

Module 10

University Governance and Administration

Faculty Development Centre

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University Governance and Administration

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Introduction

India has always considered higher education as one of its priorities since ancient times. Nalanda and Taxila are examples of our strive in promoting scholarship. Education is considered as a unique investment. The last two decades has seen manifold expansion in the higher education sector in our nation. The demand for higher education is ever increasing in this highly competitive world. Has our higher education system grown to cater to this ever-increasing demand in the field? Is our governance of the higher education competent enough to fulfil the demands of our aspiring young citizens? The Central government is aiming at a quantum leap to a 30% Gross Enrolment Ratio (GER) in the higher education sector by 2020. In order to achieve such a remarkable feat, there needs a radical change in our higher education administration and governance. Changes in organizational structure and functioning of universities has to come in pace with the expansion in the higher education sector. Higher education institutions are of diverse levels in India. India has Central universities and Institutions of national importance like IITs, IIMs, AIIMS etc. which are fully funded by the Union government. State universities are mostly funded by state governments and there are deemed-to-be-universities which all function under the guidelines provided by UGC.

Block 1 University Administration

Learning Objectives

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

- Comprehend the administrative aspects of universities in India
- Understand the academic structure and functioning of universities in India

Introduction

India has always considered higher education as one of its priorities since ancient times. Nalanda and Taxila are examples of our strive in promoting scholarship. It is regarded that The Woods Despatch of 1854, known as the 'Magna Carta of English Education in India' paved the way for the beginning of modern universities in India. Universities of Bombay, Calcutta and Madras was set up in 18357 as the first modern universities in India following the model of University of London. University is a social, political and educational system. It is a complex organization with autonomy in its administration. It administers its own teaching and/or research departments, university-maintained colleges, post-graduate centres and affiliated colleges.

National Policy on Education (1986) states that education advances manpower for different levels of economy. Education is considered as a unique investment. The last two decades has seen manifold expansion in the higher education sector in our nation. The demand for higher education is ever increasing in this highly competitive world. Has our higher education system grown to cater to this ever-increasing demand in the field? Is our governance of the higher education competent enough to fulfil the demands of our aspiring young citizens? Though the Central government is committed to bring progressive changes in the field of higher education, the allotment for education especially higher education remains very low in every budget. The University Grants Commission has introduced innovative plans for ushering in quality in higher education system. It is unfortunate that the number of institutions in India that figure in global rankings are abysmally low. Quality remains a grave concern to ponder in our education field. Is it due to deficiency in funds or due to our flaws in governance of higher education? Various studies throw light on our weak higher education administration which acts as a stumbling block in delivering quality education to our citizens.

National Assessment and Accreditation Council (NAAC)¹ has introduced newer criteria and methodology for assessment and accreditation of higher education institutions in India. On the other hand, total quality management is lacking in many institutions. University is regarded as a social system and

therefore it should adapt to the societal demands and bring forth social transformation and at the same time work towards nation development. The volume of higher education has expanded both in quality and quantity. Though the range and diversity of higher education has changed enormously, the corresponding changes in the organizational and administrative areas remain minimal. The Central government is aiming at a quantum leap to a 30% Gross Enrolment Ratio (GER) in the higher education sector by 2020. In order to achieve such a remarkable feat, there needs a radical change in our higher education administration and governance. Changes in organizational structure and functioning of universities has to come in pace with the expansion in the higher education sector. Changes are also imminent in the areas of programs, content and the administration. It is advised that our higher education system may learn from the relevant management theories to remain dynamic. Academic administration includes personnel management, financial management, management and organizational principles for effective delivery while considering the complexities involved in this field. Our educational system must also be willing to undergo this radical change for the betterment of our nation.

1.1. Administrative Structure of a University

The meaning of administration as given by Oxford dictionary is 'the management of public affairs; government'. Thus, administration involves both management and organization. According to Tead (1951), "... administration is conceived as the necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realise certain defined purposes." Thus, it is obvious that good administration requires associated efforts of the people concerned to realise the goals. The four ingredients of good administration are: (a) associated performance – where people work in close association and they share duties and responsibilities, (b) organized purpose – have clearly defined purposes, (c) creativity – make every effort to achieve the goals through dynamic approaches and (d) achievement – take effort to achieve success without losing the quest for perfection (Mathur, S.S., 1990).

Administration is always considered as an art. Educational administration is regarded as the efficient management of an institution or organization having clearly defined purposes in relation to the education of the group of individuals constituting that organization. The main purpose of educational administration is facilitating teaching and learning. The nature of educational administration thus depends on the set goals of teaching and learning. It also depends on the socio-cultural background prevalent in the nation. According to Campbell, Corbally and Ramseyer (1983), educational administration "consists of facilitating the development of goals and policies basic to teaching and learning, stimulating the development and appropriate programs for teaching and learning, and procuring managing personnel and material to implement teaching and learning."

The main functions of educational administration are (a) planning, (b) organizing, (c) staffing, (d) directing, (e) co-ordinating, (f) reporting and (g) budgeting (Mathur, S.S., 1990).

- (a) Planning –it is a scholarly activity undertaken based on facts, ideas and principles. A good administration always plans its activities to achieve the objectives and goals.
- (b) Organization – it is the arrangement, collaboration and the order of people, materials, procedures, knowledge and the work to be done.
- (c) Staffing - includes the process of recruiting, deployment, training as well development and performance assessment of personnel in an organization.
- (d) Directing – involves the execution of plans, programs and decisions of the organization.
- (e) Co-ordinating – seeking the cooperation of all the personnel involved in the execution of programs.

- (f) Reporting –involves collecting, storing, analysing and providing access to data in order to make more informed decisions.
- (g) Budgeting – facilitates the judicious use of funds and helps in achieving the educational and administrative objectives.

There are three main administrative authorities in a university. They are the Court, the Executive Council and the Academic Council. The composition, powers and functions of these authorities are laid down by the university acts and the statutes².

- The Court – it is a deliberative body and generally meets once in a year. It is presided over by the Chancellor and in his absence by the Vice Chancellor. The main function of the court is to review the policies and programs of the university and suggest measures for the improvement and development of the university. The Court also considers and pass resolutions on the annual report and the annual accounts of the University and the audit report on such accounts. The Court also has the power to advise the Visitor in respect of any matter which may be referred to it for advice.
- The Executive Council –It is the principal executive body of the University with Vice-Chancellor as its chairman. The Executive Council 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. It can create teaching and other academic posts and appoint personnel, create administrative, ministerial and other necessary posts, regulate and enforce discipline among employees, manage and regulate the finances, accounts, investments, property, business and all other administrative affairs of the University. The Executive Council generally meets once in a month.
- The Academic Council – It is the principal academic body of the University. The Academic Council has the power 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 standards. The Vice-Chancellor is the chairman of the academic council and generally the council meets once in two months, with minimum three meetings during a year.

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.

Some other important bodies in the university are the faculty, the student-welfare council, the finance committee, the selection committee, the admission committee, the examination committee, the sports committee and the building committee. The Vice-Chancellor is the chairman of all these bodies and the decisions taken up by these bodies are subject to the approval of the executive council.

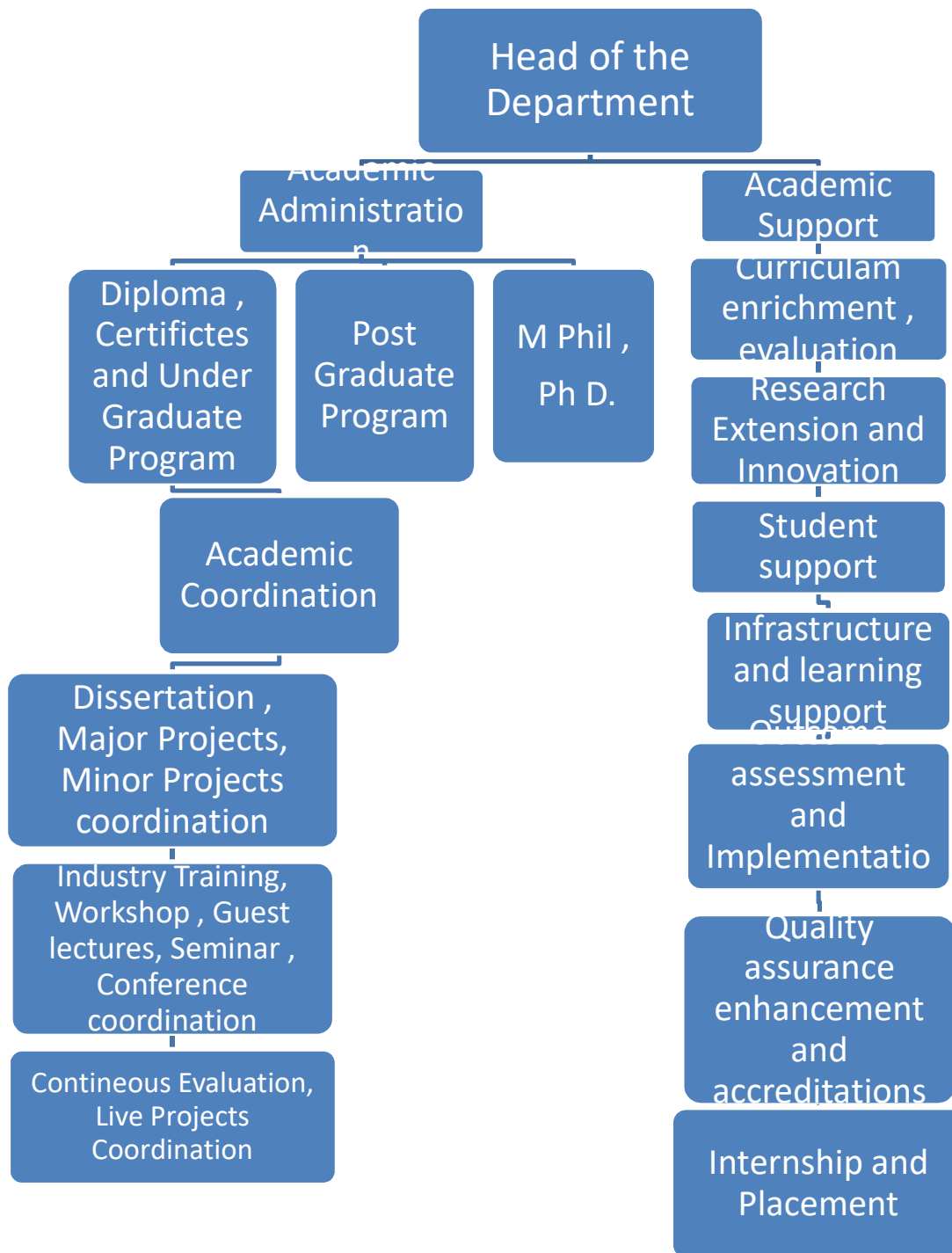


Figure 1.1. Structure of Institutional administrative processes

1.2. The Main Administrative Functionaries

The President of India acts as the Visitor of central universities. The Visitor or the Chancellor does not hold any administrative responsibilities in a university. The Chancellor of a university is appointed by the Visitor. The Chancellor is an officer of the university and has the right to preside over the convocations held for conferring degrees and the meetings of The Court. For state universities the Governor of the state acts as the Chancellor.

The other important administrative functionaries in a university are The Vice-Chancellor, The Pro-Vice-Chancellor, The Deans of Schools, The Heads of departments, The Registrar, The Finance Officer, The Controller of Examination and The Librarian³.

- **The Vice-Chancellor** - The Vice-Chancellor is appointed by the Visitor. The Vice-Chancellor is 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, in the absence of the Chancellor, preside at the Convocations held for conferring degrees and at meetings of the Court. He is entitled to be present at, and address, any meeting of any authority or other body of the University. The Vice-Chancellor shall have all the powers necessary for the proper maintenance of discipline in the University. 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 Pro-Vice-Chancellor** - He 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 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. He is a senior dean or professor of the university.
- **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. The Dean has the right to be present and to speak at any meeting of the Boards of Studies or Committees of the School. He is not an executive head of the faculty, but coordinate various matters related to its departments.
Some universities have a dean of students' welfare and a dean of colleges.
- **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
- **The Heads of Departments** – Each teaching department of the university has a head of the department. Conventionally, he is the senior-most professor in the department or selected by rotation from among the senior professors in the department. He provides effective management and academic leadership within the department. The Head of Department is accountable for the management of departmental staff, the organisation of teaching, research and associated activities and the effective performance of staff duties. He is appointed for a three-year period.
- **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.

- **The Registrar** - The Registrar is appointed by the Executive Council on the recommendation of a Selection Committee. Registrar shall be the ex officio Secretary of the Executive Council and the Academic Council and the ex officio Member-Secretary of the Court. The Registrar is the custodian of the records and the common seal of the university. He shall issue all notices convening meetings of the Court, the Executives Council, the Academic Council and of any Committees appointed by those authorities and responsible 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. It is his duty to conduct the official correspondence of the Court, the Executive Council and the Academic Council. He shall represent the University in suits or proceedings by or against the University and sign powers of attorney and verify pleadings of the university.
- **The Finance Officer** – He is appointed by the Executive Council and is the ex officio Secretary of the Finance Committee. It is his duty to exercise general supervision over the funds of the University and conduct various financial functions assigned to him by the Executive Council. He is responsible for the preparation of annual accounts and the budget of the University and for their presentation to the Executive Council.
- **The Controller of Examinations** - The Controller of Examinations is appointed by the Executive Council on the recommendations of a Selection Committee. He will superintend the examinations of the University.
- **The Librarian** - The Librarian is appointed by the Executive Council on the recommendations of the Selection Committee.

1.3. The 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 monitors 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.

1.4. 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 and PoA 1992). All Colleges under Section 2(f) & 12(b) of the UGC Act are eligible under the Scheme⁴.

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.

1.5. The Principal and Staff Council

The Principal is the chief executive and the chief academic officer of a university or college. The Principal chairs the College Executive Management Committee and promotes and develops good governance within the College, leads the strategic development of the College and manages 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 and 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.

Organizational Structure of Universities

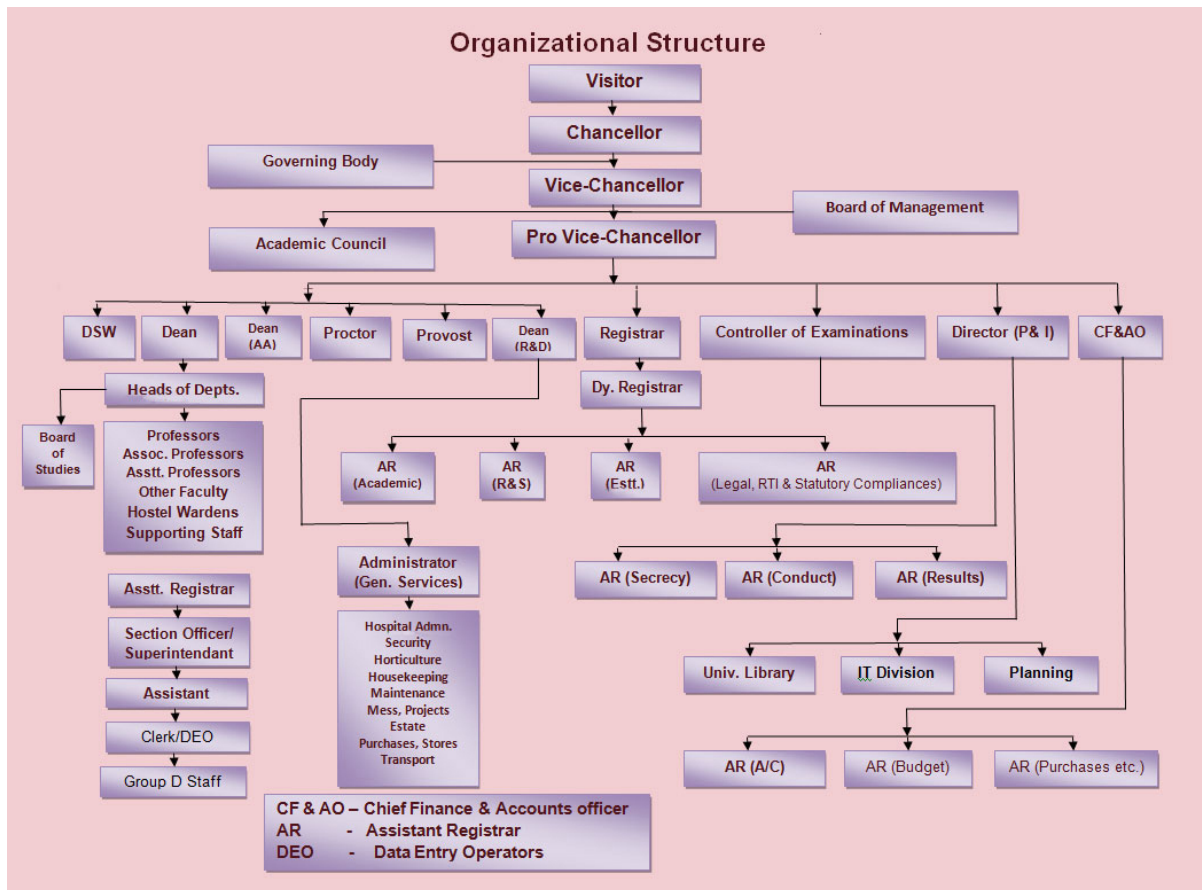


Figure 1.2. Flow chart of Organizational setup of universities

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

Summary

Administration is always considered as an art. Educational administration is regarded as the efficient management of an institution or organization having clearly defined purposes in relation to the education of the group of individuals constituting that organization. The main purpose of educational administration is facilitating teaching and learning. The main functions of educational administration are (a) planning, (b) organizing, (c) staffing, (d) directing, (e) co-ordinating, (f) reporting and (g) budgeting. 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 college and an off-campus centre of a university and list out the organizational structure in the colleges.

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

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2. www.ugc.ac.in
3. ibid
4. ibid

Block 2 University Governance

Learning objectives

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

- Understand the various aspects of governance in Indian universities
- Comprehend the need of autonomy in higher education
- Importance of e-governance in universities for strengthening of administration and management in higher education

Introduction

India stands third in the enrolment of students in the higher education sector next to US and China. It

has the largest number of higher education institutions in the world. India claims establishment of universities from ancient times. Modern university system was established in India during 1857 through the establishment of universities of Calcutta, Bombay and Chennai. India has the highest number of youths in the world. We are leading the world through this vast human capital. But, the percentage of skilled manpower in India is just 2% which is a discouraging factor in terms of economy. The rate of skilled manpower in India is much lower than many developing nations. To increase the percentage of skilled manpower, we need quality higher education. Proper governance of universities, institutes and colleges are essential to achieve this goal. Recent surveys revealed that the percentage of employable youth coming out of higher education centres are alarmingly low. There exists a gap between the acquired skills by students in institutes and universities and the required skills by the industry to make them employable. Since the progress of our nation is directly linked to the quality of higher education, we should revamp the governance of higher education institutions.

The term “governance” is used to describe all those structures, processes and activities that are involved in the planning and direction of the institutions and people working in tertiary education (Fielden, J, 2008). Globally, the demand for higher education is growing and the respective governments are taking up the challenge of fostering economic development. In this context, effective management of higher education system has gained importance. Since the number of public and private institutions are increasing along with higher enrolment of students at the tertiary sector, higher education is becoming increasingly complex. More systematic and specialized management and administration is imminent for producing desired results. Hence, the old system of total control of the central governments is no more sustainable and alternative models of governance has to emerge.

2.1. Higher Education Scenario in India

Higher education institutions are of diverse levels in India. India has Central universities and Institutions of national importance like IITs, IIMs, AIIMS etc. which are fully funded by the Union government. State universities are mostly funded by state governments and there are deemed-to-be-universities which all function under the guidelines provided by UGC.

Presently, central universities constitute 4% of the total universities and Institutions of National Importance comes to 9%. Out of the total universities, 40% are state universities, 33% are private universities and 12% are deemed-to-be-universities.

As per the report published by All India Survey on Higher Education (AISHE) for 2017-18, total enrolment in higher education is 36.6 million, of which 79% are enrolled for undergraduate studies. The Gross Enrolment Ratio in higher education has increased from 19.4% in 2010-11 to 25.8% in 2017-18. The total enrolment of students in the universities shows a 13.3% growth from 2013-14. The number of higher education institutions have seen a rapid surge after 2000. The total number of universities in the year 2000 was only 266 which rose to 518 in the year 2013-14, which is almost a 100% increase. At present, as on December 2018, the number of universities has increased to 983, which again shows almost 100% increase. The number of universities were only 20 in 1947 with 2 lakh students. This spectacular growth in the higher education sector warrants strategic planning and proper governance of these institutions.

2.2. Governance of Higher Education in India

Higher education in India is in a transition from nationalization to internationalization, aim at a Gross Enrolment Rate of 30% by 2020 and education for all. In this context, the higher education governance is facing some challenges. Governance in higher education was introduced during the colonial period by following the model of University of London ‘federal university’ system. During the colonial period, universities were owned and regulated by the state. After independence, the higher education has seen an increased political control on its universities. The University Education Commission under the chairmanship of Dr S Radhakrishnan had recommended the establishment of University Grants Commission to regulate the higher education in India. Thus, UGC was established in 1956 through an act of parliament.

Indian higher education has seen several reforms post-globalization period. Most of our education policies put their thrust on improving the quality in higher education along with increasing the number of courses and the number of universities. Greater autonomy was given to universities. Through the University Education Commission (1948-49) and later National Policy on Education (1986), our focus was on accessibility and equity and to provide quality higher education in India. Providing access, equity and quality higher education is a complex issue. We have already seen an increase in number of colleges and universities and enrolment of students. Increasing number of private institutions have also added up providing more access to higher education. To improve access, government of India had proposed the establishment of universities and institutions in remote and backward areas during the 9th and 10th five-year plan period.

The higher education falls under two sections, universities and colleges. Universities function as autonomous bodies and therefore are responsible for maintaining quality and colleges are affiliated to universities. With the ever-expanding higher education, issues concerning governance of institutions under public-private partnership, establishment of foreign institutions and role of statutory bodies are all matters of concern.

2.2.1. Affiliating system of the university – affiliating system was established to facilitate colleges adopt university education programs and to maintain norms and standards at par with the university. With the rapid expansion of higher education enrolment, the affiliating colleges began to be a burden for the universities, it was merely reduced to the conduct of examinations and award of degrees without any concern for quality. Though UGC is promoting autonomous college system, the governance of autonomous colleges is still a concern.

2.2.2. Private sector participation – globalization has led to the establishment of many private institutions at the university level. Appropriate strategies in consultation with Centre, State and statutory bodies are essential for proper growth in the private sector.

Governance of higher education faces challenges in two directions. On the one hand it has to deal with governments and other statutory bodies which is considered as external governance. On the other hand, there is internal governance where the institution has to deal with its own academic and administrative matters and matters related to its own vision and mission.

2.2.3. Concerns of External Governance – External governance of higher education is under various agencies of Central and State governments and various accreditation agencies. They should follow policy directives from statutory bodies like UGC and other bodies responsible for governing higher education institutions in matters related to course content and maintenance of standards. For this purpose, UGC and various apex bodies such as AICTE, NCTE, BCI, MCI, ICAR etc. prescribe norms and standards regarding course content for different courses in the higher education spectrum. Similarly, other national bodies like Council of Scientific & Industrial Research, Indian Council of Social Science Research, Indian Council of Historical Research, Indian Council of Philosophical Research, the Department of Science & Technology, the Department of Electronics etc. also give comprehensive directions to higher education Institutions.

The higher education institutions pursuing the subject areas of studies and in the areas of research are governed by broad policy directions by the national bodies. Central and State governments also enforce recommendations regarding appointments of Vice Chancellor, faculty, non- faculty etc. in order to maintain uniformity. Uniformity is also maintained in the commencement of academic sessions, semester breaks, vacation periods etc. to facilitate mobility among students from one Institution/university to another for postgraduate studies.

2.2.4. Concerns of Internal Governance – Internal governance of higher education is carried out by the apex authorities within the university or institution namely The Court, the Executive Council and the Academic Council etc. There are some other bodies that support the apex authorities in governance viz., Board of Studies, Research Board, Planning Board, Admission Committee, Faculty Selection Committee,

and the like. The financial aspects of the institutions are managed by the finance committee. Institutions of National Importance like IITs, IIMs etc. follows a better internal governance mechanism where the chairman of their governing Board is distinguished persons from Science and Technology, Industry and many other walks of life. All other Central and state institutions follow the same old pattern of governance. State universities have Governors as their Chancellor whereas Chancellors of Central Universities are appointed by Central government.

2.3. Balance between autonomy and accountability

Autonomy means the condition of being autonomous or independent. The autonomy provides an improved framework through a decentralized management culture. Autonomy has to be exercised with a sense of responsibility and accountability in order to produce excellence in academics, governance and financial management of the institutions. Academic autonomy refers to the freedom to decide academic issues like curriculum, course content, pedagogy and methods of evaluation of students. Administrative autonomy is concerned with the freedom of the institution to manage its own affairs with regard to administration. It fosters development of the personnel in the institution and the institution itself.

Issues of autonomy is a major concern in higher education institutions. Institutions demand autonomy in areas of finance, allotment of grants, appointment of Board members, hiring of required faculty with pay higher than the amount prescribed by the government, ways of generating revenue and retaining revenue in the institution and the like. According to Kothari Education Commission, a higher education institution requires autonomy mainly in three areas namely, selection of students, appointment and promotion of teachers and determination of courses of study. The National Policy on Education (1986) emphasizes that development of autonomous colleges and departments are essential for imparting dynamism to higher education system.

According to Gandhi, M M (2013), autonomy of institutions emphasizes freedom of administration to formulate rules to regulate its own affairs and to achieve academic excellence. He finds that autonomy has now become a myth because of political interference and financial constraints.

2.3.1. Autonomous colleges – a college under the autonomous college scheme of UGC is fully accountable for the course content and maintenance of quality. Such colleges enjoy autonomy for setting examination papers and conducting examinations. The colleges evaluate the students' performance to award degrees in the name of the affiliating university. Such autonomous colleges have financial freedom depending on the courses conducted by them.

2.3.2. Accountability – Autonomy and accountability go hand in hand. Gandhi (2013) further states that “Any complex task of a continuing nature which requires the participation of different people at different places, requires a management system which can determine and assign responsibilities, laying down who will do what, where, when, etc., and also the freedom to take the initiative without interference from outsiders who are not accountable to the management for the achievement of organizational objectives.” In a broader perspective, accountability refers to the overall benefits to the society in maintaining universities. These benefits may be measured in terms of costs/benefits or increased efficiency of manpower engaged in different vocations or professions. In a narrower perspective, accountability refers to answerability to the superior authority for implementation and achievement. In order to perform well, a college needs autonomy and accountability in the admission of students and selection of syllabi and curricula.

2.4. e-Governance

According to Barta, B.Z. et. al. (1995), the areas where computers can be used for effective educational administration are:

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data

- [Inventory Management](#)
- [Personnel Records Maintenance](#)
- [Library System](#)

[ICT plays an important role in the educational management and administration. Caroline, S. \(2009\) has stated different ways of introducing ICT in higher educational administration:](#)

- [Sending e-mail notices and agendas to staff, rather than printing and distributing them](#)
- [Submission of lesson plans through e-mail](#)
- [Teachers create a class Web page](#)
- [Attend technology conferences to inculcate the best practices in the field](#)
- [Admissions through web-enabled services](#)
- [All day-to-day activities of the institution \(General Administration\)](#)
- [Staff administration](#)
- [Single Window System for students](#)

[According to the NASSCOM report \(2014\), though 3 million graduates and post graduates are added to the workforce every year in India, only 35% of graduates and 12% of engineering graduates are employable. This may lead to the problems like unemployment/underemployment.](#)

[The University Grants Commission \(UGC\) has recommended four models of Public Private Partnership proposed by Planning Commission \(based on report of the Working group on Higher Education for the XII Five Year Plan September 2011\). The four models are:](#)

- [Basic Infrastructure Model -The private sector invests in infrastructure and the government runs the operations and management of the institutions in turn, making annualized payments to the private investor.](#)
- [Outsourcing Model - Private sector invests in infrastructure and runs operations and management and the responsibility of the government is to pay the private investor for the specified services.](#)
- [Equity/Hybrid Model - Investment in infrastructure is shared between government and private sector while operation and management are vested with the private sector.](#)
- [Reverse Outsourcing Model - Government invests in infrastructure and the private sector takes the responsibility of operation and management.](#)

[Kapoor and Kelkar \(2013\) had given the following benefits of e-governance:](#)

(a) [Benefits to university](#)

- [Centralized information access from anywhere](#)
- [Increase in student enrolment](#)
- [Provide quality e-services, e-participation](#)
- [Increase clearness](#)
- [Inventive teaching tools](#)
- [Improved decision making, Private Public Participation](#)
- [Less paper works](#)

(b) [Benefits to students](#)

- [Increased participation in education affairs](#)
- [Personalized login for each student](#)
- [Extensive saving in time, cost and efforts](#)

- [Information & transaction services](#)
 - [Job opportunities](#)
 - [Social connectivity for collaboration](#)
 - [Students can access virtual lectures and seminars](#)
 - [Students can solve their problems like examination queries, result verification etc.](#)
 - [Students can submit feedback to university](#)
- (c) [Benefits to colleges](#)
- [Easy access of data](#)
 - [Electronic data exchange with university](#)
 - [Saving of hidden operational cost](#)
 - [Instant statistical report generation](#)
 - [Helpful for NAAC accreditation](#)
- (d) [Benefits for the educational system](#)
- [Long term impact on organizational goals](#)
 - [Improve education system](#)
 - [Empowerment of faculties, students](#)
 - [Encouragement for faculties and students for their participation in governance](#)

[Implementation of e-governance can significantly improve the higher education system in the following ways:](#)

[It helps in improved delivery of services to the students in areas of enrolment, issue of admit cards and ID cards, etc. e-governance helps teachers to use innovative teaching tools and provide students with changed learning environment which include e-learning facilities like virtual lectures, e Libraries and video conferencing.](#)

[Use of e-governance in higher education](#)

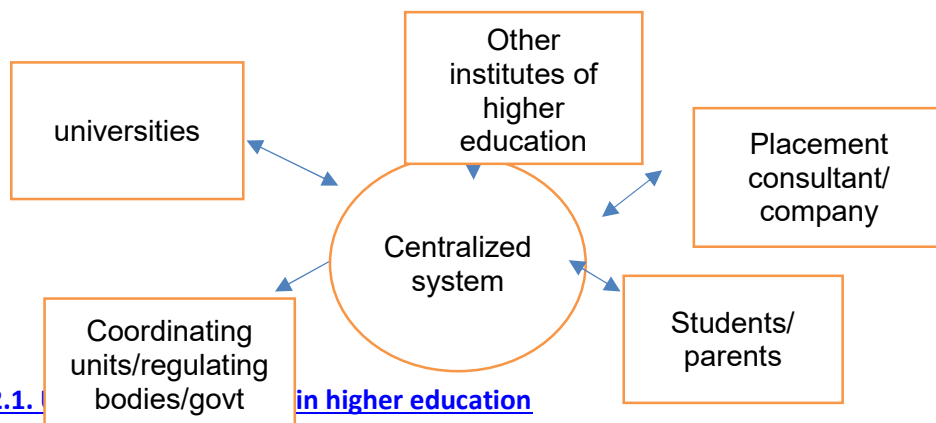


Figure 2.1. [Use of e-governance in higher education](#)
 (Source: <http://www.iosrjournals.org/iosr-irme/papers/Vol-4%20Issue-2/Version-1/J04215762.pdf>)

[2.5. e-Governance for Human Resource Management](#)

[e-governance helps in increasing the performance of an organization. It fosters the performance of human resources in the organization, helps in dealing with issues of organization's administration.](#)

[According to Johnson and Gueutal \(2011\), Human Resource Management is evolving into a more technology-based profession because of the following benefits:](#)

- [Streamline HR processes and reduce administrative burdens.](#)
- [Reduce HR administration and compliance costs.](#)
- [Compete more effectively for global talent.](#)
- [Improve service and access to data for employees and managers.](#)
- [Provide real-time metrics to allow decision-makers to spot trends and manage the workforce more effectively.](#)
- [Enable HR to transform so it can play a more strategic role in the business.](#)

[One of the most significant changes in the practice of e- Human Resource Management is the “democratization” of HR data namely, the increased access to such data by all stakeholders, inside and outside the institution.](#)

[Use of e-governance in human resource management can improve the functioning of various aspects in the higher education. It includes e-selection of students, e-recruitment of staff, e-learning and e-teaching \(through web- based training, webcasts, webinars, mobile learning thus reducing the training cost\), e-performance management to monitor employees as well as students.](#)

Summary

[All India Survey on Higher Education \(AISHE\) for 2017-18 reported that the total enrolment in higher education is 36.6 million, of which 79% are enrolled for undergraduate studies. At present, as on December 2018, the number of universities has increased to 983, which again shows almost 100% increase from 2013-14. The number of universities were only 20 in 1947 with 2 lakh students. This spectacular growth in the higher education sector warrants strategic planning and proper governance of these institutions. The higher education falls under two sections, universities and colleges. Universities function as autonomous bodies and therefore are responsible for maintaining quality and colleges are affiliated to universities. External governance of higher education is under various agencies of Central and State governments and various accreditation agencies. UGC and various apex bodies such as AICTE, NCTE, BCI, MCI, ICAR etc. prescribe norms and standards regarding course content for different courses in the higher education spectrum. Administrative autonomy is concerned with the freedom of the institution to manage its own affairs with regard to administration. Institutions demand autonomy in areas of finance, allotment of grants, appointment of Board members, hiring of required faculty with pay higher than the amount prescribed by the government, ways of generating revenue and retaining revenue in the institution and the like. e-governance is of vital importance in the areas of General Administration, Pay Roll and Financial Accounting, Administration of Student Data, Inventory Management, Personnel Records Maintenance and Library System in higher education institutions.](#)

To do activity

- [Form students into groups, let them visit a central university and a state university and study the e-governance system followed in the institution for admissions, payment of fees and examinations.](#)
- [Let students visit a university and an autonomous college where web-based learning takes place and study its benefits and drawbacks if any.](#)

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Block 3 Introduction to university rules and regulations

Learning objectives:

- To understand the general administrative procedures in a university
- To study the importance of financial management in higher education

Introduction

Higher education in India was functioning from ancient times, as early as 1000 B.C. as per the records in history. Modern education system originated in India during the colonial period. The first three universities in India, the universities of Bombay, Calcutta and Madras were started in 1857. These universities were following the administrative model of the University of London. Following the Government of India Act, 1935, the administration of Indian education was taken over by the provincial politicians. After independence, the University Education Commission was set up in 1948 under the chairmanship of Dr S Radhakrishnan. Soon, government of India began to invest more in higher education by starting more state universities and by providing grants and grants-in-aid to private institutions.

University administration is mainly controlled by the Ministry of Human Resource Development (MHRD) and funded by both state and Central governments. There are many research institutions governed by the Centre and administered by institutions like CSIR – Council of Scientific and Industrial Research, ICAR – Indian Council of Agricultural Research, Department of Atomic Energy etc.

3.1. The general administrative procedures

The general administrative procedures help the central functioning in a university. The Administrative Section in a university supervises the work flow for noting, drafting, file processing, file movement etc. across the various sections of the University. This work flow occurs through the proper channels for administrative approval and financial sanction. Various principles for administration are provided by the Central Universities Act (2009) and the corresponding regulations. Several Orders and Regulations notified by the UGC/MHRD/Government of India along with the regulations given by the Government of India's Central Civil Services (CCS) Rules also set administrative rules. The Statutory Committees, Statutory Bodies, and other bodies of governance in a university helps in maintaining the organizational structure. The Statutory Bodies are set by the University Court, the Executive Council, the Academic Council and the Finance Committee. The different committees like the Deans' Committee, University Building Committee, University Purchase Committee, Board of Research Studies, Board of Studies also facilitates the administrative governance. The Statutory Officers of the university are the Vice Chancellor, Pro Vice Chancellor, Deans, Registrar, Finance Officer, Controller of Examinations, and Librarian. Other officers which assist in the proper governance of the university are the Dean of

Students' Welfare, Deputy Registrar, Assistant Registrar, Internal Audit Officer, SC/ST Cell Coordinator, and Liaison Officer.

The creation of various posts and the appointment are done by the administrative section by following proper procedures set by the university acts. All records regarding appointment and personnel are safely handled by the administrative section. The Department of Personnel & Training (DPT) and the UGC set norms for the reservation-based roster for SC/ST/OBC/PWD sections which is followed by the administrative section. It also deals with the employees' health care, medical reimbursement, service related matters and their Annual Performance Assessment Report for promotion.

At the academic level, the structure is

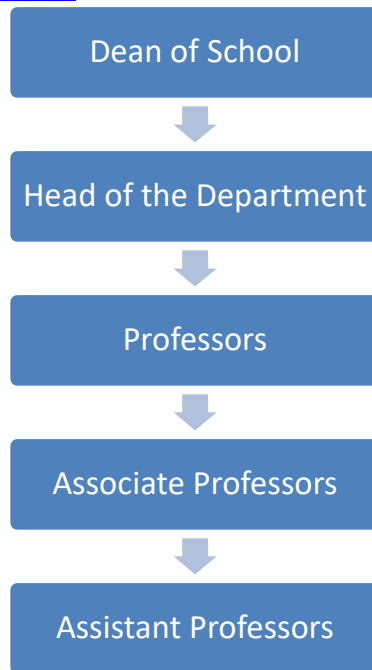


Figure 3.1. Academic level structure

At the Financial level, the structure is:

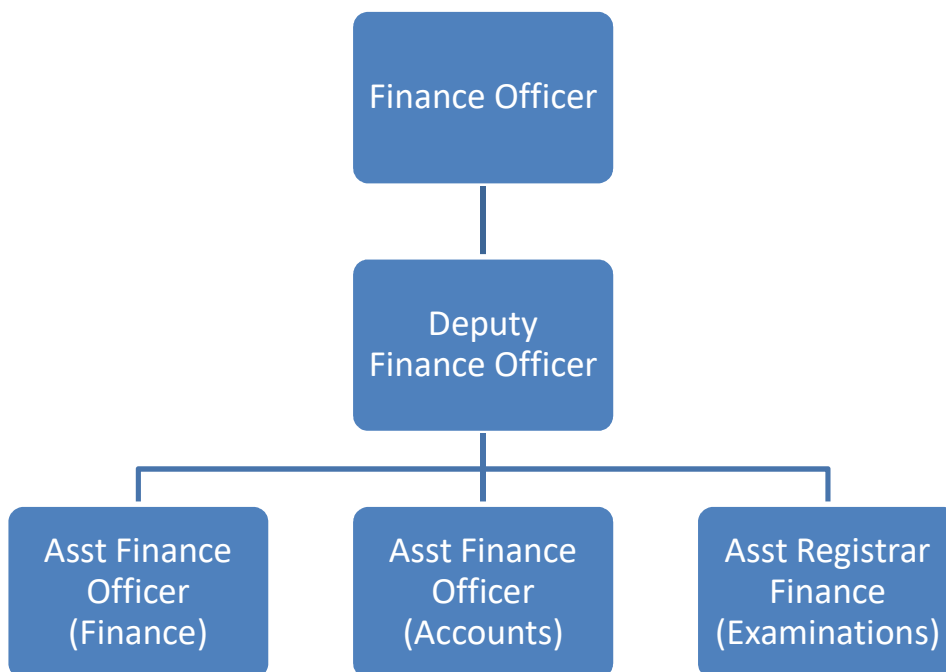


Figure 3.2. Structure of Finance division

3.2. Financial Management

Financial management always plays an important role in attaining the objectives of a university because all activities in the purview of the university involves monetary aspects, and if the finances are not granted or misused will lead to chaos in the university administration and hamper achievement of goals. In a university system, the general administration and the financial management are interconnected. In ancient universities, kings and rulers patronised the institutions on behalf of the society and funds were not an issue. In post-independent India, finances for universities comes under two heads, Plan and Nonplan from 1950-51 onwards. “The financial resources are divided into two parts (a) Plan and (b) Non-Plan expenditure. The plan resources are utilized in the development and expansion of physical facilities such as construction of new buildings for classrooms and laboratories, purchase of equipment for laboratories, libraries, recreational activities and creation of facilities for other physical and academic needs. Non- plan outlay is utilized for the maintenance of existing infrastructure. The non-plan expenditure is about 80 per cent of the total expenditure” (Chauhan, 1990). The University Grants Commission was established by an Act of Parliament in 1956, and UGC acts as the sole funding agency for all higher education institutions. UGC meets the entire plan expenditure and grant for central universities while the plan expenditure for the state universities is met by the respective state governments. The maintenance grant for state universities is shared by UGC and the State government. For proper management of finances, the UGC had suggested a model budget with the following major heads (Natarajan, V, 1993):

- Part I - Maintenance Grant Account
- Part II - Plan Account
- Part III - Earmarked Special Funds (ESF)
- Part IV - Debts, Deposits and Advances (DDA)

Universities receive funds from various resources like state governments, UGC, student fees etc. So, Part I is concerned with university funds and Part II is UGC funds. For central universities both part I and part II will be UGC funds. ESF is maintained for specific seminars and projects by various funding agencies. DDA maintains General Provident Fund, Contributory Provident Fund, pension fund, other endowments

received for scholarship etc.

3.2.1. Authorities for Financial Management

Various authorities of the university which are responsible for the financial management are: The Court, The Executive Council, The Academic Council, The Boards of Studies and The Planning Board¹.

The Court - The Court has authority:

- (a) to review from time to time the broad policies and programs of university and to suggest measures for the improvement and development of the university
- (b) to consider and pass resolutions on the Annual Report and Annual Accounts of the university and audit report on such accounts
- (c) to advise Visitor to perform any other function.

The Executive Council—The Executive Council has the following powers under Section 12 (2):

- (a) 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.
- (b) to fix limits on the total recurring and the total non-recurring expenditures for a year on the recommendations of Finance Committee.
- (c) to invest any money belonging to the University including any unapplied income, in such stocks, funds, shares or securities as it shall, from time to time think fit or in the purchase of immovable property in India with the like powers of varying such investments from time to time.
- (d) to transfer or accept transfers of any movable or immovable property on behalf of the University.

The Finance Committee – the Finance Committee has the following powers as defined in statute 18 (6) and (7):

Statute 18(6)- The annual accounts and the financial estimates of the University prepared by Finance Officer shall be laid before the Finance Committee for consideration and comments and thereafter submitted to the Executive Council for approval.

Statute 18(7) - 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).

In the university system, the Vice- Chancellor and Registrar have powers to grant administrative approval for expenditure whereas the Finance Officer (FO) has the following direct powers as indicated in Statute 5(5), (6) and (7):

Statute 5(5): The Finance Officer shall:

- (a) Exercise general supervision over the funds of the University and shall advise it as regards its financial policy.
- (b) 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.

Provided that the Finance Officer shall not incur any expenditure or make any investment exceeding ten thousand rupees without the previous approval of the Executive Council.

Statute (6): Subject to the control of the Executive Council the Finance Officer shall:

- (a) hold and manage the property and investments of the University including trust and endowed property.
- (b) 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.

(c) responsible for preparation of annual accounts and the budget of the University and for their presentation to the Executive Council.

(d) keep a constant watch on the state of the cash and bank balances and on the date of investments.

(e) watch the progress of the collection of revenue and advise on the methods of collection employed.

(f) ensure that the registers of buildings, land, furniture and equipment are maintained upto- date and that stock-checking is conducted, of equipment and other consumable materials in all Offices, Special Centres, Specialised Laboratories, Colleges and Institutions maintained by the University.

(g) call for explanation for unauthorised expenditure and for other financial irregularities and suggest disciplinary action against persons at fault.

(h) call for from any Office, Centre, Laboratory, College or Institution maintained by the University any information or returns that he may consider necessary for the performance of his duties.

Statute (7): the receipt of the Finance Officer or of the person or persons duly authorised in this behalf by the Executive Council for any money payable to the University shall be sufficient discharge for payment of such money.

The general and financial administrative structure of a university:

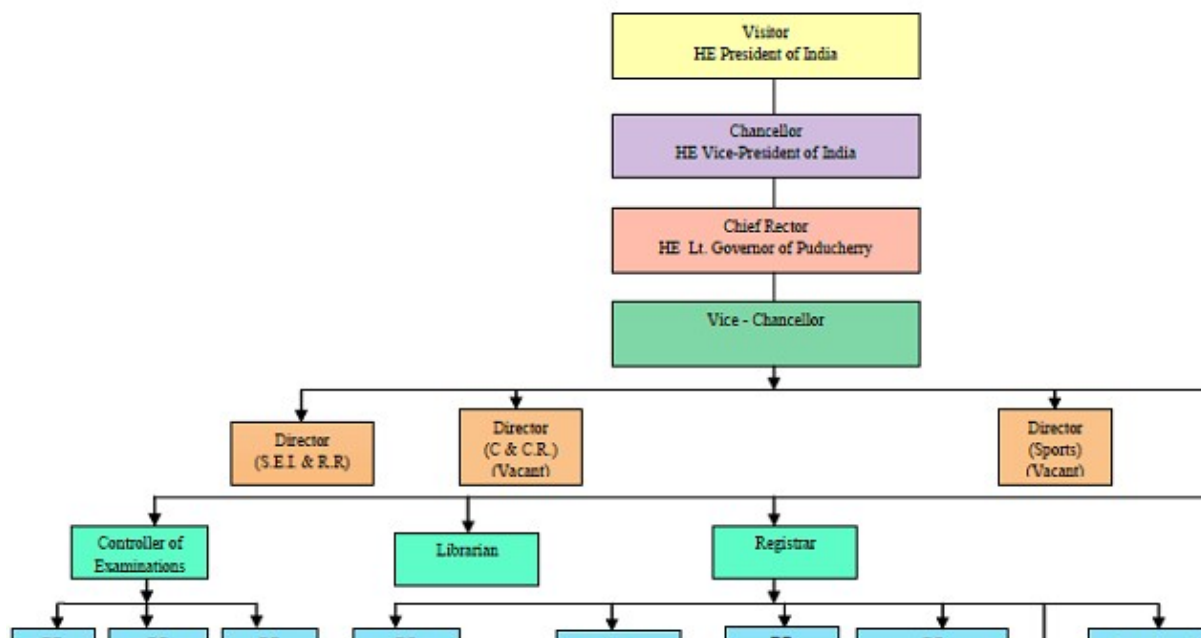


Figure 3.3. General and financial administrative structure of a university.

(Source: <http://www.pondiuni.edu.in/content/organization-chart>)

Finance activities are classified under three main functions:

- Acquisition – an institution requires fund for its many activities. A university should find resource to acquire fund to allocate it to its day-to-day businesses. Money surplus is restricted in a university and higher education institutions have limitations in acquiring funds. The following factors decide the fund acquiring capacity of a higher education institution:
 - (a) Nature of the Institution, its philosophy, reputation and credibility
 - (b) The vision, mission and goals of the institution
 - (c) Tenure of services and types of services offered in the institution
 - (d) Cost of production of the services used by the beneficiaries
 - (e) Nature of stakeholders of the institution and the competitive environment prevalent in the institution

- (f) Capacity of the beneficiaries for payment of services received by them
- (g) Continuity of the need of services
- (h) Internal strength of institute to generate its own funds
- Allotment of funds –allotment of funds in an institution depends on various factors:
 - (a) Nature of activities undertaken in the institution
 - (b) Revenue and capital aspects of expenditure
 - (c) Availability of funds and needs of various departments and services
 - (d) Regulatory and Managerial requirements
 - (e) Expectation from the beneficiaries
 - (f) Demand for effective organization and management of the system
- Distribution of funds – judicial distribution of funds is essential for the sustenance of the higher education institutions. Distribution of funds are determined by the following factors:
 - (a) The educational institutions generally depend on their limited revenue resources.
 - (b) The institutions have only specific revenue sources at their disposal.
 - (c) The educational institutions have limited heads of earnings and expenditure.
 - (d) The heads of expenditure cannot be reduced as the basic areas of activities cannot be changed.
 - (e) The allocation of funds is challenging as the volume of surplus is often scanty.
 - (f) The margin of surplus has to be allocated to capital reserves and general reserves funds.
 - (g) Generally, institutions have limited surplus which is insufficient even for the general welfare.
 - (h) Often finances are not sufficient for expansion of educational activities and for further diversification.

The financial functions of a higher education institution are focused on the systematic acquisition of funds. Its main goal is to stabilize its financial position. Since the institutions fall under the regulatory framework of governance, their sources of finance are limited. The primary source of revenue for an educational institution is its fees, grants in aid and donations. Since the regulatory authorities define fees, the institutions cannot charge more fees without permission from regulatory authorities. Often grants in aid are specified for certain purposes and it should be used only for the specified activity. Any institution requires a variety of timely financial information for the proper running of the institution. Different financial information required by them include economic challenges faced by the nation, current rules and economic regulations, identifying the essential information required by the management, establishing right management information system reporting etc. Institutions may procure relevant data and information from various sources like directives, circulars and notifications issued by government, directives from the education department, internally generated financial reports, guidelines and orders from UGC and other apex authorities.

3.3. Features of financial management

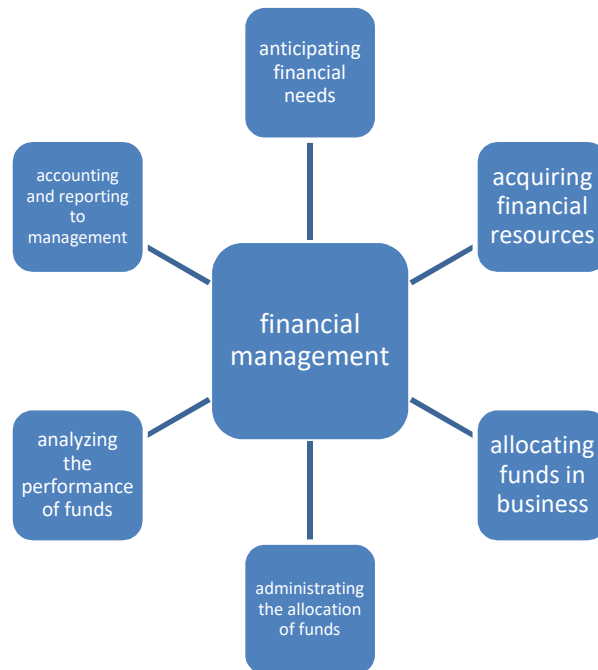


Figure 3.4. Features of financial management in higher education institutions
 (Source: http://shodhganga.inflibnet.ac.in/bitstream/10603/79522/10/10_chapter3.pdf)
 Functional aspects of financial management

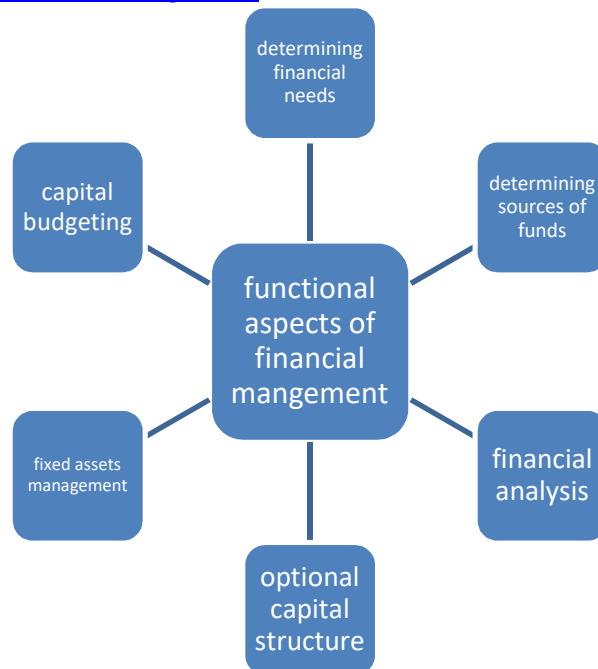


Figure 3.5. Functional aspects of financial management
 (Source: http://shodhganga.inflibnet.ac.in/bitstream/10603/79522/10/10_chapter3.pdf)

3.4. Financial decisions

Financial decisions making in higher education is regulated by well-defined rules, laws and regulations. Some of the financial decisions taken by institutions are:

- Financial requirement decision – corresponds to the source of funds, the extent of funds to be procured and its procurement.

- Investment decision – decides the deployment of funds for various revenue and capital activities.
- Regulatory decision –monitors and controls fund utilization.
- Appropriation decision – appropriation of funds and distribution of surplus funds for other financial purposes

Sound financial planning is essential for every institute to meet its goals and for efficient performance. A good financial requires the following steps:

- Setting a sound philosophical basis of financial management – if the institution sets service to the society as their philosophy, financial management should function in tandem with it.
- Estimating objectives – objectives and goals provide direction for the functioning of the institution and this also should go together with the organizational philosophy.
- Policy formulation – is important for carrying out the decisions of the management.
- Forecasting - comprises the estimation of demands, requirement of funds etc. to minimize the gap in demand of funds
- Development of procedures – systematic and well-defined procedures are important for proper execution of financial decisions and for optimal performance.

Summary

The general administrative procedures help the central functioning in a university. Various principles for administration are provided by the Central Universities Act (2009) and the corresponding regulations. Several Orders and Regulations notified by the UGC/MHRD/Government of India along with the regulations given by the Government of India's Central Civil Services (CCS) Rules also set administrative rules. The Statutory Committees, Statutory Bodies, and other bodies of governance in a university helps in maintaining the organizational structure. The Statutory Bodies are set by the University Court, the Executive Council, the Academic Council and the Finance Committee. The University Grants Commission was established by an Act of Parliament in 1956, and UGC acts as the sole funding agency for all higher education institutions. UGC meets the entire plan expenditure and grant for central universities while the plan expenditure for the state universities is met by the respective state governments. The maintenance grant for state universities is shared by UGC and the State government. Various authorities of the university which are responsible for the financial management are: The Court, The Executive Council, The Academic Council, The Boards of Studies and The Planning Board.

To do activity

- Make students prepare a report on the Plan and Non-plan expenditure in a university.
- Make students visit a university, check the Annual Report, Annual accounts and the audit report on such an account.
- Make students meet the Finance Officer in a university and list out his responsibilities.

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1. www.ugc.ac.in

Block 4 Service Conditions for Staff of Higher Education Institutions

Learning objectives

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

- understand the eligibility conditions for appointment in universities
- understand the service conditions of staff in universities
- comprehend the rules for promotion and leave rules

Introduction

UGC through its various acts, laws and statutes had given from time to time the rules and service conditions for different personnel in the higher education institutions. Eligibility conditions for the appointment of Professors, Associate professors and assistant professors are also revised from time to time.

4.1. Appointment of college teachers

Minimum Qualifications for direct requirement to the post of Professor, Associate Professor, Assistant Professor according to the guidelines of the University Grants Commission (UGC) are given below¹:

PROFESSOR

- (i) An eminent scholar with Ph.D. qualification(s) in the concerned/allied/ relevant discipline and published work of high quality, actively engaged in research with evidence of published work with a minimum of 10 publications as books and/or research/policy papers.
- (ii) A minimum of ten years of teaching experience in university/college and/or experience in research at the University/National level institutions/industries, including experience of guiding candidates for research at doctoral level.
- (iii) Contribution to educational innovation, design of new curricula and courses, and technology – mediated teaching learning process.
- (iv) A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), set out in the UGC Regulation 2010.

Or An outstanding professional, with established reputation in the relevant field, who has made significant contributions to the knowledge in the concerned/allied/ relevant discipline, to be substantiated by credentials.

ASSOCIATE PROFESSOR

- i. Good academic record with a Ph.D. Degree in the concerned/allied/relevant disciplines.
- ii. A Master's Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed).
- iii. A minimum of eight years of experience of teaching and/or research in an academic/ research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry excluding the period of Ph.D. research with

- evidence of published work and a minimum of 5 publications as books and/or research/policy papers.
- iv. Contribution to educational innovation, design of new curricula and courses, and technology – mediated teaching learning process with evidence of having guided doctoral candidates and research students.
 - v. A minimum score as stipulated in the Academic Performance Indicator (API) based Performance Based Appraisal System (PBAS), set out in the UGC Regulation 2010.

ASSISTANT PROFESSOR

- i. Good academic record with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the master's degree level in a relevant subject from an Indian University, or an equivalent degree from an accredited foreign university.
- ii. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET.
- iii. Notwithstanding anything contained in sub-clauses (i) and (ii) above, candidates, who are, or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2009 or fulfilling the conditions as laid down by the University (Annexure-IV) may be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of Assistant Professor in the University.
- iv. NET/SLET/SET shall also not be required for such master's programs in disciplines for which NET/SLET/SET is not conducted.

Senior Professor in Universities

- i) The appointment to the post of Senior Professor shall be through direct recruitment.
- ii) Up to 10 percent of the existing sanctioned strength of Professors in the university shall be appointed as Senior Professor in the universities.

Eligibility:

- i) An eminent scholar with good track record of high-quality publications in the reputed journals, significant research contribution to the discipline and engaged in research supervision.
- ii) A minimum of ten years of teaching/research experience as Professor or an equivalent grade in the University/College/National level institute.
- iii) Selection shall be based on academic achievements, favourable review from three eminent subject experts who are not less than the rank of Senior Professor or a Professor of at least ten years' experience.
- iv) The selection shall be based on ten best publications in the Peer reviewed/UGC listed journals and award of minimum two Ph.D. degrees under his/her supervision during last 10 years and interaction with a Selection Committee constituted as per UGC Regulations

College Principal (Professor's Grade)

A. Eligibility:

- i) Ph.D. degree
- ii) Professor/Associate Professor with a total service/ experience of fifteen years of teaching/research/

administration in Universities, Colleges and other institutions of higher education.

iii) A minimum of 120 Research Score

B. Tenure College Principal shall be appointed for a period of five years initially extendable for another term of five years on the basis of performance assessment by a similar Selection Committee process which shall take into account an External Peer Review Committee assessment, constituted as per these regulations.

Vice Principal- An existing senior faculty member shall be designated as Vice-Principal by the Governing Body of the College on the recommendation of the Principal for a period not exceeding the tenure of the Principal, who can be assigned specific activities, in addition to existing responsibilities. During the absence of the Principal for any reason, the Vice Principal shall exercise the powers of Principal.

4.2. Selection Committee and guidelines on Selection

The UGC has evolved the following guidelines on:

(a) Constitution of Selection Committees for selection of Assistant Professor, Associate Professor, Professor, Senior Professor, Assistant Librarian, Deputy Librarian, Librarian, Assistant Director of Physical Education and Sports, Deputy Director of Physical Education and Sports and Director of Physical Education and Sports; and

(b) specified selection procedures for direct recruitment and Career Advancement Schemes for teachers and other academic staff in universities and colleges.

Selection Committee Composition

1. Assistant Professor in the University:

(a) The Selection Committee for the post of Assistant Professor in the University shall have the following composition:

1. The Vice Chancellor shall be the Chairperson of the Selection Committee.

2. An academician nominated by the Visitor/Chancellor, wherever applicable.

3. Three experts in the concerned subject nominated by the Vice Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.

4. Dean of the concerned Faculty, wherever applicable

5. Head/Chairperson of the Department/School.

6. An academician representing SC/ST/OBC/Minority/Women/Differently-abled categories to be nominated by the Vice Chancellor or Acting Vice Chancellor, if any of the candidates representing these categories is the applicant and if any of the above members of the selection committee do not belong to that category.

(b) At least four members, including two outside subject experts shall constitute the quorum.

Associate Professor in the University

(a) The Selection Committee for the post of Associate Professor in the University shall have the following composition:

i. Vice Chancellor to be the Chairperson of the Selection Committee.

ii. An academician who is the nominee of the Visitor/Chancellor, wherever applicable.

iii. Three experts in the concerned subject/field nominated by the Vice Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.

iv. Dean of the faculty, wherever applicable.

v. Head/Chairperson of the Department/School.

vi. An academician representing SC/ST/OBC/Minority / Women / Differently-abled categories, if any of the candidates representing these categories is the applicant, to be nominated by the Vice Chancellor, if any of the above members of the selection committee do not belong to that category.

(b) At least four members, including two outside subject experts, shall constitute the quorum.

Professor in the University

The composition of the Selection Committee for the post of Professor in the University shall have the following composition:

(a) The Selection Committee for the post of Associate Professor in the University shall have the following composition:

- i. Vice Chancellor to be the Chairperson of the Selection Committee.
 - ii. An academician who is the nominee of the Visitor/Chancellor, wherever applicable.
 - iii. Three experts in the concerned subject/field nominated by the Vice Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.
 - iv. Dean of the faculty, wherever applicable.
 - v. Head/Chairperson of the Department/School.
 - vi. An academician representing SC/ST/OBC/ Minority / Women / Differently-abled categories, if any of candidates representing these categories is the applicant, to be nominated by the Vice Chancellor, if any of the above members of the selection committee do not belong to that category.
- (b) At least four members, including two outside subject experts, shall constitute the quorum.

Senior Professor (a) The Selection Committee for the post of Senior Professor in the University shall have the following composition:

- i. Vice Chancellor to be the Chairperson of the Selection Committee.
 - ii. An academician not below the rank of Senior Professor/Professor with minimum ten years' experience who is the nominee of the Visitor/Chancellor, wherever applicable.
 - iii. Three experts not below the rank of Senior Professor/Professor with minimum ten years' experience in the concerned subject/field nominated by the Vice Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.
 - iv. Dean (not below the rank of Senior Professor/Professor with minimum ten years' experience) of the faculty, wherever applicable.
 - v. Head/Chairperson (not below the rank of Senior Professor/Professor with minimum ten years' experience) or Senior most Professor (not below the rank of Senior Professor/Professor with minimum ten years' experience) of the Department/School.
 - vi. An academician (not below the rank of Senior Professor/Professor with minimum ten years' experience) representing SC/ST/OBC/ Minority / Women / Differentlyabled categories, if any of candidates representing these categories is the applicant, to be nominated by the Vice Chancellor, if any of the above members of the selection committee do not belong to that category.
- (b) At least four members, including two outside subject experts, shall constitute the quorum.

College Principal

A. Selection Committee

(a) The Selection Committee for the post of College Principal shall have the following composition:

- i. Chairperson of the Governing Body as Chairperson.
- ii. Two members of the Governing Body of the college to be nominated by the Chairperson of whom one shall be an expert in academic administration.
- iii. Two nominees of the Vice Chancellor who shall be Higher Education experts out of which at least one shall be a person not connected in any manner with the affiliating University. In case of Colleges notified/declared as minority educational institutions, one nominee of the Chairperson of the College from out of a panel of five names, preferably from minority communities, recommended by the ViceChancellor of the affiliating university of whom one should be a subject expert.
- iv. Three experts consisting of the Principal of a College, a Professor and an accomplished educationist not below the rank of a Professor (to be nominated by the Governing Body of the college out of a panel of six experts approved by the relevant statutory body of the university concerned).
- v. An academician representing SC/ST/OBC/Minority/Women/Differently-abled categories, if any of candidates representing these categories is the applicant, to be nominated by the Vice Chancellor, if any

of the above members of the selection committee do not belong to that category.

(b) At least five members, including two experts, should constitute the quorum.

(c) All the selection procedures of the selection committee shall be completed on the day/last day of the selection committee meeting itself, wherein, minutes are recorded along with the scoring Performa and recommendation made on the basis of merit with the list of selected and waitlisted candidates/Panel of names in order of merit, duly signed by all members of the selection committee. (d) The term of appointment of the college principal shall be FIVE years with eligibility for reappointment for one more term only after a similar Selection Committee process which shall take into account an External Peer Review Committee assessment.

External Peer Review Committee

The External Peer Review Committee for the post of College Principal shall have the following composition:

- i) Nominee of the Vice Chancellor of the affiliating University.
- ii) Nominee of the Chairman, University Grants Commission. The nominees shall be nominated from the Principals of the Colleges with Excellence/College with Potential With Excellence/Autonomous Colleges/NAAC A+ accredited Colleges.

Selection Procedures:

I. The overall selection procedure shall incorporate transparent, objective and credible methodology of analysis of the merits and credentials of the applicants based on weightages given to the performance of the candidate in different relevant dimensions and his/her performance on a grading system Performa.

In order to make the system more credible, universities may assess the ability for teaching and/or research aptitude through a seminar or lecture in a classroom situation or discussion on the capacity to use latest technology in teaching and research at the interview stage. These procedures can be followed for both direct recruitment and CAS promotions wherever selection committees are prescribed in these Regulations.

II. The Universities shall adopt these Regulations for selection committees and selection procedures through their respective statutory bodies at the institutional level for University Departments and their Constituent colleges/ affiliated colleges (Government/Government-aided/Autonomous/ Private Colleges) to be followed transparently in all the selection processes. The universities may devise their own self-assessment cum performance appraisal forms for teachers as prescribed in the Regulations.

III. In all the Selection Committees of direct recruitment of teachers and other academic staff in universities and colleges provided herein, an academician representing Scheduled Caste/Scheduled Tribe/OBC/Minority/Women/Differently-abled categories, if any of candidates representing these categories is the applicant and if any of the members of the selection committee do not belong to that category, shall be nominated by the Vice Chancellor or Acting Vice Chancellor of the University, and in case of a College Vice Chancellor or Acting Vice Chancellor of the University to which the college is affiliated to. The academician, so nominated for this purpose, shall be one level above the cadre level of the applicant, and such nominee shall ensure that the norms of the Central Government or concerned State Government, in relation to the categories mentioned above, are strictly followed during the selection process.

IV. The process of selection of Professor shall involve inviting the bio-data with duly filled Performa developed by the respective universities based on the Assessment Criteria and Methodology guidelines set out in the Regulations.

Provided that such publications submitted by the candidate shall have been published during the qualifying period.

Provided further that such publications shall be provided to the subject experts for assessment before the interview and the evaluation of the publications by the experts shall be factored into the weightage

while finalizing the outcome of selection.

V. In the case of selection of faculty members who are from outside the academic stream and are considered under Clause 4.1 (III.B), 4.2 (I.B, II.B, III.B), 4.3 (I.B, II.B, III.B), 4.4 (I.B, II.B, III.B) and 4.5 (III.B) of these regulations, the universities' statutory bodies must lay down clear and transparent criteria and procedures so that only outstanding professionals who can contribute substantially to the university knowledge system are selected in any discipline as per the requirements including those laid down in these regulations.

VI. In the selection process for posts involving different nature of responsibilities in certain disciplines/areas, such as Music and Fine Arts, Visual arts and Performing arts, Physical Education and Sports and Library, greater emphasis may be laid on the nature of deliverables indicated against each of the posts in these Regulations which need to be taken up by the concerned institution while developing Performa for both direct recruitment and CAS promotions.

VII. The Internal Quality Assurance Cell (IQAC) shall be established in all Universities/Colleges as per the UGC/ National Assessment and Accreditation Council (NAAC) guidelines with the Vice Chancellor, as Chairperson (in the case of Universities), and Principal, as Chairperson (in case of Colleges). The IQAC shall act as the documentation and record-keeping Cell for the institution including assistance in the development of Assessment Criteria and Methodology Performa based on these Regulations. The IQAC may also introduce, wherever feasible, the student feedback system as per the NAAC guidelines on institutional parameters without incorporating the component of students' assessment of individual teachers in the Assessment Criteria and Methodology Performa.

4.3. Service Agreement and Fixing of Seniority

At the time of recruitment in Universities and Colleges, a service agreement should be executed between the University/College and the teacher concerned and a copy of the same should be deposited with the Registrar/Principal. Such service agreement shall be duly stamped as per the rates applicable. The self-appraisal methodology, as per Clause 6.0.8 and its sub-clauses and Clauses 6.1.0 to 6.4.0 and all the sub-clauses contained therein as per applicability, shall form part of the service agreement/Record.

4.4. Career Advancement Scheme (CAS)

The Assessment of the performance of College and University teachers for CAS promotion is based on the following criteria:

i. Teaching-Learning and Evaluation: Commitment to teaching based on observable indicators such as being regular to class, punctuality to class, remedial teaching and clarifying doubts within and outside the class hours, counselling and mentoring, additional teaching to support the college/university as and when the need arises, etc. Examination and evaluation activities like attending to examination supervision duties, question papers setting for university/college examinations, participation in evaluation of examination answer scripts, conducting examinations for internal assessment as per schedule to be announced by the institution at the beginning of each Academic Session and returning and discussing the answers in the class.

ii. Personal Development Related to Teaching and Research Activities: Attending orientation/refresher/methodology courses, development of e-contents and MOOCs, organizing seminar/ conference/ workshop / presentation of papers and chairing of sessions/guiding and carrying out research projects and publishing the research output in national and international journals etc.

iii. Administrative Support and Participation in Students' Co- and Extra-curricular Activities

B. Assessment Procedure - The following three-step process is recommended for carrying out assessment for promotion under CAS at all levels:

Step 1: The college/university teachers shall submit to college/university an annual self-appraisal report in a prescribed Performa. The report should be submitted at the end of every academic year, within the stipulated time. The teacher will provide documentary evidence for the claims made in the annual self-

appraisal report, which is to be verified by the HOD/Teacher- in-charge etc. The submission should be through the Head of the Department (HOD)/teacher-in-charge.

Step: 2: After completion of the required years of experience for promotion under CAS and fulfilment of other requirements indicated below, the teacher shall submit an application for promotion under CAS.

Step 3: A CAS Promotion shall be granted as mentioned in the clauses 6.4 of these regulations.

Screening cum Evaluation Committee for CAS promotion

A. For University teachers:

a. The Vice Chancellor as the Chairperson of the Selection Committee;

b. The Dean of the concerned Faculty;

c. The Head of the Department /Chairperson of the School; and

d. One subject expert in the concerned subject nominated by the Vice Chancellor from the University panel of experts.

B. For College teachers:

a. The Principal of the college

b. Head of the concerned department from the college

c. Two subject experts in the concerned subject nominated by the Vice Chancellor from the university panel of experts

Procedure

1. A teacher who wishes to be considered for promotion under CAS may submit in writing to the university/college, with three months in advance of the due date, that he/she fulfils all qualifications under CAS and submit to the university/college the Assessment Criteria and Methodology Performa as evolved by the concerned university duly supported by all credentials as per the Assessment Criteria and Methodology guidelines set out in these Regulations. In order to avoid delays in holding Selection Committee meetings in various positions under CAS, the University/College should immediately initiate the process of screening/selection and shall complete the process within six months from the date of application. Further, in order to avoid any hardships, candidates who fulfil all other criteria mentioned in these Regulations, as on and till the date on which these regulations is notified, can be considered for promotion from the date, on or after Date, on which they fulfil these eligibility conditions, provided as mentioned above.

II. The Selection Committee specifications as delineated in Clauses 5.1 to 5.3 are applicable to all direct recruitments of Faculty Positions and Career Advancement promotions of Assistant Professor to Associate Professor and to that of Associate Professor to Professor.

III. CAS promotions from a lower grade to a higher grade of Assistant Professor shall be conducted by a Screening cum Evaluation Committee adhering to the criteria laid out in the rules.

IV. CAS promotions being a personal promotion to the incumbent teacher holding a substantive sanctioned post, on superannuation of the individual incumbent, the said post shall revert back to its original cadre.

V. The incumbent teacher must be on the role and active service of the Universities/Colleges on the date of consideration by the Selection Committee for /CAS Promotion.

VI. Candidates shall offer themselves for assessment for promotion, if they fulfil the minimum grading indicated in the appropriate Assessment Criteria and Methodology system tables by submitting an application and the required Assessment Criteria.

- i) If a candidate applies for promotion on completion of the minimum eligibility period and is successful, the date of promotion will be from that of minimum period of eligibility.

- ii) If, however, the candidate finds that he/she fulfils the CAS promotion criteria at a later date and applies on that date and is successful, his/her promotion will be effected from that date of candidate fulfilling the eligibility criteria.
- iii) Candidate who does not succeed in the first assessment, then the candidate shall have to be re-assessed only after a minimum period of one year. When such a candidate succeeds in the eventual assessment, his/her promotion shall be deemed to be one year from the date of last rejection.

VII. Regarding the cases pending for promotions from one Academic Level/Grade Pay to another Academic Level/Grade Pay under Career Advancement Scheme of UGC Regulations On Minimum Qualifications For Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures For The Maintenance Of Standards In Higher Education 2010, the faculty members shall be given the option to be considered for the promotion from one Academic Level/Grade Pay to another Academic Level/Grade Pay as per the following: (a) The faculty members shall be considered for the promotion from one Academic Level/Grade Pay to another Academic Level/Grade Pay as per the Career Advancement Scheme of these regulations. OR

The faculty members shall be considered for the promotion from one Academic Level/Grade Pay to another Academic Level/Grade Pay as per the Career Advancement Scheme of UGC Regulations On Minimum Qualifications for Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures for The Maintenance Of Standards In Higher Education 2010 with relaxation in the requirements of Academic Performance Indicators (API) based Performance Based Appraisal System (PBAS) upto 11th July, 2016 i.e. the date of issue of University Grants Commission (Minimum Qualifications for Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures for The Maintenance Of Standards In Higher Education) (4th Amendment), Regulations 2016. Thereafter the provisions for the promotion from one Academic Level/Grade Pay to another Academic Level/Grade Pay as per the Career Advancement Scheme of UGC Regulations On Minimum Qualifications for Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures for The Maintenance Of Standards In Higher Education 2010 and its amendment University Grants Commission (Minimum Qualifications for Appointment Of Teachers And Other Academic Staff In Universities And Colleges And Measures for The Maintenance Of Standards In Higher Education) (4th Amendment), Regulations 2016 shall be applicable.

4.4.1. Career Advancement Scheme (CAS) for University teachers

I. Assistant Professor (Academic Level 10) to Assistant Professor (Senior Scale/Academic Level 11)

Eligibility:

Assistant Professors who have completed four years of service with Ph.D. or five years of service with M.Phil. / PG Degree in Professional Courses such as LLM, M.Tech, M.V.Sc., M.D., or six years of service for those without Ph.D./M.Phil./ PG Degree in Professional courses and satisfy the following conditions:

- i) Attended one Orientation course of 21 days duration on teaching methodology
- ii) Any one of the following: Completed Refresher/ Research Methodology Course/ Workshop/ Syllabus Up Gradation Workshop/ Training Teaching-Learning-Evaluation, Technology Programmes/ Faculty Development Programmes of at least one week (5 days) duration, or taken one MOOCs course (with e-certification) or development of econtents in four-quadrants / MOOC's course during the assessment period; and
- iii) One research publication during assessment period.

CAS Promotion Criteria: A teacher shall be promoted if:

- i) The teacher gets 'satisfactory' or 'good' grade in the annual performance assessment reports of at least three of the last four years of the assessment period , and
- ii) The promotion is recommended by the screening-cum evaluation committee.

II. Assistant Professor (Senior Scale/Academic Level 11) to Assistant Professor (Selection Grade/Academic Level 12)

Eligibility:

- i) Senior Assistant Professors who have completed five years of service in that grade.
- ii) Ph.D Degree in the concerned subject/allied/relevant disciplines.
- iii) Any two of the following in the last five years of Academic Level-11: Completed course / programme from among the categories of Refresher Courses/Research Methodology/ Workshops/ Syllabus Up Gradation Workshop/ Teaching-LearningEvaluation/ Technology Programmes / Faculty Development Programmes of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration), or, taken one MOOCs course in the relevant subject (with e certification); or contribution towards development of e-content in 4-quadrant(at least one quadrant) minimum of 10 modules of a course/contribution towards development of at least 10 modules of MOOCs course/ contribution towards conduct of a MOOCs course during the period of assessment.
- iv) Three research publications in the peer reviewed journals/UGC listed journals during assessment period.

III. Assistant Professor (Selection Grade/Academic Level 12) to Associate Professor (Academic Level 13A)

- 1) Selection Grade Assistant Professor who have completed three years of service in that grade.
- 2) Ph.D Degree in the concerned subject/allied/relevant disciplines
- 3) Any one of the following during last three years: completed one course / programme from among the categories of Refresher Courses/ Methodology Workshops/Syllabus Up Gradation Workshop/ Teaching-Learning-Evaluation Technology Programmes / Faculty Development Programmes of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration); or taken one MOOCs course (with e-certification);or contribution towards development of e-content in 4quadrant(at least one quadrant) minimum of 10 modules of a course/contribution towards development of at least 10 modules of MOOCs course/ contribution towards conduct of a MOOCs course during the period of assessment.
4. A minimum of seven publications in the peer reviewed/ UGC listed journals out of which three research publications shall be published during the assessment period.

IV. Associate Professor (Academic Level 13A) to Professor(Academic Level 14)

Eligibility:

- 1) Associate Professors who have completed three years of service in that grade.
- 2) Ph.D degree in concerned subject/allied/relevant discipline
- 3) A minimum of ten research publications in the peer reviewed/ UGC listed journals out of which three research papers shall be published during the assessment period.
- 4) A minimum of 110 Research Score.

V. Professor(Academic Level 14) to Senior Professor(Academic Level 15)

Senior Professor shall also be through promotion under CAS. Promotion shall be based on academic achievement, favourable review from three eminent subject experts who are not less than the rank of a

senior professor or a professor of at least ten years of experience. The selection shall be based on 10 best publications during last 10 years and interaction with a selection committee constituted as per these regulations.

Eligibility:

- i) Ten years as a Professor.
- ii) A minimum of ten publications in the peer reviewed / UGC listed journals and two Ph.D. successfully awarded under his/her supervision during this period.

9. RESEARCH PROMOTION GRANT - The UGC or the respective agency (Central/State Governments) may provide a start-up grant at the level of Rs. 3.0 lakhs in Social Sciences, Humanities and Languages and Rs. 6.0 lakhs in Sciences and Technology to teachers and other non-vocational academic staff to take up research immediately after their appointments.

CONSULTANCY ASSIGNMENTS - The consultancy rules, terms, conditions and the model of revenue sharing between institutions and consultant teachers shall be as per the UGC Consultancy Rules to be provided separately.

4.5. Leave Rules

4.5.1. Duty Leave

i. Duty leave of the maximum of 30 days in an academic year may be granted for the following:

(a) Attending Orientation Programmes, Refresher Courses, Research Methodology Workshop, Faculty Induction Programmes, conferences, congresses, symposia and seminars on behalf of the university or with the permission of the university

(b) Delivering lectures in institutions and universities at the invitation of such institutions or universities received by the university, and accepted by the Vice Chancellor

(c) Working in another Indian or foreign university, any other agency, institution or organization, when so deputed by the university

(d) Participating in a delegation or working on a committee appointed by the Central Government, State Government, the UGC, a sister university or any other academic body; and

(e) For performing any other duty for the university.

ii. The duration of leave should be such as may be considered necessary by the sanctioning authority on each occasion.

iii. The leave may be granted on full pay. Provided that if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses, he/she may be sanctioned duty leave on reduced pay and allowances.

iv. Duty leave may be combined with earned leave, half pay leave or extraordinary leave.

v. Duty leave should be given also for attending meetings in the UGC, DST, etc. where a teacher invited to share expertise with academic bodies, government or NGO.

4.5.2. Study Leave

i. The scheme of Study Leave provides an opportunity to avail of scholarships/fellowships awarded to the faculty who wish to acquire new knowledge and to improve analytical skills. When a teacher is awarded a scholarship or stipend (by whatever nomenclature used) for pursuing further studies leading to Ph.D./Post-doctoral qualification or for undertaking research project in a higher education institution abroad, the amount of the scholarship/fellowship shall not be linked to the recipient's pay/salary paid to him/her by his /her parent institution. The awardee shall be paid salary for the entire duration of fellowship/scholarship, provided of course he/she does not take up any other remunerative jobs like teaching, in the host country.

ii. A teacher on Study Leave shall not take up, during the period of that leave, any regular or part-time appointment under an organization in India or abroad. He/she may however be allowed to accept a fellowship or a research scholarship or an adhoc teaching and research assignment with honorarium or

any other form of assistance, other than regular employment in an institution either in India or abroad, provided that the Executive Council/Syndicate of his/her parent institution may, if it so desires, sanction study leave on reduced pay and allowances to the extent of any receipt in this regard, in lieu of teaching etc., which may be determined by his/her employer.

iii. Study leave shall be granted to entry-level appointees as Assistant Professor/Assistant Librarian/Assistant Director of Physical Education and Sport/College DPE&S (other than as Associate Professor or Professor of a University/College/Institution, who is otherwise eligible for sabbatical leave) after a minimum of three years of continuous service, to pursue a special line of study or research directly related to his/her work in the University/College/Institution or to make a special study of the various aspects of University organization and methods of education giving full plan of work.

iv. Study leave shall be granted by the Executive Council/Syndicate on the recommendation of the Head of the Department concerned. The leave shall not be granted for more than three years in one spell, except in very exceptional cases, in which the Executive Council/Syndicate is satisfied that such extension is unavoidable on academic grounds and necessary in the interest of the University/College/Institution.

v. Study Leave shall not be granted to a teacher who is due to retire within five years of the date on which he/she is expected to return to duty after the expiry of study leave.

vi. Study leave shall be granted not more than twice during one's career. However, under no circumstances, shall the maximum period of study leave admissible during the entire service exceed five years.

vii. Study leave may be granted more than once provided that not less than five years have elapsed after the teacher returned to duty on completion of earlier spell of Study leave. For subsequent spell of study leave, the teacher shall indicate the work done during the period of earlier leave as also give details of work to be done during the proposed spell of study leave.

viii. No teacher who has been granted study leave shall be permitted to alter substantially the course of study or the programme of research without the permission of the Executive Council/Syndicate, in the event of the course of study falls short of study leave sanctioned, the teacher shall resume duty on the conclusion of the course of study unless the previous approval of the Executive Council/Syndicate to treat the period of short-fall as Extra-Ordinary leave has been obtained.

ix. Subject to the maximum period of absence from duty on leave not exceeding three years, study leave may be combined with earned leave, half-pay-leave, extraordinary leave of vacation provided that the earned leave at the credit of the teacher shall be availed off at the discretion of the teacher. When study leave is taken in continuation of vacation, the period of study leave shall be deemed to begin to run on the expiry of the vacation. A teacher, who is selected to a higher post during study leave, shall be placed in that position and shall get the higher scale only after joining the post.

x. The period of study leave shall count as service for the purposes of retirement benefits (pension/contributory provident fund), provided that the teacher re-joins the University/College/Institution on the expiry of his/her study leave and serve for the period for which the Bond has been executed.

xi. Study leave granted to a teacher shall be deemed to be cancelled in case it is not availed of within 12 months of its sanction, provided that where study leave granted has been so cancelled. The teacher may apply again for such leave.

xii. A teacher availing herself/himself of study leave, shall undertake that she shall serve the University/College/Institution for a continuous period of at least three years to be calculated from the date of his/her resuming duty on expiry of the study leave.

xiii. A teacher- (a) who is unable to complete his/her studies within the period of study leave granted to him/her, or (b) who fails to re-join the services of the University on the expiry of his/her study leave, or (c) who re-joins the service of the university but leaves the service without completing the prescribed

period of service after re-joining the service, or (d) who within the said period is dismissed or removed from the service by the University shall be liable to refund to the University/College/Institution, the amount of leave salary and allowances and other expenses, incurred on the teacher or paid to him/her or on his/her behalf in connection with the course of study.

Explanation:

If a teacher asks for extension of study leave and is not granted the extension but does not re-join duty on the expiry of the leave originally sanctioned,he/she shall be deemed to have failed to re-join the service on the expiry of his/her leave for the purpose of recovery of dues under these guidelines. Notwithstanding the above, the Executive Council/Syndicate may order that nothing in these guidelines shall apply to a teacher who, within three years of return to duty from study leave is permitted to retire from service on medical grounds, provided further that the Executive Council/Syndicate may, in any other exceptional case, waive or reduce, for reasons to be recorded the amount refundable by a teacher under these guidelines.

xiv. After the leave has been sanctioned, the teacher shall, before availing himself/herself of the leave, execute a bond in favour of the University/College/Institution, binding himself/herself for the due fulfilment of the conditions laid down in para (x) to (xiii) above and give security of immovable property to the satisfaction of the Finance Officer/Treasurer or a fidelity bond of an insurance company or a guarantee by a scheduled bank or furnish security of two permanent teachers for the amount which might become refundable to the University/College/Institutions in accordance with para(x) to (xiii) above.

xv. The teacher on study leave shall submit to the Registrar/Principal of his/her parent University/College/Institution six-monthly reports of progress in his/her studies from his/her supervisor or the Head of the institution. This report shall reach the Registrar/Principal within one month of the expiry of every six months of the studyleave. If the report does not reach the Registrar/Principal within the specified time, the payment of leave salary may be deferred till the receipt of such report.

xvi. The teacher on study leave shall submit a comprehensive report on the completion of the study leave period. A copy of the research document/monograph/academic paper produced during the period of study leave shall be put in the public domain, preferably on the website of the University/College/Institution.

xvii. With a view of enhancing knowledge and skills of faculty members, especially junior faculty, at the rank of Assistant Professor, the Heads of Universities/Colleges/Institutions and their subordinate Departments are enjoined to be generous in the award of study leave in the interest of faculty improvement, thereby impacting academic standards of Universities/Colleges/Institutions in the long run.

4.5.3. Sabbatical Leave

i) Permanent, whole-time teachers of the university and colleges who have completed seven years of service as Reader/Associate Professor or Professor may be granted sabbatical leave to undertake study or research or other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system.The duration of leave shall not exceed one year at a time and two years in the entire career of a teacher.

ii) A teacher, who has availed himself/herself of study leave, would not be entitled to the sabbatical leave,until after the expiry of five years from the date of the teacher's return from previous study leave or any other kind of training programme of duration one year or more.

iii).A teacher shall, during the period of sabbatical leave, be paid full pay and allowances (subject to the prescribed conditions being fulfilled) at the rates applicable to him/her immediately prior to his/her proceeding on sabbatical leave.

iv) A teacher on sabbatical leave shall not take up, during the period of that leave, any regular appointment under another organization in India or abroad. He/she may, however, be allowed to accept

a fellowship or a research scholarship or ad hoc teaching and research assignment with honorarium or any other form of assistance, other than regular employment in an institution of advanced studies, provided that in such cases the Executive Council/Syndicate may, if it so desires, sanction sabbatical leave on reduced pay and allowances.

v) During the period of sabbatical leave, the teacher shall be allowed to draw the increment on the due date. The period of leave shall also count as service for purposes of pension/contributory provident fund, provided that the teacher re-joins the university on the expiry of his/her leave.

Other Kinds of Leave Rules for Permanent Teachers of the Universities/ Colleges

(a) The following kinds of leave would be admissible to permanent teachers:

- i) Leave treated as duty, viz. Casual leave, Special casual leave, and Duty leave
 - ii) Leave earned by duty, viz. Earned leave, Half Pay leave, and Commuted leave
 - iii) Leave not earned by duty, viz. Extraordinary leave; and Leave not due
 - iv) Leave not debited to leave account
 - v) Leave for academic pursuits, viz. Study leave and Sabbatical leave/Academic leave
 - vi) Leave on grounds of health, viz. Maternity leave and Quarantine leave
- (b) The Executive Council/Syndicate may grant, in exceptional cases, for the reasons to be recorded, any other kinds of leave, subject to such terms and conditions as it may deem fit to impose.

I. Casual Leave

(i) Total casual leave granted to a teacher shall not exceed 8 days in an academic year.

(ii) Casual leave cannot be combined with any other kind of leave except special casual leave. However, such casual leave may be combined with holidays including Sundays. Holidays or Sundays falling within the period of casual leave shall not be counted as casual leave.

II. Special Casual Leave

(i) Special casual leave, not exceeding 10 days in an academic year, may be granted to a teacher:

(a) To conduct examination of a university/Public Service Commission/board of examination or other similar bodies/institutions; and

(b) To inspect academic institutions attached to a statutory board, etc.

(ii) In computing the 10 days' leave admissible, the days of actual journey, if any, to and from the places where activities specified above, take place, will be excluded.

(iii) In addition, special casual leave to the extent mentioned below, may also be granted:

(a) To undergo sterilization operation (vasectomy or salpingectomy) under family welfare programme. Leave in this case will be restricted to 6 working days; and

(b) To a female teacher who undergoes non-puerperal sterilization. Leave in this case will be restricted to 14 days.

(iv) Special casual leave cannot be accumulated, nor can it be combined with any other kind of leave except casual leave. It may be granted in combination with holidays or vacation by the sanctioning authority on each occasion.

III. Earned Leave

(i) Earned leave admissible to a teacher shall be:

(a) 1/30th of actual service including vacation; plus

(b) 1/3rd of the period, if any, during which he/she is required to perform duty during vacation.

For purposes of computation of period of actual service, all periods of leave except casual, special casual and duty leave shall be excluded.

(ii) Earned leave at the credit of a teacher shall not accumulate beyond 300 days. The maximum earned leave that may be sanctioned at a time shall not exceed 60 days. Earned leave exceeding 60 days may, however, be sanctioned in the case of higher study, or training, or leave with medical certificate, or

when the entire leave, or a portion thereof, is spent outside India.

For avoidance of doubt, it may be noted:

1. When a teacher combines vacation with earned leave, the period of vacation shall be reckoned as leave in calculating the maximum amount of leave on average pay which may be included in the particular period of leave.

2. In case where only a portion of the leave is spent outside India, the grant of leave in excess of 120 days shall be subject to the condition that the portion of the leave spent in India shall not in the aggregate exceed 120 days.

3. Encashment of earned leave shall be allowed to members of the teaching staff as applicable to the employees of Central/State Governments.

IV. Half-pay Leave

Half-pay leave admissible to a permanent teacher shall be 20 days for each completed year of service. Such leave may be granted on the basis of medical certificate from a registered medical practitioner, for private affairs or for academic purposes.

Explanation: A "completed year of service" means continuous service of specified duration under the university and includes periods of absence from duty as well as leave including extraordinary leave.

V. Commuted Leave

Commutated leave, not exceeding half the amount of half pay leave due, may be granted on the basis of medical certificate from a registered medical practitioner to a permanent teacher subject to the following conditions:

(i) Commuted leave during the entire service shall be limited to a maximum of 240 days.

(ii) When commuted leave is granted, twice the amount of such leave shall be debited against the half-pay leave due; and

(iii) The total duration of earned leave and commuted leave taken in conjunction shall not exceed 240 days at a time. Provided that no commuted leave shall be granted under these rules unless the authority competent to sanction leave has reason to believe that the teacher will return to duty on its expiry.

VI. Extraordinary Leave

(i) A permanent teacher may be granted extraordinary leave when:

(a) No other leave is admissible; or

(b) Other leave is admissible, and the teacher applies in writing for the grant of extraordinary leave.

(ii) Extraordinary leave shall always be without pay and allowances. Extraordinary leave shall not count for increment except in the following cases:

(a) Leave taken on the basis of medical certificates

(b) Cases where the Vice Chancellor/Principal is satisfied that the leave was taken due to causes beyond the control of the teacher, such as inability to join or rejoin duty due to civil commotion or a natural calamity, provided the teacher has no other kind of leave to his credit

(c) Leave taken for pursuing higher studies; and

(d) Leave granted to accept an invitation to a teaching post or fellowship or research-cum-teaching post or on assignment for technical or academic work of importance.

(iii) Extraordinary leave may be combined with any other leave except casual leave and special casual leave, provided that the total period of continuous absence from duty on leave (including periods of vacation when such vacation is taken in conjunction with leave) shall not exceed three years except in cases where leave is taken on medical certificate. The total period of absence from duty shall in no case exceed five years in the full working life of the individual.

(iv) The authority empowered to grant leave may commute retrospectively periods of absence without leave into extraordinary leave.

VII. Leave Not Due

(i) Leave not due, may, at the discretion of the Vice Chancellor/Principal, be granted to a permanent

teacher for a period not exceeding 360 days during the entire period of service, out of which not more than 90 days at a time and 180 days in all may be otherwise than on medical certificate. Such leave shall be debited against the half-pay leave earned by him/her subsequently.

(ii) 'Leave not due' shall not be granted, unless the Vice Chancellor/Principal is satisfied that as far as can reasonably be foreseen, the teacher will return to duty on the expiry of the leave and earn the leave granted.

(iii) A teacher to whom 'leave not due' is granted shall not be permitted to tender his/her resignation from service so long as the debit balance in his/her leave account is not wiped off by active service, or he/she refunds the amount paid to him/her as pay and allowances for the period not so earned. In a case where retirement is unavoidable on account of reason of ill health, incapacitating the teacher for further service, refund of leave salary for the period of leave still to be earned may be waived by the Executive Council. Provided that the Executive Council may waive off, in any other exceptional, for reasons to be recorded in writing, the refund of leave salary for the period of leave still to be earned.

VIII. Maternity Leave

(i) Maternity leave on full pay may be granted to a woman teacher for a period not exceeding 180 days, to be availed of twice in the entire career. Maternity leave may also be granted in case of miscarriage including abortion, subject to the condition that the total leave granted in respect of this to a woman teacher in her career is not more than 45 days, and the application for leave is supported by a medical certificate.

(ii) Maternity leave may be combined with earned leave, half pay leave or extraordinary leave but any leave applied for in continuation of maternity leave may be granted if the request is supported by a medical certificate.

IX. Child Care Leave

Women teachers having minor children may be granted leave up to two years for taking care of their minor children. Child care leave for a maximum period of two years (730days) may be granted to the women teachers during entire service period in lines with Central Government women employees. In the cases, where the child care leave is granted more than 45 days, the University/College/Institution may appoint a part time / guest substitute teacher with intimation to the UGC.

X. Paternity Leave

Paternity leave of 15 days may be granted to male teachers during the confinement of their wives, and such leave shall be granted only up to two children.

XI. Adoption leave

Adoption leave may be provided as per the rules of the Central Government.

Summary

This chapter describes all the rules and regulations prescribed by UGC for appointments, promotions, leave rules etc. for any employees in a university/college.

To do activity

Students visit a university and study the service book maintenance and rules

References

1. www.ugc.ac.in

Block 5 Diverse Issues in Higher Education Institutions

Learning Objectives

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

- Understand diverse issues and challenges in a higher education institution
- Get awareness of gender and discrimination issues prevalent in institutions
- Think and act for the safety of all stakeholders in an institution

Introduction

The Persons with Disabilities Act 1995 indicates that disabled persons should have access to education at all levels. Though service to disabled children in India is more than 100 years old, the coverage of these children in the formal school system is not even 5 per cent. The report of manpower development published by the Rehabilitation Council of India reveals that more than 1,00,000 teachers will be needed in the next ten years to cater to the educational needs of disabled children in schools. Bachelor's and master's level teacher programmes are needed for preparing teachers to help disabled children realise the objective of education for all. The University Grants Commission (UGC) will support selected university departments and colleges of education in the country to offer special education, with financial assistance available under the programme of Integrated Education for Disabled Children by the Ministry of Human Resource Development, Government of India, or within the available resources of the UGC.

5.1. UGC Guidelines for Differently Abled Persons

The UGC had started the scheme of assistance to universities/colleges to facilitate Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Special Needs (Differently-abled Persons) (HEPSN) during the Ninth Five-Year Plan, keeping in view the need to provide special education programmes as well as infrastructure to differently-abled persons. The infrastructure needs to be designed in a manner to enable them to easily access classrooms, laboratories, toilets, etc¹.

The objectives of the scheme are as follows:

1. To encourage universities/colleges of education in the country to promote teacher preparation programmes in the field of special education.
2. To provide equal educational opportunities to disabled persons in higher education institutions.
3. To create awareness among the functionaries of higher education about the specific educational needs of persons with disabilities.
4. To equip higher education institutions with the facilities to provide access to disabled persons.
5. To provide appropriate financial assistance to disabled individuals to increase their sustainability in higher education.
6. To explore suitable placement opportunities for educated disabled graduates in public as well as private sector enterprises.
7. To monitor the implementation of all existing and future legislation and policies pertaining to higher education of persons with disabilities. This scheme is aimed particularly at:
 1. providing assistance to universities/colleges of education to start teacher preparation courses in special education at the B.Ed./M.Ed. level; and
 2. creating appropriate facilities for persons with special needs in higher education.

Eligibility Condition

College offering special education course at B.Ed. and/or M.Ed. level will be given assistance as per the

following conditions.

1. The college/university department should have the approval of the Rehabilitation Council of India for starting the concerned teacher preparation programme in special education.
2. The college should have a model school where disabled children are admitted. In the absence of its own model school, the college should produce in writing the acceptance of a special/integrated school in the vicinity to function as a model school.
3. The college should have a minimum of five years of experience in running B.Ed. level teacher preparation courses.
4. The university/college applying for grant for any one of the activities of the scheme should have enrolled a minimum of 10 disabled persons, including physically handicapped, mentally retarded and visually impaired in the academic year.
5. The university/college should have constituted an expert committee involving faculty members from the university, experts in the field and persons with disabilities themselves. The committee should meet at least once a year to review the activities related to the concerned scheme(s).
6. Institutions applying for the scheme should have been approved by the UGC under sections 2(f) and 12(B).

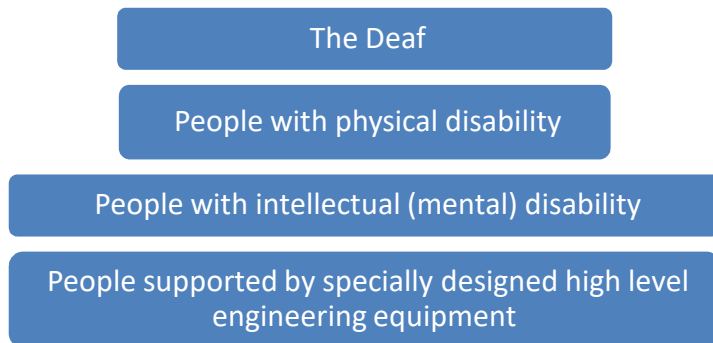


Figure 5.1. Types of differently abled students

Financial Assistance

Financial assistance to the university departments and colleges of education will be given by the UGC as per the following norms:

1. The institution must have one professor or one reader and two lecturers to run a B.Ed. course; and one professor, one reader and three lecturers for an M.Ed. course in special education in any one of the specific disability areas with a minimum of 20 students and a maximum of 30.
2. Assistance from the UGC will be for the Tenth Plan period and the implementing institute should give an undertaking that it will continue the course with the assistance of the state government or generate its own resources to meet the expenditure of the course after the Plan.
3. The implementing institute should also provide extension services to the special schools and integrated schools to strengthen the quality of special education in those settings.
4. In addition to the salary grant, the UGC will provide a maximum of Rs.1,00,000/- per year per institute towards purchase of books, journals, special aids and appliances for its special education teacher preparation courses.
5. A mid-term evaluation may be carried out by the UGC.

Provision of Facilities

This scheme has three components. They are enumerated as follows:

1. Establishment of Special Units for Differently-abled Persons in Universities/Colleges- It is a fact that universities and colleges are not fully aware of the needs of differentlyabled persons in higher education. In order to develop awareness in the higher education system and also to provide necessary guidance and counselling to differently-abled persons, it is proposed to establish special units in

universities/colleges in the country. The functions of this unit will be to:

- a. facilitate admission of persons with disability
- b. provide guidance and counselling to differently-abled individuals
- c. create awareness about the needs of persons with disabilities, and other general issues concerning disabilities; and
- d. assist disabled graduates to gain successful employment in the public as well as private sector.

The special unit will be coordinated by a faculty member to be nominated by the head of the institution. He/she will work as honorary coordinator for which a token honorarium of Rs.3000/- per month will be paid. There is also a provision for the appointment of one honorary placement officer for the special unit from amongst the faculty members of the university, and he/she will be paid a token honorarium of Rs.2000/- per month.

The coordinator and the placement officer will be assisted by a team of three student volunteers who will be paid a stipend of Rs.1000/- each per month. Honorarium for all categories will be paid from the date of joining. The unit will also have a budgetary provision of Rs.30,000/- per annum towards programmes, stationery, contingencies, etc., for efficient and independent functioning in order to achieve its objectives. The disability unit will also be involved in arranging awareness programmes on disabilities within the institute and also in other higher education institutes in their respective states. A budgetary provision of Rs.20,000/- per unit per year will be made by the UGC. In addition, the unit will also be responsible for the following:

- a. To circulate Government of India and Commission's decisions and to collect regularly, on an annual basis, information regarding course-wise admissions of differently-abled candidates in universities and colleges for different courses, and to take follow-up action, where required.
- b. To circulate Government of India and Commission's decisions, and to collect information with respect to appointments, training of persons with disabilities in teaching and non-teaching posts in the universities and colleges and take follow-up action where required.
- b. To circulate Government of India and Commission's decisions, and to collect information with respect to appointments, training of persons with disabilities in teaching and non-teaching posts in the universities and colleges and take follow-up action where required.
- c. To collect reports and information regarding Government of India orders on the various aspects of education, training and employment of differently-abled persons for evolving new policies or modifying existing ones.
- d. To analyse information so collected, under 1 to 3 above, and prepare reports and digests for onward transmission to the Ministry of Human Resource Development/UGC and any other authorities as may be required.
- e. To deal with representations received from differently-abled persons regarding their admission, recruitment, promotion and other similar matters in universities/colleges.
- f. To function as a unit to redress grievances of differently-abled students and employees of the institution and render them necessary help in solving their academic as well as administrative problems.
- g. To maintain a register of employment for differently-abled persons for various posts in the respective universities/colleges.
- h. Any other work assigned from time to time to promote higher education among differently-abled persons.
- i. To do all such things as may be deemed conducive for the welfare of differently-abled students, teachers and non-teaching employees.

2. Providing Access to Persons with Disabilities

It has been felt that persons with disabilities need special arrangements in the environment for their mobility and independent functioning. It is also a fact that many institutes have architectural barriers that disabled persons find difficult for their day-today functioning.

The universities and colleges under this scheme are expected to address this problem according to the Persons with Disabilities Act 1995 and ensure that all existing structures as well as future construction projects in their campuses are made disabled friendly. The institutes should create special facilities such as ramps, rails and special toilets, and make other necessary changes to suit the special needs of differently-abled persons. For this purpose, the UGC will make a one-time grant of up to Rs.5 lakh per university/college.

3. Providing Special Equipment to Augment Educational Services for Differentlyabled Persons

Persons with disabilities require special aids and appliances for their daily functioning. These aids are available via various schemes of the Ministry of Social Justice and Empowerment. There may also be a need for special types of expensive equipment, which may need to be acquired by the institutes.

Availability of devices such as low-vision aids, scanners, mobility devices, etc. in the institutes would enrich the educational experiences of persons with disabilities. Therefore, universities/colleges are encouraged to procure such devices. The UGC will provide an ad hoc one-time grant of up to Rs.3.0 lakh per university/college during the Tenth Plan period.



Figure 5.2. Facilities for differently abled students

5.2. Reservation Policy

The Central Educational Institutions (Reservation in Admission) Act, 2006 Act No. 5 of 2007²

An Act to provide for the reservation in admission of the students belonging to the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes of citizens, to certain Central Educational Institutions established, maintained or aided by the Central Government, and for matters connected therewith or incidental thereto. BE it enacted by Parliament in the Fifty-seventh Year of the Republic of India as follows: —

- (a) Reservation of seats in Central Educational Institutions—The reservation of seats in admission and its extent in a Central Educational Institution shall be provided in the following manner, namely:—
 - i) out of the annual permitted strength in each branch of study or faculty, fifteen per cent. seats shall be reserved for the Scheduled Castes

- ii) out of the annual permitted strength in each branch of study or faculty, seven and one-half per cent seats shall be reserved for the Scheduled Tribes
- iii) out of the annual permitted strength in each branch of study or faculty, twenty-seven per cent seats shall be reserved for the Other Backward Classes
- (b) Provided that the State seats, if any, in a Central Educational Institution situated in the tribal areas referred to in the Sixth Schedule to the Constitution shall be governed by such reservation policy for the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes, as may be specified, by notification in the Official Gazette, by the Government of the State where such institution is situated: Provided further that if there are no State seats in a Central Educational Institution and the seats reserved for the Scheduled Castes exceed the percentage specified under clause (i) or the seats reserved for the Scheduled Tribes exceed the percentage specified under clause (ii) or the seats reserved for the Scheduled Castes and the Scheduled Tribes taken together exceed the sum of percentages specified under clauses (i) and (ii), but such seats are—
 - (a) less than fifty per cent. of the annual permitted strength on the date immediately preceding the date of commencement of this Act, the total percentage of the seats required to be reserved for the Other Backward Classes under clause (iii) shall be restricted to the extent such sum of percentages specified under clauses (i) and (ii) falls short of fifty per cent. of the annual permitted strength;
 - (b) more than fifty per cent. of the annual permitted strength on the date of immediately preceding the date of commencement of this Act, in that case no seats shall be reserved for the Other Backward Classes under clause (iii) but the extent of the reservation of seats for the Scheduled Castes and the Scheduled Tribes shall not be reduced in respect of Central Educational Institutions in the specified north-eastern region.
- (c) Act not to apply in certain cases—The provisions of section 3 of this Act shall not apply to:
 - (a) the institutions of excellence, research institutions, institutions of national and strategic importance specified in the Schedule to this Act: Provided that the Central Government may, as and when considered necessary, by notification in the Official Gazette, amend the Schedule;
 - (b) a Minority Educational Institution as defined in this Act;
 - (c) a course or programme at high levels of specialisation, including at the post-doctoral level, within any branch of study or faculty, which the Central Government may, in consultation with the appropriate authority, specify.

(d) Mandatory increase of seats.—(1) Notwithstanding anything contained in clause (iii) of section 3 and in any other law for the time being in force, every Central Educational Institution shall, with the prior approval of the appropriate authority, increase the number of seats in a branch of study or faculty over and above its annual permitted strength so that the number of seats, excluding those reserved for the persons belonging to the Scheduled Castes, the Scheduled Tribes and the Other Backward Classes, is not less than the 1[number of such seats available or actually filled, whichever be less,] for the academic session immediately preceding the date of the coming into force of this Act. (2) Where, on a representation by any Central Educational Institution, the Central Government, in consultation with the appropriate authority, is satisfied that for reasons of financial, physical or academic limitations or in order to maintain the standards of education, the annual permitted strength in any branch of study or faculty of such institution cannot be increased for the academic session following the commencement of this Act, it may permit by notification in the Official Gazette, such institution to increase the annual permitted strength over a maximum period of 2[six years] beginning with the academic session following the commencement of this Act; and then, the extent of reservation for the Other Backward Classes as provided in clause (iii) of section 3 shall be limited for that academic session in such manner

that the number of seats available to the Other Backward Classes for each academic session are commensurate with the increase in the permitted strength for each year.

5.3. Equal Opportunity in Employment

Fundamental Rights on Right to Equality³

Equality of opportunity in matters of public employment -

(1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

(2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the State.

(3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office 11[under the Government of, or any local or other authority within, a State or Union territory, any requirement as to residence within that State or Union territory] prior to such employment or appointment.

12(4A) Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion to any class or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.

12A (4B) Nothing in this article shall prevent the State from considering any unfilled vacancies of a year which are reserved for being filled up in that year in accordance with any provision for reservation made under clause (4) or clause (4A) as a separate class of vacancies to be filled up in any succeeding year or years and such class of vacancies shall not be considered together with the vacancies of the year in which they are being filled up for determining the ceiling of fifty per cent. reservation on total number of vacancies of that year.]

(5) Nothing in this article shall affect the operation of any law which provides that the incumbent of an office in connection with the affairs of any religious or denominational institution or any member of the governing body thereof shall be a person professing a particular religion or belonging to a particular denomination.

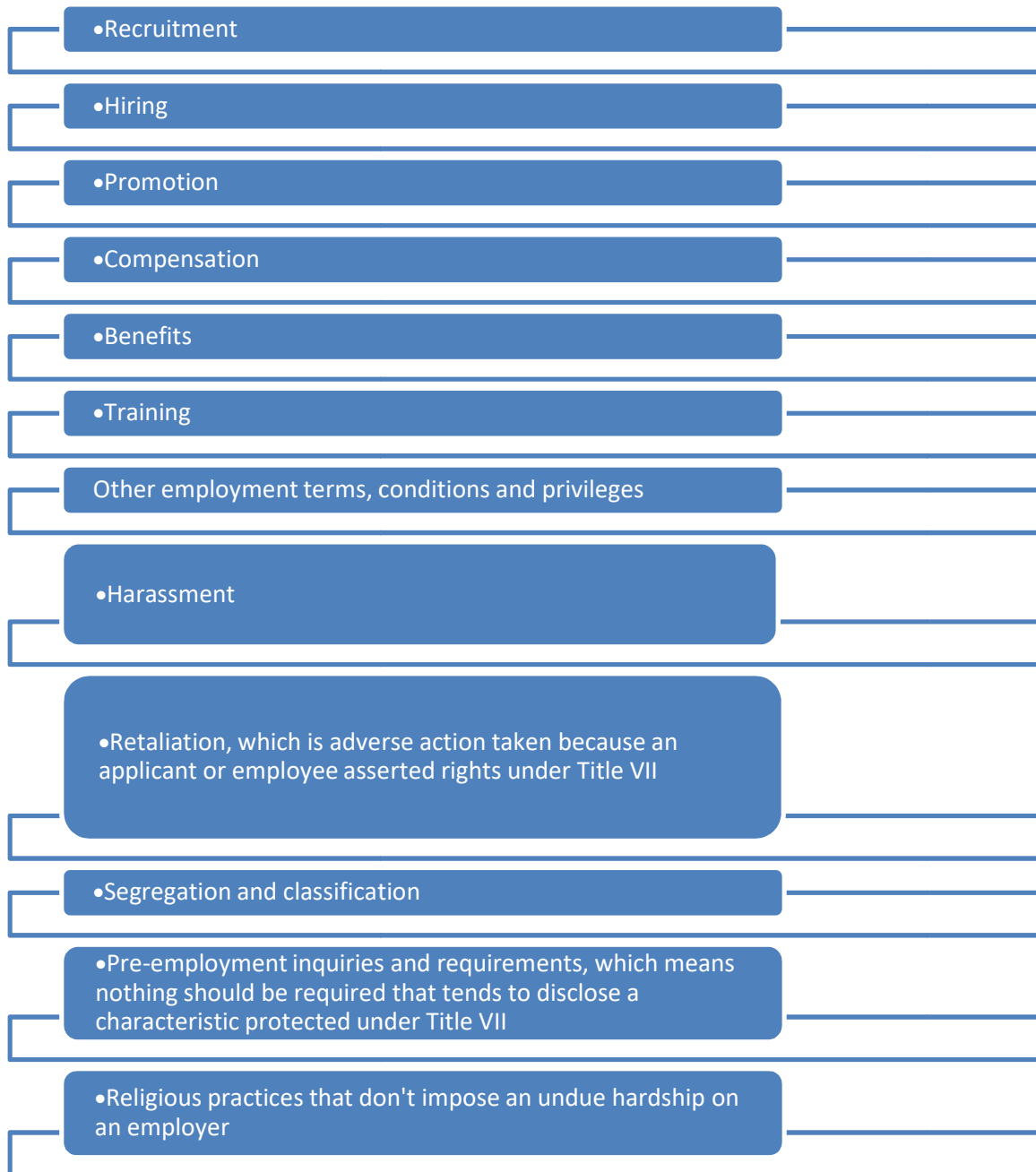


Figure 5.3. Types of discriminatory activities involved in employment

5.3.1. Equal Opportunity Cell

[Guidelines for Scheme of Equal Opportunity Centre for Colleges XII Plan \(2012-2017\)⁴](#)

[Equal Opportunity Centre in Colleges -](#)

[India is a country of diversity. It is a hub of different religions, castes and cultures. However, the Indian society is characterized by a highly entrenched system of social stratification. It is these social inequalities that created the barriers of denial of access to materials, cultural and educational resources to the disadvantaged groups of society. These disadvantaged groups are SCs, STs, women, OBC \(non-creamy layer\), minorities and physically challenged persons. It is clear from the demographic factors that](#)

a large section of population of our country is still disadvantaged and marginalized.
Rigid compartmentalized caste system forced SCs to be socially deprived to render services without any claim on returns. The deprivation of dignity, identity and rights resulted in their dehumanization and humiliation. The toils and tears of STs were not very different from those of SCs. The STs were isolated, neglected and exploited. Both SCs and STs continue to suffer from social disabilities even today.
Women, victims of the past traditions and customs of the Indian society, were considered to be unequal and inferior. Even today women are being oppressed. Since gender disparity is known to lead to serious social imbalance, it is essential to neutralize these distortions of the past. The minorities including Muslims, Sikhs, Christians, Buddhists and others, collectively constitute about 19% of the Indian population. The recent report of the Prime Minister's High-Level Committee on the social, economic and educational status of the Muslim community of India has clearly indicated that the Muslim community exhibits deficits and deprivation in practically all dimensions of development. The same may be true with some variation in case of the other minorities. The physically challenged persons deserve due place and attention in the demographic setup of the nation. To ensure the same, the Parliament has passed the Act called the Person with Disabilities (Equal opportunities, Protection of Right and Full Participation) Act 1995.

On achieving independence, the nation took a conscious decision to undo the social and historic wrongs. For eradication of social disparities, various provisions were made in the Indian Constitution. Our Constitution enshrined democratization as one of the main objectives of education and anticipated the democratic expansion of education to serve social and economic upward mobility.

The Indian education system seems to have been oriented only to meet the requirement of one-third of the population, ignoring the interest of the rest. Indeed, historically education was confined to certain sections of the society and did exclude large sections of the population, making it highly undemocratic in matters of access. This exclusion in education created ever expanding disparities that adversely affected the disadvantaged groups of the society. Since higher education is a tool for social and economic equality, the UGC has been addressing national concerns of access, equality, while ensuring the standard of quality and relevance of education by implementing policies of the Government of India and promoting several schemes and programmes for the disadvantaged groups that would help in eliminating social disparities.

India is potentially rich in human resources. To harvest the same and make the present education system inclusive, the degree of democratization of higher education has to be increased to a large extent. Further colleges should become more responsive to the needs and constraints of the disadvantaged social groups. Therefore, the UGC has planned to establish Equal Opportunity Centres in colleges.

Aims and Objectives

To oversee the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters and to enhance the diversity within the campus.

Functions -

- i. To ensure equity and equal opportunity to the community at large in the college and bring about social inclusion.
- ii. To enhance the diversity among the students, teaching and non-teaching staff population and at the same time eliminate the perception of discrimination.
- iii. To create a socially congenial atmosphere for academic interaction and for the growth of healthy interpersonal relationships among the students coming from various social backgrounds.
- iv. To make efforts to sensitize the academic community regarding the problems associated with social exclusion as well as aspirations of the marginalized communities.

- v. To help individuals or a group of students belonging to the disadvantaged section of society to contain the problems related to discrimination.
- vi. To look into the grievances of the weaker section of society and suggest amicable solution to their problems.
- vii. To disseminate the information related to schemes and programmes for the welfare of the socially weaker section as well as notifications/memoranda, office orders of the Government, or other related agencies/organizations issued from time to time.
- viii. To prepare barrier free formalities/procedures for admission/ registration of students belonging to the disadvantaged groups of society.
- ix. To establish coordination with the Government and other agencies/organizations to mobilize academic and financial resources to provide assistance to students of the disadvantaged groups.
- x. To organize periodic meetings to monitor the progress of different schemes.
- xi. To adopt measures to ensure due share of utilization by SC/ST in admissions, recruitments (teaching and non-teaching posts) and to improve their performances.
- xii. To sensitize the college on the problems of SC/ST and other disadvantaged groups

4. Advisory Committee - There shall be an Advisory Committee with the Principal as Chairperson and three other members including an Adviser, to review the implementation of various schemes and programmes for the welfare of the disadvantaged and marginalized groups of the society and other related activities undertaken by the college as well as implementation of reservation policy in admission and recruitment for SC, ST, PH, OBC (non-creamy layer) and others, if any. The Committee should meet at least once in four months and action taken on decisions are to be reviewed in the subsequent meetings. The Principal shall nominate one of the teachers, who has an innate interest in the welfare of the disadvantaged social groups, as an Adviser.

a) The Adviser in the college shall:

- i. oversee/monitor various welfare schemes/ programmes sponsored by the Government of India/State Government, UGC or any agency/ organization as well as those devised by the college/affiliating university for the disadvantaged groups for their effective implementation
- ii. be responsible for the effective functioning of SC/ST Cell and other such Cells/Centres dealing with the problems of different socially disadvantaged groups.
- iii. convene the meetings of incharge of other Committees/Programmes dealing with social issues such as Gender Sensitization Committee against sexual harassment (GSCASH), National Service Schemes (NSS) etc. to review their activities.
- iv. The Advisor shall submit the progress/review report to the Principal. The Coordinators of SC/ST Cell, Remedial Coaching and other schemes/ Women's Study Centre, Population Education Cell etc. shall be closely associated with the Equal Opportunity Centre.

5. Eligibility Conditions Assistance under this scheme will be provided to all Colleges which have been included under Sections 2(f) and 12B of the UGC Act, 1956.

- i. Nature of Assistance - The UGC shall provide financial assistance to meet contingency expenditure, expenditure for organizing meetings and honorarium to the Advisor, as given below: 1) Assistance to the Postgraduate Colleges and Undergraduate Colleges to the tune of Rs.50, 000/- and Rs.30,000/- per annum respectively. The honorarium for the Advisor shall be at the rate of Rs.1000/- per month. 2) Rs.25, 000/- per annum to organize a short-term course on positive discrimination of SC and ST for national development at the beginning of every academic session for newly enrolled students. At the end of the

programme, the students may be asked to write a summary of what they have learnt, and a certificate may be issued to them.

- ii. Procedure of Release of Grant -The first year's grant will be released after approval. The release of further grant would be based on the utilization of earlier grant.

5.4. Gender Issues

Gender gap narrowing in higher education: HRD survey⁵

Gender gap in India's institutes of higher studies has reduced by nine lakh in the last five years with girl students outnumbering men in eight disciplines in 2016-17 academic session, according to a survey of the HRD ministry. While in master's of arts, there are 160 women for every 100 men, in bachelor's of science (nursing) has 384 women for every 100 men.

Even in the postgraduate classes of science and commerce, women have handsomely outnumbered men with 167 and 158 respectively per 100 males. However, in undergraduate and technical and professional courses like BTech, law or management, the enrolment is skewed in favour of males and the gap is significant.

The All India Survey on Higher Education, released by the HRD ministry on Friday, says the gender gap in higher educational institutions decreased by over nine lakh from 2011-12 to 2016-17 (31.5 lakh to 21.5 lakh). The survey shows the Gender Parity Index increased to 0.94 in 2016-17 from 0.86 in 2010-11 with women participation in certain disciplines very high and increasingly sharply in courses like MA, MSc, and M. Com.

The enrolment by the end of 2016-17 academic year stands at 3,57,05,905 with a Gross Enrolment Ratio (GER) of 25.2. GER is counted from the number of students enrolled in higher education institutions out of the total population in the age group of 18 to 23 years. Women continue to outnumber men in bachelor's of arts and education. In MBBS there are 99 women per 100 male students, up from 86 in 2012-13, and in B. Com up to 93 from 79 in the same period.

At MSc level, mathematics, physics and zoology are subjects where the number of women is over 60% while in chemistry it is 56.3%. At postgraduate level, the highest number of enrolment has been for mathematics with a total of 1,43,762 students of which 62.1% are women. In social sciences and specially in courses like political science, 52.2% students are women.

However, as per the survey, even though the GER of female is higher, there is still significant gap in BTech, MTech, law and MBA programmes. In BTech, there are only 39 women per 100 men, hardly any improvement from 38 women in 2012-13. Barring MPhil and PG levels, the gap is also significant in diploma level courses with 70% male enrolment. India aims to attain a GER of 30% by 2020.

5.4.1. Safety at campuses⁶

Universities are often seen as relatively safe spaces for students from all genders to interact more freely than they would be able to off campus. Many students get together to imagine a more equal society, one that does not tolerate discrimination, by organising demonstrations, awareness programmes, or social events. But recent cases of sexual violence against women on university campuses have raised questions regarding the safety of the university space, and revealed the pressing need for gender sensitisation through active and efficient gender cells in the form of Gender Sensitisation Committees Against Sexual Harassment (GSCASH).

In recent months, the molestation and rape of female students on the grounds of Jadavpur University (JU) in Kolkata, English and Foreign Languages University (EFLU) in Hyderabad and Jawaharlal Nehru University (JNU) in Delhi have led to student protests demanding better mechanisms to appropriately address such cases at universities. At JNU, a female student reported to the university and police that she was assaulted, dragged to the boy's hostel and molested by a group of male students during an annual festival organised by the Arts Faculty Students Union. Her male companion was also beaten up (on 28 August 2014). At EFLU, a female student was reportedly gang-raped in the Men's Hostel after

going there to visit a friend (on 31 October 2014). And at JNU, a PhD student reported that she was sexually assaulted by a research scholar and blackmailed to hide the incident (12 November 2014). While these cases are not the first incidents of sexual violence on campus, they have drawn attention to the fact that university administrations are ill-equipped to appropriately address gender violence.

University campuses are among the few spaces where there can be, and often is, some semblance of gender equality. Reactions to each of the cases differed. Jadavpur University launched an internal investigation, but authorities were slow to respond and did not take immediate action against the perpetrators. Instead, female representatives of the university paid the girl an unauthorised visit, and questioned her presence near a boy's hostel on the night of the incident, asking her what she was wearing and whether she was drunk. This violated the Vishaka Guidelines against Sexual Harassment at Workplace, which condemns the use of external pressure on the victim or the accused during the investigation period. The police had started an investigation, but also did not take immediate action based on the victim's identification of the perpetrators.

JU Students were enraged by the university's slow and inappropriate actions and called for a fast-track independent investigative committee that would look into the incident and make its proceedings public. They also staged protests demanding a public statement from the vice chancellor (VC) as to why a proper investigation was not taking place. When the VC ignored the protests, students began to stage an indefinite sit-in in front of his office. In the early hours of 17 September, police and unidentified men in civilian dress forcefully broke up the protests, injuring several students and arresting over 35. Reportedly, few female police officers were present, and students – male and female – were beaten and molested by male officers and the other men in plain clothes. This only enraged students more, leading them to organise further protests to demand the VC's resignation. Eventually, West Bengal Chief Minister Mamata Banerjee visited the JU campus on 12 January 2015 to announce to the students that the VC would resign.

At EFLU officials decided to form a separate taskforce, specifically for dealing with the reported rape, instead of reviving the GSCASH which had been dissolved in 2012. University authorities, reportedly, did not make enough efforts to sustain the GSCASH. Students protested to highlight that the GSCASH had been lying defunct for some time, without any elected student representative. The accused rapists did not expect the victim to take recourse to the law. Instead, they thought they could 'handle the situation' and 'talk it out' with the girl. The assumption that they would be able to get away with it seems to underlie their statements; perhaps they felt more confident as the girl had been drinking and gone to the Men's Hostel, therefore not fitting the idea of an 'innocent' victim. Notions of women's complicity in cases where victims did not conform to 'norms' of dress and behaviour, unfortunately, also prevail on campus. For these reasons, some students fear that universities, under the guise of a 'taskforce' for gender sensitisation, want to prevent cases from becoming public by internally dealing with the issue, potentially letting rapists get away with just a suspension.

Following the incident and protests, stricter rules and curfew hours were enforced at EFLU, mostly for female students, supposedly to protect them. Students were infuriated and with the support of student bodies and various committees, they began to protest. They demanded that a defunct GSCASH be reactivated with elected representatives from all sections of the campus community. For the students, gender segregation and moral policing were not the right solution to gender violence. Indeed, by forcibly keeping men and women apart and reinforcing the idea that men are constantly trying to rape vulnerable women, the authorities are strengthening a culture of segregation rather than one of sensitisation.

These incidents led to protests on campuses across the country, where students were dissatisfied – enraged even – about the fact many universities still fall short when it comes to basic requirements for gender sensitisation and complaints procedures. The University Grants Commission (UGC) guidelines urges universities to establish GSCASH on campuses to take necessary action to prevent any form of

violence within university premises:

The students are entitled to protection from sexual harassment by complaining to the Gender Sensitization Committees against Sexual Harassment. It is mandatory for each college/university to constitute and publicize this committee as per the Guidelines and norms laid down by the Hon'ble Supreme Court.

In response to the brutal Delhi assault and gang rape of a medical intern in a bus in 2012, the UGC created a task force which drafted the Saksham report to "review the measures for ensuring safety and security of women in campuses and programmes for gender sensitization". The report states:

A major finding and deep concern for the Task Force has been that the weakest aspect of our institutions of higher education is their lack of gender sensitivity. This is evident from the mode in which the questionnaires were answered as well as the Open Forums. This means that there is a widespread culture of not speaking out on issues, one which affects the more socially and institutionally vulnerable students the most.

The report recommends that the focus should be on confidentiality and fair enquiries, not coercion, and that gender sensitisation should be required in all colleges and universities, for students as well as faculty, teaching, administrative and other staff.

Universities have urged that GSCASH be established everywhere in line with the UGC recommendations. The GSCASH is to be an autonomous body comprised of elected representative members from each section of the university community – students, teachers, and non-teaching staff. The function of the committee is not just to take down complaints of gender violence and set up enquiry probes: one of the primary functions of the GSCASH is to bring about gender sensitisation within the university space.

JNU was one of the first universities to implement GSCASH in compliance with UGC directions. JNU has had a history of gender violence on the campus, and students and teachers have been seen turning to GSCASH to take appropriate action. At JNU, students and the university authorities, across party lines, are now proclaiming 'zero tolerance' with regards to sexual harassment. On the JU campus, posters for upcoming students' elections mention the need for active GSCASH at the university. EFLU and other universities, such as Aligarh Muslim University, followed JNU and also implemented GSCASH. However, as reactions to the recent incidents at Jadavpur University and EFLU show, students, teachers and the university authorities do not always understand the importance of GSCASH as opposed to merely an internal complaints committee.

What the recent cases reveal is that sensitisation without segregation is needed more than ever. Women and men must be provided greater access to spaces within the university where they can meet and socialise as equals. This might be one of the early steps towards building a more egalitarian campus. A central university like EFLU has students from different parts of the country and from different backgrounds. There is no need to create more dividing lines than there already are. The university has the power to influence students and define the way they think and understand the world, so why not teach them a sensitive way of interacting with other genders?

Sensitisation has to be a universal process – at home, in school, college, university as well as at workplaces. It may seem 'convenient' or 'easier' to curb the freedom of women, emphasising that such restrictions are for their own good, but this is no long-term solution to the problem of sexual harassment and violence. University campuses are among the few spaces where there can be, and often is, some semblance of gender equality. As alumni and 'other concerned individuals' wrote in a public statement following the rape case at EFLU:

While no academic space is free from gender discrimination and/or violence, erstwhile CIEFL and the formative years of EFLU were known for the relatively free ways in which men and women could access common space, move about the campus in relative safety.

At a time when such freedoms seem increasingly restricted, students are rightly protesting for better gender sensitisation through GSCASH, amongst other initiatives, in order to feel safe and move freely

around campus.

UGC colleges and universities not gender sensitive, finds 'Saksham' report⁷

44% of the institutions have differential policies and rules for men and women. University Grants Commission (UGC) prepared 'Saksham' report to account gender sensitization steps taken up by colleges under the commission show depressing results with most colleges taking least number of means for safety and security of women and instead engage in moral policing for women. Most of the colleges are yet to introduce gender related courses for staff and students. Around 10% said they had installed CCTV cameras, 18.5% mentioned female security guards, 26.6% a vigilance committee and 10.9% patrolling guards. Only 4% had a helpline number that women students and faculty could call, and 8.3% had a complaint box.

The responses received on a set questionnaire by the report making committee were also limited. Most of the responses came from Maharashtra, with 275 higher educational institutions responding to the questionnaire, followed by Karnataka at 266. Of the 2,410 colleges and 55 universities in Tamil Nadu, only 84 responded. When asked about separate security means adopted for women, around 9% of the institutions mentioned a separate common room for girls, and a few even separate staircases for women. To resist increasing cases of sexual harassment, colleges suggested installing CCTV cameras.

The report said that around 44% of the institutions said that they had differential policies and rules for men and women students staying out in the evenings. Moral policing means like putting a dress code and even bringing parents or guardians into picture was also suggested by some institutions.

When asked about gender -related courses, many institutions were found ignorant to subject. Some responded saying that they offered dress designing and beauty courses.

Strikingly however, the report said that 83.5% of institutions that responded to the questionnaire denied having received any sexual harassment complaints.

Finding the immediate need of revamping their gender sensitization measures, UGC vice-chairperson H Devaraj said that the commission had written to universities and colleges to follow the recommendations of the task force in making their campuses safe for women and that they were waiting for feedback.

5.4.2. Special needs

Current Situation in India and Policy Issues⁸

In India, there are 27 million people with special needs, in a population of 1.2 billion. This means that about 2.2% of our population has special needs.

About 4.6 million people are in the age group 10–19 years. The picture for 0–6 years is bleaker, with about 2 million in these age group having special needs. They often have trouble with access to education. According to the Census, only 61% of children with special needs (CWSN) aged 5–19 attended educational institutions of any sort.

The term 'special needs' can cause some confusion. It refers to particular educational requirements resulting from learning difficulties, physical disability, or emotional and behavioural difficulties. Often, these can overlap depending on the child's condition. India's policies regarding special needs children are unclear.

The Ministry of Social Justice and Empowerment (MSJE) runs separate schools for special needs children. But, the Ministry of Human Resource Development (MHRD) promotes these children being included in regular classrooms. Parents often cannot decide which is the best option.

Further, colleges for higher studies may refuse admission to special needs children. This is due to bias regarding their ability to complete certain courses. In 2010, a visually challenged young woman had to approach Bombay High Court to be allowed to study physiotherapy.

The country lacks a central body to frame guidelines, leaving colleges and schools to decide for themselves. This doesn't work in favor of the children or parents.

This, combined with numerous other issues, means that many special needs children do not get the

education they need. While 89% are enrolled in primary school, that number drops to 8.5% in secondary school. Only 2.3% of special needs children reach higher secondary (11th and 12th).

Legal Issues

Getting a disability certificate can greatly help a special needs person. Scholarships, prosthetic aids and access to government schemes can depend on these.

Medical boards of district civil hospitals issue these. However, 51% of the disabled population did not have these as of 2015.

While certificates must be issued within a month of the application, it often takes much longer. Centres to issue these are also limited.

For example in Mumbai, only JJ Group of Hospitals, Ali Yavar Jung National Institute of Speech and Hearing Disabilities, and All India Institute of Physical Medicine and Rehabilitation can issue these.

Especially in rural areas, there is also a shortage of specialists. Certificates for issues such as cerebral palsy cannot be issued without a diagnosis.

Technological Issues

Technology can greatly improve the lives of special needs children. Motorized wheelchairs, prosthetic limbs, hearing aids and other items can help reduce the discomfort from physical difficulties.

Technology can help in other ways as well. Those with learning disabilities, for example, can benefit from tablets and other electronics made for learning. However, lack of access is an issue. Even basic interventions like wheelchairs require money to buy and maintain. There are some schemes in place to subsidize or provide these technologies free of cost. But many special needs children in India do not have access to these, due to lack of awareness, red tape or other reasons.

Government Initiatives

Persons with Disability Act (1995)

This Act was put into effect on Feb. 1996 by the government. It was to ensure that people with special needs received equal opportunities. Education, employment, vocational training, reservation and rehabilitation of disabled persons are provided for by this Act. An unemployment allowance for disabled people, as well as a special insurance scheme for the disabled, are also part of it.

Department of Empowerment of Persons with Disabilities (Divyangjan)

An initiative of MSJE, this was originally called the Department of Disability Affairs. It is a government body that is in charge of Social Security and Social Insurance of the disabled. It is also in charge of several special schemes and aids in the training of rehabilitation professionals. International agreements and conventions regarding disabled persons fall under them as well. They are in charge of several institutes and organizations serving disabled persons, and the Rehabilitation Council of India.

Accessible India Campaign

This campaign was started to provide accessibility to Persons with Disability (PwDs). While the Disability Act of 1995 provides for nondiscrimination in transport and environment, awareness is an issue. The campaign has a multi pronged approach. Along with mass awareness and leadership endorsements, it aims for interventions. These would be carried out through legal framework, technological improvement, etc.

Divyangjan Schemes

The government has initiated a number of schemes for special needs persons. Railway concessions, special insurance schemes, and a number of other other benefits are granted to them through these.

Cell for the Disabled in universities⁹

It is maintained to look after all issues pertaining to persons with disabilities in compliance to the UGC guidelines and the Cell has been initiating several activities.

OBJECTIVES:

Facilitate barrier free access to all buildings of Offices, Departments, classrooms, Libraries, Hostels, Guest house and Parking areas on the university campus.

Ensure that there is no discrimination in the University on grounds of disability.

Help other institutions in establishing new resource centres. Provide all course materials in accessible formats like braille, text and audio for students with visual impairment.

Provide assistive devices to enhance independence.

Provide counselling for employment and organize placement drives.

Organise Orientation courses on life skills, communication skills and legal entitlements.

Conduct conferences, seminars and workshops on disabilities.

Sensitize the University community and the general public on the potentials of persons with disabilities.

Organise visits and to liaise with various reputed institutions to facilitate exchange of expertise in the areas of culture, sports, employment and policy.

Explore funding possibilities, scholarships, fellowships to foster academic engagement among students with disabilities.

Fulfil all statutory requirements for persons with disabilities in the admission, teaching, learning, and employment process.

Assimilation

GUIDELINES FOR DEVELOPMENT OF WOMEN'S STUDIES IN INDIAN UNIVERSITIES AND COLLEGES¹⁰

The year 2001 was declared as the “Women Empowerment Year”. India, with over a billion people, accounts for nearly 17 percent of the present world population of six thousand million people. Since 1900, the population has increased more than three times and if growth continues at the present rate, the world population is likely to reach 8.5 billion by the year 2020. Women, as an independent target group, account for 495.74 million and represent 48.3 per cent of country’s total population as per 2001 census.

In 2000-2001, out of total enrolment in higher education, 33,06,410 were women i.e. contributing to 39.4 per cent. In the year 2001-2002, total enrolment (provisional) of women student in higher education was 35,14,000 i.e 39.84 percent as against the total enrolment of 40,000 in 1950-51. Further, against 100 men enrolled, only 14 women were pursuing higher education during 1950-51, which has now increased, to 66 in 2001-02. The technological courses at undergraduate level for women in Women University were introduced to provide opportunities for women in important technological areas and also to reduce gender imbalance in the sphere of Engineering & Technology. So also professional courses for women were running in women universities as well. Further, in one side part time research associateship exclusively for women scholars are going on, on the other side steps were taken by the universities for setting up of permanent cell in universities to comb at on issues on violence and sexual harassment to women.

The country is one of the world’s oldest civilizations and history dating back to 5000 years or so. It has been a melting pot of different races and religions. India is a home for large groups of Hindus, Muslims, Christians, Buddhists, Sikhs, Jains and Persians. Apart from 16 official languages, Indians speak more than 1600 other languages and dialects indicating differences in geography. The country is a home to a huge tribal population of over 52 million people. Average literacy rate is about 65 percent and vary enormously across India between social groups, between urban and rural populations and between men and women. India’s patchwork of racial and ethnic groups has resulted from centuries of interaction between various peoples and cultures. Within such a complexity, various groups of women in the country and multi-facets development in global arena, the Indian Women have made a mark and have been playing an important role in maintaining its cultural growth and heritage with development in relevant areas

The level of human development across countries is being measured by UNDP through Human

Development Index (HDI) which measures the overall achievements in a country in three areas of human development, viz. longevity and health (measured in expectation life at birth); education and knowledge (calculated from adult literacy rate combined with enrolment ratio) and a decent standard of living (judged from real GDP per capita). India has been ranked as 124th out of 173 Nations with a value of 0.577 in 2000 by UNDP and is classified in the category of medium human development nations. The HDI for the country has improved from 0.302 in 1981 to 0.472 in 2001 but still the overall HDI and State level disparities are a cause of concern.

The UNESCO's Global Monitoring Report 2003-04 Education for All (EEA) stated that literacy rate of this region (Bangladesh, India and Pakistan), reported world's lowest, for age group 15 years and above who are able to read and write, is well below that of the world's 80 percent average. About two-thirds of the region's adult illiterates are reported as women (413 million), a proportion expected to increase accordingly with time, if proper steps are not taken immediately. However, present literacy rate has been claimed as 65 percent in India. It has also been claimed that India will have an equal number of boys and girls going to school by 2015. India has undertaken and proposed certain initiatives and steps in the form of universalization of Elementary Education, National Program for Education for girls to cover educationally backward blocks having low female literacy and SC/ST etc; residential schools for girls; and women's empowerment through education to achieve gender parity index. The UGC though is mainly responsible for higher education and extension education as the third dimension of education; the above facts will have far reaching effect on the higher education too.

It may be noted that nowhere in the world gender equality had been achieved, although there was no lack of legal support. Poverty had greater impact on girls, although child labour, tuition fee, internal conflicts, disability and HIV/AIDs were many reasons for gender disparity. Safety and security of girls and women are of further common concern.

Even though legislation and policy changes were important to consider women as the equal partner for upliftment of the nation, certain other factors like equal participation in policy making decision, providing equal opportunities in holding high positions in universities, industry, civil services or other important organizations in nation building, appointment of female teachers, empowerment of women in true sense of the term, creation of proper infrastructure and facilities oriented towards women, minimizing economic constrains by upliftment of distressed group of families in various sectors particularly in rural and interior village of the country are still to be achieved to fulfil the objectives and goals.

Steps are essential in universities/colleges for introducing the contents of Women's Studies for greater involvement of the women/girls in related areas and subject disciplines, if necessary, by amalgamating and involving teachers from various colleges/unitary departments/deemed to be universities/autonomous colleges within the ambit of the State within the areas of common concern. If necessary, new Centres be established in the need based areas having predominance of the women in the category of economically or educationally or other backward/minority /disabled etc. based on evidence with the help of a proper survey and on merit.

Development of Women's Studies: Policy and Present Status

In order to promote Women's Studies and to translate the component of empowerment of women, the University Grants Commission has since been playing a significant role in the venture through the creation of Centres for Women's Studies (CWS) by implementation of a scheme on "Development of Women Studies in Indian Universities and Colleges". These Centres in the University system have been functioning for about two decades, since 1986 and have practically succeeded in playing an Interventionist role by initiating gender perspective in many domains in generation of knowledge; in the policy designs and practice etc. The UGC, under the scheme, has been supporting thirty-four Centres for Women's Studies including thirteen Centres, created during the IX Plan period. With the view that these Centre's have been facilitating the national goals for the empowerment of women and women related

issues, the UGC has decided to continue the scheme with financial support for various activities and programs covered in the X Plan and has already made a certain budget allocation (item no 2.1.3 (vii) of NonFormal Education Sector) for the current financial year 2003-2004 and will also continue to provide suitable grants for the remaining period (2004-2007) of X Plan.

The Women's Studies Centres were designed to act as catalysts for promoting and strengthening women's studies through teaching, research, curriculum, field and extension work, training and continuing education etc. The Centres have carried out their work not only in the above areas, but also in the areas of gender equity, economic and self-reliance, girls education, population education, issues of women rights, laws, social exploitation, awareness activities, etc. They have been instrumental in incorporation of women's studies in various courses of teaching as well as facilitated research on socially relevant areas. They have provided consultation to scholars, evaluators for development projects, generated resource materials and documentation of the regions of their locations, counselling, collaboration and networking both within and outside the university system. Thus, these Centres activated themselves in several directions and goals in recent years and have been contributing to:

- a. Incorporate women's studies in various courses in teaching;
- b. Promote research to certain fields in the area concerned;
- c. Create, develop and evaluate projects;
- d. Generate resource and documentation materials;
- e. Active counselling in women as well socially/politically relevant issues
- f. Networking and multidisciplinary collaborating activities; and
- g. Supplement into the development plans of the State/ Central Government etc.

Accordingly, the nation building authorities should design a system to exert to get due place to women in independent India as already explained earlier

With the advancement of global and international women issues including women liberation, human rights and laws involved therewith and in view of recent growth in population, exposure of media and multinationals, changes in village economy, the scopes of development need special attention. The contributions and achievements of the Women's Studies Centres in the higher and extension education system have brought certain level of women's development even though lot more are expected to be achieved in the context of recent developments on several issues at national and global levels with additional complexity for Indian women with respect to several issues arising out of various ethnic culture and heritage that have been added to Indian soil during long years of world oldest civilization which are of relevance to the Women's fields of interests. The Centres have contributed to the visibility of women's issues, tried to combine erudite knowledge with socially relevant theories and have succeeded in opening a dialogue in multi-disciplinary collaborations even though tremendous scope is yet to be exploited to have quality of life. The Centres have been handling the multifaceted women issues and problems during 18 long years of their existence and have already made their mark, which could be evidenced from its recognition in the declaration of 2001 as the Women Empowerment year. Thus, these Centres with the available resources should continue to play a vital role in such endeavours of gender equity, promotion and facilitation in the capacity building, augmenting infrastructure and facilities; collaborate, coordinate and network with other agencies engaged in women development and empowerment for mutually reinforcing as well as synergizing one another. The situation thus demands consolidation, strengthening and sustenance for the Women's Studies Centres in the X plan.

Close interaction and collaboration in an integrated manner with various centres on Population Education, Adult, continuing education, extension and field outreach in Universities/ Colleges which are performing their roles and functions under the NFE schemes of the UGC, are essential. It is quite clear that the agencies like Department of Women and Child Development, Central and State Social Welfare Advisory Boards, UNIFEM, UNDP, WHO, UNESCO and UNICEF etc have already doing useful work for women empowerment

Major Target and Groups

Universities and Colleges with special reference to women/girls/girl children are the major target group and beneficiaries as per the guidelines under the scheme. In addition, there will be interlinked and affected women of the Community and the Society including the educationally backward, economically backward, minorities and disadvantaged and downtrodden groups and related others as covered under the guidelines of the scheme. Moreover, in addition to 34 existing centres under X Plan, there will be further addition of 20-21 Centres in Universities with consideration of maximum 12 in potential colleges on merit in the interior village.

The cost of each Centre will be, as per consolidated action Plan to be submitted by the Centre/ University/ College and to be approved by the UGC as per the guidelines, based on financial allocation available under the scheme for the X Plan. It will be only for the duration of the Plan and on Plan-to-Plan basis. The induction of new/ fresh Centre in Universities/ Colleges will be only on the availability of financial resources. Thus, in the X Plan there will be a maximum target of about 55 Centres of Women's Studies altogether in Universities and Colleges

Objectives, Major Roles and Functions:

Women's Studies Centres of UGC should follow the objectives of translating the National Policy for Empowerment of Women (2001), initiated during the IX Plan, into action. Identify well-defined objectives and goals in areas of prime and potential interests and strength of the centre and to concentrate and consolidate by creating essential and critical infrastructure and facilities including faculty and human resources. Each Centre will identify and find out target groups and prepare consolidated and well-defined strategic action plan on activities and programs within a time frame during the X Plan according to the guidelines with specific financial implications for each activity, and for each program with cost for each activity and program.

- The Centre is to play a vital role in academic upliftment including creating regular, short term and basic foundation courses to incorporate new gender perspective in all faculties. It will act to develop, update and restructure curricula, syllabi and special paper etc.
- Centres create a conducive environment by creating infrastructure and women's basic educational and common facilities including the benefits of involving and capitalizing faculties from other departments to adopt multidisciplinary approach in an integrated manner.
- The Centre will look to not only greater participation of women teachers in the faculty of the Centre and to cover various sub disciplines concerned in this emerging area of global and national interests, but also create adequate women's hostel facilities and hostel accommodation to cater to the requirement of girl's students especially in colleges. The University will take initiatives in monitoring admission and related women issues in this regard.
- Important issues in media and national dailies, which require active and immediate intervention as a result of contradiction, the issues affecting the social upliftment and rather promoting social degradation of the status of Women, need to be contested preferably by writing to them. The Centres are to work to ensure convergence with all other agencies engaged in this venture in tune with the guidelines framed under the scheme.
- To take measures in implementing activities and programs as per the action plan for the X Plan finalized as per mutual discussion and finalization of the same between the Centre and the UGC.
- Create infrastructure and facilities and use the same for the benefit of the Centre and the Scheme.
- Make use of the medical facilities in the form of medical unit / medical centre already available in the concerned University and take essential steps in consultation with the Vice-Chancellor of the University to make them in use in related activities covered under the scheme. It may

prepare an action plan for making use of the same for the benefit of the women students within the University and the Colleges, if necessary, revamping and updating the same to a particular level of use. The matter may be discussed at length with the University and the Centre for making it operative. If necessary, the State Government may also be informed in such updating of the facilities.

- Make use of the UGC NFE Investigators identified for the purpose for benchmark study of the status of women through the group/house/joint survey in the entire districts/village covered under the State concerned to the University. The outcome of the study will be linked up with the various programs and schemes, being run by the UGC and other agencies at the Government/Ministry level, as per decision of the UGC.
- Take all essential measures in framing various committees associated with the program and make use of the benefits of the same for effective and smooth implementation as per guidelines framed under the program.
- The staff appointed for the Centre under the scheme by the University will be under the administrative control and guidance of the centre/department/university as per the terms and reference of their appointment according to the guidelines under the scheme. The appointment of the UGC–Non-Formal Education Field Investigators will be as per the details provided under the guidelines.
- Make proper use of the funds so allocated according to the action plan, so finalized, well in time and submit utilization of the grants as per the guidelines. The yearwise claim will require financial utilization and expenditure statement of the earlier utilization of grants with a certificate and a forwarding letter as are applicable for the purpose.
- The Centre will coordinate, cooperate and provide all assistance in financial auditing and utilization of the allocation and sanction so made under the program by the UGC and the Government competent body as per decision of the UGC.
- The Women Studies Centres may have differences in their location, ages, strength, skills, university's own priorities and leadership etc. but the Centres of women's studies with identification of their priorities will perform their roles and functions so as to assimilate and transmit knowledge through teaching, research, complementary roles for the academic communities and society as a whole, field action, documentation and thereby supplement and strengthen the national goals and contribute to the policy making and implementing actions.

Steps to Check Discrimination and Harassment in Central Universities¹¹

A Conference of Vice Chancellors of Central Universities was held on February 18, 2016 whereby all the Vice Chancellors and senior Officers of the Central Universities have been asked to be more vigilant & put a proper system in place to ensure that the students from these categories are not put to any disadvantage/ hardship. The Vice Chancellors have inter-alia agreed to appoint Anti-Discrimination Officer as provided in UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012.

The National Policy on Education, 1986 lays special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far. The Central Universities are autonomous bodies which are governed by their own Acts and Statutes, Ordinances and Regulations made thereunder. The Acts of the respective Central Universities, stipulate that the university shall not discriminate on grounds of caste, religion, etc. The Central Universities are competent to take all administrative decisions including to prevent all kinds of harassment and discrimination against any section of students.

The Government of India and University Grants Commission (UGC) have also taken several initiatives to check the incidents of harassment of all students, including the Scheduled Castes and Scheduled Tribes, in the higher educational institutions of the country. Major initiatives undertaken are as below:

In order to check discrimination and harassment of any sections of students and to strengthen the grievance redressal mechanism, University Grants Commission (UGC) has formulated UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2012 and UGC (Grievance Redressal), Regulations, 2012. These Regulations intend to give effect in letter and spirit to the provisions of the Constitution and other statutory provisions and policies for prevention of discrimination on the grounds of caste and to safeguard the interests of the students belonging to the Scheduled Castes and Scheduled Tribes. The Regulations also seek to provide for advancement of Scheduled Caste and Scheduled Tribe students through setting up of Equal Opportunity Cells in each Higher Educational Institution. The UGC also provides financial assistance to establish the Centre for Study of Social Exclusion and Inclusive Policy to support focused research on the issue of social exclusion related to dalits, tribal and religious minorities. In order to make the universities/colleges more responsive to the needs and constraints of the disadvantaged social groups, the University Grants Commission is giving financial assistance to all eligible Colleges/Universities to establish Equal Opportunity Centres. The aim and objective of this Scheme is to oversee the effective implementation of policies and programmes for disadvantaged groups, to provide guidance and counselling with respect to academic, financial, social and other matters and to enhance the diversity within the campus.

UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009 provide for elimination of ragging in all its forms from universities. The UGC has a Nationwide 24X7 anti ragging helpline for receiving and tracking complaints of ragging and for various consequential actions in respect of fresh complaints.

UGC has also approved establishment of 126 SC/STs cells in various Universities with a view to safeguarding the interest of SC/ST students.

Other initiatives also include provisions of Anti Discriminatory faculty advisors for SC/ST students who look into their problems and advise accordingly, appointment of Student Counsellors to address personal, academic, psychological and family related problems, providing sports and extra curriculum activities, setting up counselling centres, provision of anxiety helpline, and setting up disciplinary action committee to take urgent action in case of any complaints reported ragging, discrimination based on caste, creed, religion and gender etc.

Anti-Harassment

According to Ministry of Human Resources Development (2016), by virtue of section 2(k) (i) and(ii), the University Grants Commission of India defines sexual harassment as:

(i) An unwanted conduct with sexual undertones if it occurs or which is persistent and which demeans, humiliates or creates a hostile and intimidating environment or is calculated to induce submission by actual or threatened adverse consequences and includes any one or more or all of the following unwelcome acts or behaviour (whether directly or by implication), namely; -

- (a) Any unwelcome physical, verbal or non-verbal conduct of sexual nature;
- (b) demand or request for sexual favours; (c) making sexually coloured remarks
- (d) physical contact and advances; or (e) showing pornography”

(ii) Any one (or more than one or all) of the following circumstances, if it occurs or is present in relation or connected with any behaviour that has explicit or implicit sexual undertones- (a) implied or explicit promise of preferential treatment as quid pro quo for sexual favours; (b) implied or explicit threat of detrimental treatment in the conduct of work; (c) implied or explicit threat about the present or future status of the person concerned; (d) creating an intimidating offensive or hostile learning environment; (e) humiliating treatment likely to affect the health, safety dignity or physical integrity of the person

concerned;”50% increase in sexual harassment cases on campuses in 2017.

There has been 50% increase in reported cases on sexual harassment from various higher education institutions in the 2016-17 academic year from that of 2015-16. This was informed by the Ministry of Human Resource Development to the Lok Sabha on Monday.

Union minister of state for HRD, Satya Pal Singh, in a written reply, stated that universities and colleges across the country reported a 50% increase in sexual harassment cases in 2017 compared to previous year. Singh said that 149 cases of sexual harassment were reported from universities and 39 cases from colleges and other institutions in 2017.

In 2016, 94 such cases were reported from universities and 18 from colleges and institutions.

The data was shared on a day when hundreds of JNU students marched to the Vasant Kunj police station in south Delhi, demanding arrest and suspension of a professor against whom nine complaints have been lodged within a week. In addition to this, 901 cases of ragging were registered in 2017 compared to 515 in 2016, the minister said. Quoting UGC, the minister said the panel had set up a task force under the chairmanship of professor Meenakshi Gopinath, ex-member of UGC, on 8 January, 2013 to review the existing arrangements for the safety and security of girls and women on campuses of higher educational institutions.

The task force’s report was adopted by the commission. UGC had notified specific rules to tackle sexual harassment of students and staff that required institutions to take action on complaints of all sexes. The regulation has notified a provision for third-party complaints that allows a victim’s friends, colleagues or any other person to file a complaint on their behalf. The commission has also asked institutions whether workshops or awareness programmes against sexual harassment were conducted during the year.

The UGC had also notified University Grants Commission (Prevention, Prohibition and Redressal of Sexual Harassment of Women Employees and Students in Higher Educational Institutions) Regulations, 2015. “The complaint needs to be filed within three months of the offence and the university or college would have to face action, including fund cuts if they failed to follow regulations,” a senior UGC official said, explaining the stringent rules against the offence. “The UGC guidelines said that the internal committee of the college or university is liable to complete its probe within 90 days and the authorities have to take action within 30 days. If found guilty, the university or college can rusticate a student while an employee or teacher has to face action according to the service rule,” the official said.

UGC notifies India’s first Gender Neutral Regulations on Sexual Harassment¹²

The University Grants Commission has notified India’s first gender-neutral Regulations relating to Sexual harassment. New UGC regulations on Sexual harassment prevention and prohibition which was notified last month, has made sexual harassment a gender-neutral affair and now male students and students of the third gender in universities can also lodge complaints against sexual harassment faced by them.

The UGC (Prevention, prohibition and redressal of sexual harassment of women employees and students in higher educational institutions) notified recently says that it is the responsibility of Higher Educational Institutions to ‘act decisively against all gender based violence perpetrated against employees and students of all sexes recognising that primarily women employees and students and some male students and students of the third gender are vulnerable to many forms of sexual harassment and humiliation and exploitation’

Earlier in a report published by University viz. SAKSHAM Report (Measures for Ensuring the Safety of Women and Programmes for Gender Sensitization on Campuses) it was said “The Sexual Harassment Act only addresses the issue of protection of women employees and is not gender neutral. Male employees, if subjected to sexual harassment, cannot claim protection or relief under the law. However, many guidelines against sexual harassment in universities have taken the next step to becoming gender plural. They recognise that men can be subjected to sexual harassment beyond ragging incidents, especially if they are identified as belonging to a sexual minority. Such cases also require all the efforts of

educational, corrective and if necessary punitive responses through proper procedures.”Regulations also describe the procedure to file complaints. An aggrieved person is required to submit a written complaint to the Internal Complaints Committee within three months from the date of the incident and in case of a series of incidents within a period of three months from the date of the last incident. Friends, relatives, Colleagues, Co-students, Psychologist, or any other associate of the victim may file the complaint in situations where the aggrieved person is unable to make a complaint on account of physical or mental in capacity or death.

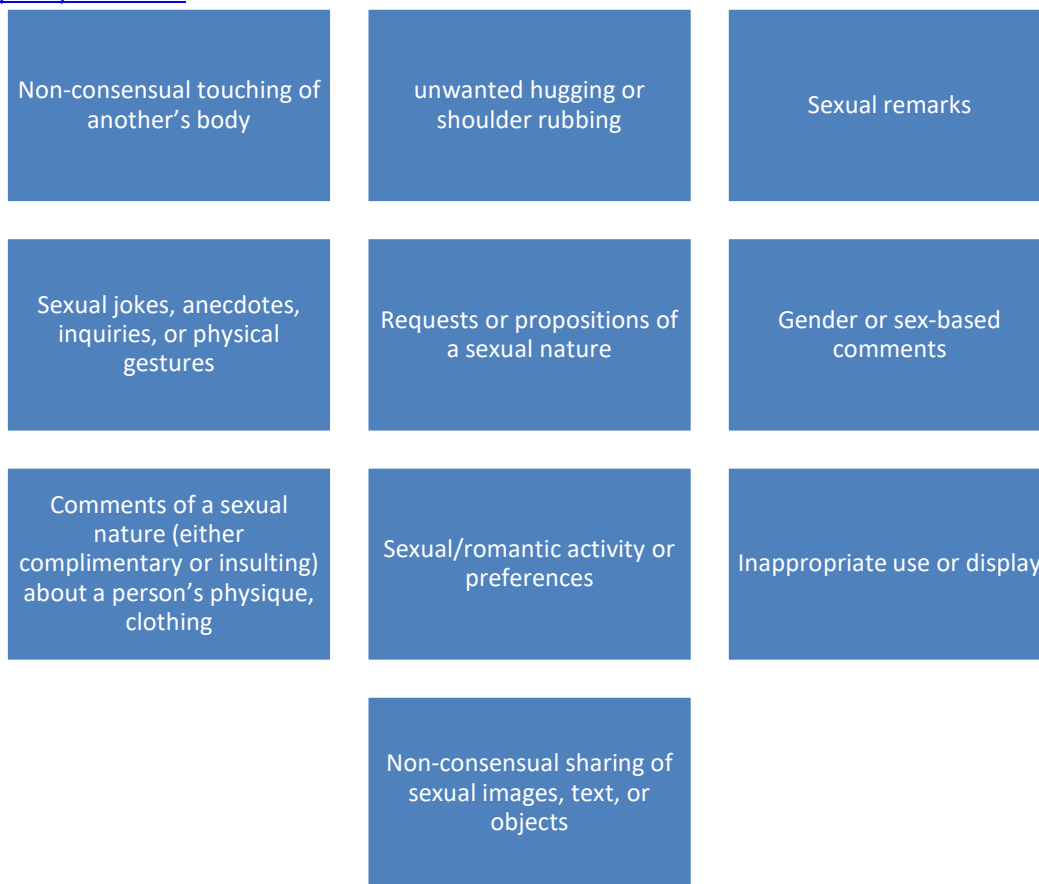
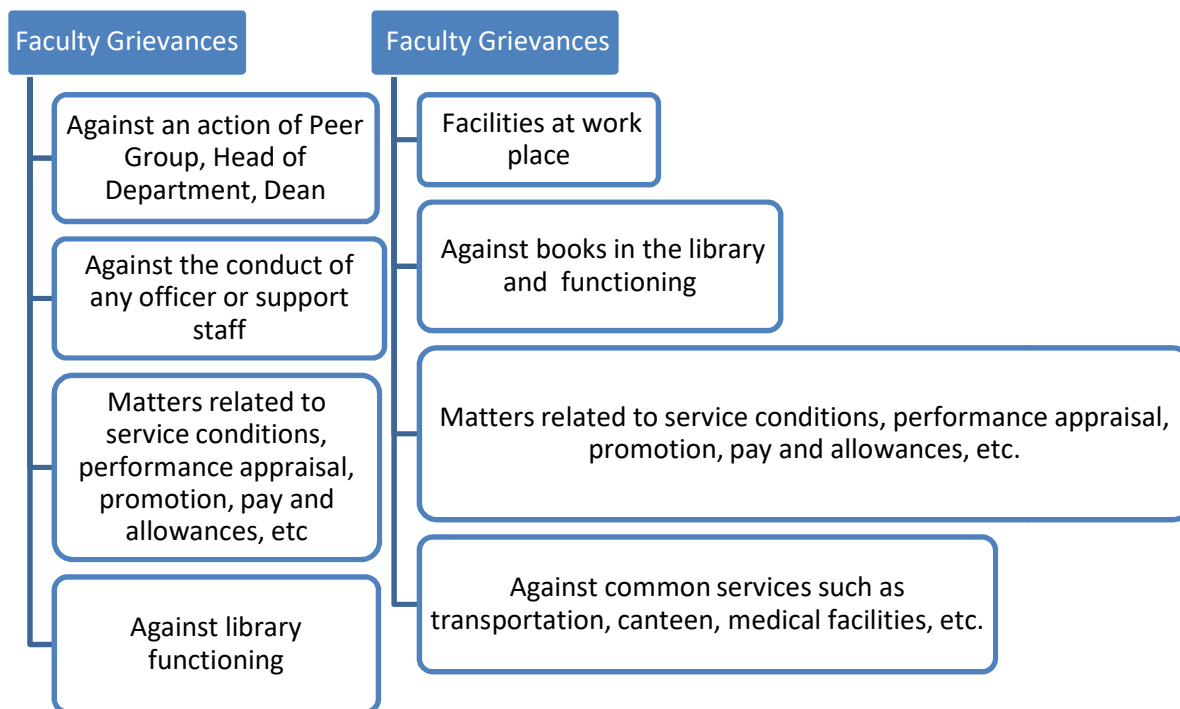


Figure 5.4 Sexual harassment

Grievance Redressal Regulations

The University Grants Commission (UGC) Grievance Redressal Regulations, 2012 prescribes for well-defined systems and procedures for redressal of grievances of aggrieved students in Universities and Colleges. These regulations are mandatory for implementation by all Universities/affiliated Colleges in India. UGC issues directions to Universities, from time to time, to effectively implement grievance redressal regulations. Further, as per these regulations, an Ombudsman is required to be appointed by each university to effectively address and resolve grievances lodged by students at University level. The UGC has been closely monitoring the implementation of the grievance redressal systems and procedures as contained in the Regulations.

The UGC has launched an Online Student Grievance Redressal Portal to ensure transparency in admission, prevent unfair practices in Higher Education Institutions and provide effective mechanism for redressal of the grievances. This Portal facilitates the students/complainants to lodge their grievance, send reminders and view the status of action taken on their grievances. The system also facilitates Universities to search and browse grievances lodged by the students and post action taken on complaints as well as contact complainant directly through e-mail, phone or by post.



[Figure 5.5. Faculty grievance](#)

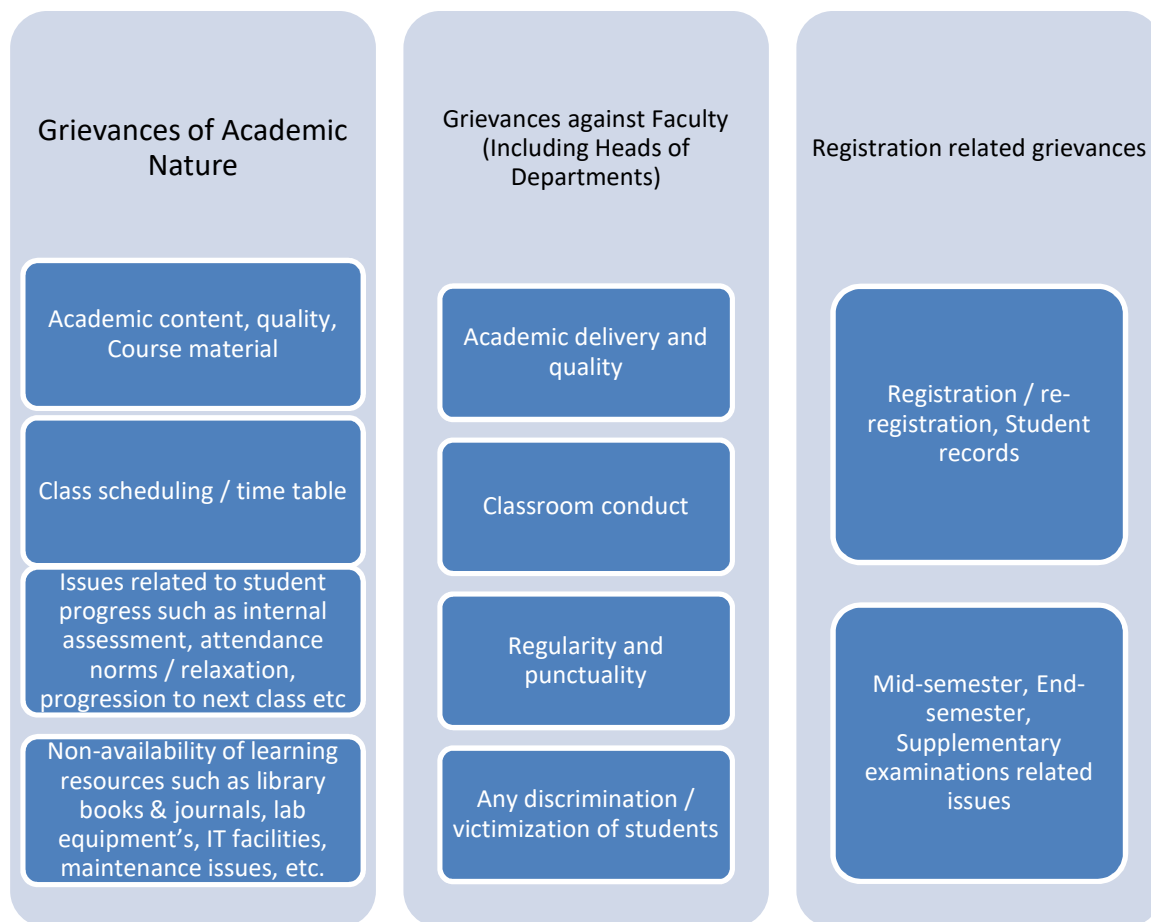


Figure 5.6. Student grievances

Procedure & stages in Grievance Handling

CODE OF PROFESSIONAL ETHICS

I. TEACHERS AND THEIR RESPONSIBILITIES:

Whoever adopts teaching as a profession assumes the obligation to conduct himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

Teachers should:

- (i) Adhere to a responsible pattern of conduct and demeanour expected of them by the community
- (ii) Manage their private affairs in a manner consistent with the dignity of the profession
- (iii) Seek to make professional growth continuous through study and research
- (iv) Express free and frank opinion by participation at professional meetings, seminars, conferences etc. towards the contribution of knowledge
- (v) Maintain active membership of professional organizations and strive to improve education and profession through them
- (vi) Perform their duties in the form of teaching, tutorial, practical, seminar and research work conscientiously and with dedication

- (vii) Co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (viii) Participate in extension, co-curricular and extra-curricular activities including community service.

II. TEACHERS AND THE STUDENTS

Teachers should:

- (i) Respect the right and dignity of the student in expressing his/her opinion;
- (ii) Deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics;
- (iii) Recognize the difference in aptitude and capabilities among students and strive to meet their individual needs;
- (iv) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (v) Inculcate among student's scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace;
- (vi) Be affectionate to the students and not behave in a vindictive manner towards any of them for any reason;
- (vii) Pay attention to only the attainment of the student in the assessment of merit;
- (viii) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- (ix) Aid students to develop an understanding of our national heritage and national goals; and
- (x).Refrain from inciting students against other students, colleagues or administration.

III. TEACHERS AND COLLEAGUES

Teachers should:

- (i) Treat other members of the profession in the same manner as they themselves wish to be treated;
- (ii) Speak respectfully of other teachers and render assistance for professional betterment;
- (iii) Refrain from lodging unsubstantiated allegations against colleagues to higher authorities; and
- (iv) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. TEACHERS AND AUTHORITIES:

Teachers should:

- (i) Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and/or professional organizations for change of any such rule detrimental to the professional interest;
- (ii) Refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- (iii) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- (iv) Co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
- (v) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with dignity of the profession;
- (vi) Should adhere to the conditions of contract;
- (vii) Give and expect due notice before a change of position is made; and

(viii) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

V. TEACHERS AND NON-TEACHING STAFF:

(i) Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution; and

(ii) Teachers should help in the function of joint staff-councils covering both teachers and the non-teaching staff.

VI. TEACHERS AND SOCIETY

Teachers should:

(i) Recognize that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

(ii) Work to improve education in the community and strengthen the community's moral and intellectual life

(iii) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;

(iv) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;

(v) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for National Integration.

Types of work ethic



Figure 5.7. Types of work ethics

Summary

The government is working for the equal opportunity employment by making policies and procedures. There is a guideline to ensure that employees are recruited on the basis of their capability and performance to execute a job, instead of discrimination on the basis of factors such as race, color, age, gender, national origin, religion, marital status, or mental or physical disability, sexual orientation, veteran status. At University level, the equal opportunity cell is established to ensure and confirm equity and equal opportunity to the student community in the college and bring about social inclusion. The constitution of equal opportunity cell to spread awareness about socially weaker section and provide them support to get equal opportunity in employment on the basis of their performance.

The University grant commission has given clear and strict guidelines to follow safety measures of the students and faculty members inside the University campus. The guidelines talk about the safety measures at entry and exit gates. There should be the availability of male as well as the female security guard at the gate and technologically advanced barrier must be there. The hostel safety measure must be kept in mind and security at night should also be a measured concern. There should not be discrimination among the students. There should be provision of equality in educational and employment opportunity for all individuals regardless of age, sex, race, colour, national origin, religion, ethnicity, creed, disability, genetic information, gender, sexual orientation, gender identity, marital status, and expression, pregnancy, or veteran status – except where sex, age, or ability represent bona fide educational or employment qualifications. There is a possibility of harassment of students inside the campus. The University needs to pay attention to harassment issue especially sexual harassment of students. There must be a sexual harassment cell to take necessary action when and where required.

To do Activity

- Visit any institution to meet the coordinator and members of the equal opportunity cell. Check the minutes of the meeting to know the agenda of the meetings. Understand the working process of Equal opportunity cell.
- Visit the University campus to check the sexual harassment cases and discrimination cases registered under the sexual harassment cell or discrimination cell of the University. Try to analyse the kind of problems students are facing in their student life at higher education.
- Visit the University grievance cell to understand the functioning of the grievance redressal system of the University.

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