

**HIGHER EDUCATION IN INDIA:**  
**ISSUES, CONCERNS AND NEW DIRECTIONS**



**UNIVERSITY GRANTS COMMISSION**  
**NEW DELHI**

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HIGHER EDUCATION IN INDIA  
ISSUES, CONCERNS AND NEW DIRECTIONS

RECOMMENDATIONS OF  
UGC GOLDEN JUBILEE SEMINARS- 2003  
HELD AT ELEVEN UNIVERSITIES IN INDIA

**UNIVERSITY GRANTS COMMISSION, NEW DELHI**

December 2003

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Editorial Committee

(Names of members, preferably in alphabetical order to be given)

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## Foreword

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21<sup>st</sup> Century.

Recognizing the above and the basic fact, that the Universities have to perform multiple roles, like creating new knowledge, acquiring new capabilities and producing an intelligent human resource pool, through challenging teaching, research and extension activities so as to balance both the need and the demand, the University Grants commission (UGC) had initiated nation wise discussion on the said issues during its Golden *Jubilee Year, 2003*. Eleven Universities located in different regions of the were assigned the task of conducting Seminars on identified topics in the above areas, during Aug-Nov., 2003 and come out with their Reports and Recommendations.

An Editorial Committee was constituted by UGC to consider the outcome of these Seminars and compile them suitably so that an appropriate publication can be brought out for the use of UGC, higher education planners and the University system itself. I am glad that this publication, *Higher Education in India: Issues, Concerns and New Directions* is a result of these efforts.

I would like to place on record our deep sense of appreciation to the eleven Universities to whom the Seminars were assigned, for their timely actions of planning/coordinating the Seminars and their pains taking work in prepar9ng the detailed proceedings, and to the learned / experienced resource persons and delegates for keen interest and active participation in the deliberations.

I would also like to thank the Editorial Committee for compiling and editing the reports received from the Universities and bringing out this useful publication in time. I am quite certain that this publication will help in giving a new direction aimed at the 21<sup>st</sup> century expectations to the Indian higher education system and accelerate its pace of development to meet the needs and aspirations of the society at large.

New Delhi  
December, 2003

Arun Nigavekar  
Chairman, UGC

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## EXECUTIVE SUMMARY

The University Grants Commission, as a part of its Golden Jubilee Celebrations, entrusted Eleven Universities located in different regions of the country to organize Seminars on topical subjects, addressing different *issues and concerns of higher education* in India. The Organizers of the Seminars were specifically requested to bring out the important recommendations arising out of the deliberations in the Seminars leading to *new directions in higher education* in the country.. The list of Universities and the Seminar topics assigned to them, together with the related information in this regard are given in Annexure.

The Seminar topics have been suitably categorized and presented in three Sections: viz., 1) *Management of Higher Education*; 2) *Reorientation of Higher Education* and 3) *Quality Assurance in Higher Education*. Issues of Public/Private Partnership, Governance, Access and Equity as well as Policy Planning for Export under WTO and GATT regime and Economics of Higher Education have been addressed in Section I, whereas Health Consciousness, Physical Fitness, Professional Ethics, Value Education and Evaluation / Assessment Systems have been focussed in Section II. The most important issue of Sustaining Quality in Higher Education through periodic Assessment and Accreditation of institutions has been highlighted in Section III.

The new challenge before the country at the beginning of the twenty first century is to become a developed society by the year 2020, which requires that not only a vibrant economy driven by knowledge has to be ushered in soon, but also a new society where justice and human values prevail has to be created. Moreover, challenges in higher education are no longer only nation centric. They have already attained global dimensions, particularly after trade in services has been brought under the purview of the WTO regime. With the explosive growth of knowledge in the past century and with the development of handy tools of information and communication technologies as well as of other scientific innovations, competition has become a hallmark of growth all over the World. As a result, knowledge is not only going to be the driver of Indian economy, but also, it is going to permeate into all the strata of Indian society for a better quality of

life and living conditions. Therefore, India has to rise to the occasion urgently and reorient its higher education system to be vibrant, competitive, meaningful and purposeful. Besides, there is absolutely no substitute to quality of higher education, although the country has been faced for a long time with the serious problem of meeting the quantity needs of our society. It is, therefore, essential that a careful balancing of the two is given priority to meet the twin requirements of the society in the foreseeable future.

This publication gives highlights of the deliberations of the UGC Golden Jubilee Seminars organized at Eleven Universities in the country during August-November 2003, focussing on their specific recommendations for charting new directions in higher education in India. It is hoped that the stakeholders of higher education all over the country, will receive this publication with all the seriousness it deserves and become partners in creating a Higher Education System for the country, comparable to the best in the World.

## **I. Management of Higher Education**

The Indian higher education system is one of the largest such systems in the World. It is estimated that during the X Five Year Plan period (2002-07), there will be a tremendous pressure of numbers on this system and a large number of additional students will be knocking at the doors of higher education institutions in the country. There are also new challenges of management and regulation being faced by these institutions, which require serious attention, both at the institutions in the public sector and also those in the private sector now growing at a fast pace. As a result, the old structures of management established in pre-independent India and working during most of the twentieth century are now required to undergo drastic changes. Besides, the demands of the society for equity and accommodation cannot be neglected any more.

The new regime under WTO where competence is the cardinal principle of success in international operations has made it abundantly clear that the country should exploit its excellent potential in higher education and training facilities and prepare itself to export the Indian brand of education to foreign countries. Policy planning and evolving strategies for this task are somewhat new for the country. But, this is an opportunity which cannot be missed by India, as it offers interesting possibilities for strengthening of the nation's talent and resourcefulness.

The following five sub-sections, cover important aspects of the deliberations, recommendations and action plans of UGC Golden Jubilee Seminars organized at different Universities in the country:

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

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

## **1.1 Public/Private Partnership**

Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several Universities, Technical Institutes, Research Institutions and Professional / Non-professional Colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The Public initiatives played a dominant and controlling role in this phase. Most of the Universities were Public institutions with powers to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even the private institutions enjoyed large-scale financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the cause of higher education.

With the public funding being no more in a position to take-up the challenging task of expansion and diversification of the higher education system in the country to meet the continuously growing demands at present, there is little option other than bringing in private initiatives in a massive way to meet the various challenges. The deregulating mechanism of controls started with the granting of “Autonomous Status” to identified Colleges in the 1970s.. Some of these Colleges have graduated further to receive the “Deemed to be University” status in later years. Now, the country is on the threshold of the establishment of Private Universities in different States. These and related issues figured prominently in the discussions at this Seminar, whose recommendations are as follows:

### **1.1.1 Recommendations**

1. It is the primary responsibility of the State to provide the eligible with good quality higher education at reasonable cost. There shall be no withdrawal of the State from this responsibility. In fact, the investment in this area by the State shall be stepped-up to 3% of the GDP. This is essential for the intellectual strength of the State to address equity concerns.
2. A huge dedicated fund say, **National Human Resource Development Fund**, to the tune of at least one- percent of the GDP, may be created to tackle the equity problems. It shall be the accepted principle that '*no talented person shall be denied access to higher education opportunities on the grounds of economic and social backwardness*'. This fund may be dedicated to offer direct financial support in the form of scholarships, partial financial assistance and educational loans to students directly, based on the criteria of talent and financial and social backwardness. A well-designed mechanism to spot talents in different disciplines of knowledge is needed for this purpose. Further, foolproof criteria to determine financial or any other social backwardness is required.
3. Taxing the individuals, who had the benefit of the State resources in the past for their education, and the industries, which are likely to derive advantage from good human resources, are the options for creating such a fund. While it is difficult to arrive at an ideal solution to the equity problems, the absence of a credible and efficient method of addressing these problems will lead to lowering of the quality of human ware and large-scale discontent. The society may be the ultimate loser.
4. Industries may be encouraged to be partners with educational institutions directly for the development of human resources dedicated to their interests. This could happen in the areas of creating infrastructure, faculty sharing and direct support with funds. The UGC may set-up a *High Power Committee* to explore these possibilities and to workout the modalities for such a partnership.
5. The industries belonging to a specific discipline or related disciplines shall be encouraged to establish state of the art Research and Training centres to develop

- the necessary specialized man power. Automobile industry is a case point. Existing Public and Private Institutions and possible new Institutions may generate ample provisions for partnerships in this regard. A Committee shall work out the modalities and norms for this.
6. The areas not capable of attracting private funds shall be supported sufficiently well from public funds. This, as indicated earlier, is essential for the balanced intellectual growth of the society.
  7. Industries and individuals may be encouraged to channel a percentage of their profits to the higher education sector, with no strings attached to such contributions. Viable incentives may be offered for attracting such investments from the private resources. A Committee may work out the modalities.
  8. Strong quality control measures to assure performance above an acceptable benchmark is essential for the institutions. We are at the moment weak in this regard. The various rating agencies shall evolve scientific, transparent and consistent benchmarking techniques for this purpose. A regulatory system to ensure compliance to the set bench marking is needed with sufficient powers to close down non-complying institutions is a need of the hour. The Higher Education Policy needs to incorporate such features in it in the interest of the nation.
  9. A Total Quality Management for courses offered, monitoring the achievement of the students at all stages of the course, shall be introduced at all higher education institutions.
  10. An accreditation system for individuals in various disciplines may be thought of. Indeed, GATE and NET examinations with limited objectives are forerunners of such a system. The performance of students in such examinations may be made an important parameter for the accreditation of the institution.
  11. The idea of allowing students to do Diploma or Certificate courses side by side with their Degrees, recently put forward by the UGC, is a welcome step towards

empowering the students to take-up work soon after their Degree courses. This is an area where private initiatives can come up to augment the activities of the Colleges. The Colleges can develop in-house faculty and other facilities for this purpose and make these facilities available at a reasonable cost. Such a measure will turn around many Colleges from the non-performing class to the performing class. There shall be a mechanism to accredit these courses and facilities to ensure quality. This is an area where public/private partnership has a creative role to play.

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

- objective of ensuring quality and social accountability. Higher education is a Public Good and cannot be left to the market forces to control. Those who venture investment in this area shall be properly scrutinized. Those with commercial interests dominating over the interests and ethics of higher education shall be eliminated.
15. The present archaic administrative practices need a thorough reform. A healthy Public/Private partnership can do much in this regard by way of exchanging good practices. A management system, lean but professional, making use of modern communication and information technologies is required to facilitate quality higher education.
  16. According autonomous status to all performing institutions will facilitate rapid development of efficient and state of the art higher education institutions.
  17. There shall be a dominant role for genuine academics in the governing structure of higher education institutions. The proposed regulatory mechanism shall have instruments to ensure this.

## **1.2 Governance**

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

cannot be achieved without overhauling the administrative set up of Universities/Institutions. Therefore *Governance of Higher Education* was deliberated at length at this Seminar, the main recommendations of which are summarized below.

### **1.2.1 Recommendations**

1. The Governmental control in the Universities must be reduced, so that the University autonomy and accountability are strengthened and academic decisions are taken on merit.
2. New methods and procedures of financial regulations should be devised and direct interference of the finance department in the financial management of Universities, which is counter productive should be stopped.
3. As the Colleges are the feeding sources of the Universities, a better coordination in their working and activities is very much required. The participation of the teaching faculty in through a democratic process should be ensured.
4. Complete transparency should be maintained in the working of Executive/ Academic Bodies and other Governing Councils of the Universities. There is an urgency to review the University Acts in different States and revise the same in the light of the new requirements and the challenges being faced by the Universities.. New technologies of information and communication should be utilized for obtaining administrative efficiency.
5. Higher Education should be developed as an infrastructure for social and economic growth of the Country.

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

### **1.3 Access and Equity**

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

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

It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in

quality of education across the length and breadth of the country. This is more close to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution.

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

### **1.3.1 Recommendations**

1. Strategies for higher education should be set within an educational chain extending from early childhood to post- graduate education to career advancement. Improving the interrelationship of all stages and levels of education should be a long - term policy goal.
2. Rural, urban and gender disparities must be kept in mind by policy makers in planning and implementing the higher education system.
3. While quantity is important, say achieving, double digit percentage for higher education, quality is paramount. Higher education should continue to be subsidized by the Government in an adequate manner. For improving the quality in education the role of public sector should be enhanced.
4. While the Western models of higher education should be suitably adopted, the education planners/implementers and the institutions should devise and develop indigenous ones.

5. A liberal milieu in the Indian Universities must be reconstructed. Diversity of opinion and critique of society and its processes need to be encouraged.
6. The appointment of bureaucrats, police officers/generals as Vice Chancellors and Registrars must be avoided as far as possible
7. Policies of higher education should be designed to strengthen indigenous research agenda.
8. One reform that is urgently needed is the right to information in the institutions of higher learning. Transparency in the functioning at all levels is required so that those committing wrong are deterred.
9. It is recommended that the method of selection of Vice Chancellors must be changed urgently, to make them accountable to the academic community and not to the political or bureaucratic bosses.
10. Policies of our country based on simplicity and sharing of facilities within and across institutions must be established and encouraged.
11. The WTO pushing the trade in services will have far reaching consequences in India, particularly for the remote areas and poorer sections of the Society. Therefore, the World Bank, WTO and GATT policies on higher education need serious consideration, National interests must be safe guarded. And, the opportunities for the deprived and under privileged people and regions must be ensured
12. There have been significant changes recently in the policies on financing of Universities in India affecting the pattern of financing and expenditure in the Universities. Given the increasing importance of higher education, it is important

that the State continues to take major responsibility of financing the Universities. All other sources of income , including fees should be viewed only as peripheral. It is to be noted that reliance on students' fees has its own limitation.

13. Increasing reliance on the generation of internal revenues through consultancy and interaction with industry may produce imbalances in the Universities across various disciplines of study. So, efforts for the mobilization of resources have to be made extremely cautiously. Keeping in view our concerns of equity, efficiency and excellence in University education. Hence, the best method of financing of the Universities may still be by the State.
14. Universities have to attempt seriously to improve the pattern of allocation of resources between various activities and items of expenditure. Core academic activities should obviously receive top priority.
15. At the Universities, students' welfare, particularly scholarships, stipends etc., should be given due importance. Expenditure on administration and other miscellaneous activities needs to be rationalized.
16. New models for higher education including the following aspects need to be created and adopted in the country:
  - (a) extended traditional Universities
  - (b) technology based Universities, and
  - (c) corporate Universities..

#### **1.4 Policy Planning for Export**

Increasing economic integration across the World over the past decade has cast tumultuous impact on all the areas supporting human life in the developing countries, which constitutes about 80% of the work force. The so-called structural adjustments in

national policies and the new international economic order have brought about severe stresses never perceived before. There are exhortations to the policy planners of higher education emanating from GATT regulations made under WTO formulation e.g. withdrawal of subsidies, reduced control of the State, larger privatization and access to corporate players, designing of courses to meet the human resource needs of the markets in the changed scenario, and reliance on self-financing type management. There are also obligations to allow free import of higher education as a service commodity from developed nations in the form of cross-border supply, consumption abroad etc. The cumulative effect of all these factors and the prevailing competitive environment have hustled the morale, confidence and commitment of the University community in general, even inducing trepidation.

Improving the low level of enrolment (6% in the 18-23 age group) ratio, ensuring better equity, access, sound and realistic man-power planning, faster growth of skilled human resource for a self-reliant course of economic development and universalization of basic education are the other major challenges.

In such a skewed and gruelling perspective, the University academics and administrators, are confronted with so many challenges calling for knee-jerk response and pro-active approaches to management of institutions of higher education with a high level of professionalism, competence and quality assurance. They are duty bound to tide over the challenges facing the institutions and deliver quality goods and services to the customers and users without any opacity, obsession or prejudice. Outline of the strategies, the imperative scope of expansion, dimensions of diversification, potentials for both short- and long-term planning and modalities of placid administrative processes warranted in the contemporary ambience, but in the changed context, have been discussed by experts and researchers.

There was a consensus that without compromising the national ethos of equity and access to higher education to all the intending learners at reasonable cost and to the socially disadvantaged ones at subsidized levels, higher education institutions in India must boost

their activities to provide diversified academic products and services of high quality and with a strong market orientation. These issues and concerns were the focus of attention at these two Seminars, whose main recommendations are outlined below.

#### 1.4.1. Recommendations

- 1 Most of the areas identified for export of higher education are directly concerned with industries. Therefore, Central and State Governments should introduce a range of programmes and incentives designed specially to improve the links between Universities and Industry.
- 2 The Universities and National Institutes of higher Learning should design their courses in collaboration with industry and such courses be updated regularly, e.g., every year, according to need.
- 3 There should be uniformity, as far as possible, in the standards of the courses, academic calendar and the examination system of Universities.
- 4 To provide a broad choice of courses, credit system should be introduced in the Universities.
- 5 Libraries should be fully equipped with the latest books, journals and periodicals
- 6 Laboratories should be updated and obsolescence in equipment/facilities should be removed on a regular basis.
- 7 Working facilities and workload of teachers should be as per the international norms
- 8 Teachers should be encouraged to attend various Conventions, Conferences, Seminars, Workshops in their disciplines to update their subject know how.

- 9 As per need, hostel facilities should be developed for foreign students in the Universities. And a Foreign Students' Advisor's Office should be created to look after the foreign students in a proper way.
- 10 There should be regular monitoring and evaluation of teaching and research in the Universities and other Institutions of higher learning . A Monitoring & Evaluation (M & E) Unit should be set-up at State level preferably attached to Chancellor's Office; and for its effective functioning, a Statistical Cell should be set-up in each University in the State, under the over all supervision of the M & E Unit.
- 11 Necessary steps should be taken to attract bright students after graduation/post graduation to the teaching profession.
- 12 Campuses of top Indian Universities and other premier institutions should be established in the target countries with the permission of the concerned Governments.
- 13 A tie-up with a foreign institution of higher education could also be a possible way by which the Indian institutions of higher education can make entry into the target markets.
- 14 Franchising was also suggested by the speakers as one of the modes of entry into foreign countries. The Indian institution could offer our educational system and the operational details to a foreign institution, allowing the use of its name in exchange of an agreed fee. But, this requires careful monitoring and follow up.
- 15 E-Learning appears to be a fast emerging mode of global entry at the present time. The Universities and other Institutions of higher education can design their web sites for offering online education worldwide.
- 16 Deputing teachers of Indian Institutions to different Universities abroad on contractual basis with the built-in condition of introducing and operating the Indian

higher education system there, is also a likely mode of entry into the foreign market. This should be given due consideration.

17 Other desirable initiatives for export of higher education include:

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

## **1.5 Economics of Higher Education**

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

In the globalized World, the State-protected educational system cannot withstand the pressure without making itself competitive. There seem to be four reasons why new policy initiatives should be taken by the Government in this connection. They are : (i) that the economic returns of primary education far exceed the returns of higher education; (ii) that the private returns on higher education far exceed the social returns; (iii) that the State funding for higher education is insufficient in countries like India; and (iv) that since private sector benefits the most from higher education, it is only just that it

should make a decisive contribution. Whether or not one accepts the Government's rationale, new strategies need to be developed for the survival and well being of the higher education system in the present scenario.

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

#### **1.5.1 Recommendations**

- 1 Raising of student fees to some extent, in consultation with student bodies and parents' organizations.
- 2 Charging capitation fees and obtaining donations.
- 3 Launching lucrative and specific courses for foreign students.
- 4 Developing philanthropy and cultivating an organized culture of giving.
- 5 Promoting income tax inducement for obtaining donations..
- 6 Reorientation of educational programmes.
- 7 Linking education with employment.
- 8 Launching industry linked human resource development programmes.
- 9 Reorientation of the management system of Colleges and Universities.
- 10 Better allocation/utilization of the resources already available
- 11 Encouraging accountability at various levels of decision making.

- 12 Obtaining research grants from industries
- 13 Reorganization of the educational system in the country in line with the changes.
- 14 Providing professional and vocational education and preparation of students for this.
- 15 Making general education costlier and less widely available than vocational education as to induce more students to take up the latter.
- 16 Developing innovative educational programmes/products, having high potential for raising resources, making use of the institutional autonomy.
- 17 Minimizing wastage and under utilization of facilities.
- 18 Harnessing competitive advantages.
- 19 Harnessing the institution's locational advantages.
- 20 Promotion of publication activities and printing College/University stationery.
- 21 Encouraging taking up national/international and Government funded R&D projects.
- 22 Using marketing strategies to attract funded projects from industry and other sources.
- 23 Setting up Alumni Associations, to benefit from alumni contacts/contributions.
- 24 Encouraging knowledge – based consultancy services at the institutions.
  
- 25 Interrelating with industry; some suggestions for which are:
  - Undergraduate industry-related courses should be organized with care, exposing the students to industry problems and requirements;
  - Undergraduate students should take up industry-related projects and come out with viable solutions;
  - Industry personnel should be invited for extension lectures;
  - Industry personnel should be associated in curriculum development;
  - Faculty should visit industries and get acquainted with current problems;
  - Better contact with alumni to evaluate teaching methodologies and new demands;
  - Vocationalization of Degree programmes;
  - Establishing Liaison Cell for getting feedback from industries
  - Introducing entrepreneurship development programmes for students;

- 26 Fixing of minimum intake for a course and closing it if the intake is low.
- 27 Reducing manpower costs based on a formula developed by each University.
- 28 Encouraging optimum utilization of infrastructure and equipment.
- 29 Introducing students' loan scheme.
- 30 Providing a rational student-teacher ratio.
- 31 Levying education cess from users of technical manpower.
- 32 Encouraging the application of ICT in all processes at the institutions..
- 33 Networking the systems for efficient management.
- 34 Setting up cost effective institutions, e.g., Open-Universities, Community Colleges;
- 35 Taking up productive assignments from the Government.
- 36 Encouraging a policy of rewarding merit in the institutions.
- 37 Implementing a differential fee structure for different courses.
- 38 Developing nursery for vegetables, fruit trees, herbs and ornamental plants.
- 39 Providing pay-and-use internet connection to campus residents.
- 40 Encouraging donations by large companies
  
- 41 Introducing 'earn while you learn' scheme for needy students.
- 42 Starting new initiatives in a discipline, like "English for Special Purposes Course".
- 43 Government to make initial investments to make institutions globally competitive.
- 44 Funding liberal education by the State and skill oriented education by private sector.
- 45 Locally relevant higher education to be imparted through vocational courses..
- 46 Distinction be made between teaching/research Universities to enhance their roles.
- 47 Sensitizing the students' community regarding raising of resources for Universities.
- 48 Biodiversity being vital in areas like NE, there could be a University for this..
- 49 Colleges to assess local needs and frame their own syllabi/courses flexibly.
- 50 Introducing a scheme for rewards/punishments to ensure accountability work.

## **II. Reorientation of Higher Education**

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

The following three sub-sections included in this Section, cover important aspects of the discussions, recommendations and action plans of UGC Golden Jubilee Seminars held at different Universities in the country, as listed below:

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

- **Promotion of Value Education and Ethics**, at SSS Institute of Higher Learning, Prasanthinilayam, Andhra Pradesh.
- **Examination Reforms** at M. S. University of Baroda, Vadodara, Gujarat.

## **2.1 Health Consciousness and Physical Fitness**

Physical fitness and sports are two sides of the same coin and are mutually dependent on each other. As the famous dictum goes, mind is the key to man and eyes cannot see what mind cannot perceive. The relationship between mind and body has been acknowledged scientifically. It is generally believed that a healthy body has a healthy mind; but it could be the other way around also i.e. a healthy mind has a healthy body. However, this requires appropriate training.

Present day education is largely academic. Realistically, this orientation needs to be changed for a balanced development through inculcating health conscious amongst students. This includes the development at physical, mental and social levels. With the increasing emphasis on academics in the World of employment and elsewhere and the rapid advances in science and technology all over the World, parental pressure has been driving academic training at the cost of health and physical fitness of the youth. It is in this context that there is now an urgency to lay a strong foundation and strengthen physical education and sports programmes in the higher education institutions. This calls for the integration of physical education, sports, yoga and recreation activities in the higher education system for the overall good of the younger generation. These and related issues were deliberated at this Seminar and its major recommendations are given below.

### **2.1.1 Recommendations**

- 1 At present Physical Education is the only course taught at Schools and Colleges. It is important new subjects like, Health Management, Fitness Management and Sports

Marketing are included in the curriculum, preferably as core/specialization subjects at professional preparation courses.

- 2 Olympics Education may be included from the elementary/ secondary level to higher secondary level of education to develop sports awareness among the children.
- 3 Raising the standard of professional preparation courses in physical education and sports sciences is an urgent requirement in order to produce competent physical education teachers. This calls for institutions offering physical education courses to take effective measures in attracting students with sports background and achievements. There is need for counselling centres for providing guidance to the students aspiring to take up physical education as a career.
- 4 Standardised physical fitness testing procedures should be applied on a uniform basis at the professional Colleges at the entry level. Besides, there is a need for restructuring professional programmes to update the courses in the field of physical education and sports so as to provide opportunities for the physical educators to adopt the emerging trends.
- 5 Physical education programmes need to strengthen the supervisory set up at the School system level to make the existing programmes to be implemented in a more effective manner.
- 6 Parent-Teacher Associations at the Schools should find ways and means to strengthen/ popularise the physical education programmes at each School by involving the entire students' population in the sports activities.
- 7 Physical education programmes should also include yoga and meditation in order to create a positive attitude among the students so as to achieve success in life and make physical education more meaningful and relevant in terms of education for life. All the Universities may be encouraged to establish facilities for education/training in yoga and meditation.

- 8 All the agencies working in the field of sports should take immediate measures to check the menace of drug abuse in sports and create an awareness on its ill effects..
- 9 It would be desirable to offer orientation programmes covering sports medicine, sports nutrition, sports psychology and other allied subjects to all physical education teachers to update their professional knowledge and skills.
- 10 The development of fitness culture among University youth has to be given due priority. In this direction, Physical Fitness Centres need be established at all the Universities to provide fitness programmes for University teachers, students, and employees. These Centres may also conduct special fitness programmes at various levels during holidays and vacations. Necessary financial allocation may be provided in the University budget and UGC may also consider suitable grants in this regard. '*Fitness for all*' may be accepted as a fundamental need in the University system in India.

## **2.2 Professional Ethics and Value Education**

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

emphasis on education to inculcate, nurture and develop values, particularly among the youth of the country. Major recommendations of this seminar are given below:

### **2.2.1 Recommendations**

1. The need of the hour is to inculcate human values in the University students, like quest for peace, adherence to truth and right conduct, non-violence, compassion, tolerance, love for all living beings, respect for the Motherland and the glory of its culture and traditions, in order to promote *societal* concern and responsible citizenship; so that such an effort is in the interest of the students, society and the nation. The UGC may take up the nodal responsibility for this, in pursuance of its X Plan Policy document.
2. It is entirely feasible to inculcate 'values' in the students at the tertiary level, and there are several institutions in the country where such value-based education is imparted with impressive results. Nowever, it requires sustained efforts to practice, absorb, and assimilate values. A Cell for Value Education may be established at the UGC to plan, implement and oversee this requirement. The UGC together with NAAC could play a crucial role in realizing this objective..
3. It is desirable that human values should permeate and form part of the teaching in all disciplines and subjects. Here again, the UGC can play an important role in spreading this message in the University system in the country.
4. The UGC may work towards evolving a syllabus for a compulsory paper of appropriate credits at the undergraduate level of all disciplines, to stress human values and the duties laid down in the constitution [Art. 51 – A], and the same may be suitably supported by the methodology and examination/evaluation criteria facilitating a learner-centric approach. A Committee of Value Education Experts may be constituted by the UGC for taking appropriate steps in this connection.

5. Alternately, the compulsory paper on “Environmental Science”, recently introduced by UGC, may be suitably elaborated to bring forth environmental concerns in the backdrop of human values. However, introducing an optional paper on this subject, with the possibility of giving some incentives for taking such papers may not be a wise step. The UGC Committees of Experts on Value Education as well as on Environmental Science may consider this issue jointly and work out a suitable strategy in this regard.
6. The S.S.S. Institute of Higher Learning may be recognized by UGC as a “National Centre of Excellence for Value Education”. At the same time, a few institutions having the potential for imparting value-based education may be identified by following the UGC scheme of ‘Institutions of Excellence’ and necessary support extended to them. The UGC may give due consideration to this recommendation.
7. Recognizing the special role of teachers in this effort, it would be desirable to impart them the necessary skills and insights into value education by devising suitable orientation courses and extending support to institutions for imparting such training. This may be given due consideration by the UGC and effective steps taken to introduce these courses at identified Academic Staff Colleges. Also, NCTE could play a crucial role in preparing the school teachers to meet this requirement.
8. Human Values should be the guiding parameters for governance processes at higher education institutions. The University system may take note of this. Also, the UGC may consider taking suitable measures for disseminating this information in the higher education system.
9. Due recognition should be given to the expanding socially relevant role of open education and to explore the methods of communicating and internalizing ‘Human Values’ among the students. Special attention should also be given to develop appropriate study material for this on a priority basis through proper supportive measures. The UGC Expert committee on Value Education has a crucial role to play

in this connection. Besides, the Distance Education Council and IGNOU could also play useful roles.

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

### **2.3 Evaluation and Assessment Systems**

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

#### **2.3.1 Recommendations**

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

2. Continuous Internal Assessment should be given the attention it merits in the students' academic programmes at the Universities..
3. The Grading System with a linear 10-point scale and its equivalence in terms of percentage of marks should be followed uniformly across Universities and disciplines. However, the evaluation methodology may vary across disciplines / Institutions.
4. Pre-and Post-processes of examinations should be made transparent. i.e. the pattern of papers, evaluation methodology, disciplinary rules etc. should be properly documented and communicated to students well in advance.
5. Appropriate and effective feedback mechanism (e.g. returning corrected answer books to students, responding to students' queries on the evaluation procedure, etc.) should be established at all institutions.
6. Examination should be designed in such a way that at least some portion of it evaluations the students' insight into the subject,
7. In the continuous evaluation based on objective-type questions, measuring the higher mental ability of students should be adopted and ICT may be effectively used to set and evaluate such papers.
8. Serious efforts should be made in developing question banks by following rigorous scientific procedures across disciplines. If need be, regional level workshops may be organized for the purpose. Computerized database may be created in each discipline.
9. Proper orientation on assessment methods should be given to all the teachers, particularly to the newly appointed teachers. The Academic Staff Colleges set up by the UGC at different Universities may be assigned this task

10. A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at Universities under continuous scrutiny.
11. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.
12. As a part of the continuous evaluation process in the Visual Arts area, student's portfolio consisting of the work during the entire year should be assessed and given due weightage.
13. In the Performing Arts examinations, video/audio recordings should be made of the performances for being jointly evaluated by the Board of Examiners to bring in more objectivity in the evaluation.
14. A proper methodology should be evolved for product evaluation in professional courses.
15. Research on the desirability and relevance of existing examination patterns and improvements there on in any given institution should be encouraged and facilitated. Innovative practices related to examination reforms should be empirically tested and institutionalized.
16. The UGC may encourage Universities to organize Regional Level Experts' Workshops to look into various qualitative aspects of Examination Reforms, such as:
  - Testing Creativity;
  - Testing Application Aspects;
  - Testing both Fundamental and In-depth knowledge;
  - Continuous Evaluation Strategies.

### **III. Quality Assurance in Higher Education**

In an environment of global competitiveness it is important that Indian products of the higher education institutions are as competent as graduates of any other country, not only in their scholastic attainments, but also in terms of the value system and richness of their personality. Unless the quality and standard of Indian higher education institutions is enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring, it seems to be difficult for the Indian academics/professionals to compete in the World scene.

This calls for suitable assessment and accreditation mechanisms to be available in the country to ensure the quality and standard of the academic/training programmes at higher educational institutions. The assessment has to be continuous and the process has to be transparent to gain the acceptance of the society at large.

The subsequent two sub-sections cover important aspects of the discussions, recommendations and action plans at the UGC Golden Jubilee Seminars organized at different Universities as given below:

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

### **3.1 Sustaining Quality**

Quality has both absolute and relative connotations. The concept of absoluteness in quality props up the morale of the higher education system at the delivery end i.e. institutional, and at the receiving end i.e. students. Quality dimensions seem to have two implications, i.e., functionality of the output and meeting the basic standards. Hence, the quality of a higher education system may be seen from the point of view of norms and standards, which may evolve depending on the need of the hour. In the 21<sup>st</sup> century, it is crucial to identify the relative norms for different components of a higher education system. The alternative dynamics for teacher preparation and the sustaining quality in teacher input, like: Curriculum design and development; Curricular practices vis-à-vis emerging principles of pedagogy; Evaluation of learners performance and progress vis-à-vis curriculum evaluation; and, Quality management practices become crucial. The quality of these components may also differ from institution to institution. Therefore, sharing of the experiences among institutions on quality issues may generate ideas for evolving norms and strategies for their quality assurance of management processes, curricular inputs and practices and the evaluation system as well..

Of late, various developments have been witnessed relating to quality assurance mainly through the intervention of information and communications technologies (ICT) in education, like networking of the open learning system with traditional Universities, interdisciplinary interactions at intra-institutional and inter-institutional levels, networking of institutions globally, data based management of higher education, changing the orientation of institutions by incorporating self financing in their financial management, assessment and accreditation of higher education institutions and creation of different statutory and regulatory bodies at the national level. These and related issues were discussed at length at this Seminar, whose main recommendations are given below.

#### **3.1.1 Recommendations**

1. Curriculum Planning and Management should be studied in the perspective of knowledge management.

2. Integrated approach by involving experts from different fields with major focus on sharing of experiences in a holistic framework and having dialogues at different levels such as : at core committee level and at sub committee level. Multidisciplinary curriculum must be developed with a view to cater to the needs and fulfillment of expectations of learners, teachers parents, employers and society in general.
3. Decentralization must be encouraged with a broad frame work of University system.
4. Every University must have its own curriculum. There should not be any mechanism for central curriculum framework at higher education level. Context, specificity and inquiry oriented experience must be reflected in the curriculum. Learners' participation in the generation of knowledge must be the focus of constructive curriculum. Problem solving abilities must be developed through experimentation life-like situations.
5. Augmentation of Cognitive capital through the University curriculum will be the indicator of quality education.
6. Indegenous knowledge system must be kept in mind while adopting scientific and technological developments as core components of University curriculum. Context specificity and global developments must be visualised with a holistic perspective.
7. Curriculum construction should transact in an authentic and real environment.
8. Curriculum transaction should involve social negotiation and mediation. Encourage group activities and make optimum use of peer as resources of higher learning.
9. Knowledge and skills must be developed with a view to provide relevance and meaningfulness.
10. Learners involvement must be encouraged to link previous experience with present learning. The learner should have full opportunity to scrutinize the learning experiences.
11. The principles of self regulation, self mediation and self awareness on the part of learners must be reflected in curriculum transaction.

12. Teachers should plan a mentor's of guiding learners to learn instead of directing them or instructing them all the time.
13. Learners must have ample scope to formulate their own queries and have multiple interpretations of knowledge through self search and experiential learning.
14. During curriculum transaction learners should be assessed formatively on a continuous basis to create the basis for acquiring new experiences.

### **3.2 Assessment and Accreditation**

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

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

The issue of accessibility to quality higher education needs to be addressed in the light of the vast economic and social disparities, cultural and linguistic diversities, and extremely uneven opportunities of learning at the school level together with the aspirations and capacities of the potential students. Therefore, the question of access to higher education needs to be addressed at the local, regional, national and international levels from trans-disciplinary, inter-disciplinary and discipline-specific perspectives. The issue of accessibility of quality higher education arises in the context of the transition in the country from elitist to mass education in the post-independence period. The issue has

significant implications in the sense that it demands a redefinition of the aims of higher education. This and related issues were discussed at this Seminar, resulting in the following major recommendations.

### **3.2.1 Recommendations**

1. Accessibility and quality upgradation are inseparable dimensions of higher education. Over-emphasis on one at the cost of the other would be counterproductive.
2. India being a country of the sub-continental size with a population above 1 billion, the quantitative expansion of education (i.e. accessibility dimension) is of paramount importance to mitigate disparities across regions, gender and social strata in the field of education. This should be given due consideration.
3. Along with the necessary and inevitable quantitative expansion of higher education, it is equally important to improve the quality of higher education. Institutions of higher education would find it difficult to meet the challenges of globalization of higher education if one fails on this front. Emphasis on quality parameters becomes all the more necessary in the light of mushrooming of private institutions with the opening up of the Indian economy.
4. Setting up of NAAC has sent the right and positive signals for generating and promoting awareness of the urgent need of quality upgradation of Colleges and Universities. The need is to identify effective ways and strategies to expedite the completion of assessment and accreditation by NAAC within a stipulated time frame.
5. Quality upgradation is not a one time phenomenon. Quest for excellence is a continuous and perennial pursuit. In view of this, post- accreditation complacency must be arrested by evolving quality assurance mechanism for self-regulation. The setting up of an Internal Quality Assurance Cell (IQAC), is one such mechanism. The IQAC comprising the Chief Executive, senior academics and officers of the institution should work as a steering group. The Cell may constitute two quality groups, one for academic excellence and another for administrative efficiency. These

groups may design strategies for quality enhancement for consideration and implementation by IQAC.

6. Effectiveness of Quality upgradation initiatives in higher education largely depend on the quality of primary and secondary education. Institutional mechanisms on the pattern of NAAC, may be set up for upgrading the quality of education at these levels to further enhance the outcome of NAAC efforts.
7. Periodic assessment exercises in the future should be undertaken by IQAC as part of post assessment and accreditation exercises. These could be conducted in collaboration with NAAC.
8. With a view to ensure maximum participation of College teachers in Workshops/Seminars/Conferences and Orientation/Refresher Courses, it is suggested that these events be organized during lean periods in institutional academic work (i.e. March-July). This would help the teachers to participate in these activities without upsetting the teaching schedule.
9. The seven parameters identified by NAAC for evaluating the quality of institutions, although useful, need re-examination as they seem to be inadequate to fully assess the quality of higher education. .
10. WTO has brought far reaching implications for institutions of higher education. Assessment and accreditation bodies like NAAC should take into account these implications while reviewing the quality parameters.. The NAAC could also inform the institutions as to where they stand in terms of the standards of excellence from a global perspective.
11. At present NAAC is assessing and accrediting Universities and Colleges. This may not truly reflect the programmes/activities at the Departmental level. With a view to encourage this, NAAC could move a step further by starting the practice of assessing and accrediting teaching and research Departments within Universities/Colleges.

12. Multiple bodies have been undertaking assessment and accreditation of Universities and colleges. It was recommended that an institutional effort should be made to coordinate the activities of these bodies so that in togetherness they can address the issues of higher education in a broader societal perspective.

13. Other important recommendations for improving the quality of higher education include:

- (i) A well-planned and structured interaction to be developed between Centres of Academic Excellence and other Universities/Institutions;
- (ii) While restructuring the syllabi and courses, efforts should be made to develop an optimal combination of acquisition of theoretical and practical skills. The courses should be so designed that critical reading and interpretation of classics, practical field work wherever relevant, and application of readings and other skills are given importance;.
- (iii) Quality of higher education can improve considerably through an extensive and optimal use of audio-visual technologies and Internet. The courses should be so designed to make good use of these modern developments;
- (iv) In restructuring of syllabi, all stakeholders such as students, teachers and users of services should be involved. However, teachers should be given flexibility within the norms and benchmarks decided by the stakeholders;
- (v) Examination reforms, gradually shifting from the terminal, annual and semester examinations to regular and continuous assessment of student's performance in learning should be implemented.
- (vi) Quality of higher education can also be improved by inducting quality-oriented objectivity in merit promotions of teaching faculty. Specification of weightages for teaching, research publications/ supervision would help in making this transparent and credible;.
- (vii) Re-organization and integration of various faculties, particularly in social sciences, around inter-disciplinary and multi-disciplinary courses can also help in quality improvement in teaching, research and consultancy. UGC,

ICSSR and other research funding bodies should encourage inter-disciplinary/ multi-disciplinary Seminars/ Conferences/ Research projects. These bodies could allocate at least 50 percent of their research funds for inter-disciplinary activities. UGC could also take initiatives to open Centres/ Schools for promoting multi-disciplinary teaching and research.

- (viii) Basic Parameters of Academic Merit need to be developed for bringing transparency and credibility in the process of granting promotions under the Career Advancement Scheme. There should be no disparity between Readers/Professors appointed through open selections and those promoted on the basis of the Career Advancement Scheme.
- (ix) A critical review of activities of higher educational institutions as well as their budgets needs to be conducted to phase out obsolete activities and create the necessary space for new activities. The shifting from traditional incremental budgeting to performance based one is now necessary to arrest the erosion in quality inspite of the resource crunch.

