Councils are:

- Planned and coordinated development of higher education in the State
- foster sharing of resources between universities
- lead academic and governance reforms at the institution level
- establish principles for funding of institutions
- maintain a data bank on higher education
- conduct research and evaluation studies

The major functions of State Higher Education Councils are as follows:

- Strategy and Planning – Preparation of State Higher Education Plan (Perspective Plan, Annual Plan and Budget Plan), Gathering information from state institutions that will contribute to the State Higher Education Plan and Coordination between various apex bodies, regulatory institutions and government.
- Monitoring and Evaluation - Monitoring the implementation of State Higher Education Plans, Creating and sustaining the Management Information Systems (MIS), Compiling and maintaining periodic statistics at state and institutional level and Evaluating state institutions based on norms and Key Performance Indicators (KPIs) developed.
- Quality Assurance and Academic Functions - Encouraging and supporting enhancement of quality of faculty, Maintaining the quality of examinations and quality of curricula, facilitating innovation in research, Safeguarding the institutional autonomy of all state institutions, approving new institutions/colleges and fostering accreditation reforms.
- Advisory Functions - Advising the state government on strategic investments in higher education and help universities to formulate statutes and ordinances.
- Funding Functions –maintain transparency in funding methodologies and disbursing public funds to universities and colleges based on the State Higher Education Plan.

## 2.2. Ministry of Human Resource Development



The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174<sup>th</sup> amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments:

- Department of School Education & Literacy
- Department of Higher Education

The Department of School Education & Literacy is responsible for development of school education and literacy in the country and the Department of Higher Education takes care of what is one of the largest Higher Education systems of the world, just after the United States and China.

The Department of School Education & Literacy aims at the “universalisation of education” and making better citizens out of our young brigade. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools.

The Department of Higher Education, on the other hand, is engaged in bringing world class opportunities of higher education and research to the country so that Indian students are not finding lacking when facing an international platform. For this, the Government has launched joint ventures and signed MoUs to help the Indian student benefit from the world opinion.

The Ministry of HRD had laid down the following laws for the allocation of business rules in higher education ([mhrd.gov.in/allocation-business](http://mhrd.gov.in/allocation-business)):

### **Higher Education**

Clause (3) of Article 77 ("Conduct of Business of the Government of India ") of the Constitution of India lays down as follows:

"Clause (3) - The President shall make rules for the more convenient transaction of the business of the Government of India, and for the allocation among Ministers of the said business".

Under the above provision, the President has made the "Government of India (Allocation of Business) Rules, 1961", rule 2 of which reads as follows:

" Rule 2 - Allocation of Business: The business of the Government of India shall be transacted in the Ministries, Departments, Secretariats and Offices specified in the First Schedule to these rules (all of which are hereinafter referred to as 'Departments')".

Further, Rule 3(1) of the above Rules says that

"The distribution of subjects among the Departments shall be specified in the Second Schedule to these Rules...".

A Ministry or Department is responsible for formulation of policies of the Government in relation to business allocated to it and also for the execution and review of those policies. The Ministry of Human Resource Development (MHRD) is one of the Ministries specified in the First Schedule of the above Rules, and consists of the following two Departments:

## Mahatma Gandhi National Council of Rural Education

- Department of School Education & Literacy (SE & L)
- Department of Higher Education (HE)

The Minister of Human Resource Development heads the Ministry of HRD. Currently, he is assisted by a Minister of State each in the two Departments.

### **Subjects Allocated to the Department**

The following subjects are allocated to the Department of Higher Education, as per Second Schedule to the Government of India (Allocation of Business) Rules, 1961:

- University education; Central Universities; Rural Higher Education, Foreign Aid Programme relating to Higher Education, Technical Education Planning.
- Institutions of higher learning (other than Universities).
- Audio Visual Education with reference to the items in the list.
- Production of University level textbooks in Regional Languages.
- The Copyright Act, 1957 (14 of 1957) and International Conventions on Copyrights.
- Educational research
- Publications, information and statistics.
- Development and propagation of Hindi, including multi-lingual dictionaries.
- Grant of Financial assistance for the teaching and promotion of Hindi.
- Propagation and development of Sanskrit.
- Rehabilitation and other problems relating to displaced teachers and students.
- Central Advisory Board of Education.
- UNESCO and Indian National Commission for Cooperation with UNESCO.
- Matters relating to all scholarships, including those offered by foreign countries and foreign agencies, in subjects dealt with by this Department but excluding scholarships to students belonging to scheduled castes and scheduled tribes, denotified, nomadic and semi-nomadic tribes and General Scholarships Schemes and scholarships to foreign students and different schemes.
- Education and Welfare of Indian Students overseas; Education Departments of Indian Missions overseas; Financial assistance to education institutions and Indian Students' Associations abroad.
- Educational Exchange Programmes, exchange of teachers, professors, educationists, technologists, etc.; programme of exchange of scholars between India and foreign countries.
- Grant of permission to teachers of Universities, colleges and institutions of higher learning to accept assignments abroad.
- Admission of foreign students in Indian Institutions.
- Charities and Charitable Institutions, Charities and Religious Endowments pertaining to subjects dealt within this Department.
- Adhoc scientific research, other than research in higher mathematics, nuclear science and atomic energy, in universities and educational institutions.
- Vigyan Mandirs.
- General Policy regarding partial financial assistance to Scientists going abroad for studies in fields other than mathematics, nuclear science and atomic energy.
- Expansion, Development and Coordination of Technical Education.
- School of Planning and Architecture.
- Regional Schools of Printing.
- Grants-in-aid to State Government institutions, non-Government institutions, professional bodies and technical institutions of Union Territories for technical education. Grants-in-aid

for post-graduate studies in basic sciences, grants-in-aid for development of higher scientific and technological education and research in educational institutions; Grants-in-aid for fundamental research in science and technology, grants to individuals for fundamental research.

- All Indian Council for Technical Education, including conduct of its National Diploma and National Certificate Examinations.
- Practical training facilities for students of engineering and technological institutions.
- Recognition of professional technical qualification for purposes of recruitment to posts under Government of India.
- National Research Professorships and Fellowships.
- Holding of Foreign Examination in the fields of professional and technical education in India.
- University Grants Commission.
- National Book Trust.
- Administrative Staff College of India, Hyderabad.
- Indian School of Mines and Applied Geology, Dhanbad.
- Indian Institutes of Technology at Kharagpur, Mumbai, Kanpur, Chennai, Delhi, Guwahati and Roorkee.
- Indian Institute of Science, Bangalore.
- The Tata Institute of Social Sciences, Mumbai.
- International Students Houses in India and abroad.
- Schemes for grant of financial assistance to voluntary organisations for promotion of modern Indian languages.
- Regulation of Engineering Professional Services

### 2.2.1. Policy initiatives of MHRD

India is committed to provide free and compulsory education to all children with an aim of nation building. The Right to Education Act has come into force from 1<sup>st</sup> April 2010 to achieve this goal. Rashtriya Madhyamik Shiksha Abhiyan is a new initiative of the central government to universalize secondary education. Simultaneously, government is also committed to provide quality higher and technical education.

It is an established fact that the large number of educational institutions had contributed to nation building in post-independent India. The country is now set on a second phase of expansion and establishment of centres of excellence in higher education. It is envisaged that strengthening elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion and excellence in education.

The Central Advisory Board of Education (CABE) is the highest advisory body to advise the Central and State Governments in the area of education. Recently some of the important committees and commissions deliberate on education. For example, National Knowledge Commission (2006) Report on higher education highlights the need for a reform in higher education through public investment. Yashpal Committee was set up to advise on renovation and rejuvenation of higher education. It had put forward recommendations for protecting the intellectual autonomy of educational institutions and the establishment of an all-encompassing National Commission for Higher Education and Research (NCHER) to replace the existing regulatory bodies. The report had envisioned university as a place where research and teaching become two vital pillars of the creation of knowledge and both should go together. The report also recommended that no single discipline or specialized university should be created. The committee suggested the restructuring of undergraduate programs to enable students to have mobility in all curricular areas.

## **New Schemes of Higher Education**

### **University and Higher Education**

- Rashtriya Ucchatar Shiksha Abhiyan (RUSA)
- National Initiative for Design Innovation
- National Research Professorship (NRP)
- Establishment of New Central Universities
- Indira Gandhi National Tribal University
- Establishment of 14 World Class Central Universities
- Setting up of 374 Degree Colleges in Educationally Backward Districts
- Scheme for incentivising state governments for expansion of higher education institutions
- Central Sector Interest Subsidy Scheme, 2009 on Model Education Loan Scheme of IBA
- Construction of girls' hostels
- Supporting uncovered state universities and colleges
- Additional assistance to about 160 already covered universities and about 5500 colleges
- Strengthening science based higher education and research in universities
- Inter universities research institute for policy and evaluation
- Schemes Implemented through Autonomous Organisations

### **Technical Education**

- Scheme for Promotion of Academic and Research Collaboration (SPARC)
- Sub-Mission on Polytechnics under the Coordinated Action for Skill Development
- Scheme of Apprenticeship Training
- Support for Distance Education & Web Based Learning (NPTEL)
- Indian National Digital Library in Engineering, Science & Technology (INDEST-AICTE) Consortium
- National Programme of Earthquake Engineering Education (NPEEE)
- Technology Development Mission
- Direct Admission of Students Abroad
- Scheme for Upgrading existing Polytechnics to Integrate the Physically Disabled in the mainstream of Technical and Vocational Education
- Setting up 20 new IIITs

### **2.3. University Grants Commission**

History of India reveals that India has always regarded higher education with utmost importance. Our earliest universities, the universities of Calcutta, Bombay (now Mumbai) and Madras were established in 1857, followed by the university of Allahabad in 1887. The Inter-University Board (now known as the Association of Indian Universities) was set up in 1925 to promote university activities, by sharing information and cooperation in the field of education, culture, sports and similar areas. The formulation of a national system of education in India came in 1944, with the Report of the Central Advisory Board of Education on Post War Educational Development in India, also known as the Sargeant Report. It recommended the establishment of a University Grants Committee. Consequently, UGC was formed in 1945 to monitor the work of the three Central Universities of Aligarh, Banaras and Delhi. In 1947, the Committee was entrusted with the responsibility of monitoring the functioning of all the existing Universities.

Soon after Independence, the University Education Commission was set up in 1948 under the Chairmanship of Dr. S Radhakrishnan "to report on Indian university education and suggest

improvements and extensions that might be desirable to suit the present and future needs and aspirations of the country". It recommended that the University Grants Committee be reconstituted on the general model of the University Grants Commission of the United Kingdom with a full-time Chairman and other members to be appointed from amongst educationists of repute.

In 1952, the Union Government decided to refer all cases pertaining to the allocation of grants-in-aid from public funds to the Central Universities and other Universities and Institutions of higher learning to the University Grants Commission. Subsequently, the University Grants Commission (UGC) was formally inaugurated by late Shri Maulana Abul Kalam Azad, the then Minister of Education, Natural Resources and Scientific Research on 28 December 1953. On November 1956, UGC was formally established as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. UGC had established six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore for effective region-wise administration with headquarters at Delhi.

The UGC has the unique distinction of being the only grant-giving agency in the country which holds two responsibilities: providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. It functions with 11 members, Prof D.P. Singh being the Chairman.

The UGC's mandate includes:

- Promoting and coordinating university education.
- Determining and maintaining standards of teaching, examination and research in universities.
- Framing regulations on minimum standards of education.
- Monitoring developments in the field of collegiate and university education; disbursing grants to the universities and colleges.
- Serving as a vital link between the Union and state governments and institutions of higher learning.
- Advising the Central and State governments on the measures necessary for improvement of university education.

### **Colleges under section 2 (f)& 12(B) of the UGC Act 1956**

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B) of UGC Act, 1956 as per approved pattern of assistance under various schemes.

The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

### **Institutions of Eminence**

UGC has launched Institutions of Eminence scheme in order to implement the commitment of the Government to empower the Higher Educational Institutions and to help them become world class

teaching and research institutions, as announced by the Hon'ble Finance Minister in his budget speech of 2016. This will enhance affordable access to high quality education for ordinary Indians. Accordingly, UGC notified 'UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017' for private institutions and guidelines 'UGC (Declaration of Government Educational Institutions as Institutions of Eminence) Guidelines, 2017' for public institutions on 07.09.2017 to provide regulatory structure for enabling Higher Educational Institutions to become world-class teaching and research institutions.

As per the clause 7.1 of the UGC (Institutions of Eminence Deemed to be Universities) Regulations, 2017, an Empowered Expert Committee (EEC) was appointed with four eminent persons as members as notified by UGC vide letter no. F.NO. 1-4/2016 CPP-I/DU/IOE dated 20.02.2018, as advised by the Central Government vide letter no. No. 8/18/2017-CS(A) dated 19.02.2018.

Objectives of the Scheme- Institutions of Eminence:

- to provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit at post-graduate, graduate and research degree levels and award degrees, diplomas and other academic distinctions
- to engage in areas of specialization to make distinctive contributions to the objectives of the university education system wherein the academic engagement is clearly distinguishable from programmes of an ordinary nature and is tuned to developing the capacity of the students and the researchers to compete in the global tertiary education marketplace through the acquisition and creation of advanced knowledge in those areas
- to provide for high quality teaching and research and for the advancement of knowledge and its dissemination through various research programmes undertaken in-house by substantial number of full-time faculty and research scholars in diverse disciplines
- to pay special attention to teaching and research in unique and emerging areas of knowledge, including interdisciplinary areas, which are regarded as important for strategic needs of the country but are not being pursued by conventional or existing institutions so far, and award degrees, diplomas and other academic distinctions
- to aim to be rated internationally for its teaching and research as a top hundred Institution in the world over time

EXPECTATIONS FROM THE INSTITUTIONS OF EMINENCE (<https://www.ugc.ac.in/ioe/about.aspx>):

- Highly qualified faculty, with freedom to hire from across the world
- Existence of academic, administrative and financial autonomy
- Excellence in research
- High Quality of teaching
- High levels of funding
- Adequate financial assistance to meritorious students to support a need-blind admissions process
- Selection of students through a transparent system so as to ensure intake of meritorious students
- A significant proportion of international students
- Autonomous governance structures
- Well-equipped facilities for teaching, research, administration, and student life
- Tangible and intangible contribution to the society
- Ability to leverage alumni and alternative funding sources, and the autonomy to utilize these resources

- It should preferably be multi-disciplinary or inter-disciplinary and have both teaching and research focus of an exceptionally high quality.
- It should offer inter-disciplinary courses, including in areas of emerging technology and interest as well as those of relevance to the development concerns of countries like India and also award degrees, diplomas and other academic distinctions in such interdisciplinary areas.
- It should have a good proportion of foreign or foreign qualified faculty.
- There should be a reasonably good mix of Indian and foreign students.
- There should be a transparent merit-based selection in admissions, so that the focus remains on getting meritorious students.
- The admission process should be need-blind – so that once a student gets admission purely on merit, such a meritorious student should not be turned away for lack of financial ability.
- The faculty student ratio should be not be less than 1:20 at the time of notification issued declaring an Institution as an Institution of Eminence and should increase over time so as not to be less than 1:10 after five years of this date. The faculty for this purpose includes the regular faculty, adjunct faculty, and long-term faculty (for at least three years). Part time faculty shall not be counted for the purpose.
- There should be laboratory facilities to undertake cutting-edge scientific research for those Institutions of Eminence Deemed to be Universities doing scientific research. In case of humanities, social science and other interdisciplinary areas, the faculty should be engaged in research and field work in frontier areas using the latest methodologies.
- The Institution of Eminence should strive to achieve social impact by engaging in applied research and innovation in issues of concern to developing societies.
- The Institution of Eminence should develop teaching and research collaborations with a reasonable number of global universities figuring in the most reputed global rankings.
- The Institution of Eminence should be known for promoting a culture where faculty are encouraged to publish regularly in peer-reviewed journals and engage academically with the issues of concern to the society. It should have a record of research publications at the mean rate of at least one per faculty member each year in reputed peer-reviewed international journals based on publication made by top 100 global Universities in these journals. For this purpose:
  - The Institution of Eminence should have a world-class library with subscriptions to reputed journals in the areas of courses it is offering.
  - The Institution of Eminence should have student amenities comparable with that of globally reputed institutions.

New Regulatory Structure for setting up Institutions of Eminence ([www.ugc.ac.in](http://www.ugc.ac.in)):

- As far as Government owned institutions are concerned, they will continue to function as per the existing regulatory provisions under which they have been created.
- Thus, the Institutes of National Importance, created under Acts of Parliament, would continue to function under their existing Acts. However, within the ambit of the Act, they would be given additional flexibility as listed out in Guideline 6.1 hereinafter.
- Similarly, State Public Universities set up under State Acts would continue to function under their respective Acts.
- As far as deemed universities controlled by Government are concerned, they would also be given additional incentives given in these Guidelines, and the same would be provided for in the UGC Regulations to be framed for Institutions of Eminence Deemed to be Universities.



- Institutions which are also regulated by their Professional Regulatory Councils would continue to be regulated by the councils and no relaxation is proposed on rules and regulations laid down by these regulatory bodies.
- Empowered Expert Committee referred in these Guidelines means the committee UGC (Institutions of Eminence Deemed to be University) Regulations, 2017.

There are 119 Institutions of Eminence of which 74 are public institutions and 45 private institutions.

### **2.3.1. Inter University Centres (IUCs)**

The UGC establishes autonomous Inter-University Centres within the university system under Clause 12(ccc) of the UGC Act. The objectives for setting up these centres are:

- To provide common advanced centralized facilities/services for universities which are not able to invest heavily in infrastructure and other inputs
- To play a vital role in offering the best expertise in each field to teachers and researchers across the country
- To provide access for research and teaching community to the state-of-the-art equipment and excellent library facilities which are comparable to international standards

The Nuclear Science Centre at New Delhi (now called Inter University Accelerator Centre) was the first research centre established in 1994. There are six Inter University Centres functioning within the university system:

- Inter University Accelerator Centre (IUAC), New Delhi
- Inter University Centre for Astronomy and Astro-Physics (IUCAA), Pune
- UGC-DAE Consortium for Scientific Research (UGC-DAECSR), Indore
- Information and Library Network (INFLIBNET), Ahmedabad
- Consortium for Educational Communication (CEC), New Delhi
- National Assessment and Accreditation Council (NAAC), Bangalore
- Inter University Centre for Teacher Education, Kakinada

## **2.4. NAAC and NIRF**

### **2.4.1. National Assessment and Accreditation Council (NAAC)**

National Assessment and Accreditation Council (NAAC) was established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bengaluru. It was established with a mission to make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives. The prime responsibility of NAAC, as envisioned in its Memorandum of Association (MoA), is to assess and accredit institutions of higher learning, universities and colleges or their subsidiary units like departments, schools, institutions, programmes, etc. The NAAC functions through its General Council and Executive Committee which includes educational administrators, policy makers and senior academicians from higher education sector.

NAAC has introduced a new methodology for assessment and accreditation of higher education institutions with effect from 1<sup>st</sup> April 2007. The new approach follows a two-step process. In the first step, the institution is required to seek 'Institutional Eligibility for Quality Assessment (IEQA)' and the second step is the assessment and accreditation of the institute under the grades 'A', 'B', 'C' for accredited institutions; and 'D' for those which are not accredited. NAAC has identified seven criteria- i. Curricular aspects, ii. Teaching-learning and evaluation, iii. Research, Consultancy and



extension, iv. Infrastructure and learning resources, v. Student support and progression, vi. Governance and leadership and vii. Innovative practices as the basis for its assessment procedure.

### **The Mission of NAAC**

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programs or projects
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions
- To encourage self-evaluation, accountability, autonomy and innovations in higher education
- To undertake quality-related research studies, consultancy and training programs
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.

The NAAC has been set up to facilitate Higher Education Institutions to assess their performance and provide accreditation. The following are the benefits of accreditation:

- Institution to know its strengths, weaknesses, and opportunities through an informed review process
- Identification of internal areas of planning and resource allocation
- Collegiality on the campus
- Funding agencies look for objective data for performance funding
- Institutions to initiate innovative and modern methods of pedagogy
- New sense of direction and identity for institutions
- The society look for reliable information on quality education offered
- Employers look for reliable information on the quality of education offered to the prospective recruits
- Intra and inter-institutional interactions

NAAC has developed instruments to assess institutions based on the units to be assessed. Different units of assessment are:

### **Institutional Accreditation**

University: University Central Governance Structure along with all the Under Graduate and Post Graduate Departments.

College: Any College - affiliated, constituent or autonomous with all its departments of studies.

Department Accreditation: Any department/School/Centre of the University.

Re-assessment: Institutions, which would like to make an improvement in the accredited status, may volunteer for Re-assessment, after completing at least one year but not after the completion of three years.

Assessment Outcome:

NAAC awards an ICT based score as the outcome of the Assessment and Accreditation process. It is a combined score of evaluation of qualitative and quantitative metrics and comprises three parts.

- Peer Team Report – it has four sections. Section 1 gives the General Information of the institution and its context. Section 2 gives Criterion wise analysis based on peer evaluation of qualitative indicators. This will be a qualitative, descriptive assessment report based on the

Peer Team’s critical analysis. Section 3 gives an Overall Analysis of the institution comprising its Strengths, Weaknesses, Opportunities and Challenges. Section 4 presents Recommendations for Quality Enhancement of the Institution.

- Graphical representation based on Quantitative Metrics (QnM) - It will be a System Generated Quality Profile of the HEI based on statistical analysis of quantitative indicators in the NAAC’s QIF (quality indicator framework).
- Institutional Grade Sheet – it contains the Institutional Grade Sheet which is based on qualitative indicators, quantitative indicators and student satisfaction survey using existing calculation methods which will be generated by a software.

CGPA	Letter grade	Status
3.51 - 4.00	A <sup>++</sup>	Accredited
3.26 - 3.50	A <sup>+</sup>	Accredited
3.01 - 3.25	A	Accredited
2.76 - 3.00	B <sup>++</sup>	Accredited
2.51 - 2.75	B <sup>+</sup>	Accredited
2.01 - 2.50	B	Accredited
1.51 - 2.00	C	Accredited
< 1.5	D	Not Accredited

Table 2.1. NAAC Accreditation outcome

#### 2.4.2. National Institutional Ranking Framework (NIRF)

The National Institutional Ranking Framework (NIRF) is a methodology adopted by the Ministry of Human Resource Development (MHRD), to rank institutions of higher education in India. The Framework was accepted by the MHRD and launched by Honourable Minister of Human Resource Development on 29 September 2015. There are separate rankings for different types of institutions like universities and colleges, engineering institutions, management institutions, pharmacy institutions and architecture institutions. This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The Committee recommended the classification of institutions into two categories:

- Category A: Include institutions of national importance set up by Acts of Parliament, State Universities, Deemed-to-be Universities, Private Universities and other autonomous institutions.
- Category B: Include institutions affiliated to a University and do not enjoy full academic autonomy.

The various parameters employed for assessment include:

- Teaching, Learning and Resources
  - Student Strength including Doctoral Students

- Faculty-student ratio with emphasis on permanent faculty (FSR)
- Combined metric for Faculty with PhD (or equivalent) and Experience (FQE)
- Total Budget and Its Utilisation (CBTU)
- Research and Professional Practices
  - Combined metric for Publications (PU)
  - Combined metric for Quality of Publications (QP)
  - IPR and Patents: Filed, Published, Granted and Licensed (IPR)
  - Footprint of Projects and Professional Practice and Executive Development Programs (FPPP)
- Graduation Outcomes
  - Combined % for Placement, Higher Studies, and Entrepreneurship (GPHE)
  - Metric for University Examinations (GUE)
  - Median Salary
  - Metric for Graduating Students Admitted into Top Universities (GTOP)
  - Metric for Number of Ph.D. Students Graduated (GPHD)
- Outreach and Inclusivity
  - Percent Students from other states/countries (Region Diversity RD)
  - Percentage of Women (WF) + (WS) + (WA)
  - Economically and Socially Challenged Students (ESCS)
  - Facilities for Physically Challenged Students (PCS)
- Perception
  - Peer Perception: Employers and Research Investors (PREMP)
  - Peer Perception: Academics (PRACD)
  - Public Perception (PRPUB)
  - Competitiveness (PRCMP)

NIRF rankings 2018 placed Indian Institute of Science, Bengaluru in the top position followed by IIT Madras, IIT Bombay, IIT Delhi, IIT Kharagpur, JNU Delhi....

## 2.5. CEC and INFLIBNET

### 2.5.1.The Consortium for Educational Communication (CEC)

The Consortium for Educational Communication is one of the Inter University Centres set up by the University Grants Commission of India. It has been established with the goal of addressing the needs of Higher Education using powerful medium of Television alongwith the appropriate use of emerging Information and Communication Technology (ICT). UGC has started the Countrywide Classroom Programmes in the year 1984 realizing the power of television to act as means of Educational Knowledge dissemination. Media Centres were set up at 6 Universities to produce such programs. Subsequently CEC emerged in 1993 as a nodal agency to coordinate, guide & facilitate such Educational production at the National level. Today 21 Media Centres are working towards achieving this goal under the umbrella of CEC.

Governing Council of CEC is headed by the chairman, University Grants Commission as Ex-officio President of the Council.

#### Objectives of CEC:

- Close Coordination, facilitation, overall guidance and direction towards the activities of the Media Centres set up by the UGC in various Universities throughout the country.
- Dissemination of Educational programmes through broadcast as well as non-broadcast modes.

- Production of Educational programmes (Audio/Visual and Web Based) and related support material further setting up of appropriate facilities for such production.
- Research activities related to optimizing the effectiveness of such programmes.
- Providing a forum for the active involvement of academic and other scholars in the creation of appropriate educational programmes.
- Studying, promoting & experimenting with new technology that will increase the reach and /or effectiveness of educational communication.

### **CEC's EDUSAT Network**

EDUSAT is the satellite launched on September 20, 2004 by Indian Space Research Organization (ISRO) to meet the demands of educational sector. It has revolutionized classroom teaching through IP based technology. Consortium for Educational Commission (CEC) is one amongst the five primary users of this educational satellite. Presently, there are over hundred Satellite Interactive Terminals (SITs) and Receive only Terminals (RoTs) under CEC EDUSAT network, installed at various colleges, Academic Staff Colleges and Universities across the country. CEC EDUSAT network plays a major role in empowering students through cutting edge technology and caters the needs of students across the country.

**EDUSAT live transmission** – Subject experts deliver lectures live where CEC acts as the teaching end. These lectures are received by Satellite Interactive Terminals (SITs) and Receive only Terminals (RoTs) which are known as Class Room End. Teaching end can be shifted from one SIT to another. Thus, the students gain from experts located in various Educational Institutions across the country. The Expert can address the queries of the students in the live mode and the students can interact with them using Audio Video Conferencing, Text Mode and through telephones. The recorded lectures are also available on You Tube.

### **e-Education**

e-Education or e-learning is essentially the computer and network-enabled transfer of skills and knowledge. e-Learning applications and processes comprises web-based learning, computer-based learning, virtual education opportunities and digital collaboration. Realizing the potential of worldwide web, CEC has initiated the production of e-content. This is the digital content which could be transmitted over the computer network. The programs produced are being transformed into the digital content in varied subject categories. This content could be made accessible to the vast population of students and academic faculty overcoming the geographical barriers of time and space. The e-Content and unique Learning Object Repositories (LORs) are a step towards achieving the goal of providing Higher Education with equity and quality.

### **EMMRC**

Media Centres are set up by UGC in various universities and institutions in the country. The objective of setting up Media Centres is to produce in-house quality educational programs for electronic media. The Media Centres are engaged in production of Video & Multimedia based programs. CEC and the Media Centres are equipped with more than 500 trained manpower & state of the art equipment. CEC claimed as the largest repository of Educational Video programs has more than 20,000 video programs. Presently, the media centres produce about 2000 Video based programs and the same number of e-Contents based on UGC model curriculum annually. These programs are telecast on VYAS Higher Education Channel. CEC in its media centre circuit has 21 centres across the country.

### **VYAS Higher Education Channel**

Vyas Higher Education Channel is an exclusive 24x7 CEC-UGC Higher Education Satellite channel. It was launched on 26<sup>th</sup> January 2004 with the objective of bringing knowledge to households and students and to bridge the knowledge and information gap and to provide quality higher education to all. The 24X7 transmission is based on educational content produced on various undergraduate subjects to supplement the classroom teaching. Students residing in millions of households across India are benefitted through this channel.

The undergraduate educational programs telecast on Vyas 24x7 Higher Education Channel are available on DD Direct Plus, a DTH platform of Doordarshan, and on Dish TV, a private DTH operator. The channel is also available on [www.webcast.gov.in/vyaslive](http://www.webcast.gov.in/vyaslive).

### **e-Knowledge Resources**

The Digital Media Library at CEC is a Central Repository of all the Educational Video Programs produced by the Educational Multimedia Research Centres set up by UGC in the Universities and Institutions of Higher Education across the country. The Media Library houses all the Master Tapes of the educational video programs, e-Contents and LOR's produced on various subjects and is a storehouse of a wealth of knowledge. CEC has a total collection of about 20000 Educational Video Programs on various formats like U-matic Cassettes, Betacam Cassettes, CD's, DVD's, Mini-DVD's and PD's/OD's (Optical Discs). It includes enrichment video programs, syllabus-oriented programs like the university video lectures, e-Contents and LOR's which are available both in English and Hindi. The Digital Media Library produces more than 2000 Video Programmes and e-content on various subjects and topics annually.

### **Categories of Media Library Collections:**

- Enrichment Video Programs
- University Video Course Lectures
- e-Contents on Under Graduate Subjects
- Video programs on Under Graduate Subjects
- LOR's (Learning Object Repositories)

### **Organizational Chart of CEC**



Figure 2.1. Organizational Chart of Consortium of Educational Communication

(Source: [www.cec.nic.in/Pages/Organization-Chart.aspx](http://www.cec.nic.in/Pages/Organization-Chart.aspx))

### 2.5.2. Information and Library Network Centre (INFLIBNET)

The Information and Library Network (INFLIBNET) Centre is an autonomous Inter-University Centre of the University Grants Commission (UGC) of India. It is a major National Program initiated by the UGC in March 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad. Initially started as a project under the IUCAA, it became an independent Inter-University Centre in June 1996. INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centres in the country through a nation-wide high-speed data network using the state-of-art technologies for the optimum utilisation of information. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India.

#### The primary objectives of INFLIBNET are:

- To promote and establish communication facilities to improve capability in information transfer and access, that provide support to scholarship, learning, research and academic pursuit through cooperation and involvement of agencies concerned.
- To establish INFLIBNET: Information and Library Network, a computer communication network for linking libraries and information centres in universities, deemed to be universities, colleges, UGC information centres, institutions of national importance and R & D institutions, etc. avoiding duplication of efforts.
- To promote and implement computerization of operations and services in the libraries and information centres of the country, following a uniform standard.

- To evolve standards and uniform guidelines in techniques, methods, procedures, computer hardware and software, services.

**The Mission and Vision of INFLIBNET:**

- Leveraging on the latest technology, create a virtual network of people and resources in academic institutions with an aim to provide effective and efficient access to knowledge through perseverance, innovation and collaboration.
- Provide seamless, reliable and ubiquitous access to scholarly, peer-reviewed electronic resources to the academic community in all educational institutions with a focus on services and tools, processes and practices that support its effective use and increase value of this information.
- Build and strengthen ICT infrastructure in educational institutions with value-added services.
- Develop tools, techniques and procedures for secure and convenient access management enabling users to access information in electronic format from anywhere, anytime.
- Develop resource selection guides and online tutorials for effective delivery and usage of e-resources.
- Facilitate creation of open access digital repositories in every educational institution for hosting educational and research contents created by these institutions.

**Goals of INFLIBNET**

- Achieve complete automation of libraries in educational institutions.
- Create union catalogues of documents available in libraries in online and real-time environment.
- Provide seamless and ubiquitous access to scholarly, peer-reviewed electronic resources to the universities.
- Promote digitization of legacy documents and creation of content in e-format (including electronic theses and dissertations, electronic version of research articles, working papers, technical reports, concept papers, annual reports, statistical data, etc.) in universities.
- Promote setting-up of open access digital repositories in universities for hosting content created in the process mentioned above.
- Develop expertise in Digital content creation, Process of digitization and Managing digital depositories.
- Impart training in applications on various aspects of new technology to achieve goals mentioned above.

**Major activities of INFLIBNET**

e-consortium	open access initiatives	project and consultancy	library automation
<ul style="list-style-type: none"> <li>• e-ShodhSindhu</li> <li>• NLIST Program</li> </ul>	<ul style="list-style-type: none"> <li>• Infoport</li> <li>• IR@IBFLIBNET</li> <li>• Shodhganga</li> <li>• Shodhgangotri</li> </ul>	<ul style="list-style-type: none"> <li>• India Rankings (NIRF)</li> <li>• e-PG Pathshala</li> <li>• Vidwan Database</li> <li>• Vidya-Mitra</li> </ul>	<ul style="list-style-type: none"> <li>• Indcat:Union Catalogue</li> <li>• Soul</li> </ul>

Figure 2.2. Major Activities of Inflibnet

- E-ShodhSindhu: Consortium for Higher Education Electronic Resources. Provides access to e-resources to Universities, Colleges and Centrally Funded Technical Institutions in India.
- NLIST Program –National Library and Information Services, Infrastructure for Scholarly Content. It extends access to e-resources to colleges in India. Authorised users registered under NLIST program have access to 6000 journal and more than 31,35,000 e-books.
- InfoPort: INFLIBNET Subject gateway for Indian electronic resources
- IR@INFLIBNET - Institutional Repository of INFLIBNET Centre, where you find articles published in all conventional proceedings of INFLIBNET Centre.
- Shodhganga - A reservoir of Indian Theses. The Shodhganga@INFLIBNET Centre provides a platform for research students to deposit their Ph.D. theses and make it available to the entire scholarly community in open access. The repository can capture, index, store, disseminate and preserve ETDs submitted by the researchers.
- Shodhgangotri - Repository of Indian Research in Progress details (Synopses/Research Proposals for PhD programs).
- India Rankings (NIRF) – National Institutional Ranking Framework.
- e-PG Pathshala: e-Content for PG Courses.
- Vidwan Database - Expert Database and National Researcher Network. VIDWAN is the premier database of profiles of scientists / researchers and other faculty members working at leading academic institutions and other R & D organisation involved in teaching and research in India.
- Vidya-Mitra - Vidya-Mitra is an online learning portal for all the e-content projects developed under the NME-ICT (National Mission on Education through Information and Communication Technology), MHRD.
- Indcat: Union Catalogue - Development of Union Databases of various library resources i.e. Books, Theses and Serials. IndCat (Book Database) has 84.19 Lakhs Unique Records of 176 Universities
- SOUL - Software for University Libraries (SOUL) is a state-of-the-art integrated library management software designed and developed by the INFLIBNET Centre based on requirements of college and university libraries. The latest version of the software i.e., SOUL 2.0 was released in January 2009. The database for new version of SOUL is designed for latest versions of MS-SQL and MySQL (or any other popular RDBMS).

## Summary



India is ranked third in the number of higher educational institutions and student enrolment in these institutions globally. Since our students are our most valuable resources for tomorrow, the nation should focus on better education facilities with a view on overall development of students. Our aim is developing a politically, socially, economically and morally strong nation. Higher education plays a vital role towards achieving this goal and the many institutions and organizations established to maintain quality and access would contribute towards this aim. Key policy making agencies for higher education in India are Department of Higher Education, MHRD, CABE and State Councils of Higher Education. The MHRD works through two departments: Department of School Education & Literacy and Department of Higher Education. UGC remains as the core apex body monitoring the functions of all universities. The UGC has the unique distinction of being the only grant-giving agency in the country which holds two responsibilities: providing funds and that of coordination, determination and maintenance of standards in institutions of higher education. UGC has launched Institutions of Eminence scheme in order to implement the commitment of the Government to empower the Higher Educational Institutions and to help them become world class teaching and research institutions. NAAC was introduced for assessment and accreditation of higher education institutions in India and NIRF ranks the institutions of higher education. Consortium of Educational Communication, CEC functions as a nodal agency to coordinate, guide & facilitate the National level activities of the Media Centres set up by the UGC in various Universities throughout the country. INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centres in the country through a nation-wide high-speed data network using the state-of-art technologies for the optimum utilisation of information.

### **To Do Activity**

1. Form students into groups, make them list out five Institutions of National Importance, and study their functioning and contributions to our nation.
2. Let students visit a central university library and study the facilities available at the Inflightnet centre.

### **References:**

<https://www.teqsa.gov.au/latest-news/publications/guidance-note-academic-governance>

[http://mhrd.gov.in/higher\\_education](http://mhrd.gov.in/higher_education)

<https://www.pwc.in/assets/pdfs/industries/education-services.pdf>

[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/document-reports/Brief%20History.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Brief%20History.pdf)

## Chapter 3 University Acts, Statutes and Ordinances

### Learning Objectives

At the end of the chapter, participants will be able to:

- Explain University Acts, statutes and ordinances and assess its impact on higher education

### Introduction

The Indian legal system is based upon both legislation and common law. Legislations are made by legislature. A legislature is a type of deliberative assembly with the power to pass, amend, and repeal laws. Legislations are also known as statutory laws and they can be set down by the national, state legislature or local municipalities. Statutory laws are based on the statutes enacted and imposed by the legislature. A statute is a formal act of the Legislature in written form. It declares the will of the Legislature. It may be declaratory of the law, or a command which must be obeyed, or a prohibition forbidding a course of conduct or a particular act.

India became an independent democratic republic in 1947 and legislation started in India during the British period. Some of the pre-independent legislations are still valid, e.g., Indian Penal Code, 1860, Civil Procedure Code, 1908, Government of India Act, 1919, Government of India Act, 1935 etc. Post – independence, The Constitution of India came into effect on 26 January 1950. Although its administrative provisions are to a large extent based on the Government of India Act 1935, it also contains various other provisions that were drawn from other constitutions in the world at the time of its creation. The Constitution of India is the guiding light in all matters - executive, legislative and judicial in the country.

**Ordinances**- According to Cambridge Dictionary, ordinance means a law or rule made by a government or authority. Universities make Ordinances under the Central Universities Act – 2009. This Act allows the authority of the university to pass Ordinances, consistent with the Act for the conduct of their own business and that of the Committees, if any, appointed by them and not provided for by this Act, The Statutes or the Ordinances, in the manner prescribed by the Statutes.

**University Statutes and Ordinances** - The Statutes and Ordinances provide the constitutional framework that allows the University to govern its affairs. Ordinances are detailed regulations and procedures covering all aspects of University business.

### 3.1. University Acts

Central universities in India are established by an Act of Parliament and functions under the Department of Higher Education, Ministry of Human Resource Development. Generally, universities in India are recognised by the University Grants Commission (UGC), in accordance with the University Grants Commission Act, 1956. Central universities especially come under the purview of the Central Universities Act, 2009, which regulates their purpose, powers, governance etc.

State universities are run by the state government of each of the states and are established by a local legislative assembly act.

Deemed university, or "Deemed-to-be-University", is a status of autonomy granted by the Department of Higher Education, MHRD on the advice of the UGC, under Section 3 of UGC Act, 1956.

### **3.2. Central Universities Act, 2009, Act No. 25 of 2009**

An Act to establish and incorporate universities for teaching and research in the various States and to provide for matters connected therewith or incidental thereto.

BE it enacted by Parliament in the Sixtieth Year of the Republic of India as follows:

#### 1. Short title and commencement:

- This Act may be called the Central Universities Act, 2009.
- It shall be deemed to have come into force on the 15th day of January 2009.

#### 2. Definitions—In this Act, and in all Statutes made hereunder, unless the context otherwise requires:

- "Academic Council" means the Academic Council of the University
- "academic staff" means such categories of staff as are designated as academic staff by the Ordinances
- "Board of Studies" means the Board of Studies of a Department of the University
- "College" means a college maintained by the University
- "Chancellor", "Vice-Chancellor" and "Pro-Vice-Chancellor" mean, respectively, the Chancellor, Vice-Chancellor and Pro-Vice-Chancellor of the University
- "Court" means the Court of the University
- "Department" means a Department of Studies and includes a Centre of Studies
- "distance education system" means the system of imparting education through any means of communication, such as broadcasting, telecasting, internet, correspondence courses, seminars, contact programs or the combination of any two or more such means
- "employee" means any person appointed by the University and include teachers and other staff of the University
- "Executive Council" means the Executive Council of the University
- "Hall" means a unit of residence or of corporate life for the student of the University, or of a College or an Institution, maintained by the University
- "Institution" means an academic institution, not being a College, maintained by the University
- "Principal" means the Head of a College or an Institution maintained by the University and includes, where there is no principal, the person for the time being duly appointed to act as Principal, and in the absence of the Principal, or the acting Principal, a Vice-Principal duly appointed as such
- "Regulations" means the Regulations made by any authority of the University under this Act for the time being in force
- "School" means a School of Studies of the University
- "Statutes" and "Ordinances" mean, respectively, the Statutes and the Ordinances of the University for the time being in force
- "teachers of the University" means Professors, Associate Professors, Assistant Professors and such other persons as may be appointed for imparting instruction or

conducting research in the University or in any College or Institution maintained by the University and are designated as teachers by the Ordinances

- “University” means a University established and incorporated as a University under this Act.

3. Establishment of Universities -

- The Guru Ghasidas Vishwavidyalaya in the State of Chhattisgarh and Doctor HarisinghGour Vishwavidyalaya in the State of Madhya Pradesh, established under the Madhya Pradesh Vishwavidyalaya Adhiniyam, 1973 (Madhya Pradesh Act 22 of 1973), and Hemvati Nandan Bahuguna Garhwal University in the State of Uttarakhand, established under the Uttar Pradesh State Universities Act,1973 (President’s Act 10 of 1973), shall be established as bodies corporate under this Act by the same names of “Guru Ghasidas Vishwavidyalaya”, “Doctor HarisinghGour Vishwavidyalaya” and “Hemvati Nandan Bahuguna Garhwal University”, respectively.
- The headquarters of Guru Ghasidas Vishwavidyalaya, Doctor HarisinghGour Vishwavidyalaya and Hemvati Nandan Bahuguna Garhwal University, shall be at Bilaspur, Sagar and Srinagar, respectively.
- The jurisdiction of Guru Ghasidas Vishwavidyalaya, Doctor HarisinghGour Vishwavidyalaya and Hemvati Nandan Bahuguna Garhwal University shall extend to the Bilaspur, Raigarh and Surguja districts of the State of Chhattisgarh, the Sagar, Tikamgarh, Chhatarpur, Panna, Chhindwara and Damoh districts of the State of Madhya Pradesh, and the Chamoli, Dehradun, Garhwal, Hardwar, Rudraprayag, Tehri Garhwal and Uttarkashi districts of the State of Uttarakhand, respectively.
- There shall be established, the Universities in the various States as bodies corporate, by such names and territorial jurisdiction, as specified in the First Schedule to this Act.
- The headquarters of each of the University, referred in sub-section (4), shall be such as may be specified by the Central Government by notification in the Official Gazette.
- The first Chancellor, the first Vice-Chancellor and the first members of the Court, the Executive Council and the Academic Council of each University, and all persons who may hereafter become such officers or members, so long as they continue to hold such office or membership, are hereby constituted a body corporate by the name of the University.
- The University shall have perpetual succession and a common seal and shall sue and be sued by the said name.

4. Special provision with respect to the State of Jammu and Kashmir–

- The Central University of Jammu and Kashmir established under sub-section (4) of section 3 shall be known as the Central University of Kashmir and its territorial jurisdiction shall be limited to the Kashmir Division of the State of Jammu and Kashmir.
- There shall be established a university, which shall be a body corporate, to be known as the Central University of Jammu having its territorial jurisdiction extending to the Jammu Division of the State of Jammu and Kashmir.
- All assets and liabilities of the Central University of Jammu and Kashmir in respect of the territory of Jammu Division of the State of Jammu and Kashmir shall stand transferred to be the assets and liabilities of the Central University of Jammu.
- Anything done or any action taken by the University of Jammu and Kashmir in respect of the territory of Jammu Division of the State of Jammu and Kashmir shall be deemed to have been done or taken by the Central University of Jammu.
- Any suit or legal proceedings instituted or continued by or against the Central University of Jammu and Kashmir in respect of the territory of Jammu Division of the State of Jammu and Kashmir shall be deemed to have been instituted or continued by or against the Central University of Jammu.

Special provision with respect to State of Bihar –

- The Central University of Bihar established under sub-section (4) of section 3 shall be known as the Central University of South Bihar, having its territorial jurisdiction extending to the territory in the south of River Ganges in the State of Bihar, as specified in the First Schedule to this Act.
  - There shall be established a University, which shall be a body corporate, to be known as the Mahatma Gandhi Central University, having its territorial jurisdiction extending to the territory in the north of the River Ganges in the State of Bihar, as specified in the First Schedule to this Act.
5. Objects of University–
- The objects of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit
  - to make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programs
  - to take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research
  - to educate and train manpower for the development of the country
  - to establish linkages with industries for the promotion of science and technology
  - to pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.
6. Powers of University– The University shall have the following powers:
- to provide for instructions in such branches of learning like natural sciences, social sciences, humanities, engineering, technology and medicine as the University may, from time to time, determine and to make provisions for research and for the advancement and dissemination of knowledge
  - to grant, subject to such conditions as the University may determine, diplomas or certificates to, and confer degrees or other academic distinctions on, persons, on the basis of examination, evaluation or any other method of testing, and to withdraw any such diplomas, certificates, degrees or other academic distinction for good and sufficient cause
  - to organise and to undertake extramural studies, training and extension services
  - to confer honorary degrees or other distinctions in the manner prescribed by the Statutes
  - to provide facilities through the distance education system to such persons as it may determine
  - to institute Principalships, Professorships, Associate Professorships, Assistant Professorships and other teaching or academic positions, required by the University and to appoint persons such Principals, Professors, Associate Professors, Assistant Professors or other teaching or academic positions
  - to recognise an institution of higher learning for such purposes as the University may determine and to withdraw such recognition
  - to appoint persons working in any other University or academic institution, including those located outside the country, as teachers of the University for a specified period
  - to create administrative, ministerial and other posts and to make appointments thereto
  - to co-operate or collaborate or associate with any other University or authority or institution of higher learning, including those located outside the country, in such manner and for such purposes as the University may determine
  - to establish such centres and specialised laboratories or other units for research and instruction as are, in the opinion of the University, necessary for the furtherance of its objects

- to institute and award fellowships, scholarships, studentships, medals and prizes
- to establish and maintain colleges, Institutions and Halls
- to make provision for research and advisory services and for that purpose to enter into such arrangements with other institutions, industrial or other organisations, as the University may deem necessary
- to organise and conduct refresher courses, workshops, seminars and other programmes for teachers, evaluators and other academic staff
- to appoint on contract or otherwise visiting Professors, Emeritus Professors, Consultants and such other persons who may contribute to the advancement of the objects of the University
- to confer autonomous status on a College or an Institution or a Department, as the case may be, in accordance with the Statutes
- to determine standards of admission to the University, which may include examination, evaluation or any other method of testing
- to demand and receive payment of fees and other charges
- to supervise the residences of the students of the University and to make arrangements for promoting their health and general welfare
- to lay down conditions of service of all categories of employees, including their code of conduct
- to regulate and enforce discipline among the students and the employees, and to take such disciplinary measures in this regard as may be deemed by the University to be necessary
- to make arrangements for promoting the health and general welfare of the employees
- to receive benefactions, donations and gifts and to acquire, hold and manage, and to dispose of, with the previous approval of the Central Government, any property, movable or immovable, including trust and endowment properties, for the purposes of the University
- to borrow, with the previous approval of the Central Government, on the security of the Property of the University, money for the purposes of the University
- to do all such other acts and things as may be necessary, incidental or conducive to the attainment of all or any of its objects.

B. In exercising its powers referred to in sub-section (1), it shall be the endeavour of the University to maintain an all-India character and high standards of teaching and research, and the University shall, among other measures which may be necessary for the said purpose, take, in particular, the following measures, namely:

- admission of students and recruitment of faculty shall be made on all-India basis
- admissions of students shall be made on merit, either through Common Entrance Tests conducted individually by the University or in combination with other Universities, or on the basis of marks obtained in the qualifying examination in such courses where the intake of students is small
- inter-University mobility of faculty, with portable pensions and protection of seniority, shall be encouraged
- semester system, continuous evaluation and choice-based credit system shall be introduced, and the University shall enter into agreements with other Universities and academic institutions for credit transfer and joint degree programmes
- innovative courses and programs of studies shall be introduced with a provision for periodic review and restructuring

- active participation of students shall be ensured in all academic activities of the University, including evaluation of teachers
  - accreditation shall be obtained from the National Assessment and Accreditation Council or any other accrediting agency at the national level
  - e-governance shall be introduced with an effective management information system.
7. University open to all castes, creed, race or class – The University shall be open to the persons of either sex and of whatever caste, creed, race or class, and it shall not be lawful for the University to adopt or impose on any person, any test whatsoever of religious belief or profession in order to entitle him to be appointed as a teacher of the University or to hold any other office therein or to be admitted as a student in the University or to graduate thereat or to enjoy or exercise any privilege thereof: Provided that nothing in this section shall be deemed to prevent the University from making special provision for the employment or admission of women, persons with disabilities or of persons belonging to the weaker sections of the society and, in particular, of the Scheduled Castes, the Scheduled Tribes and the other socially and educationally backward classes of citizens: Provide further that no such special provision shall be made on the ground of domicile.
8. Visitor of University - The President of India shall be the Visitor of the University.
- The Visitor may, from time to time, appoint one or more persons to review the work and progress of the University, including Colleges and Institutions maintained by it, and to submit a report thereon; and upon receipt of that report, the Visitor may, after obtaining the views of the Executive Council thereon through the Vice-Chancellor, take such action and issue such directions, as he considers necessary, in respect of any of the matters dealt with in the report and the University shall abide by such action and be bound to comply with such directions.
  - The Visitor shall have the right to cause an inspection to be made by such person or persons, as he may direct, of the University, its buildings, libraries, laboratories and equipment, and of any College or Institution maintained by the University; and also of the examinations, teaching and other work conducted or done by the University and to cause an inquiry to be made in like manner in respect of any matter connected with the administration or finances of the University, College or Institutions.
  - The Visitor shall, in every matter referred to in sub-section (3), give notice of his intention to cause an inspection or inquiry to be made, to the University, and the University shall have the right to make such representations to the Visitor, as it may consider necessary.
  - After considering the representations, if any, made by the University, the Visitor may cause to be made such inspection or inquiry as is referred to in sub- section (3).
  - Where any inspection or inquiry has been caused to be made by the Visitor, the University shall be entitled to appoint a representative, who shall have the right to be present and be heard at such inspection or inquiry.
  - The Visitor may, if the inspection or inquiry is made in respect of the University or any College or Institution maintained by it, address the Vice-Chancellor with reference to the result of such inspection or inquiry together with such views and advice with regard to the action to be taken thereon, as the Visitor may be pleased to offer, and on receipt of address made by the Visitor, the Vice-Chancellor shall communicate, to the Executive Council, the views of the Visitor with such advice as the Visitor may offer upon the action to be taken thereon.
  - The Executive Council shall communicate through the Vice-Chancellor to the Visitor such action, if any, as it proposes to take or has been taken upon the result of such inspection or inquiry.
  - Where, the Executive Council does not, within a reasonable time, take action to the satisfaction of the Visitor, the Visitor may, after considering any explanation furnished or



representation made by the Executive Council, issue such directions, as he may think fit, and the Executive Council shall comply with such directions.

- Without prejudice to the foregoing provisions of this section, the Visitor may, by order in writing, annul any proceeding of the University which is not in conformity with this Act, the Statutes or the Ordinances: Provided that before making any such order, he shall call upon the Registrar to show cause why such an order should not be made, and, if any cause is shown within a reasonable time, he shall consider the same.
- The Visitor shall have such other powers as may be prescribed by the Statutes.

### **3.3. THE UNIVERSITY GRANTS COMMISSION ACT, 1956 (3 of 1956)**

(As modified up to the 20th December 1985)

An Act to make provision for the co-ordination and determination of standards in Universities and for that purpose, to establish a University Grants Commission. BE it enacted by Parliament in the Seventh Year of the Republic of India as follows:

1. This Act may be called the University Grants Commission Act, 1956. It shall come into force on such date as the Central Government may, by notification in the Official Gazette, appoint.

2. In this Act, unless the context otherwise requires

- “Commission” means the University Grants Commission established under section 4
- “executive authority” in relation to a University, means the chief executive authority of the University (by whatever name called) in which the general administration of the University is vested
- “Fund” means the Fund of the University Grants Commission constituted under section 16
- “member’ means a member of the University Grants Commission and includes the Chairman and Vice-Chairman
- “prescribed’ means prescribed by rules made under this Act
- “University” means a University established or incorporated by or under a Central Act, a Provincial Act or a State Act, and includes any such institution as may, in consultation with the University concerned, be recognised by the Commission in accordance with the regulations made in this behalf under this Act.

3. The Central Government may, on the advice of the Commission, declare by notification in the Official Gazette, that any institution for higher education, other than a University, shall be deemed to be a University for the purposes of this Act, and on such a declaration being made, all the provisions of this Act shall apply to such institution as if it were a University within the meaning of clause (f) of section 2.

#### **POWERS AND FUNCTIONS OF THE COMMISSION**

It shall be the general duty of the Commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities, and for the purpose of performing its functions under this Act, the Commission may

(a) inquire into the financial needs of Universities



## Mahatma Gandhi National Council of Rural Education

(b) allocate and disburse, out of the Fund of the Commission, grants to Universities established or incorporated by or under a Central Act for the maintenance and development of such Universities or for any other general or specified purpose

(c) allocate and disburse, out of the Fund of the Commission, such grants to other Universities as it may deem [necessary or appropriate for the development of such Universities or for the maintenance, or development, or both, of any specified activities of such Universities] or for any other general or specified purpose: Provided that in making any grant to any such University, the Commission shall give due consideration to the development of the University concerned, its financial needs, the standard attained by it and the national purposes which it may serve

(cc) allocate and disburse out of the Fund of the Commission, such grants to institution deemed to be Universities in pursuance of a declaration made by the Central Government under section 3, as it may deem necessary, for one or more of the following purposes, namely:(i) for maintenance in special cases, (ii) for development, (iii) for any other general or specified purpose

[“(ccc) establish, in accordance with the regulations made under this Act, institutions for providing common facilities, services and programmes for a group of universities or for the universities in general and maintain such institutions or provide for their maintenance by allocating and, disbursing out of the Fund of the Commission such grants as the Commission may deem necessary”.]

(d) recommend to any University the measures necessary for the improvement of University education and advise the University upon the action to be taken for the purpose of implementing such recommendation

(e) advise the Central Government or any State Government on the allocation of any grants to Universities for any general or specified purpose out of the Consolidated Fund of India or the Consolidated Fund of the State, as the case may be

(f) advise any authority, if such advice is asked for, on the establishment of a new University or on proposals connected with the expansion of the activities of any University

(g) advise the Central Government or any State Government or University on any question which may be referred to the Commission by the Central Government or the State Government or the University, as the case may be

(h) collect information on all such matters relating to University education in India and other countries as it thinks fit and make the same available to any University

(i) require a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in the various branches of learning undertaken in that University, together with all the rules and regulations relating to the standards of teaching and examination in that University respecting each of such branches of learning

(j) perform such other functions as may be prescribed or as may be deemed necessary by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions

Regulation of fees and prohibition of donations in certain cases (12A\*) (1)- In this section

(a) “affiliation” together with its grammatical variations, includes, in relation to a college, recognition of such college by, association of such college with, and admission of such college to the privileges of, a university

(b) “college” means any institution, whether known as such or by any other name which provides for a course of study for obtaining any qualification from a university and which, in accordance with the rules and regulations of such university, is recognised as competent to provide for such course of study and present students undergoing such course of study for the examination for the award of such qualification

(c) “promotion” in relation to a course of study, includes promotion from one part or stage of the course of study to another part or stage of the course of study

(d) “qualification” means a degree or any other qualification awarded by a university

(e) “regulations” means regulations made under this Act

(f) “specified course of study” means a course of study in respect of which regulations of the nature mentioned in sub-section (2) have been made

(g) “student” includes a person seeking admission as a student

(h) “university” means a university or institution referred to in sub-section (1) of section 22

(2) Without prejudice to the generality of the provisions of section 12 if, having regard to –

(a) the nature of any course of study for obtaining any qualification from any university

(b) the types of activities in which persons obtaining such qualification are likely to be engaged on the basis of such qualification

(c) the minimum standards which a person possessing such qualification should be able to maintain in his work relating to such activities and the consequent need for ensuring, so far as may be, that no candidate secures admission to such course of study by reason of economic power and thereby prevents a more meritorious candidate from securing admission to such course of study

(d) all other relevant factors, the Commission is satisfied that it is necessary so to do in the public interest, it may, after consultation, with the university or universities concerned specify by regulations the matters in respect of which fees may be charged, and the scale of fees in accordance with which fees shall be charged in respect of those matters on and from such date as may be specified in the regulations in this behalf, by any college providing for such course of study from, or in relation to, any student in connection with his admission to, and prosecution of, such course of study: Provided that different matters and different scales of fees may be so specified in relation to different universities or different classes of colleges or different areas

(3) Where regulations of the nature referred to in sub-section (2) have been made in relation to any course of study, no college providing for such course of study shall –

(a) levy or charge fees in respect of any matter other than a matter specified in such regulations

(b) levy or charge any fees in excess of the scale of fees specified in such regulations

(c) accept, either directly or indirectly, any payment otherwise than by way of fees; or any donation of gift (whether in cash or kind), from, or in relation to, any student in connection with his admission to, and prosecution of, such course of study.

(4) If, after making, in relation to a college providing for a specified course of study, an inquiry in the manner provided by regulations, and after giving such college a reasonable opportunity of being

heard, the Commission is satisfied that such college has contravened the provisions of subsection (3), the Commission may, with the previous approval of the Central Government, pass an order prohibiting such college from presenting any students then undergoing such course of study therein to any university for the award of the qualification concerned.

(5) The Commission shall forward a copy of the order made by it under sub-section (4) to the university concerned, and on and from the date of receipt by the university of a copy of such order, the affiliation of such college to such university shall, in so far as it relates to the course of study specified in such order, stand terminated and on and from the date of termination of such affiliation and for a period of three years thereafter affiliation shall not be granted to such college in relation to such or similar course of study by that or any other university.

(6) On the termination of the affiliation of any college under sub-section (5), the Commission shall take all such steps as it may consider appropriate for safe-guarding the interests of the students concerned.

(7) The provisions of this section and the regulations made for the purposes of this section shall have effect notwithstanding anything inconsistent therewith contained in any other law for the time being in force.] \*

Prohibition regarding giving of any grant to a University not declared by the Commission fit to receive such grant -

[(12B) No grant shall be given by the Central Government, the Commission, or any other organisation receiving any funds from the Central Government, to a University which is established after the commencement of the University Grants Commission (Amendment) Act, 1972, unless the Commission has, after satisfying itself as to such matters as may be prescribed, declared such University to be fit for receiving such grant.]

Inspection –

13. (1) For the purpose of ascertaining the financial needs of a University or its standards of teaching, examination and research, the Commission may, after consultation with the University, cause an inspection of any department or departments thereof to be made in such manner as may be prescribed and by such person or persons as it may direct.

(2) The Commission shall communicate to the University the date on which any inspection under sub-section (1) is to be made and the University shall be entitled to be associated with the inspection in such manner as may be prescribed.

(3) The Commission shall communicate to the University its views in regard to the results of any such inspection and may, after ascertaining the opinion of the University, recommend to the University the action to be taken as a result of such inspection.

(4) All communications to a University under this section shall be made to the executive authority thereof and the executive authority of the University shall report to the Commission the action, if any, which is proposed to be taken for the purpose of implementing any such recommendation as is referred to in sub-section (3).

Consequences of failure of Universities to comply with recommendations of the Commission-

14. If any University 1[grants affiliation in respect of any course of study to any college referred to in subsection (5) of section 12A in contravention of the provisions of that sub-section or] fails within a

reasonable time to comply with any recommendation made by the Commission under section 12 or section 13, 2[or contravenes the provision of any rule made under clause (f) or clause (g) of sub-section (2) of section 25, or of any regulation made under clause (e) or clause (f) or clause (g) of section 26,] the Commission, after taking into consideration the cause, if any, shown by the University 3[for Such failure or contraventions may withhold from the University the grants proposed to be made out of the Fund of the Commission.

Payment to the Commission -

15. The Central Government may, after due appropriation made by Parliament by law in this behalf, pay to the Commission in each financial year such sums as may be considered necessary for the performance of the functions of the Commission under this Act.

Fund of the Commission –

16. (1) The Commission shall have its own Fund; and all sums which may, from time to time, be paid to it by the Central Government and all the receipts of the Commission (including any sum which any State Government or any other authority or person may hand over to the Commission) shall be carried to the Fund and all payments by the Commission shall be made therefrom. (2) All moneys belonging to the Fund shall be deposited in such banks or invested in such manner as may, subject to the approval of the Central Government, be decided by the Commission. (3) The Commission may spend such sums as it thinks fit for performing its functions under this Act, and such sums shall be treated as expenditure payable out of the Fund of the Commission.

Budget –

17. The Commission shall prepare, in such form and at such time each year as may be prescribed, a budget in respect of the financial year next ensuing showing the estimated receipts and expenditure, and copies thereof shall be forwarded to the Central Government.

Annual Report -

18. The Commission shall prepare once every year, in such form and at such time as may be prescribed, an annual report giving a true and full account of its activities during the previous year, and copies thereof shall be forwarded to the Central Government and the Government shall cause the same to be laid before both Houses of Parliament.

Account and Audit -

19. (1) The Commission shall cause to be maintained such books of account and other books in relation to its account in such form and in such manner as may, in consultation with the Comptroller and Auditor-General of India, be prescribed.

(2) The Commission shall, as soon as may be after closing its annual accounts, prepare a statement of accounts in such form, and forward the same to the Comptroller and Auditor-General by such date, as the Central Governments may, in consultation with the Comptroller and Auditor-General, determine.

(3) The accounts of the Commission shall be audited by the Comptroller and Auditor-General at such times and in such manner as he thinks fit.

(4) The annual accounts of the Commission together with the audit report thereon shall be forwarded to the Central Government and the Government shall cause the same to be laid before both Houses of Parliament and shall also forward a copy of the audit report to the Commission for taking suitable action on the matters arising out of the audit report.

### **3.4. Powers to make Statutes**

Subject to the provision of this Act, the Statutes may provide for all or any of the following matters, namely:

- the constitution, powers and functions of authorities and other bodies of the University, as may be constituted from time to time
- the appointment and continuance in office of the members of the said authorities and bodies, the filling up of vacancies of members, and all other matters relating to those authorities and other bodies for which it may be necessary or desirable to provide
- the appointment, powers and duties of the officers of the University and their emoluments
- the appointment of teachers, academic staff and other employees of the University, their emoluments and conditions of service
- the appointment of teachers and academic staff working in any other University or organisation for a specific period for undertaking a joint project
- the conditions of service of employees including provisions for pension, insurance, provident fund, the manner of termination of service and disciplinary action
- the principles governing the seniority of service of the employees of the University
- the procedure for arbitration in cases of dispute between employees or students and the University
- the procedure for appeal to the Executive Council by any employee or student against the action of any officer or authority of the University
- the conferment of autonomous status on a College or an Institution or a Department
- the establishment and abolition of Schools, Departments, Centres, Halls, Colleges and Institutions
- the conferment of honorary degrees
- the withdrawal of degrees, diplomas, certificates and other academic distinctions
- the management of Colleges and Institutions established by the University
- the delegation of powers vested in the authorities or officers of the University
- the maintenance of discipline among the employees and students
- all other matters which by this Act are to be, or may be, provided for by the Statutes.

#### **Statutes, how to be made**

- The first Statutes are those set out in the Second Schedule to this Act.
- The Executive Council may, from time to time, make new or additional Statutes or may amend or repeal the Statutes referred to in sub-section (1): Provided that the Executive Council shall not make, amend or repeal any Statutes affecting the status, powers or constitution of any authority of the University until such authority has been given an opportunity of expressing an opinion in writing on the proposed changes, and any opinion so expressed shall be considered by the Executive Council.

- Every new Statute or addition to the Statutes or any amendment or repeal of a Statute shall require the assent of the Visitor who may assent thereto or withhold assent or remit to the Executive Council for re-consideration.
- A new Statute or a Statute amending or repealing an existing Statute shall have no validity unless it has been assented to by the Visitor.
- Notwithstanding anything contained in the foregoing sub-sections, the Visitor may make new or additional Statutes or amend or repeal the Statutes referred to in sub-section (1) during the period of three years immediately after the commencement of this Act: Provided that the Visitor may, on the expiry of the said period of three years, make, within one year from the date of such expiry, such detailed Statutes as he may consider necessary and such detailed Statutes shall be laid before both Houses of Parliament.
- Notwithstanding anything contained in this section, the Visitor may direct the University to make provisions in the Statutes in respect of any matter specified by him and if the Executive Council is unable to implement such direction within sixty days of its receipt, the Visitor may, after considering the reasons, if any, communicated by the Executive Council for its inability to comply with such direction, make or amend the Statutes suitably

### **3.5. Powers to make Ordinances**

1. Subject to the provisions of this Act and the Statutes, the Ordinances may provide for all or any of the following matters, namely:
  - the admission of students to the University and their enrolment as such
  - the courses of study to be laid down for all degrees, diplomas and certificates of the University
  - the medium of instruction and examination
  - the award of degrees, diplomas, certificates and other academic distinctions, the qualifications for the same and the means to be taken relating to the granting and obtaining of the same
  - the fees to be charged for courses of study in the University and for admission to examinations, degrees and diplomas to the University
  - the conditions for award of fellowships, scholarships, studentships, medals and prizes
  - the conduct of examination, including the term of office and manner of appointment and the duties of examining bodies, examiners and moderators
  - the conditions of residence of the students of the University
  - the special arrangements, if any, which may be made for the residence and teaching of women students and the prescribing of special courses of studies for them
  - the establishment of Centres of Studies, Boards of Studies, Specialised Laboratories and other Committees
  - the manner of co-operation and collaboration with other Universities, Institutions and other agencies including learned bodies or associations
  - the creation, composition and functions of any other body which is considered necessary for improving the academic life of the University
  - the institution of fellowships, scholarships, studentships, medals and prizes
  - the setting up of machinery for redressal of grievances of employees and students
  - all other matters which by this Act, or, the Statutes, are to be, or may be provided for by the Ordinances

(2) The first Ordinances shall be made by the Vice-Chancellor with the previous approval of the Executive Council and the Ordinances so made may also be amended, repealed or added to at any time by the Executive Council in the manner prescribed by the Statutes.

**Regulations**—The authorities of the University may make Regulations, consistent with this Act, the Statutes and the Ordinances, for the conduct of their own business and that of the Committees, if any, appointed by them and not provided for by this Act, the Statutes or the Ordinances, in the manner prescribed by the Statutes.

### 3.6. Publishing in the Official Gazette

Statutes, Ordinances and Regulations to be published in the Official Gazette and to be laid before Parliament:

- Every Statute, Ordinances or Regulation made under this Act shall be published in the Official Gazette.
- Every Statute, Ordinances or Regulation made under this Act, shall be laid, as soon as may be after it is made, before each House of Parliament, while it is in session, for a total period of thirty days which may be comprised in one session or in two or more successive sessions, and if, before the expiry of the session immediately following the session or the successive sessions aforesaid, both Houses agree in making any modification in the Statute, Ordinances or Regulation or both Houses agree that the Statute, Ordinances or Regulation should not be made, the Statute, Ordinances or Regulation shall thereafter have effect only in such modified form or be of no effect, as the case may be; so, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that Statute, Ordinances or Regulation.
- The power to make Statutes, Ordinances or Regulations shall include the power to give retrospective effect, from a date not earlier than the date of commencement of this Act, to the Statutes, Ordinances or Regulation or any of them but no retrospective effect shall be given to any Statutes, Ordinances or Regulations so as to prejudicially affect the interests of any person to whom such Statutes, Ordinances or Regulations may be applicable.

### Summary

University Act allows the authority of the university to pass Ordinances, consistent with the Act for the conduct of their own business and that of the Committees, if any, appointed by them and not provided for by this Act. University Statutes and Ordinances provide the constitutional framework that allows the University to govern its affairs. Ordinances are detailed regulations and procedures covering all aspects of University business.

### To Do Activity

1. Assign students any Central or State University and prepare a project report on the formation of their statutes and ordinances.

### References

<https://www.india.gov.in/central-universities-act-2009>

[https://www.ugc.ac.in/oldpdf/ugc\\_act.pdf](https://www.ugc.ac.in/oldpdf/ugc_act.pdf)

## Chapter 4. University Authorities

### Learning Objectives

After completing the chapter, participants will be able to:

- understand the governing authorities functioning in a university.
- Comprehend the special powers vested in the Executive Council, Academic Council and the Board of Studies

## Introduction

Every institution requires responsible people for the smooth running of the institution as well as maintenance of discipline, law and order and quality. Universities are no different from that. University authorities are responsible for the maintenance and supervision of the Institution.

The following are the authorities of universities: (1) the Court (2) the Executive Council (3) the Academic Council(4) the Board of Studies (5) the Finance Committee

### 4.1.The Court

1) The constitution of the Court and the term of office of its members shall be prescribed by the Statutes: Provided that such number of members, as may be prescribed by the Statutes, shall be elected from among the teachers, employees and students of the University.

(2) Subject to the provisions of this Act, the Court shall have the following powers and functions:

- to review, from time to time, the broad policies and programmes of the University, and to suggest measures for the improvement and development of the University
- to consider and pass resolutions on the annual report and the annual accounts of the University and the audit report on such accounts
- to advise the Visitor in respect of any matter which may be referred to it for advice
- to perform such other functions as may be prescribed by the Statutes.

**Meetings of Court**– An annual meeting of the Court shall be held on a date to be fixed by the Executive Council unless some other date has been fixed by the Court in respect of any year. At an annual meeting of the Court, a report on the working of the University during the previous year, together with a statement of the receipts and expenditure, the balance-sheet as audited, and financial estimates for the next year shall be presented. A copy of the statement of receipts and expenditure, the balance-sheet and the financial estimates referred to in clause (2) shall be sent to every member of the Court at least seven days before the date of the annual meeting. Special meetings of the Court may be convened by the Executive Council or the Vice-Chancellor or if there is no Vice-Chancellor, the Pro-Vice-Chancellor or if there is no Pro-Vice-Chancellor, by the Registrar. Eleven members of the Court shall form a quorum for a meeting of the Court.

### 4.2. The Executive Council

The Executive Council shall be the principal executive body of the University. The constitution of the Executive Council, the term of office of its members and its powers and functions shall be prescribed by the Statutes: Provided that such number of members as may be prescribed by the Statutes shall be from among the elected members of the Court.Seven members of the Executive Council shall form a quorum for a meeting of the Executive Council.

#### **Powers and functions of Executive Council:**

(1) The Executive Council shall have the power of management and administration of the revenues and property of the University and the conduct of all administrative affairs of the University not otherwise provided for.



(2) Subject to the provisions of this Act, the Statutes and the Ordinances, the Executives Council shall, in addition to all other powers vested in it, have the following powers, namely:

(i) to create teaching and other academic posts including Chairs, to determine the number and emoluments of such posts and to define the duties and conditions of service of Professors, Associate Professors, Assistant Professors and other academic staff: Provided that no action shall be taken by the Executive Council in respect of the number and qualifications of teachers and other academic staff otherwise than after consideration of the recommendations of the Academic Council

(ii) to appoint such Professors, Associate Professors, Assistant Professors and other academic staff including Chairs, as may be necessary, on the recommendation of the Selection Committee constituted for the purpose and to fill up temporary vacancies therein

(iii) to promote inter-facial research by making joint appointments of teaching staff in different Schools, Departments and Centres

(iv) to create administrative, ministerial and other necessary posts and to define their duties and conditions of their service and to make appointments thereto in the manner prescribed by the Ordinances

(v) to grant leave of absence to any officer of the University other than the Chancellor and the Vice-Chancellor, and to make necessary arrangements for the discharge of the functions of such officer during his absence

(vi) to regulate and enforce discipline among employees in accordance with the Statutes and the Ordinances

(vii) to manage and regulate the finances, accounts, investments, property, business and all other administrative affairs of the University and for that purpose to appoint such agents as it may think fit  
(viii) to fix limits on the total recurring and the total non-recurring expenditure for a year on the recommendation of the Finance Committee

(ix) to invest any money belonging to the University, including any unapplied income, in such stocks, funds, share or securities, from time to time, as it may think fit or in the purchase of immovable property in India, with the like powers of varying such investment from time to time

(x) to transfer or accept transfers of any movable or immovable property on behalf of the University

(xi) to provide buildings, premises, furniture and apparatus and other means needed for carrying on the work of the University

(xii) to enter into and, carry out and cancel contracts on behalf of the University

xiii) to entertain, adjudicate upon, and if thought fit, to redress any grievances of the employees and students of the University who may, for any reason, feel aggrieved

(xiv) to appoint examiners and moderators and, if necessary, to remove them, and to fix their fees, emoluments and travelling and other allowances, after consulting the Academic Council

(xv) to select a common seal for the University and provide for the use of such seal

(xvi) to make such special arrangements as may be necessary for the residence of women students

(xvii) to institute fellowships, scholarships, studentships, medals and prizes

(xviii) to provide for the appointment of Visiting Professors, Emeritus Professors, Consultants and Scholars and determine the terms and conditions of such appointments

(xix) to enter into partnership with industry and non-government agencies for the advancement of knowledge and establish a corpus of funds out of the profits of such partnership

(xx) to exercise such other powers and perform such other duties as may be conferred or imposed on it by this Act or the Statutes.

#### **4.3.The Academic Council and Board of Studies**

The Academic Council shall be the principal academic body of the University and shall, subject to the provisions of this Act, the Statutes and the Ordinances, co-ordinate and exercise general supervision over the academic policies of the University. The constitution of the Academic Council, the term of office of members and its powers and functions shall be prescribed by the Statutes: Provided that such number of members as may be prescribed by the Statutes shall be from among the elected members of the Court. Nine members of the Academic Council shall form a quorum for a meeting of the Academic Council.

##### **Powers and functions of Academic Council**

Subject to the provisions of this Act, the Statutes and the Ordinances, the Academic Council shall, in addition to all other powers vested in it, have the following powers, namely:

(a) to exercise general supervision over the academic policies of the University and to give directions regarding methods of instruction, co-ordination of teaching among the Colleges and the Institutions, evaluation of research and improvement of academic standard

(b) to bring about and promote inter-School co-ordination and to establish or appoint such committees or boards as may be deemed necessary for the purpose

(c) to consider matters of general academic interest either on its own initiative, or on a reference by a School or the Executive Council, and to take appropriate action thereon

(d) to frame such Regulations and rules consistent with the Statutes and the Ordinances regarding the academic functioning of the University, discipline, residence, admissions, award of fellowships and studentships, fees, concessions, corporate life and attendance

**Schools of Studies and Departments**—The University shall have such Schools of Studies as may be specified in the Statutes. Every School shall have a School Board and the members of the first School Board shall be nominated by the Executive Council for a period of three years. The composition, powers and functions of a School Board shall be prescribed by the Ordinances. The conduct of the meetings of a School Board and the quorum required for such meetings shall be prescribed by the Ordinances.

- Every School shall consist of such Departments as may be assigned to it by the Ordinances: Provided that the Executive Council may, on the recommendation of the Academic Council, establish Centres of Studies to which may be assigned such teachers of the University as the Executive Council may consider necessary.
- Each Department shall consist of the following members, namely: – (i) teachers of the Department; (ii) persons conducting research in the Department (iii) Dean of the School; (iv) Honorary Professors, if any, attached to the Department; and (v) such

other persons as may be members of the Department in accordance with the provisions of the Ordinances.

### **The Board of Studies**

The constitution, powers and function of the Boards of Studies shall be prescribed by the Statutes.

- (1) Each Department shall have a Board of Studies.
- (2) The constitution of the Board of Studies and the term of office of its members shall be prescribed by the Ordinances.
- (3) Subject to the overall control and supervision of the Academic Council, the functions of a Board of Studies shall be to approve subjects for research for various degrees and other requirements of research degrees and to recommend to the concerned School Board in the manner prescribed by the Ordinances—
  - (a) courses of studies and appointment of examiners for courses, but excluding research degrees
  - (b) appointment of supervisors for research
  - (c) measures for the improvement of the standard of teaching and research

Provided that the above functions of a Board of Studies shall, during the period of three years immediately after the commencement of this Act, be performed by the Department.

### **4.4. The Finance Committee**

The constitution, powers and functions of the Finance Committee shall be prescribed by the Statutes.

- The Finance Committee shall consist of the following members, namely:– (i) the Vice-Chancellor; (ii) the Pro-Vice-Chancellor; (iii) one person to be nominated by the Court; (iv) three persons to be nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council; and (v) three persons to be nominated by the Visitor.
- Five members of the Finance Committee shall form a quorum for a meeting of the Finance Committee.
- All the members of the Finance Committee, other than ex officio members, shall hold office for a term of three years.
- A member of the Finance Committee shall have the right to record a minute of dissent if he does not agree with any decision of the Finance Committee.
- The Finance Committee shall meet at least thrice every year to examine the accounts and to scrutinise proposals for expenditure.
- All proposals relating to creation of posts, and those items which have not been included in the budget, shall be examined by the Finance Committee before they are considered by the Executive Council.
- The annual accounts and the financial estimates of the University prepared by the Finance Officer shall be laid before the Finance Committee for consideration and comments and thereafter submitted to the Executive Council for approval.
- The Finance Committee shall recommend limits for the total recurring expenditure and the total non-recurring expenditure for the year, based on the income and resources of the University (which, in the case of productive works, may include the proceeds of loans).

**Selection Committees**—There shall be Selection Committees for making recommendations to the Executive Council for appointment to the post of Professor, Associate Professor, Assistant Professor, Registrar, Finance Officer, Controller of Examinations, Librarian and Principals of Colleges and Institutions maintained by the University.

#### 4.5. Officers of the University

**Visitor of the University** – President of India shall be the Visitor of the University.

The following are the Officers of the University: The Chancellor; The Vice-Chancellor; The Pro-Vice-Chancellor; The Deans of Schools; The Registrar; The Finance Officer; The Controller of Examination; and The Librarian.

**The Chancellor** - The Chancellor shall be appointed by the Visitor from a panel of not less than three persons recommended by the Executive Council from amongst persons of eminence in the academic or public life of the country, as may be prescribed by the Statutes. The Chancellor shall, by virtue of his office, be the head of the University and shall, if present, preside at the Convocations of the University held for conferring degrees and meetings of the Court. The Chancellor shall hold office for a term of five years and shall not be eligible for re-appointment.

**The Vice Chancellor** - The Vice-Chancellor shall be appointed by the Visitor in such manner as may be prescribed by the Statutes. The Vice-Chancellor shall be the principal executive and academic officer of the University and shall exercise general supervision and control over the affairs of the University and give effect to the decisions of all authorities of the University. The Vice-Chancellor shall be ex officio Chairman of the Executive Council, the Academic Council and the Finance Committee and shall, in the absence of the Chancellor, preside at the Convocations held for conferring degrees and at meetings of the Court.

The Vice-Chancellor shall be entitled to be present at, and address, any meeting of any authority or other body of the University but shall not be entitled to vote thereat unless he is a member of such authority or body. It shall be the duty of the Vice-Chancellor to see that this Act, the Statutes, the Ordinances and the Regulations are duly observed, and he shall have all the powers necessary to ensure such observance. The Vice-Chancellor shall have all the powers necessary for the proper maintenance of discipline in the University and he may delegate any such powers to such person or persons as he deems fit. The Vice-Chancellor shall have the power to convene or cause to be convened the meetings of the Executive Council, the Academic Council and the Finance Committee.

- The Vice-Chancellor shall be a whole-time salaried officer of the University.
- The Vice-Chancellor shall hold office for a term of five years from the date on which he enters upon his office, or until he attains the age of seventy years, whichever is earlier, and he shall not be eligible for re-appointment, provided further that the Visitor may direct any Vice-Chancellor after his term has expired, to continue in office for such period, not exceeding a total period of one year, as may be specified by him.
- The emoluments and other conditions of service of the Vice-Chancellor shall be as follows:– (i) The Vice-Chancellor shall be paid a monthly salary and allowances, other than house rent allowance, at the rates fixed by the Central Government from time to time and he shall be entitled, without payment of rent, to use a furnished residence throughout his term of office and no charge shall fall on the Vice-Chancellor in respect of the maintenance of such residence. (ii) The Vice-Chancellor shall be entitled to such terminal benefits and allowances as may be fixed by the Central Government from time to time

- The Vice-Chancellor shall be entitled to travelling allowance at such rates as may be fixed by the Executive Council.
- The Vice-Chancellor shall be entitled to leave on full pay at the rate of thirty days in a calendar year and the leave shall be credited to his account in advance in two half-yearly instalments of fifteen days each on the first day of January and July every year.

**The Pro-Vice-Chancellor**- The Pro-Vice-Chancellor shall be appointed by the Executive Council on the recommendation of the Vice-Chancellor. The Pro-Vice-Chancellor shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor in this behalf, from time to time, and shall also exercise such powers and perform such duties as may be assigned or delegated to him by the Vice-Chancellor. The term of office of the Pro-Vice-Chancellor shall be such as may be decided by the Executive Council, but it shall not in any case exceed five years or until the expiration of the term of office of the Vice-Chancellor, whichever is earlier. The emoluments and other terms and conditions of service of the Pro-Vice-Chancellor shall be such as may be prescribed by the Ordinances.

**The Deans of Schools** - Every Dean of School shall be appointed by the Vice-Chancellor from amongst the Professors in the School by rotation in order of seniority for a period of three years. The Dean shall be the Head of the School and shall be responsible for the conduct and maintenance of the standards of teaching and research in the School and shall have such other functions as may be prescribed by the Ordinances. When the office of the Dean is vacant or when the Dean is, by reason of illness, absence or any other cause, unable to perform duties of his office, the duties of the office shall be performed by the senior-most Professor or Associate Professor in the School. The Dean shall have the right to be present and to speak at any meeting of the Boards of Studies or Committees of the School, as the case may be, but shall not have the right to vote thereat unless he is a member thereof.

**The Registrar** - The Registrar shall be appointed by the Executive Council on the recommendation of a Selection Committee constituted for the purpose and shall be whole-time salaried officer of the University. He shall be appointed for a term of five years and shall be eligible for re-appointment. The Registrar shall be ex officio Secretary of the Executive Council and the Academic Council but shall not be deemed to be member of either of these authorities and he shall be ex officio Member-Secretary of the Court.

The emoluments and other terms and conditions of service of the Registrar shall be such as may be prescribed by the Executive Council from time to time. The Registrar shall have power to take disciplinary action against such of the employees, excluding teachers and other academic staff, as may be specified in the order of the Executive Council and to suspend them pending inquiry, to administer warnings to them or to impose on them the penalty of censure or the withholding of increment.

It shall be the duty of the Registrar—

- to be the custodian of the records, the common seal and such other property of the University as the Executive Council shall commit to his charge
- to issue all notices convening meetings of the Court, the Executives Council, the Academic Council and of any Committees appointed by those authorities
- to keep the minutes of all the meetings of the Court, the Executive Council, the Academic Council and of any Committees appointed by those authorities
- to conduct the official correspondence of the Court, the Executive Council and the Academic Council

## Mahatma Gandhi National Council of Rural Education

- to supply to Visitor, copies of the agenda of the meetings of the authorities of the University as soon as they are issued and the minutes of such meetings
- to represent the University in suits or proceedings by or against the University, sign powers of attorney and verify pleadings or depute his representative for the purpose
- to perform such other duties as may be specified in the Statutes, the Ordinances or the Regulations or as may be required from time to time by the Executive Council or Vice-Chancellor.

**Finance Officer**– The Finance Officer shall be appointed by the Executive Council on the recommendations of Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University. The Finance Officer shall be appointed for a term of five years and shall be eligible for re-appointment. The emoluments and other terms and conditions of service of the Finance Officer shall be such as may be prescribed by the Executive Council from time to time. The Finance Officer shall be ex officio Secretary of the Finance Committee but shall not be deemed to be a member of such Committee.

The Finance Officer shall –

- exercise general supervision over the funds of the University and shall advise it as regards its financial policy
- perform such other financial functions as may be assigned to him by the Executive Council or as may be prescribed by the Statutes or the Ordinances.

Subject to the control of the Executive Council, the Finance Officer shall–

- hold and manage the property and investments of the University including trust and endowed property
- ensure that the limits fixed by the Executive Council for recurring and non-recurring expenditure for a year are not exceeded and that all moneys are expended on the purpose for which they are granted or allotted
- be responsible for the preparation of annual accounts and the budget of the University and for their presentation to the Executive Council
- keep a constant watch on the state of the cash and bank balances and on the state of investments
- watch the progress of the collection of revenues and advise on the methods of collection employed
- ensure that the registers of buildings, land, furniture and equipment are maintained up-to-date and that stock-checking is conducted, of equipment and other consumable materials in all offices, Departments, Centres and Specialised Laboratories
- bring to the notice of the Vice-Chancellor unauthorised expenditure and other financial irregularities and suggest disciplinary action against persons at fault
- call for from any office, Department, Centre, Laboratory, College or Institution maintained by the University any information or returns that he may consider necessary for the performance of his duties.

**Controller of Examination**–The Controller of Examinations shall be appointed by the Executive Council on the recommendations of a Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University. The Controller of Examinations shall arrange for and superintend the examinations of the University in the manner prescribed by the Ordinances. The Controller of Examinations shall be appointed for a term of five years and shall be eligible for re-

appointment. The emoluments and other terms and conditions of service of the Controller of Examinations shall be such as may be prescribed by the Executive Council from time to time.

**Librarian**—The Librarian shall be appointed by the Executive Council on the recommendations of the Selection Committee constituted for the purpose and he shall be a whole-time salaried officer of the University. The Librarian shall exercise such powers and perform such duties as may be assigned to him by the Executive Council.

### **Summary**

The five major authorities of universities namely the Court, the Executive Council, the Academic Council, Board of Studies and the Finance Committee are responsible for the everyday maintenance and supervision of the Institution.

### **To Do Activity**

- Make students visit the nearest university and seek reports of their Academic and Executive Councils
- Students may seek the cases the university Court had handled

### **References**

<https://indiacode.nic.in/bitstream/123456789/2080/1/200925.pdf>

<https://www.india.gov.in/central-universities-act-2009>

## Chapter 5. University Structure

### Learning Objectives

After completing the chapter, participants will be able to:

- understand the structure of a university and its many functions

### Introduction

India has one of the largest higher education systems in the world, primarily dominated by private players who account for 60% of the total institutes and 64% of total enrolment of students. University administration has to consider a number of factors including the organizational structure for effective implementation of policies. The structure of the university defines the positions and roles at various levels for policy implementation. Organizational structure involves arrangement of personnel and activities to effectively achieve organizational goals. A good university organizational structure is needed for the efficient functioning of a university.

The key structure of a university comprises of Chancellor, Vice Chancellor, Various departments, Dean of Faculty, Chairpersons for each department, Faculty Members, Dean-Academic affairs, Proctor, Chief Warden, Dean Students Welfare, Dean of Colleges, Controller of Examinations, Registrar, Librarian etc.

### 5.1. Academic Council

The Academic Council shall consist of the following members:- Vice-Chancellor as Chairperson, All the Deans of Faculties and Heads of the Institutions, Five Professors/Associate Professors of the University nominated by the Chancellor, Controller of Examinations, Three educationists of repute



from outside the University, nominated by the Chancellor, Three representatives of repute from amongst the Scientists / Educationists/ Technologists / Industrialists for their specialized knowledge co-opted by the Academic Council.

The Registrar shall be the Member-Secretary. The Vice-Chancellor may co-opt members, persons having special knowledge or experience in the subject matter of any particular business which may come before the Council for consideration. The Academic Council shall ordinarily meet once in two months with minimum three meetings during the year.

The Academic Council shall be the principal academic body of the University and shall, subject to the provisions of the Act, Statutes, Ordinances, Regulations and Rules, co-ordinate and exercise general supervision over the academic policies of the University. The Academic Council shall exercise the following powers and perform functions:

- To promote teaching, research and related activities in the University, inter-alia covering methods of instructions, evaluation, etc. for improvement in academic standards.
- To make recommendation to the Governing Body through the Board of Management on the proposals received from different faculties of the University for the conferment of degrees or diplomas or certificates or any other distinction or honour of the University.
- To consider matters of general academic interest either on its own initiative or on a reference made by a faculty or Board of Studies or Board of Management or Governing Body or Chancellor or Vice-Chancellor and take appropriate action thereon.
- To make proposals to the Board of Management for the institution of fellowships, scholarships, studentships, exhibitions, medals, and prizes and to make and/or approve the rules for their award.
- To recommend to the Board of Management the creation and abolition of teaching and academic posts.
- To recognize persons of eminence in their subject to be associated as research co-guides/co-supervisors in various subjects or inter-disciplinary subjects.
- To recognize the certificates, diplomas and degrees of other universities and institutions and to approve their equivalence.
- To approve the syllabi of different courses/subjects submitted by the Faculties/Board of Studies and the Departments and to provide for the conduct of the examinations according to the Ordinances made for the purpose.
- To consider and approve eligibility criteria for student admissions to various programmes offered by various Faculties/Departments of the University.
- To recommend to the Board of Management the rates of remuneration and allowances related to the examination work.
- To approve the Academic Calendar.
- To constitute and delegate any of its powers to the standing committee of Academic Council / Deans as it may deem fit.
- To report or make recommendations on any matter referred to it by the Chancellor or Governing Body or Board of Management or Vice-Chancellor as the case may be.
- To recommend to the Board of Management on the Ordinances regarding discipline, residences, attendance and other academic functions of the University.
- To exercise such other powers and perform such other duties as may be prescribed from time to time.

## 5.2. Dean, Faculty and Board of Studies

**Dean** – A Professor in each faculty according to seniority shall by rotation, act as Dean of faculty for a period of two years. The Dean of each faculty shall be the Executive Officer of the Faculty and shall preside over the meetings of the Faculty.

**Faculties** – The University shall have Faculties of Arts, Languages, Commerce, Science and Technology, Education, Law, Engineering etc. Each Faculty shall consist of such number of Departments of Studies as may be assigned to it by the Ordinances.

The Department of Studies in each Faculty shall consist of the following members:

- The Dean of Faculty
- The Registrar (Evaluation)
- The teachers of the Department
- Honorary Professors if any attached to the Department
- Persons appointed to conduct research in the Department

**Board of Studies** - Board of Studies are constituted for each department. It has the Head of the Department as the Chairperson and all professors as its members. Two Associate Professors can also be members of the Board. Vice Chancellor may constitute the Board of Studies in a University. The functions of the Board of Studies are: preparation of detailed syllabi of different courses of department and submit to the Academic Council for approval and subsequent publication, revision of syllabi from time to time and be submitted to the Academic Council for approval. The meetings of the Board of Studies shall be held at least once in a year.

### **5.3. University Research Committee**

The University Research Committee advises the Academic Board and the Vice-Chancellor on matters relating to the quality and standard of research, and on major issues of research relevant to strategic plans and overarching policy. The Committee may advise the Academic Board or the Vice-Chancellor on: matters relating to research and research training at the University, major issues relevant to the University's strategic plans and overarching policy, any matter referred to the Committee by the Academic Board, the Vice-Chancellor, the Chair of the Committee or a member of the University Executive with portfolio responsibility for research.

The Committee monitor the development of the University's policies and plans in relation to research, advise on the coordination of the University's research effort and monitor the quality of the University's research activities.

### **5.4. Colleges/Institutions affiliated/recognised with University**

These are institutions which can run degree programs but are not empowered to provide degree on their own and are necessarily have to be attached with some University/University level institution for the purpose of awarding degree.

Colleges Affiliated with University/ University level Institutions – Under Section 12A(1)(b) of the UGC Act, 1956, College means any Institution, whether known as such or by any other name which provides for a course of study for obtaining any qualification from a university and which, in accordance with the rules and regulations of such university, is recognised as competent to provide for such course of study and present students undergoing such course of study for the examination for the award of such qualification. These are the institutions established or maintained by or admitted to the privileges of the University.

Colleges can be of two types: (i) University/ Constituent College - A college maintained by the University (ii) Affiliated College

Some colleges are given Autonomous Status. UGC has introduced a scheme of Autonomous colleges keeping in view the objectives of the National Education Policy (1986-92). All Colleges under Section 2(f) & 12(b) of the UGC Act are eligible under the Scheme.

Criteria for identification of institutions for grant of autonomy are as follows:

- Academic reputation and previous performance in university examinations and its academic/co-curricular/extension activities in the past.
- Academic/extension achievements of the faculty.
- Quality and merit in the selection of students and teachers, subject to statutory requirements in this regard.
- Adequacy of infrastructure, for example, library, equipment, accommodation for academic activities, etc.
- Quality of institutional management.
- Financial resources provided by the management/state government for the development of the institution.
- Responsiveness of administrative structure.
- Motivation and involvement of faculty in the promotion of innovative reforms.

The Parent University awards degrees to the students, evaluated and recommended by colleges. Autonomous colleges that have completed three-year terms can confer the degree under their title with the seal of the university.

**Institutions Recognised by the University** - These are the institutions attached with the University for the purpose of awarding degree in respect of programmes being run in these institutions. e.g. Army Cadet College Wing, Indian Military Academy, Dehradun is not affiliated with any University but the degree in respect of Programs run in the institute are awarded by Jawaharlal Nehru University.

**Off-Campus Centre/ PG Centre** - A centre of the University established by it, outside the main campus (within or outside the state) operated and maintained as its constituent unit, having the University's compliment of facilities, faculty and staff.

**Off-shore Campus** - A campus of the Private University or Deemed to be University established by it outside the country, operated and maintained as its constituent unit, having the University's compliment of facilities, faculty and staff.

**Regional Centre** - A centre established and maintained or recognized by the University for the purpose of the coordination of the functioning of the Study Centres in the region, advising, counselling or for rendering any other assistance required by the students used in the context of regular/ distance education.

**Study Centre** - A centre established and maintained or recognized by the university for the purpose of advising, counselling or for rendering any other assistance required by the students.

**Program** – It is a course of study for which Degree or Certificate is awarded by the Institution. A Program of study is the approved curriculum followed by an individual student such as B.A, M.A, MBA etc.

### Levels of Programs

- Under-Graduate – Program - after 10+2 and generally having the duration of 3/4/5 years, in General or Professional courses.
- Post-Graduate – Program - after Graduation and generally having the duration of 2/3 years in General/Professional courses.
- M.Phil – Program - after Post-Graduation and generally having the duration of 1/2 years and are pre-research course.
- Ph.D - Program after M.Phil or Post-Graduation and generally having the duration of 2/3/4/5 years.
- Post Graduate Diploma – Program - generally after 10+2 or after Graduation in General and Professional courses and having duration of 1/2/3 years.
- Diploma – Program - generally after 10+2 or after Graduation in General and Professional courses and having duration of 1/2/3 years.
- Certificate – It is a Program similar to Diploma, but is awarded a Certificate by the Institution
- Integrated/Dual Degree – It is a Program leading to Post-Graduate Degree and/or Research Degree. Generally, it is a combination of two-degree programs e.g. M.Tech Ph.D, B.A. LLB, M.Sc. Ph.D, B.Tech M.Tech etc.

### 5.5. Principal and Staff Council

The Principal is the chief executive and the chief academic officer of a university or college. The Principal chair the College Executive Management Committee and promote and develop good governance within the College, lead the strategic development of the College and manage the College budget. He/she shall provide leadership for the college in a collegial manner. He/she shall work with the heads of academic units in relation to the development and enhancement of teaching and learning within the agreed University policies. It is his/her duty to promote best practice in the delivery of courses and encourage the development of strategic initiatives in teaching and learning.

The Staff Council shall consist of the Principal, Heads of the Departments, the Senate member, and the Office Superintendent. The Principal shall be the Chairman. The Council shall appoint one of the members as the Secretary who shall hold office for one year but shall be eligible for re-election. The staff council is an advisory body to help the Principal in academic matters and in the maintenance of discipline. Some of the general administrative work of the College may be distributed by the Principal among the members of the Council or other staff.

**Teaching Staff-** Teacher is defined as a faculty/staff assigned the professional activities of instructing pupils, providing knowledge and giving guidance in the subject area of studies in self-contained classes or courses or in class room situations. Generally, the designations of teaching staff are Vice-Chancellor, Director, Pro-Vice-Chancellor, Principal, Professor & Equivalent, Associate Professor, Reader, Lecturer (Selection Grade), Assistant Professor, Lecturer (Senior Scale), Lecturer, Tutor, Demonstrator, Part-Time Teacher, Ad hoc Teacher, Temporary Teacher, Contract Teacher, Visiting Teacher. Career Advancement Scheme (CAS) is a scheme of UGC to promote Teachers from a few selected stages to higher stages.

**Non-Teaching Staff** - Non-teaching staff are staff other than Teaching staff engaged in Administrative, Secretarial, Laboratory, Library work etc. of the University/ Institution/ College in different level Groups i.e. Group A, Group B, Group C and Group D as defined by Department of Personnel & Training.

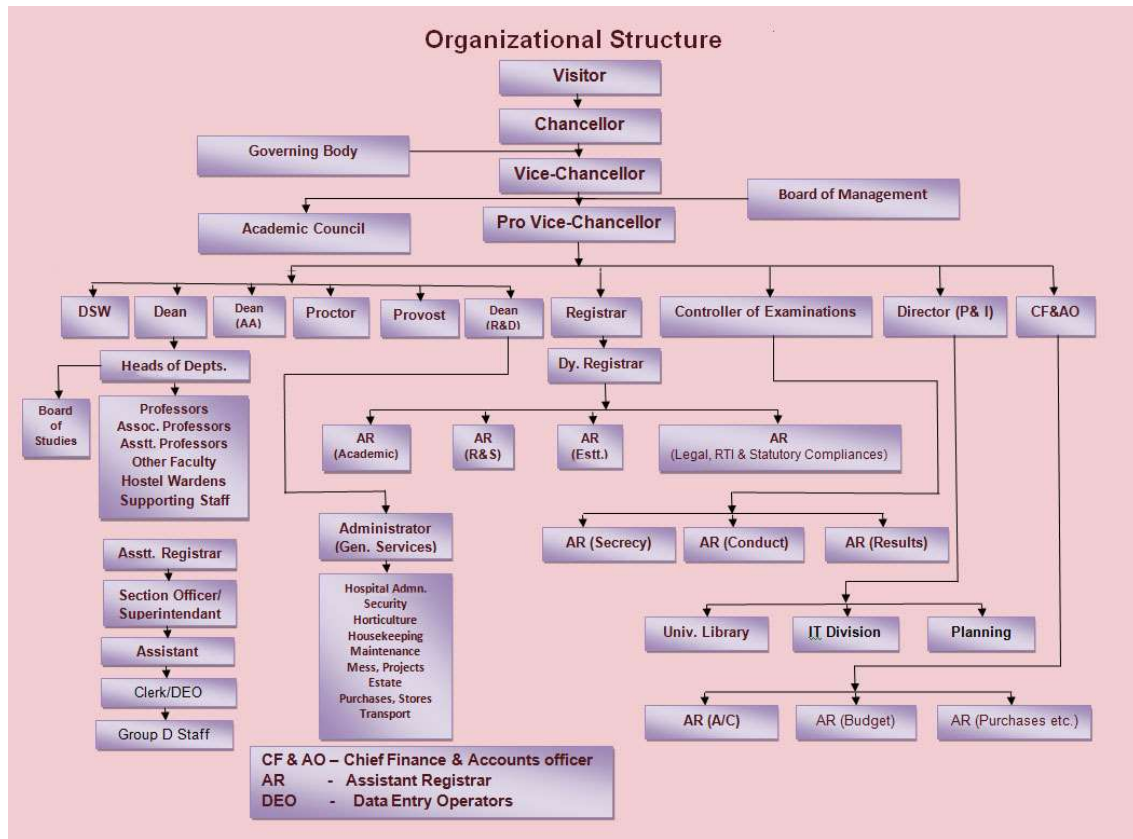


Figure 5.1. Flow chart of Organizational setup of universities

(Source: <https://sgtuniversity.ac.in/university-authorities/board-of-studies-constitution-powers-and-functions/#>)

### Summary

Universities in India are established under Universities Act, 1956 and Central Universities Act, 2009. It is regulated through Acts, Statutes and Ordinances established from time to time. Universities function under proper organizational structure and follow unique academic calendars to ensure quality and compliance with policies. The Academic Council shall be the principal academic body of the University and shall, subject to the provisions of the Act, Statutes, Ordinances, Regulations and Rules, co-ordinate and exercise general supervision over the academic policies of the University. The University shall have Faculties of Arts, Languages, Commerce, Science and Technology, Education, Law, Engineering etc. Each Faculty shall consist of such number of Departments of Studies as may be assigned to it by the Ordinances. The Dean of each faculty shall be the Executive Officer of the Faculty and shall preside over the meetings of the Faculty.

### To do Activity

- Make students visit affiliated colleges and list out the organizational structure in the college.
- Form students into groups, make them list out different departments in a university. Make students visit a university, engage with the Deans and write down the activities taken up in each department.

### Suggested Activities

- Invite a member of UGC and have a panel discussion on various activities taken up by UGC
- Make students write Project Reports on various funding agencies in the areas of research in our country

### References

[www.nbaind.org](http://www.nbaind.org)

[www.naac.gov.in](http://www.naac.gov.in)

[mhrd.gov.in/university-and-higher-education](http://mhrd.gov.in/university-and-higher-education)

[www.ugc.ac.in](http://www.ugc.ac.in)

[mhrd.gov.in/institutions-national-importance](http://mhrd.gov.in/institutions-national-importance)

[https://teqipgoodgovernance.in/pdf/1.%20WB\\_SHEC%20Report\\_10-06-2014.pdf](https://teqipgoodgovernance.in/pdf/1.%20WB_SHEC%20Report_10-06-2014.pdf)

<http://rusa.nic.in/about-us/objectives/>

<https://www.nirfindia.org/Home>

<http://mhrd.gov.in/about-mhrd>

[cec.nic.in/Pages/Home.aspx](http://cec.nic.in/Pages/Home.aspx)

<https://www.inflibnet.ac.in/>

[http://kkhsou.in/main/education/education\\_policy.html](http://kkhsou.in/main/education/education_policy.html)

<http://www.legalservicesindia.com/article/587/Legislation-&-Common-Law-:-Indian-Legal-System.html>

<https://www.cusb.ac.in/index.php/ordinances>

<https://indiacode.nic.in/bitstream/123456789/2080/1/200925.pdf>

<https://ccs.in/sites/default/files/research/research-regulatory-structure-of-higher-education-in-india.pdf>

[shodhganga.inflibnet.ac.in/bitstream/10603/70637/12/12\\_chapter%204.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/70637/12/12_chapter%204.pdf)

[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/ebook/ebook\\_files/annexures/Annexure-2.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/ebook/ebook_files/annexures/Annexure-2.pdf)