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Governance and Management of Higher Education in India:

A Study of Selected Institutions in
Tamil Nadu

Narayanan Annalakshmi
C. R. Bhavana
D. Esther Buvana

Centre for Policy Research in Higher Education
National Institute of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi

May, 2024

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Research Project Co-ordinated by Dr. Garima Malik

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Narayanan Annalakshmi
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Preface

The Centre for Policy Research in Higher Education (CPRHE) is a specialised Centre established in the National Institute of Educational Planning and Administration (NIEPA). It is an autonomous centre and its activities are guided by an Executive Committee which approves its programmes and annual budgets.

The Centre promotes and carries out research in the area of higher education policy and planning. Ever since the Centre became fully operational in July 2014, it has been carrying out research studies in the thrust areas identified in the perspective plan and the programme framework of the Centre. The thrust areas for research include access and equity, quality, teaching and learning, governance and management, financing, graduate employment and employability. At present the Centre is implementing research studies in selected institutions in all major states of India.

The present research on Governance and Management of Higher Education in India's one of the important studies initiated by the Centre in selected institutions in the states of Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh. The study analyses governance structures and processes in different institutions. The present report is part of this study. This research report is based on the analysis of the empirical evidence generated from all the institutions selected for case studies in Tamil Nadu.

A comparative analysis was carried out and a synthesis report was prepared based on the data generated from the institutions selected from all four states. Some of the findings suggest that the Central universities enjoy more autonomy than the State universities. The State universities have government officials and public representatives on their governing bodies and they exercise control over the functioning of these universities. Although the Central universities enjoy more autonomy there is more centralization of decision making at the level of the offices of Vice Chancellors. It was found that institutions enjoyed academic autonomy while there was limited administrative and financial autonomy.

Along with autonomy comes the issue of accountability which needs to be strengthened in all institutions. The teaching learning process and learning outcomes need to be closely monitored while maintaining academic freedom of teachers. Moreover, the Internal Quality Assurance cells need to function effectively.

The study was carried out by research teams identified in each of the institutions selected for the study. I would like to thank research teams from Savitribai Phule Pune University, Bharathiar University, University of Rajasthan and Banaras Hindu University for their active participation and cooperation in carrying out the study.

The CPRHE organized research methodology workshops at different stages in the progress of the study. The implementation of the research study was monitored by an expert committee specifically constituted for this research study. I appreciate the efforts put in by my colleague Dr. Garima Malik of the CPRHE to coordinate the research activities effectively and prepare the synthesis report.

The present report is prepared by a team consisting of Professor Annalakshmi Narayanan, Dr. A. R. Bhavana and Dr. C. Esther Buvana and is based on the information collected from Bharathiar University and its affiliated college Government Arts College. I thank them for their

efforts in carrying out the study and completing the report. The research study also has brought out other three state reports and a synthesis report.

N.V. Varghese
Former Vice Chancellor
NIEPA, New Delhi

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Successful completion of this piece of research was made possible only with the great support of a host of people who extended their support in different capacities. They have individually and collectively made a huge contribution to the project during the entire period of the project and were instrumental in shaping it to its current form.

First and foremost, we are thankful to Center for Policy Research in Higher Education (CPRHE), National Institute of Educational Planning and Administration (NIEPA), New Delhi for providing this opportunity to Bharathiar University to be a part of this huge national research project.

The project team gratefully acknowledges the support and advice of Professor N.V. Varghese, Vice Chancellor, NIEPA, New Delhi, and the Director, CPRHE, NIEPA. We are thankful to him for the constant encouragement, guidance, and support provided throughout the project. He was always available to provide us the context and clarification whenever we needed that during the project.

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NIEPA Project Team
Tamil Nadu

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Chapter 1

Introduction

Introduction

The contribution of Higher Education to the economic success of a nation is essential. According to the Organization for Economic Co-operation and Development (OECD, 2003) higher education is in a state of flux where educational institutions are expected to create knowledge, improve equity, and respond to students needs efficiently because competition for student enrolment, funds, and staff is on the rise resulting in a need for better governance and management. Governance for educational institutions is the mechanism by which they are organized and management is the function that coordinates the efforts of people to accomplish goals and objectives. This includes planning, organizing, staffing, leading, and controlling efficiently. While governance includes structures and decision-making processes, management includes the acting out of the decisions made as well as specifying criteria for resources to various activities, allocating roles and responsibilities to various groups and evaluation. The higher education system has traversed a long way and efforts have been taken by researchers and policy makers to study the trends.

Review of Literature

A review of studies undertaken to trace the evolution of higher education does enable one to mark the milestones. Several studies have been conducted at the global level with systematic inquiry emphasizing both with quantitative and qualitative implications. Reforms in Europe indicate that measures have been undertaken to improve international and global competitiveness (CHEPS, 2009; Salmi, 2009). The trend to improve competitiveness is evident from the effort to develop world-class universities, the Bologna Process, the establishment of a European Higher Education Area, the development of the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), and the creation of the European Network for Quality Assurance (ENQA) are linked to improvement in quality of higher education as well as increased competitiveness (Martin & Antony, 2007).

In countries such as India, Indonesia, Nigeria and Russia, the employability of university graduates is an area of major concern and a challenge to reforms. The long-term prediction for workforce demand shows a need for a large number of high caliber professionals and skilled technical talent especially in specific fields (Varghese, 2015). Higher education reforms in many Asian countries aimed at enhancing national capacity to produce knowledge, so as to improve economic and market competitiveness. Private higher education institutions have been proliferating in many of the developing countries such as Brazil, India, Indonesia, Nigeria and Pakistan. The universities of these countries have initiated income-generating activities. Student loans have become a common mode of financing higher education. Public expenditure on education has been increasing in India from the current level of 0.91 per cent to 2 per cent of the GDP by 2020. This can be witnessed from the expansion in rate of enrolment and number of institutions. Higher education expenditure is less than 20 percent of the budgeted expenditure in most states (Varghese & Panigrahi, 2014).

According to Chandra (2012), policy-making in education involves a political and a technical process. Reform measures in higher education are the results of continued discussions and negotiations with political parties that hold different views with various groups holding conflicting

interest and with the academic community equally vocal and articulate about their concerns. The economic reforms of recent decades have considerably influenced higher education sector leading to the introduction of market-friendly reforms and proliferation of private institutions.

Creating successful universities requires a supportive governance structure in which universities or colleges have autonomy to achieve objectives whether research or teaching with the appropriate level of accountability. Countries have been modifying their system-wide governance structures to devolve management and oversight of their universities to achieve the dual goals of autonomy with accompanying levels of accountability (Fielden 2008;Lao& Saint, 2008 as quoted in Raza, 2009).The chief question seems to be getting the right balance between autonomy and accountability. Autonomy combined with competition is necessary for research and innovation.

Institutional autonomy is essentially concerned with the degree of freedom of a university to steer itself or alternatively the condition where academic determines how its work is carried out. Institutional autonomy is distinguished into two, viz., substantial autonomy and procedural autonomy (Berdahl, 2010). Reform for institutional economy has been happening incrementally across the world. Substantial autonomy covers the spare of academics and research, specifically autonomy related to the curriculum design, research policy and awarding degree. Procedural autonomy covers non-academic areas that overlap with many financial matters such as budgeting, purchasing, entry into contract etc. In Asian countries both substantial and procedural autonomy are limited. There is also a view that relying less on state funding increases institutional autonomy (Fielden, 2008). Under state-controlled systems accountability is universal, intrusive and rigid. Governments have to evolve alternate mechanism of accountability as systems more towards being state supervised and direct control is relaxed, especially over financial matters. The challenge is to devise accountability mechanism that is not only hands-off allowing institutional autonomy but also outcome based.

There are three models of how governments manage more autonomous institutions in a state-supervised system (Fielden, 2008). They are (a) Delegation from center to lower tiers of government (b) Delegation to a specialized buffer body and (c) Delegation to the academic institution themselves. Most systems across the world are covered under first two models. When the state delegate to lower tiers of government (like in USA, Germany) the center continues to play a central coordinating role for strategic planning, broader policy issues to ensure compliance, accountability and negotiating overall funding. By delegating offers to a buffer body the center gets authority over all elements of funding and operations to the buffer body.

In the past expansion in the higher education arena was mainly due to government funding. However, in the recent times, increasing the involvement of the private sector is being witnessed. This reveals that the government is shifting the financial support and control from its purview. This can be seen in the autonomous feature of the higher education institutions by setting priorities and mobilizing resources. Enhanced research ratings are cause for celebration in the universities, but the failure to anticipate this outcome and, plan for its financial implications is seen in political circles as a failure of higher education management. Enhanced performance of British universities has made it more difficult to distribute research income selectively(Tapper, 1993). There is room for confusion because of the dependence of policy makers upon the academic profession to conduct the evaluative process.

Similarly, modernization of higher education is seen by the state in the context of reform. The improvement of the quality of both the system and the professoriate was also among the goals of the reform movement in the Argentinean context. However, there is lack of unison among policy makers and academicians. The stakeholders influence both the design and implementation of the policies. The perceptions about academic professionalism have a weak impact in the process of policy implementation. The process of modernization is at work in the European context also (Eurydice, 2008). From the analysis, it is evident that the wide range of situations in Europe contains different aspects of regulatory state and supervisory state and academic self-governance models.

Regarding governance, the creation of a buffer body with the central government retaining control over national strategy and the overall shape of the higher education system is the most common pattern in many countries, especially in the British Commonwealth (Fielden, 2008). While Neave and VanVught (1991) advocate a move from a state-controlled model to a state-supervised model, where institutions enjoy more autonomy in academic and financial matters, and governance and management. According to Berdahl (2010), university autonomy can be substantive or procedural where substantive autonomy gives institutions the authority to take decisions and operate with authority with regard to their own goals and program, and procedural autonomy implies freedom regarding administrative matters having more rights to implement decisions than to take decisions.

Decision makers at the national level and institutional decision-makers believe that governance, reform and increased autonomy for Higher Education Institutions is a good policy. Austin (2009) examined the recent governance restructuring at the Universities in West Indies and decided upon three dimensions of organizational change: the antecedents or the factors that indicate the change in governance, the information that has to be changed, and the process of change. The results suggested that the Universities in West Indies are moving, albeit slowly, away from collegiate governance towards a managerial model. HénardandMitterle's(2007) review of 31 OECD member countries discusses the distinction between governance arrangements and quality guidelines. The role of the Board of Governors of the Universities and overall analysis of the management and organizational structure of the universities of the public and private sector is necessary to arrive at a definite model for governance and management in higher education. In private sector, boards portray a more efficient system of higher education compared to the public sector boards. The private sector lack autonomy as they are under the strong political influence (Usman, 2014).

Yoder (2006) used the analytical framework of allomorphism for both universities and government organizations in the Peoples Republic of China by identifying four patterns such as 1) change in governance/organizational restructuring of higher education, 2) accreditation and quality control, 3) transnational higher education, and 4) internationalization as the role of the Ministry of Education for adopting and adapting global patterns of organizational structure and practice.

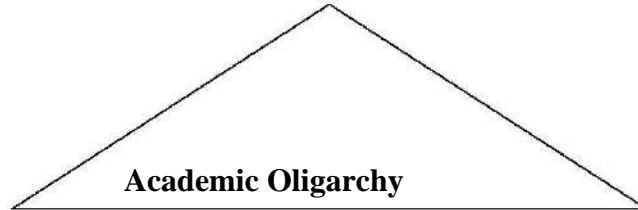
Clark's (1998) "triangle" of coordination points out the prevalence of strong academic hierarchy within the systems. There is only a structural mode of communication for anything between the government and academic systems. In India, the structure of coordination starts from the central authority of the nation. In other countries, it is a form where in the government and institutions work with intermediates. These intermediates usually become the coordinating boards, governing boards or other managerial entities. Clark's popular triangle of coordination is represented in

Figure 1.

Figure 1: Clark's Triangle of Coordination

State

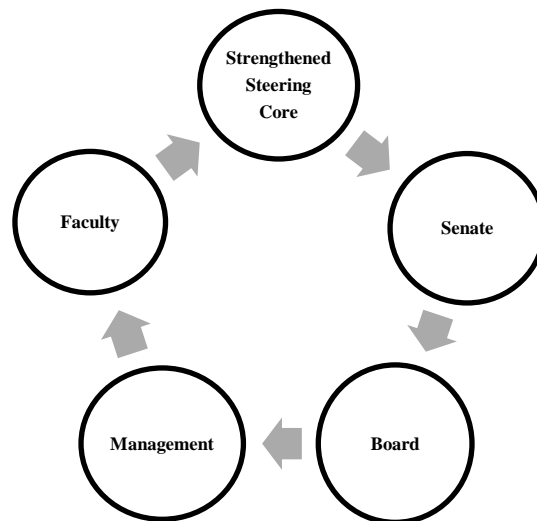
Market



The state, market and society influence management decisions in higher education that in turn influences the structure and monitoring process. If there is any change in the governance, that reflects on the relationship between the state, market, and society.

A modified version of Lapworth (2004) describes the communication between the different groups that represent a different sector of governance, and this can be helpful in attaining and directing the objective of the institution within a safe and legalized framework. The government universities follow hierarchy even though here is autonomy in vision and mission of the university that has been formulated. Figure 2 is the model for shared governance.

Figure 2: Flexible Shared Governance Model



The strengthened steering core is one of the components for a successful entrepreneurial university. The strong managerial nature includes being speedy, flexible and focused in reacting to the changing requirements. In recent times, researches on higher education concentrate on globalization. The researchers analyze relationship between the nation and state as well as the communication between nation-state and universities. In several countries, the reforms in education system make changes even in the management practice in higher education of that country in accordance with the new required structure. This leads to less reliance on the state for financial management and governance, while the state still plays its part in framing roles,

responsibilities, policies and plan. The contributors of public or private sector are categorized as external or internal institutions. The main function of internal and external stakeholders is to plan and implement policies required for the institution and contribute at the institutional/regional/national level. Institutional level includes governing boards, academic senates, councils, etc. that represent any of the internal, external stakeholders, or both. Regional/national levels include ministerial committees or departments, councils for higher education, science and technological councils, and independent organizations for higher education. In this context of rapid changes European countries have re-designed the function of Higher Education institutions where governance is done by the government even if they are autonomous entities.

Massification and Reduced Public Funding

Access to higher education continues to be a major problem in Brazil, India, Indonesia, Nigeria, and Pakistan. The higher education system has expanded at an unprecedented rate in the first decade of the present century. Traditionally public funding and public universities provided the most common institutional arrangement for expanding higher education in most parts of the world. This has changed, and non-public resource sources are increasingly relied on by the sector in many countries. Over a period of time, public universities in Europe became entrepreneurial with diversified sources of funding while the expansion of higher education in developing countries has been accelerated through private higher education institutions (Varghese & Panigrahi, 2014). Although India traditionally relied on public institutions and public-funded private institutions (grants-in-aid), the fast expansion of enrolment in the sector in recent years owes more to non-state-funded private institutions. Private colleges are known to collect capitation fee and are 'for profit' commercial organizations. However, many state governments passed laws to establish private universities in early 2000, 2001, and 2002 and around 178 private universities were established in India.

The expansion of higher education in India is accompanied by widening disparities-regional disparities, group disparities, and disparities between the sexes. Women accounted for 44.4 per cent of total higher education enrolments in India in 2011-12. Although there has been progress towards gender equality, the gender parity index remains below unity at 0.78 (Varghese, 2015). The massive expansion of higher education systems is accompanied by concern over quality because many believe that it has led to deterioration. International experience shows that many countries created External Quality Assurance (EQA) mechanisms to carry out accreditation and quality across institutions and can strengthen accountability in terms of learning outcomes in higher education. Many countries have established Internal Quality Assurance (IQA) mechanisms. EQA can ensure a threshold level of quality across institutions and can strengthen accountability in terms of learning outcomes in higher education. Both EQA and IQA are a part of higher education system in India today.

Due to trickling in of government funding and less operating budgets, universities compete with private institutions. The emergence of a higher education market poses a major challenge for national research universities. They have to participate globally without diluting their character in the face of hegemony. The Gross Enrolment Ratio (GER) more than trebled from 5.9 to 21.1 per cent during the period between 2001-02 and 2011-12. Enrolment in higher education in India grew at a rate of 12.5 per cent during the decade of the 2000s. In the 2020s, India will have the largest tertiary education age-group population in the world. It is essential to be aware of some important factors like homogenizing effects of productivity driven policies, the influence of these

policies on refining university goals to be specific goals and the consequences that may disturb the social responsibilities of the university. The Russian Federation, UK, and USA have universalized their higher education systems while Brazil, China, India, and Indonesia have massified their higher education systems (Varghese, 2015).

Governance and Management in India

India is a developing country with perennial demand for change in all sectors. Consequently, governance structure and management practices of higher education also get influenced by several factors over time. At the time of independence, the government took over control of higher education in terms of funds and governance. The fiscal crises led to the growth of self-financing institutions in 1980. Autonomy in higher education is essential to achieve the goals and objectives in the academic, administrative and financial levels. So the universities need to be insulated from internal and external pressures of all kinds, like bureaucracy, political and other factors. Funding bodies have a statutory obligation to ensure that the higher education they fund is of good quality. The US system of accreditation and quality assurance is characterized by decentralization and autonomy (Varghese & Panigrahi, 2014). So apex bodies like the University Grants Commission, Government of India and State Governments evolve strategies to realize the intended objectives. India's higher education system focuses on growth, quality, and equitable access. Quality assessment by the NAAC is accomplished through a process of self-assessment and peer review using well-defined criteria.

Post-Independence Government took an influential action in the field of education. They brought in University Education Commission (UEC) under the chairmanship of Dr. S. Radhakrishnan in 1948. This commission had to report on Indian University Education and suggest ways and means of improvements and extensions that suit the present and future requirements of the country. Firstly, Radhakrishnan Commission of Education (1948) stated that certain fundamental characteristics which should be inherent in any institution "which is to call itself a university" and such a university shall develop special strength in a particular field. The commission also added that these areas of special strength should be in addition to facilities for all-round higher education.

The University Grants Commission and All India Council for Technical Education were formed as regulatory bodies on the recommendations of the Radhakrishnan Commission (1948). The Radhakrishnan Commission was interested to provide autonomy to the universities and advised on the operation of a legislative framework for the universities with a strong governing body having external members making them independent, self-regulating entities, adhering to standards set by University Grants Commission.

The Kothari Commission (1964-66) introduced innovations and ensured accountability in the higher education system by emphasizing on the requirement to introduce autonomous colleges as a step to develop creativity in higher education. According to the commission, autonomy lies in the selection of students, appointment, and promotion of teachers, determination of courses for study, methods of teaching and selection of areas and problems for research. The commission also introduced the three levels of functions of the university: Autonomy within a university, e.g., individual departments, colleges, teachers, and students in relation to the university as a whole.

According to the Committee on Governance of Universities and Colleges, headed by Gajendragadkar (1969), the concept of university autonomy is not a 'legal concept in a

democratic society where, legislatures are ultimately sovereign, and have a right to discuss and determine the questions of policy relating to education including higher education. It stressed upon requirement of the UGC to advice state governments in determining the expenditure on higher education, research, and maintenance. The committee recommended continuing with three authorities namely, Court/Senate, the Executive Council/Syndicate and the Academic Council which already existed in many of the universities along with two more council: Faculties/Schools and the Student Council. The commission emphasized on the Academic Council to be the principal academic body of the university and the syndicate to be the executive body to coordinate and supervise the policies of the university.

The Ministry of Human Resource Development, Government of India, brought in CAGE to suggest measures for enhancing autonomy and accountability of institutions of higher education. The committee headed by Shri. Kanti Biswas submitted its report in 2005. The report recommended many issues relating to academic, administrative, financial and general aspects based on the autonomy of Higher Educational Institutions. Some of the recommendations are as follows:

Academic: Provide autonomy to start self-financing courses in emerging fields, shifting to choice based credit courses along with the semester system, implement synergic linkages with open and distance education universities with traditional universities, provide autonomy to the students also to take relevant decisions in terms of evaluation and to set up of Internal Quality Assurance Cell in order to continuously assess on predefined parameters.

Administrative: With regard to administration, the committee suggested a review on acts, statutes, and ordinances of the universities to pave the way for granting autonomous status to the affiliated colleges. It recommended that the Head of Department is to be assigned the role of determining the number and tenure of service of Professors, Readers, and Lecturers in the department as per the development plan of the institution and a search-cum-selection procedure should be carefully processed while selecting the Vice-Chancellors of the universities.

In National Knowledge Commission's (NKC, 2007) perspective, expanding higher education system would be more effective by enriching the financial levels from both public and private sources. The Government should be able to allocate about 1.5 percent from a total of 6 percent GDP scheduled for education (NKC, 2007). The commission emphasized as a norm that fees collected should meet at least 20 percent of the total expenditure in universities and adjusted every two years through price indexation. They also recommended charging or taxing or contributing from sources like alumni contributions, licensing fees, or user charges (for facilities in universities used by outsiders) and producing mechanisms that develop the relationship between universities and firms for mobilizing resources. A recommendation was made by the commission to stimulate private investment and public, private partnerships investments. The commission supported autonomy for universities to set up fee levels, tap other sources in addition to approving commercial use of university facilities. It should be noted that the commission favored privatization of university education by recommending to set up private universities and to enable public, private partnerships (Tilak, 2015).

Higher education in India has witnessed rapid expansion of several higher education institutions. A significant number of these institutions lack infrastructure and faculty, charge high fees and at the same time manage to get the approval for the institution to function. According to the Tandon Committee (2009), the Supreme Court of India has withdrawn the status of many deemed

universities due to lack of facilities that were found during inspection (Varghese, 2015).

The Yashpal Committee's (2009) perspective in the changing higher education system was to overcome caste and class hierarchy, patriarchy and other cultural prejudices. Since higher education is a source of new knowledge, skills, creativity, and innovations it should be considered as a national responsibility, and the state should take up necessary provisions to realize its potentials (YCR, 2009). The commission recommended increasing financial support by state complementing with other sources. The Commission stated the need to hire professional fundraisers and professional investors to get fund from non-government sources. The commission categorized students as those paying fees with the help of subsidies and those who do not receive from subsidies. The commission also recommended student loans at low interest for those who can afford to take up loans and free education for those who cannot afford loans. This is a popular discourse of Yashpal Committee (2009). The commission emphasized the need for developing expertise in "educational management" with the help of starting programs on management of educational institutions. The commission recommended not appointing civil servants as university administrators by the state government. The commission suggested the need to practice and preserve the sanctioned autonomy.

At the time of independence higher education in India was almost exclusive domain of the public authorities and a state-controlled model of governance structure was in place. The establishment of self- financing public and private institutions permitted the market's entry into higher education decision-making. An important step towards focusing on state-level institutions was the creation of State Higher Education Councils (SHECs) entrusted with the responsibility for planning and coordination, and academic, advisory and administrative functions. Universities in India have been seen as autonomous entities from the beginning (Varghese & Panigrahi, 2014). While they enjoyed autonomy, in theory, they are controlled and regulated by the government. Most institutions of higher education in India have their Governing Body/ Board of Governors. These bodies are influential in deciding the design of new courses. Reforms enable the academic community to have more opportunities to carry out international exchanges.

During Twelfth planning commission, more funds were expected from the government to develop the systems of higher education in the state. The State Higher Education Councils (SHECs) would be the authority that prepares plan and channels funds. Further, there would be wholeness in appointments, strong leadership, regular monitoring, flexible administration, a transparent financial system with strong audit, rewarding mechanisms and student participation in governance and management.

Research Gap

The governance and management of large and expanding systems have become more complex, with different players in the provision of higher education, for example, federal government, state governments, private for-profit and non-profit institutions, and distance education programmes and open universities (Varghese & Panigrahi, 2014). It is necessary to develop a regulatory framework to ensure equity in access and quality in outcomes and to evolve people friendly markets in higher education. The future of higher education in most countries depends on the extent to which public-private partnerships can be developed through market-friendly reforms. The need for developing regulatory and accountability measures becomes increasingly important.

Governance plays a major role in acquiring achievements in institutions. When there is enough

participation from the private sector in generating resources, there will be support in developing opportunities for courses, faculty, students' education and research outcome. Hence it is required to assess, understand and secure the importance of governance and management for good higher education. Studies have been conducted by researchers to assess the impact of globalization on both developed and underdeveloped countries, models of good governance, stake holder's involvement in autonomy, modernization of education, political influence in the management of higher education, the creation of buffer bodies for regulation and lack of unison among decision makers and academicians. Research on governance and management in a developing country, involving intricacies such as language, milieu, and culture are few. India is a country where multilingualism is a way of life, and people stand both united and divided by regional differences. Tamil Nadu is in the southern most of the Indian peninsula. The education industry is dynamic in Tamil Nadu with a perennial flow of students from neighboring states such as Kerala and Karnataka. The student populace is variegated, and Tamil Nadu has seen a proliferation of private arts and science, professional colleges and universities in the past decade. Attempts are yet to be made for studying the governance of private sector versus the government sector. The situation necessitates wide range research on the national scenario with regard to higher education. The proposed study is an attempt to trace the nuance of governance and management of higher education in Tamil Nadu.

The Rationale

Governance and management in higher education have become intricate to adhere to the needs of the society. The universities have to be the provider of quality education, research as well as a scaffold for employment. There is a decline in funding and the universities have to face competition from the private entrepreneurial universities. A major concern regarding governance would be whether to retain the core authority of the university as an exceptional institution or whether it must be understood in the same way as a modern corporation. The presence of political interference at every level, such as the appointment of key functionaries in the universities' decision-making bodies leading to compromise in the accountability of the institution is also to be taken into account. Various higher educational committees formed by the government emphasize the need for autonomy. There is a need to frame models of governance that can be seen in state university and examine the differences, if any, between such a model and the model of governance seen in elite institutions in the country like Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs) and Indian Institute of Science (IISc).

Conceptual Framework

The governance and management processes in higher education can be best understood with three levels of analysis, viz., the relationship between government and university, relationships between different units within the university, and relationship between the university and the affiliated college. The present research also employs this framework to analyze the governance and management processes in the state university and its affiliated college sampled here.

Research Questions

The following research questions with regard to higher education in Tamil Nadu are examined in this study:

1. How has the governance and management of higher education in Tamil Nadu evolved?

2. How do the governance and management of higher education functions at the state level?
3. How are higher educational institutions in Tamil Nadu governed and managed?

Research Objectives

The present research aims at examining the governance and management processes in the state university and one of its affiliated colleges chosen for the study. The specific objectives of the study are as follows:

1. ***To Trace the Evolution of the Governance Structure and Processes at the State and Institutional Level:*** This includes the study of the acts, committees, reforms, strategies, and policies of recruitment, research, promotion, affiliation, evaluation of programs, fund allocations, budgetary provision, accreditation process, and internal academic audit in the last decade.
2. ***To Identify the Important Actors and their Roles at the State Level and Examine How the Ministry of Education, Directorate of Higher Education, Tamil Nadu Councils of Higher Education and Higher Education Institutions Interact:*** The aim is to trace the leaders' role, mode of communication, the impact of the actors on the institution per se, RUSA fund flow and the Constitution of each actor in the apex bodies such as the UGC, NCTE, AICTE, Ministry, Directorate of HE, TNSCHE, University, and Colleges.
3. ***To Examine the Role and Functioning of Governing Bodies in Universities and Colleges of Tamil Nadu:*** The role of the Syndicate, Senate, governing council in colleges, Board of studies, standing committee on academic affairs, Academic Council, Board of examinations in view of governance and management is traced.
4. ***To Describe the Management Processes of Higher Education at the Institutional Level in Tamil Nadu:*** The functions of the local management committees for research & ethics, discipline, grievance redress, student welfare, placement, guidance and counseling, sub-committee/budget/administration, IQAC, committee for student admission, financial management, teacher recruitment, teacher promotion, and professional development and their effectiveness are discussed.

Database and Methodology

The study is descriptive research that employed cross-sectional research design to analyze the governance and management of Tamil Nadu using primary and secondary data. Tamil Nadu has both central and state universities. The public universities largely consist of affiliated colleges that are both private and government sponsored. The research includes a study on state university and affiliated college in Tamil Nadu to understand the higher education in Tamil Nadu. Survey, interviews, focus groups and secondary data analysis have been carried out to understand the governance structure and processes in Tamil Nadu. This includes the study on the relationship between Ministry of Education, Directorate of College Education, and Tamil Nadu Councils of Higher Education and higher education institutions.

Primary data has been collected from state decision-makers, decision-makers at the institutional level (e.g., chairperson of the governing board of the university), management team of the university (Vice-chancellor), the head of administration (Registrar), and deans of selected faculties and heads of selected departments. To identify the institutional level governance and management, the survey was conducted using self-report questionnaires to collect data from

academic and administrative staff.

Data on policies and legislation, autonomy, state control and management, devolution of responsibility to universities, committee creation, funding models, accountability, performance and outcomes, the role of a university board, and intensity of the state in the appointment of the chair of the board were also collected.

Mixed Method Approach

A concurrent triangulation design (Creswell, 2013) was used to examine the research objectives. The qualitative (interview and focus group data) and quantitative data (survey data) were collected concurrently in one phase; the data were analyzed separately and then compared and combined to confirm, cross-validate or corroborate findings. This mixed method research design that employed both quantitative and qualitative data will help effectively converge the two forms of data to bring greater insight than what would be obtained by using either qualitative or quantitative data separately. This intermediate design gives a broad and focused definition, for a better understanding of the results and encourages the collection of more comprehensive evidence to study problems. The mixed method offers a unique advantage to this study by providing scope for multiple ways to explore the research problem.

The Sample

The present study employed collecting primary data from different sources, viz., Institutional leaders, teachers, and students. The details of sampling design are presented below:

Sampling the University and College: One of the state universities located in South India that works only with the Arts and Science colleges was chosen as the sample. Also, one of the colleges affiliated to this university was also selected to participate in this study. The college selected is unique in the sense that it is an autonomous government college that is affiliated with the university. The college is only one of its kinds among all the 118 affiliated colleges of the university.

Sampling the Departments: The inclusion criteria for selection of departments include (1) Availability of that department both in the university and the college (2) One department from humanities, two from social sciences, and two from sciences. A total of five departments were selected for the study, one department from the Arts, Humanities, Social Sciences, and Sciences. The departments that were finally selected to participate based on the above criteria were Department of English, Physics, Zoology, Economics, and Management.

Sampling the Teachers: Teachers with more than five years of experience in the institution from each of the departments selected for the study were identified for administering the questionnaire. For the sampling in the university, the teachers nominated by the Registrar were selected. For the focus group discussions in the college, those teachers who were nominated by HODs of the departments selected for the study were recruited as a sample.

Sampling the Students: The university offers only Masters level programs and research programs. Hence, students in the second year of Master's program in the university were recruited to participate in this study. In the college, students in the third year of Bachelor's program were recruited to participate in this study. Samples were drawn from students in the final year of their study program in the university and college because they would be able to discuss their experience in the system better than those who spent a lesser number of years in the

institutions. All the students in the classes and departments mentioned above served as a sample in this study.

Table 1: The Teacher and Student Sample

Department	University		College	
	Teachers	Students	Teachers	Students
English	3	46	28	80
Physics	11	23	15	56
Zoology	5	33	15	48
Economics	7	21	19	85
Management	11	114	5	60
Total	37	237	82	329

Interviews were conducted with Institutional leaders such as Vice-Chancellor, Registrar, Deans, Heads of the Departments, Chairman, Governing Body, College Principal as well as Administrators such as Finance Officer, Deputy Registrar, and Joint Director of Higher Education.

Sampling Procedure

Institutional approval for carrying out the project was obtained from the Registrar of the University and the Principal of the affiliated college. Informed consent was obtained from each participant before the commencement of the data collection. All the heads of the institution who were involved in governance and management of the University were recruited to participate in the project. Similarly, all the faculty members of the selected department meeting the inclusion criteria were invited to participate in the teachers' survey. All the students in the selected departments were invited to participate in the students' survey.

The faculty members who were selected to participate in the focus group were nominated by the Registrar of the university and the Principal of the college to ensure accountability. The survey was conducted based on the sampling frame provided by the investigators. The Heads of the departments nominated the students who would participate in the focus group interviews.

Measures

The research instruments used to collect the primary data in this study include a faculty questionnaire, student questionnaire, semi-structured interview schedule for institutional leaders (Vice-Chancellor, Registrar, Controller of Examinations, Dean, Finance Officer, Department Heads, and College Principal), interview schedule for administration, interview schedule for state bodies (State Councils of Higher Education), and Focus Group Discussion guide for faculty and students. A copy of the research instruments is provided in the appendix.

The schedule and questionnaire comprise of questions related to leadership, research, faculty development, management, communication, progress, climate and culture, financial management, admission, and administration.

Data Collection

Both primary data and secondary data were used in this study. For obtaining primary data, different methods were employed. Survey, interviews and focus group were used to collect data from the different sample. The survey was carried out using specific questionnaires and interview schedules for leaders, administrators, heads, deans, faculty, and students.

After obtaining informed content from the participants, the questionnaires were distributed to an intact group of students in their classrooms during working hours of the university/college. They were encouraged to clarify their doubts, if any, to the investigator or the field staff who were present during the entire session of data collection. To survey the teachers, the Faculty questionnaires were distributed to the teachers selected in the sample in their offices. The completed questionnaires were then collected from the teachers in the sample after a couple of days.

The members of the research team carried out the interviews of institutional leaders using a semi-structured schedule. All the interviews were carried out in the respective offices of the participants during office hours. The interviews were audio recorded and later transcribed for analysis.

The focus group discussions on teachers in the university and college were carried out by two of the members of the research team with the assistance of project staff. While one of the research team members facilitated and moderated the discussion the other team member focused on taking notes of the content of the discussions. The project staff was involved in audio-recording on the focus group discussion. The transactions during the focus group discussions were noted down, and the notes were used for analysis.

Data Analysis

The qualitative data collected in this study via interview and focus group were analyzed using thematic analysis. The quantitative data collected in this study via survey were analyzed using descriptive statistics. The different types of data were analyzed separately and later combined to confirm, cross-validate or corroborate the findings. In the analysis, qualitative data was given priority that guided the project.

Structure of the Chapters in the Report

The present study is reported in seven chapters. The first chapter presents a general introduction and review of relevant literature, objectives, and the methodology adopted. The second chapter traces the evolution of the higher education system in Tamil Nadu, state policies and programs on higher education, structure of governance and management of higher education in the state, and challenges faced by higher education in the state. Chapter 3 presents the profile of the case study institutions, the Bharathiar University and Government Arts College, Coimbatore giving a detailed overview of the constitution and policies of these institutions. Chapter 4 presents details of institutional autonomy, decision-making, financial management, institutional leadership and shared governance in the two institutions chosen for the study. The fifth chapter provides a detailed account of the governance and management processes in the university and the college highlighting various factors like accountability, the participation of staff and students, policy effectiveness and flow of communication. Chapter 6 discusses the principles of the good governance, the tools for achieving good governance and challenges in achieving good governance. Chapter 7 presents the summary and conclusion of the entire report.

Summary of the Chapter

The present chapter provides an overview of the nature and scope of the present study. Governance for educational institutions is the mechanism by which they are organized, and management is the function that coordinates the efforts of people to accomplish goals and objectives. The higher education system has traversed a long way, and tracing it would

provide an insight into the key turning points in history. The chapter presents a review of the voluminous body of research done in the area of governance and management with each study focusing on different aspects of the phenomena.

The issues of massification of higher education resulting in reduced public funding and rapid expansion of privatization of higher education in various countries including India is presented. The governance and management of higher education in India from post-independence era till present times is systematically presented by briefly citing the key reforms introduced by various committees including the Radhakrishnan Commission (1948), the Kothari Commission (1964-66), the Gajendragadkar (1969), the Kanti Biswas Committee Government of India (2005), the National Knowledge Commission (2007), and the Yashpal Committee (2009). The chapter highlights the research gap revealed by the review of the literature as a need for an assessing and understanding the importance of governance and management for good higher education in the context of globalization in a developing country like India.

The conceptual framework for the present study is presented in the chapter. The governance and management processes in higher education can be best understood with three levels of analysis, viz., the relationship between government and university, relationships between different units within the university, and relationship between the university and the affiliated college. The research objectives and methodology are briefly presented. The objectives of the present study include tracing the evolution at the State and Institutional level, to understand the role of key players at the state level interact, to examine the functioning of governing bodies in the university and college in Tamil Nadu, and to describe the management processes of higher education at the institutional level. To meet these objectives, primary and secondary data from the university and college sampled from the state were collected. Primary data was collected from institutional leaders, teachers, and students using various methods like survey, interviews and focus groups. A concurrent triangulation design (Creswell, 2013) was used to examine the research objectives. The qualitative data collected in this study via interview and focus group were analyzed using thematic analysis. The quantitative data collected in this study via survey were analyzed using descriptive statistics. The different types of data were analyzed separately and later combined to confirm, cross-validate or corroborate the findings. The chapter ends with a brief introduction to the layout of the report highlighting the essence of the material presented in each chapter of the research report.

Chapter 2

Higher Education Development in the State

Higher education, in general, is the fundamental factor for the holistic development of an individual. It is also critical for the social, economic and cultural development of the society. It empowers individual and makes them valuable human resource in the society.

During Independence, admission to higher education in India was very limited with an enrolment of less than a million students in 500 colleges and 20 universities. Tamil Nadu still has colleges and universities that were founded before Indian independence. Eminent personalities like Sir C. V. Raman, Dr. A. P. J. Abdul Kalam, and Chakravarthi Rangarajan who had contributed in various fields like physics, economics, etc., gained their foundations in Universities and colleges in Tamil Nadu. Since independence, the growth of higher education in Tamil Nadu has been very impressive. The government of India listed Tamil Nadu as one among the most literate states in the country, having above average literacy level in the country (MHRD, 2013).

Higher education of Tamil Nadu has got a predominant structure of council that formulates the policy depending on the requirements of the society, which enables the students employable and provides equal opportunity to all. The members of the council, mostly from the central and state civil services decide upon the additional policy and structure of the higher education in Tamil Nadu other than those that are provided by UGC. They focus on the quality of the higher education and reach out to those who have limited capacity, resources and access to quality education.

This chapter presents all the aspects discussed above like evolution of Higher Education system in the Tamil Nadu; Role of state and private sector for higher education in Tamil Nadu; Structure of governance and management of higher education in Tamil Nadu; and various state policies and programmes on governance and management that is active in recent times.

Evolution of Higher Education System in the State

National Policy on Higher Education (1968): The National policy on Higher Education was adopted in 1968 that expanded the educational facilities at all levels, particularly in Higher education. This paved the way for acceptance of a common structure of education by most of the states and the introduction of the 10+2+3 system by most of the states including Tamil Nadu that eventually became the universal character of all universities and other institutions of higher education. The 1968 Education Policy paved the way for Higher Education Institutions to become autonomous leading to academic independence and nurtured research spirit in Universities. Non-governmental organizations and voluntary agencies were encouraged to establish and run higher educational institutions and thereby reduce the financial burden of the Government.

The New Education Policy (1986): The salient features of the policy include the following: The common education system of the 10+2+3 structure remained in existence. It laid the foundation for removal of disparities and equality of opportunities with special reference to women, SC/ST and other educationally backward sections, minorities and differently abled persons. Higher education was made dynamic through the process of autonomy and accountability, re-structuring of curriculum, the transformation of teaching styles, increase of research amenities and encouragement of open and distance education. It encouraged co-ordination among national

institutions such as UGC, AICTE, ICAR, IMC, NCERT, NUEPA and NCTE to achieve integrated planning. To uphold the quality of higher education, on the recommendation of the UGC, NAAC an autonomous body was established in 1994.

Higher Education Policy of Tamil Nadu from 1967: Several changes took place in the higher education in the State from 1967 and are briefly presented below.

- **Establishment of Universities:** Till 1967 only three universities namely, the Madras University, Madurai Kamaraj University, and Annamalai University fostered university education in the State. Their jurisdictions were extended after the adoption of Higher Education Policy 1967. The Government and Aided Colleges in these regions were affiliated to them. In the interest of students in the southern geographic location of the state the University of Madras to open extension Centers at Coimbatore and Tiruchirappalli in 1972 in addition to extending autonomy to several colleges including Ramakrishna Mission, Vivekananda College, Loyola College, and Madras Christian College. The centers in Coimbatore and Tiruchirappalli became independent universities named as Bharathiar University and Bharathidasan University. The Tamil University in Tanjavore was established in 1981 through an act passed in the legislature of Tamil Nadu.
- **Expansion of Collegiate Education:** In order to meet the needs of the economically backward students the Tamil Nadu government in 1967 ordered that (a) no fees should be levied for Pre-University Course (PUC) from students whose parents or guardian's annual income did not exceed Rs.1500 p.a. (b) No fees should be levied from any students belonging to SC, ST, MBC, and OBC if the annual income of the parents or guardian did not exceed Rs.2000. The following year the government abolished the tuition fees for university courses making education free for all the students.
- **Introduction of Tamil Medium in Higher Education:** To enable the students to pursue higher education easily, the government of Tamil Nadu introduced Tamil as the medium of instruction in pre-university courses. The DMK government in 1968 introduced B.A. course in Tamil medium, which was gradually extended to science courses also. However, to help the students get their textbooks in Tamil at a low cost; the government established the Tamil Nadu Textbook Society in 1970.
- **Introduction of Semester System:** In 1975 the government of Tamil Nadu announced a new policy in the field of higher education to change the curriculum and introduce teaching reforms. As a result, the semester system was introduced. The University of Madras had first accepted it in 1975. Other Universities like Madurai-Kamaraj and Annamalai Universities had also introduced this system. It was put into operation in 115 colleges of Arts and Science in the first phase, and later it was extended to other colleges also.
- **Encouragement of Professional Education:** The Government decided to encourage professional education that would be helpful for the students to gain employment. Therefore, it approved and affiliated few private professional colleges
- **Establishment of Autonomous Colleges:** The Kothari Education Commission had suggested the system of autonomous colleges. It became the new higher education policy of the government of Tamil Nadu since 1978. The University of Madras, with the cooperation of UGC, had granted autonomy to four colleges namely Loyola College, Madras, Madras

Christian College, Tambaram, P.S.G College of Technology, Coimbatore and Vivekananda College, Madras.

- **Policy on Self-Financing Colleges:** As the Government of Tamil Nadu could not open new colleges due to the financial crisis the problem to accommodate the rush for admission in colleges had to be met with new policy decisions. In 1985 the government granted approval to start new unaided science and arts colleges, and as a result, few self-financing arts and science colleges were started.

Higher Education in Tamil Nadu during 2011-2016: In 2013, the Tamil Nadu government had started six arts and science colleges in the educationally backward districts such as Krishnagiri, Namakkal, Tirupur, Kancheepuram, Thanjavur, and Cuddalore. Apart from this, the government has been distributing free laptops for the undergraduate students to make the students use ICT. The government also has sanctioned Rs.1 crore exclusively for the infrastructure development of all the government colleges of Tamil Nadu in 2013-14.

- **The Growth of Enrolment in Tamil Nadu:** Table 1 helps us to appreciate the growth rate of various higher educational institutions and the enrolment rate for every half a decade post-independence. The best of the enrolment rate offered goes for arts and science.

Table 2: The Growth of Higher Educational Institutions (HEIs) and Enrolment in Tamil Nadu

	University & Research	Colleges	HEIs (Engineering & Polytechnic)	Enrolment
1980-81	8	382	390	0.19
1985-86	8	395	403	0.21
1990-91	16	608	624	0.24
1995-96	20	716	736	0.36
2000-01	23	986	1009	0.42
2001-02	26	989	1015	0.59
2002-03	28	1558	1586	0.56
2003-04	28	1530	1558	0.61
2004-05	42	1642	1684	0.81
2005-06	36	1436	1645	1.32
2006-07	38	1530	1759	1.59
Growth Rates	5.47	7.24	7.64	11.34

Note: Higher Education Institutions refers to Engineering and Polytechnic colleges (NUEPA, 2010).

- **The Number of Universities in Tamil Nadu:** It is interesting to note from Table 2 that Tamil Nadu has a greater number of private deemed universities contributing close to one-third of those in the country. Table 2 gives the details on the number of different types of universities in Tamil Nadu.

Table 3: Number of Universities in Tamil Nadu (TN) and All India (AI) in past 6 years

Type of University	2015-16		2014-15		2013-14		2012-13		2011-2012		2010-11	
	TN	AI	TN	AI	TN	AI	TN	AI	TN	AI	TN	AI
Central University	2	43	2	43	2	42	2	42	2	42	2	41
Deemed University - Government	0	32	0	32	0	36	0	36	1	38	1	40
Deemed University-Gov. Aided	2	11	2	11	1	11	1	11	1	11	0	0
Deemed University-Private	26	79	26	79	27	80	27	80	27	79	28	91
Type of University	2015-16		2014-15		2013-14		2012-13		2011-2012		2010-11	
	TN	AI	TN	AI	TN	AI	TN	AI	TN	AI	TN	AI
The institution of National Importance	6	75	6	75	6	68	6	62	4	59	4	59
State Private University	0	197	0	181	0	153	0	122	0	105	0	87
State Public University	20	329	20	316	20	309	19	292	23	286	23	281
Grand Total	56	766	56	737	56	699	55	645	58	620	58	599

Source: AISHE Report 2015-2016

- **Gross Enrolment Ratio in Tamil Nadu:** As may be seen in table 4 presented below, the GER for the male is higher in all categories, when compared to female both at the state level and national level. The GER for Scheduled Tribe female is at the lowest point. A gradual increase in the GER is witnessed both at the state and the nation across all categories.

Table 4: Gross Enrolment Ratio for Tamil Nadu (TN) and All India (AI) from 2011-2016 (in percentage)

Year	State/ Nation	All Categories			Scheduled Caste			Scheduled Tribe		
		M	F	T	M	F	T	M	F	T
2011-12	TN	41.1	35.2	38.2	28.7	25.6	27.1	34.2	27.9	31.0
	AI	21.6	18.9	20.4	15.4	13.5	24.5	12.4	9.2	10.8
2012-13	TN	45.4	38.7	42.0	31.4	28.6	30.0	34.4	21.1	27.6
	AI	22.7	20.1	21.5	16.9	15.0	16.0	12.4	9.8	11.1
2013-14	TN	45.6	40.4	43.0	32.0	30.1	31.0	35.5	21.7	28.4
	AI	23.9	22.0	23.0	17.7	16.4	17.1	12.5	10.2	11.3
2014-15	TN	46.9	42.7	47.8	34.3	33.2	33.7	39.8	25.5	32.5
	AI	24.5	22.7	23.6	19.3	17.6	18.5	14.6	12.0	13.3
2015-16	TN	46.3	42.4	44.3	34.6	34.2	34.4	36.4	27.3	31.8
	AI	25.4	23.5	24.5	20.8	19.0	19.9	15.6	12.9	14.2

M=Males, F=Females, T=Total, TN=Tamil Nadu, AI=All India

Source: AISHE reports

- **Gross Enrolment Ratio in Private and Government Colleges in the State:** As shown in the Table, we see that the enrolment ratio is higher in private colleges than in government colleges, both at the state and nation level. The GER calculated for the private and government colleges is 5.1 as far as the enrolment of Tamil Nadu is concerned where as it is 1.55 at the all India level. The enrolment in private institutions in Tamil Nadu is nearly five times higher than the enrolment in government institutions. This may be attributed to the several factors like better infrastructure, placement, and marketing by private institutions. Autonomy vested with the private institution that allows these institutions to explore innovations, and have flexibility in their programs stands as an advantage.

Table 5: Gross Enrolment in Private and Government Colleges in Tamil Nadu for the year 2015-2016

State	Private Un-Aided	Private Aided	Total Private	Government	Total
Tamil Nadu	1321616	401181	1722797	375766	2098563
All India	11729224	5516630	17245854	8485309	25731163

Source: AISHE Report 2015-2016

- **Gross Enrollment in Private and Government Colleges of the University:** As may be seen in table 6, the ratio between private and government colleges affiliated to Bharathiar University is high during 2011 that is considerably reduced in 2015, which makes higher education expensive and as a result, the socially and educationally backward students are denied education.

Table 6: The Ratio between Private and Government Colleges Affiliated to Bharathiar University

Year	Aided and Government Colleges	Private Colleges	Total No. of Colleges	Ratio
2011	21681	37808	59489	1.74
2012	23447	39424	62871	1.68
2013	24458	42079	66537	1.72
2014	26077	44499	70576	1.70
2015	26805	45065	71870	1.68

Source: Bharathiar University Official website

- **The Growth of Engineering Colleges in Tamil Nadu:** As may be seen in the table below, there is a marginal yet steady increase in the number of government and self-financing engineering colleges in Tamil Nadu since 2011.

Table 7: Growth and Development of Engineering Colleges in Tamil Nadu from 2011-2015

Academic Year	Govt. Colleges	Govt. Aided	Anna University Constituent Colleges	Self-financing colleges	Total	Newly established	
						Govt.	Self-financing
2011-12	6	3	18	498	525	-	35
2012-13	7	3	18	525	553	1	30
2013-14	10	3	18	541	572	3	15
2014-15	10	3	17	546	576	-	8

Source: Department of Higher Education (2013)

- **The Growth of Polytechnic Colleges in Tamil Nadu:** The trend of growth in the number of polytechnic colleges is similar to what is seen in engineering colleges. The number of government and self-financing polytechnic institutes has slow and steady growth over the years.

Table 8: The Growth of Polytechnic Colleges in Tamil Nadu from 2011-2015

Academic Year	Govt. Polytechnic	Govt. Aided Polytechnics	Affiliated Institutions (Government)	Regional Labor Institute	M.G.R. Film Institute	Hotel Management & Catering Technology	Self-Financing Institutes	Total	Newly established	
									Govt.	SF
2011-12	30	34	3	1	1	15	380	46	-	15
2012-13	30	34	3	1	1	15	395	47	-	15
2013-14	41	34	3	1	1	15	406	50	11	11
2014-15	41	34	3	1	1	15	414	50	-	8

Source: Department of Higher Education (2013)

- **Arts and Science Colleges in Tamil Nadu:** The table below presents the number of Arts and Science colleges in the state. It may be seen from the table that there is a major difference between the largest number of Arts and Science colleges and Colleges of Education. The government-aided colleges out number all other categories of colleges among colleges for Physical Education.

Table 9: Number of Science and Arts Colleges in Tamil Nadu in 2015

S.No.	Type of College	Total No.
1	Government Arts and Science Colleges	80
2	Government-Aided Arts and Science Colleges	139
3	Self-Financing Arts and Science Colleges	467
4	Government-Aided Physical Education Colleges	330
5	Self-Financing Physical Education Colleges	8
6	Government-Aided Oriental Colleges	4
7	Government-Aided Schools of Social Work	2
8	Government Colleges of Education	7
9	Government-Aided Colleges of Education	14
10	Self-Financing Colleges of Education	703
11	University Constituent Colleges	37
	Grand Total	1464

The tables 2 to 9 above presenting the data on the growth of engineering, polytechnic and humanities colleges in the state of Tamil Nadu shows that engineering colleges have gain prominence and priority greater than that of the institutions offering polytechnic and humanities courses. Further, it is seen that across all the three categories, self-financing institutions have multiplied significantly making higher education very expensive (Policy Note Govt.TN., Dept. of Technical Education, 2016)

State Policies and Programmes on Higher Education

The schemes and programmes of Government of Tamil Nadu can be categorized into two, those pertain to the universities and the programmes for the government colleges. The schemes meant for the universities are given in the table below.

Table 10: The Schemes and Programmes of the Government of Tamil Nadu for the Universities

Schemes	Beneficiaries
Provision of Smart Classrooms with Video Conferencing facilities	10 Universities
Provision of Foreign language laboratories	10 Universities
Establishment of Entrepreneurship cum Skill Development Centres	10 Universities
Inviting foreign professors	10 Universities
Establishment of Curriculum Development Cells	10 Universities
Establishing Centres for Technical and Academic Writing	9 Universities
Establishment of Incubation and Technology Transfer Centres	9 Universities
Establishment of Centre for Multimodal Material Production for the Differently-Abled	Differently Abled
Establishment of Community Colleges in all 32 districts by Tamil Nadu Open University (TNOU)	Artisans
Establishment of Zonal Centre by TNOU	Rural Students
Establishment of University Business Collaboration Centre	6 Universities
Centre for Technical and Academic Writing	9 Universities

Source: Department of Higher Education (2013)

Various schemes available at the Government Colleges for enhancing the quality of higher education are briefly presented below.

- **Study Abroad Programme:** The study abroad programme is a fully funded scheme of Tamil Nadu State Government that is a unique programme that purports to support students from Government Colleges and Universities especially from the lower economic and social background from across Tamil Nadu to study one semester in the UK.
- **Free Laptop Scheme:** The Government of Tamil Nadu has implemented the Free Laptop Scheme that involves the distribution of laptop computers to the students studying in Government and Government-aided schools and colleges in the state to facilitate them in acquiring better skills. In five phases from 2011-12 to 2015-16, about 32,35,894 laptops were procured and supplied under this scheme.
- **Free Education Programme:** Under this programme, free education is provided up to PG level in Government Colleges to the students belonging to SC/ST and Differently-Abled categories.

- **Free Bus Pass Programme:** All the students who pursue their education in government schools and colleges are provided with free bus passes.
- **English Language Fellow Programme:** Under this programme that is sponsored by American Embassy, one language expert gives selected government college teachers training in the English Language.
- **Empowerment of Women:** To empower women free coaching is offered to women students appearing for All India Civil Services and other Central Services Examinations.
- **Establishing New Colleges:** During the last academic year, two new colleges of engineering, 11 new colleges for Arts and Science programs and 10 for polytechnic courses have been established.
- **Introducing New Courses:** About 299 New Courses were introduced in various government arts and science colleges. Further, job oriented courses recommend by the UGC are being offered in all the government colleges.

Structure of Governance and Management of Higher Education in Tamil Nadu

The department of higher education carries out the administration of higher education. The structure and functions of the department are described below.

- **Functions of the Department:** The higher education secretary is the administrative head of Higher Education Department who acts as the principal advisor to the Minister who is the political head and controls and supervises all functionaries of the department. To help the secretary in the administrative aspects of the department, the special secretary acts as a circulating officer and sends cases directly to the minister and coordinates all schemes. The deputy secretary is in charge of 2 sections and controls the functions of the sections. For the smooth functioning of the department, there is also other personnel viz., section officers, assistant section officers, assistants and the typists who assist the department in the disposal of routine administrative functions. The functions are divided among various directorates and councils on the one hand and the universities on the other which are described below.
- **Directorate of Technical Education:** The Directorate of Technical Education functions under the administrative control of the Department of Higher Education. It caters the requirements of Degree, Diploma, Post Graduate Courses and Research Programs in the technical education. It supervises the organization and performance of Engineering Colleges, Polytechnic Colleges, Special Institutions, Technical Institutions as well as Commerce Institutions viz., Type writing, Shorthand, Accountancy Institutes, and Hotel Management & Catering Colleges, etc.in Tamil Nadu.
- **Directorate of Collegiate Education:** Tamil Nadu is one of the most developed states in the field of Higher Education in India. To administer collegiate education, the Directorate of Collegiate Education was carved out of the erstwhile Directorate of Public Instruction in the year 1965.

The Director Collegiate Education is the head of the Collegiate Education, who is assisted by two Joint Directors, viz., JD (Finance), and the JD (Planning and Development). The former is in charge of works related to aided colleges in the state, and the latter is in charge of

government constituent colleges. The director is also assisted by the finance advisor and the chief accounts officer on all financial budget-related matters. A law officer is also functioning in the Directorate to deal with court-related cases. Six regional offices function under the administrative control of the directorate that attends to the work related to the aided colleges of the respective regions. Presently, 1412 colleges are functioning under the administrative control of the Directorate of Collegiate Education as detailed below.

Table 11: Number of Colleges under the Directorate of Collegiate Education

S.No	Types of colleges	Govt. Colleges	Constituent Colleges	Govt. Aided	Self Financing (Unaided)	Total
1	Arts and Science	80	37	139	467	723
2	Physical Education	0	0	03	08	11
3	Oriental	0	0	04	0	4
4	Schools of Social work	0	0	02	0	2
5	Colleges of Education	7	0	14	651	672
	Total	87	37	162	1126	1412

Source: <http://www.tndce.in/aboutus.htm>

- **Tamil Nadu Archive:** The Tamil Nadu Archives is another body that functions under the control of the department of higher education. The main function of this body is to centralize and hold all permanent records, arrange them chronologically, conserve them on scientific lines, make them open for historical research and to create them accessible promptly and readily for official reference. It also imparts training on management and protection of records for officials and conducts endowment lectures. It provides data necessary for the research scholars and awards them research fellowships.
- **Tamil Nadu State Council for Higher Education (TANSCHÉ):** Tamil Nadu State Council for Higher Education is a department introduced by the Government of Tamil Nadu exclusively for the development of the higher education in the state in the year 1992 by an act of Tamil Nadu Legislative Assembly. TANSCHÉ involves itself in promoting and organizing higher education policies, programs and plans between the central, state and the UGC.

Structure of TANSCHÉ

The council is headed by the honorable minister for higher education, who is assisted by a vice chairperson and a member secretary. Some of the other secretaries of the government of Tamil Nadu such as secretary to His Excellency the Governor of Tamil Nadu, the higher education secretary, finance secretary and the UGC secretary are also part of the council. The director of technical education, director of collegiate education and research officers are the other members from the academic field. It also has a superintendent and an accounts officer.

Functions of TANSCHÉ: Planning and coordination, academics, advisory and administrative functions are the four important functions carried out by the TANSCHÉ. The Council shall be to

co-ordinate and determine standards in institutions for higher education, research and scientific and technical institutions in accordance with the guidelines issued by the University Grants Commission, from time to time. It helps the UGC in respect of the determination of standards and suggests remedial action wherever necessary. It formulates norms for starting new higher education institution in accordance with the guidelines issued by the government and the UGC. It also takes steps to bring in innovations in curriculum and improves the standard of examinations conducted by the universities and autonomous colleges. In addition to curriculum development, it also encourages students to take part in sports and extension activities. It encourages scientists, academicians, and technologists by instituting awards for their outstanding contribution. It suggests ways and means for augmenting resources for higher education in the state.

Bharathiar University and the TANSICHE: It acts as a bridge between the universities and the UGC. It sends all development programmes of the universities and colleges to the UGC and monitors its implementations. It facilitates training of the university teachers and regulates its administration. To link the universities with international institutions, it identifies the center for excellence. It coordinates the research activities of the universities evolve guidelines for determination of grants to universities. To improve the quality of the university, the government based on the suggestions given by the TANSICHE modifies the statutes and regulations of the universities. It administers and distributes grants in aids from the government and research funds from funding agencies to the universities.

- ***State Project Directorate of Rashtriya Uchatar Shiksha Abhiyan (RUSA):*** RUSA is a holistic scheme of development for higher education in India initiated in 2013 by the Ministry of Human Resource Development, Government of India (MHRD, 2013). This is a centrally sponsored scheme aims to provide strategic funding to higher education institutions throughout the country. The central ministry through the state governments and union territories provides the funding. The Central Project Appraisal Board will monitor the academic, administrative and financial advancements taken under the scheme. The funding is based on performance indicators relevant to students, faculty, and research. During the financial year 2015-16, RUSA has sanctioned Rs.13,97,50,000/- to the state of Tamil Nadu as infrastructure grant for five universities which includes Bharathiar University. Government arts college has also received the grant of Rs.16,25,000/-.
- ***Science City:*** Science City is the next machinery functioning under the control of this department. The goal of science city is the promotion of science and technology. It helps its member institutes to organize national and international conferences and exhibitions and strives to keep the environment pollution free.
- ***Tamil Nadu Science and Technology Centre:*** Promotion of science and technology is the principal focus of the Tamil Nadu Science and Technology Centre. It ensures popularization of science and technology among the general public in the rural and urban areas and organizes exhibitions on it.
- ***Tamil Nadu State Council for Science and Technology:*** This is an autonomous body registered as a society under the Tamil Nadu Societies Registration Act (1975). The primary

function of the council includes advising the government on policy formulation in the fields of health, education, science and technology, and manpower.

- **Tamil Nadu Urdu Academy:** To promote Urdu language in Education, Secularism and Nationalism, the Tamil Nadu Urdu Academy was formed in 1983, which was registered under Tamil Nadu Societies Act 1975. In 2014, the academy was reformed and registered under Indian Trust Act 1882. To honor the Urdu scholars, poets, writers, journalist, and teachers the academy is conducting Urdu award convocation since 2014. It also conducts various conferences, seminars, symposiums and essay competitions to develop the Urdu language.
- **Universities:** Universities also play a vital role in inculcating higher education in the state of Tamil Nadu. There are 13 universities function under the direct control of the department of higher education.

Patterns of Teacher's Recruitment

- **University Staff Recruitment Pattern:** Recruitment of university teaching staff is done by the syndicate through a selection committee that consists of the Vice-Chancellor, a nominee of the Chancellor and a nominee of the government. It prescribes the age, qualification, etc., required to apply for the post. This is done in accordance with the UGC norms. The syndicate is entitled to recruit all the three categories of teaching staff of the university namely, the assistant professors, readers and the professors. Direct recruitment method is followed to fill the vacancies for all the categories. Five years of age relaxation is given to the SC/ST candidates. While doing so, it follows the reservation policy of the government of Tamil Nadu that is given below in table 12.

Table 12: Percentage of Reservation for University and College Teachers in Tamil Nadu

Main Category as per Government of Tamil Nadu	Sub Category as per Government of Tamil Nadu	Reservation Percentage for each Sub Category as per Government of Tamil Nadu	Reservation Percentage for each Main Category as per Government of Tamil Nadu	Category as per Government of India
Backward Class (BC)	Backward Class (BC) - General	26.5%	30%	Other Backward Class
	Backward Class (BC) - Muslims	3.5%		
Most Backward Class (MBC)			20%	
Denotified Community (DCN)				
Scheduled Class (SC)	Only SC	15%	19%	SC and ST
	Only Arunthathiyar	3%		

Scheduled Tribes (ST)		1%		
Total Reservation Percentage			69%	

Source: Department of Higher Education, 2005

The reservation policies followed have served as effective measures to address issues of access and equity in higher education.

- **College Staff Recruitment Pattern:** The teacher's recruitment board of Tamil Nadu (TRB) is entitled to select the Assistant Professors to all the government colleges of the state. The vacancy positions of the colleges are intimated to the government through the Directorate of collegiate education, at the end of every academic year. The government will publish a notification of the vacancy in the leading dailies of the state. The TRB selects the teachers purely based on merit. The merit is decided by marks obtained by the candidates on the academic qualification, working experience, and an interview. The vacancy positions of the Associate Professors are filled by seniority. The government of Tamil Nadu follows the reservation of 69% in all government jobs. The same is also followed for appointing the Assistant Professors to various Government and Government Aided Colleges.

Strategic Planning and Resource Allocation

- **Bharathiar University Budget Process:** The Finance Office plays a vital role in maintaining the university funds, including grants & contributions and also holds the responsibility of the preparation of annual accounts, financial estimates, the budget, proper maintenance of the accounts of the university and for making arrangements of the audit and bills.
- **The Flow of Fund from University:** After completion of the audit for a financial year and issue of the audit report, the university addresses the state government for the release of funds on the actual expenses incurred towards the staff salary of the teaching and non-teaching staff. The assistant director, local fund audit, Bharathiar University, forwards the above claim to the office of the director, local fund audit. The office of the director, local fund audit will issue the audit certificate on the eligibility of the claim. After receipts of audit certificate, the state government releases the grant.
- **The Flow of Funds from University Grants Commission for the Plan Period:** The University submits the proposals for the requirement of a plan period, and after scrutiny, the UGC initially sanctions funds for the plan period that is released in various installments. It is obligatory on the part of the University to issue the utilization certificate to the UGC on the utilization of funds.

Table 13: The release of funds for the 11th and 12th plan periods

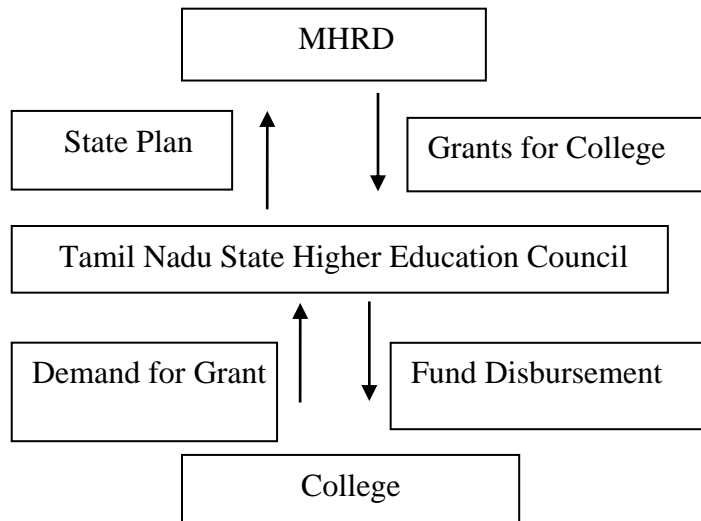
Sl. No	Plan period	Grant sanctioned under General Development (in lakhs)	Grant sanctioned under Merged Scheme (in lakhs)	Total Grant (in lakhs)
1	11 th Plan	825.00	669.00	1494.00
2	12 th Plan	1494.00	---	1494.00

Source: Bharathiar University office website

We understand from table 13 that there is an increase in the grant sanctioned to the university during the 12th plan under the heading general development but no grant has been sanctioned under the merged scheme.

- Governments Arts College, Coimbatore Budget Process:** Every year, the facilities are upgraded with the help of funds from the state government and other agencies like the UGC and CSIR through UG and PG grants. Also, the UGC allocates Rs.20 lakhs every year to upgrade the facilities.
- The Flow of Fund from MHRD to the Government Arts College, Coimbatore:** The Government Arts College receives the funds from the MHRD through the UGC. It gets the funds under several heads for every plan period. The funds received include UG Grant, PG Grant, Autonomous Fund, Merged Scheme Fund and UGC Building Fund. The college also receives RUSA grants. The process of flow of funds is depicted in the figure below. The college sends the financial requirement status to the UGC after consolidating the demands of all the departments. After scrutinizing the UGC sends the amount to the college. Then the Finance Committee distributes the amount to the departments. After utilization of funds, the bills and vouchers are submitted to the college Principal that in turn is sent to the UGC. Government Arts College has received Rupees two crores through RUSA for the current academic year.

Figure 3: The process of Flow of Fund



Challenges faced by Higher Education in the State

Higher education in India is the third largest in the world only next to the United States and China (Sheikh, 2017). Provision of quality education is the greatest challenge faced by state higher education department. Several positions in educational institutions are lying vacant for many years resulting in inadequate faculty and staff strength. Lack of state-of-art infrastructure in the higher education institutions thrusts a compromise on the quality of education that they can offer. Many institutions lack even the basic infrastructure needed for teaching-learning. Political interference and bureaucracy in the system constraints autonomy and thereby thwart efforts to bring in innovation in higher education. Diminishing financial support from the government for higher education and research intensifies the challenge. Increasing privatization of higher education through self-financing institutions brings in social inequalities in the access to higher education. Tamil Nadu has the second largest intake capacity in the country in engineering education. With mushrooming of engineering colleges in the state, there is a decreasing demand that is to the tune of above 25 percent of the intake capacity. This is a huge concern for self-financing engineering colleges in Tamil Nadu that are struggling with ways of managing to fill in all the approved number of seats. Focus on research in higher education is inadequate, which has a detrimental effect on efforts to understand the challenges to respond appropriately and adequately.

Summary of the Chapter

Higher education is critical to the holistic development of an individual. Higher Education in Tamil Nadu has shown steady growth in the number of institutions offering higher education since independence from colonial rule. The present chapter presents a detailed overview of the development of higher education in the State. The expansion seen in the number of universities, collegiate institutions, technical education, polytechnics, etc., in Tamil Nadu, would offer an excellent background to appreciate the growth of higher education in the state.

The constantly increasing enrolment rate in higher education, over a span of any ten years after independence, indicates the growing awareness among politicians, administrators, and common people on the need for higher education. The departments and governing bodies of higher education in Tamil Nadu, due to their promising vision and efficient functioning have significantly supported the rate of growth in the higher education sector in the state.

The chapter traces the evolution of higher education system in the state and provides a brief account of National Policy on Higher Education (1968), the New Education Policy (1968), the Higher educational policy of Tamil Nadu since (1967), and the status of higher education in the state in the past five years. These policies have been instrumental in bringing out several reforms and innovations including the establishment of new universities, expansion of collegiate education, the establishment of autonomous colleges and self-financing colleges, and the introduction of Tamil medium in higher education.

The policies and plans framed by the department of higher education of the State focused on bringing in changes that were relevant to the people of the state and adhered to social justice since many of the reforms and policies were addressing issues of the socially and economically disadvantaged population. Several schemes and programs of the government for higher education like Study Abroad program, free education program, free laptop scheme, and free bus pass program were initiated to support faculty and students from government colleges. The gross enrollment rate in higher education in the state showed a steady increase suggesting that the

policies framed were effective. The state also witnessed a sporadic growth in the engineering colleges compared to Arts and Science colleges, and also self-financing colleges compared to government colleges in arts and science as well as education.

The chapter also describes the structure and functions of the department of higher education in Tamil Nadu. Various bodies like Directorate of Technical Education, Directorate of Collegiate Education, Tamil Nadu Archive, Tamil Nadu State Council for Higher Education (TANSCHE), State Project Directorate of Rashtriya Uchatar Shiksha Abhiyan (RUSA), Science city, Tamil Nadu Science and Technology Centre, Tamil Nadu Council for Science and Technology, Tamil Nadu Urdu Academy are actively involved in enriching the status of higher education in Tamil Nadu. The flow of funds to the University and college sampled for the present study is also discussed in this chapter.

The chapter concludes with a note on challenges in higher education in Tamil Nadu. Vacant positions of faculty and staff, diminishing funds from the government, lack of state-of-art infrastructure, political interference and bureaucracy in the system that discourages creativity and thwarts autonomy, and increase in privatization in higher education are among the challenges faced by the state.

Chapter3

Profile of the Case Study Institutions: Bharathiar University and Government Arts College, Coimbatore

The present study attempts to examine the governance and management processes in higher education in Tamil Nadu using two institutions, one a state university and the other a college affiliated to the state university. Bharathiar University and Government Arts College, Coimbatore were sampled as case study institutions for this purpose. Tamil Nadu has always considered higher education as one of its priorities for the development of the state and strives towards enhancing the quality of higher education, making higher education accessible and affordable to all, and making Tamil Nadu a hub of higher studies with advanced Research and Development facilities on par with global standards so as to would make Tamil Nadu a 'Knowledge Capital' and the most sought-after destination for furthering higher studies and high-end research. The department of higher education in Tamil Nadu comprises of various councils and departments of technical education, science and technology, higher education and research and development. The present chapter describes the profile of the case institutions selected for the present study, the Bharathiar University and Government Arts College, Coimbatore.

Tamil Nadu State Council for Higher Education

As per the strategies put forth by National Policy on Education (1986) and recommendations made by many commissions formed for the understanding of higher education, Tamil Nadu State Council for Higher Education (TANSCHÉ) was formed in 1992. It is a statutory body that coordinates with central and state government to develop strategies, monitor and assist in the functioning of higher education in state wherever essential. TANSCHÉ is one of the foremost council in the country for higher education. This council actively focuses on bringing out policies that adhere to the needs of Tamil Nadu higher education system pertaining to the objectives of the council. The institutions of higher education in the state actively implement the policies brought out by the council that benefits the students and helps in developing the institutions.

There are around 70 universities located in Tamil Nadu including the central universities, state universities, state and central supported universities and private universities. Tamil Nadu controls around 20 universities in terms of finance and governance. There are universities that have attained autonomous status to function on their own guided by the central higher education council. There are many colleges functioning under TANSCHÉ that support higher education and research.

The Bharathiar University

Bharathiar University is located in Coimbatore, Tamil Nadu. The university was included among top 25 universities in India as per many online surveys during 2015 and is ranked within the top fifty institutions in the country every year. The university has been accredited by NAAC in 2005 and was re-accredited with 'A' in 2010 and 2015. It is ranked 28 among HEIs in the country by NIRF.

The university was established at Coimbatore by Government of Tamil Nadu on 5th February 1982 according to the Bharathiar University Act, 1981 (Act 1 of 1982). Before 1982, it was functioning as a Postgraduate center of the University of Madras in Coimbatore. By 1985, the university received recognition from University Grants Commission (UGC), New Delhi for

economic and administrative assistance. It was named after Subramaniya Bharathi, a famous Indian writer, poet, journalist, Indian independence activist and social reformer from Tamil Nadu. Imbibing the spirit of Subramaniya Bharathi, the Bharathiar University works with the motto 'Educate to elevate' and strives to make the higher educational institution a temple of learning. The prime objective of the university is to inculcate the essential knowledge, skills, and attitude including creativity in people to build a country that honors fairness and justice.

Table 14: Important Milestones in the History of Bharathiar University

Year	Events
1982	Established in February 1982 under the provision of Bharathiar University Act, 1981 (Act 1 of 1982). Earlier between 1973-1982, functioned as Post Graduate Centre of University of Madras
1985	Recognized by the University Grants Commission (UGC), obtained 2f and 12B status
2005	Recognized as one among top 15 Universities in India by NAAC - Great Institutions of Higher Learning
2007	Celebrated silver jubilee
2009	Ranked Second Best University in India by Times of India
2009	Re-accredited with 'A' by NAAC
2011	Ranked No. 4566 in the State and No. 8746 in the nation in Nielsen survey
2011	Adjudged as the Fifth State Run Universities in India by the Sunday Indian 2011.
2013	Ranked amongst top 50 Universities in India and placed at 32 and 33 in the surveys conducted by the popular English magazines India Today and The Week respectively
2014	Ranked as the 29th position by India Today
2015	Awarded 14 th rank among Indian Universities at National level and 1 st in State level by MHRD-NIRF
2015	Reaccredited with 'A' grade by NAAC
Year	Events
2016	Ranked 2 nd in VISAKA by MHRD
2017	Ranked 28 th by MHRD-NIRF

Source: Website of Bharathiar University

The Vision

The vision of the university is to provide internationally comparable higher education to people. The aim is not only to impart knowledge and skills but also to nurture a holistic development of the students with a focus on building their conduct and character. The university is committed to educating students who develop as a valuable human resource of the country contributing adequately to the national development. The University strives to realize the vision of India and excel in protecting and promoting the rich heritage and secular ideals of the country.

The Mission

The missions of the university are presented below:

- To be an innovative, inclusive and international University committed to excellence in teaching, research and knowledge transfer and to serve the social, cultural and economic needs of the nation.

- To innovate and offer educational programmes in various disciplines with synergistic interaction with the industry and society.
- To impart knowledge and skills to students, equipping them to be ready to face the emerging challenges of the knowledge era.
- To provide equal opportunity to women students and prepare them to be equal partners in meeting the scientific and technological demands of the nation.
- To contribute to the advancement of knowledge through applied research leading to newer products and processes.
- To prepare the students to work for societal transformation with a commitment to justice and quality.

The University is an affiliating type, recognized by the UGC, a member of the Association of Indian Universities (AIU) and Common Wealth Universities. In 1973, the university was established as the post-graduate center of the Madras University with seven departments with a limited number of faculty and staff. Eventually, in 1982 the university expanded with the addition of several departments, faculty, staff, and students. In 2017, the university has 120 affiliated colleges attached to it. The 120 affiliated colleges include 11 government colleges, 16 aided colleges, 88 self-financing colleges, and 5 constituent colleges. These include 11 Management Institutions, 101 Arts & Science colleges (18 Women's colleges, 90 Co-educational colleges, and 4 Men's colleges), one Air Force Administrative College, and a PG Study Centre. This University has 39 Departments in the campus, dedicated to teaching and research including 14 Schools and a School of Distance Education. All Schools/ Departments are supported by highly qualified and well-experienced faculty members. The university has 39 departments, 236 faculty members, 224 non-teaching staff, 36 technical staff, and 2156 students pursuing various programs in various departments of the university. The university offers under-graduate, post-graduate, and research programs including M.Phil. and Ph.D. through the colleges affiliated to the university. The affiliated colleges of the university offer numerous courses in Arts, Science, and Humanities disciplines. Only post-graduate and research programs are offered at the university departments. Various schools of the university offer several courses. UGC Innovative Program like Cheminformatics, Textiles and Costume Design and Nano Science, and Industry Institute Collaborative Programs like M.Sc. Medical Physics (GKNM Hospital and BARC) are also offered at the university. Table 15 shows the list of the programme and its type offered in the university departments.

Table 15: List of the Programs and Type of the Programs in the University

Programme	Number of Courses	Type of Program
Post Graduate	37	Full Time
M. Phil.	37	Full Time + Part Time
Ph. D.	37	Full Time + Part Time

Table 16: Departments and Programs in the University

Sl.No.	Name of the Department	Post-Graduate Program	Research Program
I. School of Life Sciences			
1	Botany	M.Sc. Botany	Botany
2	Bio-informatics	M.Sc. Bioinformatics	Bio-informatics
3	Environmental Sciences	M.Sc. Environmental Sciences	Environmental Sciences
4	Zoology	M.Sc. Zoology	Zoology
5	Human Genetics and Molecular Biology	M.Sc. Animal Biotechnology M.Sc. Human Genetics and Molecular Biology	Human Genetics and Molecular Biology
II. School of Biotechnology and Genetic Engineering			
6	Microbial Bio-technology	M.Sc. Industrial Biotechnology	Microbial Bio-technology
7	Bio-technology	M.Sc. Biotechnology	Bio-technology
Sl.No.	Name of the department	Post-graduate program	Research program
III. School of Commerce			
8	Commerce	M.Com Finance & Comp. Appl. M.Com Finance & Accounting	Commerce
IV. Bharathiar School of Management and Entrepreneur & Development (BSMED)			
9	Business Administration	M.B.A. M.B.A. (DFS)	Business Administration
V. School of Chemical Sciences			
10	Chemistry	M.Sc. Chemistry M.Sc. Chemistry (DFS)	Chemistry
VI. School of Computer Science & Engineering			
11	Computer Applications	MCA MCA (DFS)	Computer Applications
12	Computer Science	M.Sc. Computer Science	Computer Science
13	Information Technology	M.Sc. Information Technology	Information Technology
VII. School of Educational Studies			
14	Communication & Media Studies	Master of Journalism & Mass communication	Communication & Media Studies
15	Educational Technology	M.Sc. Educational	Educational Technology
16	Education	Communication	Education
17	Physical Education	M.Ed	Physical Education
18	Extension Career Guidance and Students Welfare	M.P.Ed. M.A. Career Guidance	Extension Career Guidance and Students Welfare
VIII. School of Physical Sciences			
19	Physics	M.Sc. Physics	Physics
20	Medical Physics	M.Sc. Medical Physics	Medical Physics
21	Nano-science and Technology	M.Sc. Nano Science & Technology	Nanoscience and Technology
22	Electronics & Instrumentation	M.Sc. Electronics & Instrumentation	Electronics & Instrumentation
IX. School of Economics			
23	Economics.	M.A Economics	Economics.

24	Econometrics	M.Sc. Applied Econometrics	Econometrics
X. School of Mathematics and Statistics			
25	Mathematics	M.Sc. Mathematics	Mathematics
26	Applied Mathematics	M.Sc. Mathematics (C.A)	Applied Mathematics
27	Statistics	M.Sc. Statistics M.Sc. Statistics with C.A	Statistics
XI. School of Social Science			
28	Social Work	Master of Social Work	Social Work
29	Women Studies	M.A Women's Studies	Women Studies
30	Sociology and Population Studies	M.A. Sociology	Sociology and Population Studies
31	Psychology	M.Sc. Applied Psychology	Psychology
XII. School of Tamil and other Indian Languages			
32	Tamil	M.A Tamilology	Tamil
XIII. School of English and other Foreign Languages			
33	Linguistics	M.A. Linguistics	Linguistics
34	English & Foreign Languages	M.A. English Literature M.Sc. Textiles and Apparel Design	English & Foreign Languages
35	Textiles & Apparel Design	Design	Textiles & Apparel Design

Source: Website of Bharathiar University

Semester System: Bharathiar University and its affiliated colleges follow a semester system that provides scope to evaluate students on a more continuous basis, and freedom to design and offer a variety of courses for students can choose within a limited time.

Choice Based Credit System: As recommended by the UGC, the university introduced a Choice Based Credit System (CBCS) in the university departments in 2001-02 and its affiliated colleges in 2003. The CBCS is an effective and interesting system where the students have to accumulate a minimum number of credits to earn a degree. It offers choice to students to choose their courses under elective and supportive category apart from the core courses that are mandatory for the particular degree. As per the system, every department offers four to six compulsory core papers that are specific to the course every semester. In addition to the core papers, the students register for elective courses for three semesters (for two year PG program) and five semesters (for three year PG program). Typically each department offers about two to four elective courses from which the students can choose one every semester. Besides this, each department offers one or two supportive courses per semester for three semesters for the students from other departments. The supportive courses provide an opportunity to the students to get exposure to a variety of fields other than their field of study.

The post-graduate students have a compulsory component of project work or a clinical/industrial practicum during their period of study. The clinical/industrial practicum involves placement of students at other institutions/industry for institutional training that will enable them to learn the skills needed to work in the field. A student who opts to carry out a project work can carry out independent research under the supervision of a faculty member. The university also permits credit transfer for courses learned via distance mode of learning to regular mode and vice versa.

NAAC Accreditation: The NAAC has been set up to facilitate the volunteering institutions to assess their performance via set parameters through introspection and a process that provides space for participation of the institution. Accreditation facilitates institution to know its strengths, weaknesses, and opportunities through an informed review process, identification of internal

areas of planning and resource allocation, collegiality on the campus, funding agencies look for objective data for performance funding, institutions to initiate innovative and modern methods of pedagogy, new sense of direction and identity for institutions, the society look for reliable information on quality education offered, employers look for reliable information on the quality of education offered to the prospective recruits intra and inter-institutional interactions. The University was awarded as one among top 15 Universities in India by NAAC in 2005 as Great Institutions of Higher Learning. The University opted for an evaluation by the National Assessment and Accreditation Council (NAAC) of the University Grants Commission. The apex council NAAC awarded “A” grade and subsequently re-accredited with “A” grade in the year 2009. Now in 2015, the University has been Re-Accredited by NAAC (Cycle-3) at “A” Grade level with CGPA of 3.11 on a 4-Point Scale.

NIRF Ranking: The NIRF is a ranking framework, approved by the MHRD and launched by Honorable Minister of Human Resource Development on 29th September 2015 (MHRD, 2015). This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations broad understanding arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The parameters broadly cover Teaching, Learning and Resources, Research and Professional Practices, Graduation Outcomes, Outreach and Inclusivity, and Perception. The university was awarded 14th rank among Indian Universities at National Level and 1st in State level in the year 2016.

Faculty and Staff Strength: The sanctioned and existing strength of teaching and non-teaching staff of the University is presented in the table.

Table 17: Faculty and Staff in the University

Positions	Teaching faculty			Non – Teaching Staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC/ University/State Government	29	48	184	390	90
Strength	22	41	173	224	36
Vacancies	7	7	11	166	54

Table 18: Department-Wise Enrolment of Teachers Disaggregated by Gender, Approved and Existing Strength

S.No.	Department	Male	Female	Existing Strength	Sanctioned Strength
1.	Mathematics	6	2	12	13
2.	Applied Mathematics	3	1		
3.	BSMED	6	4	10	15
4.	Bio Chemistry	1	3	4	4
5.	Bio Informatics	4	3	7	7
6.	Bio-Technology	6	2	13	14
7.	Microbial Bio-Technology	2	3		
8.	Botany	7	2	9	9
9.	Chemistry	10	2	12	11
10.	Commerce	5	2	7	8
11.	Communication and Media Studies	2	1	3	4

12.	Computer Applications	3	5	20	20
13.	Information Technology	3	2		
14.	Computer Science	1	6		
15.	Economics	5	2	7	8
16.	Education	4	1	5	4
17.	Education(SDE)	2	4	6	8
18.	Educational Technology	2	2	4	6
19.	Electronics and Instrumentation	5	1	5	5
20.	English & Foreign Languages	6	1	7	8
21.	Environmental Sciences	8	2	10	10
22.	Extension, Career Guidance	2	1	3	3
23.	Human Genetics	4	0	4	5
24.	Library &Information Science	3	1	4	4
25.	Linguistics	6	0	6	7
26.	Medical Physics	2	1	3	5
27.	Nano Science and Technology	5	2	7	7
28.	Physical Education	9	2	11	11
29.	Physics	11	1	9	9
30.	Social Work	3	3	8	8
31.	Population Studies and Sociology	2	0	2	0
32.	Psychology	3	2	5	7
33.	Statistics	7	2	9	9
34.	Tamil	5	3	8	8
35.	Textiles and Apparel Design	0	5	5	6
36.	Women Studies	0	3	3	6
37.	Zoology	9	0	9	9
38.	History and tourism	0	0	0	3
39.	Total	162	77	235	261

Table 19: Qualifications Details of the Teaching Staff

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./D.Litt.	1		1		1		03
PhD	34	13	20	11	80	38	199
M.Phil.					5	4	09
PG					4	3	07
Temporary Teachers (UGC XII Plan)							
Ph.D.					7	6	13
M.Phil.							
PG							
Super Numeracy							
D.Sc./D.Litt.							
Ph.D.					2	2	4
M.Phil.							
PG							
Consolidated Basis							
Ph.D.						3	3
M.Phil.							
PG						1	1
Temporary Teachers (Women Studies & Academic Staff College)							
Ph.D.					2	3	5
M.Phil.							
PG							
Faculty Recharge Programme							
Ph.D.					4		4
M.Phil.							

Source: The Self-Report of Bharathiar University

Table 20: Enrolment Data of Post-Graduate Students of the University for the Years 2013-2014, 2014-2015 and 2015-2016

S. No	Name of the Course	2013-2014			2014-2015			2015-2016		
		M	F	Total	M	F	Tot	M	F	Total
1	M.A. Tamil	14	20	34	10	5	15	8	15	23
2	M.A. English Literature	12	31	43	15	36	51	13	74	87
3	M.A. Linguistics	2	0	2	2	7	9	5	27	32
4	M.A. Economics	8	18	26	4	9	13	19	46	65
5	M.Sc. Econometrics	2	7	9	-	-	-	-	-	-
6	M.A. Women Studies	0	3	3	3	8	11	-	13	13
7	M.S.W. Master of Social	22	17	39	17	25	42	39	40	79
8	M.Sc. Applied Psychology	7	29	36	4	35	39	6	88	94
9	M.Sc. Mathematics	11	34	45	7	40	47	8	37	45
10	M.Sc. Mathematics with	9	29	38	7	33	40	5	33	38
11	M.Sc. Statistics with	5	5	10	-	-	-	6	16	22
12	M.Sc. Physics	7	13	20	6	19	25	16	39	55
13	M.Sc. Medical Physics	10	6	16	11	6	17	10	21	31
14	M.Sc. Chemistry	4	14	18	9	7	16	19	49	68
15	M.Sc. Botany	9	13	22	4	18	22	7	33	40
16	M.Sc. Zoology	7	18	25	9	27	36	12	65	77
17	M.Sc. Environmental	3	5	8	6	3	9	9	27	36
18	M.Sc. Bio Technology	5	19	24	8	21	29	16	34	50
19	M.Sc. Industrial Bio	14	5	19	13	15	28	14	29	43
20	M.Sc. Bioinformatics	0	2	2	5	3	8	3	2	5
21	M.Sc. Computer Science	7	32	39	7	33	40	15	64	79
22	M.Sc. Nanoscience &	2	8	10	12	9	21	14	33	47
23	M.A. Educational	3	0	3	9	26	35	8	6	14
24	M.Com Finance and	5	18	23	7	19	26	12	46	58
25	B.P. Ed.	75	26	101	63	37	100	111	88	199
26	M.P. Ed.	37	15	52	38	11	49	48	19	67
27	M.C.A.	31	30	61	17	11	28	26	13	39
28	M.B.A.	25	35	60	23	37	60	113	93	206
29	M.Com Finance and	6	5	11	5	21	26	18	39	57
30	M.Sc. Information	9	20	29	9	28	37	21	47	68
31	Master of Journalism &	13	8	21	21	16	37	29	30	59
32	M.Sc. Electronics and	8	5	13	9	5	14	26	20	46
33	M.Sc. Statistics	7	5	12	8	17	25	6	16	22
34	M.Sc. Chemistry	4	12	16	7	9	16	12	38	50
35	P.G. Diploma in	5	2	7	-	-	-	-	-	-
36	M.Sc. Textiles and	2	13	15	3	20	23	3	36	39
37	M.Sc. Human Genetics & Molecular Biology	2	12	14	6	13	19	8	26	34
38	M.C.A.	-	-	-	24	21	45	79	90	169
39	Master of Library &	-	-	-	3	4	7	-	-	-
	Grand Total	429	558	987	438	684	1122	764	1392	2156

Table 21: Strength of Students Enrolled During the Year 2013, 2014 and 2015

Gender	2013	2014	2015
Males	429 (43.46%)	438 (39.03%)	764(35.4%)
Females	558 (56.53%)	684 (60.96%)	1392(64.5%)
Total	987	1122	2156

Source: The Self-Report of Bharathiar University

Table 22: Student's Enrolment Data in Bharathiar University for the Years 2010 to 2014

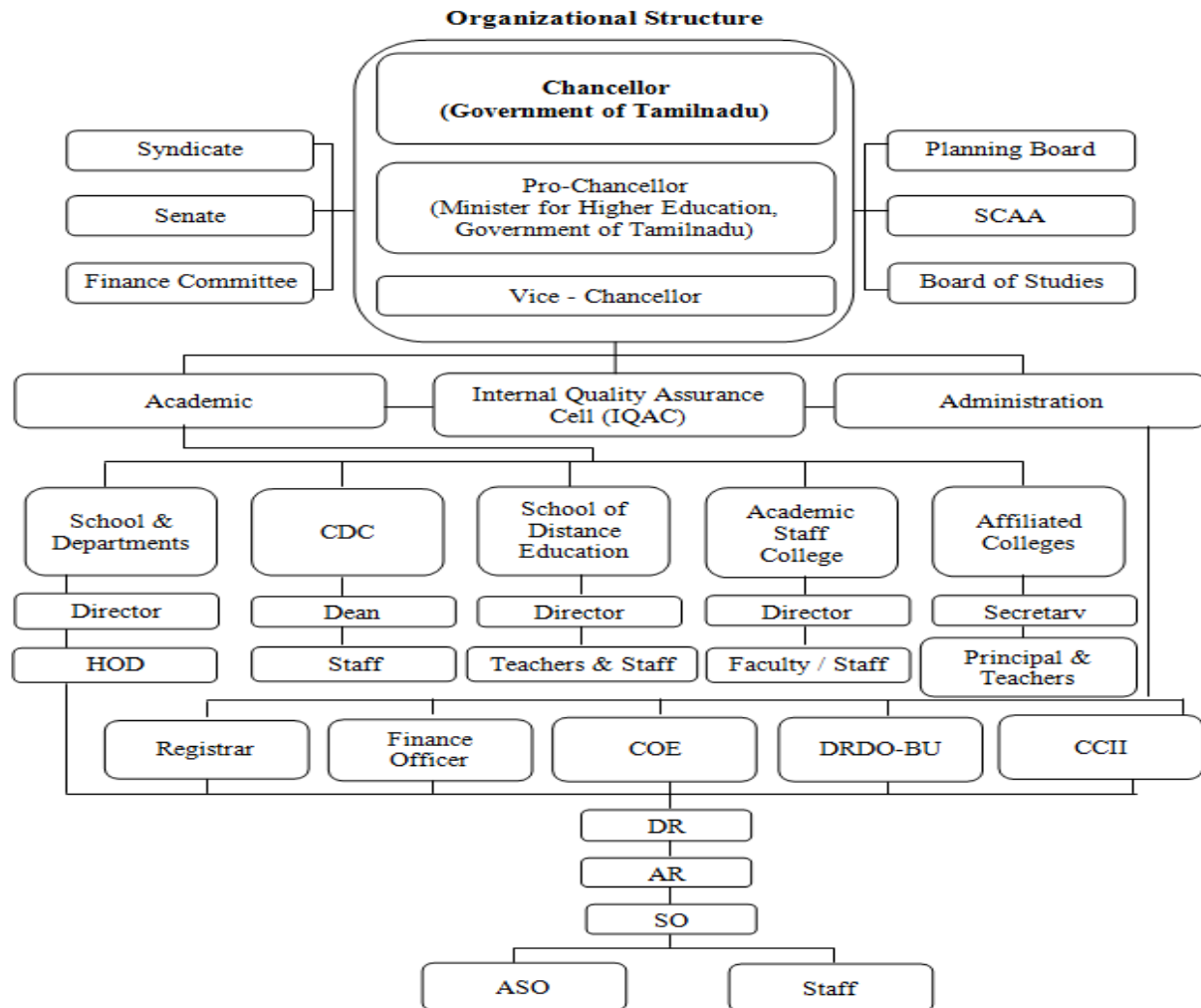
	2010	2011	2012	2013	2014
Arts	340 (27.89%)	320 (27.02%)	298 (26.99%)	266 (26.95%)	303 (27%)
Science	879 (72.10%)	864 (72.97%)	806 (65.30%)	721 (73.04%)	819 (72.99%)
Total	1219	1184	1104	987	1122

Source: The self-Report of Bharathiar University

Governance Structure, Legislations, Rules, Procedures, Processes

Constitution of the Act for the University:The Bharathiar University Act 1981 was passed by the Government of Tamil Nadu in the Tamil Nadu Act No.1 of 1982. The Governor of Tamil Nadu on 12th December 1981 gave assent to start the university, and this was published in the Tamil Nadu Government Gazette on 7th January 1982, Part IV Section 9. The laws of the university are the rules framed on the approval of the Government in the act under the provisions of the Government, Statutes, and Ordinances and Regulations framed by the competent authorities. The act was amended in the year 1983 [Bharathiar University, (Amendment) Act 1981] under the Tamil Nadu Act No. 45 of 1983, and was published in the Tamil Nadu Government Gazette on 6th December 1983, Part IV Section 2.

Academic and Administrative Structure:The management structure includes the university's council and committees those that make decisions for carrying out the functions of the university. Figure 4 below presents the academic and administrative structure of the university.



The Board of Governors:The governing bodies of the Bharathiar University are selected as per the Statutes that declare a person as the member of governing board of the University. The following are the list of Governing Bodies of University.

- The Senate
- The Syndicate
- The Standing Committee on Academic Affairs
- The Finance Committee
- The Board of Studies

The Executive Council – The Senate:According to the Bharathiar University (Amendment) Act 1983, the executive council is the Senate. The Senate consists of two kinds of members – class I members and class II members. The class I members of the Senate includes TheChancellor,The Pro-Chancellor,The Vice Chancellor,The Director of Collegiate Education, The Director of School Education (in-charge of Higher Secondary Education),The Director of Technical Education, The Director of Legal Studies,The Director of Medical Education, The Heads of University Departments of Study and Research,Principals of affiliated Colleges, The Librarian of the University Library,The Director of Physical Education of the University,andMembers of the

Syndicate who are not otherwise the members of the Senate. The class II members of the Senate include the elected teachers from affiliate colleges, member from the secretariats of the college committees in private colleges, members from school head-masters, registered graduates of the region, members from Tamil Nadu Legislative Council and Tamil Nadu Legislative Assembly, members nominated by the Chancellor from various backgrounds and members nominated by the Pro-Chancellor representing the Scheduled Caste and Scheduled Tribe. The regulations in selecting members selected are mentioned in the statutes of Bharathiar University (Amendment) Act 1983.

The Academic Council – The Syndicate: According to the Bharathiar University (Amendment) Act 1983, the academic council would be the Syndicate. The Syndicate has two kinds of members – class I members and class II members. The class I members of the Syndicate include The Secretary to the Government in-charge of Education (The Secretary to the Government in-charge of Health and Family Welfare and The Secretary to the Government in-charge of Law), The Director of Collegiate Education, The Director of Technical Education, The Director of Medical Education, and The Director of Legal Studies.

The class II members function under the class I members. They include two members elected by principal and two members by teachers of affiliated colleges both according to the regulation in the statutes of the Bharathiar University (Amendment) Act 1983. The class II members also include the few Heads of Department, members from academic experts, a reader and a lecturer from the University nominated by the Vice-Chancellor. The Vice-Chancellor would be the ex-officio member of the Syndicate.

The Chancellor: The Chancellor of Bharathiar University would be the governor of Tamil Nadu. He has the power to nominate the person to the authorities with the advice of the Vice-Chancellor of the University. The chancellor has the power to examine any officer by himself or on the application of people from any other cadre based on the legality, correctness, and decisions on performance. The Bharathiar University Act 1982 and Bharathiar University (Amendment) Act 1983 prescribe the responsibilities of the Chancellor.

The Vice-Chancellor: The Vice-Chancellor (VC) is the academic head and the principal executive officer of the University. In the absence of the Chancellor and Pro-Chancellor, the VC presides over the convocation of the University, and also provide the degree, titles and other academic designations to the persons entitled in the University. He would be the member of the ex-officio and chairman of the Syndicate, Senate, Standing Committee on Academic Affairs and the Finance Committee. The VC ensures the regulations, ordinances, and statues are observed and carried out. He is vested with the power to take actions on various issues like appointment, suspension, and dismissal of anybody in the University of any cadre with or without prior notice. He would take part in the decision-making in forming the methodology in teaching and research, educational extension, and curriculum development. The Bharathiar University Act 1982 and Bharathiar University (Amendment) Act 1983 prescribe the responsibilities of the Vice-Chancellor.

Standing Committee on Academic Affairs: The statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983 describes the constitution and functions of the members of the Standing Committee on Academic Affairs. The members of the Standing Committee on Academic Affairs of the University include the Vice-Chancellor, class I members and class II members.

The Vice-Chancellor Acts as the Ex-Officio Chairman of the Committee: The class I members of the committee include the director of collegiate education, the director of technical education, the director of medical education, and the chairman of all boards for under-graduate and post-graduate courses of studies, and the deans of all faculties. The class II Members of the committee would be members elected by Principals of affiliated Colleges as per the regulation of the statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983.

The standing committee on academic affairs would advise the syndicate for the decisions on various academic issues like regulating special courses, the division of subjects in University departments, examinations, schemes on teaching and research, promoting research, etc. The committee also performs duty assigned by the syndicate. The committee also would advise the vice chancellor and syndicate regarding the academic scenario in the university. The standing committee on academic affairs performs its duties as per the regulations put forth by the statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983.

Finance Committee: The Finance Committee is constituted by the Syndicate. It consists of the Vice-Chancellor, The Secretary to Government in-charge of Finance, The Secretary to Government in-charge of Education, and three members nominated by the Syndicate from its members of whom one is a Professor and one is a person nominated to the Syndicate by the Chancellor. The Vice-Chancellor is the ex-officio Chairman, and the Finance Officer is the ex-officio Secretary of the Finance Committee. All the members of the Finance Committee, other than the ex-officio members, hold the office for three years.

The Finance Committee meets at least twice in every year to examine the accounts and to scrutinize proposals for expenditure. The Vice-Chancellor convenes the meetings of the Finance Committee. The meetings will normally be convened in January to consider the Financial Estimates, and in July to consider the annual accounts and at such other times as the Vice-Chancellor may consider necessary. The annual accounts of the University prepared by the Finance officer is laid before the Finance Committee for considerations and comments and thereafter submitted to the Syndicate for approval. Similarly, the financial estimates of the University prepared by the Finance Officer will be laid before the Finance Committee for consideration and comments. The said estimates, as modified by the Finance Committee, will then be laid before the Syndicate for consideration. The Syndicate may accept the modification made by the Finance Committee.

The Finance Committee will recommend limits for the total recurring expenditure and the total non-recurring expenditure for the year based on the income and resources for the University that, in case of productive works, may include the proceeds of loans. The Finance Committee shall review the financial position of the university from time to time; make recommendations to the Syndicate on every proposal involving investment or expenditure for which no provision has been made in the annual financial estimates or which involves expenditure in excess of the amount provided for in the Annual Financial Estimates; prescribe the methods and procedures and forms for maintaining the accounts of the University and Colleges; make recommendations to the Syndicate on all matters relating to the finances of the University.

The Board of Studies: Boards of Studies are attached to each department of teaching. Boards of Studies are constituted for (1) Mechanical, Metallurgical and Production Engineering, (2) Electrical, Electronics and Communication Engineering, (3) Civil Engineering, (4) Textile Technology, (5) Management Science and (6) Basic and Applied Sciences including Humanities.

The Board for Basic and Applied Sciences may appoint a sub-committee for Humanities including languages. The sub-committees shall submit their recommendations to the respective Boards for their consideration and finalization.

One Board of Studies shall be constituted for each department for the subjects of study offered by that Department. It constitutes of Head of the Department concerned (Chairman), All Assistant Professors of the Department concerned, who have put in a minimum of 5 years of service, one nominee of the University, Outside experts not less than two but not more than 50 per cent of the total members in the Board, nominated by the Governing Council/ Principal. For this purpose, a panel of experts is to be drawn up for each board that has to be approved by the University. The University may suggest additions and deletions to the submitted panel.

The College shall send the Agenda papers for the meetings of the Academic Council and the Boards of Studies to the University and the members concerned at least one week before the meeting and the minutes of the meeting within 15 days from the date of the meeting.

Management Decision Making: The Senate and the syndicate are the bodies directly involved in the process of decision making related to administrative policies and issues. The board of studies and the standing committee of academic affairs are the key players in taking decisions related to academic policies and issues.

Sources of Funding - University Budget Process: The funding process of the university is carried out in accordance with the statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983. The general fund of the university includes the income from fees, grants made by the state government or Central Government, donation, etc. The general funds also include endowment, trust funds, university fund, pension fund, provident fund, etc. The finance officer with the guidance of the vice chancellor and the syndicate maintains the budget processes. With the coordination of the registrar and finance committee guided by vice-chancellor, the finance officer estimates the finance structure to be of the university that would be approved by the syndicate before 1st February of every year.

In the case of allotting fund for the university, there are few statutory procedures followed by the university. There will be an allocation of fund from the vice- chancellor's discretionary fund that is equivalent to 5 percent of the total fund raised for the department. This fund would be made used in the emergency situation of any department or to provide material or even to provide support to research work. Apart from the vice chancellors discretionary fund, the syndicate has the power and provision to incur the expenses out or even more than the budget allocated by the finance committee. The university departments would take up the projects that are only funded by the UGC or Government or the University. If required to get fund from the private institutions, it has to be approved by the finance committee. The University allocated money for the welfare of the staffs in the university by giving the pension, provident fund and other such schemes prescribed by the syndicate. The trust fund takes care of this expense as it is exclusively allotted for the welfare of the staffs in the University.

Mandate and the Meetings: The Syndicate meetings, the Senate meetings, the Finance Committee meetings, and Heads of the Departments meetings are regularly held to ensure smooth governance and management in the university and its affiliated/constituent colleges.

Syndicate Meetings: Officially, eight to ten syndicate meetings will be conducted in a Calendar year, and it includes ordinary and special meetings. Usually, the meetings are held in the

University, while in extraordinary cases it has been held in Chennai. In Ordinary meetings, members will discuss items related to academics, establishment, examinations, maintenance, Syndicate (action taken reports), purchase, Senate (recommendations and resolutions), finance and other items. Special Syndicate meetings are held to address urgent issues. Issues that were discussed in special syndicate meetings in the recent years include items like approving the total number of candidates admitted for various diplomas/degrees in University and affiliated colleges for Convocation, scheduling convocation, miscellaneous expenditures of the University, investing of surplus funds in the service bank of University, preparing a memorandum for submission to Chancellor, Pro-Chancellor and other authorities regarding the happenings of the University and steps to be taken to resolve important issues concerning the university. Approving affiliations to colleges, digitalizing PhD thesis submission process, fixing fees for various programs, rents for Hostels, Guest House and the pay for the temporary employees working under essential services, creating new budget heads like “Miscellaneous” and “Software”, approving CAS promotions and new recruitments, were among the agenda of the Syndicate in the recent years.

Senate Meetings: Two ordinary meetings (in which one is "Annual meeting") are conducted in a Calendar year, and sometimes there will be one special meeting. Vice-Chancellor would fix a date for the meeting. Introduction of new members, the point of orders, and queries from previous meetings must be mentioned before the meeting. These agenda along with Audit report and Audited Annual Accounts (in December meetings) will be circulated before the date of meeting to the members for discussion during the meeting. In the date of the meeting, various activities in University and Colleges will be highlighted, and new members will be introduced. Then, time will be given for discussing the point of orders and queries. Members will seek clarification and discuss the answer given in Final agenda. Finally, the resolutions for the meeting will be either accepted or rejected by the Chairman (Vice-Chancellor) for recommending to the Syndicate.

Various issues related to administrative and executive functions of University, irregularities and malpractices by students and staff in University and Colleges, disciplinary action taken against various colleges, staff and students, committees formed for various reasons, updates of various cases and enquiries done for various issues, issues related to various sections/offices, School of Distance Education and University Representations, admissions and appointments of students and staff, issue of rumor against person and University, problems in the academic and well-being of students, rules and regulations amended, queries regarding purchases, accounts of higher authorities, clarifying doubts of members, resolutions and recommendations made by the members to the Syndicate for approval and implementation of existing recommendations, etc., are discussed in the Senate meetings.

Heads of Departments Meetings: Regular meetings are scheduled for the Heads of the Departments in the University. All matters pertaining to the university departments are discussed here. Issues pertaining to every aspect of the university, both academic and administration, is discussed in the HODs meetings and their suggestions are sought. These meetings also serve as a platform for HODs to communicate the issues concerning their departments like the requirement of space, grievances, welfare, etc. Planning for events like convocation, formation day, etc., is also initiated in these meetings.

Policies and Development

Admission Policy: As per the statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983, the admission to a program and applying for an examination would take place according to the university's regulation on the requirement of the program. The admission to the under graduate program would be based on the marks obtained in the pre-degree or higher secondary or studies that constitute 10+2 years and the marks obtained in the interview conducted at the time of the admission. In case of post graduate program in the university department, the admission would occur as per the percentage or the percentile score obtained in the under graduation, the performance in the entrance test and the interview with the candidate. The admission process for research-based courses would be based on the marks scored in the entrance test and the interview conducted with the candidate. This admission policy also holds good for the affiliated colleges.

Faculty Recruitment Policy: The University follows the norms prescribed by the UGC to carry out recruitment of faculty members in the University. As per the statute of Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983, the academics within the university are the Professors, Readers, Lecturers (Selection Grade), Lecturers (Senior Scale) and Lecturers. The recruitment of the academic staff would be decided by the Syndicate following the norms of the UGC and the Bharathiar University Act, 1982 and Bharathiar University (Amendment) Act 1983. The information on the vacancy of the post of Professor, Assistant Professor, Reader, Lecturer, and Librarian would be announced via newspapers or the government portals. The candidates who are within the university are also eligible to apply for the vacancy. The screening committee will screen the applications received, and the screened applicants would be called on for the interview. The university forms a selection committee to make the recommendation for the appointment.

The Selection Committee for appointment to the posts of Professor, Assistant Professor or Reader or Lecturer shall consist of the Head of the Department concerned, a nominee of the Vice-Chancellor, Three persons not in the service of the University, nominated by the Syndicate, from out of a panel of names recommended by the Standing Committee on Academic Affairs for their special knowledge of, or interest in, the subject with which the Professor, Assistant Professor or Reader will be concerned. The Vice-Chancellor shall consult the Head of the Department and Dean of Faculty before nominating the Professor. In case of appointment to the post of Librarian, two persons not in the service of the University who have special knowledge of the subject of Library Science or Library Administration to be nominated by the Syndicate and one person not in the service of the University to be nominated by the Syndicate.

In the case of appointment of a Professor, Assistant Professor, Reader or Lecturer, in a Department where there is no Head of the Department, shall also consist of a person nominated by the Standing Committee on Academic Affairs from among its members. Except in the case of appointments to be made by or with the approval of State Government, all appointments will be made by the Syndicate on the recommendation of the Selection Committee in respect of Professor, Associate Professor, Reader, Assistant Professor/Lecturer, and Librarian. In respect of Administrative and other non-teaching staff, the appointments shall be made by the Syndicate on the recommendation of the Selection Committee constituted for this purpose by the Syndicate. Such Selection Committee shall consist of five members like Vice-Chancellor, Two Syndicate Members, One External Member and the Registrar. For the appointment of Professorship or Readership, the Selection Committee shall recommend a person in the grade of Reader or Lecturer if none of the applicants come up to the expected standard of a Professor, a Reader, etc.,

Faculty Promotion Policy: The Teachers who are eligible for promotion under Career Advancement Scheme before 31.12.2008 may be considered under UGC Regulation 2000 subject to the fulfillment of conditions laid down in the Regulation 2000. Stages of promotion of teachers under Career Advancement Scheme (UGC Regulation 2010) include (i) Stage-1: AGP Rs. 6000(ii) Stage-2: AGP Rs. 7000 (iii) Stage-3: AGPRs. 8000(iv) Stage-4: AGP Rs. 9000 (v) Stage-5: AGP Rs. 10000 and (vi) Stage-6: HAG. The Screening/Selection process involved in the promotion under Career Advancement Scheme will be carried out as prescribed by the Statutes of the University.

Entry level Assistant Professors/equivalent (stage 1) being recommended for promotion under the CAS, the upward movement from the entry-level grade (stage 1) to the next higher grade (stage 2) for all Assistant Professors/equivalent, Promotion of Associate Professors/ equivalent, and Promotion of Professors shall be subject to their satisfying the API based PBAS conditions laid down in the Statutes as prescribed by the UGC.

Staff Recruitment Policy: The Syndicate has the powers to create non-teaching posts from time to time according to the necessity. Recruitment to the various posts shall be made by direct recruitment or by promotion from the lower category or on Foreign Service from Central or State Government or other Universities or Affiliated Colleges or Public Sector Undertakings and local bodies. The ratio among direct recruitment, promotion and deputation shall be decided by the Syndicate from time to time. The rules of reservation as in force applicable to Government service from time to time shall apply, in the case of Direct Recruitment. All the non-teaching appointments should be made only by notifying the vacancies to the Employment Exchange.

Faculty Development Policy: The University takes steps to foster the development of the faculty. The human resource center of the UGC organizes orientation and refresher courses for faculty of the university as well as other universities. The center also organizes workshops on academic writing, statistical analysis and other short-term courses for faculty members in a regular basis. The departments of the university also conduct conferences, seminars, symposiums, and workshops for the development of the faculty members of the university department as well as affiliated colleges. The university encourages the faculty members to get involved in organizing these activities as well as participating in them. The faculty members are also encouraged to visit other academic institutions and industry to appreciate the latest trends in research and the need of the industry and society.

Research Innovation Policy: The University places paramount importance to research. The university offers both M.Phil. and Ph.D. degree programs from the day of its inception. Over the years the university has taken enthusiastic efforts to enhance the focus on research. Publishing a research article based on the Ph.D. work is prescribed as one of the prerequisites for submission of the Ph.D. thesis by students. Both faculty and students are encouraged to participate and present papers in seminars, conferences, workshops and symposiums organized by other universities/research institutions.

The university also encourages the teachers to get involved in research and development. Faculty members are provided financial assistance to travel within the country and also abroad to participate in conferences or attend workshops. The teachers are encouraged to attend faculty development programmes to advance in their career. The university organizes workshops to find funding for projects from national and international agencies for the faculty members of the

university. Faculty members are encouraged to seek grants for their major and minor projects and are provided with adequate support to help them complete the projects undertaken in time.

Government Arts College, Coimbatore

Another institution that was included in the study was Government Arts College, Coimbatore. Government Arts College Coimbatore came into the service of educating during the period of colonial invasion by British. It started its function in the year 1852. The college has brought out many eminent persons who serve for India in high profile. The college received its autonomous status in the year 1987. The college aims to give education so that the individual would be able to live wisely. The college consistently remains among top 3 colleges in Tamil Nadu.

The college established 160 years before located in Coimbatore. They started as a vernacular school where they teach a subject which is easily understood by the common people. Many alumni have been in a high profile in many administrative positions. The institution has got an equal number of girl students admitted in the college. The college concentrates on low socio economic status people. The college got autonomous status in 1987-88. Table 23 shows important events of the college which are as follows.

Table 23: Milestones in the history of Government Arts College, Coimbatore

Year	Events
1852	Started as Anglo Vernacular School by the Dt. Collector, Mr. Thomas.
1861	Upgraded as Middle school
1867	Upgraded as High school
1868	University Entrance course started
1869	First University classes started
1870	Upgraded as second Grade College
1919	The government undertook the administration from the private hands
1932	The first girl student was admitted
1946	Upgraded as First Grade College
1953	Centenary celebration
1967	First Evening College course in B.Com
1982	Affiliated to Bharathiar University
1987	Autonomous Status Given
1999	Accredited by the NAAC with 4 Stars
2000	Choice Based Credit System Introduced
2002	Value Education, Elective Introduced
2003	Self-Financing Courses Started.
2006	Re-Accredited by the NAAC with A Grade.
2012	Re-Accredited by the NAAC with A Grade.

Source: Database of Records of Government Arts College, Coimbatore

The Vision of Government Arts College

The college works with the vision of providing quality higher education to all sections of society.

The Mission of Government Arts College

The institution aims at providing quality education to the students of the downtrodden and weaker section at the society combined with value-based education, to ensure that they become ideal citizens of the country. The skills needed to meet the global challenges are to be imparted.

Since the college is affiliated to Bharathiar University, the education system that is followed in the college is semester system. This makes the students learn a different type of subjects in a year. The college receives funds from UGC and Bharathiar University. The pattern of the program followed by the college would be as per the UGC's recommendation and the norms of the University, i.e., to follow Choice Based Credit System (CBCS). CBCS is followed in the colleges since 2003.

CBCS is an effective and interesting system where the students have to take up a minimum number of credits to earn a degree. It offers choice to students to pick their courses apart from their course work. CBCS is followed in the colleges since 2003. The programmes recommended by the University would be conducted in two shifts. Largely, these are the shift that functions in two different mediums. In some department, both the shifts would have the same medium of instruction. Majorly, the under graduate programs contain two shifts, and in some cases, the postgraduate programs would have two shifts. The college received NAAC "A" accreditation in the year 1999 and reaccreditation during the years 2006 and 2012. Table 24 shows the number of programs running in the college and its type.

Table 24: List of the Programs and Type of the Programs

Programme	Number of Courses	Type of Program
Under Graduate	21	Full Time
Post Graduate	20	Full Time
M. Phil.	12	Full Time + Part Time
Ph. D.	13	Full Time + Part Time

Source: from the website of Government Arts College, Coimbatore

The college consists of 243 faculties including assistant professors and associate professors. There are 1790 students in the college pursuing various courses. The following table 25 shows the different type of programs in the college and the number of seats allotted for the programs.

Table 25: Programmes and the Number of Seats Allotted for Each Program

S. No.	Programmes	Undergraduate Program				Postgraduate Program		Research			
		I Shift		II Shift		I Shift	II Shift	M.Phil		Ph.D	
		TM	EM	TM	EM						
		B.A.				M.A.					
1	Tamil Literature	40	-	40	-	-	40	FT	PT	FT	PT
2	English Literature	-	40	-	40	18	-	FT	PT	-	PT
3	History	35	40	-	-	30	-	FT	PT	FT	PT
4	Tourism & Travel Management	-	-	-	60	-	-	-	-	-	-
5	Economics	35	40	-	50	30	-	-	PT	-	PT
6	Business Economics	-	-	-	-	-	40	-	-	-	-
7	Political Science	35	40	-	-	-	-	-	-	-	-
8	Public Administration	-	-	-	40	-	40	FT	PT	-	PT
		B.Sc.				M.Sc.					
9	Botany	24	24			15	-	FT	PT	FT	PT
10	Zoology	24	24	-	24	20		FT	PT	FT	PT
11	Chemistry	30	30	-		20		FT	PT	FT	PT
12	Physics	28	28	-		24		FT	PT	FT	PT
13	Mathematics	30	30	-	30	30		FT	PT	FT	PT
14	Psychology	-	40	-	-	-	15	-	-	-	-
15	Geography	24	24	-	-	-	40	-	PT	-	PT
16	Statistics	-	-	-	50	-	15	-	-	-	-
17	Computer Science	-	30	-	30	-	40	FT	PT	FT	PT
18	Information Technology	-	-	-	40	-	40	-	-	-	-
19	Computer Applications	-	-	-	-	30	-	-	-	-	-
		B.Com				M.Com					
20	Commerce	-	50	-	50	30	-	-	PT	-	PT
21	Commerce with CA	-	-	-	60	-	-	-	-	-	-
22	Business Administration	-	-	-	60	-	-	-	-	-	-
	Total	305	440	40	534	247	270				

FT=Full time, PT=Part-time

Source: Website of Government Arts College, Coimbatore

The faculty comprises of a total of 242 staff members of whom 173 hold Ph.D. Degrees. Most of the rest are undergoing Ph.D. Part-time programmes in the respective disciplines. Table 26 shows the number of faculty members and staff working in the Government Arts College.

Table 26: Faculty and Staff in the College

Positions	Teaching Faculty			Non – Teaching Staff	Technical Staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned Strength by the UGC/ University/State Government	-	-	272	89	26
Recruited	-	-	243	41	17
To Recruit	-	-	29	48	9

The following table 27 shows qualifications details of the teaching staff working in the Government Arts College.

Table 27: Qualifications Details of the Teaching Staff

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
PhD			08	12	15	15	50
M.Phil.			01	04	06	07	18
PG					2	1	3
Temporary Teachers (UGC XI Plan)							
Ph.D.			18	17	38	50	123
M.Phil.			01	08	11	20	40
PG				02	04	02	08

*Note: Total Staff is 242 Excludes Principal

Table 28 shows the number of faculty members working in the departments under posts of Associate professors and Assistant Professors.

Table 28: The Strength of Faculty in 2014-2015

Departments	Sanctioned	Associate Available	Assistant Available	Total Strength of Faculty
Tamil Literature	23	6	17	23
English Literature	28	6	22	28
History	13	5	7	12
Tourism Administration	4	0	1	1
Tourism & Travel Management	4	0	3	3
Economics	19	6	13	19
Political Science	13	2	2	4
Public Administration	8	0	6	6
Botany	15	5	10	15
Zoology	15	6	9	15
Chemistry	16	8	8	16
Physics	15	9	6	15
Mathematics	18	6	12	18
Psychology	9	2	3	5
Geography	13	0	9	9
Statistics	11	1	10	11
Computer Science	10	5	5	10
Information Technology	10	0	10	10
Commerce	13	9	4	13
Commerce with CA	5	1	3	4
Business Administration	4	0	4	4
Physical Director	1	0	0	0
Defence	2	0	0	0
Sanskrit	1	0	0	0
Librarian	1	0	1	1
Total	272	77	165	242

Source: Website of Government Arts College, Coimbatore

There is no separate vacancy position for the Associate and Assistant Professors. The vacancy is calculated according to workload, i.e., 16 hours per week.

The administrative staff consists of ministerial staff, computer science staff, lab assistants, gardener, sweepers, and scavengers. Table 29 shows the various posts of administrative staffs and their numbers.

Table 29: Administrative Staff

Ministerial Staff			Computer Science Staff			Office Assistant		
	Sanctioned Strength	Recruited		Sanctioned Strength	Recruited		Sanctioned Strength	Recruited
Bursar	1	1	Computer Science Staff (Assistant Programmer)	2	2	Office Assistant (Selection Grade)	12	1
Superintendent	1	1	Lab Assistants	26	17	Sweepers – (Selection Grade)	5	2
Assistants	5	3	Gardner	2	1	Sweepers – (Special Grade)	3	1

Source: Database of Government Arts College, Coimbatore

Table 30: Gender-Wise Distribution of Teachers at the Affiliated College Selected for the Study

Gender	Frequency	Percent
Male	56	50.9
Female	54	49.1
Total	110	100.0

Table 31 Show department-wise enrolment of students at the affiliated college selected for the study disaggregated by male, female.

Table 31: Department-Wise Enrolment of Students During the Year 2013-2014

S No.	Programmes	UG				PG				Research			
		I Shift		II Shift		I Shift		II Shift		M.Phil.		Ph.D	
		M	F	M	F	M	F	M	F	M	F	M	F
		B.A.				M.A.				I Shift		I Shift	
1	Tamil Literature	27	13	23	16	-	-	14	19	5	12	5	8
2	English Literature	29	11	26	14	12	11	-	-	7	5	1	2
3	History	49	26	-	-	19	6	-	-	5	4	4	2
4	Tourism & Travel Management	-	-	33	27	-	-	-	-	-	-	-	-
5	Economics	50	25	26	23	12	12	13	11	4	3	2	2
6	Business Economics	-	-	-	-	-	-	-	-	-	-	-	-
7	Political Science	46	29	-	-	-	-	-	-	-	-	-	-
8	Public Administration	-	-	26	13	-	-	13	14	1	5	-	-
		B.Sc.				M.Sc.							
9	Botany	32	16	-	-	6	8	-	-	3	1	-	-
10	Zoology	26	21	12	12	4	16	-	-	1	8	1	8
11	Chemistry	39	21	-	-	11	9	-	-	-	4	1	0
12	Physics	40	15	-	-	9	15	-	-	-	-	-	-
13	Mathematics	38	22	19	11	5	25	-	-	5	9	0	4
14	Psychology	27	13	-	-	-	-	11	4	1	-	1	1
15	Geography	30	18	-	-	-	-	13	11	1	3	-	-
16	Statistics	34	16	-	50	-	-	20	4	-	-	4	3
17	Computer Science	26	21	21	9	-	-	17	23	3	27	4	2
18	Information Technology	-	-	25	15	-	-	23	17	-	-	-	-
19	Computer Applications	-	-	-	-	21	11	-	-	-	-	-	-
		B.Com				M.Com							
20	Commerce	35	15	33	17	12	18	-	-	0	3	5	4
21	Commerce with CA	-	-	41	19	-	-	-	-	-	-	-	-
22	Business Administration	-	-	41	19	-	-	-	-	-	-	-	-
Total		528	282	326	195	111	131	114	103	36	84	28	36

M=Male, F=Female

Source: Database of the Government Arts and Science, Coimbatore office.

The data on the number of students pursuing the academic programs in Government Arts College is given in table 32.

Table 32: Total Number of Students for Three Academic Years

Year	Undergraduate Program			Postgraduate Program		
	Male	Female	Total	Male	Female	Total
2012-13	793(62.73%)	471(37.26%)	1,264	283(58.11%)	204(41.88%)	487
2013-14	882(66.27%)	449(33.73%)	1,331	265(57.73%)	194(42.26%)	459
2014-15	833(77.27%)	245(22.73%)	1,078	255(55.55%)	204(44.44%)	459

Source: Database of Government Arts College, Coimbatore

Table 33: Gender of Students at the Affiliated College Selected for the Study

Gender	Frequency	Percent
Male	266	49.8
Female	268	50.2
Total	534	100.0

Governance and Management

Government Arts College, Coimbatore comes under the purview of the Bharathiar University receiving the economic assistance from the Government of Tamil Nadu, Bharathiar University, and UGC. Hence the Chancellor and the Vice-Chancellor would be the Chancellor and the Vice-Chancellor of Bharathiar University. The regulations, norms, and ordinances followed by the college would be the norms provided by the statutes of Bharathiar University's constitution act.

The Principal acts as the Head of the Institution. The deciding authority of the college is the Head of the Institution. The Head of the Institution takes the administrative and academic decisions. The Government of Tamil Nadu, either through promotion or transfer, appoints the Principal. The administrative process would take place according to the regulations and acts prescribed by the act of the Bharathiar University. The Administrative staffs under principal would be Bursar, Superintendent, Assistants, Junior Assistants and other lower grade staff. The academic decisions on syllabus structuring, academic programming, etc., would be discussed with the academic bodies comprising Heads of the Departments and senior faculty members and finalized by the Principal of the college.

The board of studies constitutes the assistant professors, associate professors and Head of the Department in every department. There is a council that meets once in a year that constitutes the Heads of various departments and guests of different fields to discuss the syllabus for the next academic year. The revised syllabus would be sent to the Controller of Examination after the reworking on the suggestions provided by the College Academic Council.

Directorate of Collegiate Education

The Directorate of Collegiate Education was established as a part of Directorate of Public Instruction in 1965 with a specific focus on Collegiate Education. About 12 out of the 27 Universities in Tamil Nadu get their block grants from the Government of Tamil Nadu through the Directorate of Collegiate Education. Presently about 1464 colleges are functioning under the administrative control of the Directorate of Collegiate Education. The Directorate of Collegiate

Education also devises new policies for improving the quality of higher education in the state. The Director in the head office is assisted by two Joint Directors of Collegiate Education, viz., Joint Director of Collegiate Education (Finance) who is in-charge of all aided colleges in the state, and the Joint Director of Collegiate Education (Planning & Development) who is in-charge of the Government Constituent Colleges in the state. There are eight regional offices that are headed by a Joint Director of Collegiate Education each. These regional offices attend to issues like release of monthly salary grant, approval of appointments, auditing of accounts, etc., for the aided colleges in their regions. The regional office located in Coimbatore looks after issues concerning Government Arts College, Coimbatore.

Councils in the College

Government Arts College is an autonomous college and works independently as per the regulations of the UGC and the norms prescribed by the Bharathiar University. The college has several independent statutory bodies that take up primary decisions pertaining to the college administration. The most important councils are:

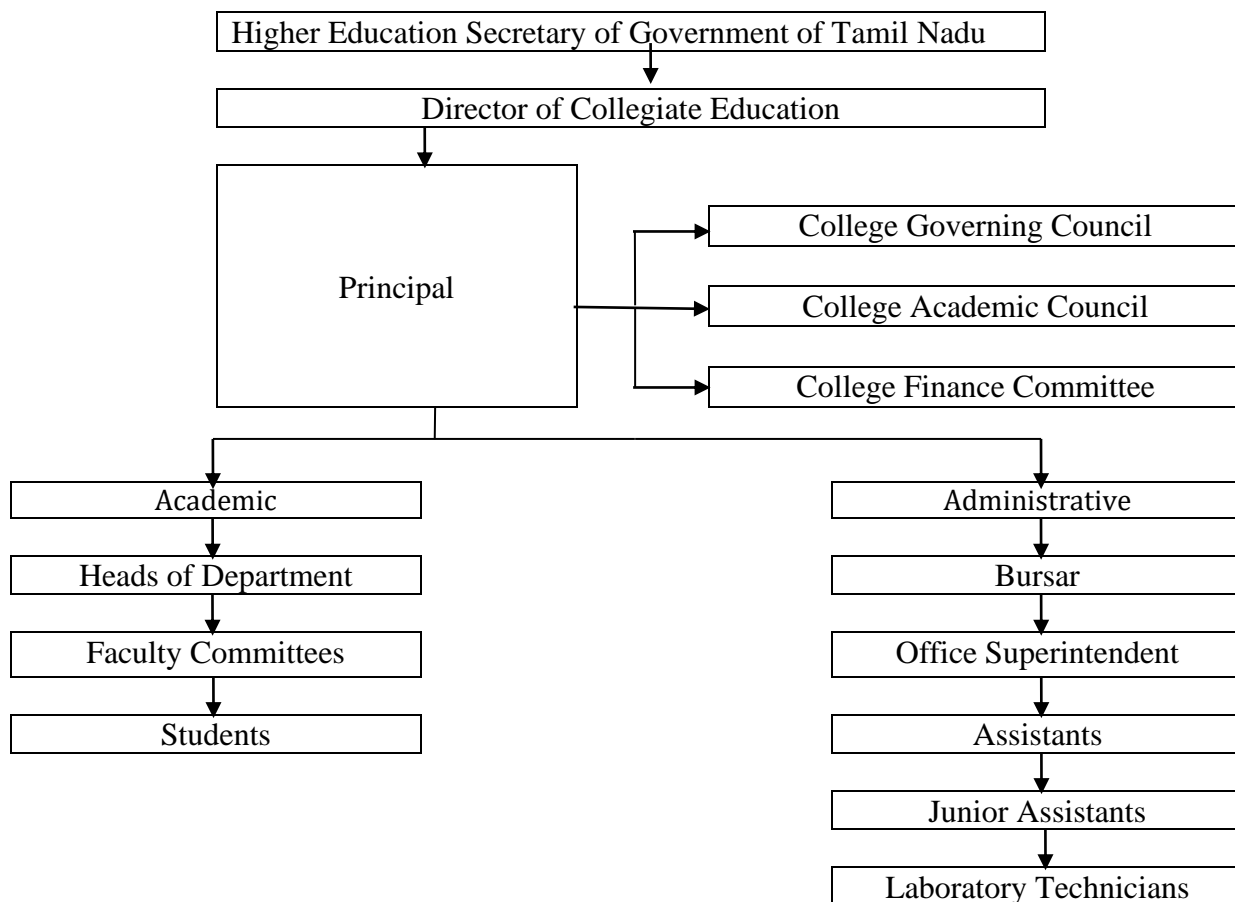
- ***College Governing Council:***The council consists of the Principal, UGC nominee, a University representative, a Government nominee (RJD), an industrialist, a professionalist and an educationist selected by the Government and two senior-most staff members.
- ***College Academic Council:***The college academic council consists of Principal, Heads of Departments, senior-most staff members from each category (Assistant Professor / Associate Professor), a University representative, an industrialist and members from the cross-section of society. The issues discussed in the council would be sent to governing council for further suggestion.
- ***College Finance Committee:***As an autonomous college the institution has three independent statutory bodies viz., college governing council, college academic council and the college finance committee. The finance committee consists of three members. The principal is the head of the committee. An external auditor and a senior faculty member from either Commerce or Mathematics are the other two members of the committee. The finance committee meets once in a year. The decisions of the governing council are endorsed by the finance committee. The budget proposal is prepared by the finance committee every year and sent to the government of Tamil Nadu in connection with new constructions, maintenance, purchase, salary for teaching and non-teaching, funds for TA/DA and EB. The government of Tamil Nadu reserves the authority to sanction the proposed budget. The expenditure is audited by the internal and external audit. Internal audit is done by the members of faculty belonging to commerce and mathematics. External audit is done by the accountant generals' office. Apart from these two audits, the Directorate of Collegiate office also conducts an audit.

There are few other councils and committees that work in various activities for the welfare of the institution. Some of the majorly functioning councils are planning and evaluation committee, examination committee, grievance appeal committee, admission committee, library advisory committee, sports advisory committee, hostel advisory committee, discipline committee, students

welfare committee, extra-curricular activities committee, accounts and audit committee, research committee and internal quality assurance cell.

The Controller of Examinations is in charge of carrying out the duties like verifying the syllabus, framing of question papers through qualified outside examiners, overall supervision of the conduct of examinations, valuation of Semester Examination answer scripts, and publication of results. The process is transparent. The learners are offered an opportunity for re-totalling, revaluation of answer scripts and Xerox copies of answer scripts on demand. Figure 4 shows the organizational structure of the Government Arts College.

Figure 4: Structure of Organization



Strategic Goals and Allocation of Resources

Every year, the facilities are updated with the help of funds from the State Government and other agencies like the UGC and CSIR. Also the UGC allocates Rs.20 Lakhs every year to update the facilities. A Public Works Department office is functioning in the college campus to carry out renovation and construction works on a sustained basis.

Policies in the Institution

Admission Policy: The admission processes for the programs in the college is Single Window System. For the admission of the under graduation, the students are admitted in the college based

on the mark scored in the state higher secondary examination. The rank list is prepared for the whole of the applicants and counselling date is also assigned to the applicants. The list would be published on the notice board of the college. The applicants who are low in the socio-economic status is given preference while processing the rank list.

The Post-Graduation admission process is based on the merit and reservation policies put forth by the Government of Tamil Nadu. The admission for the research programs would be based on the academic score of the Post-Graduation or Master of Philosophy and the interview conducted in the department.

Recruitment Policy:The recruitment of the academicians in the norms put forth by the Government of Tamil Nadu. The assistant professors are recruited based on the NET/SLET scores, or Ph.D. Associate Professors are recruited through the promotion based on the regulations of the UGC. The administrative staffs are recruited as per the allotment made by Tamil Nadu Public Service Commission. The promotion and posting for administrative staffs would be based on the norms put forth by the Tamil Nadu Public Service Commission.

Faculty Development Policy:The UGC prescribes the faculty of all colleges to attend the courses, programs, and orientations conducted by the Academic Staff College of the University affiliated. The faculties also attend the seminars, workshops of the faculty development program of other Universities as well.

Research and Innovation:The research is the upcoming factor to focus in the college. The committee in the college works exclusively for research. This committee would be in-charge of the research activities happening in the college. The institution has got research-based programs like M.Phil. and Ph.D. in certain departments. These scholars work as per the norms of the University to obtain the degree. The scholars get involved in attending conferences, seminars, symposium in various institutions. The faculties in the college would take up researches sponsored by UGC and ICSSR and work on the project apart from the academic work. The college encourages the faculties to take up research projects. All these activities are under the supervision and maintenance of the research council.

Summary of the Chapter

The present study purports to examine the governance and management processes in higher education in Tamil Nadu using two institutions, one a state university and the other a college affiliated to the state university. Bharathiar University and Government Arts College, Coimbatore were sampled as case study institutions for this purpose. In this chapter, a detailed profile of the case study institutions is provided.

Tamil Nadu State Council for Higher Education (TANSCHÉ) formed in 1992 is a statutory body that coordinates with central and state government to develop strategies, monitor and assist in the functioning of higher education in state wherever essential. It is an advisory body more than a regulatory body. Both the study institutions function under TANSCHÉ.

The Bharathiar University was established at Coimbatore by the Government of Tamil Nadu on 5th February 1982 according to the Bharathiar University Act, 1981 (Act 1 of 1982). Before 1982, it was functioning as a Postgraduate center of the University of Madras in Coimbatore. It is

ranked 28th by MHRD-NIRF. The university has 120 colleges affiliated to it. These include autonomous colleges, aided colleges, self-financing colleges, and constituent colleges. Both management institutions and arts and science colleges are included in this. There are five constituent Colleges and a PG Study Centre of this university. The university has 39 departments that are grouped under 14 schools. All of the departments offer post-graduate and research degrees in Humanities, Social Sciences and Sciences. The choice-based credit system is followed by a semester system. There are 236 faculty members, 224 non-teaching staff, 36 technical staff, and 2156 students pursuing various programs in various departments of the university. All the faculty members have a Ph.D. degree, and many are NET/SET qualified. In addition to this, the university offers under-graduate, post-graduate, and research programs including M.Phil. and Ph.D. through the colleges affiliated to the university.

The chapter provides a brief description of the constitution and functioning of the governing bodies of University, viz., the Senate, the syndicate, the standing committee on academic affairs, the finance committee and the board of studies. The general fund of the university includes the income from fees, grants made by the state government or Central Government, donation, etc. The general funds also include endowment, trust funds, university fund, pension fund, provident fund, etc. The university has a well laid down set of policies that guide various aspects of governance like admission, faculty recruitment, faculty promotion, staff recruitment, faculty development and research innovation.

Government Arts College Coimbatore came into the service of educating during the period of colonial invasion by British. It started its function in the year 1852. It was affiliated to the Bharathiar University in 1982 and obtained its autonomous status in 1987. The college consistently remains among top 3 colleges in Tamil Nadu. The college consists of 243 faculties including assistant professors and associate professors. Out of 243 faculties, 173 hold a Ph.D. degree. There are 1790 students in the college pursuing various courses. The college has 39 departments and offers undergraduate, postgraduate and research programs. The undergraduate programs and post-graduate programs are offered in two shifts. Government Arts College, Coimbatore comes under the purview of the Bharathiar University receiving the economic assistance from the Government of Tamil Nadu, Bharathiar University, and UGC. The college comes under the administrative control of the Directorate of Collegiate Education and above that the Higher Education Secretary of Tamil Nadu. The Principal acts as the Head of the Institution. The administrative process would take place according to the regulations and acts prescribed by the act of the Bharathiar University. The college has several independent statutory bodies that take up primary decisions pertaining to the college administration. The most important councils are the college governing council, college academic council, and college finance committee. Several policies like admission policy, recruitment policy, faculty development policy, research, and innovation policy are in place to direct the process of governance.

The next chapter discusses the institutional autonomy and decision-making in both the case study institutions.

Chapter4

Institutional Autonomy and Decision Making

Institutional autonomy does not mean the freedom to operate independently of the Government. Autonomy connotes to the freedom to deliver on mandates defined by the Government with the consultation of the Government (The Hindu, 2016). Succinctly, autonomy implies the freedom enjoyed by an institution to determine its own goals and priorities to develop its study programmes, to employ and dismiss staff. The Lisbon declaration of the European Universities Association, (2007) identified four basic dimensions of autonomy viz., academic autonomy, financial autonomy, organizational autonomy and staffing autonomy (Varghese & Malik, 2015). In this chapter, autonomy in three areas, namely, academics, finance, and administration in university and college is presented.

Academic Autonomy

The Vice-Chancellor, the academic head of the organization, is responsible for the co-ordination and integration of teaching and research, extension education and curriculum development. The University departments and the affiliated colleges come under the direct control and general supervision of the Vice-Chancellor. Reports of work done in the departments are sent to the Vice-chancellor periodically, and the academic progress monitored via the meeting of the Vice-chancellor with the Heads of the departments.

In the University, curricular goals and standards are met by following the CBCS system. The Board of Studies (BOS) and Standing Committee for Academic Affairs (SCAA) serve as support systems. The teachers in the University departments have complete autonomy to introduce changes in the curriculum or design new courses and programs for the PG and M.Phil./Ph.D. students during BOS meetings that are then approved by SCAA. Curricular issues are decided in the BOS conducted every year, which is then placed in SCAA for approval. The BOS are attached to each department of teaching. The constitution and powers of the BOS such as syllabus, the panel of experts, manner and conditions for the conduct of exams, manner in which exemptions can be made, mode of appointment of examining bodies and examiners are as prescribed in the ordinances. The merits and demerits of the syllabi are discussed before approval. Syllabi can be amended with approval of the syndicate. The approved syllabus is uploaded on the university website, and a hardcopy is circulated to the concerned department.

The SCAA of the university co-ordinates and exercises general supervision over the academic affairs and constitution of the BOS of the university. The SCAA in addition to the vice-chancellor consists of ex-officio members namely the director of collegiate education, the director of technical education, the director of medical education, the chairman of all boards for under-graduate and post-graduate courses of studies; and the deans of all faculties; and other members namely two members elected by principals of affiliated colleges from among themselves in accordance with the system of proportional representation by means of the single transferrable vote. The powers and duties of the SCAA include advising the syndicate on all academic matters, proposing regulations regarding special courses of study or division of subjects in university departments and affiliated and approved colleges, proposing regulations regarding the courses of study, examinations and the conditions on which students of university departments and of affiliated and approved colleges shall be admitted to examinations of the

University, advising the syndicate regarding the schemes for the constitution or reconstitution of departments of teaching and research, advising the syndicate on the promotion of research in University, performing any other duty which the syndicate may delegate or assign to it and generally advising the vice-chancellor and syndicate on such matter as may be referred to it. The Syndicate retains the authority to institute degrees, titles, diplomas and other academic distinctions, honorary degrees and to prescribe the qualifications of teachers in university colleges, affiliated and approved colleges, to conduct the university examinations and approve and publish the results thereof, to appoint, members to the boards of studies in consultation with the SCAA on academic matters. The Vice-chancellor can initiate, and the syndicate can approve MoUs with national and international organizations. Establishing new departments, introducing innovations like upgrading the security features of certificates, etc., can be done by the university with the approval of relevant bodies like finance committee and the syndicate.

According to the revised UGC guidelines of 1987 the autonomous colleges have the freedom to determine their course of study and syllabus, prescribe rules of admission subject to the reservation policy of the state Government and evolve methods of teaching and conduct examination. Government Arts College as an autonomous college affiliated to the Bharathiar University frames its syllabus with the help of various Board of Studies. Every department has an independent board of studies consisting of a Chairperson, a university representative, a subject expert, a representative from industry, and alumni. The head of the concerned department acts as the chairperson and all the other faculty members of the department become the members of the board. The syllabus is revised every three years.

Board of studies in the college consist of the HOD as the chairman, one University nominee, a subject expert, alumni, an industrialist and all the staff members of the department as the members. The Board is re-constituted for every three years. The board reviews and modifies the syllabus. All the members have the freedom to bring the desired changes to the syllabus. It will be finalized in the meeting, and that is a decentralized decision. It is approved by the Academic Council.

Choice Based Credit System is followed in the university as well as college. This allows students an easy mode of mobility to various educational institutions spread across the world. The total credit is 140 for undergraduate programs and 90 for postgraduate programs. A credit of 5, 3 and 2 is given to major and allied courses, languages and skill-based courses and elective and value-based subject respectively. In colleges, one credit is given to extension activities such as NCC/NSS and YRC which is mandatory. The teaching hours per week for major, allied and languages are 6 hours, and for non-major, it is 3 hours. The evaluation includes a continuous assessment for 25 marks and an end semester examination for 75 marks. The continuous assessment consists of internal examination conducted and evaluated by the teacher who offers the course at the department. Question paper setting for the end semester examination is done by subject experts outside Bharathiar University. The question paper setters are asked to set 2 sets of question papers, and one set is utilized keeping the second set as stand-by. All the answer scripts are coded using dummy numbers in the confidential section of the controller of examination's office. These scripts are evaluated by subject experts from outside university. Central valuation is done where experts from other universities are invited to the university to evaluate the answer scripts. A minimum pass for an undergraduate course is 40 and for a postgraduate course are 50. The results in the university are published within 34 days from the first day of the examination.

A semester pattern of assessment is followed with each semester having 90 working days. The semester exams are conducted during November and April, and the results of those examinations are published in December and May respectively. The results will be uploaded on the college website within 15 days after the end semester examinations. Photocopies of answer scripts are provided for verification to ensure transparency. There are also provisions made for revaluation and supplementary examinations. The results are published by the controller of examination.

Though the college is affiliated to Bharathiar University, its autonomous status lends considerable support to teachers and students. The institution independently frames the curriculum and schedules examinations and valuation. It can constitute its academic bodies like governing council and academic council. Faculty of the university is nominated to serve on academic committee of various affiliated colleges. The Heads of the Departments in the university often serve as chairman of the Board of Studies for the university as well as its affiliated colleges.

Policies related to academics are perceived to be present and effective in the university as seen in the table below. Particularly, in national and international conferences, establishing linkages to promote joint research and publications, and attracting research grants are encouraged in universities. In contrast, policies relating to attracting funding from national and international sources, and establishing linkages to promote joint research and publications are relatively weaker in colleges. The majority in college further perceive that innovation, intellectual property ownership, and technology foresight is not adequate.

Table 34: Policy Effectiveness in Academic (in percentage)

S. No	Policy Effectiveness	In University			In College		
		Yes	No	Don't know	Yes	No	Don't know
1	Presence of research and publication policy	75.0	25.0	0	55.0	45.0	0
2	Presence of Innovation, Intellectual property ownership, and technology foresight	58.3	41.7	0	32.6	67.4	0
3	Success in attracting research grants from national and international sources and partnership with industry	71.9	28.1	0	38.3	61.7	0
4	Teachers are encouraged to present their research at Nat./Intl. conferences	85.7	14.3	0	70.8	29.2	0
5	Established linkages to promote joint research and publications	76.9	23.1	0	38.8	61.2	0

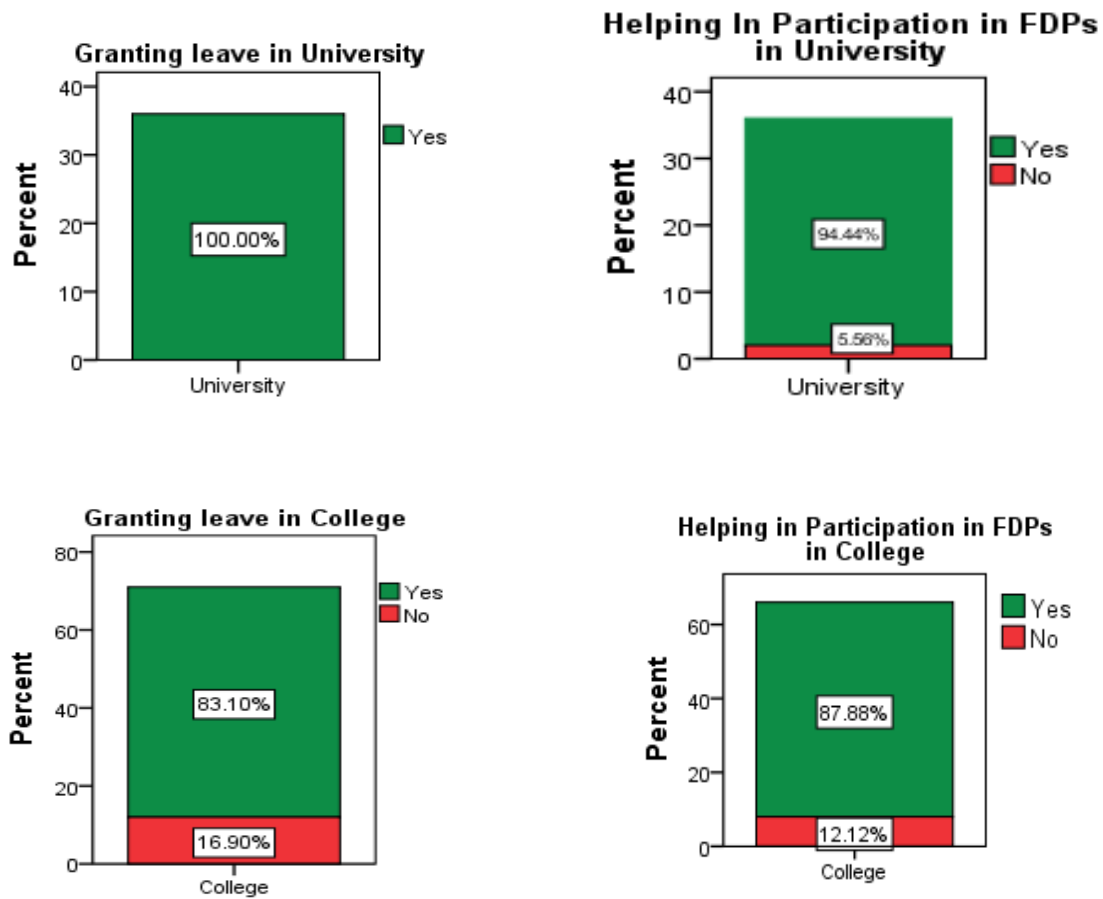
Research collaborations at all levels, viz., intra-department, inter-department, and interdisciplinary research are perceived to be present and effective in the university. In colleges, it may be seen that the research collaborations are not adequately encouraged with the majority of the teachers endorsing a 'neutral' stand on research collaborations.

Table 35: Research Collaborations (in percentage)

S. No	Opportunities and Rewards	In University					In College				
		SD	D	N	A	SA	SD	D	N	A	SA
1	Satisfied with intra-department collaborations	2.8	8.3	8.3	52.8	27.8	12.3	20.5	27.4	31.5	8.2
2	Satisfied with inter-departmental collaborations	0	5.4	16.2	54.1	24.3	6.8	19.2	37.0	30.1	6.8
3	Interdisciplinary research is recognized and rewarded in the department	5.4	10.8	10.8	51.4	21.6	5.5	21.9	41.1	23.3	8.2

Granting leave and helping teachers to participate in FDPs are present to a large extent in both university and college. Nevertheless, it must be seen that there is still a small proportion of teachers in college who perceive these as difficult. Research is viewed as a priority in the university while not in college where the primary focus is on teaching. This is reflected in the support received by faculty in these institutions for research.

Figure 5: Promoting Faculty Participation in Research



Attended Past One Year

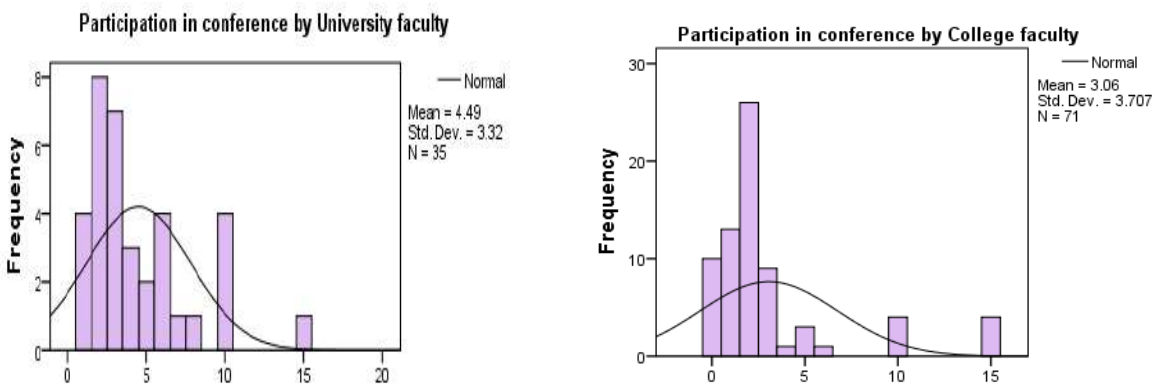
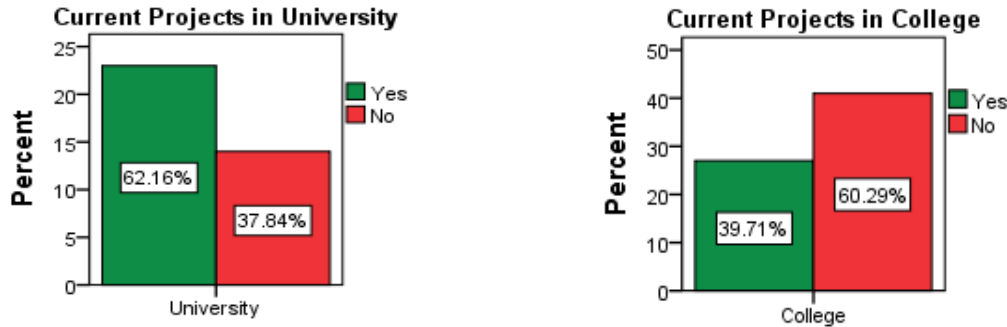


Figure 6: Participation in Conference

A large number of teachers in the university are involved in grant projects compared to those in college. This may be due to the priorities in college that are often defined as teaching. It is important to note that a significant portion of teachers in university do not run grant projects

even though great importance to research is given in the university. Institutional leaders in college during the interview state that a participatory leadership style is followed in the college, where routine matters are delegated to senior faculty members and decisions on crucial issues like allotment of funds and delegation of duty are done by the leaders. Focus group interviews done on teachers from college reveals that the participation of teachers in governance is insufficient and is restricted to the departments. The heads of the departments are the ones who get to participate in governance through academic council and governing council.

Figure 7: Involvement in Grant Projects



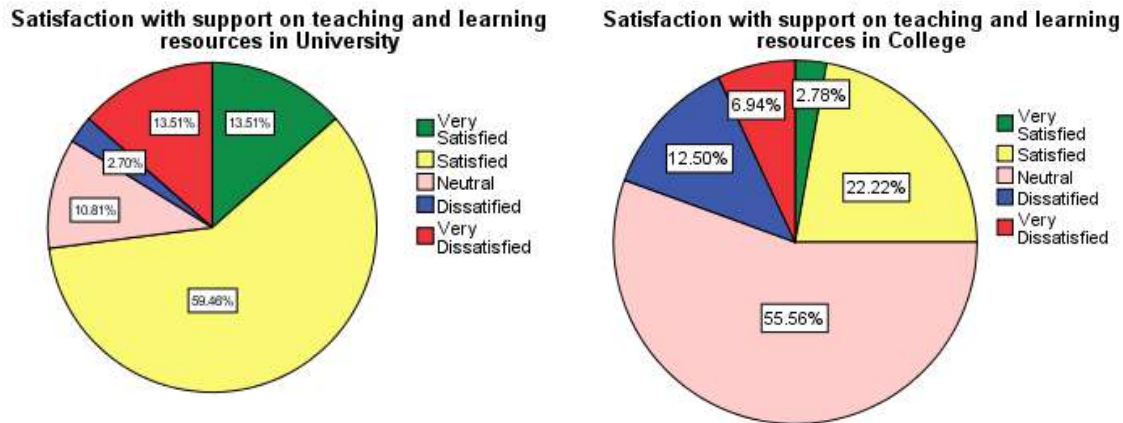
Publications in journals and conference proceedings are higher in university compared to contribution as monographs and working papers. These are alarmingly higher in university compared to college. However, working papers are more elevated in college compared to university.

Table 36: Research Publications

S. No	Contribution	University		College	
		Mean	SD	Mean	SD
1	Papers for publication in peer-reviewed journals	8.24	7.42	1.66	1.48
2	Papers for publication at conferences	6.24	7.61	1.96	1.82
3	Books	.19	.46	.89	1.89
4	Chapters in books	.51	.90	.22	.45
5	Monograph	.03	.16	.11	.51
6	Working papers	.43	1.12	1.15	2.52
7	Grant proposals	.92	1.04	.47	1.28

The satisfaction of teachers concerning the teaching-learning resources in the university is high while it is significantly lesser in colleges. Close to 20% of the teachers in college have expressed dissatisfaction with the resources provided to them to support teaching and learning.

Figure 8: Satisfaction with Resources to Support Teaching and Learning (Teachers)



The teachers in the university perceived greater academic autonomy compared to teachers from the college. Both groups of teachers regarded less autonomy in scheduling their time.

Table 37: Autonomy in Teaching (in percentage)

S.No.	Autonomy in Teaching	University			College		
		Not At All	To Some Extent	To a Great Extent	Not At All	To Some Extent	To a Great Extent
1	Free to be creative in teaching approach	2.8	22.2	75.0	13.7	49.3	37.0
2	Selection of student-learning activities is under teacher' control	5.6	30.6	63.9	17.8	54.8	27.4
3	The teacher has said over the content selected for teaching	5.7	28.6	65.7	6.8	58.9	34.2
4	Control of scheduling of time	8.6	48.6	42.9	24.7	45.2	30.1

Autonomy in teaching and research is perceived to be present to a great extent both in university and college. Nevertheless, it is higher in university compared to college. Focus groups with faculty in college show that there are no specific policies for research and development in college leaving it to the individual faculty to research as per personal interest. In the same lines, one of the heads of the departments in the college states that individual teachers are offered the space to display their unique talents.

Table 38: Autonomy in Research (in percentage)

S.No.	Autonomy in Research	University		College	
		Yes	No	Yes	No
1	Free to work in your selected area of research	97.3	2.7	87.3	12.7
2	Decide on colleagues or graduate students you can collaborate with	94.4	5.6	79.2	20.8
3	Free to attend seminars/conferences outside the university	91.7	8.3	83.3	15.3

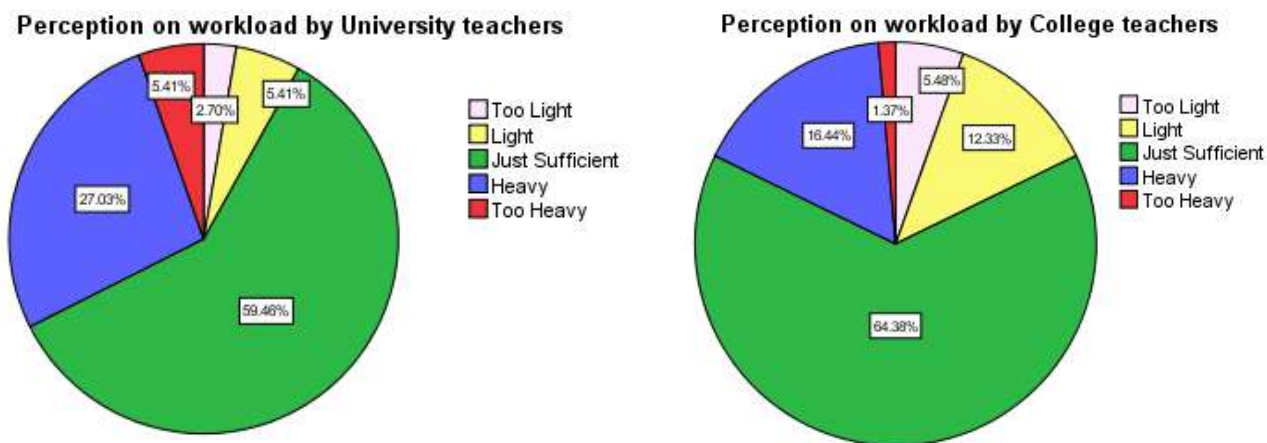
The workload for teaching is higher in college teachers while for university teachers it is research. The university teachers also have a significant portion of their workload assigned to community/public services. However, it should be noted that all teachers in the university are not equally involved in community or public service as reflected by the large SD. The workload on advising and counselling students is least for university teachers while attending meetings and involvement in administrative activities is the least for college teachers.

Table 39: Workload of Teachers(in hours per week)

S. No	Activities	University Teachers		College Teachers	
		Mean	SD	Mean	SD
1	Teaching	9.04	3.88	13.27	4.55
2	Preparing for teaching	9.37	6.39	8.22	6.64
3	Correcting assignments	3.90	4.19	3.82	2.30
4	Advising and counselling students	2.96	4.09	4.47	5.68
5	Student evaluation	4.18	4.11	3.40	2.31
6	Attending meetings	3.50	3.80	2.50	3.22
7	Other administrative activities	3.97	3.35	2.63	2.96
8	Research	10.43	8.02	6.57	7.59
9	Community or public service	6.00	10.44	2.94	2.63
10	Any other activities	3.18	1.84	3.59	4.59

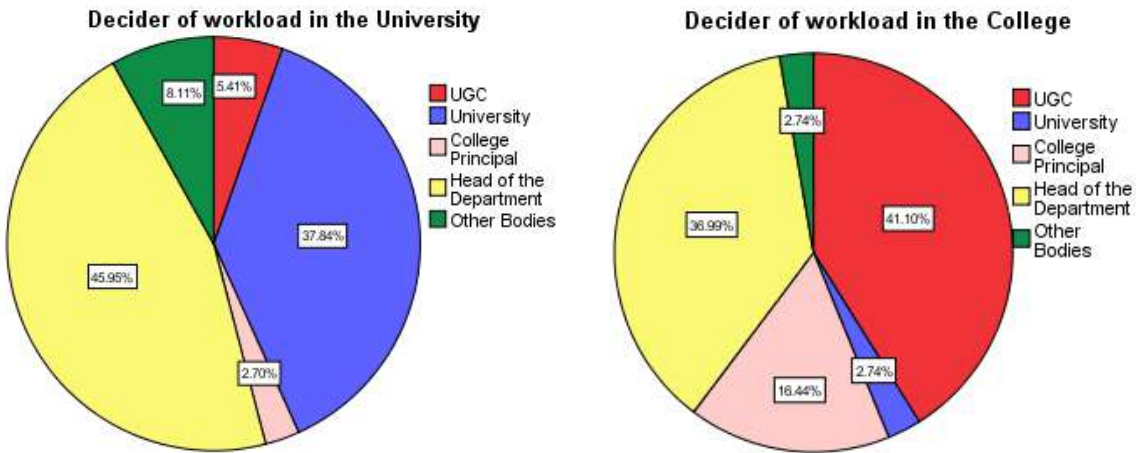
Majority of the teachers find their workload sufficient. While among university teachers greater number perceive workload as heavy than light among college teachers greater number perceive workload as light than heavy.

Figure 9: Perception of Workload



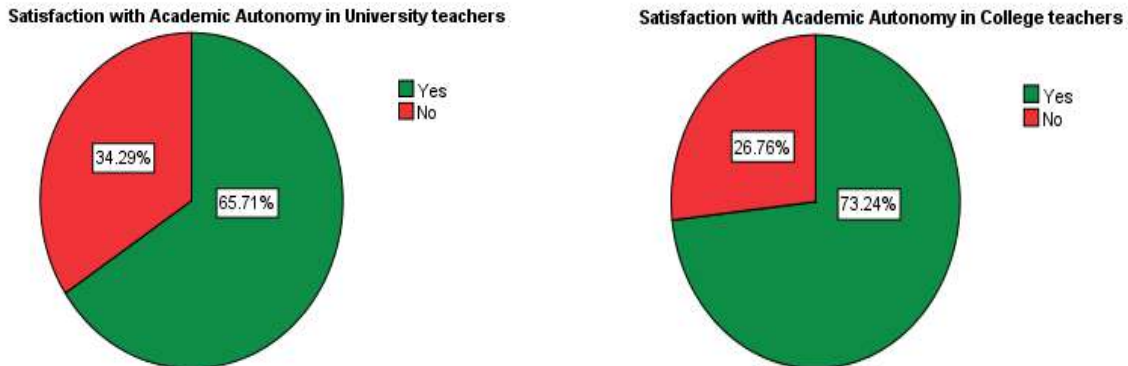
The HODs appear to have a say on workload assignment to individual teachers in university as well as college. In the university, the overall workload is decided by the university while in the college it is decided by the UGC.

Figure 10: Decision on Workload



Teachers both in the university and college are satisfied with the academic autonomy provided to them.

Figure 11: Satisfaction with Academic Autonomy



In both the university and college, students perceived the timetable to be reasonably efficient. The hours of lectures are based on the credits of each course opted by the students, and the schedule is structured to accommodate the total number of credits needed for the student during the semester.

Figure 12: Efficiency of Timetable as Perceived by Students

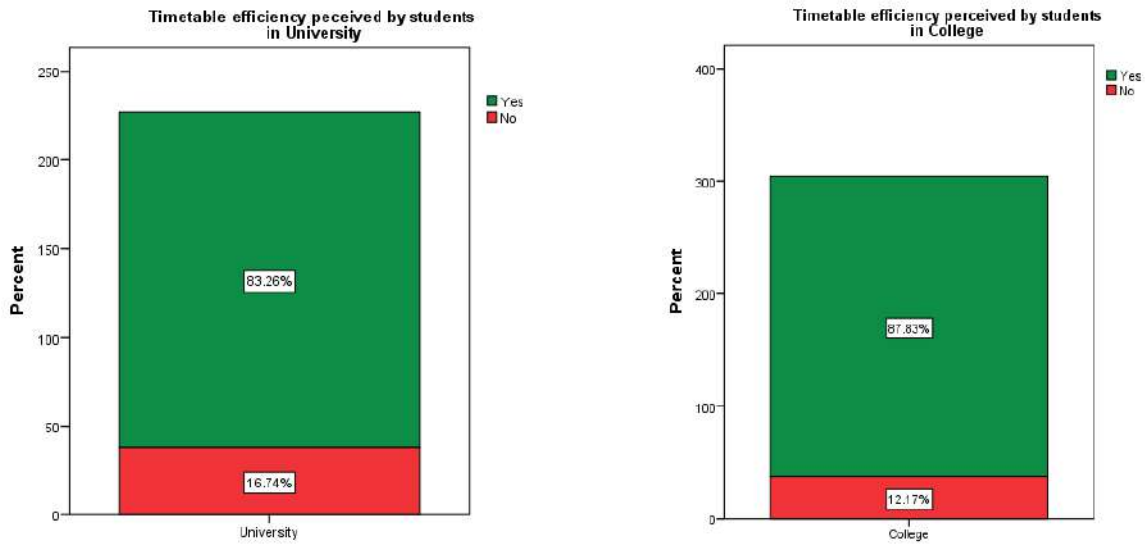
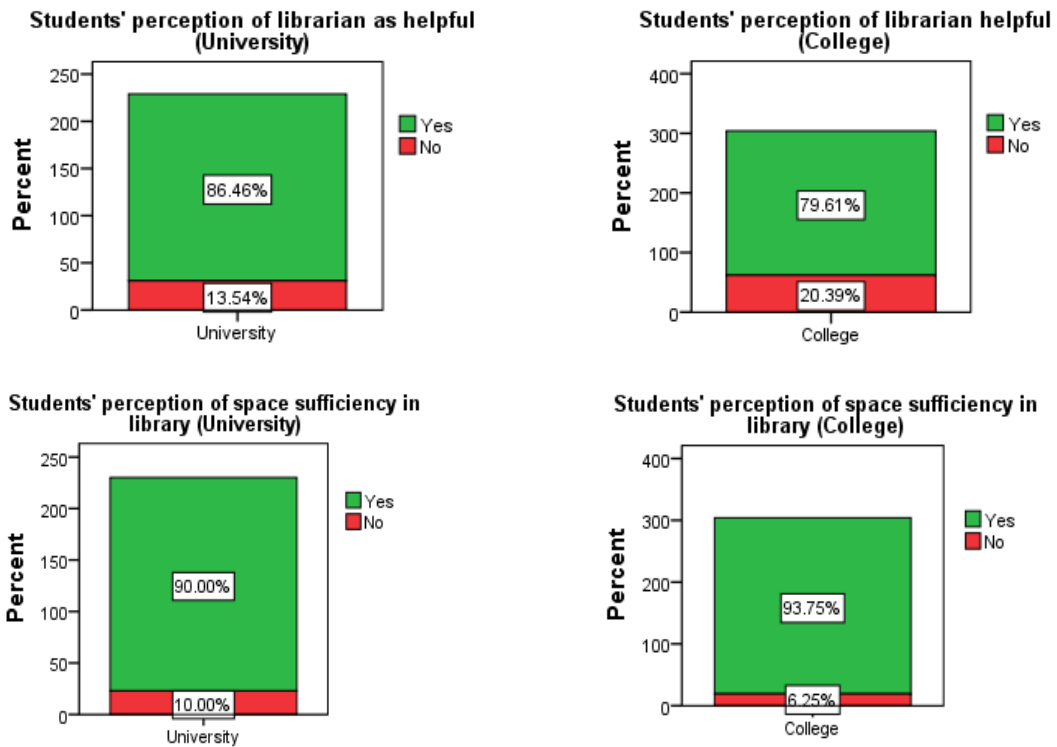
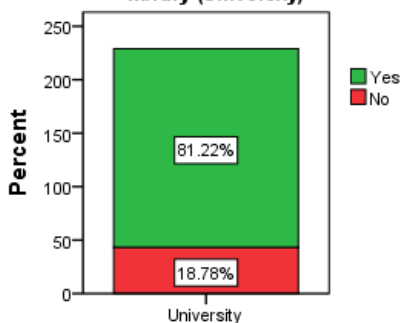


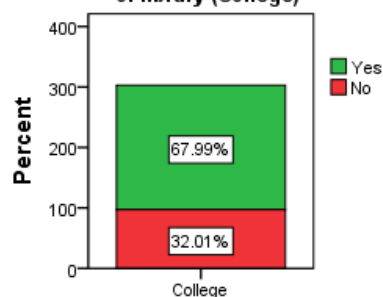
Figure 13: Effectiveness of Library Services as Perceived by the Students



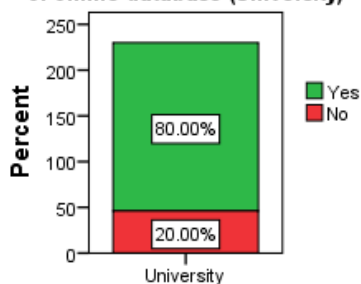
Students' perception of easy accessibility of library (University)



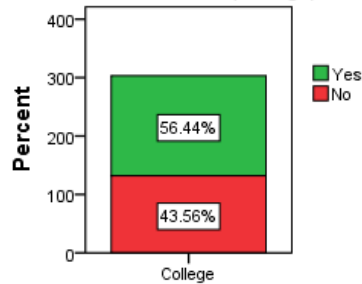
Students' perception of easy accessibility of library (College)



Students' perception of availability of online database (University)



Students' perception of availability of online database (College)



Students in university perceived library service to be adequate in terms of the librarian being helpful, space sufficiency and easy accessibility of library, and availability of the online database. In college, the students perceived librarian as helpful, and library space as sufficient. However, they report accessibility to the library as not adequate and availability of online database as inadequate.

Financial Autonomy

The major sources of funding for the university include government funding like the UGC grants and the grants from State Government. Other than government funding, sources of funding in the university are in the form of research grants from UGC, DST, ICMR, DBT, CSIP, UKERI, NBHM, etc., awarded to individual teachers. Revenue from students' fees is also a noted source of income.

The Finance Officer (FO) plays a vital role in disbursing of funds in the university. The funding mechanism of the university is based on the sanctioned strength for the teaching positions and non-teaching positions. The Syndicate has the power to accept, on behalf of the university, endowments, bequests, donations, grants, and transfers of any movable and immovable properties made to it.

Verification of accounts is done by a concurrent audit. It is the mechanism for monitoring utilization of resources. The concurrent audit wing headed by the Assistant Director, Local Fund Audit (Government of Tamil Nadu) is functioning in the campus. The AG's office is also involved in conducting audit periodically. The local fund audit reviews the financial issues and submits the report to the administration. Financial management in the university departments is based on the rules and recommendations of the government. The deans have no role to play in the allocation of funds to the departments or respective school.

The annual accounts of the university prepared by the finance officer are placed in the finance committee for consideration and comments and after that submitted to the syndicate for approval. The finance committee recommends limits for the total recurring expenditure and non-total recurring expenditure for the year based on the income and resources of the university that, in the case of productive works, may include the proceeds of loans. The finance committee reviews the financial position of the University from time to time and makes recommendations to the Syndicate on every proposal involving investment or expenditure for which no provision has been made in the annual financial estimates or which involves expenditure more than the amount provided for in the annual financial estimates. It prescribes the methods and procedure and forms for maintaining the accounts of the University and Colleges and makes a recommendation to the Syndicate on all matters relating to the finances of the University. The statute bestows upon the Vice-Chancellor the power to sanction in consultation with the Syndicate grants-in-aid to researchers and fellowships from the fund, and funds placed at the disposal of the University by the Government or by other Agencies for the said purpose, such as seminars, conferences, delegate fees, etc. The approval of the syndicate is essential to accept tenders for work or quotations for supplies required up to an estimate of Rs.5, 00,000 and to record the reasons if they are not the lowest of the tenders or quotations received. The Vice-Chancellor shall have other financial power as may be delegated by the Syndicate from time to time.

The Syndicate retains the power to sanction any expenditure up to Rs.20,000 and re-appropriation of funds up to Rs.1,00,000 from one major head and to another head provided that such sanction and re-appropriation do not involve a liability which extends beyond the financial year, sanction all loans and advances, Travelling Allowance bills of the Registrar, the Officers, Controller of Examinations, Deans of Faculties and Head of the Departments, authorize opening of new Heads of Accounts for Projects financed by outside agencies, effect the purchase of patent equipment, machines, instruments and other such goods provided there is budgetary allocation and report to the appropriate bodies.

The Finance officer is responsible for maintaining the accounts in the University. The Finance Officer is a whole-time salaried officer of the University appointed by the Syndicate. The University accounts shall be maintained by the Finance Officer, subject to the direction and control of the Vice-Chancellor and the Syndicate. The accounts and registers are maintained as prescribed by the Financial and Accounts Rules. The annual accounts of the university shall be submitted to such examination and audit as the directed by the government. The University shall settle objections raised in such audit and carry out the instructions issued by the Government on the audit report. The accounts when audited shall be published by the Syndicate and copies thereof shall be submitted to the Senate at its next meeting and to the Government within three months of such publication. The financial estimates are prepared by the Finance Officer in consultation with the Registrar under the directions of the Vice-Chancellor. After consideration by the Finance Committee, the estimate for the ensuing year will be approved by the Syndicate before the 1st February of each year. Qualitative interviews with the leaders of the university show that raising fund for future sustainability and development is a major concern. Audit objections have to be cleared to receive continuous funds from the state government.

The Heads of the Departments, based on departmental faculty meeting submit a proposal for the budget requirement at the beginning of each financial year, which is discussed in Heads of the Departments meeting with Vice-Chancellor as the chairman. The funding provided to departments is meager with what is sanctioned is significantly lower than what is essential to

meet the needs of the departments. The funds are allocated as per the competing demands from different departments and the actual funds available. Heads of the departments state that the allotment does not match the need. Often the Heads of the departments need to make efforts to convince the validity and genuineness of their demands to the Vice-chancellor. Heads of the departments state that performance-based allocation is not followed, and neither does it match the actual requirement in the departments.

While the majority of the faculty members are successful in getting grants for their research projects from external sources close to half of the sample perceive the process within the university is not simple. The procedures involved in the process of seeking and receiving funds from the university is perceived to be cumbersome. Each paper is processed at several levels in the hierarchy that makes the process elaborate, time-consuming and complex. The faculty members are encouraged by the university to apply for grants for research from external funding agencies. However, the procedures for utilizing the grants received are perceived not as simple. Further, owing to limited funds in the university, claims for travel grants from the university by faculty members is often unfruitful.

The analysis of the qualitative data revealed that the university has limited financial autonomy and is not permitted to borrow. Nevertheless, it has the freedom to transfer funds from one head to another to meet the expenses. The universities should be allowed to compete for resources. The office of the FO is not free to raise the fees. Only based on the recommendation of the committee and approval of the syndicate, the fee is raised or even reduced. The leaders of the institution are of the view that financial autonomy on resource mobilization should be permitted to meet the unique requirements of the university as and when they arise. Resource allocation for the university by the state government is very meager, and the university frequently approaches the higher education department for additional funding. There are delays in the release of funds necessitating the university to meet the expenses from the own source. Due to elaborate administrative procedures, the submission of accounts also gets delayed resulting in serious comments from the audit and the Government. Also, owing to lengthy administrative procedures the utilization of grants and eventual submission of utilization certificates relating to project grants get delayed. This has a spiral effect on the release of subsequent instalments connected to the projects. Scholarships are sanctioned to students as per the government norms. Nevertheless, but disbursement of JRF and SRF fellowships are frequently delayed due to delay in the release of funds by the Government. Developments undertaken in the university to meet the standards of NAAC assessments add to the challenge discussed above. Creation of new departments, cost of campus development, capital cost, beautification cost, etc., need to be met with limited provisions in the funds for them.

Many of the procedures relating to allocation and utilization of funds are perceived as futile and cumbersome by the faculty members including heads of the departments. Poor infrastructure in several departments, the elaborate procedures involved in the purchase of equipment are considered to be enormous challenges by the faculty members. Presently, for funded projects, all requests that have financial implications are processed at several levels both in the Registrar's office as well as the Finance office. This causes inordinate delay in the requests getting approved, and in turn, affects the running of the projects. Despite these challenges, faculty members are expected and encouraged to bring funds to the university via grant research projects.

The college has a Finance Committee as a statutory body. The committee has Principal as its Chairman. Other members include an external auditor and a senior faculty member from the department of Mathematics or Commerce. The finance committee meets once a year and prepares a budget proposal to pertain to new constructions, maintenance, purchase, salary for teaching and non-teaching funds for TA/DA and EB. The proposal is submitted to the Government of Tamil Nadu for approval and sanction.

The finance of the college is audited by both internal and external auditors. The internal audit is done by the faculty members from the department of Commerce and Mathematics. External audit is carried out by accountant general's office. Apart from this, another audit is conducted by the Directorate of Collegiate Education office. The office accounts of the Controller of Examination and University Grants Commission funds utilized are audited by Chartered Accountant. During the finance committee meetings budget allotment under each head are decided. The different heads under which the UGC funds received every year is allowed are the purchase of teaching aids, office equipment, lab equipment, furniture, etc., subscription to journals, renovation and repair not leading to constructions, and other expenses related to the board of studies. A sample resolution that was passed in the last finance committee meeting is given at the end of the chapter.

As far as the financial autonomy of the college is concerned, full freedom is given to the heads of the department to spend the amount under the budget heads prescribed by the UGC. To spend the amount the head of the department has to get the prior permission from the principal about under which head the amount is going to be spent, followed by a call for quotations from various companies and preparation of the comparative statement.

The company which gives the lowest quotation will be placed an order to purchase. The bills should be submitted to the principal. Focus group data reveals that the college teachers are not 'insisted' to publish papers or carry out major/minor projects by the Principal, and it is usually left to the individual teacher to engage in these academic activities.

It may be noted that though a significant proportion of teachers run grant projects in the university, they perceive the process of getting financial approval complex, delay in reimbursements and award of travel grants. In the focus group, the teachers in the university emphasis on the delay in reimbursements, and also in-charge allowances which could even take about a year or more to reach the faculty. In the college, teachers find the delay in award of travel grant in addition to a significant portion of them perceiving that the process of getting financial approval is complex. The college does not offer travel grants to teachers for participating in conferences as there are no provisions for that. The claims and reimbursements within the college are often reimbursed promptly, but those that have to come from the government (for example, claims for arrears) get delayed significantly. It could even take a year for the claims to be reimbursed by the government. This may be due to factors like lack of involvement of staff and lack of automation.

Table 40: Finance Policy Effectiveness in Fund Disbursement (in percentage)

S. No	Financial Management	University		College	
		Yes	No	Yes	No
1	Have grants for projects	91.7	8.3	77.5	22.5
2	Process of getting financial approval is simple	35.3	64.7	56.9	43.1
3	Travel grants for conference travel and meetings are given in a	47.2	52.8	43.1	56.9

	timely manner				
4	Claims and reimbursements are processed in a timely manner	45.7	54.3	61.6	38.4

The financial policy may be seen as being reflected in the facilities available to the teachers and students in the institutions. Both in university and college, the teachers are not provided with any secretarial assistance. Similarly, there is no air conditioning in faculty room in university except for HODs, and those who have purchased it from their grant funds. All other facilities for teaching-learning and other general facilities are adequate in the university. Qualitative interviews show that in the college decisions about financial utilization are made not by the faculty or by heads of the department, but are done by the college governing council. Further, since the claims are to be reimbursed by the government, there is always a delay in that process. Both teaching-learning facilities and general facilities are not satisfactory in the college. The major concerns in college include lack of toilets, canteen, faculty room and drinking water.

Table 41: Financial Policy Effectiveness in Facilities Available for Teachers (in percentage)

S. No	Facilities	University		College	
		Yes	No	Yes	No
	Teaching and Learning				
1	Photocopying	86.1	13.9	42.5	56.2
2	Secretarial assistance	55.6	44.4	17.8	80.8
3	Projectors in Classrooms	86.5	13.5	33.3	66.7
4	ICT facility-laptops/computers/printers	94.4	5.6	32.9	67.7
	General Facilities				
5	Personal computers	94.4	5.6	28.8	71.2
6	Office space	91.7	8.3	31.4	60.6
7	Internet facility	100.0	0	38.9	61.1
8	Access to the online research database	89.2	10.8	40.0	60.0
9	Faculty room	94.6	5.4	71.2	28.8
10	Air conditioning in Faculty Room	40.5	59.5	17.8	82.2
11	Canteen	85.7	14.3	71.2	28.8
12	Toilets	94.6	5.0	84.9	15.1
13	Drinking water	86.5	13.5	56.2	43.8

Facilities available to students in terms of campus environment are adequate in university. However, in college, the campus environment is not satisfactory in terms of lack of well-maintained campus buildings and well-equipped classrooms. College also lacks automation. The college also has inadequate grants for maintenance which leaves many types of equipment in an unusable state. While the majority of the faculty members have recorded that toilet facilities are

available as indicated by the quantitative data, the focus group data shows that lack of water facility to maintain clean toilets is a serious concern of teachers in college.

Table 42: Financial Policy Effectiveness in Facilities Available for Students (in percentage)

S. No	Facilities	University		College	
		Yes	No	Yes	No
	Campus Environment				
1	Well maintained campus buildings	83.0	17.0	47.7	52.3
2	Classrooms equipped with projectors for making presentations	84.7	15.3	50.3	49.7
3	Well maintained laboratories	82.1	17.9	71.7	28.3
4	Availability of parking space	89.6	10.4	89.1	10.9

Facilities for learning available to students and general facilities like availability of drinking water and toilets are adequate in the university. However, an alarmingly high proportion of students in the college report lack of availability of toilets in good condition.

Table 43: Financial Policy Effectiveness (Infrastructure Available for Students)

S. No	Opportunities and Rewards	In University					In College				
		SD	D	N	A	SA	SD	D	N	A	SA
1	Quality of furniture is satisfactory	4.8	6.6	35.5	38.2	14.9	7.6	9.9	46.1	27.6	8.9
2	Computer labs are adequate	4.0	8.4	23.9	41.6	22.1	8.2	13.5	34.5	33.6	10.2
3	Drinking water is available	6.2	10.1	21.1	37.0	25.6	7.6	13.2	31.3	30.6	17.4
4	Toilets are in good condition	9.6	10.1	24.1	38.6	17.1	43.1	22.0	27.3	3.9	3.6

A significant number of students in university and college report enjoying a good rapport with faculty and staff. In comparison with the university, a greater proportion of students in college report enjoying good rapport with the faculty. However, a lesser percentage of them report having a good rapport with staff. It is found that both in university and college the students perceive receiving an adequate amount of recognition.

Table 44: Facilities for learning available to students from students' data (In Percentage)

S. No	Facilities for students	In University					In College				
		SD	D	N	A	SA	SD	D	N	A	SA
1	Courses are academically rigorous	8.8	14.0	39.0	33.8	4.4	11.5	27.3	38.8	14.8	7.6
2	There is a good rapport between faculty and students	4.0	8.4	36.6	36.1	15.0	1.6	5.3	23.7	34.9	34.5
3	There is a good rapport between staff and students	2.7	9.7	35.0	39.4	13.3	5.6	17.1	31.6	32.6	13.2

4	Students receive recognition for their accomplishments	1.3	8.8	40.4	36.4	13.2	3.0	9.9	22.0	43.1	22.0
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Administrative Autonomy in University

The university has certain fixed regulations for effective functioning. The vice-chancellor has to ensure that the provisions of the Act, the statutes, ordinances, and regulations are observed and carried out at every step in the university procedures and exercise all powers needed in order to meet this objective. The syndicate is vested with the power to institute Lectureships, Readerships, Professorships and any other teaching posts required by the University. The vice-chancellor gives effect to the orders of the regarding the appointment, suspension and dismissal of the teachers and other employees of the university and exercises control over the affairs of the University and shall be responsible for the due maintenance of discipline in the University.

The Chancellor retains the right to call for and examine the record of any officer or authority of the University in respect of any proceedings to satisfy himself as to the regularity of such proceedings or the correctness, legality or propriety of any decision passed or order made therein. In case it appears to the Chancellor that any such decision or order should be modified, annulled, reversed or remitted for reconsideration, he may pass orders accordingly.

According to the Acts and Statutes, the Registrar is in charge of the Administration of the University Office and has the power to fix and define the function and duties of the officers and employees of the University with the approval of the Vice-Chancellor, other than those working under the direct supervision of the Controller of Examinations, the Finance Officer and the Public Relations Officer. The Registrar has the power to take disciplinary action against employees, excluding Teachers of the University and academic staff, as may be specified in the orders of the Syndicate and to suspend them pending inquiry, to administer warnings to them or to impose on them the penalty of censure or withholding of increments. No such penalty shall be imposed unless the person concerned has been given a reasonable opportunity of showing cause against the action proposed to be taken in regard to him. It is the duty of the Registrar to assure that day-to-day activities are verified at the department as well as section level. The Registrar, Deputy Registrar, and Assistant Registrar shall call for tenders/quotations for printing reports, minutes, etc., and countersign the comparative statements in consultation with the Finance Officer and make recommendations to the Vice-Chancellor for accepting the tenders, quotations or otherwise.

As per the university statute, the authority for leadership is vested with the Senate, syndicate, standing committee on academic affairs, faculties; finance committee, the board of studies and such other authorities as may be declared by the statutes to be authorities of the university. All the authorities of the University have the power to constitute or reconstitute committees and to delegate to them such of their powers as they deem fit. Further, employees of the University shall not be eligible for election as a member of any of the University authorities except the Professors of the University. In the case of items of routine nature that needs immediate action, the Vice-Chancellor proceeds with approving it which is then placed before the Syndicate for ratification during the forthcoming meeting.

In the college, the principal is the head of the institution and various academic and administrative units. The principal is appointed by the Government of Tamil Nadu by promotion and transfer. Qualitative data suggests that participative leadership style is followed within the college.

However, Principal has limited autonomy to make independent policies and often act as per the directions from the government. The principal leads various seminars conferences and workshops organized by different departments of the college and supervise whether these programmes are implemented effectively.

Important decision-making duties such as allotment of funds to the departments, attending the conferences and meetings conducted by the Government of Tamil Nadu, various universities and TANSCHÉ are done by the principal. Routine work like signing in scholarships, admission to M.Phil., Ph.D., issue of TC, issue of the bus pass and train pass, etc. are delegated to different senior staff.

The leaders of the institution at every level state being constrained by pressure from the level above in the hierarchy that restrict them in making independent decisions based on rules and regulations. The influence is sometimes direct and sometimes subtle but hampers the autonomy in decision making in both the cases. There appears to be a certain level of autonomy when it comes to offering services to the students while there are restrictions in executing other types of functioning. Such interference is also seen in case where one attempts to implement some innovate strategies and is restricted by the superiors for several reasons unknown or undisclosed.

Despite these practical constraints, the leaders of the institution are proud that the university has won the appreciation of the Chancellor for smooth conduct of convocations. They see that the university has good infrastructure and morale. They view limited staff strength as a massive impediment to delivering better service to students. And they state that university has been successful in making innovations like developing a database for each student right at the time of admission, which is duly maintained for ten years.

A detailed analysis of the interview transcripts showed that the administrative role of deans of faculties is limited to being a panel member for selection and promotion as mentioned elsewhere. Their involvement in the capacity of Dean in BOS is also limited. The dean is part of the ethics committee and during the convocation reads out the names of recipients of various awards and degrees. They are not in any formal channel to provide feedback to faculty members or research students. They do not have the autonomy to devise a method and specify metrics for objective evaluation of faculty members. Their role does not involve advocating resource development or allocating the available resource. The university funds are allocated to individual departments without looking the distributions across different schools of the faculty. Similarly, any matter other than grievance including applying for an award or grant passes through a proper channel involving just the respective heads of the departments and does not go via the dean.

Interview data revealed that the office of the controller of examinations has the autonomy to function and carry out their roles relatively independently, albeit with the prior approval of the vice-chancellor. The office has the autonomy to prepare schedule related to examinations and central evaluations for each academic year, which is recorded in the academic calendar of the university in addition to communicating it to the principals of affiliated colleges. Procedures related to online support, maintaining confidential papers, scheduling the publication of results and issuing certificates are all very well established in the university that aid in the smooth functioning of the office. The office takes pride in being efficient in declaring results well ahead of the time scheduled. All the innovations in the functioning of the office have to be with the prior approval of the vice-chancellor.

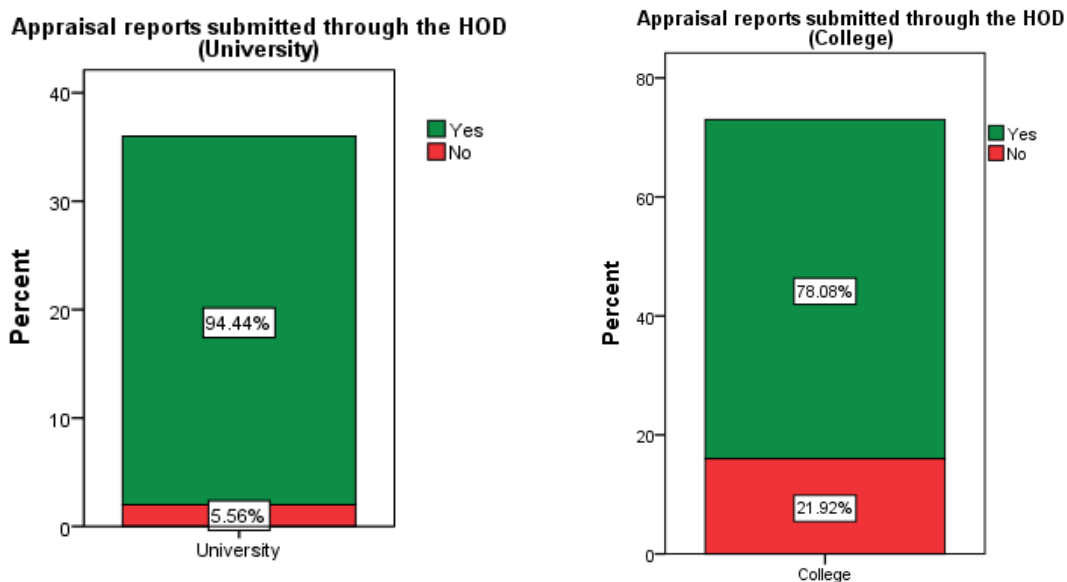
The heads of the departments are autonomous to bring in necessary changes within the department. They conduct faculty meetings regularly in their respective departments where all issues related to the departments are discussed, and future activities are planned. The performance of faculty members is discussed when needed, and head of the department during such meetings encourages participation of faculty in conferences, seminars, and workshops. The financial budget for the year is proposed after discussion with faculty. And after the university allocates funds to the department, it is utilized to meet the needs of individual faculty members based on the concurrence of the entire department. The head of the department is directly responsible for monitoring the attendance and day-to-day activities of teaching, non-teaching staff, research scholars and students of the department, granting on-duty permission that does not require financial support, allocation of work load, and deputing faculty members for university programs. The head of the department is also the custodian of the departmental resources and is directly responsible for maintaining the infrastructure, stock registers and all other records about students and faculty of the department. Departmental duties like in-charge of the lab, library, etc., at the department, are allotted by the head of the department keeping in mind the seniority and skill set of faculty. Students selected for M.Phil. /Ph.D. programs are allotted to different faculty members by the departmental committee that is chaired by the head of the department.

Interview data revealed that faculty members have a limited role to play in administrative aspects of the university. Those in senior positions are nominated to serve on selection committees, inspection squad, etc. Most of the faculty members are involved in various other committees that have a specific focus for a specified period like academic calendar committee, annual report committee, and convocation committee.

In the college, the Principal is the head of the institution and ex-officio chairman of all the independent statutory bodies. As an autonomous college, the institution has the three independent statutory bodies including college governing council, college academic council, and college finance committee. Also, the college has more than a dozen committees looking after varied issues like planning and evaluation, examination, grievance, admission, library, sports, hostel, discipline, students' welfare, extra-curricular activities, accounts and audit, research and internal quality assurance.

During the academic council meetings resolutions such as a change in the examination pattern, say for example instead of having one chief examiner for ten examiners, one chief for every five was adopted in the year 2015. In addition to this, instead of double valuation for PG students' single valuation system was adopted. Change of nomenclature of courses such as from BA (TTM) to BBA (Tourism) was introduced. To increase or decrease the strength of a class the department concerned has to get the approval of the academic council. To ensure transparency in the valuation system, it was decided to issue the photocopy of valued scripts to the students. To start a new course in the department, it is mandatory to get the council's approval.

Figure 14: Appraisal Reports Submitted through HODs



Heads of the departments are involved in administration related to faculty promotions to a significant extent. The appraisal reports are sent through the HODs in both university and college.

Student Admissions

Student admissions in the university are conducted strictly on the basis of Government of Tamil Nadu regulations. The reservation norms prescribed by the government for allocating seats to students belonging to OC, BC, MBC, SC/ST, Muslim, SCA and physically challenged is followed. The admission of the students to the university departments, its constituent colleges, and affiliated colleges and the levy of fees are as stipulated in the university. No person is admitted to a course of study unless he/she have passed the examination prescribed and fulfils other conditions prescribed by the University. Every candidate for a University examination must be enrolled as a member of a University College or Laboratory or of an affiliated or approved college, unless exempted from the provisions of this sub-section by special order of the Syndicate made on the recommendation of the Standing Committee on Academic Affairs.

The applications along with advertisements calling for applications for various programs offered by the university are posted on the websites for potential applicants. An entrance exam is conducted if the number of applications exceeds the number of available seats. For the courses where the number of applications is lesser than the number of seats, direct admission is made in compliance with the eligibility conditions. The ratio of applications by the number of seats available is higher for science disciplines compared to the social sciences disciplines. The admission process is carried out by the respective departments and then forwarded to the office of the Registrar for verification and approval. The admissions are made based on the ranking of the candidates which is based on the average marks obtained by the applicants. This is followed in all departments other than the Bharathiar School of Management and Entrepreneurial Development. Admission to the school of management is based on the ranking of applicants based on their scores on a common entrance test conducted by the government of Tamil Nadu.

All 120 seats allotted for the MBA program each year are filled by the Government of Tamil Nadu.

Admission to research programs follows a similar procedure. A common entrance test (CET) for a maximum of 30 marks is conducted by the University for Admissions to M.Phil.or Ph.D. programs. Applicants for Ph.D. programs who have qualified in NET/SLET exams are exempted from the common entrance test. In addition to the CET, the candidates are interviewed by the departmental committee along with the dean of faculty relevant to the department. Admissions are finally made on the recommendations of the committee based on CET score, marks obtained in post-graduation, relevant experience, and performance in the interview. The Tamil Nadu Govt. reservation policy is followed in the admission process. For M.Phil. and Ph.D. programmes interview is essential. Students are allocated to faculty members in the departments based on the field of specialization and workload of the faculty. Candidates for Ph.D. programs are provided a choice of the faculty with whom they would want to work. No such choice is provided for candidates selected for M.Phil. The UGC guidelines are followed in restricting the maximum number of research students allocated for each faculty.

Admission to undergraduate and postgraduate courses in the college is done purely on merit basis by the principal and the admission committee. Admission committee consists of 3 senior faculty members of the institution. Diversity is ensured by taking representation from applicants coming from science and arts background. Single window system is followed for admission to the undergraduate program where the applicants who have completed higher secondary exam are eligible. The admission for the post-graduate program is done by the respective department where those who have completed the undergraduate program are eligible.

The number of seats for each course offered at the college is decided by the university based on the recommendation of the commission appointed by the university. Strict reservation is followed in filling the seats according to Tamil Nadu reservation policy. Based on community, 31% seats are for open competition, 26.6% are for BC, 3.5% are for BC Muslims, 20% for MBC, 15% for SC, 3% for SC(A), and 1% for ST. Additionally, reservations for women (30%), differently abled (19%), wards of ex-servicemen (6 seats), and sportsmen/NCC (3% in UG, and 2% in PG) are also provided.

Policies relating to admission, examination, and student assessment are perceived to be effective. College teachers, however, perceive that they do not have sufficient autonomy in the examination process and that the load of examination on teachers is not OK. Concerning student assessment also, the teachers in the college hold a neutral view on the appropriateness of assessment and timely publishing of results.

Table 45: Policy (Admission and Examination) effectiveness (in Percentage)

S. No	Process	In University					In College				
		SD	D	N	A	SA	SD	D	N	A	SA
	Admission process										
1	Is transparent	0	2.7	2.7	32.4	62.2	11.0	11.0	27.4	21.9	28.8
2	Is simple and less time consuming	0	10.8	5.4	45.9	37.8	4.1	17.8	26.0	30.1	21.9
3	Load of admission work on teachers is just ok	0	2.7	8.1	67.6	21.6	1.4	15.1	43.8	27.4	12.3
4	Is framed in consultation with	8.3	8.3	22.2	36.1	25.0	6.8	20.5	41.1	21.9	9.6

	teachers and giving importance to their suggestions										
5	Is appropriate	0	8.1	13.5	56.8	21.6	2.7	6.8	47.9	27.4	15.1
6	Is transparent and student friendly	0	2.7	18.9	54.1	24.3	0	4.1	34.2	43.8	17.8
7	Gives sufficient autonomy to teachers	8.6	2.9	22.9	40.0	25.7	4.1	16.4	41.1	24.7	13.7
8	Load of examination work on teachers is OK	0	8.1	16.2	54.1	21.6	2.7	11.0	46.6	30.1	9.6
9	Gives sufficient time to teachers to teach	0	5.4	10.8	62.2	21.6	1.4	5.5	35.6	46.6	11.0
10	Still has scope to make the exam system students and teachers friendly	0	0	13.5	62.2	24.3	0	8.2	31.5	45.2	15.1
	Student assessment										
11	Is appropriate	2.7	8.1	5.4	64.9	18.9	0	5.5	34.2	39.7	20.5
12	Ensures timely result	5.4	2.7	8.1	54.1	29.7	1.4	5.5	24.7	47.9	20.5

Students in university and college report that information on financial aid options available, registration, and student counselling services are not being adequately provided to them. Further, students in college perceive the staff to be not so friendly during the admission process.

Table 46: Student Support Services (in Percentage)

S. No	Student Support	University		College	
		Yes	No	Yes	No
	Admission				
1	Admission staff are helpful during admission	77.7	21.8	65.8	34.2
2	The admission process is fair and transparent	80.8	19.2	97.0	3.0
	Financial Aid				
3	Are you aware of financial aid options?	73.7	26.3	75.7	24.3
4	Did your admin. Staff member speak to you in terms you can understand, help answer all questions and make you feel confident in knowing all the details of your grants and loans	65.8	34.2	73.7	26.3
	Registration				
5	Officers in Registrar's office are helpful	76.0	24.0	70.3	29.7
6	It is easy to obtain mark sheet	83.0	17.0	83.5	16.5
7	It is easy to register for classes	85.0	15.0	75.0	25.0
8	Communication about registration of classes is adequate	76.3	23.7	40.0	60.0
	General Student Services				
9	Officers are helpful	79.4	20.6	78.9	21.1
10	Are you aware of available student counselling service?	56.5	43.5	62.2	37.8

A significant proportion of students in university and college report are enjoying a good rapport with faculty and staff. In comparison with the university, a greater proportion of students in college report enjoying good rapport with the faculty. However, a lesser percentage of them report having a good rapport with staff. It is found that both in university and college the students perceive receiving an adequate amount of recognition.

Table 47: Facilities for Learning Available to Students as Perceived by Students (in percentage)

S. No	Facilities for Students	In University					In College				
		SD	D	N	A	SA	SD	D	N	A	SA
1	Courses are academically rigorous	8.8	14.0	39.0	33.8	4.4	11.5	27.3	38.8	14.8	7.6
2	There is a good rapport between faculty and students	4.0	8.4	36.6	36.1	15.0	1.6	5.3	23.7	34.9	34.5
3	There is a good rapport between staff and students	2.7	9.7	35.0	39.4	13.3	5.6	17.1	31.6	32.6	13.2
4	Students receive recognition for their accomplishments	1.3	8.8	40.4	36.4	13.2	3.0	9.9	22.0	43.1	22.0

Decision making on Teacher Recruitment

Selection of faculty is based on the UGC norms, Government of Tamil Nadu regulations as well as the conditions stated by the experts in the Board of Studies minutes. According to the university act, the Syndicate is empowered to institute lectureships, readerships, professorships and any other teaching posts required by the university, appoint the university lecturers, university readers, university professors and the teachers of the university, fix their emoluments, if any, define their duties and the conditions of their services and provide for filling up of temporary vacancies. The Vice-Chancellor gives effect to the orders of the Syndicate regarding the appointment, suspension and dismissal of the teachers and other employees of the University, regulate the working of the University Extension Board and classify the method of appointment and determination of terms and conditions of service of teachers and other persons employed by the University.

As the first step in the recruitment process, the faculty positions vacant are advertised in English as well as vernacular newspapers. Communal roster as per Tamil Nadu government reservation norms is followed while posting such advertisements. A minimum of 15 days of time is provided for interested candidates to apply for the positions. The recruitment process involves scrutiny committee and a selection committee. The scrutiny committee comprise of the Dean, HOD, and one subject expert recommended by SCAA. The committee scrutinizes the applications and screens-in eligible candidates based on the criteria prescribed by the university.

The applicants who pass the screening of the scrutiny committee then appear for an interview by the selection committee. The selection committee consists of more than ten members including the Vice- Chancellor, as chairman, the Dean, the Head of the concerned department, three subject experts from other universities/institutes, Nominee of the government, SC/ST member, woman nominee and a member representing physically challenged. In a Department where there is no Head of the Department, shall also consist of a person nominated by the Standing Committee on Academic Affairs from among its members. Based on the recommendations of the HOD, Dean and the three subject experts in the presence of government nominee, the chairman Vice-Chancellor selects the meritorious candidate.

As per statute XXI Financial Provisions for Posts shall be satisfied with the availability of necessary financial provision from grants from the State, Centre or the U.G.C. or requests from any individual or organization towards the maintenance of such posts. The institution shall specify the number and nature of posts and ancillary personnel, and once the same is adopted, it shall be deemed to be the sanctioned personnel and shall be entered in the service register of the Departments. The Syndicate has the power to suspend or abolish any Professorship (including Assistant or Associate Professorship), Readership, Lectureship or other teaching posts and ancillary personnel.

There are specific regulations for selection of faculty on a temporary basis. The University Act states that if the temporary vacancy is for duration longer than one academic session, it shall be filled on the advice of the Selection Committee following the procedure indicated in the act and statute. Accordingly if the Vice-Chancellor is satisfied that in the interest of work it is necessary to fill the vacancy, the appointment maybe made on a temporary basis by a local Selection Committee, if the temporary vacancy is for a period less than a year, an appointment to such vacancy shall be made on the recommendation of a local Selection Committee consisting of the Dean of the Faculty concerned, the Head of the Department and a nominee of the Vice-Chancellor. In case of sudden casual vacancies in the teaching posts caused by death or any other reason, the Dean may, in consultation with the Head of the Department concerned, make a

temporary appointment for a month and report to the Vice-Chancellor and the Registrar about such appointment. No Teacher appointed temporary shall if he is not recommended by a regular Selective Committee for appointment under this Act, be continued in service on such temporary employment unless he is subsequently selected by a local Selection Committee or a regular Selection Committee for a temporary or permanent appointment, as the case may be. The interviews with the institutional leaders show that the faculty members of the department for which the recruitment is being made have no role in the selection process, and it is the Dean and HODs who are involved in the process. There is neither a job talk where the candidates are invited to the campus.

In the college, the need of the staff recruitment is based on the workload condition as prescribed by the UGC and department of higher education. Based on the existing vacancy in various departments the college sends a proposal to the Government of Tamil Nadu after passing a resolution in their council meeting. The Government of Tamil Nadu makes a final decision on this proposal and Teacher's Recruitment Board proceeds to select qualified members.

The vacancy positions are advertised in all the regional and national newspapers in addition to the Government website. The board receives the application forms and serializes them for scrutiny as per norms and guidelines prescribed by the Government of Tamil Nadu. After careful scrutiny interview cards will be sent to the candidates concerned. During the interview, all the certificates are verified, and the successful candidates are selected according to their merit and quota system. The selected candidates will be posted to the college where there are vacancies.

The Government of Tamil Nadu follows the reservation of 69% in all Government jobs. The same is also being followed for appointing the Assistant Professors to various Government and Government Aided Colleges. This reservation has ensured social justice and encouraged diversity in recruitment. The focus group data revealed that the Principal of the college does not have any autonomy in making recruitments, like Directors in IIMs and IITs.

Table 48: Reservation Norms for Teachers' Recruitment in University and Colleges

Main Category as per Government of Tamil Nadu	Sub Category as per Government of Tamil Nadu	Reservation Percentage for each Sub Category as per Government of Tamil Nadu	Reservation Percentage for each Main Category as per Government of Tamil Nadu	Category as per Government of India
Backward Class (BC)	Backward Class (BC) - General	26.5%	30%	Other Backward Class
	Backward Class (BC) - Muslims	3.5%		
Most Backward Class (MBC)	-	-	20%	

DenotifiedCommunity (DCN)	-	-		
Scheduled Class(SC)	Only SC	15%	19%	SC and ST
	Only Arunthathiyar	3%		
Scheduled Tribes(ST)	-	1%		
Total Reservation Percentage			69%	

Decision making on Teacher Promotion

Promotions of teachers in the university via career advancement scheme are done following the UGC norms. As per UGC's guidelines, 10% of the faculty against the vacancy is promoted under CAS. The teachers eligible for promotion under CAS at any point in time are considered for promotions as per the UGC regulations. Those eligible for promotions before 31.12.2008 are considered under UGC Regulation 2000 subject to the fulfilment of conditions laid down in the Regulation 2000, and those eligible on or after 31.12.2008 shall be considered under UGC Regulation 2010.

The stages of promotion of teachers under Career Advancement Scheme are as per the UGC Regulation 2010. The upward movement from the entry-level grade (stage 1) to the next higher grade (stage 2) for all Assistant Professors/equivalent shall be subject to their satisfying the API based PBAS conditions prescribed by the UGC. Assistant Professor/equivalent completing three years of service in stage 3 shall be eligible to move to the next higher grade (stage 4) and to be designated as Associate Professor/Deputy Librarian/Deputy Director of Physical Education and Sports subject to fulfilment of the qualifying conditions and the API based PBAS requirements prescribed by the UGC. Associate Professor/equivalent possessing a Ph.D. Degree in the relevant discipline and completing three years of service in stage 4, shall be eligible to be appointed and designated as Professor and be placed in the next higher grade (stage 5), subject to satisfying the required credit points as per API based PBAS prescribed by the UGC, and an assessment by a duly constituted Selection Committee as prescribed for the direct recruitment of Professor. Ten percent of the Professors in the University, with a minimum of ten years of teaching and research experience as professor, shall be eligible for promotion to the higher grade of Professorship (stage 6), on satisfying the required API score as per UGC guidelines through the PBAS methodology through a duly constituted Expert committee, and such teachers promoted to the higher grade shall continue to be designated as 'Professor'.

Eligible teachers are required to apply in the prescribed format when applications are sought by the University via circular. Yearly once or twice applications are called for. After one month of the circular one month time is provided to submit applications from faculty members.

A screening committee consisting of the HOD and one subject expert, from outside the university, suggested by the Department in their BOS minutes will screen all the eligible applications. All the candidates who meet the eligibility criteria as per the UGC will then be called for an interview. The interview will be conducted by a duly constituted committee consisting of the Vice-Chancellor as the chairman, the HOD, the Dean of the relevant faculty, two subject experts from outside the university and a government nominee and a governor nominee. API calculated as per UGC guidelines will be the focus for these CAS promotions.

Applicants past work experience is given due weightage when calculating the number of years of service. The committee that interviews the candidates forwards its recommendation to the syndicate for its approval.

The university claims that promotions are strictly based on performance and UGC norms, and no discrimination based on religious belief or ethnic background. Interestingly, the focus group interview data revealed that the criteria followed is individualized, and the system is flexible about the fulfilment of criteria for one individual but not the other. They state that the move from one cadre to another cadre is not rule-based but is based on the individual. Much of these variations appear to be in the acceptance of past service as valid for considering CAS promotions. The faculty is of the view that transparency is not evident when it comes to recognition of past service.

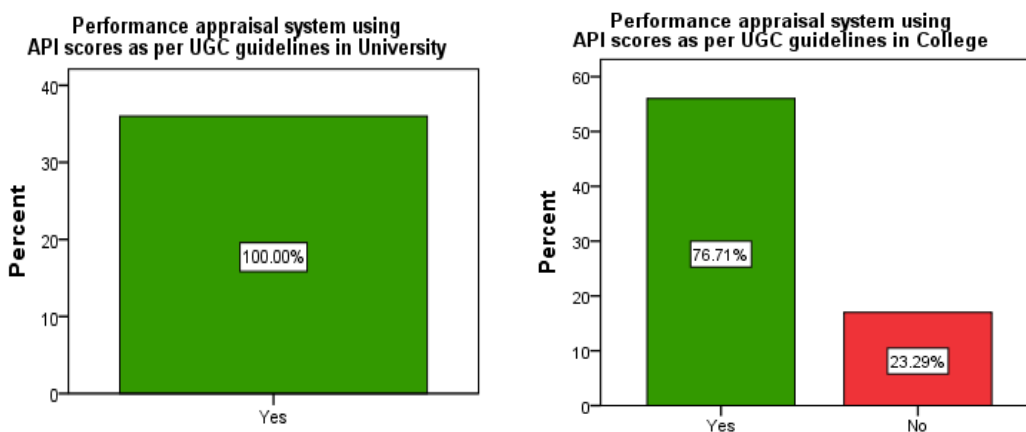
With regard to CAS promotions, teachers believe that the marks that are being awarded should be objectively verifiable. There are certain differences in criteria for promotion and direct recruitment, and the faculty members do not seem to have a clear direction about which guideline the university is going to follow for promotions or direct recruitment. Further, they also find that there is no fairness concerning awarding marks during CAS interview for publication and presenting papers in conferences. They also pointed out the challenges posed by the existing UGC guidelines when it comes to covering certain elements of the criteria when a faculty member is abroad on a government approved fellowship. In case of such faculty members who go on a long study leave with government fellowships criteria related to category 1 (Teaching, Learning, and Evaluation related activities) and 2 (Co-curricular, Extension, Professional Development, etc.) may not be met. Even though these fellowships are competitive and receiving them adds to the credit of the university, especially in NAAC accreditation they have a different implication for individual faculty members. Faculty members emphasize on the need for an institutional mechanism where academicians should decide on educational matters like career advancement. Interview with the institutional leaders clearly indicates that the API score and past service (if relevant), both based on UGC norms, are the only two factors that are considered for deciding faculty promotion. The criteria are the same across disciplines. 10% of vacant positions are filled under CAS as per UGC norms, and the syndicate in concurrence with the government approves these vacancies. The faculty members perceive that promotions are not done in a fair manner in all the cases, particularly when it comes to considering past service of someone as a valid one to be included to count for the required number of years of service. The leaders of the university, on the contrary, state that faculty is 'powerful' in the university than administrators.

Promotion of teachers in the college is based on qualification and years of service a teacher puts in the college. There are only two positions in the Government colleges, i.e., the Assistant Professor and the Associate Professor. A teacher who joins the service with Ph.D. should complete 12 years of service to become an Associate Professor while those who join with M.Phil. and with post-graduation have to complete 13 years and 14 years respectively. A seniority list of all the Associate Professors is prepared by the Government of Tamil Nadu following a communal roster system. They are eligible to be promoted as principals of Grade II Government colleges initially and then to the Grade I colleges based on the vacancies arise against the existing seniors in the seniority list. The principals of Grade I colleges are considered

for promotion as Joint Directors of either Directorate of Collegiate Education or Regional Joint Director's office.

The effectiveness of promotion policies and awareness of API as per UGC is high in university. A significant portion of teachers in college report not being aware of performance appraisal, and this may be attributed to the fact that the promotions teachers in college is not based on performance appraisal but purely by the number of years of service. Qualitative data from the focus group on faculty members show that all the teachers in the college are highly satisfied by this method of promotion.

Figure 15: Effectiveness of Promotion Policy



Faculty Development

Faculty development is of prime importance for the university. According to the university statute all teaching staff who have put in six years of continuous and confirmed service are eligible for sabbatical leave of six months with full salary and allowances during which period they will be permitted to go for study purpose or to do research or work in other Universities in India outside the Bharathiar University with the permission of the Syndicate. The sabbatical leave cannot be combined with any other leave except the summer or winter vacation. Those who avail sabbatical leave are not eligible for any earned leave for the period which qualifies for sabbatical leave. The Syndicate shall have the power to institute Lectureship, Readership, Professorship (including Assistant or Associate Professorship) and any other teaching posts and ancillary service required and grant study leave to a teacher in very special cases for any specialized study or training, but such leave shall not exceed two years. Such leave may be with salary or on a loss of pay. The teacher will be paid his salary during the study with salary, only in Indian Rupees. If such study leave is for two years, he shall execute a bond to serve the University for not less than five years after return, and if it is one year, he shall serve for not less than three years on return.

The heads of university departments are keen to provide opportunities to the faculty members of their respective departments for participating and/or coordinating seminars, conferences, orientation/refresher courses, and workshops, deliver special lectures, submit applications for

grants to funding agencies, etc. Lecturers working in the university and its affiliated colleges, who are included in the list of College under Section 2(f) of the UGC Act., even though they may not yet be fit under 12-B of the UGC Act, are invited to participate in the orientation and refresher courses. The teachers of colleges, which do not yet come within the purview of Section 2(f), but have been affiliated to a University for at least five years, be permitted to participate in the courses. ‘On duty’ permission is duly sanctioned to them by the university on the recommendation of the Heads of their departments. Every department takes adequate measures to ensure that all members of the faculty in the department are involved in conducting national and international workshops, seminars and symposia and publish edited volumes of papers, etc., taken up by the department. The faculty members are advised to involve themselves in research forums conducted in every department to encourage PG students, research scholars, and faculty. They are encouraged to apply for grants for projects from funding agencies like UGC, CSIR, DST, etc. Faculty is permitted to serve as experts when they are invited to deliver lectures for the benefit of students in affiliated colleges. The faculty members are also encouraged to participate in Inter-Collegiate/ University Post-Graduate teaching as may be agreed upon between the University and Colleges.

In the college, all the teachers are encouraged to complete orientation and refresher courses, which are mandatory as per UGC regulations. On-duty permission is granted by the college to the faculty members for participating in such programs. Interview with the heads of the departments’ showed that they are encouraging and supportive for their faculty members to attend faculty development programs like these in addition to participating in various conferences, seminar, and workshops to nurture academic development. In case required seniority of the faculty member is considered to be permitted to go for such FDPs. Some heads of the departments also state that they encourage their junior colleagues to apply for grants for projects from different funding agencies. Some of the staff members are successful in getting the grants due to the encouragement was given by the heads of the department. The college also facilitates both assistant and associate professors to participate in Faculty Improvement Programme sponsored by the UGC, as a matter of concern to develop the faculty.

Faculty development initiatives are fairly adequate in university but not in college. However, it may be noted that close to 50% of teachers in university as well as college report that there is no incentive provided to them for completing their Ph.D. With regard to teachers in college, they find measures to enrich professional development of staff and non-teaching staff, opportunities to interact with experts, workshops, incentives to faculty members to complete Ph.D., and encouragement to take up projects are not adequate.

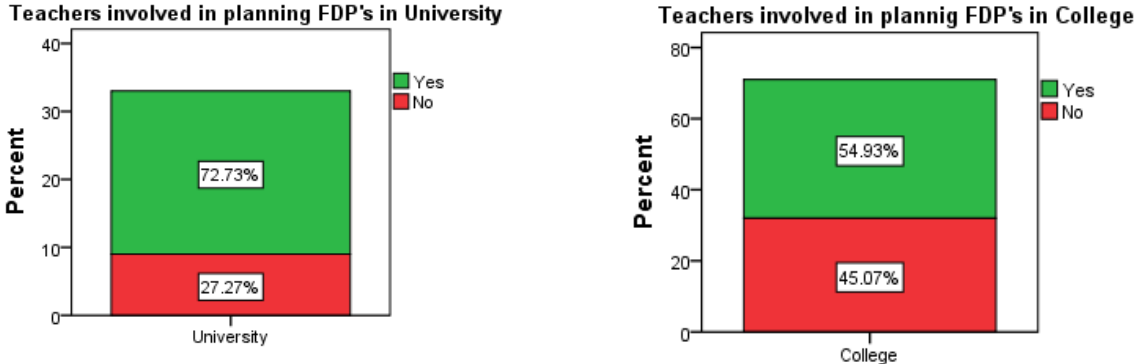
Table 49: Faculty Development (in percentage)

S. No	Faculty Development Initiatives	University		College	
		Yes	No	Yes	No
1	Measures to enrich professional development of teaching and non-teaching staff	77.1	20.0	63.4	36.6
2	Deputation for refresher courses	91.9	8.1	84.9	15.1
3	Faculty programs are regularly conducted	91.7	8.3	74.0	26.0
4	Seminars and conferences at national/international level regularly conducted	94.4	5.6	74.0	26.0
5	Opportunity to interact with experts from various fields	94.4	5.7	69.4	30.6

6	Workshops conducted regularly to familiarize the staff members with changes in the syllabus or new developments in the field	83.3	16.7	69.9	30.1
7	Experts being invited from industry and academia to address the staff	72.2	27.8	65.8	34.2
8	Incentives to faculty members to complete their PhD	56.8	43.2	56.2	43.8
9	Faculty members are encouraged to take up minor/major research projects	94.4	5.6	65.8	34.2

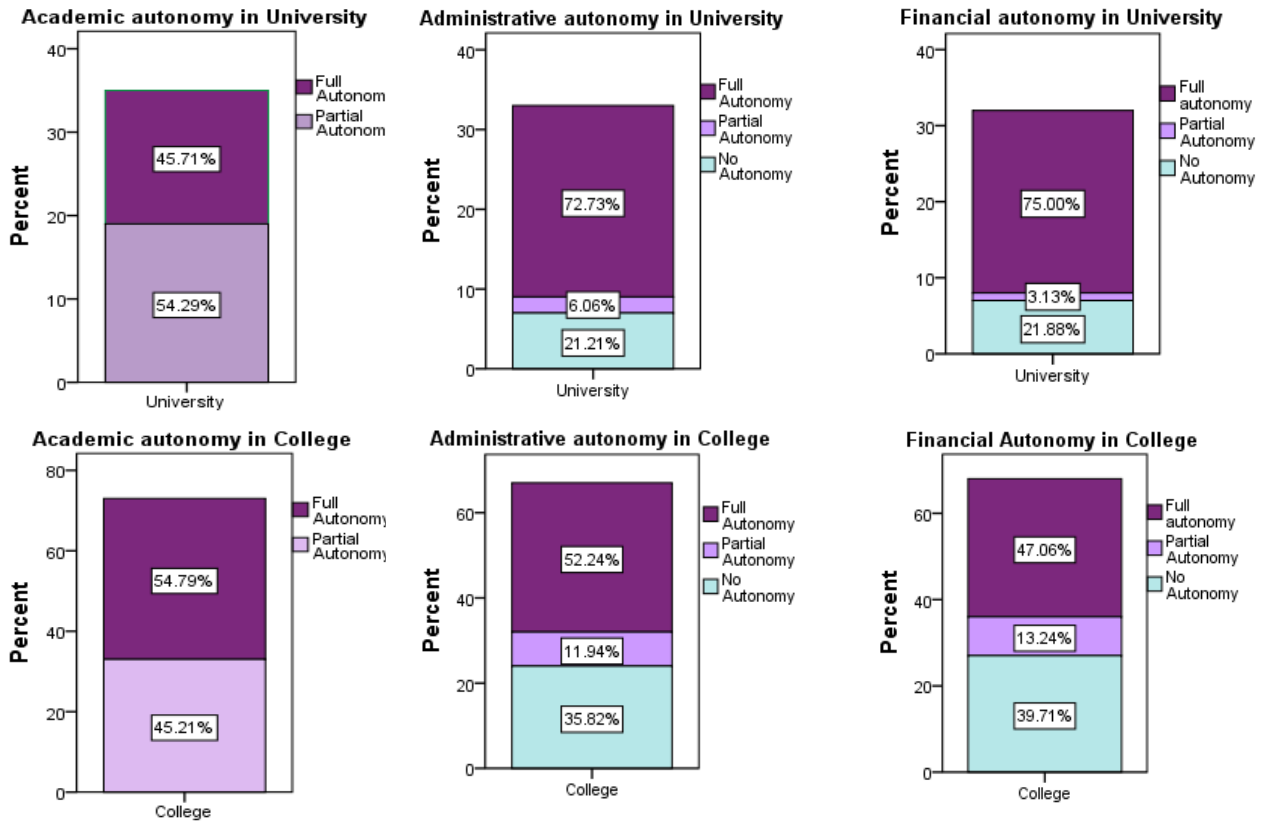
Teachers in both university and college are involved in planning FDPs. However, college teachers' involvement in planning FDPs is significantly lower compared to those in the university. This may be due to the fact that teaching is often perceived and reported as the only priority among college teachers and hence planning FDPs in college could potentially disturb their involvement in teaching. Further, since no incentive is provided for such activities in promotion of college teachers we see not many get involved in that. University on the other hand, as seen in the interviews with the institutional leaders provides encouragement to teachers to participate in courses offered by HRDC, Faculty-interchange programs, and other FDPs as a means of ensuring faculty quality.

Figure 16: Part of Planning FDPs



In both university and college, teachers experience a greater level of academic autonomy compared to administrative and financial autonomy. In the university as compared to college, teachers perceive greater administrative and financial autonomy. This is also reflected in the interview data. Teachers perceived good academic autonomy, administrative autonomy and adequate financial autonomy in university.

Figure 17: Overall Autonomy Enjoyed by the University/College



Shared Governance

Governance of the university is largely defined by guidelines of the UGC and the rules of the based on state government rules, and the Acts and Statutes of the university. The Vice-Chancellor, Registrar, Controller of Examinations, Syndicate, Senate, Government representatives, and Heads of the departments are the key players in the governance process. According to the university act the Senate, the Syndicate, the Standing Committee of Academic Affairs, the Faculties, the Finance Committee, the Boards of Studies and such other authorities as may be declared by the statutes to be authorities of the University are the authorities of the University. The Planning Board is constituted in the University, which shall advise generally on the planning and development of the university and keep under review the standard of education and research in the university. The faculties, board of studies, finance committee and constitution of other bodies are declared by the statutes and provided for in the manner prescribed. The financial estimates of the University prepared by the finance officer are laid before the finance committee for consideration and comments. The said estimates, as modified by the finance committee, shall then be placed before the syndicate for approval.

The Vice-Chancellor has to make arrangements for constituting the Senate, the Syndicate and the Standing Committee on Academic Affairs and such other authorities of the University within six months after the notified date or such longer period not exceeding one year. The Vice-Chancellor shall, in consultation with the Government, make such rules as may be necessary for the functioning of the University. The first Vice-Chancellor drafted such statutes, ordinances, and

regulations as were necessary and submitted them to the respective authorities competent to deal with them for their disposal. Such statutes, ordinances, and regulations when framed were published in the *Tamil Nadu Government Gazette*. The Vice-Chancellor may appoint any officer or constitute any committee temporarily to exercise and perform any of the powers and duties of such authority under this Act and the statutes. According to the university statute, University Statute the Vice-Chancellor has to direct the holding of all elections and may direct the Registrar to do all things necessary for the conduct of all elections conducted by the University.

As a Government college, the government arts college follows decentralized governance, and participatory decision-making is adhered to. Daily administrative decisions are made by the principal with the guidance of college council, which consists of all the heads of the department of the college. The decisions are executed by a team comprising bursar, superintendent, assistants, junior assistants and other lower grade staff. These support staffs are used for all clerical purposes, such as maintain the service register of the staff, communicating the information received from TANSCHÉ and the Directorate, sending the particulars of the staff to the directorate, prepares the payroll, students' scholarships, etc.

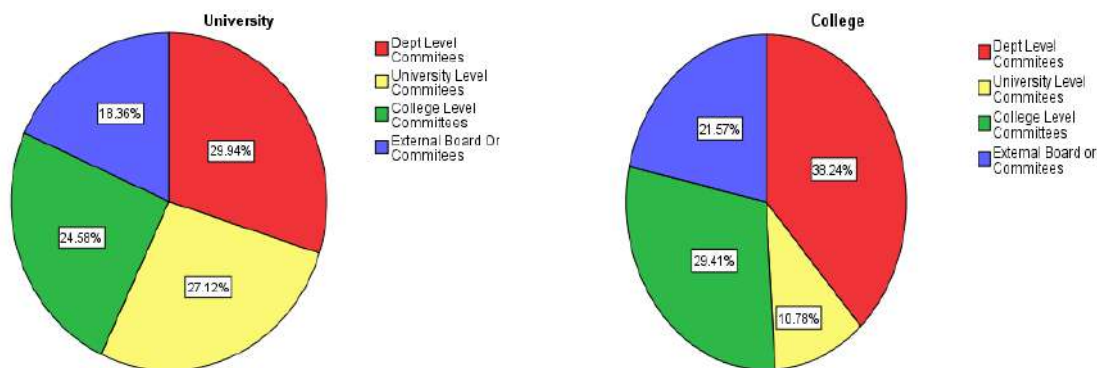
Academic decisions are finalized by the principal at the academic council meetings, and these decisions are implemented by various academic bodies comprising heads of the department and senior faculty members. Importance is given to all the faculty members that they are involved in both decision-making and implementation, in the sense that everybody is made a member of different committees effectively functioning in the college.

According to the principal of the college, as far as the discipline of the students are concerned the teachers as tutors know more about the students they are empowered to share decisions. But for other administrative purposes, the decisions are reserved with the principal, i.e., regarding adhering to schedule and classroom teaching completing of portions, providing the students the necessary study materials, etc. Since it is a Government college, allotment of budget is done by the finance committee. The teachers only take part in informing their requirements.

The students are not involved in the governance of the college as per government norms. But as a principal stakeholder, the alumni are involved in the framing of the syllabus. The college conducts annual alumni meet in which their experience is shared, and it is in turn passed on to the present students to equip themselves to face the competitive world. The expertise knowledge of the industrialist is also been adopted by the college while framing the syllabus for every three years.

Participation in various committees at the department level, college level, and external boards/committees by teachers in the university is comparable with those in college. However, the participation of college teachers in university-level committees is lesser than that of the university teachers. Qualitative data reflected that involvement of university teachers in governance is substantive. Opportunities in bodies such as Syndicate, Senate, and Academic Council, besides, positions of Faculty heads (Deans), Directors, and Co-ordinators' are available. Nevertheless, there is no equal chance for all to participate in the governance, for norms are not well defined and implemented. It is believed that the 'seniority' of the faculty member chosen is the eligibility. Conversely, there is a lack of uniformity in its implementation. Qualitative data from college shows that participation of teachers in governance is very limited and only a few people get represented in committees regularly.

Figure 18: Participation in Specific Committees (No. of Committees in Last Year)



The VC and the HODs decide the participation of teachers in various committees in the university. In the college, the HODs and the Principal make the decisions on which committee the teacher will serve in.

Figure 19: Decision on Participation in Committees in University

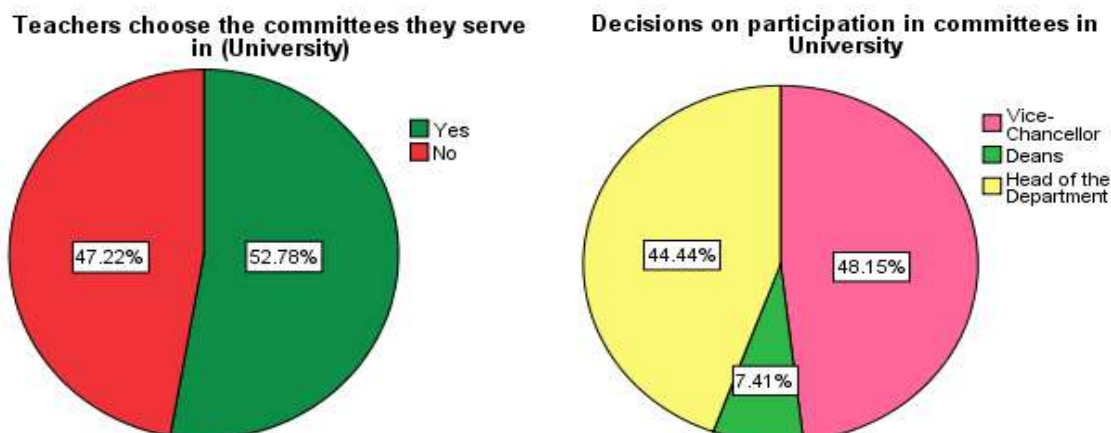
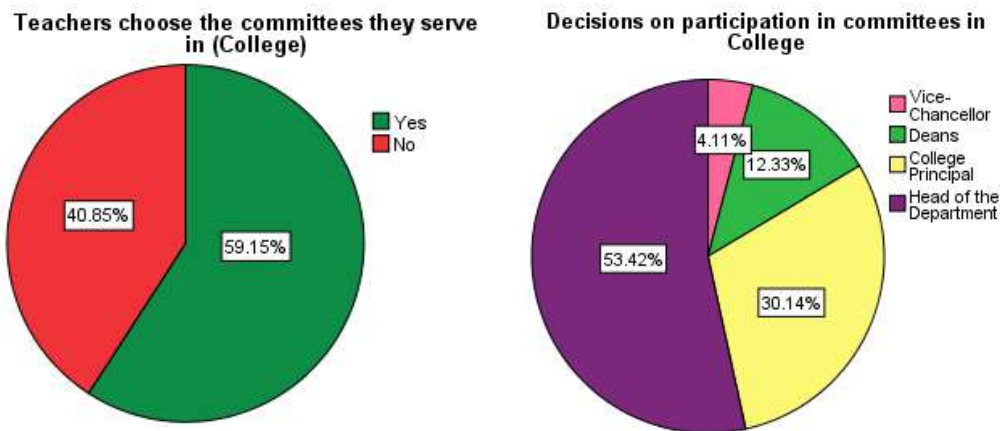


Figure 20: Decision on Participation in Committees in College



The focus group interviews done in the university showed that though there is participation from the teachers in governance the decisions are often made by the leaders. The governance is reported to be centralized with the decisions made at the apex. Further, even when they are part of committees, they do not play an active role in making the decisions. In the college, as revealed by the focus group data, the participation of individual faculty members in governance is very limited and is restricted to the departmental level decisions. When it comes to participation at the institution level, it is the academic council made up of the Heads of the departments and the teachers' association that plays an active role in governance.

Both university and college teachers perceive shared governance as important. In reality, the university teachers participate in governance to a greater extent compared to the college teachers. Qualitative data showed that faculty members in the university perceive that the governance at the university is not shared. Matters pertaining to research and promotions including interpreting the guidelines given by UGC require people at the apex level like Dean of the faculty who is well versed in research as well as educational planning. Faculty members are kept out of bounds when it comes to matters of M.Phil. and Ph.D. examination with no transparency stating that it is confidential. Similarly, they are kept away in issues relating to their claims and requests.

Table 50: Participation and Perceived Importance of Shared Governance (in percentage)

S. No	Shared Governance	Actual Participation					Perceived Importance		
		Not at All	Not Much	Neutral	Somewhat	A Great Deal	Not Important	Important	Very Important
1	University	5.6	13.9	16.7	52.8	11.1	8.3	55.6	36.1
2	College	8.2	9.6	57.5	19.2	5.5	26.0	52.1	21.9

Summary of the Chapter

The chapter presents the institutional autonomy present in university and college, and the decision-making process in both the institutions. Autonomy in three areas, namely, academics, finance and administration in university and college is presented.

Academic autonomy is ensured through BOS and SCAA in the university, which is constituted by teachers. The university has the autonomy to introduce new courses. For admitting students and appointing faculty to the college strict adherence is given to Government norms. In fact, it is the Government, which appoints the teachers. As far as financial affairs, the fund is allotted to the university and autonomy is given only for utilization. Full autonomy is exercised in the conduct of examination and declaration of the results. Autonomy of faculty members is reflected in ease of getting leave requests approved, and support received for academic activities like establishing research collaborations, participation in conferences, and offering new courses. The finance committee, the Senate and the syndicate play a major role in the administration of the university. The Dean of faculty and Head of the department are part of the selection/scrutiny committee that is involved in faculty recruitment and promotions. Faculty members are involved in a number of committees and have a role to play in governance. Nevertheless, their role is not active, and the decisions are made at the apex in most of the cases. The role of students in governance is negligible.

The Government Arts College is an autonomous institution that enjoys full autonomy in framing the syllabus, conducting examination and publishing the results. It still depends on the government for financial support. Admitting students is done by the admission committee and the Principal. The appointing faculty to the college is done directly by the government through Teachers Recruitment Board (TRB). Faculty promotions are purely based on years of service. As far as financial affairs, the fund is allotted to the college and autonomy is given to only utilization. For example, no budget is allocated for maintenance and hence the college does not have funds for attending to issues of maintenance in the college. The budget for each department is allocated by the governing council. The individual faculty is not provided with travel grants. Since promotions are not based on API, the college teachers are not 'expected' to devote efforts in research for supervising research or winning research grants. The Heads of the Departments are members of academic council and governing council and play a significant role in the administration. There is no students union in college as in the case of the university, and hence have no role to play in governance.

Various aspects of governance and management processes like openness, accountability, policy effectiveness and communication are presented in the next chapter.

Chapter 5

Governance and Management Processes

Governance involves structures and decision-making processes. Management implies the implementation of decisions, involves specification criteria for the allocation of resources to various activities, the allotment of responsibilities and tasks to various groups and the evaluation of performance. It may be defined as the traditions and institutions through which a country can exercise its authority (Kaufmann, Kraay, & Mastruzzi, 2007). Specifically, it connotes the way in which power is exercised through economic, political, and social institutions in a country (The World Bank Group, 2005). It implies the sound exercise of political, economic, and administrative authority to manage the resources for development in the country. It necessarily involves the institutionalization of a system through which citizens, institutions, organizations, and groups in society express their interests, exercise their rights, and mediate their differences in pursuit of the collective good (Asian Development Bank, 2005).

Governance in higher education is concerned with the Boards of Governors of universities and their role in addition to the overall management and organizational structure. There is fragmentation of higher education at the state levels, which makes it difficult to assess the proximity between policy and practice in the governance and management processes. In higher education, we need to recognize the relations between various levels, such as college, university, the State and the country as a whole to arrive at specific policy initiatives. Management in higher education is a complex process involving a policy-making process which includes interpreting research initiatives to arrive at evidence-influenced or evidence-informed policy decisions. Experienced policy researchers have noted that certain kinds of knowledge and modes of research are preferred by policy-makers to provide clear-cut guidance for decision-making. Effective management requires effective communication of goals and policies to the stakeholders.

Governance is a process that spreads across three domains, viz., economy, politics, and administration. Economic governance includes decision-making processes that affect a country's economic activities and its relationships with other economies. It apparently has significant implications for equity, poverty, and quality of life. Political governance is the process of decision-making to formulate policy. Administrative governance refers to the system of policy implementation. In this chapter, we discuss the administrative governance, i.e., the system of policy implementation in higher education with particular reference to certain aspects of it, namely, openness, accountability, policy effectiveness, and communication.

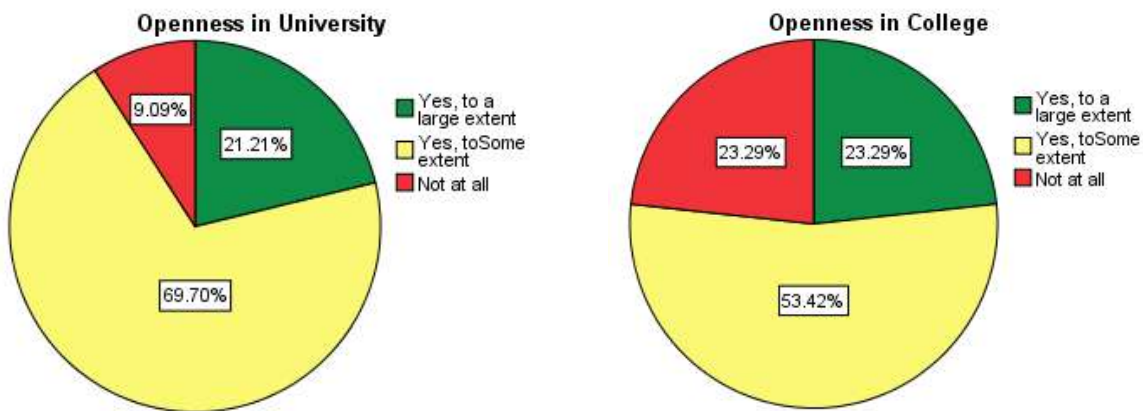
Openness

Openness is an overarching concept or philosophy that is characterized by transparency, unrestricted access to knowledge and information, as well as collaborative or cooperative management and decision-making rather than a centralized locus of authority. Openness may be viewed as the opposite of secrecy. In any organization, openness is essential for effective communication of goals to the stakeholders. It involves the availability of clear directions regarding the academic and administrative process within the university, among its governing bodies and the affiliated colleges.

As may be seen in the chart below, openness in both university and college is positively perceived by the majority of teachers. It should be, however, noted that a significant portion of

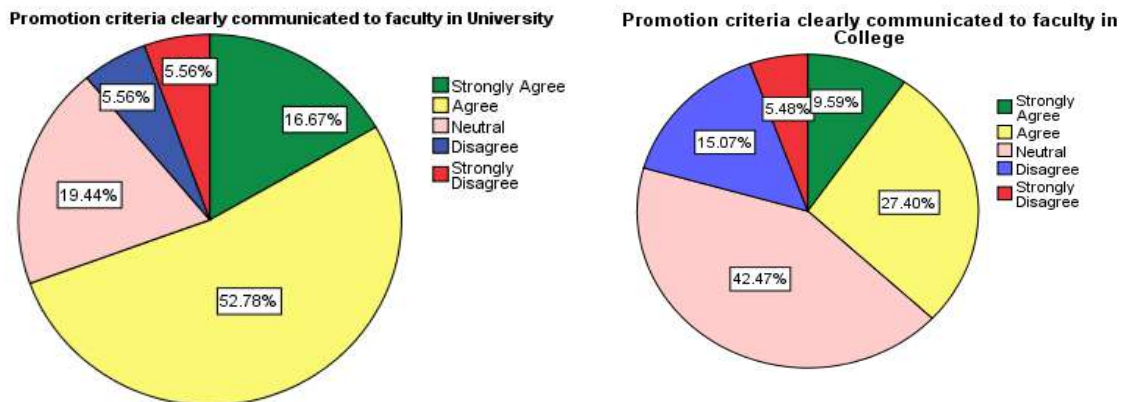
teachers in college report lack of openness in college. With a significant percentage of faculties endorsing the moderate response category it may be understood that transparency is not uniform across all aspects of the governance and management in both the college and the university. The focus group interviews with faculty in university show that there is no transparency with regard to the selection process, criteria to accept past service as valid for promotion. They state that procedures are individualized, and rules are interpreted differently for different individuals. Focus group on teachers in college show that they are fairly satisfied with the amount of transparency they see in the system, which is not in consonance with the inference we could make from the quantitative data.

Figure 21: Openness



The promotion criteria are openly communicated to university. In college, the majority of the teachers perceived that the promotion criteria is neither openly communicated nor completed discreet. Teachers in the university, during the focus group, reiterate that the criteria for promotion is not communicated openly and ambiguity lies in what criteria are being used. However, we find the majority of teachers have endorsed that there is openness regarding promotion criteria. In the college, the teachers report that criteria for promotion are transparent. Nevertheless, the quantitative data shows that only close to 36% of them have endorsed that promotion criteria are communicated to the faculty.

Figure 22: Openness Regarding Promotion Criteria



Research is valued in teachers' promotion at university, much more than even teaching. Refresher courses are valued both in university and college for promotions. Interestingly,

advising and mentoring is perceived as least valued in the promotion process in university as well as college. Teaching is moderately valued for promotions in both university and college. Focus group data shows that teachers in college consider college as 'teaching organization' and not 'research organization,' and do not consider research as their priority. Though the teachers have endorsed various aspects listed here under in the table as valued in the promotion process, they communicated that the years of service is considered as the sole criterion for promotion.

Table 51: Factors Valued in Teacher Promotion Process (in percentage)

S. No	Criteria	In University			In College		
		Not Valued	Somewhat Valued	Highly Valued	Not Valued	Somewhat Valued	Highly Valued
1	Research & Publication	0	30.6	69.4	25.4	45.1	29.6
2	Teaching contribution	11.1	44.4	44.4	23.6	45.8	30.6
3	Serving on Committees	11.4	57.1	31.4	12.7	50.7	36.6
4	Professional reputation	20.0	42.9	37.1	16.7	1	27.8
5	Advising and mentoring	17.1	51.4	31.4	15.3	61.1	23.6
6	Refresher courses	2.8	30.6	66.7	6.9	40.3	52.8

Openness is concerned with the freedom of access to information held by authorities regarding the operations and governance of the institution. Reliable information is a requisite for accountability with regard to institutional practices. The policy of openness in a university is as per the acts and statutes. The Vice-Chancellor has the power to convene meetings of the Senate, the Syndicate, the Standing committee on Academic Affairs (SCAA), Finance Committee, the Faculties, Board of Studies (BOS), Board of Examiners and any Committee appointed by the authorities of the University. Meetings of the SCAA, BOS, Senate are conducted either annually or twice a year as the case may be, and the Syndicate meets at least once in every three months. The audited accounts, of the university, are published by the Syndicate in its meeting and copies are submitted to the Senate in its next meeting and to the Government within three months of such publication. In accordance with the policy of openness, a copy of the agenda and minutes of all the meetings are sent to the Chancellor and respective authorities.

As per statute, the Registrar has to issue notices regarding convening meetings of the Senate, the Syndicate, the Faculties, the Board of Studies, the Board of Examiners and any Committee appointed by the authorities of the University. The offices of the Registrar is also responsible for preparing the agenda, minutes and keep the same in custody after communicating the details to the concerned authorities. In preparing the agenda for the meetings, they abide by the instructions of the Vice-Chancellor and get the agenda approved by the Vice-Chancellor. So all the procedures for the conduct of meetings take place in a transparent manner. According to (USCXXI-9) a Head of the Department performs such functions as prescribed by the ordinance. The head co-ordinates the work of the department, looks after the administrative work of the department, submits periodical reports of the department, prepares the budget estimates, pass bills for payment with a certificate of such entry, etc. She/he shall acts liaison between the Vice-Chancellor and the Department.

Openness and transparency is a fundamental principle of research at universities. There is transparency about funds received through grants and scholarships. All details regarding fellowships, MoUs that are entered into by the university or college details of patents, and

endowments are printed in the academic calendar and is made known to all the faculty and students. In the university, the meetings of the academic and executive bodies are conducted in a transparent manner as per the guidelines mentioned in the statutes. The minutes of the HODs meeting, syndicate and Senate are circulated as per regulations. All the activities such as academic timetable, the conduct of seminars, conferences, workshops, sending project proposals, budgeting, updating the syllabus, allocating funds and academic duties to faculty, are decided in the HODs meeting and the Department meetings. The activities planned for every academic year include scheduling of exams, admissions, convocation, celebrations etc., are decided in the HODs meeting and is communicated to the faculty and students by their respective heads of the departments during the departmental faculty meeting. A comprehensive academic calendar is provided to the students and faculty wherein they can get a complete schedule of events. The academic calendar provides all the academic information along with the information about infrastructure available on the campus. All the details of scholarships, free education schemes, and other forms of financial assistance are disclosed to the students in a transparent manner. A newsletter and annual report are prepared and sent to all affiliated colleges and university departments for disseminating information to all. There is a vision for the University within which, each department identifies its strength and weakness. There is transparency in the conduct of academic activities. Also, the IQAC cell maintains a detailed AQUA and SS reports of the university departments. So the administrative and academic activities are streamlined openly as outlined by the acts and statutes.

The focus group data shows that some teachers in the university are not satisfied with the norms followed to assess faculty. They feel that there is no openness about the conduct of promotions. While the administrators say that the Guidelines for promotion of teachers under career advancement scheme is explicitly stated for those eligible as on 31.12.2008 as per UGC Regulation 2000 and teachers eligible for promotion on or after 31.12.2008 as per UGC Regulation 2010 in the prescribed format for Stage I to II, III, Associate Professor and Professor respectively. The upward movement from the entry level for all is based on their satisfying the API based PBAS conditions laid down in Annexure-I and Annexure-II. However, some faculty is of the opinion that there is no yardstick to measure the contribution of faculty and, the mere financial increment is not satisfactory. There are differences in taking up past service of the faculty. Sometimes one person is given charge of more than three activities. The minutes of syndicate meetings are not disclosed to everyone. Focus group on students show that there is no openness or clarity concerning the communication of vital information such as the last date for paying exam fees, exact fees for the academic year and time for paying bus fees, etc. The information regarding applications, last dates are not circulated on time. The process of getting approvals, scholarships, permission, etc. is time-consuming. The information about admission process is usually difficult to track.

Openness in educational institutions include institutional practices such as (a) using recruitment practices that support the fulfilment of students' academic and social expectations of college, (b) implementing structures and practices shown to alleviate students' experience of racial discrimination and prejudice on campus, (c) applying fair administrative and academic regulations, (d) directing students through academic advising toward satisfactory course experiences, (e) supporting and developing active learning strategies in the classroom, (f)

providing workshop training in stress management and career planning, (g) supporting frequent and significant interactions between students and peers in orientation and residential life practices, and (h) providing need-based financial aid (Braxton& McClendon, 2001-2002; Pascarella & Terenzini, 1991). In the college, all the above said institutional practices are followed.

Most of the students in the college are from socially and economically weaker sections and hence providing financial support for students in the form of scholarships becomes a factor of concern. During focus groups, the students state that the communication regarding the extension of deadlines for applying for scholarships is not reaching them in time. In case of errors in the application by a student, that application is not taken into consideration instead of offering his/her guidance to correct the error.

All the activities of the college are decided in a transparent manner at the council meeting, and the same is informed to the staff and the students through the HODs. The planned activities of the college are scheduled well in advance, and it is given in the college calendar say for example the dates of their fee payment, the schedule of the first and second internal test are provided in the calendar. The calendar is distributed to the students and the staff at the very beginning of the academic year. The calendar also contains information such as the code of conduct of the students, number of departments available in the college with the allotted strength and the required percentage of attendance to qualify for admission to the prescribed examination of the university. The students are allowed to meet the heads and the administrators without any barriers at any time they would like to meet them. Their grievances are redressed now and then as far as possible within the department itself. The students, during the focus group, however, state that they often do not get a chance to meet the Principal and would have to spend long hours waiting to meet the authorities.

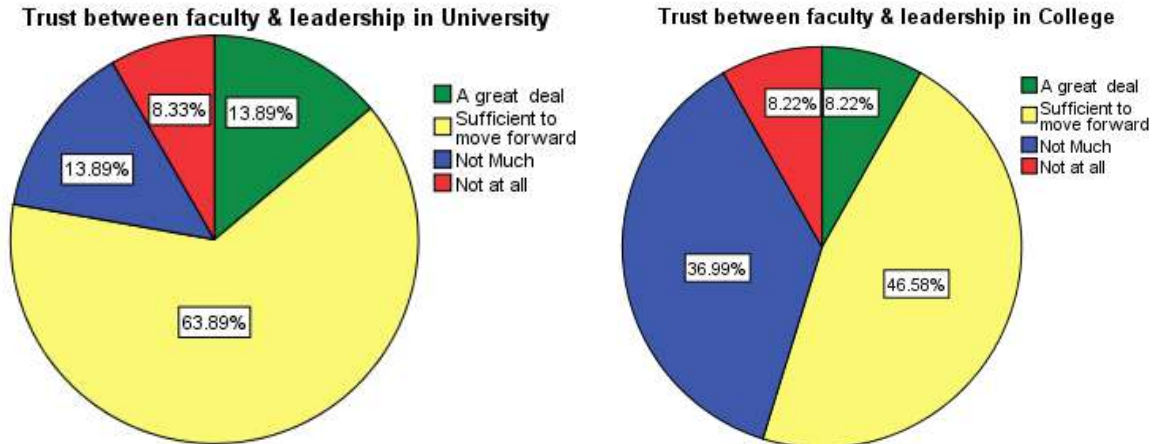
Students in college state that the admissions are done transparently. The number of seats getting filled is displayed on the board and updated constantly. The students report that sometimes teachers convince them to join a particular course that he/she gets admission for, and then later shift to the course of his/her choice, though it doesn't happen in reality. There is absolute transparency in the evaluation system of student's examination papers. The students are allowed to apply for reevaluation, and they can even get their papers photocopied. They are also allowed to clear their doubts in their classrooms during regular lecture hours.

The promotion of the teachers in college is based on years of experience and hence is time-bound. This is done by the government and is done with utmost transparency. A faculty during focus group interview stated that the details about seniority are available on the website, and the criteria are known to everyone. The focus group carried out on teachers in college shows that all the teachers are highly satisfied with this promotion system.

If the teachers have any grievance it is discussed in the department meetings, the minutes of the meetings are written and kept by the head [Act Chapter II 14(4) (c)] and which is, in turn, is intimated to the administrators at the council meetings and they are also allowed to meet the principal in person and get their resolved by the principal. The department meetings are conducted as and when it is felt it is necessary which is confirmed by the heads through the interview done.

A good majority of teachers, both in the university and college, have adequate trust between each other and also with the leadership as may be seen in the chart presented below. This may be a result of openness and transparency present in the university and college.

Figure 23: Trust between Faculty and the Leaders



Accountability

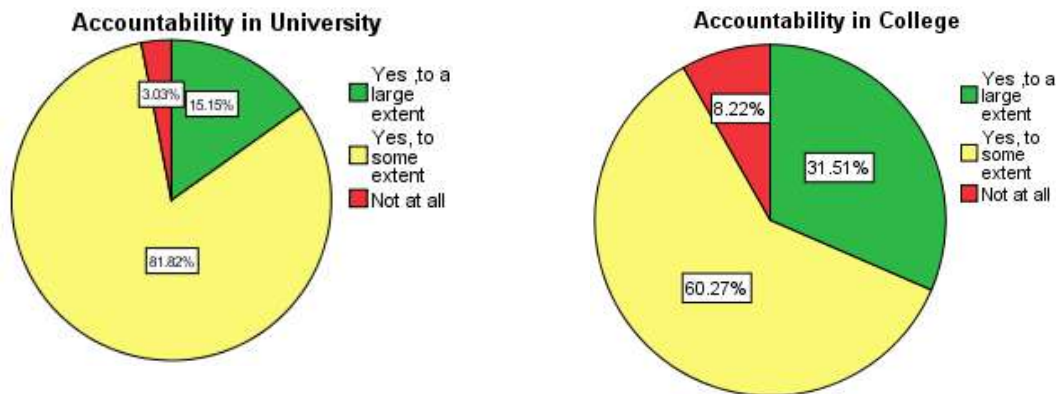
Accountability is vital to the stakeholders. It is essential that everyone involved in the academic and administrative transaction should be accountable for their activities. In the university, the administrators stated that adherence and accountability are the same. They are of the view that though the Vice-Chancellor, Registrar, and Controller of Examinations (COE) are appointed at different point of time in a separate manner, yet to follow the rules and regulation in the acts and statutes everyone works together. According to the administrators, everyone discharges their duties and responsibilities efficiently because without the responsibility accountability cannot be achieved. The administrators stated that though the Registrar, Vice Chancellor and the Controller of Examinations are equally accountable, the COE's maximum service is to people and the Registrar is involved with administration. The challenge for them arises when some people want to bend the act and statutes and to act as directed by the higher-ups. During such instances, there may be problems and unnecessary misunderstandings. The flow of authority, they state is always as per the government structure. According to them, different positions require different administrative styles. And accountability means promoting welfare to the individual, community, and the whole society.

As may be seen in the chart presented below, perceived accountability is high in university and also in college. A significant proportion of teachers perceive the accountability to be present to a large extent. Interviews with teachers show that there is no recognition or incentive provided to the faculty members for their contribution to teaching and research. Teaching is particularly viewed as the primary duty of the teacher. The extent to which teachers win grants for projects can be seen as a form of accountability. The policy implications and the social reach of such projects are not duly evaluated. The completion of coursework is the sole responsibility of the faculty, which is seldom monitored by the institution. However, the onus is on the department to

impart the course satisfactorily. With regard to accountability of students, diverse modes of testing the student’s achievement levels for a course are available.

Focus group with teachers in college shows that they perceive implementation of any procedure of accountability as more bureaucratic, and have a preference for a more humanitarian approach to working. The teachers believe that ‘monitoring’ is dangerous and autonomy in teaching-learning expands the scope for creativity in teaching-learning while monitoring hampers it. There is no mechanism to reward teaching, which is considered as their primary responsibility. No mechanism is in place to check the quality of teaching. Further, since the students of the college are from economically and socially weaker sections of the society the major emphasis of the institution is on teaching. There is no explicit requirement for teachers to participate in research regarding seeking grants for research projects or publishing papers. At the college, accountability is ensured by monitoring regularity in attendance for both the teachers and the students and again for the students by conducting internal assessment tests and continuous evaluation and review of examination results

Figure 24: Perceived Accountability



As may be seen in the table below, a significant percentage of teachers at university perceive the procedures of accountability either not developed or as being present but not in use in recent years, particularly for rewarding teaching and research. In college, the teachers feel that procedures for evaluating teaching and research are present but are still new. Interestingly, they find that though procedures of rewarding teaching and research are developed, they have not been in practice in the recent years.

Table 52: Status of Procedures of Accountability (in percentage)

S. No	Procedures/Institutional System	Development and Use of Procedures of Accountability in University					Development and Use of Procedures of Accountability in College				
		Not dev.	Under developed state	Present and still new	Present and in use for >3yrs	Present but not in use	Notdev.	Under Developed state	Present and still new	Present and in use for >3yrs	Present but not in use
1	Evaluating teaching and learning	23.5	23.5	23.5	29.4	0	16.4	20.5	35.6	26.0	1.4
2	Evaluating research	23.5	20.6	26.5	29.4	0	9.6	37.0	39.7	11.0	2.7
3	Rewarding teaching performance	36.4	15.2	24.2	21.2	3.0	23.3	8.2	20.5	35.6	12.3
4	Rewarding research performance	32.4	23.5	20.6	20.6	2.9	17.8	15.1	30.1	34.2	2.7

All the academic activities are carried out by the departments in an effective manner. Each faculty member maintains the records of attendance of students, class work, and internal examinations. They prepare a detailed report of the best practices in their department and a report of the same is sent to the IQAC cell. Records related to the workload of faculty members, the weight age for papers in terms of credits, reports of research projects, scholars, etc. are duly maintained.

The faculty and Heads of the departments have a vital role to play during the student admission process. On joining the University, each student is assigned to a faculty advisor. The student can register for the course(s) which he/she intends to take during a given semester on the basis of the programme for each discipline as given in the course of the study bulletin as per advice of his/her faculty advisor. The faculty advisor is expected to discuss with the student and then decide the nature of the courses for which the students can register during the semester within the framework of the guidelines (Scheme of Examinations). The registration schedule is announced in advance by the HOD. Students should contact the respective faculty advisor of their department for guidance and registration. The student advisor on the instruction of HOD can suggest possible elective/supportive course(s) for registration by the candidate. In any case, registration must be completed on or before the prescribed last date for registration. Students having outstanding dues to the institute or a hostel shall not be permitted to register. Late registration may be permitted for certain period only, for a valid reason and on payment of a late registration fee prescribed from time to time by CBCS office. However, if a student fails to register during any semester, his/her studentship is liable to be cancelled. According to some faculty members, they don't see any accountability concerning teaching. Some of them feel that there is too much of individual autonomy. They state that when there is autonomy, there is no need to talk about accountability. There is no yardstick to measure effective discharge of class. Some faculty members feel that everyone should have an academic diary for accountability. There should be a flow chart for every course.

Teachers in the university sign the attendance register maintained by the HOD in each department. The on-duty leave requested submitted by the teachers are approved by the HOD in case it does not include a request for financial support. If on-duty leave with financial support is requested by a faculty member, it is approved by the Registrar. Casual leave for faculty members is approved by the HODs. All requests for leaves of any kind by the HODs are approved by the Registrar. In the college, the teachers sign the attendance register in the head of the departments'

room at the stipulated time. For the first shift staff the signing time is 8.50.A.M. and for the second shift it is 1.50.P.M. All the staff is asked to be present in the college till the end of the college working hours, i.e., 1.50.P.M. and 6.50.P.M. for first and second shift respectively. If any teacher comes late to the college 'P' in red will be marked against the name of the teacher, and if a teacher gets three 'Ps' in a month, one casual leave (CL) will be cut from the allotted 12 CLs.

The IQAC cell is active both in university and college and is helpful to the administrators for coordinating and monitoring various activities.

Table 53: Quality mechanisms

S. No	IQAC cell	In University		In College	
		Yes	No	Yes	No
1	IQAC cell is active	85.7	14.3	76.4	23.6
2	IQAC cell helps administrators to coordinate and monitor various activities	84.8	15.2	68.1	31.9

It is compulsory for the students to secure 75% attendance to appear for the examination, both in the university and the college. To inculcate discipline and accountability specific corrective actions such as imposing fine and making the students to redo the course are followed in the university and college. In the University, students who have an attendance of 75% or higher are permitted to appear for examinations of the courses he/she has completed in that semester. For those who have 65% to 75% permission to appear for examinations of that semester is provided after payment of a condonation fee. Those with less than 65% of attendance are required to repeat the entire semester by attending classes scheduled for that semester. A similar procedure is followed in the college. Those with 50% to 64% attendance in college are not allowed to write the examination but are allowed to write the arrears of the previous semester and also to continue the next semester. In the next semester, the student's average percentage of both the semesters should be 65% if not will not be allowed to write the examination. Only through readmission will be they are allowed to continue the studies in the next year. Those with less than 49% attendance will not be allowed to continue the next semester and will be allowed to continue after readmission.

The PG students in the university are awarded a maximum of 25 marks as continuous assessment and 75 marks as end semester exam. The same is followed for UG and PG in the college as well. Minimum of 50% overall marks is required for a pass in PG course in the university. In the college, the minimum required marks for a pass for UG and PG courses are 40 and 50 respectively. There are no minimum marks allotted for continuous assessment, which means that if a student is capable of getting 40 out of 75 is considered to be qualified for UG and 50 in case of PG.

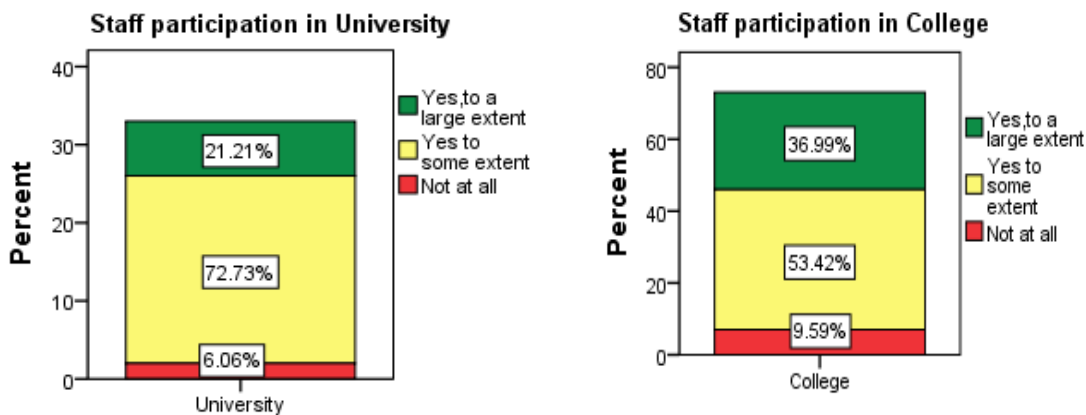
In the university, the PG courses are for two years with four semesters. A CBCS system is followed. The PG program consists of a set of core courses, a set of elective courses and a set of supportive courses. Typically, a semester has core courses for 20 credits, four credits for the elective course, and two credits for supportive courses. The entire PG program is for 90 credits. In the college, the duration of PG courses is two years with four semesters. Each PG programme has both core and elective papers having equal credits of 5. The lecture hours per week for both the papers are 6 hours. The total credits for PG students are 90. While core paper is exclusively offered in the parent department, the elective paper may be from their parent and other

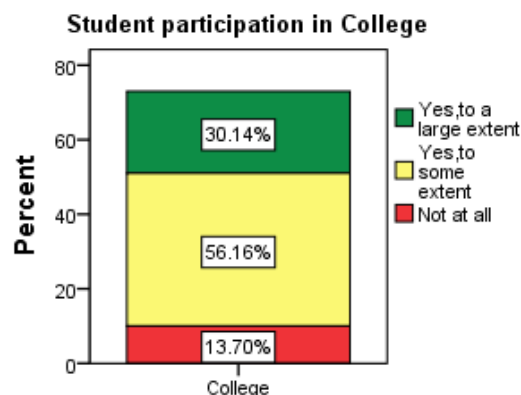
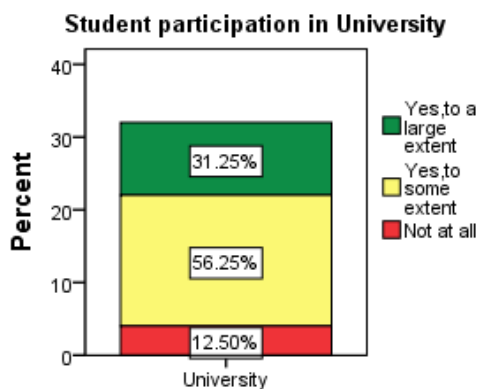
departments as well. At the end of the semester, all the PG students have to do project work in their respective subjects. The duration of UG courses is three years with six semesters. It has languages both part I (any regional languages according to the choice of the students) and part II (English), core, allied, elective, non-major elective and value-based subjects. The credits are given for core and allied papers are 5, and the languages and elective have three credits. The value education, which is meant only for the first year students, and the non-major electives, which are meant only for third-year students, has two credits. One credit is given to extension activities such as NSS/NCC/YRC, which is compulsory. The total credits given to UG courses are 140.

Participation from Staff and Students

The staff participation and student participation in college are comparable to the participation of the staff and students in the university. The bar diagram shows that about 31% of the students have a significant role in governance in the university. However, during the focus group done on students at the university, it was reported that the students have no role to play in governance other than informal interactions with the HODs and there are no student unions and therefore no two-way communication. Students in the university state that their voices are not heard or taken seriously. Students in the college state that the college is like ‘school’ and there is no association for students in the campus. Their participation is limited to class representatives who communicate with the teachers regarding students’ problems, and meeting the Principal is not easy and is time-consuming.

Figure 25: Participation for Staff and Students





Good governance involves the inclusion of stakeholders in the administration. According to the acts and statutes, teachers in the university are elected to the syndicate, and all the heads are members of the Senate. Also, teachers are appointed to be members, convenors, chairman of different boards and committees. The Controller of Examination also involves faculty for the conduct of examinations in the university departments as well as to serve as experts for the affiliated colleges. The participation of faculty is solicited from suggesting examiners, evaluators, and question paper setters.

The heads and faculty members participate actively either in the Board of Studies (BOS), committees, councils, senate, syndicate, clubs, etc. depending upon the duties allotted to them. In the BOS their collective wisdom and expertise in the particular field are taken into account for academic enhancement. The faculties have the freedom to introduce changes in the curriculum during BOS meeting. As members, they can make suggestions only. The administration executes the decision taken by the academicians. The faculties have 100% freedom on academic affairs. However participation of faculty in governance and actual administration is minimal. Participation of faculty in governance is the mere namesake; decisions are already made. Authority is vested with the syndicate and Senate. The Deans encourage effective teaching as a faculty or as a Head of the Department (HOD). The faculty themselves address difficulties concerning raising funds from agencies. Participation of the Dean in academic activities is minimal, and they are not asked to provide metrics for evaluating faculty objectively. There is no role for the dean to advocate for resource development. There is no direct involvement of students in governance. There are few informal interactions at the department level with the HOD and faculty. Participation usually happens when a staff member is recommended by the HOD or peer. There is no uniformity in nominating people for the syndicate. The participation of students in hostel committees is also namesake.

In the college, the heads and faculty members participate actively in the board of studies (BOS), committees and councils depending upon the duties allotted to them. In the BOS their collective wisdom and expertise in the particular field are taken into account for academic enhancement. The faculties have the freedom to introduce changes in the curriculum during BOS meeting. The administration executes the decision taken by the academicians. The faculties have 100% freedom on academic affairs. However participation of faculty in governance and actual administration is minimal. As the member of the faculty, only suggestions can be made. There is no direct involvement of students in governance. They interact with the staff and the HODs at the department level and are allowed to meet the principal only to settle their grievances that are not within the ambit of the HODs to resolve.

Policy Effectiveness

The administrators of the university take steps to ensure its effective functioning. They are sure that at the administrative level day to day verification of work is efficiently done by the higher-ups. In the Controller of Examinations section, a candidate's request is processed within a week. Every month the Vice-Chancellor and Registrar meet the heads to discuss and prepare the calendar of events. Therefore colleges and university departments are clear of events. However, they state that there is a need for more staff to do the work efficiently. From 1982 till date the quantum of work has increased so additional staff can do the work more effectively. Records are preserved for a maximum of 10 years, and since 2010 the university is in a position to prepare individual candidate record at the time of admission itself in a computerized department. There is a database for admission and exam process also. Every year the convocation conducted by the university is appreciated by the governor.

Qualitative data show that the role of Deans in monitoring the academic performance of the faculty is limited. The Dean is part of the ethics committee, and during the convocation, he reads out the names, etc. On the administrative front, the deans serve on selection and scrutiny committee and ensure that the diversity of faculty prescribed by the government policy is achieved. They do not play a role in allotment of funds to the departments within the faculty or teachers within the departments. There is no role for the dean to advocate for resource development. It is confined to the department as of now. The Dean is not involved while sending proposals to funding agencies. According to Deans, funds are generated by individual teachers through grants for projects with no contribution from the Dean to generate or distribute funds. They are of the view that the Dean is an academic authority and it will be more effective if a dean's office is involved in the act of scrutinizing all files relating to students, scholars, of the respective schools there will be some improvement. Having a special cell for Dean's office, towards proper improvement and a higher rate of achieving goals and objective towards implementing higher standards in the higher education is necessary because at present the Dean's role has been limited. The role of the Dean is limited to being the panel member for selection, promotion but the opportunity to provide feedback does not arise.

The effective evaluation system is the backbone of the university. At the Controller's office, a schedule is prepared for each academic year, and the same is communicated to the Principals of affiliated colleges, and the same is mentioned in the academic calendar of the university for the benefit of the departments. It includes details such as commencement of practical exams to central valuation. All applications are downloadable from the university website, online verification for degree certificates is provided, and status of Ph.D. thesis is available on the website. For the smooth conduct of exams experienced teaching and nonteaching staff, principals are appointed as Chief Superintendent. Credibility is maintained by coordinating and maintaining the confidentiality of question papers. Conducting examinations is a time-bound work, publishing results, issuing certificates everything is time-bound, and all the activities are done smoothly with the cooperation of the VC, Registrar, FO, Principals, and University departments. Results are declared one week before the schedule.

Policy effectiveness for Heads of Departments is reflected in the form of conducting faculty meetings regularly in their respective departments. These meetings are used as a forum for discussing the progress of academic activities and research. Suggestions are invited from every faculty member and evaluation of the performance of the department is also carried out. The

performance of faculty is also discussed, and heads encourage participation of faculty in conferences, seminars, and workshops.

In the university, according to the act and statute, the syndicate has to institute, a publication bureau, students' union, an employment bureau and university clubs, institute fellowships, traveling fellowships, scholarships, studentships, bursaries, exhibitions, medals, and prizes and maintain them. There is a well-stocked library, INFLIBNET service, journal section and common computing center for the benefit of students. The university has thirty clubs ranging from chess, quiz, trekking, consumer awareness, driving, to blood and human organ donation. There are separate cells for anti-ragging, women's harassment, psychological counselling, Career guidance, Cell for SC/ST, Centre for Collaboration of Industries and Institutions, Community College Consultancy Centre, Green Box to redress grievances of students, Fitness Centre, and Hospital. There are coordinators for NSS and YRC, R&D Centre, Anna Civil Service Coaching Centre, Health Centre, and Overseas Student Support Services, Public Information Center and Fine arts. The perception of students is that there is no fairness in celebrating events like 'Independence Day.' The day is celebrated as a mere ritual without giving students prior information or time to prepare events. This endeavour has not been very effective because students are not satisfied with the facilities for co-curricular activities.

The college implements several policy initiatives to ensure policy effectiveness. Through a robust tutorial system, which is deemed the backbone of the educational enterprise in the college, the needs of extraordinarily endowed students are taken care of. Paying personal and personalized attention is the hallmark of the tutorial system, especially as it is practiced in the college. Horizons that are not ordinarily addressed through classroom lectures are engaged with through tutorials. To facilitate students buy stationeries for a fair price, there is a cooperative store maintained in the college premises. To improve the memory power, understanding capacity, self-determination of the students and to help them to cater the psychological needs of the students the college has a counselling center in the psychology department. There is a laboratory maintained by the trained psychology professors. Apart from this, all the teachers do advise the students at the time of their problems. The College National Cadet Corps (NCC) has four wings viz., Infantry, Artillery, Air Wing and the Girls wing. Each wing is under the control of one professor from the departments of Economics, and three from English. Every year students from first year UG are being registered under any one of these wings according to the interest of the students. The students do take part in various NCC related activities. For example this year two of our college students have been selected to attend the trekking camp conducted by the Nehru Institute of Mountaineering at Uttarkashi, Uttarakhand for one month. They also take part in various community awareness programmes, conducted by the district administration. The college has an effectively working NSS with four units, headed by four different professors from Tamil, Geography and Economics departments. Every year the students of the NSS units attend various camps organized by their units. Most of the students do help in cleaning the college campus, and also they clean up their surroundings. Their help is sought by the college authorities during the admission time in regularizing the queue. There are two units under YRC in the college. Students are encouraged to register their names under YRC and actively take part in conducting blood donation camp.

The college has an IQAC that functions by the guidelines of the NAAC. Its functions include development of quality benchmarks for various academic and administrative activities, facilitating the creation of a learner-centric environment conducive to quality education,

arrangement to get feedback from students, parents, and alumni about the institution and curriculum, organization of inter and intra institutional workshops, seminars and conferences on quality-related themes, and documentation of the various programmes and activities leading to quality improvement.

The college has an anti-ragging committee that consists of 7 members from various departments. The students are free to call and inform any one of the committee members over the phone. All the members' names with their mobile numbers are displayed in most of the places of the campus. There was no ragging reported in the last five years.

The college has a huge playground for the students to practice for various sports activities. There is a separate basketball court on the campus. Two separate gymnastic centers one each for girls and boys are maintained on the campus.

To make the students more employable, the college has an effective coaching center run by one of the teachers in the college. Since most of the students are socially and economically backward, there is a center that coaches them to prepare for competitive examinations like the UPSC and the TNPSC free of cost. There are more than three hundred students registered in this centre. In recognition of the work of the teacher, the corporation of Coimbatore has constructed a separate building to support the efforts of the teacher.

The college has an Info tech hall with ICT facilities. This hall is being used to conduct various workshops. M.Phil. and Ph.D. viva voce examinations are held in this hall. It has internet facility, CD library, programming and learning package programme for the benefit of the students. Due to the funds received from the TANSCHE, all the departments are provided with portable smart boards that are very much useful for the students. And moreover all the students do have a laptop provided by the government free of cost, and they make use of it effectively for submitting their assignment and taking the seminars that are compulsory for their continuous assessment. The college has a general library and separate department libraries. The general library has its dedicated portal through which students and faculty members can access a lot of material. The college has a well-designed and generously furnished Internet Resource Centre (IRC) which is made good use of by students. Faculty members also have access to this. In their case, they have a dedicated room with computers in the library itself where they can work undisturbed for as long as they wish to. The department library has the subject-oriented books and journals. The department library is maintained by one of the faculty members of their department. Books and journals are issued in the department library also.

Policy effectiveness for Heads of Departments is reflected in the form of conducting faculty meetings regularly in their respective departments. These meetings are used as a forum for discussing the progress of academic activities and research. Suggestions are invited from every faculty member and evaluation of the performance of the department is also carried out. The performance of faculty is also discussed, and heads encourage participation of faculty in conferences, seminars, and workshops.

As may be seen from the table below, teachers in the university and college report overall satisfaction with their job. They are mostly satisfied with all aspects of job satisfaction like salary, teaching load, and quality of students, professional relationships with other faculties, job security, departmental leadership, and prospects for career advancement. They report a moderate

level of satisfaction with medical benefits and retirement benefits. This pattern is found both in the responses provided by the university teachers and college teachers.

Table 54: Satisfaction with Job

Factors	In University						In College					
	VD	D	N	S	VS	Missing	VD	D	N	S	VS	Missing
Salary	5.4	5.4	13.5	51.4	24.3	0	13.7	13.7	19.2	41.1	12.3	0
Medical benefits	13.5	18.9	35.1	21.6	8.1	2.7	8.2	24.7	32.9	30.1	4.1	0
Retirement benefits	18.9	18.9	18.9	35.1	5.4	2.7	19.2	20.5	26.0	27.4	6.8	0
Teaching load	2.7	5.4	18.9	56.8	13.5	2.7	2.7	6.8	27.4	53.4	9.6	0
Quality of students	8.1	13.5	21.6	48.6	8.1	0	2.7	11.0	27.4	49.3	8.2	1.4
Professional relationships with other faculties	2.7	0	10.8	56.8	29.7	0	0	0	23.3	61.6	15.1	0
Job security	8.1	0	8.1	32.4	48.6	2.7	0	2.7	17.8	45.2	34.2	0
Departmental leadership	5.4	2.7	0	51.4	40.5	0	1.4	4.1	21.9	41.1	31.5	0
Prospects for career advancement	8.1	8.1	10.8	43.2	27.0	2.7	1.4	2.7	21.9	41.1	32.9	0
Overall job satisfaction	2.7	8.1	10.8	45.9	32.4	0	0	2.7	16.4	45.2	35.6	0

VD=Very Dissatisfied, D=Dissatisfied, N=Neutral, S=Satisfied, VS=Very Satisfied, Missing=No Response

Communication

The strategic vision, regulation and financial aid to students are well communicated to the faculty in both university and college, as reflected by the data on the table presented below. Interestingly, a quarter of the faculty sampled in the university and college is not aware of scholarships available for students. This may be because matters like applying for a scholarship is looked at as an administrative procedure to be attended to by the office staff rather than faculty members. This, however, would limit their role as a mentor to the students.

Table 55: Communication (Percentage)

S.No.	Communication	University		College	
		Yes	No	Yes	No
	Strategic Vision				
1	Are you aware of the mission and vision statement of the university?	97.2	2.8	73.6	26.4
2	Do institutional heads have a clear vision in place?	68.6	28.6	72.6	27.4
	Regulation				
1	Are you aware of UGC regulation on the appointment of teachers?	97.2	2.8	83.6	16.4
2	Are you aware of the details of Academic Performance Indicators (API) in Career Advancement Scheme (CAS) under UGC regulations	100.0	0	76.7	23.3
3	Are you aware of the guidelines for granting autonomy status to college?	81.8	18.2	67.1	32.9
4	Are you aware of the benefits of autonomy to colleges?	87.9	12.1	83.3	16.7
	Financial Aid to Students				
1	Are you as a student aware of financial aid options?	73.7	26.3	75.7	24.3

In the university, the Registrar is in charge of all administrative communication. As per the direction of the Vice-Chancellor the Registrar is responsible for issuing communications regarding the conduct of academics and administration (US C XIII). Along with the notice of the meeting, the Registrar also sends to each member a statement of the business to be transacted at the meeting convened by the Vice-Chancellor and a copy of the resolution or resolutions with the name of the mover of each resolution to be moved at the special meeting convened on a requisition by members in the case of special meetings.

In the case of senate meetings as per UASC VIII, The Registrar under the direction of the Vice-Chancellor issues to every member of the Senate an agenda paper, 21 days before the date of the meeting. The agenda specifies the day, time and place of the meeting and the business to be brought forward before the meeting. Similarly, with regard to amendments, the Registrar under the direction of the Vice-Chancellor prepares an amended agenda paper containing all the resolutions and amendments and sends a copy of it to each member of the Senate three days before the date of any meeting.

According to USC XIV, the Syndicate also circulates an item of a routine nature or of a minor character, when a decision has to be taken urgently. The Vice-Chancellor can place such items in circulation with his orders thereon in the margin. Such circulation paper with the Vice-Chancellor's order along with the files are circulated to the local members of the Syndicate in a sealed cover and stencilled copies sent to the outstation members by post. Decisions taken in circulation is put in proper form and incorporated in the minutes of the Syndicate.

In the academic front the Deans are of the view that clear communication of goals and objectives of the school to the faculty and students is not happening effectively because communication (to the Provost) it is not properly channelled. If it is channelled properly, the goals of the school may be communicated to the Vice Chancellor and executive team properly. The school committees rarely conduct meetings, concerning schools and other committees for decision. It can be effective only if Dean's office is a separate office academically or administratively related to the executive team and Vice Chancellor. At present, the Dean is a panel member of selection committees, BOS, Ethics committee and SCAA. The role of the Dean is merely ceremonial. As part of their responsibility, the Deans make sure that they involve themselves in creating a

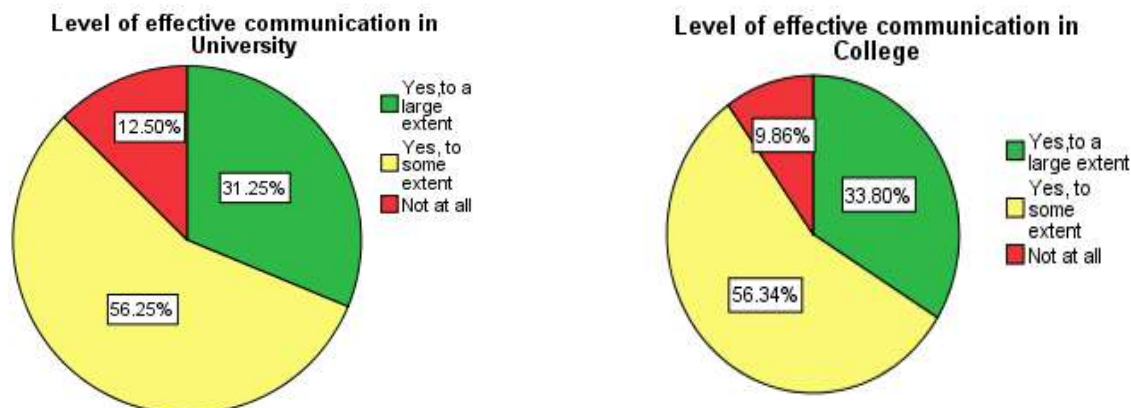
healthy environment for faculty and students by offering guidance when they are approached as well as during the CAS interviews by providing valuable feedback. While top-down communication is effective, bottom-up communication is not usually effective. The teachers feel that it is difficult to trace where the delay happens and often files with requests for purchase of equipment for projects, claims, etc., are stuck up. So there should be a timeline for specific tasks, and an ERP system should be introduced to ensure smooth communication.

Interviews with faculty in the university show that top-down approach is the constantly used channel of communication, though bottom-up is not negated. At times, 'grapevines' shares decisions. Open circulars reach the faculty and students in the form of hard copies and are also posted on the intranet. All information like cadre change, promotions or additional charge is given to a faculty, etc., are sent to the HODs in the form of circular. Personal or confidential communication is issued in sealed covers. In addition to these, HODs and faculty members are sent communication through emails and SMS on their mobile phones if there is an urgent need to communicate. For bottom-up communication, there are HODs meetings and senate meetings in the university.

The university students report that there is no clear communication of vital details such as the last date for paying exam fees, exact fees for the academic year and time for paying bus fees, etc. The information regarding applications, last dates are not circulated on time. The process of getting approvals, scholarships, permission, etc. is time-consuming.

Qualitative data based on the interviews done with the HODs in the college show that the downward communication within departments is informal. Focus group on teachers also shows that ICT is not employed in communication. Nevertheless, another HOD states that communication is two-way and is effective. In the college, there is complete accountability concerning the communication of vital details such as the last date for paying exam fees, exact fees for the academic year and any circular regarding compensatory working days in case of local holidays. The information regarding applications, last dates are circulated on time. But as far as the process of getting approvals, scholarships permission and so on, it is time-consuming. The admissions process is carried out in a neat and properly scheduled manner. To help the new students NSS volunteers help is utilized by the college authorities. UG admission is done through single window system that makes the admission process easy. All the information such as date of commencement of examinations, last date of payment of fees with and without fine, the last date of submission of applications, last date for applying for re-evaluation, etc., are now and then uploaded in the college website which is very much used by the students. In addition to that, all the information are circulated to the teachers and the students through their respective head of the department, which are read in the class rooms and latter put up at the department notice boards. Students, during the focus group, state that no formal circular regarding important details like the extension of the deadline for submitting scholarships is made. Students state that information like the procedure for applying for re-evaluation, the process, etc., are not available for them, and even if they seek information in person many a time they do not get it. And therefore many of them do not apply for re-evaluation due to want of information on the procedure. Students also stated that circulars reach staff but not the students. Only information related to fees and exam are posted on the notice board, and not information on inter-department competitions. The communication is perceived as effective in the university and college is perceived by a huge majority as seen in the figure presented below. Only a small proportion of teachers from university and college perceive that effective communication is not at all present.

Figure 26: Effective Communication



Research

The Vice-Chancellor is responsible for co-ordination and integration of teaching and research, extension education and curriculum development in the university. The Syndicate is also actively involved to promote research within the university and call for reports, from time to time. As per the direction of the Vice Chancellor and the Syndicate, the Heads take steps to involve faculty while conducting national and international workshops, seminars and symposia and publish edited volumes of papers which have been submitted. The faculties are advised to act as a chief editor and co-editors of the books; research forums are conducted in every department to encourage PG students, Research Scholars, and faculty. They are also encouraged to approach funding agencies like UGC, CSIR, DST, etc. Experts are also invited to deliver lectures for the benefit of students.

In the college, the HODs take steps to involve faculty members, while conducting national and international workshops, seminars and symposia and publish edited volumes of papers which have been submitted. The faculties are advised to act as a chief editor and co-editors of the books; research forums are conducted in every department to encourage PG students, research scholars, and faculty. They are also encouraged to approach funding agencies like UGC, CSIR, FIST, TANSCH, etc. Experts are also invited to deliver lectures for the benefit of students. This is evident from the interviews conducted with the heads of the departments.

It may be seen that research contribution by teachers in the university in terms of publications in peer-reviewed journals, and presentations in conferences is significantly higher than that of teachers in college. Since research is not considered as a priority among college teachers, we find that research communications are way higher in university than in the college.

Table 56: Research contribution of teachers in the past two years

Submission	University				College			
	Min.	Max.	Mean	SD	Min.	Max.	Mean	SD
Papers for publication in peer-reviewed journals	0	30	8.24	7.42	0	6	1.66	1.48
Papers for presentation at the conference	0	38	6.24	7.61	0	8	1.96	1.82
Books	0	2	.19	.46	0	7	.89	1.89

Chapters in books	0	4	.51	.91	0	2	.22	.45
Monographs	0	1	.03	.16	0	3	.11	.52
Working Papers	0	5	.43	1.12	0	12	1.15	2.52
Grant Proposals	0	4	.92	1.04	0	10	.47	1.28

The table below shows that all the internal governance structures are present to some extent or large extent in university as well as college. It may be noted that close to a quarter of the teachers sampled from college report that openness is not at all present in the college. However, the qualitative data from focus group suggests that the teachers are reasonably satisfied with the openness in the college. Another interesting point to be noted here from the table below is that close to a quarter of the teachers sampled from the university report that coherence is not at all present in the university. That is, they report that policies are not integrated across different policy areas, and across faculties/schools. For example, teachers in focus group also mentioned about lack of uniformity in the procedure for conducting the proceedings of Ph.D. viva voce examination. While in some departments the research student is required to give a presentation using power-point slides another research student from a different department may not use ICT for the viva.

Table 57: Internal Governance Structures

Internal Governance Structures	University			College		
	Not at all	To Some Extent	To Large extent	Not at all	To Some Extent	To Large extent
Openness	9.1	69.7	21.2	23.3	53.4	23.3
Accountability	3.0	81.8	15.2	8.2	60.3	31.5
Staff participation	6.1	72.7	21.2	9.6	53.4	37.0
Student participation	12.5	56.3	31.3	13.7	56.2	30.1
Effectiveness	12.5	62.5	25.0	9.6	57.5	32.9
Coherence	21.9	59.4	18.8	9.7	59.7	30.6
Communication	12.5	56.3	31.3	9.9	56.3	33.8

Summary of the Chapter

The chapter presented a detailed note on the perception of institutional leaders, faculty, and students on governance and management process in the university and college. In the university, the Senate and the Syndicate play a prominent role in governance. Several other committees with specific focus are also involved in the governance process. Various aspects of internal governance structures like openness, accountability, policy effectiveness, communication, and research are discussed in this chapter.

From the survey, focus groups and interviews conducted in the university, it is evident that majority of the faculty and students are satisfied with the governance structure but are not happy with the way it is managed. While the rules and procedures are communicated as per university acts and statute guidelines the implementation is not perceived to be effective. Top-down communication is effective while bottom-up is not as effective as that, though mechanisms are practically available. Accountability is moderately present, though no evaluation of the quality of

teaching is available in the university. The IQAC is present, and external audits are done before NAAC but not on a regular basis. There are policies in place for various aspects related to management, yet they are not followed in letter and spirit. Teachers also report that the management process is individualized such that the rules are interpreted differently for different cases having the same issue. Rules governing recruitment and promotions are communicated to the faculty members with a certain degree of clarity.

In the college, the teachers report satisfaction with openness and transparency. It can be seen that teachers prefer to be neutral concerning yardstick adopted for promotion, recruitment, etc. This indicates that improvement on the existing governing mechanism is necessary. Teachers are satisfied with the fact that there is no formal monitoring system in the college and call monitoring 'dangerous.' They show a strong preference for a humanitarian and social approach to accountability where each teacher is individually responsible for his/her contributions. Communication is top-down and is done by the institutional leaders via HODs.

Students' accountability in terms of attendance and 'passing minimum' required to get the degree is fairly well defined, both in the university and college. Both in the university and college, student report dissatisfaction with communication. They state that the circulars do not reach them in time, and not all information is circulated. Research is considered a priority only in the university and not for the teachers in the college. The encouragement, facilities, and priority given to research in the university are, hence, significantly higher in the university than in college. This is reflected in the research contributions made by the teachers in the two different kinds of institutions studied herein.

Overall, the different types of data collected from various sources indicate that the institutional leaders and teachers are fairly satisfied with the governance and management process, which the students perceive plenty of scope for improvement in that. The next chapter will present the essence of the lessons learned from the analysis of the two institutions sampled herein, the university and the autonomous government college affiliated to the university.

Chapter 6

Good Governance: Lessons Learnt

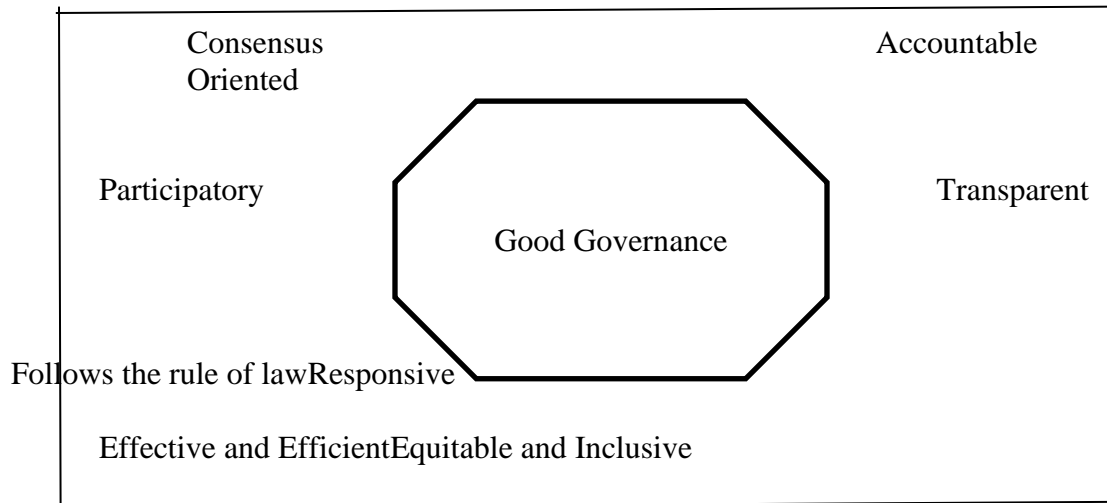
The terms "governance" and "good governance" are being increasingly used in developing countries. Bad governance is being observed as one of the causes of all perils within any societies. Major contributors and international financial establishments are found to base their aid and loans contingent on "good governance."

The concept of "governance" is as old as human civilization. Succinctly, the term means the process of decision-making and the process by which decisions are implemented. Analysis of governance, hence, must essentially focus on the formal and informal actors involved in decision-making and implementing the decisions made. It must also include the analysis of the formal and informal structures that have been set in place to arrive at and implement the decision. Governance includes both external governance that refers to the relationship between individual institutions and their supervisors, and internal governance that refers to the relationship between different lines of authority within the institutions. Hence the analysis of governance must analyse the processes at different levels, external and internal.

The concept of "good governance" assumed significance since the 1990s with the publication of two reports by the World Bank (1989). In the first report entitled "Sub-Saharan Africa: From

Crisis to Sustainable Growth” (1989), the Bank emphasized upon the need for good governance. While in the second report entitled as “Governance and Development” World Bank (1992), the bank identified many aspects of good governance. These are political, legal and administrative in nature. This chapter presents a note on the models of good governance available in literature, and a critical analysis of the actual situation, tools for achieving good governance and the challenges in achieving good governance taking into account the two case study institutions sampled for this study taking into account the two case study institutions sampled for this study. Principles of good governance (Ali, n.d.) are shown in the figure 27 below.

Figure 27: Principles of Good Governance



Good governance has eight principles as briefly described below.

1. **Participation:** Participation by all members of the organization is a basis of good governance. It could be direct or genuine intermediate institutions or representatives. It is important to point out the representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.
2. **The Rule of Law:** Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.
3. **Transparency:** Transparency means that decisions were taken and their enforcement is done in a manner that is as per the rules and regulations, It also means that information is freely available and freely accessible to those who will be affected by such decisions and their enforcement. Information needs to be leveraged as a core strategy for monitoring implementation.
4. **Responsiveness:** Good governance requires that institutions and processes try to serve all the stakeholders within a reasonable timeframe.

5. **Consensus Oriented:** There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in the society to reach a broad consensus on what is the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable development. This can only result from an understanding of the historical, cultural and society contexts of a given society or community.
6. **Equity and Inclusiveness:** A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream or society. This requires all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.
7. **Effectiveness and Efficiency:** Good governance means that processes the institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.
8. **Accountability:** Accountability is the key requirement of good governance. Not only government institutions but also the private sectors and civil society organizations must be accountable to the public and their institutional stakeholders. Who is accountable to whom varies depending on whether decisions or actions taken are internal or external to an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

Models of Decision Making

Webster's dictionary defines decision making as "the act of determining in one's own mind upon an opinion or course of action." Several models of decision-making are reported in the literature and are briefly described below.

Bounded Rationality Model: Herbert Simon (1957) dealt comprehensively with the rationality aspect of the decision-making process. Simon (1957) viewed rationality as the selection of preferred behaviour alternatives in terms of values where by the consequences can be evaluated. Simon believed that total rationality is impossible in administrative behaviour. He observed that human behaviour in an organizational setting is characterized by limited rationality leading to satisfying decisions as against maximizing decisions.

Incremental Model: Lindblom (1965) states that the actual decision-making in the administration is different from the way it is generally described in theory. Lindblom (1965) affirms that the decision makers always continue the existing programmes and policies with some additions. According to him what actually occurs in administrative decisions is instrumentalism that is a virtual continuation of the previous activities with few modifications. Lindblom assumes that the past activities and experiences are used by the administrators to make future decisions.

Optimal Model: Yehezkel Dror (1983) in his book 'public policy making re-examined' has given this optimal mode of decision making. Dror (1983) states that the optimal model has three principal phases that is Meta policy making, policy making, and post policy making. According to him, the optimal model is qualitative and not quantitative. It contains both rational and extra-

rational elements. It is basic rational to economically rational. It is concerned with meta-policy making, and it contains built-in feedback.

Democratic Model: There are many ways by which decisions are made. In the democratic model, decisions are made by a group of people, not by a single person. In other words, the decisions are made based on consensus, i.e., mostly everyone in the group agrees on an issue after careful discussion.

Bureaucratic Model: The study of bureaucracy originated from the work of Max Weber, a political economist, and historian. Weber's "Economy and Society" established six distinct but often interrelated characteristics of the bureaucratic model. The characteristic of bureaucracy is being followed till now in almost all types of organizations. Under bureaucratic decision-making (Hirsch & Weber, 2001), the bureaucratic officials seek to attain their goals rationally. All the actors in this model are utility maximizers. Practically speaking whenever the cost of attaining any given goal rises in terms of time, effort or money they seek to attain less of that goal. They have a complex set of goals. Decision makers have only limited capabilities with regard to the amount of time they spend in making decisions, the number of issues they can consider simultaneously and the amount of data they can absorb regarding any one problem.

Collegial Model: Higher education institutions such as colleges and universities make most of their decisions according to a model named for these institutions: the collegial model. According to this view, institutions are directed by the faculty, acting as peers whereas on together toward their common goals. The consensus among today's higher-education officials is that while the collegial model may apply to academic decisions, it does not describe the non-academic decisions that are the greatest problems for administrators. The collegial decision rests on the value of shared responsibility. The alternatives for this type of decisions are determined by the interest of the participants.

The Actual Situation

Governance in higher education is concerned with the overall management of the organization concerned. The Syndicate, Senate, in universities and councils in the colleges has a vital role to play. Management in higher education is a complex process involving policy-making, and research initiatives to arrive at informed decisions. Governance of the university is based on Government rules, Statutes, the Vice Chancellor, Registrar, Controller of Examinations the Syndicate, Senate, Government representatives, and Heads. The university has certain fixed regulations for effective functioning. The Chancellor retains the right to call for and examine the record of any officer or authority of the university in respect of any proceedings to satisfy him as to the regularity of such proceedings or the correctness, legality or propriety of any decision passed. As an administrator, the Registrar has the power to take disciplinary action against such of the employees, excluding teachers of the university and academic staff, as specified in the orders of the syndicate.

Transparency and openness are vital for effective governance. As per the acts and statutes, the Vice Chancellor convenes meetings of the Senate, the Syndicate, the Standing committee on

Academic Affairs and the Finance Committee, the Faculties, the Board of Studies, the Board of Examiners. The Registrar, Deputy Registrar, and Assistant Registrar issue notice regarding convening meetings of the Senate, the Syndicate, the Faculties, the Board of Studies, the Board of Examiners and any Committee appointed by the authorities of the University. They prepare the agenda, minutes and keep the same in custody after communicating the details to the respective authorities. They abide by the instructions of the Vice-Chancellor and get the agenda approved. These meetings are conducted as per the procedure and a copy of the agendas and minutes of each meeting are sent to the Chancellor. The decisions are taken and their enforcement is done in a manner where information is accessible to the stake holders. In the university department, the activities are decided in a transparent manner in the HODs meeting and the Department meetings. While the system has inbuilt features that promote transparency there are some areas where the stakeholders perceive limited transparency. The discussions of the HODs meetings are usually communicated to the faculty by their respective heads. However, in reality, the communication is usually through informal interactions at the department level with the HOD and faculty. The faculty is of the view that transparency is not evident when it comes to recognition of past service for promotions on CAS. The students are of the view that while there is adequate transparency regarding the examination system, there is no openness or clarity with regard to communication of vital information such as the last date for paying exam fees, exact fees for the academic year and time for paying bus fees, etc. The information regarding applications, last dates are not circulated on time. The process of getting approvals, scholarships, permission, etc. is time-consuming. The information about admissions process is usually difficult to track. There is no direct involvement of students in governance. The participation of students in hostel committees is also namesake.

Accountability is a vital ingredient for good governance. It is essential that everyone involved in the academic and administrative transaction should be accountable for their activities. In the university, the administrators state that adherence and accountability are same. The Vice-Chancellor, Registrar, and Controller of Examinations (COE) are appointed at different of time and independently, yet to follow the rules and regulation in the acts and statutes everyone works together. The Registrar, Vice Chancellor and the Controller of Examinations share the equal role for accountability. The flow of authority is always by the government structure. Different positions require different administrative styles. The administration states that they are sometimes confronted with a challenge when they are constrained to bend the act and statutes to act as directed by the higher-ups. Faculty in the university perceives accountability to be present; however, there is no incentive provided for teaching or research. College teachers perceive implementation of any procedure of accountability as mere bureaucracy and have a preference for a more humanitarian approach to working. There is no concrete structure to ensure accountability of college teachers in teaching, particularly since their promotion is not based on their contribution to teaching or research but is exclusively based on years of service.

A society's well-being depends on ensuring equity and inclusiveness to all its members. Teachers are elected to the syndicate, and all the heads are members of the Senate. Also teachers are appointed to be members, convenors, chairman of different boards and committees. The Controller of Examination also includes faculty for the conduct of examinations in the university departments as well as to serve as experts for the affiliated colleges. The participation of faculty is solicited from suggesting examiners, evaluators, and question paper setters. The heads and faculty members participate actively either in the Board of Studies (BOS), committees, councils,

senate, syndicates, etc. depending upon the duties allotted to them. In the BOS their collective wisdom and expertise in the particular field are taken into account for academic enhancement. Authority is vested with the syndicate and Senate. The Deans encourage effective teaching as a faculty or as a Head of the Department (HOD). The faculty themselves address difficulties with regard to raising funds from agencies. Participation of the Dean in academic activities is minimal, and they are not asked to provide metrics for evaluating faculty objectively. There is no role for the dean to advocate for resource development. The Dean's role in policy making has been limited. The Dean's role is just limited to being part of the ethics committee, and during the convocation, he reads out the names, etc. The faculty and Heads of the departments have a vital role to play during the student admission process. Faculty members are part of various committees that are involved in governance. However, equal opportunity for all faculty members to be a part of those committees is not always assured.

The administrators have to ensure policy effectiveness and day to day verification of work. Every month the Vice-Chancellor and Registrar meet the Heads to discuss and prepare a calendar of events. In such meetings, the various programs and issues of the university are communicated to the individual departments. At the Controller's office, a schedule is prepared for each academic year, and the same is communicated to the Principals of affiliated colleges, and mentioned in the academic calendar of the university for the benefit of the departments. It includes details such as commencement of practical exams to central valuation.

According to the Deans, the goals and objectives of the school are not clearly communicated to the faculty and students because the communication to the Vice-Chancellor it is not properly channelled. If it is channelled properly, the goals of the school may be communicated to the Vice Chancellor and executive team properly. The school committees rarely conduct meetings, with reference to schools and other committees for decision. It can be effective only if Dean's office is a separate office academically or administratively related to the executive team and Vice Chancellor. As part of their responsibility, the Deans make sure that they involve themselves in creating a healthy environment for faculty and students by offering guidance when they are approached as well as during the Career Advancement Scheme interviews by providing valuable feedback.

Academic autonomy is vital for educational institutions. At the university level, the Dean, College Development Council (CDC), of the university co ordinates the principals of affiliated colleges, visits the college to solve the problems and provides suggestions for raising the standards of the institutions. The Dean regularly attends the academic council meetings and makes need-based changes in the syllabus of affiliated colleges. Implementation of ideas is done through meetings, interaction and conducting seminar/workshop for principals and secretaries. The affiliated colleges are motivated by the dean to get 2F, 12B status, and NAAC accreditation. Academic decisions are to be proposed in Boards of Studies and later approved by Standing Committee of Academic Affairs.

The admissions in the university are conducted strictly on the basis of Government of Tamil Nadu regulations. Selection of faculty is based on the UGC norms, Government of Tamil Nadu regulations and conditions laid down in the panel which is submitted to Board of Studies. The Syndicate is empowered to institute lectureships, readerships, professorships and any other teaching posts required by the university, appoint the university lecturers, university readers,

university professors and the teachers of the university, fix their emoluments, if any, define their duties and the conditions of their services and provide for filling up of temporary vacancies. Any new policy related to administration is to be approved by the syndicate. The Vice-Chancellor gives effect to the orders of the Syndicate regarding the appointment, suspension, and dismissal of the teachers and other employees of the University.

The heads of Departments conduct faculty meetings regularly in their respective departments. These meetings are used as a forum for discussing the progress of academic activities and research. Suggestions are invited from every faculty member and evaluation of the performance of the department is also carried out. The performance of faculty is also discussed, and heads encourage participation of faculty in conferences, seminars, and workshops. The heads manage the department by conducting meetings and as per the academic schedule. The financial budget, for the year, is proposed after discussion with faculty. Nevertheless, this is not uniformly followed by all departments, and there exists no system at the university level to ensure that these meetings are regularly conducted at the department level. An attendance register for teaching faculty, non-teaching staff and students are maintained by the department that is monitored by the heads of the department. The Heads of the department also monitor the functions of the members of the department.

With regard to financial autonomy, the annual accounts of the University are prepared by the Finance Officer. It is placed in the Finance Committee for consideration and comments and thereafter placed in the Syndicate for approval. The Finance Committee recommends limits for the total recurring expenditure and non-total recurring expenditure for the year based on the income and the resources of the university. Verification of accounts is by a concurrent audit which is the mechanism for monitoring utilization of resources. The concurrent audit wing is involved in conducting audit periodically. The Audit reviews the financial issues and submits the report to the administration. Financial management in the university departments is also based on the rules and recommendations of the government. The Deans and Heads have no role to play in the allocation of funds to the departments or respective School. The Heads of the Departments submit a budget but are always constrained to accept the funds allotted to them by the university. There are no specific norms that direct the allocation of funds to individual departments. It is usually done based on the “need” of the individual department at that point in time. Heads of the Departments state that the budget allocation does not match the actual requirement. The Vice-Chancellor has the power to sanction grants-in-aid to researchers and fellowships from the funds placed at the disposal of the University by the Government or by other Agencies.

Tools and Challenges for Achieving Good Governance

Good governance connotes the management of government in a manner that is essentially free of abuse and corruption, and with due regard for the rule of law (IMF/OECD). “The governance of higher education in the 21st century needs to develop a fusion of academic mission and executive capacity, rather than substitute one for the other.” (OECD)

Good governance in universities in India may also be seen as essentially involving several specific parameters. Good governance could be plausible with changes implemented at all levels of management. Clarity of rules and regulations are foremost important. Ambiguity in rules and regulations and expectations can thwart objectivity in interpretations, thereby creating chances for subjective bias in decision-making. Further, transparency in the procedures adopted by the

management can be instrumental in boosting the morale of the people involved. Two-way communication systems with equal attention to the upward and downward movement of communication can enhance the perception of inclusiveness. The organization should ensure that equity and inclusiveness are guaranteed in every procedure followed. Participatory management that involves every individual in the organization to be involved in decision-making could add strength to governance in universities. This would not only serve to create a sense of belongingness among the faculty members and students but will also be an aid in effective management of knowledge systems available at all levels. Autonomy sanctioned to the people at different levels is essential for installing a sense of job satisfaction among them. The syndicate, senate, standing committee of academic affairs and board of studies are bodies that are directly involved in facilitating the process of good governance. An administration that is sensitive to the sentiments of the people in the organization would also be responsive. A sound formal grievance Redressal mechanism should be available to assure this.

In the state, all the parameters of good governance are partially achieved while the partially remains a challenge. The tools of good governance and challenges for good governance are briefly discussed below.

Bharathiar University

Accountability: CAS regulations govern promotions, and accountability is only implicit. No external monitoring process is present. Challenges are when you insist on measures of accountability the people start thinking about violating it. HODs monitor the attendance of faculty members. However, in reality, there is lots of flexibility and subjectivity is involved in this. Getting regular feedback from students on faculty performance is present in the university. Nevertheless, no serious implication for the teacher is practically witnessed based on this feedback. There are no effective and tangible instruments in place to recognize the contribution to teaching, for, it is merely perceived to be the primary responsibility of the teaching faculty. The completion of coursework is the sole responsibility of the faculty, which is seldom monitored by the institution. However, the onus is on the department to impart the course satisfactorily. A monetary incentive for faculty running funded projects is provided in the form of 5%-25% of overhead charges received by the faculty from the funding agency. This may be utilized as seed money for future projects or to upgrade infrastructure in the department for the faculty. The social reach of these projects is however not evaluated while providing such incentives.

Diverse modes of testing the student's achievement levels for a course are restricted due to the inadequacy of the allocation of internal marks. Provision for material production for each coursework can help in a, if not regimented, planned approach to the implementation of a course. Besides, a working manual for each course would perhaps prevent the least possibility of deviance.

No reward system exists in the university to recognize teaching services of faculty members. The only contribution to research that is recognized in the university is getting funded projects from funding agencies. Other forms of research contributions like supervising PhDs, publications, etc.

are not given any special reward. There exists some reward for research where faculty members who have funded projects can claim 25% of the Overhead charges given by the funding agency for purposes like building infrastructure, purchasing assets for use at the department, travel, etc. This is at the policy level and has not yet been implemented. The infrastructure and facilities for teaching are adequate. Up gradation, however, takes a long time with the process being very elaborate.

Accountability of both teaching staff and students, besides that of the non-teaching, has to be ascertained. Though a structured regimen for academics is imparted through the state and UGC, flexibility requisites as per individual subjects can be given a better elbow room through the Board of Studies and Academic Council.

Transparency: Agenda meetings are circulated before the meeting, and the minutes are also circulated. Clear communication of the proceedings of the meetings is also done. Administrative transparency in academic matters and admissions is appreciable. However, the criteria for allotment of funds to each department are also not transparent.

With regards to appointments and promotions, there is no transparency. The stakeholders are kept guessing about their impending promotions. An impartial approach to the domain is found wanting. Guidelines and regulations are in place, and access to them is never restricted. Nevertheless, the chances of ambiguity do prevail due to the misinterpretation or misrepresentation of rules and regulations by the administration. Corruption, personal network, and political network play a role in promotions where the rules are violated in some cases. This is particularly in taking past service into account.

The acts and statutes of the university provide guidelines on the regulations governing the university. A copy of the acts and statutes are provided to all the Heads of the Department and a softcopy of the same are uploaded on the university's official website. In addition to this, most of the practical guidelines for procedures are circulated after approval of the syndicate to the Heads of the departments. However, not all these guidelines get circulated to the faculty members, and hence many faculty members state that they are not aware of the rules. The discord between the regulations of the central government or UGC and those of the State Government's appears to be a challenge to fair and concrete awareness creation and implementation of these regulations. To add to this, while the acts and statutes do cover most of the principal and relevant areas, at the point of implementation a very objective approach is not always adhered to.

Benefits do not get extended to all eligible players with equal proportion. Prejudice or bias is found to prevail. Delay in decisions, prevention of the inevitable recognition, procrastination, and so on and so forth are some of the challenges. Consistency in interpretation of rules and regulations, irrespective of change of guard, is the need of the hour.

Responsiveness: Response to claims is not on time and always delayed. Financial support for conferences, getting advance of project funds, payments to project assistants or hiring services is delayed. Response to enquiries related to the evaluation of Ph.D. thesis is not satisfactory. In the name of confidentiality, even routine information is not shared by the office. Requests for on-duty leave and applications for forwarding grant projects are quickly processed, and approval is accorded in a timely manner. But when people apply for NOC to apply for positions outside the

institution the response is delayed. Even reimbursement of claims for contingency is delayed. Sometimes the delay is seen in granting permissions to carry out project related activities. HODs have problems in claiming contingency funds. There is a scope for improvement in the area of response in terms of justified and speedier implementation. There is a need for an objective approach to the requests made. Justified flexibility to the rules and regulations can be made on a case-by-case basis at the discretion of the university. This would help in a performance-based recognition which would become an impetus for innovations. Implementation of rules with flexibility in terms of respective cases can prevent a draconian approach by the administration.

The administration attempts to place faculty members in positions such as ‘Academic Deputy Registrar’ or ‘Academic Assistant Registrar’ since they can understand the nuances of the credentials presented by the members of faculty better. HODs and P.I.s desire to have an exclusive office to look after the projects and contingency issues.

Equity/Fairness: The University also addresses issues of equity/ inclusion adequately. The norms of the state government for reservation are adhered to without prejudice.

Diversity is valued during admissions. Government communal roaster is followed in appointments in most of the cases. People from other states are also provided appointments. Free education schemes are provided to students in PG program. Charity schemes are also available from donors to provide financial support for financially backward students. The evaluation process is appreciable, as it is also challenging to the stakeholder. The absence of impartiality is visible in the system. Chronological importance is compromised with, which gives room for circumventing the regulations. However, some faculty members perceive that there is no fairness in promotions, particularly in terms of taking past service into account for promotion via Career Advancement Scheme (CAS). Calling for CAS applications have to be more frequent. There is no policy that ensures a regular call for applications for promotion via CAS. Hence, people have to wait for CAS promotions.

The university should attract students from all over India with the help of a genuine branding exercise. This would rope in better levels of competition and would aid the university to compete globally by raising its bar periodically.

Participation/Shared Governance: Students participation is nil. No students union. Students are not involved in meetings related to developments in the departmental or CBCS meeting. There is no tutorial system.

Participation of faculty in governance is substantive. Opportunities in bodies such as Syndicate, Senate, and Academic Council, besides, positions of Faculty heads (Deans), Directors, and coordinators are available. Some believe that the ‘seniority’ of the faculty member chosen is the eligibility. However, there is a lack of uniformity in its implementation. There is no equal chance for all to participate in the governance, for norms are not well-defined and implemented. Challenges to shared governance include lack of uniformity in the implementation of rules across all sections of the staff, the chances of adhering to ‘favouritism’ prevail and adversity like influencing decision-making may occur.

A democratic approach to governance demands sharing of responsibilities which in turn results in accountability. Moreover, it is elemental to build the requisite trust among working groups.

Areas of improvement include the need for an institutional level database accessible to all in order to prevent repetitive generation of the same, which affects productivity. Impulsive transfer of section staff slows down progress. Ensure strong bonding between the teaching and non-teaching staff to avoid administrative hurdles. Since institutional responsibilities are part of the criteria for an individual's up-gradation, an opportunity for all is imperative. The assurance of consensus needs to be put in place rather than the implementation of authority-driven decisions.

Communication: 'Top-down' approach is the constantly used channel of communication, though 'bottom-up' approach is not negated. Most of the faculty members receive all communications effected by the university via circulars. Faculty members communicate with higher authorities through the HODs. Informal communication channels with higher authorities are present. No formal communication between faculty members and Dean of the school. At times 'grapevine' shapes decisions, but the need for forestalling 'rumor' in a pro-active manner may be ensured.

Open circulars reach in the form of hard copies and Intranet. Personal or confidential notices are issued in sealed covers. Also, e-mails and phone messages are provided simultaneously. Most often multiple channels are used.

Delay in the communication of payment of fees (semester as well as the exam) to students is often seen.

When ICT (e-mail, SMS, and Intranet) is an effective channel, it can replace hard copies, unless legally essential. Maintenance of a university nodal database would help in avoiding repetitive generation of data from individual departments.

Autonomy: Academic autonomy is present for faculty. They can introduce new courses and for designing course materials (e-content). No one interferes with the faculty within the classroom. They have autonomy to seek funds from other funding agencies for running projects. But they have no autonomy to spend such grant. Prior approval from the university authorities is required which is an elaborate procedure. Autonomy is ensured in the present system to faculty members in institutions of higher education. Nevertheless, there appears to be little awareness among individuals involved regarding the authority vested with them.

Faculty members have autonomy in selecting students for Ph.D. research. Students have autonomy to choose supportive courses but not for elective. Provision for a genuine implementation of the Choice Based Credit System where students have a choice to pick the elective courses of their choice is required. Every subject needs an intrinsic approach. This can be ensured when academic autonomy is provided to the Board of Studies and the Academic Council, which can be allowed to admit measures that may relax the regulations of the UGC and the state council (TANSICHE). Though ample freedom is in place, there is a scope for betterment.

Financial autonomy is restricted. The approval of the finance committee is needed before making any expenditure on salary, infrastructure, etc. At the department level, processing of department budgetary requirements needs to be undertaken speedily.

Provision for a genuine implementation of the Choice Based Credit System needs betterment. The course teacher can be the best evaluator of his/her students, provided factors such as favouritism and victimization can be avoided. Hence, they should be given autonomy to function

as an evaluator of the students at every stage. The orientation and refresher courses offered as mandatory training for the teaching faculty. This needs to be critically reviewed. Instead of the orientation and refresher courses, imparting of industry and society-based training would help in the improvement of skills, knowledge, and exposure.

Policy Effectiveness: The flow of authority is based on acts and statutes and Government of Tamil Nadu regulation. Admissions in Bharathiar School of Management and Entrepreneurial Development are done 100% by the state government. Admissions to other programs are also done as per government reservation norms. Streamlined admission process for School of Distance Education programs, including B.Ed. is available. Procedures related to examinations are streamlined, and schedule and results are published on the university website. Mark statements are provided on time. All academic activities are planned by BOS and SCAA. According to the administration, following the rules and regulations questions the accountability. The role of the Dean is minimal with being a part of selection committees and scrutiny committees. Dean should be given a significant role in both academic and administrative aspect of governance. Several committees are constituted to look into varied aspects of the university functioning. Policies that govern the constitution of such committees are not in place.

Claims submitted are reimbursed as per the regulations. However, this is unduly delayed in many cases, and there is abundant scope for improvement in having policies in place that ensure quick processing of the claims. Faculty members are fairly aware of all the policies related to research and development. However, these are not officially circulated widely to all the members of the faculty, and being aware of the policies related to research and development is based on individual's interest. Policies related to research and development is implemented not always with the same consistency. Besides, an air of ambiguity exists in the understanding of the policies, as one is unable to see through the fulfillment of their objectives of knowledge dissemination. Policies are in place, yet their adherence calls for a relook. The students who are the primary stakeholders of the institution can be supported better at both the academic and administrative levels.

Government Arts College

Accountability: GAC being a college places priority on teaching rather than research. Yet, there is no assessment of the quality of teaching. Importance is not given to research and projects since teaching is the primary focus in colleges. The only criterion for promotion is years of service. Hence, features of accountability are obviously missing in the system. Accountability in teaching is purely a matter of integrity of the faculty.

Students' feedback is not taken into consideration for teachers' evaluation. Even though student feedbacks are obtained for submitting NAAC they are often not used in anyway other than submitting it for NAAC records. The feedbacks received are not monitored by the head of the departments to avoid conflict with other members of faculty within the department. No policy is available for providing penalty or disciplinary action against teaching staff is available. At the least, such a practice is not prevalent in the college. The leadership style of principal appears to play a key role. Only an informal control over the faculty and students is prevalent in the college.

Students state that there is a delay in getting TC and mark sheet, and also state that the teaching staff are not friendly and non-teaching staff are not cooperative. There is no process that can check the accountability of the offices and faculty/staff.

Transparency: Complete transparency in recruitment and promotions of teachers is present. The recruitment is done by the government and so is transparent. Promotion is based on seniority based on seniority list published by the Teacher Recruitment Board. Similarly, students' admission is also transparent. Single window system is followed in students' admission.

Responsiveness: There is a limited budget allocated to the college by the government. Hence, there is financial constraint prevalent in the college at all times. This limits the budget available for each department. Processing budgetary requirements of each department need to be considered and responded positively. No TA/DA is provided to teachers for attending conferences. Providing financial support to faculty for such academic assignments should be considered by the state government to encourage participation of teachers in research since it has direct implications for improving the quality of teaching.

Equity/fairness: Since there is no evaluation system, absolute equity is maintained among faculty. Students state that teachers hurt students those who get low marks, and do not treat all students fairly. But overall, both teachers and students are treated fairly with no specific factor on which they are discriminated.

Participation/Shared Governance: Principal (COE, PED, Librarian) and the heads of departments play a prime role in governance by being part of the governing council. Participation of other faculty members in governance is non-existent. In departmental meetings, the Heads communicate council meetings' decisions to teachers. There is no students' council for the past ten years, and so students' participation is nil. The students' council that was once present was derecognized due to the interference of political parties and subsequent violence among students.

Communication: Only top-down communication is present, and bottom-up communication is visibly absent. Staff has never expressed any resentment regarding this, and hence this system of communication is prevalent within the college. All the information is circulated to staff and students and is put on the notice board. For teachers, the circular is kept in the department attendance register that they sign. And then the notice is put on the notice board that is exclusive to teachers. All the information relevant to students is given in calendar and notice board. However, students report that communication is often delayed. The teachers state that students do not have the habit of seeing the notice board and hence miss knowing important information.

Autonomy: Academic autonomy is absolute. The framing of the syllabus is done by the college for every three years. Financial autonomy is also adequate. Equal sharing of funds received from Government and UGC among departments. As per the government policy, these funds are restricted to purchase and maintenance, which must be spent through PWD and to purchase of books. No contingency or travel funds are available. A maximum of Rs.20,000/- per year is allocated to departments as department budget which is insufficient to cater to even the basic needs of the departments. Administrative autonomy is minimal since the college functions strictly by the rules laid down by the state government. The government provides scholarships for students. However, these scholarships are inordinately delayed. It is so delayed that some of the students receive the scholarship for the first year during their final year of studies.

Policy Effectiveness: The policy of the state government is followed strictly as per norms. Monthly health insurance for staff is available. But no provision for TA or DA is provided to faculty members or students to participate in conferences. Teachers state that financial support for such academic activities must be initiated.

Summary of the Chapter

Provision of incentives for contribution in research and teaching, providing material productions relevant to the coursework to support learning, and an external monitoring system can contribute to better accountability. Specifying a well thought over eligibility criteria for each staff position to aid recruitment of qualified staff and offering them orientation and training to the administrative staff is needed to ensure that the rules and regulations are understood without ambiguity. The prevailing lengthy and cumbersome administrative procedures need to be simplified to avoid delay in processing of requests by students and faculty. The faculty members report that there is a constant delay in processing of letters and claims and that it is not satisfactory. Having bar-coding and providing tracking options can be helpful to faculty members to track their letters. Procedures should be established to ensure that the same set of people being not repeatedly nominated to participate in governance while several others do not get a chance. An institutional level database accessible to all can help prevent repetitive generation of the database from individual departments. ICT can replace hardcopies unless legally essential.

Inadequate and untrained staff, lengthy administrative procedures, and ambiguity in rules and regulations in certain cases are some of the challenges confronting this state university. Tuning the system to enhance more accountability from the faculty and staff raises great resistance from them, and so many efforts to enhance accountability of faculty and staff gets aborted in the process. The concreteness of the policies is not devoid of uncertainties, hence feel that implementation of the policies in “letter and spirit” is elusive. Policies related to a few issues like research and development are not comprehensive. Issues are taken up as individual cases and placed before a committee rather than treating them as routine matter due to lack of an established set of policies in a few areas. Provision of a formal channel with the involvement of Dean will support the effective functioning of the dean in accordance with the provisions in the statues enabling them to act as a liaison between the faculty and students on the one hand and the administration on the other.

In the government college, promotion is based on seniority. The seniority list published by the Teacher Recruitment Board is followed to provide promotions to faculty members. Since the promotions are not based on performance, it poses a huge challenge for accountability of the faculty. Enhancement of financial provisions for the departments as well as individual faculty and students is contingent on the financial allocation received by the college from the government. Thus, without adequate enhancement and timely release of budget from the government the financial flow to the departments, faculty, and students cannot be adequate and timely. Establishing student council is often viewed as a threat to the functioning of the college because of the strike the students participate in that disrupts the classes. Students feedback may be given due weightage for teachers evaluation. Procedures that check accountability of faculty and staff are non-existing and hence need to be established. Providing financial support to faculty to participate in conferences, seminars, and FDPs will be useful in encouraging them to participate in them.

Chapter 7

Summary and Conclusion

This chapter provides a succinct description of the governance and management in the university and college in Tamil Nadu sampled for the study. Future directions recommended based on the present state of governance and management is also provided in this chapter.

Governance for educational institutions is the mechanism by which they are organized, and management is the function that coordinates the efforts of people to accomplish goals and objectives. A voluminous body of research on governance suggests that they cover a wide range of topics focusing on different aspects of the phenomena. The issues of massification of higher education resulting in reduced public funding and rapid expansion of privatization of higher education in various countries including India is witnessed. The higher education in India from post-independence era till present times have been tremendously influenced by key reforms introduced by various committees including the Radhakrishnan Commission (1948), the Kothari Commission (1964-66), the Gajendragadkar (1969), the Kanti Biswas Committee [Government of India](#) (2005), the National Knowledge Commission (2007), and the Yashpal Committee (2009). The governance and management of large and expanding systems have become more complex, with different players in the provision of higher education, for example, federal government, state governments, private for-profit and non-profit institutions, and distance education programmes and open universities (Varghese & Jinusha, 2014). Governance plays a major role in acquiring achievements in institutions. When there is enough participation from the private sector in generating resources, there will be support in developing opportunities for courses, faculty, students' education and research outcome. India is a country where multilingualism is a way of life, and people stand both united and divided by regional differences. Research on governance and management in a developing country, involving intricacies such as language, milieu, and culture are few. There is a heightened need for assessing and understanding the importance of governance and management for good higher education in the context of globalization in a developing country like India. Tamil Nadu is in the southern most of the Indian peninsula. The education industry is dynamic in Tamil Nadu with a perennial flow of students from neighboring states such as Kerala and Karnataka. The student populace is variegated, and Tamil Nadu has seen a proliferation of private arts and science, professional colleges and universities in the past decade. The proposed study is an attempt to trace the nuance of governance and management of higher education in Tamil Nadu.

The objectives of the present study include tracing the evolution at the State and Institutional level, to understand the role of key players at the state level interact, to examine the functioning of governing bodies in the university and college in Tamil Nadu, and to describe the management processes of higher education at the institutional level. To meet these objectives, primary and secondary data from the university and college sampled from the state were collected. Primary data was collected from institutional leaders, teachers, and students using various methods like survey, interviews and focus groups. A concurrent triangulation design (Creswell, 2013) was used to examine the research objectives. The qualitative data collected in this study via interview and focus group were analyzed using thematic analysis. The quantitative data collected in this study via survey were analyzed using descriptive statistics. The different types of data were analyzed separately and later combined to confirm, cross-validate or

corroborate the findings. The analysis of data provided deeper insights into the issues of governance and management in a state university in southern India.

Academic Autonomy: Teachers in the university perceive having adequate academic autonomy through participation in BOS and SCAA. They have the freedom to work in the selection area of research, decide on students and colleagues with whom they could collaborate, innovate and attend conferences and seminars. The college teachers also affirm that they have adequate academic autonomy being an autonomous government college that frames its syllabus.

Administrative Autonomy: Administrators in the university state that moderate administrative autonomy is available. The rules of the university as per Acts and Statutes are followed giving little scope for individual autonomy in administration. Nevertheless, there are certain discretions vested with the authorities in the administrative procedures they may want to follow. The teachers in the university report that the workload is sufficient and is often decided by the HODs. Deans are given a minimal role in administration but have no role in academics. The role of deans in the university is highly restricted to administration (selection and promotion of teachers) only. The controller of examinations has the autonomy to bring in changes in the system as needed and implement it with prior approval of the VC. The heads of the department have the autonomy to make necessary changes within the department and ensure smooth functioning of the department. They are responsible for monitoring the attendance and day-to-day activities of teaching faculty, non-teaching staff, and students of the department. With regard to the college, the governing council that is constituted by the heads of various departments carries out the administration. They have adequate freedom to decide the functions of the college.

Financial Autonomy: In the university, individual faculty members perceive no financial autonomy. Procedures like allocation and utilization of funds are seen as cumbersome by faculty and HODs. The process of getting grants for projects is simple while getting approval to spend the grant from the university in time is perceived to be moderately challenging. Similarly, claims are not reimbursed in time. This delay in processing of bills is seen at the college level as well.

Student Admissions: Students in both the university and the college report that the admission procedure followed are transparent and they are satisfied with the admission process. Students in the university and college perceive admission process and evaluation system to be transparent and fair.

Teacher Recruitment: The recruitment of teachers in the university is done as per the UGC norms following the roster system recommended by the State Government. Teachers Recruitment Board of the State Government does the recruitment of teachers in the college. The procedure is transparent, and the teachers are satisfied with the teacher recruitment policies that exist.

Teacher Promotion: Policies on promotions in the university are based on UGC guidelines and are transparent largely. However, policies related to considering past service is ambiguous and inconsistent. Further, there is a delay in calling for and processing of applications from faculty for CAS in the university. College faculty members expressed satisfaction concerning existing promotion policy that is based on the number of years of service and not on contribution in the areas of teaching, research or extension.

Faculty Development: Teachers in the university and college are encouraged to participate in FDPs, but no direct incentives are provided for contribution to teaching or research. The

university teachers but not the college teachers are provided with a travel grant to support their participation in FDPs.

Shared Governance: Though the majority of the teachers in the university believe that shared governance is important, only a small proportion of teachers participate in governance. In general, the HODs are the ones who play an active role in governance by being members of Senate. The participation of individual teachers in governance is by serving in various committees that are involved in administrative activities. Nevertheless, they have no choice as to which committee they would serve in. The college teachers are not involved in the governance. Only the heads of the departments participate in governance as members of the governing council.

Openness/Transparency/Communication: The ‘top-down’ communication in the university is through the formal channel, and the ‘bottom-up’ is largely informal in the university. In the college, only top-down communication is present and bottom-up communication is visibly absent. Students report that communication from the administration is not adequate, both in the university and in the college. The students need to seek information to get any information, and students desire that information come down to them without having to seek the information.

Accountability: Both university and college teachers state that there is minimum accountability in the system. The accountability is restricted to leave and reporting to duty in time if at all there is any.

Policy Effectiveness: Infrastructure and other facilities like internet, personal computers, and access to research journals in the library are adequate. Minimal secretarial assistance is provided for individual faculty members. Toilet facilities are adequate, but drinking water facility is satisfactory. Students in the college are satisfied with facilities available for teaching, campus support services, library services and campus environment. College students are not satisfied with infrastructure, including the availability of drinking water and toilets. University administration affirms that the infrastructure available is adequate; however, the staff strength is very limited that adversely affects the service they can provide to the faculty as well as students. The Syndicate and the Senate take policy decisions in the university, and at the college, it is done by the governing council. In the university, the finance committee approves the new proposals related to financial expenditure, and the syndicate later approves it. The policies governing financial expenditures are laid down. The individual departments have autonomy to carry out the expenses of the departmental budget as per the policies that are in place. Similarly, individual faculty members who run grant projects also have the autonomy to make expenses related to the project as per the financial policies that exist. In the college, there is a bare minimal budget allocated to the college by the state government that is governed by the rules and regulations of the government.

Best practices in the university and college include the provision of autonomy to individual teachers for issues related to academics. The budget allocation is done across departments and not schools. Hence the need of each department is given adequate attention when allocating the budget for the year. The policies related to academic, administration and finance are communicated to the teachers. The university teachers have equal opportunity for them to participate in committees in the university. To improve quality of teachers, the university adopts good standards of recruitment as per UGC’s guidelines and also encourages the teachers to participate in faculty exchange programs and other FDPs.

The advertisements for appointing new faculty is provided in both English and vernacular language. The selection committee has members representing minorities like SC/ST, Women, Physically challenged in addition to the subject experts, government nominee and governor nominee to ensure that the procedure specified in the Acts and Statutes is followed.

The examination procedure in the university is streamlined so that the exact schedule of exams and announcement of results are made available to the students in the academic calendar. The schedule is meticulously followed except in case of events like government strike, or a natural disaster like floods. Presently, all applications are downloadable from the University website for the benefits of all candidates. All details relating to the examinations such as Instruction to issue of Provisional Certificate, Degree Certificate, Duplicate certificate, Migration certificate, etc., are available on the University website. Online verification for degree certificates is provided, and this scheme is very useful for foreign candidates and also the status of Ph.D., thesis is available on the University website.

A Grievance Redressal mechanism is in place at the university as well as in the college, and there are provisions for faculty and students to post their grievance by email. In the university, the students' records are maintained for ten years and can be accessed by anyone with appropriate authorization.

Most often, intradepartmental activities are assigned to and completed by teachers in an informal manner. This is seen in case of a few departments where most of the teachers are in the same cadre, and so they do not have a strong hierarchy. The supporting staff in certain university department is also given a lot of exposure, completely informally, to enrich their skills. For example, the supporting staff in English department is encouraged to speak in English and is provided adequate opportunity to hone their spoken English.

The students are offered need-based and skill-based curriculum. To improve the employability of the students, the university employs several strategies. The affiliated colleges offering undergraduate courses are encouraged to start Bachelor of Vocational Courses under KAUSHAL funded by UGC and MHRD. Our university is annually conducting several placement camps for finding suitable job opportunities for the university/affiliated college students. Certain MoUs have been signed (e.g., UTL Technologies, TCS-BPO, Telecom Sector Skill Council - TSSC, TCS ION, Infosys BPO) for giving short-training to the students after completing their courses, like finishing school method. Centre for Collaboration of Industry and Institutions (CCII) of the university is offering regular certificate/diploma/PG diploma/ degree courses with the more practical part than theory. These courses are offered at the industrial place by providing real-time environment experience to the students. Community College Consultancy Centre (CCCC) of the university is offering skill-based unconventional certificate/diploma courses through the organized as well as unorganized industries to train the students with suitable employable skills.

Constant expansion in academics with founding of new departments, MoUs with national and international universities, fee concessions to the wards of the staff pursuing degree programs through distance education, initiation of e-governance, expansion and up gradation of infrastructure (laboratories, buildings, and roads), establishment of a health center, green campus, new bus facilities, world-class indoor stadium, well equipped sports complex, CCTV surveillance in women's hostel, and construction of check dam, percolation pond and farm pond to conserve rainwater are ways in which the university has ensured providing support to all its stakeholders.

Challenges to Good Governance

The interview with institutional leaders, teachers, and students revealed interesting insights into the challenges to good governance in the university and the college. Both administrators and teachers believe that policies related to governance are available and are sound. Though sound administrative policies are in place for every issue concerning administration following those 100% in word and spirit is not always witnessed. In some cases, the administrators experience pressure from their higher-ups to circumvent certain procedures. The leaders of the institution are well aware of their roles and responsibilities and are also sensitive to it. But the subordinates are usually not sensitive to their responsibilities. Interference from the government, political party, public, parents, and students poses challenges to the administrators to follow the procedures laid down in the acts and statutes of the university. The interference from employees (employee association) can also pressurize the administration and influence the decisions made in the university. Teachers state that there is lack of clarity with regard to certain criteria for promotion (example, the inclusion of past service) exists. The acts and statutes do cover most of the principal and relevant areas. Implementation of them also is not always objectively done. The teachers state that the policies are sound but the administrators make use of the loop-holes to circumvent the procedures to suit them. Further, implementing the policies is also slow and delayed. Benefits don't get extended to all eligible players with equal proportion. Prejudice or bias is found to prevail. Delay in decisions, prevention of the inevitable recognition, procrastination, and so on and so forth are some of the challenges.

Teachers are represented in the syndicate, and as HODs in the Senate. Individual teachers are also involved in various committees at the university level by which they participate in the governance. Largely the decisions made at these committees are in consonance with the stand taken by the administration. Though the teachers are provided an opportunity to voice their concerns in the decision making process more often than not they are complacent in going along with the administration. The assurance of consensus needs to be put in place rather than the implementation of authority-driven decisions.

Another issue that thwarts diversity is that in most of the committees only Heads of the Departments and Deans are involved that again challenges equal participation of all teachers in similar committees. Participation of teachers of all cadres in committees and rotation of headship may be introduced to strengthen equal opportunity for teachers to participate in the governance process. Often, in reality, it is the same set of people who serve on various committees. Clear policies must be laid down to guide this constitution of committees so that each teacher has equal opportunity to serve these committees. Lack of uniformity in the implementation of rules across all sections of the staff is witnessed. In some cases, 'seniority' of the faculty member is taken into consideration that is not uniformly followed. The chances of adhering to 'favouritism' prevail. Since institutional responsibilities are part of the criteria for an individual's up-gradation, the opportunity for all is imperative. Another challenge that prevails in the system for establishing shared governance is the integrity of individual teacher who will be playing an active part in the governance process. Building the requisite trust among working groups becomes inevitable. The role of the Dean is restricted to serving in selection and scrutiny

committees during recruitment and promotion of teachers. This impedes the scope of their involvement in promoting innovations for academic excellence in the school.

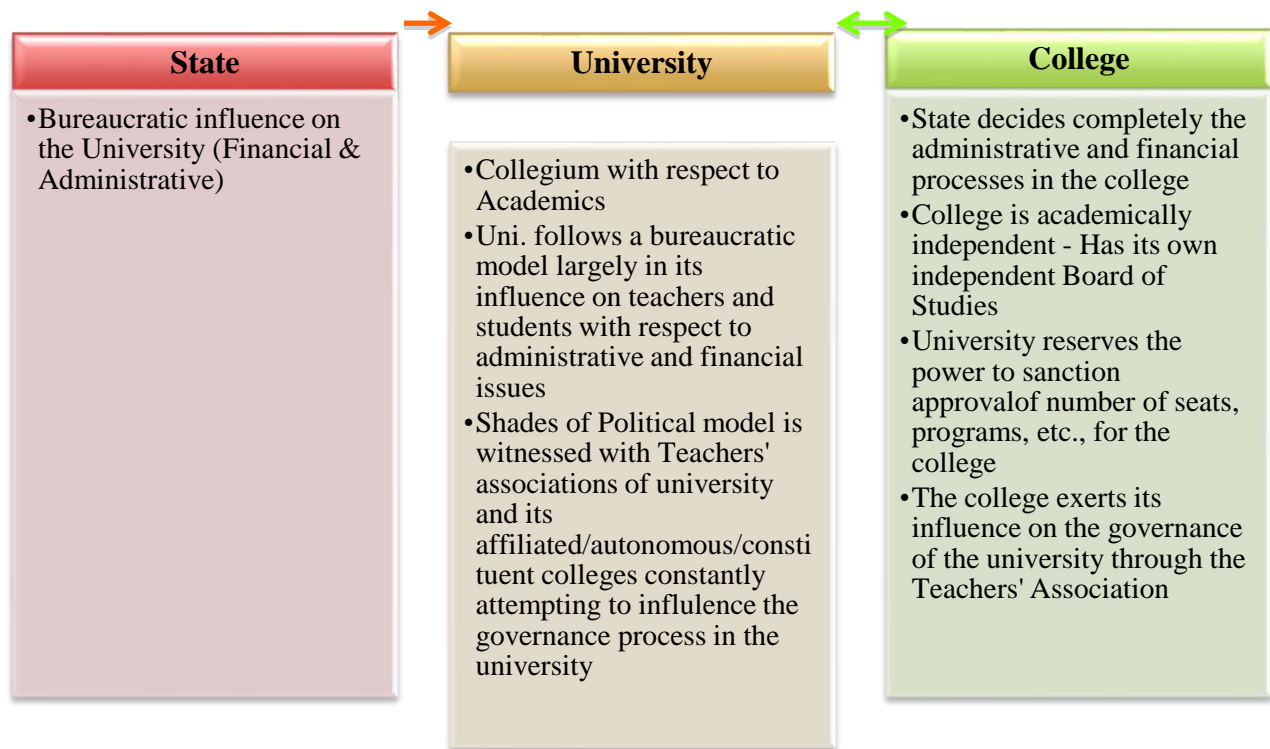
Top-down communication is done via circulars in the form of letters, SMS, phone calls and emails. Nevertheless, only information that is directly relevant to an individual faculty is sent to them. Posting of all policy information on the university website may be done to make it publically available. The rules and regulations which are prescribed in the Acts and statutes of the university are made available to all because that act and statute are available on the university website itself. But other than that there are so many rules, amendments, financial rules, ad-hoc regulations framed and formed by the university, policy decisions made by the syndicate are not available online and the faculty members are forced to know only when they face any difficult or challenging situation. Bottom-up communication is also present. HODs are provided an opportunity to voice their concerns in HODs meeting and also in Senate. Individual faculty members may individually represent their case in the form of a letter to the administration. The overall objective of faculty meeting in each department remains as disseminating information received from the top rather than to collectively represent the issues of the department to the top. Even in case, such issues are represented by faculty meeting minutes there is no guarantee that they will be addressed by the administration. Sometimes the issues remain, and no response is received in return. At times ‘grapevine’ shapes decisions, which heightens the need for forestalling ‘rumor’ in a pro-active manner.

There is no clear yardstick to measure accountability in the university. API of the teachers is perhaps the only way by which the accountability of teachers is ensured. There are no means of measuring accountability of supporting staff. This is reflected in a delay in movement of files, delay in response from the administration for the requests sent by the faculty, delay in disposal of claims, etc. There is no system in place that enables a teacher or a student to track his/her file once it is submitted. Implementing e-governance will enable quick processing and communication. Lack of adequate personnel to support administration is a huge impediment to the governance process. Recruitment of people at different cadre, both teaching and supporting staff, must be made to ensure the smooth running of the governance process.

Some of the challenges that prevail in the university are raising funds for future sustainability and development of the university, clearing the audit objections to regularly receive grants from state government, establishing inter-disciplinary, multi-disciplinary and vocational departments, monitoring and improving the services of distance education centers, industry collaboration centers, and community colleges, preparing the teachers and students to adopt with modern teaching-learning environment in addition to the traditional methods, encouraging the teachers to undertake more research projects and involve equally in extension activities, and managing the research (M.Phil./Ph.D.) guides of self-financing colleges as the teachers regularly move to other colleges. Limited funds, lack of autonomy, lack of accountability of teachers as promotions are based on years of service and not their academic contribution, and lack of opportunity for individual teachers to participate in the governance are among the challenges confronting the governance in college.

Figure 28 shows the relationship between the three major players in higher education institution – The State, the University, and the College. Figure 29 shows the model of governance existing in the university.

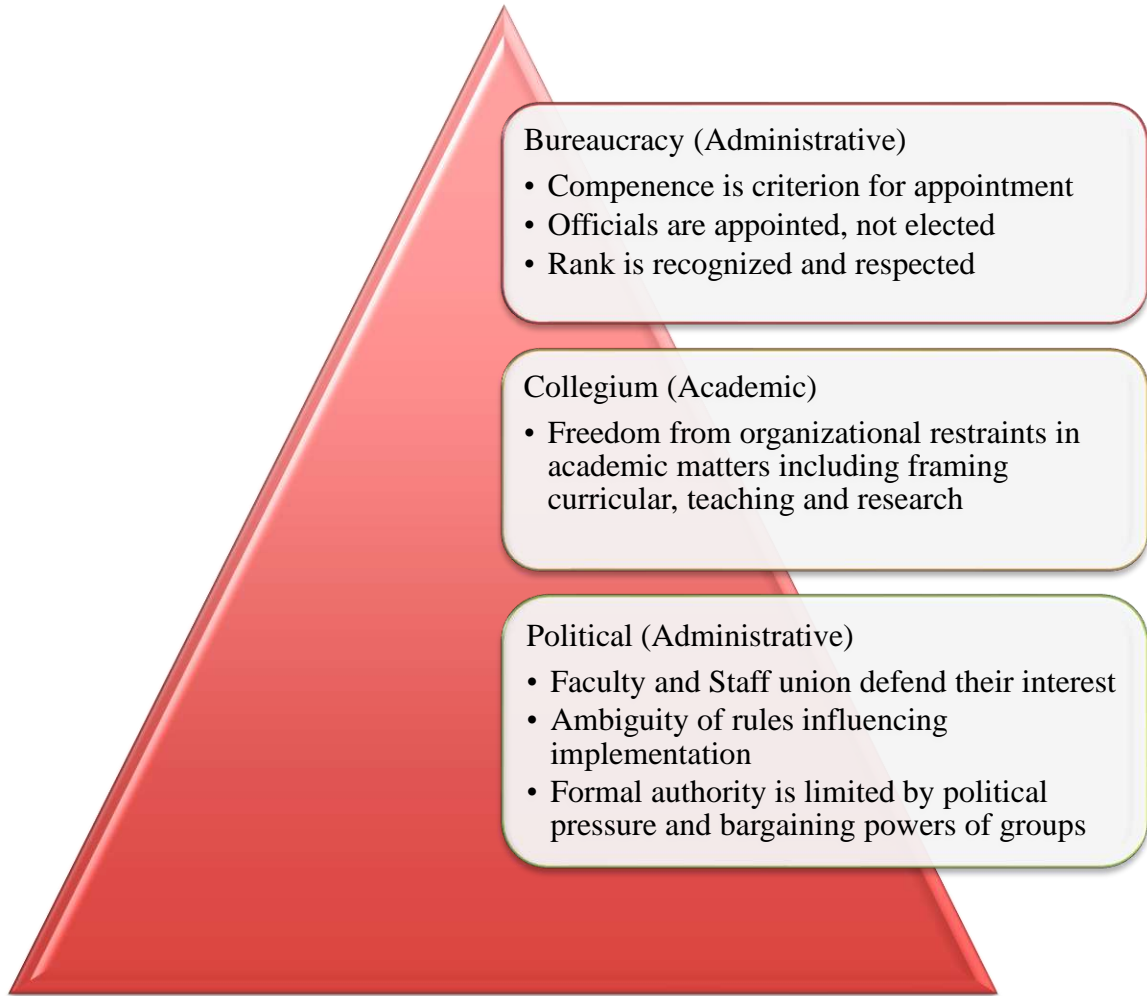
Figure 28: Relationship between the State, the University, and the College



It must be noted that the college sampled for the present study is an autonomous government college, and the model of governance will differ from the one shown in the figure if the college were an affiliated college or a constituent college. As indicated from the arrow in the figure above, the influence of the State on the University is unidirectional, while the influence of the university on the college is reciprocal.

It is also important to note that the style of influence of the administration on the individual teachers is also individualized and not very rigidly influenced by regulations. Individual discretions and flexibility are witness in the style of functioning of the administration, both at the university level as well as within the individual department.

Figure 29: Model of Governance Existing in the University



The administrative aspect of governance within the university reflects a good mix of both bureaucracy as well as a political model of decision-making, and the academic aspects are reflecting collegium model of decision-making. As may be seen from the two figures presented above, there appears to exist a mixed model of governance in place, with different players and different aspects of governance (example, administration, academic, and financial) having a different model of governance. While academic aspect of governance largely follows a collegial model, the financial aspect of governance follows a bureaucratic model, and the administrative aspect is a good mixture of bureaucratic and political models of governance.

Policy Messages and Road Map for Governance and Management in Higher Education

To address the challenges that thwart good governance and management in higher education there is a need to bring in new policies for higher education institutions in addition to refining the existing one. They are briefly discussed hereunder.

Academic: Though a structured regimen for academics is imparted through the state and UGC, flexibility requisites as per individual subjects can be given better elbowroom through the Board of Studies and Academic Council.

There are no effective and tangible incentives in place to recognize the contribution to teaching, for, it's merely perceived to be the primary responsibility of the teaching faculty. As for research, the number of research scholars supervised and the allocation of funding for projects are alone considered relevant. However, the social reach of the projects is not evaluated judiciously.

Deans in the university may be provided significant academic functions in addition to the present administrative role. Dean is an academic authority. To effect improvement in academics and administration in the university, the dean must be provided with a more elaborate role in both academic and administrative domains. Provision of a special cell for dean's office will bring in significant improvement towards achieving excellence in higher education.

In the university, recognition of activities done by teachers, even if they are not listed in the UGC's criteria for API scores may be provided. Sometimes quantity and not the quality of research are given priority. The orientation and refresher courses offered as mandatory training for the teaching faculty requires a critical review. Instead, imparting industry and society-based training would help in the improvement of skills, knowledge, and exposure. In college, contribution to research in terms of publication by faculty in peer-reviewed journals and participation in conferences must be encouraged since a strong base in research is imperative for effective teaching.

Administrative: The prevailing lengthy and cumbersome administrative procedures need to be simplified to avoid delay in processing of requests by students and faculty. Processing of department budgetary requirements and processing of claims by individual faculty need to be undertaken speedily. E-governance must be encouraged which will enable timely reimbursement or claims, processing of files placed for approval, etc. When ICT (e-mail, SMS, and Intranet) is an effective channel, it can replace hardcopies, unless legally essential. Maintenance of a university nodal database would help in avoiding repetitive generation of data from individual departments for various purposes like NAAC, NIRF, etc. Enterprise Resource Planning software should be implemented in the campus, where so many activities of the faculty can be minimized, like letter writing, submitting these reports, and valuation reports, etc.

Ambiguity exists in the understanding of the policies. Consistency in interpretation of rules and regulations, irrespective of change of guard should be encouraged through well-trained staff. Specifying a well thought over eligibility criteria for each staff position to aid recruitment of qualified staff and offering them orientation and training to the administrative staff is needed to ensure that the rules and regulations are understood without ambiguity.

Policies must be framed to streamline the calling for CAS applications. The CAS applications must be called for more frequently and regularly as a matter of routine administrative procedure. Further, the process should be completed within a specified time frame.

Shared Governance: Procedures should be established to ensure that the same set of people being not repeatedly nominated to participate in governance while several others do not get a chance. An institutional level database accessible to all can help prevent repetitive generation of the database from individual departments. Since institutional responsibilities are part of the criteria for promotion of individual faculty, all must be provided with the opportunity to participate in governance. This must be ensured through well-defined policies in the university. The assurance of consensus needs to be put in place rather than the implementation of authority-driven decisions.

Transparency: Even national institutions like the UGC, NCERT, NCTE, and UGC upload the information about the decisions taken in their meetings on their official website. But that kind of practice is not available in our university. This may be adopted at the university level also. Recruitment of teachers should also include job talks in the presence of all members of the department. Further, recruitment of institutional leaders must also be made transparent. Selection of administrators like Vice Chancellors, Registrars, CEO, must be transparent and overall people with more integrity should be selected, other than considering the intellectual capability of them.

Accountability: Provision of effective and tangible incentives for contribution in research and teaching, providing material productions relevant to the coursework to support learning, and an external monitoring system can contribute to better accountability. Teachers are sometimes assigned roles that are not prescribed in the acts and statutes to support the administrative process. The teachers are also willingly participating in those assignments. However, this affects their availability to carry out teaching and research as required by the UGC for their API. The university also does not acknowledge this to give it due consideration for promotion purpose. Besides accountability of both faculty and students, the accountability of non-teaching has to be ascertained.

In the colleges, students feedback may be given due weightage for teachers evaluation. Procedures that check accountability of faculty and staff are non-existing and hence need to be established. Providing financial support to faculty to participate in conferences, seminars, and FDPs will be effective in encouraging them to participate in them.

In addition to the above, policies to nurture diversity must be framed. The state government policy specifies the community-wise distribution. Representation of religious minorities and women must be encouraged through policies. The university should attract students from all over India with the help of a genuine branding exercise. This would be instrumental in bringing in better levels of competition and would aid the university to compete globally by raising its bar periodically.

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