Governance and Management of Higher Education in India:
A Study of Selected Institutions in Maharashtra

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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 is 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 analyzes 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 Maharashtra.

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 Sanjeev Sonawane, Dr. Vaibhav Jadhav and Dr. Khandave Ekanath and is based on the information collected from Savitribai Phule Pune University and its affiliated college S.M. Joshi 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.

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Acknowledgements

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Abbreviations

AASC: Apex Advisory cum Supervisory Council

ADC: Academic & Development Council

BCUD: Board of College &University Development

CAS: Centre for Advanced Studies

CBCS: Choice based credit system

CGPA: Cumulative Grade Points Average

CPE: Colleges with Potential for Excellence

DRDP: Departmental Research Development Programme

DST- PURSE: Department of Science & Technology-Promotion of University Research and Scientific Excellence

DST-INSPIRE: Department of Science & Technology-Innovation in Science Pursuit for Inspired research

DST-FIST: Department of Science & Technology-Fund for Improvement of S&T

FFL: Fachschule fur luftfahrzeugfuhrer

FIP: Faculty Improvement Programme

GATT: General Agreement on Tariffs and Trade

GER: Gross Enrolment Ratio

GNP: Gross National Product

GOI: Government of India

HE: Higher Education

HEI: Higher Education Index

ICT: Information and Communication Technology

IIM: Indian Institute of Management

IISc: Indian Institute of Science

IIT: Indian Institute of Technology

INR: Indian Rupee (Currency Unit, ISO)

IQAC: Internal Quality Assurance Cell

MAHED: Maharashtra State Council for Higher Education & Development

MBA: Masters of Business Administration

MHRD: Ministry of Human Resource Development

NAAC: National Assessment and Accreditation Council

PG: Post Graduate

PhD: Doctor of Philosophy

PPP: Purchasing Power Parity

QIP: Quality Improvement Programme

SAP: Special Assistance Programme

SNDT: Shreemati Nathibai Damodar Thackersey

SPPU: Savitribai Phule Pune University

UG: Under Graduate

UGC: University Grants Commission

UPE: University with Potential for Excellence

VC: Vice Chancellor

YCMOU: Yashwantrao Chavan Maharashtra Open University

Chapter 1

Introduction

Introduction

"The university is an autonomous institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power."

-Bologna Declaration with reference to the 1988 Magna Charta Universitatum

In the earlier neoclassical models, education was not considered a major input for production and hence was not included in growth models. In the 1960s mounting empirical evidence stimulated the "human investment revolution in economic thought". The seminal work of Schultz (1961) led to a series of growth accounting studies pointing to education's contribution to the unexplained residuals in the economic growth of western economies. According to Becker (1962), investment in human capital constitutes 'activities that influence future real income through the imbedding of resources in people.' He pointed out that investment in schooling, on-the-job training, medical care and acquiring information about economic systems can improve the mental and physical abilities of individuals spurring economic growth.

Social sector reforms are the most complex and daunting reforms faced by any government. Economic growth if not accompanied by improvements in education can be severely constrained in its scope. Thus broader development outcomes need to be firmly entrenched in any growth trajectory. Inequality of opportunity is a major impediment in economic growth. The barriers that the poor face in land and capital markets and in skill acquisition reduce the potential for any society for productive investment, innovation and human resource development.

Streeten (1977) has been a strong proponent of the basic needs approach. He notes that some basic needs may be satisfied more effectively through public services (including access to clean drinking water, school and health services), and therefore are not directly linked to individual income. Hicks (1979) explores the connection between economic growth and basic needs and concludes that "the development of a critical minimum level of basic human capital may be an important prerequisite for accelerating the growth of economic output". His findings indicate that improvements in basic needs satisfaction do not substantially decrease GNP growth rates and, in fact, such improvements tend to be associated with increased future economic growth. However, his findings do not clearly establish basic needs as either a cause or an effect of increased economic output. Nevertheless, it seems reasonable to conclude that a better-educated work force can contribute at a higher per capita rate to the production process.

There are some studies which express that economic growth and social development are highly interdependent. Srinivasan (1997) is of the opinion that policies both for economic growth and towards basic needs development are interwoven. He, however, suggests that too much emphasis on basic needs would, at least in the short run hurt economic growth.

The limitations of income poverty as a meaningful measure of poverty are increasingly noted by scholars and development planners. Some recognized that poverty is not only a problem of low incomes; rather it is a multi-dimensional problem that includes low access to opportunities for developing human capital and they focused their attention on investment in human capital,

particularly in education, as a means to reduce poverty. Simultaneously the weaknesses of human capital theory and the emphasis on economic growth were also noted. In contrast to the human capital and the basic needs approaches, a human development perspective slowly emerged through Amartya Sen and Mahbub ul Haq, as an alternative paradigm of development. It has dominated the development thinking of the 1990s and of late. Human capital economists do recognize the concept of human development, but emphasize the economic contribution more than the human welfare. Human development, in addition to improving human welfare directly, is an excellent investment in terms of its contribution to economic growth.

Focusing on human development, concepts such as 'human poverty' are formulated, largely owing to human development specialists. The human development approach recognizes education primarily not as an instrument or means of development, but as development itself, and lack of the same constitutes not just a cause of poverty, but poverty itself. Educational deprivation or poverty of education becomes an integral part of human poverty. Accordingly, standard of living, quality of life, human development, and human poverty etc. are measured in terms of educational status of the population. Amartya Sen (1999) expanded the human development approach further and called it a human capabilities approach. Sen thus distinguishes between income poverty and capability poverty and argues that the latter is obviously more important. Capability poverty refers to deprivation of opportunities, and choices and entitlements. The latter can be regarded as an extension of human freedom.

Higher education is recognized as a critical input in human development and social development in any society. The tertiary level of education provides not only the high level skills necessary for every labour market, but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists and myriad personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economics, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies (World Bank, 2002).

Higher education is key to economic development and is an important input in achieving higher and sustainable rates of economic growth. However, the character of higher education institutions has been changing over the last decades. Traditionally, higher education was identified with universities which were considered to be scholar-centered institutions. They then transformed into teaching and training institutions during the industrialization period due to the demand for skilled labour. Most recently the advent of research universities reoriented universities into knowledge production.

Increasingly countries are realizing that in order to succeed in the new knowledge economy and gain economic competitiveness and higher productivity they need expansion in higher education. Globalization has contributed to the increasing demand for larger quantity and better quality of higher education graduates. With knowledge based production, economies are also becoming aware of the importance of research in development. The capacity to innovate is directly linked with the quality of higher education provided in the country. The shift in employment prospects from manufacturing to services sector is also reflective of higher qualification levels of employees. Thus the increase in intensity of knowledge use in production has led to a growth in demand for higher education graduates in the labour market, and this in turn has increased the demand for higher education.

As developed countries have moved towards universalization of higher education it has led to rapid expansion in enrollment. This massive expansion has led to an increasingly diversified higher education system. The major change in higher education recently has been in diversification of the system. Expansion of the higher education institutions has not been linear. The system diversified while in the process of expansion from a unitary structure (universities) towards a system that is flexible and can accommodate the varying demands emerging from different groups and regions within a country. Systems which have diversified have expanded at a faster rate than those who have not. The growing demand for skills different from those developed in traditional university study programmes (Grubb,2003) has necessitated alternate modes of delivery which has led to many different kinds of institutions and a wide variety of providers and study programmes. Higher education is no longer identified with a university structure only. There are different terms used like 'tertiary education' or 'post-secondary education'. While the role of universities in expanding knowledge continues, institutional alternatives to them focus on skills development in areas linked directly to the market economy. (Varghese, 2014a)

The diversified structure has made it imperative to study the governance and management structures to understand the changing role of the state. The entry of the market in higher education decision making has changed the governance structure and management practices at the institutional levels. While universities have become entrepreneurial (Clark, 1998), governance and management of institutions has become market oriented and managerial in approach. A market friendly approach to manage institutions is accompanied by measures to improve efficiency in operation, improve performance of institutions and staff and resource allocations based on institutional performance. Thus an input-orientation in resource allocation is replaced by output and outcome orientation. Accountability measures have become a part of institutional governance and management practices.

Theoretical framework

Clark (1998) discussed the rapid transformation of U.S. higher education institutions into "entrepreneurial universities" concerned with their "bottom line". This gradual shift to increased focus on an "altered" version of market coordination, one in which the university not only tries to attract students, but also becomes business oriented, mostly within the framework of state coordination, is highly relevant to current governance issues in India. Burton Clark's classic study of university organization (Clark, 1983) stressed the "triangle" of coordination – "market like" coordination, i.e. a response to market demand from students and their families; state-induced coordination; and academic professional coordination. More recently, higher education analysts have focused on globalization, its impact on the role of the nation-state, and how this translates into the relationship between the nation-state and universities (for example, Enders, 2004; Altbach and Teichler, 2001). Many of these same writers are concerned with the internationalization of Universities – the movements across borders by students and faculty, and even by branches of universities – and their impact on university systems.

All of these elements are present in the Indian case, but as well has suggested, despite a growing tendency for the market axis of Clark's triangle to play a major role in the Indian university system, and the increased impact of the globalizing economy on higher education through the labor market – rapidly increased demand for engineering and business graduates, and the boom in private college provision in those fields – the government still dominates the shape of higher education governance. Indeed, the most "internationalized" parts of the system are the elite central government controlled universities, such as the Indian Institutes of Technology and the Indian

Institutes of Management. Unlike in Europe, the model is not exhibiting change from "state control models", or to the "rise of the evaluative state" (Enders, 2009). Rather, the federal government in India and state governments under the federal government have slowly changed the governance of Indian Universities mainly through changing the mechanisms of state control, and the use of these mechanisms as they vary from state to state.

Literature review on Governance and Management of Higher Education in India Conceptual Framework

"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."

- Institutional Management in Higher Education (OECD)

The higher education system has been expending for several decades. The growth is reflected in increase in institutions and enrolment rates. While expansion in the 1960s and 1970s took place in public institutions relying on public funding, expansion in more recent decades has extended to private institutions and household funding. These reforms indicate a move away from government both in terms of financial reliance and control. Higher education institutions have also become more autonomous in setting priorities and mobilizing resources. The recent reforms in higher education are driven by notions of efficiency in operation, performance evaluation and accountability measures.

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.

Governance focuses on the rules and mechanism by which various stakeholders influenced and affected in the light of decisions (Eurydice, 2008)

As given by Eurydice (2008) governance focuses on the rules and mechanisms by which various stakeholders influence decisions, how they are held accountable, and to whom. In the context of higher education, governance refers to 'the formal and informal exercise of authority under laws, policies and rules that articulate the rights and responsibilities of various actors, including the rules by which they interact'. In other words, governance encompasses 'the framework in which an institution pursues its goals, objectives and policies in a coherent and co-ordinated manner' to answer the questions: 'Who is in charge, and what are the sources of legitimacy for executive decision-making by different actors?' Management, on the other hand, refers to the implementation of a set of objectives pursued by a higher education institution on the basis of established rules. It answers the question 'how are the rules applied' and is concerned with the efficiency, effectiveness and quality of services provided for internal and external stakeholders. Despite the distinction between governance (with its emphasis on the process of setting policies and long term goals as well as the strategies for reaching these goals) and management (which is action-oriented), the links between the two should not be overlooked.

Management Council of SPPU has 11 members:

Vice Chancellor - President of Management Council

1 member – Government of Maharashtra

1 member – Department of Higher Education

1 member – Department of Technical Education

3 member – Society

2 member – Principal Group

2 member – Teacher Community

Burton Clark's classic study of university organization stressed the "triangle" of coordination — "market-like" coordination, i.e., a response to market demand from students and their families; state-induced coordination; and academic professional coordination (the influence of the professoriate and the professional administration of universities). Clark (1998) discussed the transformation of U.S. higher education institutions into "entrepreneurial universities" concerned with their "bottom line." This gradual shift to increased focus on an "altered" version of market coordination, one in which the university not only tries to attract students, but also becomes business oriented, mostly within the framework of state coordination, is highly relevant to current governance issues. Clark posits that some form of coordination by academic oligarchy exists within all systems, and that certain systems further down the continuum from state-organized may depend quite heavily on the stability of linkages that the oligarchy can provide. The oligarchy can be represented by a national education ministry, but in many countries it appears in the form of intermediate bodies that operate in a space between the state and academic institutions.

Governance and management should be through broad stakeholders. The management body of a university should have representation of all stake holders including faculty, affiliated colleges, government, industry and society bodies and academics from universities with higher ranking.

Rationale of the Study: - What is the gap that we want to fill? Connect with Review of the Literature. Delimitations of the work

The governance and management of universities has been important from the earliest times when universities were seats of higher learning. However, the complexity of these governance and management structures has increased in recent times due to the changes in the role of universities from pure centre's of learning to an institution which provides an avenue for employability and finally employment. Most recently while the general understanding is that we should move towards greater autonomy for higher education in India in fact what we observe is regulations which suggest the contrary. (Agarwal, 2013)

It has been observed that there is political interference at all levels, in particular in the appointments of key functionaries in the universities' decision-making bodies. This leads to a compromise in the accountability of the institution. The Radhakrishnan Commission, the Kothari Commission, the National Knowledge Commission and the Yash Pal Committee all stress the need for autonomy. The 12th Five Year Plan decrees that autonomy can be empirically linked to a better outcome – in terms of efficiency and performance. This is so when decisions regarding academic matters rest with faculty. The 12th Five Year Plan also mentions the need for autonomy in finance, organizational structure, and operations and staffing.

As the universities are given more flexibility and autonomy, it is important to put in place a sustainable and independent framework to guide the university senior management in key decisions. There is a need to develop models of governance along the lines of the governance framework which exists in some premier institutions of higher learning, namely, Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), Indian Institute of Science (IISc) etc. More specifically, it is proposed that a Board of Governors be established which will be the

final approving authority on key matters of the university such as the university's strategic directions and path of development, and policy matters including finance and human resources (within approved policy parameters and guidelines), and making and reviewing statutes and ordinances. The Board of Governors will also be given the flexibility to decide on the internal governance structures of the university. In institutions where Executive Councils already exist, they can perform the functions of Board of Governors.

It is recommended that the size of the Board of Governors be kept small to enable effective decision making. The board of Governors could be a 10-15 member body chaired by an eminent individual. The Chairman need not be an academic but must have prior experience in a similar capacity (whether in the educational sector or industry). Similarly, the board members should comprise eminent individuals from the institutions itself, state government, society, industry as well as the academia. It is recommended that at least 50 percent of the board members should be external to the institution and have significant interest in the higher education sector. (Carnoy & Dossani, 2011)

SPPU need to be autonomous to inculcate the inter-disciplinary approach in curriculum. They can bring in innovations in the teaching and learning process, in the assessment of the performance of students and all such flexibility emerges through modular credit based approach. It however needs well defined planning, strategy and operating mechanism. Hence PU ready to take on autonomous status for its growth and development.

Research Questions

1. How has the governance and management of Indian higher education evolved?
2. How the governance and management of higher education functions at the national and state level?
3. How are higher education's institutions governed and managed?

Research Objectives

1. To discuss the evolution of the governance structure and processes at the national, state and institutional level.
2. To study important actors and their roles at the state level and study how the Ministry of Education, Directorate of higher education, State Councils of Higher education and higher education institutions interact.
3. To study the role and functioning of governing bodies at universities and colleges.
4. To study the management of higher education at the institutional level.

Database and Methodology: Selection of departments, college, teachers, students

The study followed a descriptive research design and a comparative approach. Like any study relying on comparative research methodology, the research tried to analyse similarities and differences in the governance and management in the selected states. The study relied on both primary and secondary sources of data and descriptive statistics to analyze the information. India has central and state universities. Most public universities have affiliated colleges few of which are aided private while others are government. To understand the governance and management of higher education in India it is important to study different categories of institutions. The research studied central universities, state universities and affiliated colleges. It is proposed to study the following at institutional level.

- Academic matters (e.g. teaching methods, examinations, research and publications);
- Issues relating to the recruitment and promotion of academic and administrative staff;
- Student admissions;
- Matters pertaining to administration and financing.

The research study examined the governance structure and processes at national and state level and governance and management structure at the institutional level. At the national level that would entail studying regulatory bodies like the University Grants Commission, Planning Commission and other regulatory bodies like the All India Council for Technical education. At the state level the relationship between Ministry of Education, Directorate of College Education, State Councils of Higher Education and higher education institutions would be examined. At the institutional level governance and management structures would be studied by examining the universities and affiliated colleges to examine the governing boards in the universities and colleges.

The primary sources of information collected from documentation analysis of governing boards including documents like meeting minutes to understand the functioning of the board and how the processes are carried out. Information from primary sources also be collected from regulatory authorities at the national level, state decision-makers, and decision-makers at the institutional level (e.g. chairperson of the governing board of the university), management team of the university (chancellors and vice-chancellors), the head of administration (registrar or bursar), and deans of selected faculties and heads of selected departments. We would identify research teams at the institutional level and questionnaire-based information was collected from academic staff members and administrative staff.

- Legislation that established universities as autonomous independent entities
- Withdrawal of the state from certain detailed control and management functions and the devolution of responsibility to universities themselves
- The creation of buffer bodies or agencies to carry out some of the detailed financial control and supervision functions in the sector or to provide sector wide services
- Adoption of funding models that give institutions greater freedoms and that encourage them to develop new sources of income
- Creation of external agencies that monitor the quality of all courses delivered by institutions
- The development of new forms of accountability through reporting on performance and outcomes in achieving nationally set goals for the sector, as well as institutionally set targets
- Confirmation of the role of a university board as having overall responsibility to the minister
- Gradual withdrawal of the state from decisions on the appointment of the chair of the board or president and members of the board
- Expectations of managerial competence by the board and the president

Structure of Chapters in the report

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Chapter 2

Higher Education Development in the State

Introduction

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21ˢᵗ Century. India's higher education system is under pressure from the State and an increasingly educated youth population to achieve multiple objectives, such as growth, quality and equitable access. To reach these political targets, national and provincial policymakers take an activist approach, such as providing adequate resources, enabling private provision of higher education, and so forth. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to have governance in higher education Government has set a target of increasing the Gross Enrolment Ratio (GER) from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives are being taken by the Government to increase the GER. To manage the efforts taken by the government, it requires complete governance of higher education.

In view of this MHRD has initiated an All India Survey on Higher Education to build a database and to assess the correct picture of higher Education in the country.

The main objectives of the survey will be to

-identify & capture all the institutions of higher learning in the country.

-collect the data from all the higher education institutions on various aspects of higher education.

A task force has been constituted under the chairmanship of Additional secretary (HE), MHRD with Representatives from UGC, AICTE, MCI, IASRI, CSO, Universities, State Higher Education Departments etc. as members.

Survey is being conducted under the overall guidance of the task force.

National University of Education Planning and Administration (NUEPA) has been given the responsibility of conducting the Field Work of the Main Survey and Report Generation.

Data is being collected on following broad items

- Institutions Basic Details
- Teachers Details
- Details of Non-Teaching Staff
- Programme conducted under various Faculties/Schools & Departments/Centres
- Students enrolled in these programmes
- Examination result of terminal year of each Programme
- Financial information such as Receipt and Expenditure under various heads

XII five-year plan on Higher Education

Education is the most important lever for social, economic and political transformation. A well educated population, equipped with the relevant Knowledge, attitudes and skills is essential for economic and social development in the twenty-first century. Education is the most potent tool for socioeconomic mobility and a key instrument for building an equitable and just society. Education provides skills and competencies for economic well-being. Education strengthens democracy by

imparting the tools needed to fully participate in the Governance process. Education also acts as an integrative force in society, imparting values that foster social cohesion and national identity. Recognizing the importance of education in national development, the Twelfth Plan places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

Recognising the importance of education, public spending on education increased rapidly during the Eleventh Plan period. Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 per cent in 2004–05 to over 4 per cent in2011–12. Per capita public expenditure on education increased from `888 in 2004–05 to `2,985 in 2011–12. The bulk of public spending on education is incurred by the State Governments and their spending grew at a robust rate of 19.6 per cent per year during the Eleventh Plan. Central spending on education increased even faster at 25 per cent per year during the same period. Aggregate public spending on education during the Eleventh Plan period is estimated at `12,44,797 crore for both the Centre and States taken together. Of this, 35 per cent was accounted for by Plan expenditure and 65 per cent by non-Plan expenditure. About 43 per cent of the public expenditure on education was incurred for elementary education, 25 per cent for secondary education and the balance 32 per cent for higher education. About half of the Central Government's expenditure was incurred for higher education and the remaining for elementary (39 per cent) and secondary (12 percent) education. In the State sector, about 75 per cent of education expenditure is for school education, of which 44 per cent is on elementary education and 30 per cent on secondary education.

Challenges

Despite many gains during the Eleventh Plan, education in India faces several challenges. The country's mean years of schooling at 5.12 years is well below the other emerging market economies such as China (8.17 years) and Brazil (7.54 years) and significantly below the average for all developing countries (7.09 years). A matter of particular concern is the steep dropout rate after the elementary level. The sharp drop-off in enrolment at the middle school level and the increasing enrolment gap from elementary to higher secondary suggests that the gains at the elementary level have not yet impacted the school sector as a whole. Disadvantaged groups are worse off with the dropout rates for SCs and STs higher than the national average. While enrolment levels at the elementary level are generally high, studies of student attendance show that there is considerable variation across States in the percentage of enrolled students who are attending school on any given day during the school year. In the Twelfth Plan, there is a need for a clear shift in strategy from a focus on inputs and increasing access and enrolment to teaching–learning process and its improvement in order to ensure adequate appropriate learning outcomes. In this context, States need to set up transparent and reliable systems for tracking attendance in a meaningful way and work on effective strategies for boosting attendance and sustaining high levels of attendance throughout the school year. While there has been a decline in the percentage of out-of-school children (OoSC) across gender and social categories, Muslim, scheduled caste (SC) and scheduled tribe (ST) children need greater and focused attention. The number of OoSC who are physically or mentally challenged remains a cause for concern. The proportion of disabled out-of-school children in 2005 was 34.19 per cent and remained unchanged at 34.12 per cent in 2009. It is important to note that the maximum number of OoSC are those with mental disabilities (48 per cent), followed by children with speech disabilities (37 per cent).Neither the school system nor any other institutional mechanism is equipped to address the challenging needs of mentally

disabled children who are most disadvantaged both socially and educationally in the system. There has been a substantial increase in the availability of teachers at elementary level during the past few years and if all the teacher posts sanctioned under both Sarva Shiksha Abhiyan (SSA) and State budgets are filled, the pupil–teacher ratio (PTR) at the national level will almost be 27:1. The challenge, however, lies in correcting the imbalance in teacher deployment. The number of schools that do not comply with the Right to Education (RTE) norms for the required PTR is fairly high. School-wise analysis based on District Information System for Education (DISE) 2009–10 indicates that 46 per cent of primary and 34 per cent of upper primary schools have poor PTRs. Another serious challenge is the presence of teachers without professional qualifications approved by the National Council of Teacher Education (NCTE), as is required under the RTE Act.

Strategies

The Twelfth Plan needs to address these challenges in an integrated and holistic manner. The focus needs to be on meeting the residual needs of access with sharper focus on the needs of the

disadvantaged social groups and the difficult-to-reach areas; improving the school infrastructure in keeping with the RTE stipulations; increasing enrolment at the upper primary and secondary school levels; lowering dropout rates across the board; and, broad-based improvement in the quality of education with special emphasis on improving *learning outcomes*. The four main priorities for education policy have been access, equity, quality and governance. The Twelfth Plan will continue to priorities these four areas, but will place the greatest emphasis on improving learning outcomes at all levels.

It is critical for the country to make secondary education much more job-relevant through skills training within the schools. For this, higher investments will need to be made to equip secondary schools with teachers/trainers who have technical skills, and equipment (such as workshops, machines, computer equipment) that can be used to impart technical and vocational skills. In countries such as South Korea and Australia, 25–40 per cent of high school students opt for vocational courses, making them job-ready once they finish Grade 12. The vocational credits they earn in secondary schools are recognized by the general education system and a high proportion of these students return to universities to pursue a college degree at a later stage.

Access

The challenge of access is no longer one of enrolments at the primary level, but one of increasing attendance, reducing dropouts and increasing enrolments at the secondary level. These challenges will have to be tackled through a multi-pronged Strategy that should include:

(i) a realistic assessment of the problems of the most vulnerable categories of children;
(ii) measures to help schools meet the required PTR, classroom and other infrastructure norms (since they impact the retention of children);
(iii) improving management systems for better tracking and monitoring of school functioning;
(iv) focus on improvements in teaching–learning processes; and
(v) on developing schools as inclusive learning spaces.

Improving learning outcomes at the upper primary level is a critical requirement for improving enrolment levels in secondary schools. A big part of the increase in secondary enrolment has to come from students who are better prepared to benefit from secondary education and, therefore,

are able to continue their education rather than drop out. This will require increasing the effectiveness of teaching models at both the primary and the secondary levels.

Equity

While discussing the issue of social access and equity, the tendency is to confine it to broad categories like SC, ST, Muslims, girls and so on. But these are not homogenous groups. Social realities are far too complex and there are groups within these groups, which for different reasons are more disadvantaged than the category as a whole. In order to fully meet the goal of universal access, the Twelfth Plan needs to remove barriers to access arising out of such social and economic realities. Special focus would be to ensure educational access in civil strife–affected areas and in context of rising urbanisation. While the gaps in average enrolments between disadvantaged groups and the general population have decreased, there is still a considerably large gap in learning levels with historically disadvantaged and economically weaker children having significantly lower learning outcomes. These gaps exist at the point of entry into the school system and continue to grow over time.

Large and growing learning gaps threaten the equity gains achieved on the enrolment front because children with lower levels of learning are more likely to drop out. Therefore, it is essential to bridge gaps in learning levels at an early stage if the equity goals of the Twelfth Plan are to be met effectively.

Given the complex and chronic nature of inequality and exclusion, the strategies adopted so far have tended to be somewhat isolated, fragmented and devoid of institutional support. As a result, the many forms that exclusion takes, and the different ways in which it is manifested, have not been sufficiently addressed across the landscape of access, participation, retention, achievement and completion of elementary education. This makes exclusion the single most important challenge in universalizing elementary education. The Twelfth Plan will, therefore, address the issue of equity as integral to the whole gamut of elementary education, moving away from an incentives-and-provisions-based approach to a rights and entitlements approach.

Quality

Improvement of the quality of education is strongly linked to the quality of physical space, textual materials, classroom processes, and academic support to the teachers, assessment procedures and community involvement. All these areas will continue to receive support during the Twelfth Plan period. While adequate inputs and infrastructure are necessary for the proper functioning of schools, inputs will not automatically translate into effective teaching–learning processes or satisfactory learning outcomes. Therefore, the Twelfth Plan will treat improving school inputs as just the starting point in improving educational quality, and will take a more

comprehensive view for building a strong systemic focus on teacher capacity, improving school leadership/management, strengthening academic support system, better community and parents' participation, measuring and improving learning outcomes in a continuous manner. Focus would be on provision for child-friendly schools and systems in teaching and learning processes as well as in improved water, sanitation, hygiene and midday meal practices. Considerable resources will be invested to not only provide high-quality independent measures of student learning levels and trajectories over time, but also resources for large-scale instructional changes that will lead to improvement in classroom transactions leading to better learning outcomes.

Targets for the Twelfth Plan

1. Ensure universal access and, in keeping with letter and spirit of the RTE Act, provide good-quality free and compulsory education to all children in the age group of 6 to 14 years;

2. Improve attendance and reduce dropout rates at the elementary level to below 10 per cent and lower the percentage of OoSC at the elementary level to below 2 per cent for all socio-economic and minority groups and in all States;

3. Increase enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 per cent, at the Senior Secondary level to over 65 per cent;

4. Raise the overall literacy rate to over 80 per cent and reduce the gender gap in literacy to less than 10 per cent;

5. Provide at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs); and

6. Improve learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by class 2 and skills of critical thinking, expression and problem solving by class 5.

Higher Education

Higher education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility. It provides people already in employment with skills to negotiate rapidly evolving career requirements. It prepares all to be responsible citizens who value a democratic and pluralistic society. Thus, the nation creates an intellectual repository of human capital to meet the country's needs and shapes its future. Indeed, higher education is the principal site at which our national goals, developmental priorities and civic values can be examined and refined.

It is estimated that developed economies and even China will face a shortage of about 40 million highly skilled workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a higher share of global knowledge based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked. The country cannot afford to lose time. The demographic bulge evident in India's population

Pyramid is encountering lower fertility rates, leading to a rapid slowdown in population growth rates and a looming decline of the population in the prime educable age up to 25 years within the next couple of decades.

Despite considerable progress during the Eleventh Plan, less than one-fifth of the estimated 120 million potential students are enrolled in HE Is in India, well below the world average of 26 percent. Wide disparities exist in enrolment percentages among the States and between urban and rural areas while disadvantaged sections of society adwomen have significantly lower enrolments than the national average. The pressure to increase access to affordable education is steadily increasing with the number of eligible students set to double by 2020. At the same time, significant problems exist in the quality of education provided. The sector is plagued by a shortage of well-trained faculty, poor infrastructure and outdated and irrelevant curricula. The use of technology in

higher education remains limited and standards of research and teaching at Indian universities are far below international standards with no Indian university featured in any of the rankings of the top 200 institutions globally.

The key challenge is to find a path to achieve the divergent goals for the growth of higher education in India. Combining access with affordability and ensuring high-quality undergraduate and postgraduate education are vital for realizing the potential of the country's 'demographic dividend'. Future expansion should be carefully planned so as to correct regional and social imbalances, reinvigorate institutions to improve standards and reach international benchmarks of excellence, match demand with supply by improving employability, and extend the frontiers of knowledge.

Strategic Aims of the Twelfth Plan

The Twelfth Plan will build on the momentum generated during the Eleventh Plan and continue the focus on the 'Three Es'—expansion, equity and excellence. However, the Plan proposes a paradigm change in the way we achieve such goals—through three new principles. First, an overriding emphasis will be given to quality—as further expansion without quality improvement would be counterproductive for the future of India, given the serious quality issues noted in the sector. Second, the Plan also strives to diversify higher education opportunities, not only to meet the needs of employers, but also to offer a wide range of paths to success for our youth. India must develop world-class research universities as well as have sophisticated teaching institutions to impart key vocational and generic skills in a timely manner to cope with the rapidly changing labour market needs. Third, this excellence in diversity will be implemented through governance reforms, to enable institutions to have the autonomy to develop distinctive strengths, while being held accountable for ensuring quality. Hence, the Twelfth Plan adopts a holistic approach to the issues of expansion, equity and excellence so that expansion is not just about accommodating ever larger number of students, but is also about providing diverse choices of subjects, levels and institutions while ensuring a minimum standard of academic quality and providing the opportunity to pursue higher education to all sections of society, particularly the disadvantaged.

These objectives must guide the development of all three segments of higher education: Central institutions, which account for 2.6 per cent of the total enrolment; State institutions which account for 38.5 per cent of enrolment; and private institutions that cater to the remaining students. All three segments have to be expanded to achieve enrolment target by creating additional capacity and ensuring equal access opportunities, while being supported to improve the quality of teaching–learning, attain excellence in research, and contribute to economic development.

The strategic framework for the Twelfth Plan for higher education identifies such a paradigmatic shift in the following critical areas related to expansion, equity, excellence, governance and financing.

Expansion

1. Expand access by scaling up capacity in existing institutions rather than increasing the number of institutions, with the exception of new institutions needed to address critical regional and social gaps.

2. Create a system of institutional differentiation and distinctiveness to cater to a diverse body of students and the varied needs of employers.

3. Use the transformative potential of new technologies to improve quality, reduce costs, improve processes and efficiency and reach a larger body of students, while promoting efficient and transparent governance and raising the quality of teaching and research.

- The domain of higher and professional education is going to expand and would become critical for the progressive economic growth of the state. There are two functions that a system of higher education needs to focus on; one is never to lose focus on doing and sustaining basic and applied research and the other creates enlightened youth who have a solid foundation in the basics and are also good in applying knowledge to address problems connected with human lives.

Equity

Provide significant increase in budgetary support for equity-related measures through targeted, integrated and effective equity-related schemes, which will replace the existing maze of multiple and diffused small outlay schemes.

- Providing equity in higher education through the provision of learning opportunities for all citizens is a key priority for most of the Asian countries.

Excellence

Foster a shift from an input-centric and credential-based pedagogical approach to a learner-centric and learning-outcome based approach to improve the quality of teaching and research.

1. Ensure availability, recruitment and retention of qualified people to meet the growing need for quality faculty; upgrade the skills of existing faculty; and, build synergies between teaching and research to promote excellence in both.

2. Facilitate translation of academic research into innovations for practical use in society and economy and foster entrepreneurship that creates wealth and public goods.

3. Promote internationalization by encouraging and supporting institutions and their faculty to engage more deeply with institutions and faculty around the world in areas ranging from teaching– learning to research and outreach.

4. Create and facilitate alliances, networks, clusters, and consortia of academic institutions amongst themselves and with research institutions and industry to accelerate the process of knowledge development by better resource utilisation and by complementing mutual expertise.

Governance

1. Enable institutional autonomy by transforming the role of government from command and control to a steering and evaluative role.

2. Enhance the capacity of the higher education system to govern itself by widespread and coordinated regulatory reform.

3. Increase transparency in both public and private institutions by requiring them to disclose important standardised information related to admissions, fees, faculty, programs, placements, governance, finance, business tie-ups and ownership.

Financing

1. Implement a quantum leap in both public and private sector investment in higher education to achieve the various goals set out for the Twelfth Plan.

2. Implement a significant increase in Central plan funds for higher education and strategically deploy these funds to improve the entire system of higher education, including State systems.

3. Directly connect funding streams to specific outcomes and desired impacts related to the Plan objectives through reforms in governance arrangements at the national, State and institutional levels with suitable implementation and monitoring mechanisms.

Evolution of Higher Education system in the state

Education is the key enabler for raising the quality of life at an individual as well as at the society level. Good quality education empowers individuals and societies to accelerate human development processes even as individuals enhance their own livelihood earning potential and contribute to the growth of the national economy. We are now in an era of rapid economic growth with knowledge becoming an important engine of the drive of the growth. While this has significantly enhanced opportunities for our vast young population, we need to urgently address the question of aligning higher education to meet the existing and emerging needs. These also include the question of visualizing the emerging social change in the background of our traditions and time tested value systems and aligning the knowledge, skills and humanities content in the education system with the needs of society, industry and the national development processes at large. We also need to orient our education system to nurture a spirit of innovation and entrepreneurship that empowers students to develop solutions to current and emerging problems and efficiently implement them to make a difference to the society at large.

Maharashtra has had the tradition of sustained engagement with the process of social reforms and empowerment of people through creating wider access to education. There are several examples where new initiatives that emerged in Maharashtra were later on adopted in the country as a whole.

We need to recognize the rapid change that is taking place in our societies as a result of new emerging technologies. This is leading to serious questions of ethics and adjustment. Today, the so called A3 (Anyone, Anywhere and Anytime) connected society on one side and the digitally illiterate across the digital divide on the other, both constitute major socio economic challenges that can be handled only on the basis of widest possible access to appropriate education delivered urgently.

In the context of the unemployment issue, the education system should much rather produce employment generators rather than employment seekers, leading eventually to greater equity in society. A higher education framework that facilitates diligent pursuit of knowledge and pushes its frontiers further as well as nurtures a spirit of innovation and technology development; should also be simultaneously helping the employment generation needs. Higher education programs pursued with a mind set of finding appropriate solutions locally are crucial to mobilizing our huge human capital to becoming the engine of development and growth and preventing it from being a drag on the system. Taking into account the fast rising aspirations of our youth in the background of economic growth and an increasingly interconnected world, our higher education system needs an urgent and radical transformation that enables wider access, empowerment, to be the agents of new transformation as, well as livelihood assurance for our youth.

Considering that the population in most industrially advanced countries is ageing, our youth has opportunities not only in India but also in other countries across the world. Investments in higher education when made with astute foresight can result in rich dividends out of our demographic advantage for the individuals concerned as well as the nation at large.

India is already the fourth largest economy of the world in Purchasing Power Parity (PPP) terms, following USA, China and Japan. With 8.5 percent annual economic growth rate, India will soon surpass Japan and then three major players that will define the world economy would be USA, China and India. Further, with its young population that will remain the world's largest productive population for quite some time, India has an opportunity to lead the world like never before and regain her glory as the most prosperous nation of the world that she enjoyed till the 11th century and continued to sustain till the 17th century in spite of several invasions.

World's largest young population, also world's largest pool of scientific and technological manpower, large non-resident Indian Diaspora that has mapped the entire world and earned global acceptability and esteem, progress in science and technology covering atomic energy, space, defense and emerging fields, and particularly India's remarkable accomplishments in Information and Communication Technology (ICT) Point towards the emergence of India once again as one of the great nations of the world.

While the 21st century certainly presents a golden opportunity for India, a large majority of Indians (80 cr out of 120 cr) are beset with many burning problems threatening their very survival. With rapid pace of globalization, the spread and severity of these problems is growing rapidly over last two decades. The complexities of these problems are so high they there exists little ground to believe that our people may be able to overcome many of these severe problems in a foreseeable future by resorting to traditional means and methods.

To assert once more, Maharashtra has had the tradition of playing a leading role in India's socio-economic transformation. What Maharashtra does is emulated by other States in some form or other. The key to the socio-economic transformation is education at all levels and it is in this context of leading India's experience as a potential world-leading nation, that we must look at reforms in Maharashtra's education system, particularly in higher education.

- Maharashtra has had the tradition of sustained engagement with the process of social reforms and empowerment of people through creating wider access to education.

- With its young population that will remain the world's largest productive population for quite some time, India has an opportunity to lead the world like never before and regain her glory as the most prosperous nation of the world that she enjoyed till the 11th century and continued to sustain till the 17th century in spite of several invasions.

State Policies and Programmes on Higher Education

Maharashtra has always been in the lead relating to HE and this has a lot to do with priority to education being an articulated and key focus of leaders as well as society at large. Maharashtra has a slew of State legislations that have been in consonance with the Central Policy and Legislative tenor and has also been known to lead with innovative structures and initiatives.

The University Culture in the State was led by Mumbai, Pune and Nagpur and then evolved through universities in Aurangabad, Kolhapur and later other locations in the State. This has been supported well with Institutions of repute established by the Centre and the slew of Private

Institutions run by legendary trusts, societies and local bodies. Development and outreach by the Universities has been mainly through the Affiliating College systems and have had a large impact on sheer access. The Open University movement manifest in the form of the YCMOU has also been a major initiative that has brought GERs up to almost 18% plus for the State.

The Mumbai Pune Corridor has seen a large focus on HE development and consumption by Industry over the years. This skew is only offset by the Nagpur, Nasik, Sangli/Kolhapur belt as the second focal area seeing good HE activity.

The Regions of South East Maharashtra and Marathwada and Vidarbha have been lagging but are fast enabled and seek to find their own place in the HE provision pace.

The Agricultural University System and Medical Health Sciences University along with the Women's University (SNDT), have rounded off the specific purpose and focus needed by Maharashtra, in its wisdom of seeking to enable society through Institution building in HE.

As per 2007 statistics, published by MHRD GOI in 2010, Maharashtra has 42 Universities and 3258 colleges. Total enrolment is 30.82 lakh students. The GER for Maharashtra is 18.

Both Graduate and Post Graduate HE candidates have enrolments in Arts and Commerce leading the numbers. This is to be expected, but lack of vocationalization and skill development gaps drive a lot of students into employability issues at the end of their higher education stints.

There is a wide variation in terms of quality as well as dispersion of education facilities and related ICT infrastructure across the State. Employability of students graduating from higher education institutions has also become a major issue.

Chart 2.1: Maharashtra Public University Jurisdiction, Dispersion & Number of Affiliated Colleges Based on 2008 Data Published by Government of India MHRD, 2010
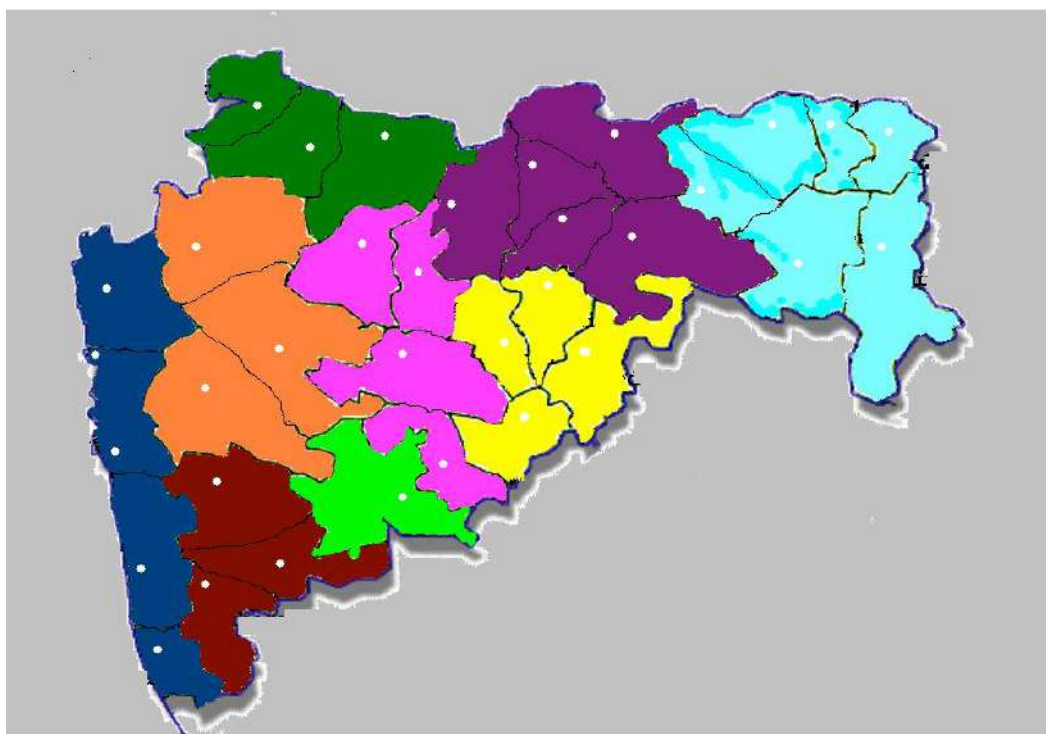
- ▪ Nagpur University – 849 Colleges / Institutes
- ▪ Mumbai University – 845 Colleges / Institutes
- ▪ Pune University – 587 Colleges / Institutes
- ▪ Amravati University – 401 Colleges / Institutes
- ▪ SRTM University – 382 Colleges / Institutes
- ▪ Kolhapur University – 363 Colleges / Institutes
- ▪ Aurangabad University – 362 Colleges / Institutes
- ▪ Jalgaon University – 212 Colleges / Institutes
- ▪ Solapur University – 179 Colleges / Institutes

The map above clearly points to the key University System challenges. The Affiliating System has loaded the Universities of Mumbai, Pune and Nagpur with the challenges of operations, administration and local college level aspirations that leave all stakeholders and society at large wanting reform at both macro and micro level. Regional disparities in terms of industrialization, developmental goals, economic parameters and even simple reach of technology add to the need for differential approaches and tactics to be deployed. This in turn has resulted in differential quality and related issues.

Table 2.1: Grading of Public Universities as per UGC

Sr. No.	Key Public Universities	Grade
1	Shreemati Nathibai Damodar Thackersey Women's University, Mumbai	Five Star
2	University of Mumbai	Five Star
3	Savitribai Phule Pune University, Pune	
4	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	A
5	Rashtrasant Tukadoji Maharaj Nagpur University	B
6	Shivaji University, Kolhapur, Maharashtra	B
7	North Maharashtra University, Jalgaon	B
8	Swami Ramanand Teerth Marathwada University, Nanded	B
9	Sant Gadge Baba Amravati University	B
10	Kavi Kulguru Kalidas Sanskrit Vushwavidyalaya, Nagpur	Not graded

Table 2.2: Grading of Deemed Universities as per UGC

Sr.No.	Key Deemed Universities	Grade
1	Indira Gandhi Institute of Development Research, Mumbai	A++
2	Gokhale Institute of Politics & Economics, Pune	A+
3	Tata Institute of Social Sciences, Mumbai	A
4	International Institute for Population Sciences, Mumbai	Not graded
5	Central Institute of Fisheries Education, Mumbai	Not graded
6	Institute of Armament Technology, Pune	Not graded
7	Tata Institute of Fundamental Research, Mumbai	Not graded
8	Visvesvaraya National Institute of Technolgy, (REC) Nagpur	Not graded
9	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Mumbai	Not graded

Structure of Governance and Management of Higher Education in State

A hallmark of a world class university is its autonomous functioning with a flexible governance model that can quickly respond to the needs of handling a new idea somewhat differently. Such a governance system must be exclusively peer driven and endowed with liberal funding. A university holding a large pool of talent that can in fact become a powerful magnet to attract external talent would become feasible only with such a governance system. Such an autonomous system must remain engaged with the stake holders e.g. students, society, industry and the Government; who support the university both financially and through active participation. Accountability of the university to its stakeholders should be in the form of higher order deliverables such as advancement of frontiers of knowledge, creation of developmental models and applications, being a catalyst for shaping the evolution of socio-economic development in the emerging knowledge society particularly in the neighborhood and shaping of self empowered youth who can contribute to the socio-economic transformation forward in a more meaningful manner.

Autonomy and governance are perhaps the key enablers to raise our universities to higher levels. In this context the committee has suggested setting up of Maharashtra State Council for Higher Education and Development (MAHED) consisting of eminent academicians, scientists, technocrats, business and industry experts and financial experts. MAHED should be made a standalone independent legal entity with appropriate and adequate autonomy. It would be funded

by the state. It would become the conduit for funding of public universities by the state government and implementation of its objectives of human empowerment and development. In a sense MAHED would become an interface between the Government and the Universities and would oversee, guide and facilitate universities as well as nurture linkages between university activities and regional development. MAHED should play a central role in the matter of appointment of vice-chancellors as well as the heads of other bodies to be set up to support higher education framework in the state. MAHED should be guided by an Apex Advisory cum Supervisory Council (AASC) chaired by the Governor on one side and a broad based academic and development council (ADC) on the other. MAHED would be supported by institutions that will organize other functions to support universities which include support of undergraduate evaluation services, establishment of knowledge and related services network, quality assurance and accreditation and open resources related empowerment services. We need to create institutional set ups to manage these functions. MAHED should maintain an oversight and guide these institutions in discharge of their respective functions.

The university affairs should be entrusted in the hands of academicians with proven track record as judged by peers within and outside the university. It is the mature peer process rather than electioneering that should prevail in the university. The committee recommends that the elections should be done away with. Further the rules that govern the university should lay down principles rather than rigid quantitative and very specific stipulations. The objectivity should be brought in through entrusting interpretation of broad rules and decision making to collegiums. Establishment of collegiums themselves could follow similar processes. We need to change the university acts to bring in these important reforms.

The committee feels that universities would necessarily depend primarily on the Government funding for the present. Development of a new campus would need outlays of the order of Rs. 200+ crores. Each campus would also need a recurring support of the order of Rs. 10-15 crores annually. Progressively the universities should strive to raise resources and create sufficiently large endowments as well as support to ongoing and new academic and development activities. With greater credibility in terms of academic rigour and development capabilities duly backed up by autonomous governance systems, it is felt that the ability of the universities to raise resources would significantly improve. The committee has proposed some ideas to raise resources in the interim period. These include; granting special planning Authority status to the universalities in relating to their composes, levy of cess for financing higher education and exemption from state and local taxes.

Universities should strengthen their financial management system through augmentation of professional capabilities in this area. Apart from monitoring and audit by the Government, students should know the cost of education they are receiving, donors should know how their contributions are utilized and indeed there should be enough confidence that any support to the university would be put to the best and the intended use.

- A hallmark of a world-class university is its autonomous functioning with a flexible governance model that can quickly respond to the needs of handling a new idea somewhat differently. Such a governance system must be exclusively peer driven and endowed with liberal funding.

- Accountability of the university to its stakeholders should be in the form of higher order deliverables such as advancement of frontiers of knowledge, creation of developmental models

and applications, being a catalyst for shaping the evolution of socio-economic development in the emerging knowledge society particularly in the neighborhood and shaping of self empowered youth who can carry the socio-economic transformation forward in a more meaningful manner.

- A stand alone independent legal entity MAHED consisting of academicians, S&T, societal development and industry experts should oversee, facilitate and guide HE institutions in the state.

- The university should be entrusted in the hands of academicians with proven track record as adjudged by peers within and outside the university. It is the mature peer process rather than electioneering that should prevail in the university. The committee recommends that the elections should be done away with.

- Granting Special Planning Authority status to universities in respect of their campuses, levy of cess for financing higher education, and exemption from state and local taxes are some ways for raising resources.

Background: Maharashtra's Tryst with Higher Education Reforms

Education is the key enabler for raising the quality of life at an individual as well as at the society level. Good quality education empowers individuals and societies to accelerate human development processes even as individuals enhance their own livelihood earning potential and contribute to the growth of the national economy. We are now in an era of rapid economic growth with knowledge becoming an important engine of the drive of the growth. While this has significantly enhanced opportunities for our vast young population, we need to urgently address the question of aligning higher education to meet the existing and emerging needs. These also include the question of visualizing the emerging social change in the background of our traditions and time tested value systems and aligning the knowledge, skills and humanities content in the education system with the needs of society, industry and the national development processes at large. We also need to orient our education system to nurture a spirit of innovation and entrepreneurship that empowers students to develop solutions to current and emerging problems and efficiently implement them to make a difference to the society at large. Maharashtra has had the tradition of sustained engagement with the process of social reforms and empowerment of people through creating wider access to education. There are several examples where new initiatives that emerged in Maharashtra were later on adopted in the country as a whole. We need to recognize the rapid change that is taking place in our societies as a result of new emerging technologies. This is leading to serious questions of ethics and adjustment. Today, the so called A3 (Anyone, Anywhere and Anytime) connected society on one side and the digitally illiterate across the digital divide on the other, both constitute major socio economic challenges that can be handled only on the basis of widest possible access to appropriate education delivered urgently. In the context of the unemployment issue, the education system should much rather produce employment generators rather than employment seekers, leading eventually to greater equity in society. A Higher education framework that facilitates diligent pursuit of knowledge and pushes its frontiers further as well as nurtures a spirit of innovation and technology development; should also be simultaneously helping the employment generation needs. Higher education programs pursued with a mind set of finding appropriate solutions locally are crucial to mobilizing our huge human capital to becoming the engine of development and growth and preventing it from being a drag on the system. Taking into account the fast rising aspirations of our youth in the background

of economic growth and an increasingly interconnected world, our higher education system needs an urgent and radical transformation that enables wider access, empowerment, to be the agents of new transformation as, well as livelihood assurance for our youth. Considering that the population in most industrially advanced countries is ageing, our youth has opportunities not only in India but also in other countries across the world. Investments in higher education when made with astute foresight can result in rich dividends out of our demographic advantage for the individuals concerned as well as the nation at large. India is already the fourth largest economy of the world in Purchasing Power Parity (PPP) terms, following USA, China and Japan. With 8.5 per cent annual economic growth rate, India will soon surpass Japan and then three major players that will define the world economy would be USA, China and India. Further, with its young population that will remain the world's largest productive population for quite some time, India has an opportunity to lead the world like never before and regain her glory as the most prosperous nation of the world that she enjoyed till the 11th century and continued to sustain till the 17th century in spite of several invasions.

To assert once more, Maharashtra has had the tradition of playing a leading role in India's socioeconomic transformation. What Maharashtra does is emulated by other States in some form or other. The key to the socio-economic transformation is education at all levels and it is in this context of leading India's experience as a potential world-leading nation, that we must look at reforms in Maharashtra's education system, particularly in higher education.

Higher Education Scenario in India

The Governing Matrix

The Ministry of Human Resource Development is the leader at the Centre on matters related to policy and direction for HE. The States have been empowered to concurrently operate, manage and implement their own initiatives and projects in this space under an overarching policy and guideline scenario. The University Grants Commission and various professional councils, such as All India Council for Technical Education (AICTE), Medical Council of India (MCI), Council of Architecture (COA), etc., have over the years been controlling the provision and development of HE programmes and infrastructure. State Governments have legislated and caused to be devised, various authorities, institutions and bodies to spread the higher education infrastructure across their sate level jurisdictions. The Central dispensation on HE has also included National Institutions such as the IITs, IIMs, NITs and a plethora of directly funded HE providers. Suffice to say we have a three-tier structure of Central, State and Local Private bodies operating HE institutions across India. The UGC has been the funding body that has managed the diverse and challenging multi state and multiple priority tasks of institution building, managing and quality control through its offices. The Councils in the Professional and Technical areas have been the connectors to industry and gatekeepers of quality and needs of various acknowledged professions. These Councils have also played a leading role in enabling specific technical professional programs and subjects to help deliver education through Private Institutions across the country. The Challenges of expansion, development, quality and sheer subject leadership, to be delivered across the vast nation, as well as of aspirations and expectations from HE are extremely high. The regulatory and the governing scenario that has evolved due to this have taken a form of management by legislation and in some cases have evolved as a result of series of litigations. As per the 2007 statistics, published in 2010 by MHRD GOI (Government of India), there are 406 University level Institutions in India with 23099 colleges. Total enrolment is estimated to be 1.70 crore students across all HE courses. This constitutes a GER of 13.79 for the nation as a whole.

Challenges faced by Higher Education in the State

Clearly the higher education challenge for us is three fold, namely expansion, inclusion and excellence. Expansion must occur in order to serve the exponential demand for access to higher education. Inclusion is a must because access must be provided for all, not for a privileged few. And while achieving this, excellence should not be compromised at any cost. Indeed, our vision for higher education must cover several levels to maximize our human capital across the full spectrum of talent and aspirations of our youth. Higher education should encompass learning and scholarship all the way up to the current frontiers of knowledge, research that pushes the frontiers of knowledge, technology at the cutting edge, innovations to address the problems and opportunities in industry/society and finally entrepreneurship that generates wealth in the society. For this purpose all university campuses would need to be transformed to become more holistic learning environments that enrich students with new knowledge and skills to engage meaningfully in the emerging socio-economic transformation. More importantly, a university campus should nurture education and research activities that are alive to the dynamics of the society and industry in the neighbourhood and guide and support them not just in terms of human resource but also through relevant studies, research and innovation on the campus and in the university at large.

Opportunities for access to higher education in the State are somewhat unevenly distributed. A more even distribution is necessary particularly in the context of the strong linkage between higher education and development that we seek to create as highlighted above. There is, thus, a case for more campuses that can focus on education and research around the needs of the neighbourhood. While one can visualize a university with more than one campus, a university without a campus should not be envisaged. University campuses should pursue academic and research activities across a whole range of disciplines in the true spirit of a university and enable the students and faculty to engage in research and problem solving that push the frontiers of knowledge and bring benefits to the society around.

How excellence can be maintained?

The strengths of the university arise out of its ability to make and implement policy decisions for integrating teaching and research as envisaged by the vision and mission document of the university.

1) Transparent and proactive governance and visionary leadership.

2) Excellent research & teaching learning resources and teaching faculty.

3) Establishment of Central Instrumentation facility (CIF) as a backbone facility for academicians and researches from the campus and affiliated colleges.

4) Through the establishment of Design Innovation Centre innovations/research/technology transfer is accomplished.

5) Continuous excellent research outputs in the form of publications in high quality International and national journals.

6) University has initiated a unique programme of inviting and appointing eminent academicians as Distinguished Professors. The Professors are given the mandate of inculcating scientific vigor and discipline the budding investigators.

7) Creation of separate dedicated IT cell.

8) Overall creation of research environment by networking of faculty through interdisciplinary research.

9) Opportunities in ICT as enabler to student-centric education.

10) Promotion of autonomy to colleges and university departments.

Chapter 3

Profile of the Case Study - Institution

Introduction and Brief History of Institution

Maharashtra and especially the Savitribai Phule Pune University (Formerly, University of Pune) have always been at the fore front of evolving new paradigms, which involve new thought processes. Savitribai Phule Pune University, one of the premier universities in India, is located in the North-Western part of Pune city in a picture sake lush green surrounding sprawling over 411 acres. The University is symbolically identified with the Main Building, it is a monumental building with a architecture, was once the residence of the Governor of Bombay in the days of the British Raj. Built in 1864 architecturally, it defies classification through its spiritual antecedents and the 80 feet flag tower has been described as a 'Victorian rendering of an Italian campanile'.

The lush green lawns adorned with beautiful fountains of the British times and the majestic building of the University are a constant source of attraction to the aesthetically oriented people of Pune, filmmakers, musicians and celebrities. The University campus is covered with a large number of age –old trees, which provide shade and beauty, and the peaceful surrounding make for a very invigorating environment for serious studies and research.

The University is one of the largest and prestigious Universities in the world with students' strength of over 6 lakh. The university houses 49 academic departments under 11 academic streams and each of which has its own separate buildings running 271academic programs. The University is having 880 affiliated colleges, of which 234 are recognized management institutions. The university has 70 recognized research institutes and 21 other institutes of national repute recognized by the university. There are 9 Autonomous colleges and 10 colleges are recognized by UGC as "Colleges with Potential for Excellence (CPE)" and 1 college with Excellence. The university campus and affiliated 9 colleges have received grants from UGC for introduction of B.Voc Coursed and 10 Colleges have received grants under Community College schemes. The university and Abasaheb Garware College are also a part of DDKAISHAL Programme of the MHRD. The university ahs on campus in house capacity to provide accommodation to 3000 male and female students with separate residential facility for international students, teachers and staff. The university runs a chain of refectory, hostel mess and canteens on the campus. The Central Jayakar Library is one of the best centers of reference and information in the country. The library subscribes to Indian and foreign research journals, and also receives periodicals on gratis and exchange basis. It has more than 5,11,748 books and Journals on varied subjects. Inter-library loan facility is extended to many colleges, institutional and government agencies. The Jayakar Library has preserved a wealth of ancient Indian texts in the form of manuscripts and books.

The university has a fully developed Sports ground with world-class sports facilities like basketball court, gymnasium, tennis and badminton court, football ground and indoor sports facilities available to all the students. There is a separate accommodation facility for sports persons. The university has won state level 'General Sports Championship'. The students' facilitation centre, Health Centre and Central Instrumentation facility are the other facilities worth mentioning.

The well qualified and devoted faculty and a comprehensive range of programmes and courses make it the 'University of Choice' for those seeking quality educations in an environment conducive to learning, providing reasonable choices to students in terms of subjects and teachers/colleges ahs made education at the S.P. Pune University more aligned to the needs of the

students. As a result, the university is ranked the best university in the country in 'teaching' parameter amongst Indian universities, next only to the Indian Institute of Sciences (IISc)-Bangalore, by Times Higher Education World University Rankings 2016.

The university is re-accredited by NAAC with 'A' Grade in 2011. On the basis of academic achievements in teaching & research, the UGC has recognized Savitribai Phule Pune University as 'University with Potential for Excellence (UPE)' with Phase I and phase II support. Department of Science & Technology has also recognized the university under DST-FIST & DST-PURSE scheme. It is worthwhile to mention that UGC has nominated SPPU to represent India in the Internationalization of Higher Education programme of UGC. It is really the recognition of high quality work carried out by Savitribai Phule Pune University in the field of teaching and research. University Grants research and teaching under its 'Special Assistance Program (SAP)', a programme intended to encourage the pursuit of excellence and teamwork in advanced teaching and research to accelerate the realization of international standards in specific fields. 10 Departments have achieved the status of 'Centre for Advanced Studies (CAS)' of academic and research excellence. The university has developed a full-fledged modern 'e-content Development & Learning Innovation Centre' on the campus. The university has also created 25 course modules and established 29 digital classrooms with financial support from RUSA. This was presented at a National level as a State Government's creation, which was accepted by the MHRD. This facility was inaugurated by Smt. Smriti Zubin Irani, the Hon'ble Minister of Human Resource Development, Govt. of India on 3rd June 2016.

Savitribai Phule Pune University was established in 1949 and led by visionaries like Barrister M.R. Jayakar who was known for his educationist and philanthropist work and later by Rangler R.P. Paranjape, Dr. D.G. Karve, Mahamahopadyaya D.V. Potdar, Dr. N.V. Alias Kakasaheb Gadgil, Dr. Dhananjay Gadgil and several others. The philosophy and wisdom of these stalwarts is reflected in the vision and mission statement of the university as follows:

Automation and e-governance

The university has successfully implemented several online modules for example Online Eligibility, Online Migration, Online Quality Improvement Programme applications, Online Travel Grant applications, Online Scholarship applications, Online Affiliation and Accommodation and Activities of students facilitation Centre, Online PG Admissions. University has successfully conducted online PhD Entrance Examination paper I at 58 centres in Pune, Nashik & Ahmednagar districts and abroad also. In Examination section also several processes have been made online. Various certifications requests, application for photocopy, revaluation, transcripts, degree certificate, delivery of question papers at examination centres, etc. are made online.

Challenges faced by SPPU as a leading University of the state

Universities have a critical place to impart not only quality education, but also to provide cutting edge technological solutions through quality research. Savitribai Phule Pune University is equipping itself to face these emerging challenges of the 21st century.

1) To maintain quality.
2) Ensuring satisfaction of students while meeting their rising expectations and aspirations.
3) University should be accessible for handicapped i.e. Inclusive – whole campus should be developed accordingly.
4) Capacity expansion for enhanced access and inclusion.

5) 100 % accommodation and food is a difficult task to achieve.
6) Achieving excellence by involving masses from diverse background by providing them opportunities.
7) Poor maintenance of facilities started as initiatives. Ex – Wi-Fi connectivity.
8) Regular International exchange programmes should be with developed countries.
9) Enhancing International recognitions and rankings.
10) Aligning education to livelihood assurance.
11) Participation of industry experts in formal M.Phil. and Ph.D. research.
12) Motivating teachers from humanities and Social Sciences and Arts faculty to develop innovative teaching methods.
13) Motivating young faculty for improving the research output.
14) Expansion of Portfolio of Academic programmes.
15) Attracting high quality faculty of international repute.

Vision

- Becoming a vibrant knowledge Centre and a Centre of Excellence in teaching, research and extension activities;

- Bringing about conservation, creation, advancement and dissemination of knowledge;

- Creating technologically equipped thought and action leaders in a wide range of spheres by providing value-based and high quality education;

- Generating cutting-edge research and innovations, and enabling empowerment through social and regional inclusion.

- Increasing global linkages by attracting international students and establishing collaborative Programmes with educational institutions of repute.

Mission Statement

"The Mission of Savitribai Phule Pune University is to be a global, socially conscious Center of Excellence in the conservation, creation, advancement and dissemination of knowledge, equipped to take up challenges of the enormous change taking place all around and committed to empower its faculty and students to contribute meaningfully to economic, technological and social development and progress."

In line with the vision and mission of the university, ever since its establishment the curriculum development philosophy of the university had been to nurture the best of the Indian values among its students and to develop the character and personality along with equipping their minds with best of the contemporary scientific and technological advancements to make them competent globally.

Courses and Programmes Currently Offered

For providing quality education in a wide range of spheres, the university presently offers academic programs under the 11 Faculties viz. Arts and fine arts, Mental Moral and Social Sciences, Science, Commerce, Law, Education, Physical Education, Engineering, Pharmacy, Management, Technology. The details of the programmes offered by the university on campus and in affiliated colleges are as below:

Table 3.1: Courses and Programmes Currently Offered

Programme	Offered by University	Conducted on Campus
Under Graduate Degree	131	10
Post Graduate Degree	157	88
M.Phil	45	44
M.Tech. – Ph.D Integrated	5	5
Ph.D.	95	73
Diploma	50	17
P.G.Diploma	57	18
Certificate	58	16
Courses in Community Colleges	12	-
Total	**610**	**271**

The mission of the university mandates raising the academic standards at par with global benchmarks. In this direction, the university along with ancient language studies viz. Sanskrit, Prakrit, pali initiated a number of advance interdisciplinary novel programmes such as Bioinformatics & Biotechnology, women's studies, blending of science and engineering under Technology Faculty such as M.Tech. (Aviation), M.Sc. Industrial Mathematics with Computer Applications, Modelling & Simulation, MBA in Pharmaceuticals & Bio-technology, Health Sciences, Medicinal Chemistry, Atmospheric & Space Sciences, Environmental Sciences, Advanced Studies in other regional & foreign languages. All such programs intertwine a technological and academic advantage to the university in its effort of capacity building in these areas.

The five-year integrated course in Bioinformatics and Biotechnology, blending of science and engineering under Technology Faculty such as Integrated M.Tech. Ph.D. Programme, M.Tech. (Aviation), M.Sc. Industrial Mathematics with Computer Applications, Medicinal Chemistry, Atmospheric & Space Sciences, Environmental Sciences, Integrated BSc-Bed, BSc Blended are some of the innovative curricula offered at the university apart from the traditional core competences course. The establishment of 'Design Innovation Centre' and a dedicated 'Skill development Center', the education at the university is transforming students from being job seekers to become job providers.

Table 3.2: Student, Teachers and Non-Teaching Staff Numbers (Year: 2014-15) and Numbers of students enrolled in year 2014-15 at SPPU

Categories	2014-15	
	Male	**Female**
SC	665	400
ST	176	76
OBC	791	518
General	1801	2002
Others*	351	190
Total	3784	3186
Grand Total	6970	

other include Nomadic Tribes/Vimukta jati, Special Backward class, J&K Migrants, Foreigners, Persons of Indian origin (PIO), SAARC countries students and as well as other department – specific quotas like defence quota.

List of Departments in S.M. Joshi College

Highest Qualification	Professors		Associate Professors		Assistant Professors		Total
	M	F	M	F	M	F	
Permanent Teachers							
D.Sc./D.Litt.							
Ph.D.	22	7	44	27	56	47	203
M.Phil.	2	2	13	3	9	8	37
PG	0	0	0	0	11	10	21
Temporary Teachers							
Ph.D.	6	0	4	8	20	18	56
M.Phil.	0	0	0	0	1	2	3
PG	0	0	0	0	10	6	16
Part-time Teachers							
Ph.D.	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

Visiting Faculty – 646, Adjunct faculty – 32, Professor Emeritus – 10, Distinguished Professors – 06

Governance structures, legislations, rules, procedures, processes

Governance, Leadership and Management

Well defined vision and leadership with ideas and set philosophy are the necessary prerequisites for the growth of institution like Savitribai Phule Pune University. The university has nurtured a vision consistent with its rich traditions and followed a new path of development. The principal focus of the S.P. Pune University has been to facilitate learning and scholarship all the way up to the current frontiers of knowledge, research that pushes the frontiers of knowledge, technology at the cutting edge, innovations to address problems and opportunities in industry/society and entrepreneurship that generates wealth in the society. The management information system of university is well founded on the basis of a rightly defined set of channels. The channels of reporting, submission of information and decision making are properly planned and defined by appropriate regulation.

The collective and corroborative roles and responsibilities shared by these set channels has led to the various novel initiatives in Pursuit of Excellence

- The university started 'M.Tech. Aviation Technology' course in collaboration with Fachschule fur Luftfahrzeugfuhrer (FFL) Germany.

- Established 'Bio-informatics Centre' as a centre of excellence with an investment of INR 3.69 Crore.

- Established 'Centre for Modeling & Simulation' with an investment of INR 8 Crore.

- Established 'Skills Development Centre' to promote employability amongst the youth, aimed at a targeted young population of State of Maharashtra.

- The university has made a provision of INR 9.5 Crore from its funds to provide research assistance for students and academic staff.

- Instituted 'Rajarshi Shahu Scholarship' for students from socially-disadvantaged weaker sections of society, along with many other scholarship schemes.

- The university has taken active steps towards clean energy by venturing into installation of solar energy panels as a living laboratory.

- Wider encouragement to students to participate in 'Avishkar', a state-level innovation and research competition that has resulted into winning the general championship eight times out of ten.

- Implemented choice-based credit system for all the courses on campus.

Best Practices and Innovations:

Best practices relate not only to knowledge but also to actions. At SPPU, teaching and research excellence is embedded within the strategic plan. The goals of the university are within the framework of the mission of the university and the university has explored innovative and creative ways to design and implement strategies and approaches that have worked well delivering significant results as expected, in the classrooms and research laboratories, in global outreach and community connect, in national development. These best practices have created a unique space for the university on the national and international academic canvas, as reflected in many national and international recognitions and collaborations.

The SP Pune University has developed and follows variety of best practices which over the years have significantly contributed in the overall functioning and development of the university. A few of the best practices followed by the university are as follows:

1. Implementation of Total e-Governance
2. Research Promotion Scheme
    a) Appointment of Distinguished Professors
    b) Central Instrumentation facility
    c) BCUD research project scheme
    d) Departmental Research Development Programme (DRDP)
    e) Design Innovation Centre
3. Quality Improvement Programs
4. Skill-development Centre on campus
5. E-content development and learning innovation centre
6. Global Outreach Program
7. Sub-centers and Students' Facilitation Centers
8. Recognition and Felicitation of Social Icons
9. Scholarships/Fellowships to Students

The Future Vision

The higher education challenge for S.P. Pune University is three fold, namely expansion, inclusion and excellence. Expansion must occur in order to serve the exponential demand for access to higher education. Inclusion is a must because access must be provided for all, not for a privileged few. And while achieving this, excellence should not be compromised at any cost. For this purpose the university campus is geared up to get transformed to become more holistic learning environments that enrich students with new knowledge and skills to engage meaningfully in the emerging socio-economic transformation. The university campus is ready to nurture education and research

activities that are alive to the dynamics of the society and industry in the neighbourhood and guide and support them not just in terms of human resource but also through relevant studies, research and innovation on the campus and in the university at large.

S.P. Pune University, in spite of the trend of privatization of education, is playing and would continue to play important role to shape the future of millions of youths in Maharashtra for decades to come. The university is committed to promote innovations in learning-understanding processes, cultivate research and development culture, imbibe the principles of knowledge to wealth generation and bring openness and flexibility in teaching and research framework. Innovation is the key to our competitiveness on the global scene. In order to facilitate innovations based on the research being carried out at the university, the universities has made institutional arrangements in partnership with industry and neighbourhood and have established science park, skill development center and design innovation centre. The fulcrum goals, for the university, its affiliated colleges and institutions, through the strengthening of existing institutions, proposing and developing new institutions, are therefore, to

- Secure the university's position as the premier academic institution in India and carve a roadmap for securing its place in the top ten in the Asian region and later, achieve the top ten in a global scenario.

- Realize the university's potential for excellence and play a proactive role in the internationalization of higher education process within the current WTO and GATT scenarios.

- Increase the university's contributions to new academic programs, research, innovation, human resources to the industry and national development.

- Extend the University's commitment to excellence in teaching and its focus on creativity, entrepreneurship, environmental planning, ethics and value systems, and commitment to social equity and justice along with empowerment to its various departments, affiliated colleges and institutions.

- Evolve necessary legal and governance structure to support this vision within the University, enable support of the Government, Private sector and stakeholders.

The university has grown tremendously in size and reach. In order to ensure visibility on national and international platforms, it is essential to have world class infrastructure for exchange of ideas. In the coming Years, University shall strive to further promote excellence in quality of teaching and research. The road map for the next five years has been drawn with focus on expansion of research facilities, strengthening of teaching laboratories, expansion of student amenities. This master plan takes a renewed approach, with 'scholarship, innovation, and creativity' and proceeds action pathways within a holistic approach. The convergence of strategic requirements for infrastructure, academic and social needs of future growth of the present campus, including (a) physical reengineering of the Ganeshkhind campus, (b) strategies to strengthen the campuses at Ahmednagar and Nashik, (c) strengthen existing physical and academic infrastructure.

Constitution of the Act

The Poona University Act, 1948, is naturally so framed as to incorporate the major recommendations of the Maharashtra University Committee, whose Chairman was the late Dr. M. R. Jayakar, the first Vice-Chancellor of the University. Up to 1948, Bombay was the only University in the then Province of Bombay and it was predominantly of the affiliating type. Educationists were agreed that a university, to be properly so called, must assume direct

responsibility for teaching at least Post-Graduate courses. The Poona University Act of 1948 incorporates important provisions under Sections 39 and 40 giving the University sole responsibility for Post-Graduate education in the whole area and also for Post-Intermediate education in the Poona area. Many of its provisions in regard to the officers of the University and the structure and powers of the authorities of the University differed from the provisions of the Bombay University Act. For instance, the Vice-Chancellor of Bombay University is nominated by the Chancellor. Under the provisions of Section 11 of the Poona University Act, he is elected by the Court or the Senate from among three persons recommended by the Executive Council or the Syndicate. The Senate of Bombay University has the power to pass the university budget but this power is not included among the powers of the Court in the Poona University Act.

Ownership and Management Structure

The internal organization of university is based on the concept of line and staff management system. The important line and staff functions and performance of university are presented here in an organizational chart:

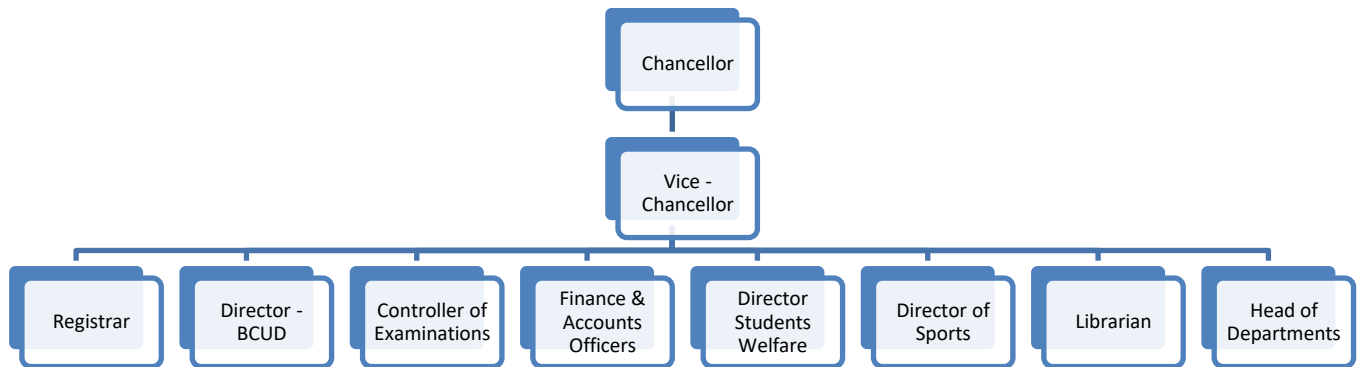**Chart 3.1: Savitribai Phule Pune University Organization Chart**

Chart 3.2: Organization Structure for Policy-making
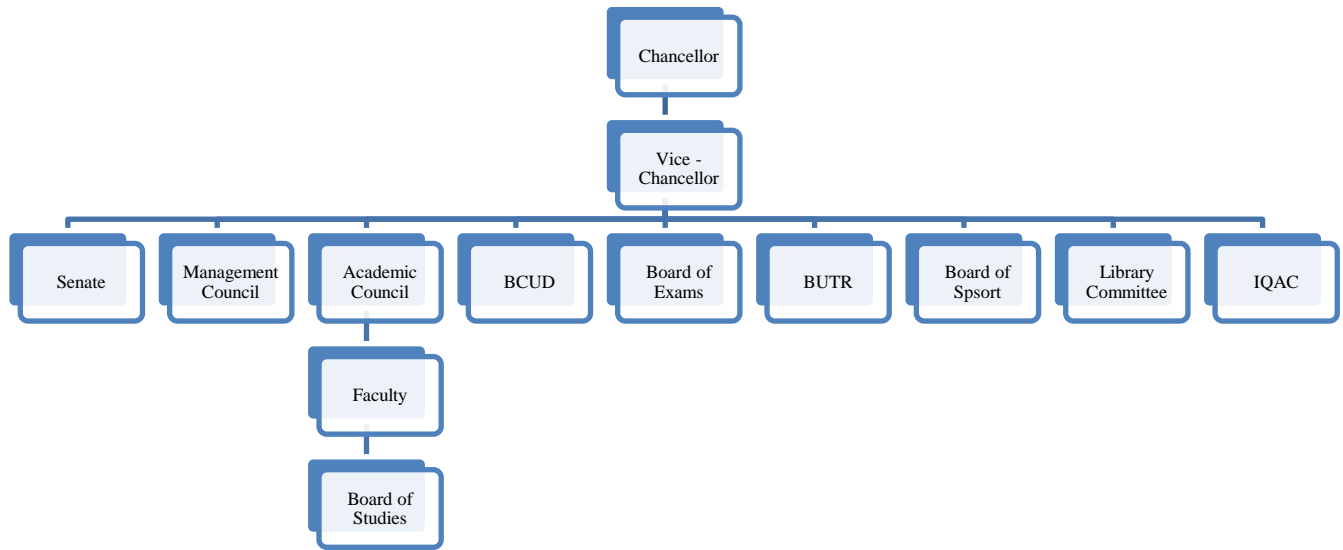
There are five echelons through which university coordinates, interacts and processes for effective decision making. This division also helps in effective upward and downward communication as well as smooth functioning of the university.

Sources of Funding

Section 75 (2) of the Maharashtra University Act, 1994 provides for 'Finance and Accounts Committee' under the Chairmanship of Hon'ble Vice Chancellor and comprises of representatives of the State Government, Director of Accounts and Treasuries, Management Council, Academic Council and Registrar, Director-BCUD and finance & Accounts officer of the university as member secretary. The committee meets at least four times a year to examine the accounts, the progress of expenditure and all new proposals involving fresh expenditure in the light of the provisions available. The annual statement of accounts and the financial estimates (budget) of the university, prepared by the Finance & Accounts Officer are laid before the Finance & Accounts Committee for consideration and recommendation, and for submission thereafter to the Management Council for such action as it think fit. The budget is prepared in three distinct parts viz. Maintenance, development and independent project or scheme or collaborative programmes grants. The committee recommends to the management council regarding productive investment and management of university assets and resources including the university. The committee takes necessary steps to have the university account audited by auditors appointed by the Management Council and advises the Management Council on matters related to the administration of the property and the funds of the university.

The salient features of the institutional mechanism for ensuring effective and efficient use of financial resources are:

- Investment Management System
- Project Grants Management System
- Endowment Fund Management System
- 'SMART' Fee Collect ion System

- Fee Reconciliation System
- Travelling Allowance and Daily Allowance management System
- Cash Payment Management System
- Pay and provident Fund Management System
- Research Grant Management

The university through its IQAC has conducted academic audits of the departments of the university by constituting peer review committees comprising of eminent external experts as per the guidelines of the NAAC. A total of 20 such experts in different subject areas were invited and smaller discipline-wise committees were constituted for carrying out the peer review. A structured proforma was provided to the committees for overall evaluation and audit of the respective departments. The departments were asked to make presentations before the committee.

Following measures have been taken by the university based on the recommendations of the academic audit to improve teaching, learning and evaluation:

- The recommendations of the peer review committee were discussed amongst the Departmental Committees and proposals to bridge the gaps were duly submitted to the university authorities.

- Based on the reports, minor lacunae in physical infrastructure were addressed and process was initiated for major infrastructure modifications.

- Augmentation and enhancement of various learning resources was undertaken and additional books, journals, e-contents and videos were procured.

- Realizing the need for e-content development, the university has set up a state of- the-art recording studio on the campus.

- Need-based augmentation of analytical instruments in the Central Instrumentation Facility was undertaken.

- The vacant teaching and non-teaching posts were filled up from time to time to ensure adequacy of teaching staff.

- Training programs and workshops were organized for reforms related to evaluation processes.

About the College

S.M. Joshi College, Hadapsar, Pune

A premier institution of education like the Rayat Shikshan Sanstha, known and honored far and wide, not only at the national level, but at the global level too, needs no introduction. The institution itself is regarded as a noble mission, a noble cause, so earnestly and so enduringly pursued by its founder – father Karmaveer Bhaurao Patil, the educator of the educators and his legendary wife Sou. Laxmibai Patil with her exemplary sacrifices made to turn the mission into a reality.

The Rayat Shikshan Sanstha is one of the leading educational institutions in Asia. The value of its contribution to education in general is enormously great as it has, from the very beginning, tried all its best to lay emphasis on the education of the down-trodden, the poor and the ignorant who really form the major bulk of society. The founder of the institution, late Dr. Karamaveer Bhaurao Patil, was a man of the social ills that beset his times and fully realized the dire need of the spread of education. He believed that education alone could correct the social ills such as caste-hierarchy, money-lending, illiteracy, untouchability, superstitions and social and economic inequality. Throughout his life he tried to translate this belief into reality. He was the champion of the poor,

the weak, the dispossessed and left no stone unturned for their upliftment. He was a great humanitarian who endeavoured hard to educate the masses to bring a kindly light of hope in their lives of misery and ignorance. He realized that the social ills could be remedied through the education of the masses alone and laid the foundation of the Rayat Shikshan Sanstha by opening a Boarding House at Kale (Tal-Karad, Dist-Satara) in 1919. Soon, however, in 1924 he shifted the head-quarters of his educational institution to Satara.

Today, the branches of Sanstha have been spread 14 districts of Maharashtra and one district of Karnataka (Belgaon). The Sanstha is imparting education through its 675 branches from Primary to PG level. It has primary, secondary, higher secondary schools, ashram shala and also UG and PG programs in Arts, Commerce, and Science. Besides, it runs D.Ed., B.Ed. and one Engineering College. At present, in all 4,50,000 students are taking education in various branches of Sanstha. The total teaching and non-teaching staff of sanatha is about 16000.

Vision – Education to all the classes of society, especially to the downtrodden, economically and socially backward sections of society. There is a need to reconsider the present education at all its levels. The globalization and liberalization have changed all the concerns and references. It is necessary to deviate from the traditional methods and use the new methods and technology for imparting education. In view of this the Rayat Shikshan Sanstha has actively started the process of adjusting with new trends.

Objectives of the Sanstha

1. The quality improvement programmes at 10th and 12th levels for strengthening teaching-learning.

2. Making changes for improvement in quality merit right from 4th std. onward through various teaching aids and resources.

3. Orientation and training programmes for the teachers on the new methods and techniques of teaching.

4. Providing at least one job oriented course to the students along with conventional university courses/degrees.

5. Starting courses especially for girls in all colleges to make them self reliant, to stand on their own.

6. Introduction of system to prepare students competently for competitive examinations.

7. Framing new short term courses related to management studies.

8. Making MS-CIT course available to know the needs of BPO services and for the preparation of software. MOU with bio-technology institutions and universities.

9. Paying attention on the changes occurring after 2005 and retaining leading position of the Sanstha in the process of modern education.

Mission

1. To impart liberal and vocational education, from pre-primary to university level, to the rising generations.

2. To provide education to the people from remote places. Tribal, rural, semi-urban and urban areas by establishing educational institutions.

3. To provide education to all the classes of society, especially to the downtrodden, economically and socially backward sections of society.

4. To provide education to women by establishing girls' schools, high schools and colleges.

5. To provide training and quality improvement of teachers and non-teaching employees of the Sanstha.

6. To enrich the dignity of labor and to make arrangements for providing education against manual labor.

7. To promote the acquisition of knowledge and to offer opportunities for upgrading the knowledge, training and skills in all fields of human Endeavour by developing educational network with use of modern communication media and technologies.

8. To promote among the students a sense of equality, national integration, social justice and to act as a catalyst in socio-economic transformation for national development.

9. To make arrangements for promoting healthy atmosphere, corporate life and welfare of students and employees.

About the S.M. Joshi College

S. M. Joshi College, Hadapasr, Maharashtra- 411028, is established in 1986 by Rayat Shikshan Sanstha, Satara. It is one of the leading educational Institutes in Maharshatra and one of the largest in Asia, established by late Padmabhushan Dr. Karmveer Bhaurao Patil.

The college is affiliated to University of Pune, Pune and is recognized by University Grants Commission under section 2f and 12(B) of UGC act 1956. The college was first accredited by NAAC with B+ grade and later reaccredited with 'A' grade (CGPA 3.09) in January 2011.

The college encourages students form socially, economically and educationally backward population of the Pune city and nearby rural area to join higher education. The college offers various academic and career oriented courses in order to enhance employability. To support financially weaker student, college runs 'Earn and Learn' scheme. Though the college is located in urban area of Pune city, it is on periphery of the city and above 90% students come from nearby rural and slum area. The college has around 70% girl students.

Therefore, the college works with the Mission "We are committed to educate socially, economically and educationally backward people and to bring about the positive change among them and thereby serve the nation."

Mission and Goals of S.M. Joshi College

To impart higher education with multifaceted aspects, excelling the human resources in broader perspectives of national and global context

1. To provide higher educational opportunities, primarily to the lower classes through the policy-education at their doors.

2. To generate academically, physically, spiritually and sound motivated graduates with awareness of importance of national integration and social responsibilities.

3. To develop the overall personality of the student.

4. To impart education through self help and dignity of labor.

5. To promote women's education.

6. To promote healthy atmosphere, corporate life and welfare of students, teaching and non teaching staff.

Table 3.4: List of Departments in S.M. Joshi College

Science	Chemistry, Physics, Zoology, Botany, Electronics, Mathematics, Microbiology
Commerce	BCA, B.Com
Arts	Marathi, English, Hindi, Economics, Geography, History, Political Science

Table 3.5: List of Short-term Courses in S.M. Joshi College

Sr. No.	Course Name	Duration	Fees
1	Nail Art	8 Days	300
2	Rangoli	8 Days	300
3	Saree Drepary	8 Days	300
4	Hair Style	8 Days	300
5	Mehendi – Traditional	8 Days	300
6	Mehendi –Arabic	8 Days	300
7	Beauty in Ayurved	8 Days	500
8	Personal Beautician	15 Days	1000
9	Basic Beautician	3 Months	3000
10	Fancy Bags	8 Days	300
11	Soft Toys	8 Days	300
12	Embroidery	8 Days	300
13	Gown Preparation	8 Days	500
14	Blouse Specialization	1 Month	500
15	Fashion Designing	3 Months	1500
16	Mural Ceramic	8 Days	500
17	Water Fall Model	8 Days	500
18	Stocking Flower	8 Days	300
19	Bakery & Confectionary	8 Days	300
20	Dry Clean	8 Days	300
21	Internet Surfing	8 Days	300
22	Effective Power Point Presentation	8 Days	300
23	Computer Typing & DTP	3 Months	2500
24	Web Search	8 Days	300
25	Basic Animation	8 Days	300
26	Home Interior	8 Days	500
27	Spoken English	3 Months	500
28	Self Defense Training	8 Days	300
29	Yoga	8 Days	300
30	Basic Csilambam	8 Days	300

Table 3.6: Facilities in S.M. Joshi College

Sr. No.	Facility	As on April 2014
1	Total College Area	4.32 Acre
2	Main Building Area	42,808 sq ft
3	Ladies Hostel	12256 sq ft (Capacity 100)
4	Indoor Stadium	9840sq ft
5	Class Room	22
6	Laboratory	13
7	Computer laboratory	02
8	Language Laboratory	01
9	Total Computers	85
10	Network Internet Facility	12
11	Periodicals in Library	16
12	e-journals	2000
13	e-books	4823
14	Computers in Library	09 (with Internet)
15	Books in Library	42,107
16	LCD Projector	10
17	Laptop	08
18	TV	03
19	Parking Stand	04
20	CCTV Camera Units	22
21	Administrative Office	01
22	Toilet	12 Blocks
23	Chemistry store	Available
24	Printers and Xerox Machine	12
25	Xerox Machine	02
26	Software Packages	09
27	Copy Writer	02
28	College Website	01

Admission Policy, Teacher Recruitment Policy, Research Policy, Faculty Development Policy –

The college is multi-faculty college. It imparts education form UG to PG programs. The college has 09 UG, 06 PG departments and 01 research centre. The student strength of our college for the year 2013-14 was 2100. Out of it 1600 were the female and 500 were the male students. We have 28 permanent teachers including Principal and twenty temporary/CHB/visiting faculties. The non-teaching staff is 16. We give admissions to students on 'First Come First Serve' basis. The teaching and non-teaching faculty is appointed by mother institute as per the UGC guidelines, State Govt. rules and Maharashtra University Act 1994. Our 7 faculty members are approved guides for M.Phil. and Ph.D. the college has research centre in Chemistry. One of our faculty members is working on UGC Major Research Project 07 others are working on Minor Research Projects sanctioned by UGC and BCUD. The college motivates faculty to participate and present research papers in seminars, conferences and workshops as well as to do M.Phil. and Ph.D.

Chapter 4

Institutional Autonomy& Decision Making

Introduction & the contours of the Study

University governance refers to the structure and process of authoritative decision making across issues that are significant for external as well as internal stakeholders within a university. Effective governance provides institutional purpose, clarifies strategic direction, identifies priorities, and exerts sufficient control to manage outcomes. The attitudes and values of individual leaders, together with the underlying organizational culture, are at least as important for governance as institutional structure. Successful governance, however, also depends on the extent of agreement concerning institutional mission and the degree of consensus as to the implications of institutional culture. It may also become a means of retarding, if not halting, undesired institutional change until internal conversations concerning goals and objectives, given the nature of the environment, encourage the necessary adjustments in direction. Often there is interplay of forces within a university, which, in favourable circumstances, can facilitate productive internal exchanges, dialogues, and debates concerning goals and objectives in the context of a particular environment. In turn, this can facilitate agreement on action and strengthen the governance structure of the institution.

As the twentieth century ended, institutions of higher education were challenged by declining public investment, growing criticism of management in the academy and elevated tuition costs, demands for new measures and methods of accountability, unprecedented advances in instructional and communications technology, competition from for-profit providers, increased faculty and student mobility across international borders, and the expanded exports of educational programs and services (Ward, 2003). As a result, universities have been forced to make strategic choices concerning their competitive edges in both teaching and research, while placing an unprecedented premium on institutional flexibility. For instance, in April 2000, Fairleigh Dickinson University set out to operationalize a new mission statement with the goal of preparing students to function effectively in an environment characterized by diversity, global interrelationships, extensive digital information access, and rapid change.

Meaning of Autonomy

Autonomy may be defined as a functional status given to the colleges, by the University Grants Commission by giving greater flexibility towards purely academic development for up-liftment of academic standards and excellence.

The Education Commission (1964-66) pointed out that the exercise of academic freedom by teachers is a crucial requirement to the development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. As students, teachers and managements are co-partners in raising the quality of higher education, it is imperative that they share a major responsibility towards this end and hence the Education Commission recommended college autonomy, which, in essence, is the instrument for promoting academic excellence. Consequently, it was decided to confer autonomous status to such institutions as have the capability to design their own curriculum, evolve innovative teaching and testing strategies.

The UGC, on the recommendation of an Expert Committee and in consultation with the State Government and the University concerned, confers autonomous status on colleges to enable them

to determine their own curricula, rules for admission, evolve methods of assessment of student work, conduct of examination, use modern tools of educational technology and promote healthy practices such as community service, extension activities for the benefit of the society at large. There are at present 204 autonomous colleges spanning over 11 States and 43 Universities.

The Tenth Plan Profile of Higher Education in India prepared by UGC indicated the vision for higher education system in India for the 21st century. Pointing out the changing trends towards flexibility, the document states: "World over, the higher education is passing through an interesting phase. It is changing radically, by becoming organically flexible in diversity of programmes, in its structure, in its curricula, in its delivery systems and it is adopting itself to innovative use of information and communication technologies." The document proposed the agenda to "identify colleges and universities with potential and fund them to reach excellence in teaching and research with greater academic, administrative and financial flexibility; and cultivate and support credit based cafeteria approach education especially in autonomous colleges as well as in colleges and universities with potential for excellence".

Institutional Autonomy & Decision Making in SPPU: The Present Status

Maharashtra and especially the Savitribai Phule Pune University (Formerly, University of Pune) have always been at the forefront of evolving new paradigms, which involve new thought processes. Savitribai Phule Pune University, one of the premier universities in India, is located in the North-Western part of Pune city in a picture sake lush green surrounding sprawling over 411 acres. The University is symbolically identified with the Main Building, it is a monumental building with a beautiful architecture, was once the residence of the Governor of Bombay in the days of the British Raj. Built in 1864 architecturally, it defies classification through its spiritual antecedents and the 80 feet flag tower has been described as a 'Victorian rendering of an Italian campanile'.

The lush green lawns adorned with beautiful fountains of the British times and the majestic building of the University are a constant source of attraction to the aesthetically oriented people of Pune, filmmakers, musicians and celebrities. The University campus is covered with a large number of age – old trees, which provide shade and beauty, and the peaceful surrounding make for a very invigorating environment for serious studies and research.

The University is one of the largest and prestigious Universities in the world with students strength of over 6 lakh. The University houses 49 academic departments under 11 academic streams and each of which has its own separate buildings running 271 academic programs. The University is having 880 affiliated colleges, of which 234 are recognized management institutions. The University has 70 recognized research institutes and 21 other institutes of national repute recognized by the University. There are 9 Autonomous colleges and 10 colleges as college with Excellence. The University campus and affiliated 9 colleges have received grants from UGC for introduction of B.Voc courses and 10 colleges have received grants under Community college schemes. The University and Abasaheb Garware College are also a part of DDKAUSHAL Programme the MHRD. The University has on campus in house capacity to provide accommodation to – 3000 male and female students with separate residential facility for international students, teachers and staff. The University runs a chain of refectory, hostel mess and canteens on the campus. The Central Jayakar Library is one of the best centers of reference and information in the country. The library subscribes to Indian and foreign research journals, and also receives periodicals on grants and exchange basis. It has more than 5,11,748 books and Journals
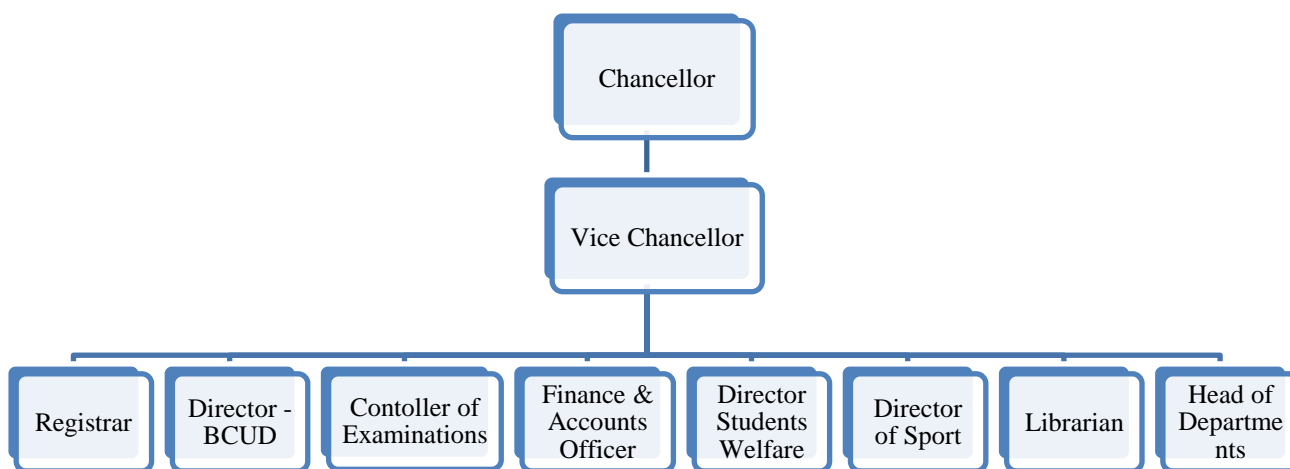
on varied subjects. Inter-library loan facility is extended to many colleges, institutions and government agencies. The Jayakar Library has preserved a wealth of ancient Indian texts in the form of manuscripts and books.

Organisational autonomy: a conceptual and methodological review.

(Verhoest Koen, Peters Guy B.)

Autonomy: A multi-faceted concept the demand for autonomy has been embraced by many. There is, however, no agreement about the precise meaning and desirable scope of autonomy. Neither is there agreement about the processes through which, and the conditions under which, autonomy is gained, maintained or lost, nor which normative and organizational principles" "autonomous" entities should be governed and which decisions should be made.

<p align="center">Chart 4.1: Governance & Management Structure of the University</p>

Chancellor

Vice Chancellor

| Registrar | Director - BCUD | Contoller of Examinations | Finance & Accounts Officer | Director Students Welfare | Director of Sport | Librarian | Head of Departments |

A hallmark of a world-class university is its autonomous functioning with a flexible governance model that can quickly respond to the needs of handling a new idea somewhat differently. Such a governance system must be exclusively peer driven.

The higher education scene today is dominated by a large number of affiliated colleges. There is a significant variation in the quality of education imparted in these colleges. It is important that depending on the performance of these colleges, they are granted graded autonomy, which should be under a periodic review. This would enable autonomous institutions to innovate and do better within the parameters of their autonomy and at the same time reduce the burden on the university. A flexible credit based modular curriculum, with a degree of harmonization across colleges and later perhaps even across universities, with reasonable choices for students in terms of subjects and teachers/colleges, could make education more aligned to the needs of the students. Such students centric approach facilitated even more by modern ICT and common processes could in fact enrich education further.

Table 4.1: Dimensions of Autonomy Examined & Reported

SN	Aspects of Institutional Autonomy		
	Academic	Administrative	Financial
1	Designing Academic Programs & Curriculum	Involvement in Governance Processes, Committees etc. at the University Level	Financial Regulation, Control and Scrutiny
2	Deciding Teaching Style, Instructional Material & Pedagogy	Shared Governance at the Department/Faculty/Institute Level	
3	Control over time, Determination of Work Load	Environment of and Freedom in Pursuing Career Development	Purchase Systems and Procedures
4	Choice of Doing Research, Collaboration and Twining	Existence of Grievance Redresal System	

Academic Autonomy

The Departments of the University are given functional as well as academic autonomy, as per the flexibility implied by guidelines of apex bodies, in following areas:

1. The Department frame their own syllabus, course structure and methodology of teaching.

2. The Departments conduct their own admission processes.

3. The Departments identify new areas of academic development, expansion and collaboration with other institutions.

4. Implementation of CBCS considering the specific requirement of course structure.

5. The methods of evaluation, grading and assessment and declaration of results within the CBCS guidelines.

6. Planning academic calendar along with organization of various activities of academic importance consistent with academic calendar of the university.

The Heads of the Departments are appointed by the Hon'ble Vice Chancellor for a period of three years by rotation from amongst the Professors, thus ensuring leadership development of senior faculty members. The University has established Departmental Committees in each Department, which is a Statutory Authority to take policy decisions, including academic decisions. Further, various other committees like Departmental Examination Committee, provide adequate autonomy to the departments. The University has decentralized Finance Section to Departmental/ Group level so as to expedite the procedures and a substantial financial authority has been given to heads of the Departments. Financial approvals for purchases are given by Technical Committees established at each department.

The accountability is ensured through following measures:

1. Submission of various reports to the higher authorities like academic plan, annual performance appraisals, and quarterly reports of the departments from time to time.

2. Academic and administrative audit on a regular basis and compliance to the suggestions for improving its functioning.

3. The Departmental Committee led by the Head of the department is accountable for all the activities performed by the department.

Designing Academic Programs & Curriculum

Table 4.2: Admission Services

Admission Services	Percent
Admission Staff Helpful at the time of Admission	67.3
Admission Process Fair & Transparent	86.1
Awareness of Financial Aid Options	83.5
Administrative Staff Supportive	70.5

Deciding Teaching Style, Instructional Material & Pedagogy

Teachers of the Savitribai Phule Pune University enjoy full autonomy in choice of teaching style, instructional material and pedagogy. Obviously the University gives complete autonomy to teachers as regards the choice of teaching style, pedagogy and instructional material. The Departments in an informal manner in Arts, Science & Social Sciences develop certain dos and donts for teachers but there are no restriction for using any particular method (e.g. seminar, discussion, case study, practical, community exposure). The faculty members were asked questions about the extent to which they enjoyed autonomy and chart 4.2 given below present their satisfaction level.

Table 4.3: Status of 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
Adoption of Teaching Processes	3.90%	60.80%	35.30%	3.70%	63.00%	33.30%
Selection of Student Learning Activities	13.70%	51%	35.30%	7.40%	48%	44.40%
Choice of Content for Teaching	13.70%	47.10%	39.20%	18.50%	40.70%	40.70%
Scheduling Time	27.50%	51%	21.60%	14.80%	44%	40.70%

Chart 4.2 a: Status of Autonomy in Teaching (University)
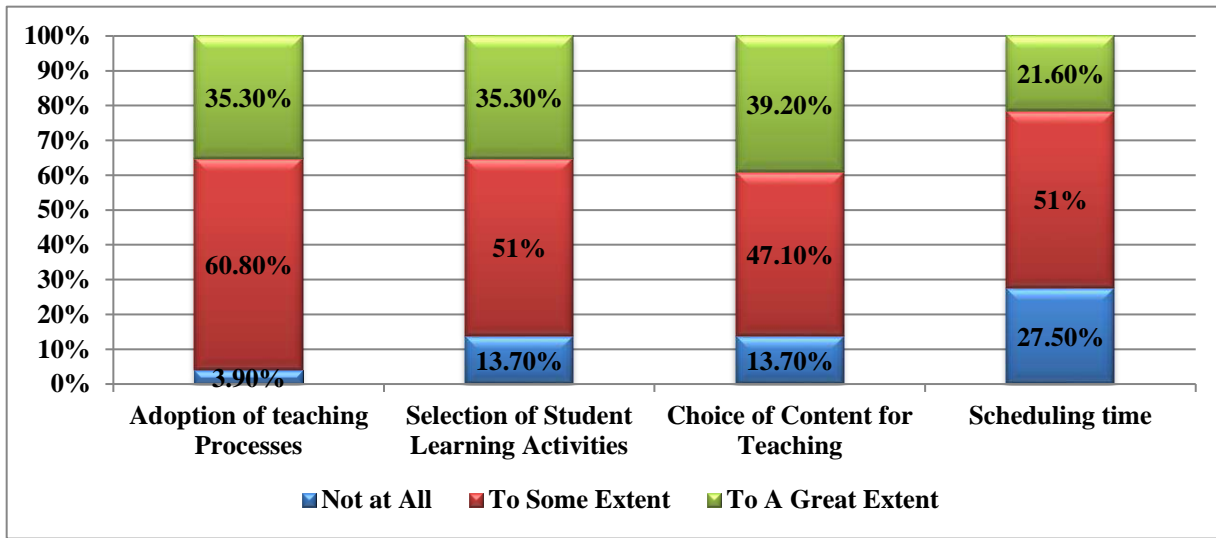
Chart 4.2 b: Status of Autonomy in Teaching (College)
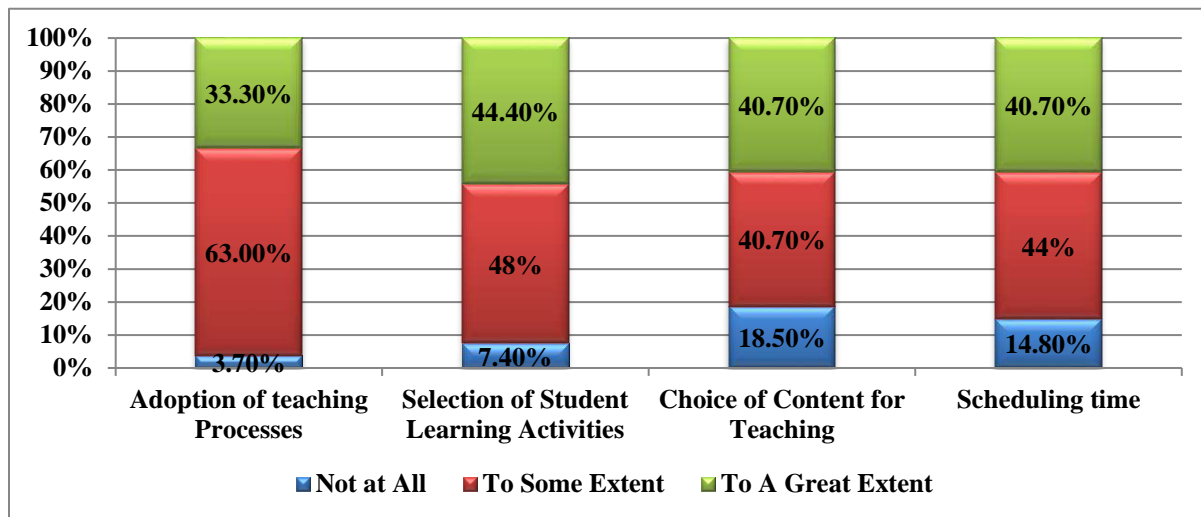
The Satisfaction level could be seen from the table and two charts and a comparison between the satisfaction of University and College teachers can also be had. The satisfaction of College teachers as regards choice of content of teaching was found to be very low (18.50% saying that they have no control and another 40.70% they have little control/ autonomy). The reason behind this is simple -

1. As per the University system college teachers are not part of Board of Studies and therefore have no say in deciding the curriculum. In some departments depending on the desire of the Head some teachers might be uniformly called.
2. College teachers cannot introduce any new programme and course.
3. They have no say in deciding the evaluation process either.

The satisfaction of University teachers as regards scheduling time of teaching was found to be also very low (27.50% saying that they have no control and another 51% they have little control/autonomy.) the reason behind this is simple-

1. University teachers have spent lot of time in co-curricular activities.
2. University gave the time schedule of teaching and it's very busy.

Control over time, Determination of Work Load

Teachers have always been contesting any regulation of their time by the authorities arguing that what they deliver in the class or what is reflected in their authorities arguing that what they deliver in the class or what reflected in their research output is on account of hours of work back home and as such they should be given free hand in use of their time. SPPU follows a very liberal approach on this and in general provides autonomy to the teachers. Though there have been times when the University administration had made 5 hours stay in the Department mandatory for the teachers, but this is history now. It is being increasingly felt by the University that so long as the teachers are doing their duty, engaging minimum classes as per the UGC guideline and discharging other responsibilities which from time to time are given to them.

Based on the survey of faculty members we prepared a weekly time-log of faculty members. The results are presented in table 4.4 given on the below. Although, the present chapter does not analyze the productivity of the teachers yet, the realization that on an average about 53hrs in a week the teachers are involved in discharging their duty is soothing and satisfying. Further, the table also shows that teachers are involved in wide range of activities. They might consciously say that they are not involved in decision making and most of the decisions are taken by the University or seniors in the Department, while giving their weekly time log they are admitting that on an average 3hours per week they have to devote in taking part in various meetings and another 4 hours in other administrative work. It clearly means that they are involved in the decision making process.

Table 4.4: Time Usage & Workload Distribution

Sr. No.	Statement	University		College	
		Average Hours per week spent	Percent of Total time	Average Hours per week spent	Percent of total time
1	Teaching	15	28.30	14	31.11
2	Preparing for teaching	10	18.86	6	13.33
3	Correcting for assignments	4	7.54	4	8.88
4	Advising and Counseling of students	4	7.54	3	6.66
5	Student evaluation	4	7.54	4	8.88
6	Attending meetings	3	5.66	3	6.66
7	Other Administrative Activities	4	7.54	3	6.66
8	Research	5	9.43	4	8.88
9	Community or Public Service	2	3.77	2	4.44
10	Any other activities	2	3.77	2	4.44

The teachers were not happy with their workload and complained that by indirectly putting them under serious work stress their autonomy to utilize their time is being nullified. The chart given below shows their perception of their work load

Table 4.5: Faculty Perception about Their Workload

	University	College
	Percentage	Percentage
Too Light	2.00%	3.70%
Light	3.90%	4.00%
Just Sufficient	37.30%	29.60%
Heavy	47.10%	59.30%
Too Heavy	9.80%	3.70%

Chart 4.3: Faculty Perception about Their Workload (% of Total Surveyed)
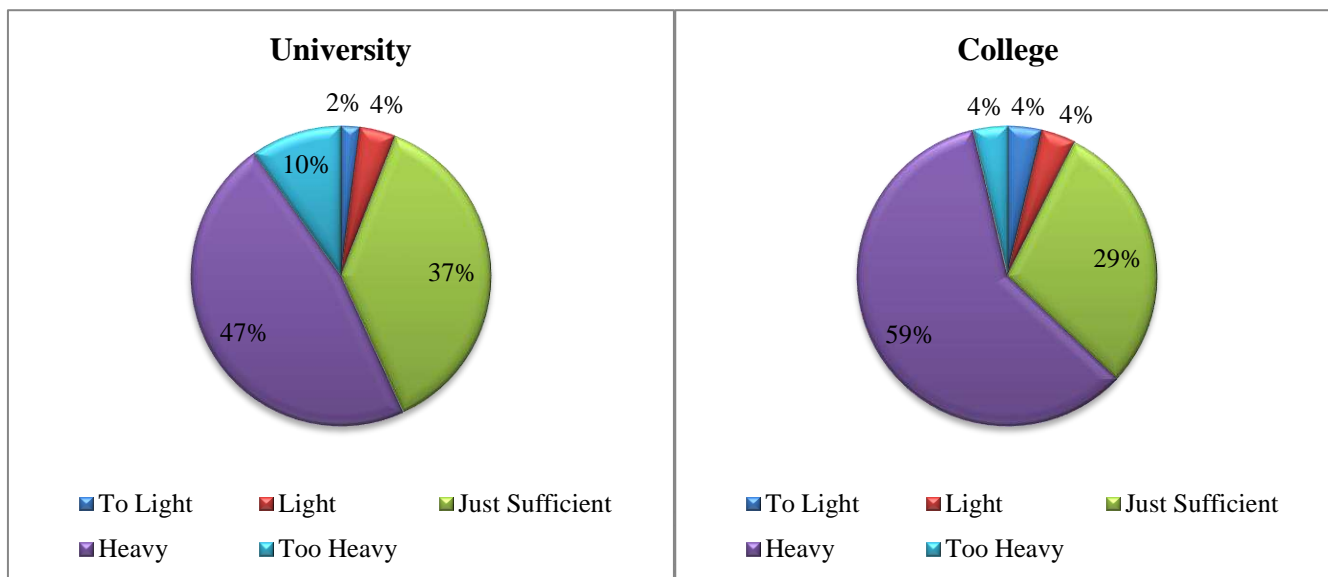
included whose number is sizeable, average teaching load is more than the prescribed hours set by the UGC.

2. The involvement of teachers in non-teaching work is considerable here. Almost all teachers complained of the lengthy admission process and excessive admission related work, administrative work, participation in meetings and a host of other extra-curricular activities as playing spoil sport in their autonomy to enjoy their time.

3. In most of the departments teachers had this feeling that it is UGC (37%) who decides their workload. They claim that apart from the UGC, the role of Head of the Department (33%) and University (22%) is important. The General feeling is that their own opinion is never taken into consideration in allocation workload to them.

4. There is significant difference between the perception of University and College teachers on the ground of workload. By all standards the University teachers were more satisfied. Close to 37% of them felt that their workload is just sufficient and only 2% that it is too heavy. The perception differs not because the workload of college is more than that of University teachers,

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but because of the reason that in University teachers are involved in the decision making process and in most cases collectively the workload is decided. This sense of participation in decision making make them feel happy and satisfied.

Table 4.6: Decider of Workload

	Frequency	Percentage
UGC	29	37.00%
University	17	22.00%
College Principal	6	7.40%
Head of the Department	26	33.30%
Other Bodies	0	0.00%
Total	78	100.00%

Chart 4.4: Decider of Workload
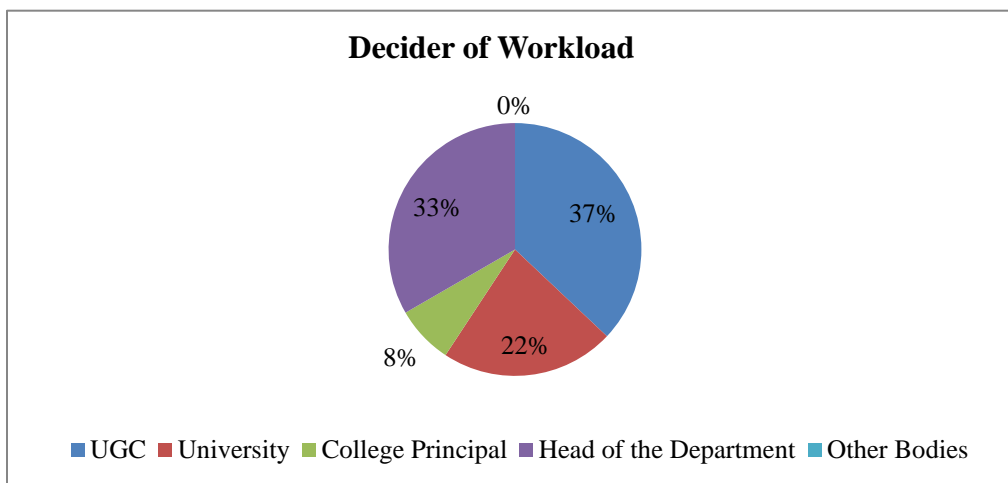
Choice of Doing Research, Collaboration and Twining

The Savitribai Phule Pune University therefore grants full autonomy to teachers in selection of their area of research, deciding colleagues with whom they want to work with both from within the institution and outside and are given freedom to promote researches in the way they prefer. Table 4.7 and Chart 4.5 given below show the autonomy enjoyed by teachers in research and collaboration. A closer look at the chart reveals the following –

1. Faculty members are aware of and fully acknowledge the autonomy to choose their research area, collaborate and share their research result. In general touching 92% plus faculty members expressed their happiness over this.

2. The table shows that the satisfaction level as regards the autonomy to attend seminars is comparatively low (74.1%). The reason for faculty's perception about relatively less autonomy in attending seminars is due to the following – first, Many Departments discourages teachers from attending seminars at the cost of classes and many Departmental Head is not supported. Second, New faculties not get chance to attend the seminars and conferences. Third, financial assistance given for attending the seminars/ Conferences is very complicated and timely.

Table 4.7: Autonomy in Research & Collaboration

	Percentage
Freedom to work on the Preferred Area of Research	92.6%
Decision to Collaborate with Students or Colleagues	70.4%
Autonomy to Attend Seminars/Conferences outside the University	74.1%
Autonomy to Promote Research and Innovation	81.5%

Chart 4.5: Autonomy in Research & Collaboration
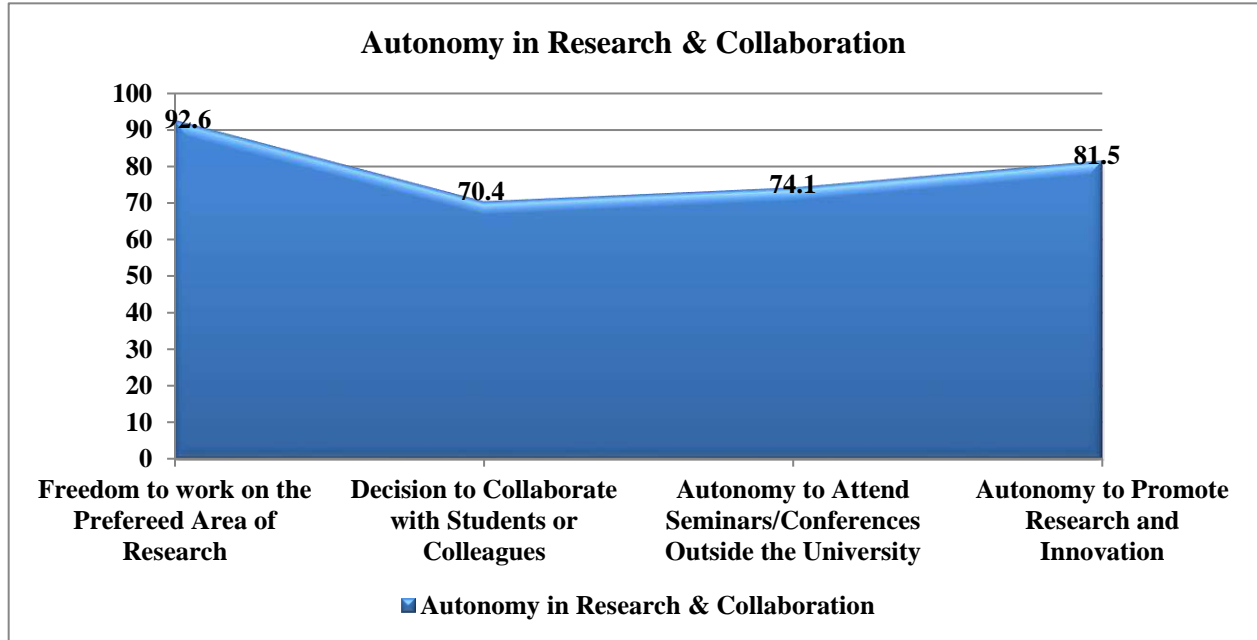
The situation in College was not much different. College teachers too feel that as far as research and research collaborations are concerned they enjoy near full autonomy.

Administrative Autonomy

The importance of administrative autonomy as a determinant of performance of HEI is an established fact (Aghion et al. 2007, 2008 and 2009). For a considerable period of time this was not appreciated in India and as a result the Universities here have been under complete administrative control of the government. Even after governments proclaimed policy of decentralization, general consensus is that the autonomy enjoyed by the universities in our country is limited and even the varies from state to state and between Central & state universities. Efforts need to be made to enlarge the scope of administrative autonomy of the universities starting from selection of the Vice-Chancellors to those of the teachers and others functionaries, including the constitution and functioning of various decision making bodies like the court, Executive and Academic Council, etc.

External Administrative Autonomy- A major cause of concern is limited external autonomy. There are a number of types of administrative autonomy that need to be granted to the Universities. The chart given below briefly presents the main aspects -

Chart 4.6: Aspects of External Administrative Autonomy Relevant for Universities

The autonomy given to the University by Ministry (MHRD) or the buffer body is very crucial for effective decision making and performance of the Universities. In a number of cases in our country the appointments to the top posts are not made purely on the grounds they should be, rather based on other considerations that adversely affect the functioning of the University. Similarly the kind of autonomy given to the Universities from the Ministry/buffer bodies (UGC/AICTE etc) in other aspects mentioned in the chart above is very crucial and as of now the autonomy granted is very limited as says Raza (2009), "A number of institutional weaknesses currently justify the categorization of India's tertiary sector as being over regulated and under governed". Problem areas include the lack of tools available to the UGC vis-a0vis its mandate, the fragmented financing system, the voluntary quality assurance system, or to put it another way, as well as the lack of secondary mechanisms to ensure compliance, and an over active judiciary and government."

Involvement in Governance Processes, Committees etc. at the University Level

The Savitribai Phule Pune University is huge in size and having a big administrative staff cannot manage its affairs without participation and involvement and participation of teachers. Even otherwise the University has a long history of academics actively involved in the decision making process through their involvement in different Committees. During the study faculty members were asked questions about their involvement in shared governance. The result is presented in the table given below

Table 4.8: Involvement in Governance Process

	University	College
Not at all	18.50%	7.80%
Not much	18.50%	7.80%
Neutral	18.50%	27.50%
Somewhat	40.70%	47.10%
A great deal	3.70%	9.80%

Chart 4.7: Involvement in Governance Process (% of Governance)
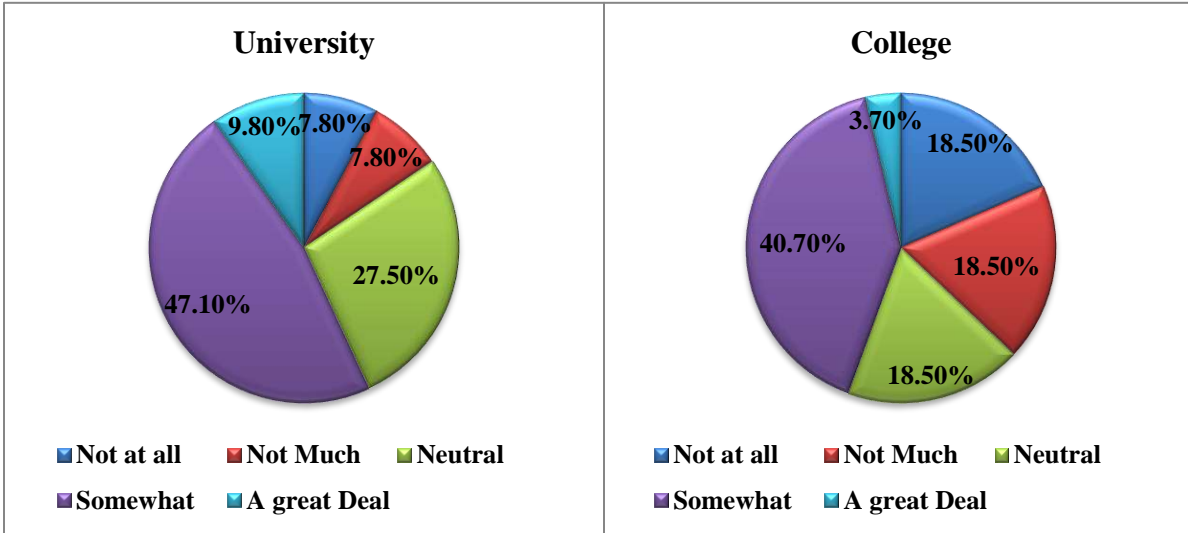
So far as the University is concerned, the chart does not reflect a very bright picture of teachers participation as only 9.80% of them say that they have great deal of involvement in decision making process, around 16% say that there are not at all and not much involved, 27.50% say that they are neutral and 47.10% teachers say that they are somewhat involved. A average percentage of those interviewed felt that they are involved in governance process. The situation in the college is different. Here only 3.70% teachers said that they have great deal of involvement in governance. The difference is primarily explained by the size of the two units. University being huge and number of teachers being very large, only a certain percentage of senior teachers are involved. Bulk of the young teachers is not involved much at the university level committees so they feel dissatisfied and disassociated. College is a small unit and every teacher in one way or the other is involved in decision making process.

The quantitative data related to Committees served during the last one year. The average number of Committees served at the Department level was 1.86 and University level only 0.76 for University teachers. Clearly the participation of college teachers in University level committees was very low (0.55) showing that college teachers are not much involved in the decision making process of the University. However, if we compare the participation of University teachers in faculty level committees with involvement of college teachers in college level committee, here the University teachers score high.

Table 4.9: Committees Served Within Last One Year

No of Committees Served on Within Last Year	University		College	
	Mean	Standard Deviation	Mean	Standard Deviation
Departmental Level	1.86	1.41	1.55	1.12
University Level	0.76	1.01	0.55	0.80
College Level/Faculty Level	1.86	1.41	0.55	0.80
External Committees or Boards	2.80	4.30	2.59	1.92

There was a general statement among faculty members as regards the administration not giving opportunity to participate based on their interest. Around 60% teachers claimed that they have no say in deciding which committee they would like to serve.

Table 4.10: Decision on which committee to Serve

Decide on Which Committee to Serve	University	College
Yes	45.1	40.7
No	54.9	59.3
Total	**100**	**100**

A brief summary of quantitative information provided above tables and charts of involvement of teachers in decision making process. The reality is –

1. Higher Authorities of the University, i.e. Senate, Management Council, Academic Council are involved in prescribing appropriate management systems for the University. The Vice Chancellor, being the Chairman of these Authorities, is directly involved in Decision making.

2. The registrar is the Secretary of these Authorities. Director –BCUD is involved in developing appropriate management framework for decisions relating to academic issues.

3. Thus, regulatory framework of the University has defined hierarchy, which ensures right duties and powers to be executed at particular echelons.

4. Similarly, the information flow is supported by appropriate set of documents, rules and guidelines which justify a given decision or action in a particular milieu of decision making. In case of failure or wherein a particular decision needs to be modified a well defined corrective mechanism comes in force with appropriate backing or regulatory mechanism and support.

Shared Governance at the Department/Faculty/Institute Level

Decentralized decision making in higher education has been supported and propagated by researchers the world over and this is why in India also University management is making effort to share decision making authority with lower level functionaries. Teachers are being given autonomy to take lot of decisions. Despite that a general perception of teachers at Savitribai Phule Pune University is that decision making is always done by the superior authorities. The table 4.11 shows the response to the question who takes most of the decisions? It is clear that the general feeling is that in the University most of the decisions are taken by Heads, College Principals and Deans (51%, 35% and 8% respectively). The teachers especially the younger ones claim that their involvement is low.

<div align="center">

Table 4.11: Who Takes the Decisions?

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Who Takes Decisions	University	College	Total
Head of the Department	51.00%	37.00%	46.2%
Deans	7.80%	7.40%	7.7%
Vice-Chancellor	5.90%	7.40%	6.4%
College Principal	35.30%	48.10%	39.7%

There is an atmosphere of mistrust of faith. In some faculties the members stated that the Deans, Head and higher authority (i) do not involve colleagues in making related any decisions, (ii) do not encourage faculty members about work (iii) higher authority decided the recruit and select faculty, (iv) do not follow objective criteria in approving research proposals for external funding, (v) do not consult them in deciding how the common property resource of the Department is to be shared, (vi) do not take opinion of teachers in developing curriculum etc. the college teachers were also not satisfied.

The common perception is that the proclaimed policy of decentralization and involvement of teachers in decision making either do not exist in practice or has been crushed by the connivance between head and higher level functionaries. For about many of the respondents who feel that shared governance is very important, this denial of autonomy at the Department level is very frustrating.

Environment of and Freedom in Pursuing Career Development

The governance structure should be such that it provides to the faculty members sufficient scope and autonomy to develop professionally. Teachers should have freedom to attend professional meetings like seminars, workshops etc. attend training workshops like orientation/ refresher courses, carry out PhDs and research projects etc. Savitribai Phule Pune University administration has always provided sufficient scope and autonomy to teachers in this regard. During the study we used both quantitative and qualitative tools to study that. The survey findings in this regard are presented inform of the table given below.

<div align="center">

Table 4.12: Faculty Development Initiatives (%)

</div>

Sr. No.	Programme	University	College	Total
1	Measures to Enrich Professional Development Teaching Non-Teaching Staff	66.7%	81.5%	71.8%
2	Deputation for Refresher Courses	56.9%	66.7%	60.3%
3	Regularly Conducting Faculty Developmental Programme	66.7%	85.2%	73.1%
4	Conducting Seminars/ Conferences	80.4%	85.2%	82.1%
5	Opportunity to Interact with Experts in Various Fields	70.6%	85.2%	75.6%
6	Conduct Regular Workshop on Syllabus or New Development in the Field	72.5%	70.4%	71.8%
7	Addresses by Experts from Industry and Academia	60.8%	59.3%	60.3%
8	Incentives Given to Staffs to Complete PhD	49.0%	59.3%	52.6%
9	Faculty Members Encouraged to Take Up Research Projects	82.4%	77.8%	80.8%

10	Implementation of Performance Appraisal System using API scores as per UGC	86.3%	85.2%	85.9%
11	Appraisal Reports Submitted Through Head of department	92.2%	85.2%	89.7%
12	Part of Planning Professional Development Programs	39.2%	44.4%	41.0%

The table shows that in almost all but 3-4 parameters the satisfaction rate of teachers is fairly high. Teachers feel that the University does things for them. They have sufficient autonomy to attend/ Organize seminars, go an deputation for attending training workshops etc. obviously some of them are not satisfied the way HoDs regulate such activities and on the play of Department having less number of teaching staff or loss of classes do not permit them to go for orientation/refresher courses at times.

Existence of Grievance Redresal System

The University has a proper grievance redressal system in place for students, non-teaching and teaching staff. These are represented by teachers, non-teaching staff etc. the staffs having any grievance against any matter can bring this to the Committee that takes appropriate actions. Since teachers are also involved in such committees and decisions are taken on the basis of recommendations made by them.

Financial Autonomy

The governments all over the world have always been little miserly when it came to providing financial autonomy. It is a strong belief that as the Universities are funded from the public money, it is the responsibility of the government to ensure that the money is used prudently and for the purpose it is given. It is this that encourages the government to exercise excessive financial control over Universities. Savitribai Phule Pune University like any other state University is governed by the UPE-phase II, DST-PURSE, and five year plan grants. We mention some important provisions of the University to have a glimpse of financial autonomy-

Financial System, Control & Scrutiny: External Financial Autonomy

The Heads of the Departments are appointed by the Hon'ble Vice Chancellor for a period of three years by rotation from amongst the Professors, thus ensuring leadership development of senior faculty members. The University has established Department Committees in each Department, which is a statutory authority to take policy decisions, including academic decisions. Further, various other committees like Departmental Examination Committee, provide adequate autonomy to the departments. The University has decentralized Finance Section to Departmental/Group level so as to expedite the procedures and a substantial financial authority has been given to heads of the Departments.

Purchase System & Regulations

The University has decentralized Finance Section to Departmental/Group level so as to expedite the procedures and a substantial financial authority has been given to heads of the Departments (Rs. 1 Lac for non-recurring and Rs. 50000 for revenue). Financial approvals for purchases are given by Technical Committees established at each department.

The accountability is ensured through following measures:

1. Submission of various reports to the higher authorities like academic plan, annual performance appraisals, and quarterly reports of the departments from time to time.

2. Academic and administrative audit on a regular basis and compliance to the suggestions for improving its functioning.

3. The Departmental Committee led by the Head of the department is accountable for all the activities performed by the department.

Overall Autonomy

Overall if we attempt to see the picture of administrative, academic and financial autonomy it seems a mixed bag. While the College record from the perspective of the teachers is better for Academic autonomy where 18.50% say they have full autonomy (17.60% for University) and another 37% partial autonomy (52.90% for University).It means on academic matters depending on their level of seniority teachers have different perception of autonomy. While the younger ones who are less involved and more demanding are dissatisfied, the senior people who have grabbed the opportunities that have come their way are more satisfied.

Table 4.13: Degree of Autonomy: Summary Picture

	University	College
No Autonomy	29.40%	44.40%
Partial Autonomy	52.90%	37.00%
Full Autonomy	17.60%	18.50%

Chart 4.8 a: Degree of Autonomy: Summary Picture
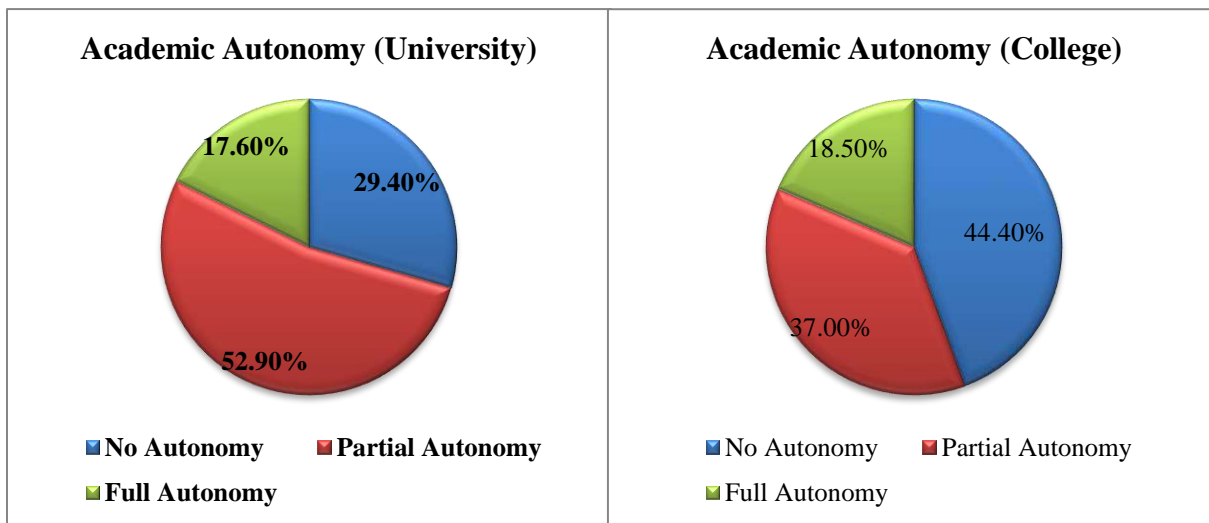
In case of Administrative autonomy about 50% of teachers both in the University and college feel that they have full autonomy and around 30% say that they have no autonomy. It is clearly either having 'full autonomy' or 'no autonomy'. This is practically not possible unless we believe that while the system in general gives autonomy but it is manipulated at the middle level. The Deans, Heads and seniors they do not allow the younger teachers their due role in decision making process.

Thus while the seniors who make full use of autonomy granted by central administration say that they have full autonomy, those who are at the receiving end say that they have no autonomy.

Table 4.14: Degree of Autonomy: Summary Picture

	University	College
No Autonomy	29.40%	29.60%
Partial Autonomy	17.60%	22.20%
Full Autonomy	52.90%	48.10%

Table 4.8 b: Degree of Autonomy: Summary Picture

Administrative Autonomy (University)

Administrative Autonomy (College)
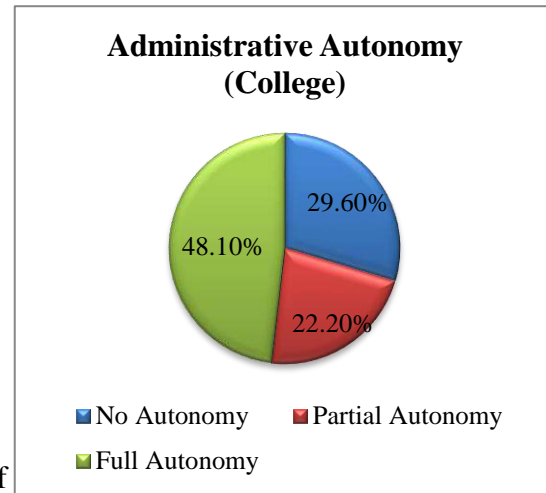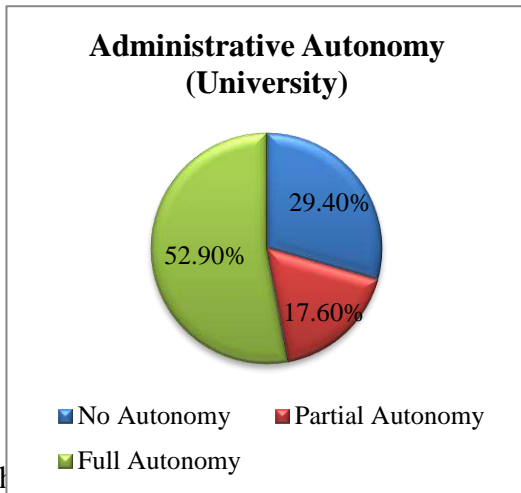
Wh[...]ective of [...]ny where 45.10%% say they have full autonomy (29.60% for University) and another 39.20% no autonomy (40.70% for University).

Table 4.15: Degree of Autonomy: Summary Picture

	University	College
No Autonomy	39.20%	40.70%
Partial Autonomy	15.70%	29.60%
Full Autonomy	45.10%	29.60%

Chart 4.8 c: Degree of Autonomy: Summary Picture

Financial Autonomy (University)

Financial Autonomy (College)
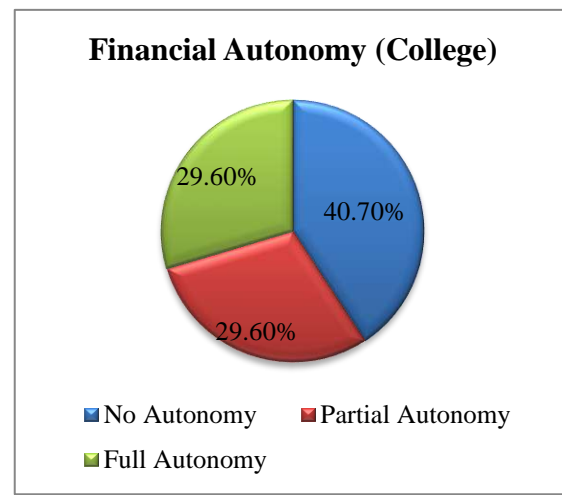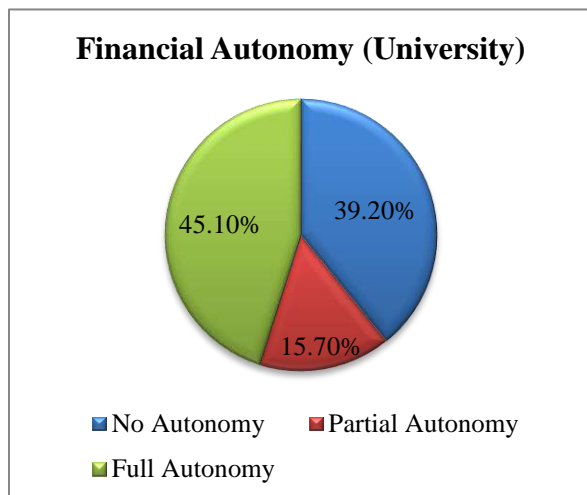
Problems in the way of Autonomy

A perusal at the status of three kinds of autonomy for Savitribai Phule Pune University indicates that from the perspective of the teachers, the autonomy granted and decentralization is not totally satisfactory. There are certain factors that are responsible for this perception and that also explain to some extent existence of low level of autonomy.

- The University has not been able to communicate in a very effective way to the lower level functionaries the decentralization initiatives taken by it.

- Administration has found it difficult to decide the optimum level of decentralization in different fields (administrative, academic etc.)

Conclusion

The question of autonomy is as much a demand side problem as it is a supply side issue. For a University like SPPU, it is not only the question of having provisions for and a system of decentralized decision making, it is also a question of involvement of those who are given the autonomy to take decision. We need to appreciate that while it is imperative that those who are at the top give freedom and autonomy to people down the order to take decisions (related to issues that primarily concern them or they have expertise in); it is more important that those to whom the autonomy is granted are fully aware of the same, equipped with the ability and motivated to make the best use of the autonomy granted.

As we already discussed in some faculties the members stated that the Deans, Head and higher authority (i) do not involve colleagues in making related any decisions, (ii) do not encourage faculty members about work (iii) higher authority decided the recruit and select faculty, (iv) do not follow objective criteria in approving research proposals for external funding, (v) do not consult them in deciding how the common property resource of the Department is to be shared, (vi) do not take opinion of teachers in developing curriculum etc. the college teachers were also not satisfied.

Chapter 5

Governance and Management Processes

Introduction

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavours: arts and humanities: natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. the institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and – unaided).

In the past two years, with increasing interest in India's economic surge, some excellent analyses and critiques have also been made of India's universities, the manner in which they have been expanding, and their quality (for example, Kapur, 2010).

Student participation in HE governance

HE governance at institutional level, refers to decision-making system or process which involves various stakeholders. Students are among the stakeholders. Their participation in HE governance refers to their formal or actual involvement or capacity to influence the decisions that are made in their HEIs such as: universities and colleges (Klemenčič, 2011).

The formal participation is a legally defined participation, whereas the actual is the practical participation or the participation in practice. Student participation in HE governance is a wide notion which needs a detailed study on its nature and components: where (areas), how (process), when (time phase of policy making), and what levels students participate in university governance (Jungblut, 2011). Level of participation HE governance, especially decision making and its authorization, takes place at different levels (Clark, 1983). HE decisions are made at five different levels, starting from subject or program levels to supranational levels (Jungblut, 2011). The levels of HE governance include: subject/ program level, faculty/ department level, institutional level, national and supranational level.

Asian-pacific Quality Network (APQN) 1 and European Higher Education Area (EHEA) are examples of HE governance at supranational levels (ibid). Students, as key actors of HE can participate at the five levels of HE governance.

Grievance redressal in Colleges

Objective: The objective of the Grievance Cell is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute.

A Grievance Cell should be constituted for the Redressal of the problems reported by the Students of the College with the following objectives: Upholding the dignity of the College by ensuring

strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship etc.

- Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized.

- Suggestion / complaint Box is installed in front of the Administrative Block in which the Students, who want to remain anonymous, put in writing their grievances and their suggestions for improving the Academics / Administration in the College.

- Advising Students of the College to respect the right and dignity of one another and show utmost restraint and patience whenever any occasion of rift arises.

- Advising All the Students to refrain from inciting Students against other Students, teachers and College administration.

- Advising all staffs to be affectionate to the Students and not behave in a vindictive manner towards any of them for any reason.

- Ragging in any form is strictly prohibited in and outside the institution. Any violation of ragging and disciplinary rules should be urgently brought to the notice of the Principal.

Mechanism for Redressal of Grievances of Students and Staff

The students are the main stakeholders in any institution imparting education, and its our endeavour to make all efforts to ensure transparency in all the activities at different stages. Taking this spirit in consideration the institute has decided to provide mechanism to students for Redressal of their grievances as under:

- The Grievances may broadly include the following complaints of the aggrieved students
  a. Academic
  b. Non-Academic
  c. Grievance related to Assessment
  d. Grievance related to Victimization
  e. Grievance related to Attendance
  f. Grievance related to charging of fees
  g. Grievance regarding conducting of Examinations
  h. Harassment by colleague students or the teachers etc.

It is good to air a grievance rather than to keep it bottled up. protection of human rights is essential for all round development of an individual's personality to realize the primary needs of the students and staff and secure civil liberties for everybody, a grievance Redressal cell has been constituted .the cell is indented to find solutions for problems like sexual harassment –any kind of physical or mental harassment , complaints regarding class room teaching-class room management ,completion of syllabus , teaching methods etc ,if and when they arise .the grievance Redressal cell convenes meetings periodically and takes steps to redress the grievance.

Recommendations of Governance in Higher Education by Planning Commission, Ministry of Human Resource Development and University Grants Commission –

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

1. The Governmental control in the Universities must be reduced, so that the University autonomy and accountability are strengthened and academic decisions are taken on merit.

2. Now methods and procedures of financial regulations should be devised and direct interference of the finance department in the financial management of Universities, which is counterproductive should be stopped.

3. As the colleges are the feeding sources of the Universities, a better coordination in their working and activities is very much required. The participation of the teaching faculty in through a democratic process should be ensured.

4. Complete transparency should be maintained in the working of Executive/Academic Bodies and other Governing Councils of the Universities. There is an urgency to review the University Acts in different States and revise the same in the light of the new requirements and the challenges being faced by the Universities. New technologies of information and communication should be utilized for obtaining administrative efficiency.

5. Higher Education should be developed as an infrastructure for social and economic growth of the Country.

Following we are discuss about the overall Governance and Management of Savitribai Phule Pune University.

Table 5.1: Internal Governance Structure of University

	Not at all	Yes, to some extent	Yes, to a large extent
Openness	13.7%	66.7%	19.6%
Accountability	11.8%	60.8%	27.5%
Participation form staff	5.9%	68.6%	25.5%
Participation of Students	13.7%	68.6%	17.6%
Effectiveness	7.8%	66.7%	25.5%
Coherence	15.7%	58.8%	25.5%
Communication	7.8%	58.8%	33.3%

The University teachers were however not happy with Openness, Participation and Communication with their Governance and Management and complained that by indirectly putting them under other work.

Table 5.2: Internal Governance Structure of College

	Not at all	**Yes, to some extent**	**Yes, to a large extent**
Openness	14.8%	59.3%	25.9%
Accountability	3.7%	70.4%	25.9%
Participation form staff	18.5%	51.9%	29.6%
Participation of Students	3.7%	63.0%	33.3%
Effectiveness	3.7%	66.7%	29.6%
Coherence	3.7%	55.6%	40.7%
Communication	3.7%	55.6%	40.7%

The College teachers were also complained about Openness and Participation with their Governance and Management.

Teachers expressed dissatisfaction on following counts –

1. The teachers said that their participation in internal governance structure was very low colleges were not allowed to vote on all issues.
2. Teachers said that college couldn't give opportunity to attend different committees.
3. Teachers had bad experience regarding college governance.
4. Teachers said that college was more focused on teaching so that lack research done by them.

Openness

Savitribai Phule Pune University is committed to promote innovations in learning understating processes, cultivate research and development culture, imbibe the principles of knowledge to wealth generation and bring openness and flexibility in teaching and research framework.

Chart 5.1: Openness of Governance and Management (% of overall survey)
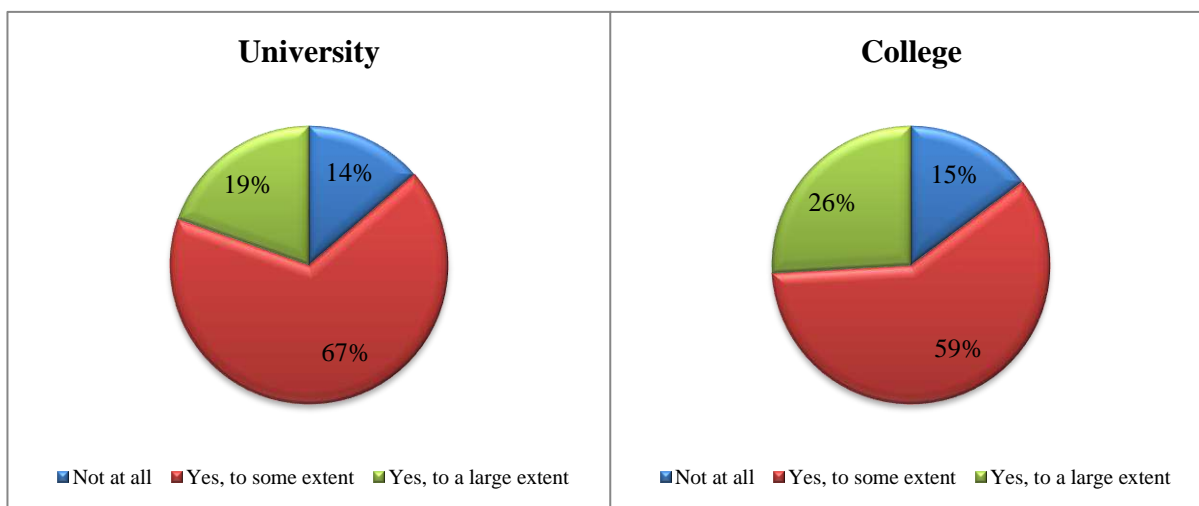
The teachers were however not happy with their openness about University Governance and Management. The University teachers (80%) and college teachers (74%) both have not at all and somewhat extent openness in Governance and Management.

Teachers expressed dissatisfaction on following counts –

1. Both university and college teachers said that the institution haven't openness of their governance and Management.

2. Many teachers said that the institution don't give opportunities to them participate in governance but they should make them a part of governance.

3. Some institution were not allowed to teachers participate in governance because their personal relations.

Accountability

Savitribai Phule Pune University is the accountability ensured through following measures: a) submission of various reports to the higher authorities like academic plan, annual performance appraisals, and quarterly reports of the departments from time to time. b) Academic and administrative audit on a regular basis and compliance to the suggestions for improving its functioning. c) The Departmental Committee led by the Head of the department is accountable for all the activities performed by the department.

Chart 5.2: Accountability of Governance and Management
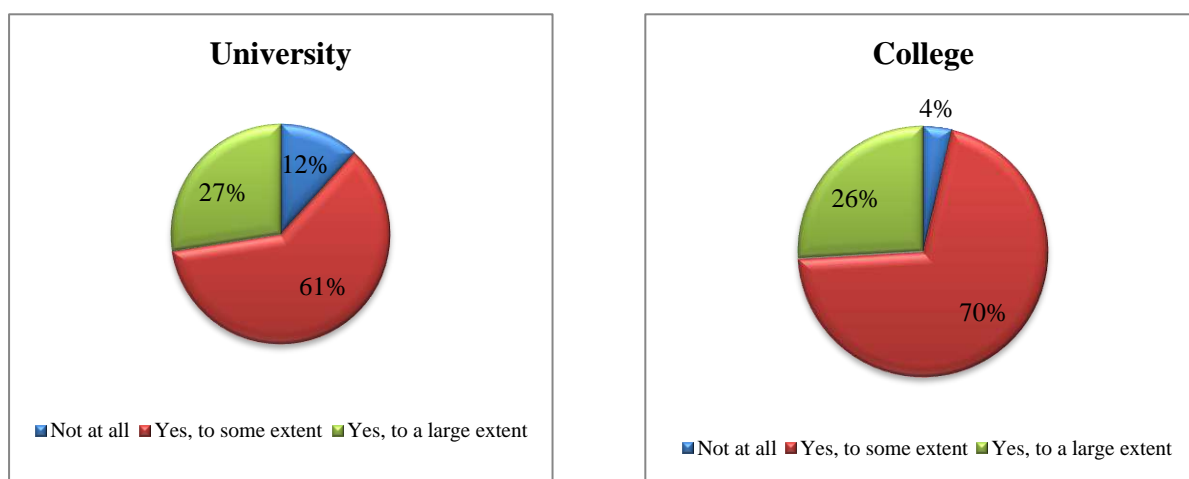
The teachers were however not happy with their accountability about University Governance and Management. The University teachers (73%) and college teachers (74%) both have not at all and somewhat extent openness in Governance and Management.

Teachers expressed dissatisfaction on following counts –

1. Teachers said that they are dissatisfied about institutional accountability because institution doesn't have specific criteria in department.

2. Teachers said that in research area good students leave for department because of the financial problems.

3. Some departments doesn't have sufficient infrastructure.

Table 5.3: Accountability of Governance and Management of College

	Not Developed	In Developed Phase	Developed but still new	Developed and in use for at least 3 years	Developed but not in use
Evaluation of Teaching and learning	3.7%	25.9%	29.6%	40.7%	0.0%
Evaluation of Research Exist	3.7%	14.8%	37.0%	33.3%	11.1%
Procedures for Research Reward Exist	3.7%	25.9%	33.3%	33.3%	3.7%
Teaching Performance Rewards Exist	3.7%	18.5%	37.0%	33.3%	7.4%

College Teachers expressed on following counts –

1. The college teachers said accountability about evaluation of teaching and learning was in developed but new is low (29.6%), developed and in use for at least 3 years was moderate.

2. College teachers said accountability about evaluation of Research exist was almost developed but not was above average (developed but still new – 37.0% and developed and in use for at least 3 years – 33.3%)

3. College teachers expressed that the college procedures for research reward exist was developed but still new.

4. College teachers said accountability about teaching performance rewards exist was also developed but still new.

Table 5.4: Accountability of Governance and Management of University

	Not Developed	In Developed Phase	Developed but still new	Developed &in use for at least 3 years	Developed but not in use
Evaluation of Teaching and learning	15.7%	23.5%	19.6%	39.2%	2.0%
Evaluation of Research Exist	23.5%	27.5%	23.5%	23.5%	2.0%
Procedures for Research Reward Exist	23.5%	23.5%	25.5%	21.6%	3.9%
Teaching Performance Rewards Exist	27.5%	23.5%	19.6%	27.5%	2.0%

The university teachers expressed about accountability of Governance and Management of university – University teachers said that evaluation of teaching and learning in university was developed and in use for at least 3 years (39.2%). some teachers said about evaluation of research exist was not developed (23.5%) or in developed phase (27.5), and some teachers said evaluation of research reward exist was developed but still new (23.5%) or developed and in use for at least

3 years (23.5). Almost 50% teachers said about procedures for research reward exist was not developed or in developed phase and 45% teachers said that its developed and in use for at least 3 years. The teaching performance was also 50% in not developed or in developed phase and around 45% teachers said that it is in developed but still new.

Participation from staff and students

In recent years, various studies have been conducted that highlight the importance and relevance of participation, both of young people and citizens in general, in the maintenance and development of the democratic system (Andolina, 2003; Becerra, 2006; Cainzos, 2006; Rovira, 2005). All of these studies demonstrate the need to consider participation as a dimension of people's quality of life, it being closely related to the processes of social inclusion and identity. Participation is, then, an educational and social process, and must necessarily be taken into account throughout all stages of the education system.

Although participation in university governance may be considered a challenge that concerns all actors within the university community (students, academic staff and managers), in this article we focus solely on student participation. It is worth adding, however, that the participation of academic staff and other administrative and service staff is also fundamental in ensuring the participation of the students themselves within an effective model of governance.

In the field of university governance, different authors point out the importance of students' involvement in the governance and functioning of universities. These authors consider this to be the most direct and manifest form of recognizing the effective and educational significance of these participative processes (Benedicto and Moran, 1999; Menon, 2003); the fact that most of the decisions taken by the governing body of the university affect students directly is also given as further reason for their participation to be taken into account (Lizsio and Wilson, 2009; Menon, 2003). In addition to this, the Council of Europe Project on Education for Democratic Citizenship (CC-HER Bureau, 2000) highlights the important role of universities in transmitting democratic values. For all of above reasons, we believe students participation to be an important discussion topic in the context of university institutions. Universities could serve as participative spaces where students learn, through example and practice, democratic principles and how these can be applied to different real-life situations.

Chart 5.3: Participation from Staff in Governance and Management (% of Total Surveyed)

65
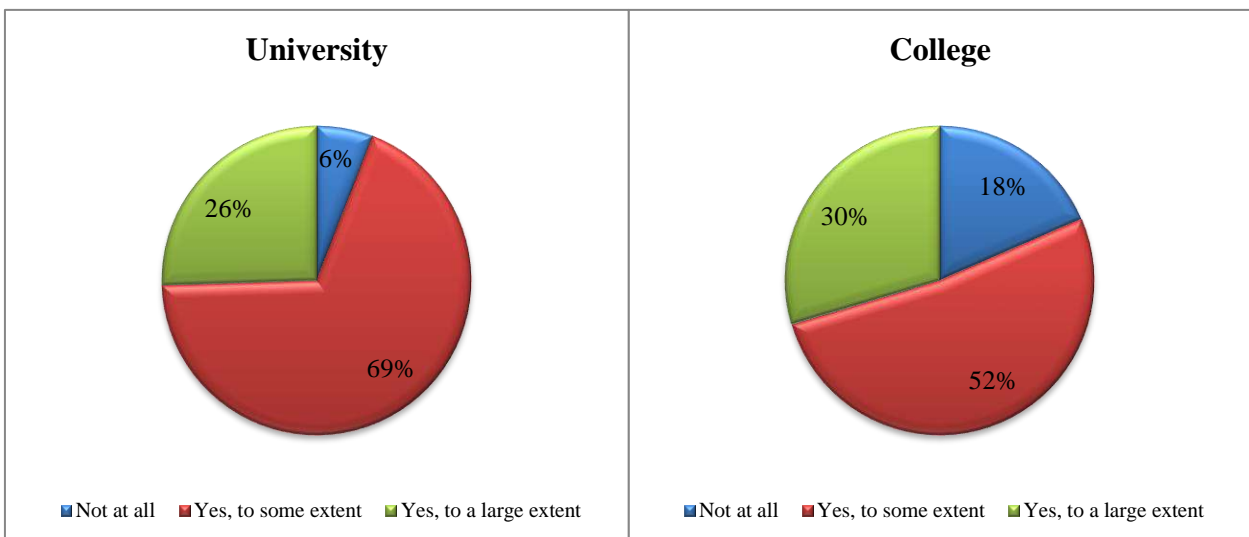
The teachers were however not happy with their participation in Governance and Management and complained that by indirectly putting them under teaching work. The chart given shows their participation of their Governance and Management.

Teachers expressed dissatisfaction on following counts-

1. Many teachers said that they have lot of teaching as well as non-teaching workload.
2. In most of the university and college teachers had this feeling that their participation in governance and management was very low (University – 25% and college – 30%).
3. Most of the teachers said that they were not in part of any committee so it is low chance to participate in governance and Management.

Chart 5.4: Participation from Students in Governance and Management
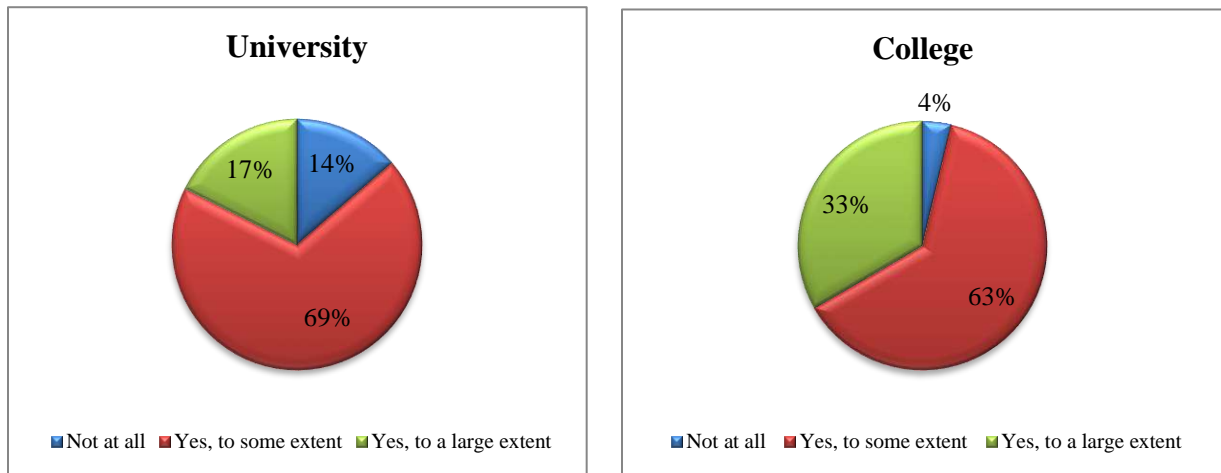
The students also not satisfactory participate in Governance and management only 17% university students participate in governance and management and 33% college students participate in governance and management. This number is very less according to participation. Some are the following counts –

1. Student representative this post is not useful for students.
2. Students' representative is not active regarding governance and management.
3. Institution has all rights regarding governance and management. So student has not freedom as much they want.

Policy Effectiveness

Chart 5.5: Policy Effectiveness of Governance and Management
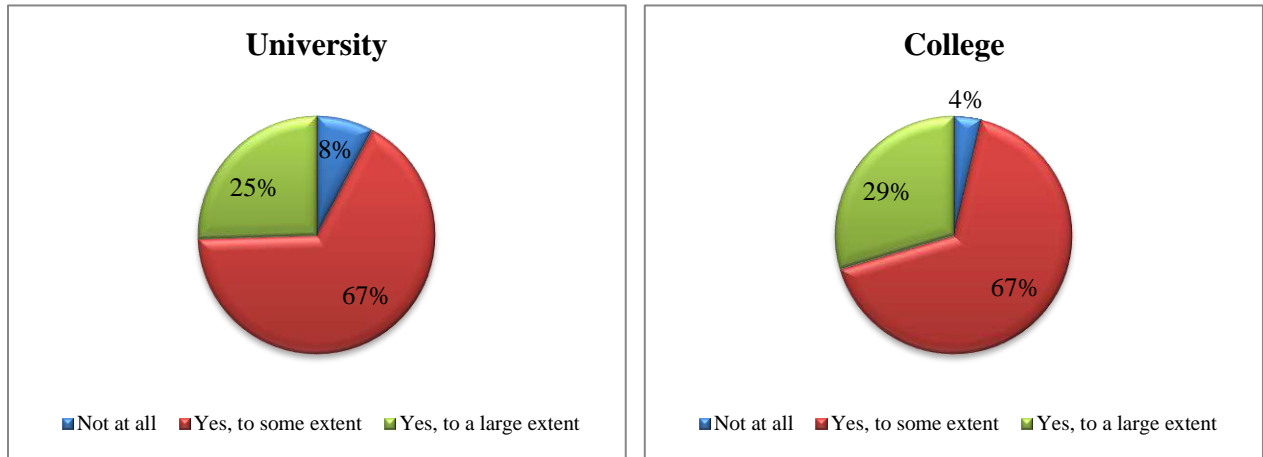
University policy effectiveness was 8% not at all; 67% yes, to some extent and 26% yes, to a large extent means very low teachers said that university policy effectiveness was very good.

College policy effectiveness was 4% not at all; 67% yes, to some extent and 29% yes, to a large extent it means college also very low level about policy effectiveness. but college was good than university policy effectiveness.

Chart 5.6: Policy Coherence of Governance and Management
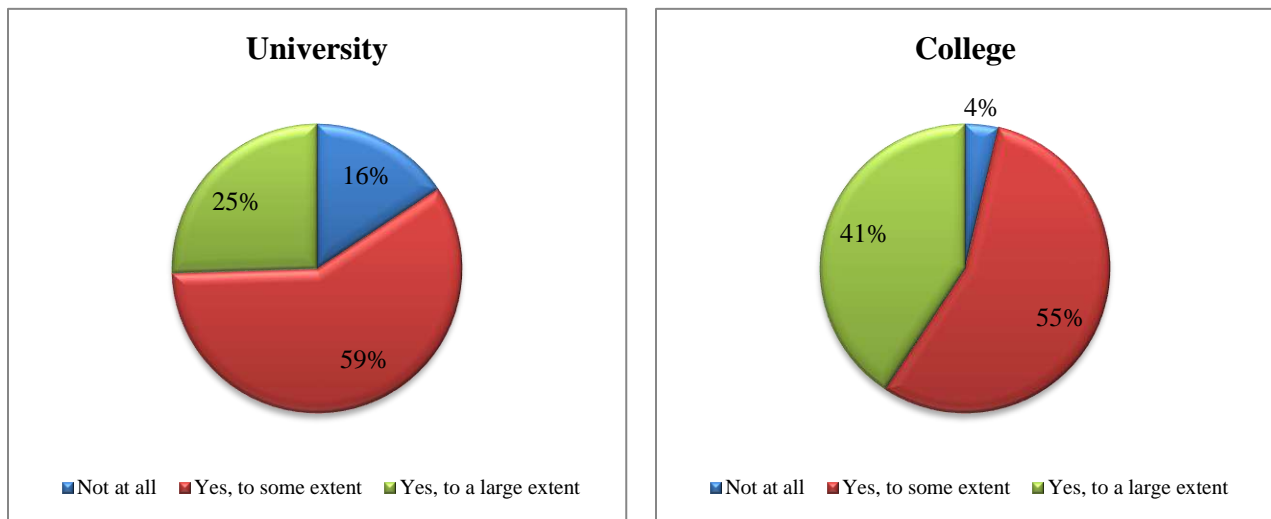
University policy coherence was 16% not at all; 59% yes, to some extent and 25% yes, to a large extent means very low teachers said that university policy effectiveness was very good.

College policy coherence was 4% not at all; 55% yes, to some extent and 41% yes, to a large extent it means college also moderate level about policy effectiveness. But college was better than university policy coherence.

Table 5.5: Job Satisfaction of Teachers (College)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Salary	14.8%	11.1%	3.7%	55.6%	14.8%
Medical Benefits	14.8%	11.1%	25.9%	44.4%	3.7%
Retirement Benefits	7.4%	14.8%	18.5%	48.1%	11.1%
Teaching Load	3.7%	7.4%	25.9%	59.3%	3.7%
Quality of Student	3.7%	18.5%	11.1%	51.9%	14.8%
Professional relationships with other faculty	11.1%	0.0%	11.1%	66.7%	11.1%
Job security	11.1%	3.7%	14.8%	63.0%	7.4%
Departmental Leadership	11.1%	0.0%	18.5%	63.0%	7.4%
Prospects for career advancement	7.4%	11.1%	33.3%	37.0%	11.1%
Overall job satisfaction	11.1%	7.4%	7.4%	66.4%	7.4%

Job satisfaction is most important part for any profession. In higher education job security and satisfaction more valued. The college teachers' survey said that –

1. Only 7.4% teachers were very satisfied regarding their overall job satisfaction.
2. College teachers very satisfied with their salary (14.8%); retirement benefits (11.1%); Quality of student (14.8%); professional relationships with other faculty (11.1%); and prospects for career advancement (11.1%).
3. College teachers very dissatisfied with their medical benefits (14.8%); job security (11.1%); departmental leadership (11.1%) and overall job satisfaction (11.1%).

Teachers expressed dissatisfaction on following counts –

1. Any financial benefits have very difficult process. And its take lots of time.
2. Many teachers worked as non-grantable department so their teaching post has not permanent. So they haven't any job security.
3. Departmental heads were not gave academic freedom so that teachers were not more satisfied.

Table 5.6: Job Satisfaction of Teachers (University)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Salary	5.9%	7.8%	11.8%	70.6%	3.9%
Medical Benefits	15.7%	13.7%	27.5%	43.1%	0.0%
Retirement Benefits	23.5%	19.6%	13.7%	43.1%	0.0%
Teaching Load	3.9%	9.8%	9.8%	70.6%	5.9%
Quality of Student	7.8%	13.7%	27.5%	45.1%	5.9%
Professional relationships with other faculty	0.0%	5.9%	9.8%	68.6%	15.7%

Job security	3.9%	9.8%	7.8%	58.8%	19.6%
Departmental Leadership	2.0%	7.8%	19.6%	54.9%	15.7%
Prospects for career advancement	5.9%	11.8%	15.7%	54.9%	11.8%
Overall job satisfaction	0.0%	3.9%	15.7%	58.8%	21.6%

Job satisfaction is most important part for any profession. In higher education job security and satisfaction more valued. The University teachers' survey said that –

1. Only 21.6% teachers were very satisfied regarding their overall job satisfaction. This number has more than college teachers.

2. University teachers very satisfied with their job security (19.6%); Professional relationships with other faculty (15.7%); Departmental Leadership (15.7%); Prospects for career advancement (11.8%).

3. University teachers very dissatisfied with their Retirement benefits (23.5%); Medical benefits (15.7%).

Teachers expressed dissatisfaction on following counts –

1. Any financial benefits have very difficult process. And its take lots of time.

2. Many teachers said that their retirement benefits have not enough for them. And accesses take lot of time.

3. Departmental heads were not gave academic freedom so that teachers were not more satisfied with their job.

Table 5.7: Admission, Examination and Student Assessment of College

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Admission process transparent	0.0%	7.4%	29.6%	40.7%	22.2%
Admission process simple and less time consuming	3.7%	22.2%	18.5%	37.0%	18.5%
Load of admission work on teachers is ok	7.4%	3.7%	18.5%	59.3%	11.1%
Importance on teachers suggestion in framing university policy	3.7%	11.1%	33.3%	40.7%	11.1%
Appropriateness of present exam system	0.0%	0.0%	37.0%	59.3%	3.7%
Exam system transparency and student friendly	0.0%	3.7%	18.5%	59.3%	18.5%
Exam system gives sufficient autonomy to teacher	3.7%	7.4%	40.7%	40.7%	7.4%
Load of exam work on teachers	0.0%	14.8%	7.4%	66.7%	11.1%
Exam system gives time to teach	7.4%	18.5%	18.5%	51.9%	3.7%
Scope on making exam system student teachers friendly	0.0%	7.4%	18.5%	70.4%	3.7%

Assessment system appropriate to judge examinee caliber	3.7%	14.8%	25.9%	51.9%	3.7%
Student assessment ensure timely result	0.0%	7.4%	14.8%	66.7%	11.1%

According to college teachers college admission process, Examination process and student assessment process as follows –

1. College admission process was transparent (60%).
2. 50% teachers said that their college admission process was simple and less time consuming.
3. 51% teachers said that they have load of admission work on teachers is ok.
4. 50% teachers said that college doesn't give importance on teacher's suggestion in framing policy.
5. 80% teachers said that the college exam system is transparent and student friendly.
6. 88% teachers said that exam system gives sufficient autonomy to teachers.
7. 80% teachers said that they have load of exam work.
8. 75% teachers said that exam system gives time to teach.
9. 80% teachers said that assessment system appropriate to judge examinee caliber.
10. 90% teachers said that student assessment ensure timely result.

Table 5.8: Admission, Examination and Student Assessment of University

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Admission process transparent	3.9%	5.9%	13.7%	37.3%	39.2%
Admission process simple and less time consuming	5.9%	11.8%	3.9%	66.7%	11.8%
Load of admission work on teachers is ok	7.8%	3.9%	7.8%	66.7%	13.7%
Importance on teachers suggestion in framing university policy	17.6%	9.8%	25.5%	41.2%	5.9%
Appropriateness of present exam system	13.7%	23.5%	31.4%	29.4%	2.0%
Exam system transparency and student friendly	9.8%	29.4%	15.7%	35.3%	9.8%
Exam system gives sufficient autonomy to teacher	19.6%	17.6%	19.6%	35.3%	7.8%
Load of exam work on teachers	5.9%	23.5%	11.8%	51.0%	7.8%
Exam system gives time to teach	9.8%	29.4%	13.7%	43.1%	3.9%
Scope on making exam system student teachers friendly	5.9%	9.8%	17.6%	58.8%	7.8%
Assessment system appropriate to judge examinee caliber	13.7%	19.6%	23.5%	39.2%	3.9%
Student assessment ensure timely result	7.8%	11.8%	29.4%	47.1%	3.9%

According to University teachers University admission process, Examination process and student assessment process as follows –

1. University admission process was transparent (80%).
2. 80% teachers said that their University admission process was simple and less time consuming.
3. 81% teachers said that they have load of admission work on teachers is ok.
4. 50% teachers said that University doesn't give importance on teacher's suggestion in framing policy.
5. 60% teachers said that the University exam system is transparent and student friendly.
6. 63% teachers said that exam system gives sufficient autonomy to teachers.
7. 69% teachers said that they have load of exam work.
8. 60% teachers said that exam system gives time to teach.
9. 66% teachers said that assessment system appropriate to judge examinee caliber.
10. 80% teachers said that student assessment ensure timely result.

Communication

Chart 5.7: Communication of Governance and Management
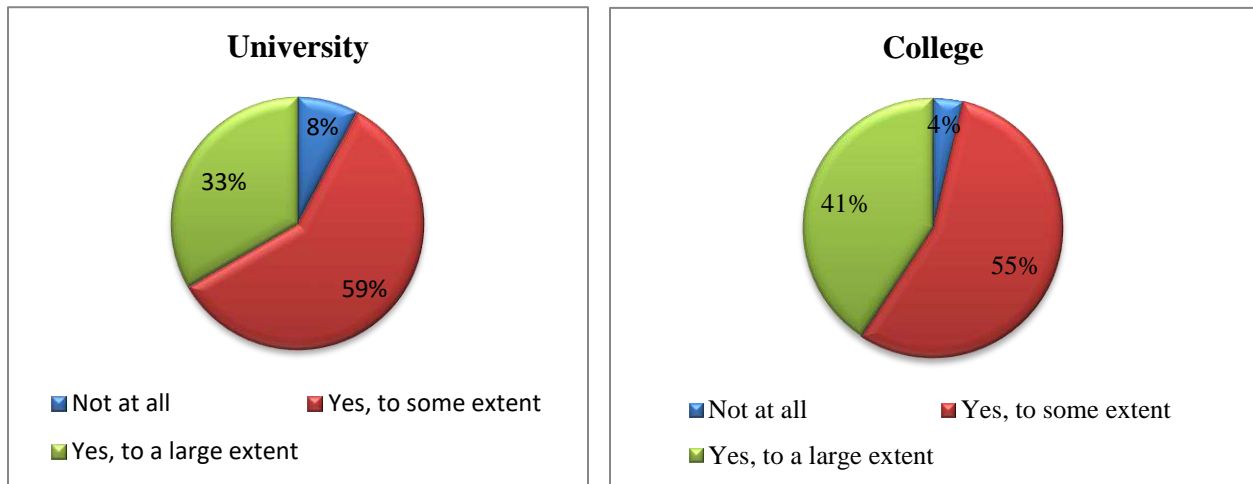
University communication was 8% not at all; 59% yes, to some extent and 33% yes, to a large extent means very high teachers said that university communication in governance and management process was not very good.

College communication was 4% not at all; 55% yes, to some extent and 41% yes, to a large extent it means college also very high level dissatisfied about governance and management communication but college was good than university in communication.

Research

Table 5.9: Research and Publication

	College	University
Research and Publication	48.1%	52.9%
Innovation IP Ownership and Tech Foresight	33.3%	35.3%
Grants from National or International Sources	37.0%	51.0%
Encouragement and support to present Research at National or International Conferences	85.2%	72.5%
University established linkages to promote International joint research and publications	37.0%	43.1%
Working on major/minor research projects	18.5%	35.3%

Regarding the College and University Research and Publications the survey explained –

1. 50% College and University teachers were involved in Research and Publications.
2. Around 35% college and University teachers said that they were innovative in IP ownership and tech foresight.
3. 37% college teachers and 51% University teachers said that they take grants from National or International sources.
4. 85% college teachers and 73% University teachers said that their institution encourages and support to present research at national and International conferences.
5. 37% college teachers and 43% University teachers said that University established linkages to promote International joint research and publications.
6. 19% college teachers and 35% University teachers said that they were working on major or minor research projects.

Teachers expressed dissatisfaction on following counts –

1. The number of teachers was less than University regarding about research grants from National or International sources. Because college teacher have some financial and administrative limitations.
2. But the data said that college was more supportive than University regarding the present research at National and International conferences.
3. College teacher were less involved than University teachers about the major or minor research projects. Because college teachers haven't support from their institution.

Summary and Analysis

This is the all about Savitribai Phule Pune University governance and management processes. It has some lacunas but university improving their drawbacks. Now University established e-governance; the University has successfully implemented several online modules for example online Eligibility, Online Migration, Online Quality Improvement Programme applications, Online Travel Grant applications, Online Scholarship applications, Online Affiliation and

activities of Students Facilitation Centre, Online PG admissions. University has successfully conducted Online Ph.D. Entrance Examination paper – I at 58 centers in Pune, Nashik and Ahmednagar districts. In examination section also several processes have been made online. Various certifications requests, application for photo copy, revaluation, transcripts degree certificate, delivery of question papers at examination centres, etc. are made online.

Well defined vision and leadership with ideas and set philosophy are the necessary prerequisites for the growth of institution like Savitribai Phule Pune University. The University has nurtured a vision consistent with its rich traditions and followed a new path of development. The principal focus of the S.P.Pune University has been to facilitate learning and scholarship all the way up to the current frontiers of knowledge, research that pushes the frontiers of knowledge, technology at the cutting edge, innovations to address problems and opportunities in industry/society and entrepreneurship that generates wealth in the society. The management information system of

University is well founded on the basis of a rightly defined set of channels. The channels of reporting, submission of information and decision making are properly planned and defined by appropriate regulation.

In the Savitribai Phule Pune University it has good governance and Management Process. Some of areas has been improved and some of areas still improving such as openness, accountability, participation from staff and students, policy effectiveness, communication and research.

The Dean will be responsible to the Vice-Chancellor for the academic leadership and management of the faculty.

The Dean will co-ordinate academic planning and resource allocation to schools and such other academic units and services as are allocated to the faculty.

- The Dean is part of the senior management group within the University acting under delegated authority from the Vice-Chancellor in so doing and reporting directly to the Vice-Chancellor or a designated deputy.

- Heads of schools or such other units and centres or services as are allocated to the faculty are responsible to the Dean. The authority of the Dean extends to all resources and staffing matters within the faculty, with the exception of those matters determined centrally.

- The principal role of the Dean is to assist the faculty and components of the faculty to achieve their agreed academic objectives as effectively as possible. The Dean is accountable to the Vice Chancellor.

- A second major role is to contribute towards policies which enhance the effectiveness of the University as a whole, and to counsel and represent the Vice-Chancellor accordingly.

- Allocation of funds to faculties by the Senate will be on the advice of the Senate Finance Committee after receiving the recommendation of the Vice-Chancellor based on consultation with the Planning and Resources Committee.

- Faculty councils will provide the Dean with advice on the Academic Plan, on the preparation of budget estimates from internal submissions and on the allocation of resources within the faculty. The Dean will chair the faculty council.
  - Responsibilities of Deans
  - Conditions of appointment for Deans

- Acting Deans
- Guidance

Responsibilities of Deans

Responsibilities of the Dean are determined by the Vice-Chancellor and include the following.

- to provide effective academic leadership and management of the faculty
- to develop, implement and maintain an academic plan for the faculty
- to prepare and present the faculty's submissions for resources, and to administer the resources provided
- to chair the faculty council
- to represent the faculty in the University and externally
- to ensure adherence to the policies of the University and the legal requirements placed on it
- to encourage staff development and a high level of staff performance
- to provide advice to the Vice-Chancellor on matters relating to the faculty
- to assume administrative responsibility for other academic, and service facilities as may be required by the Vice-Chancellor
- to contribute towards policies which enhance the effectiveness of the University as a whole and to counsel and represent the Vice-Chancellor accordingly
- to undertake any other duties specified by the Vice-Chancellor

Chapter 6

Good Governance: Lesson Learnt

Introduction of the Chapter

World Bank has identified three important characteristics of a world class university. A university should hold and nurture a large pool of high level talent that acts as a magnet to attract talent from other places. Further, a model university should be endowed with large resources so that it can develop and implement programs that it thinks are important. Finally the university should have a flexible governance system that can identify an important emerging idea and give it a preferential treatment to rapidly move it forward. The S.P.Pune University relentlessly working for the global visibility. The principal focus of the S.P. Pune University has been to facilitate learning and scholarship all the way up to the current frontiers of knowledge, research that pushes and opportunities in industry/society and entrepreneurship that generates wealth in the society.

Ever since its inception the University is bestowed with visionary leaderships, who have nurtured transparent administration, efficient governance as culture which is necessary for Generation, dissemination, acquisition, application and preservation of knowledge. The management information system of university is well founded on the basis of a rightly defined set of channels. The channels of reporting, submission of information and decision making are properly planned and defined by appropriate regulation. The Vice-Chancellor (VC) is the sole academic and administrative Head of the University and the Senate, Academic Council, and Management Council are the support systems with representation of all stake holders including faculty, affiliated colleges, government, industry, society and academics form universities with higher ranking. These statutory bodies' advice/support and help the Vice Chancellor in terms of working out strategies and operating structures for making university a vibrant knowledge centre and for the expected deliverables with respect to human resource development research excellence technologies/solutions, society/industry engagement and outreach programs of the university. The Registrar is the sole custodian of the seal of the university and a member/secretary of the most of the Authorities of the University. Director – BCUD is involved in developing appropriate management framework for decisions relating to academic issues. The collective and corroborative roles and responsibilities shared by these set channels has led to the various novel initiatives in Pursuit of Excellence.

Major Principles of Good Governance

1. **Responsiveness**
   - Objectives, rules, structures, and procedures are adapted to the legitimate expectations and needs of students.
   - Student services are delivered, and requests and complaints are responded to within a reasonable timeframe.

2. **Efficiency and effectiveness**
   - Results meet the agreed objectives.
   - Best possible use is made of the resources available.
   - Performance management systems make it possible to evaluate and enhance the efficiency and effectiveness of services.
   - Audits are carried out at regular intervals to assess and improve performance.

3. **Openness and Transparency**
   - Decisions are taken and enforced in accordance with rules and regulations.
   - There is students' access to all information which is not classified for well-specified reasons as provided for by law.
   - Information on decisions, implementation of policies and results is made available to the student in such a way as to enable it to effectively follow and contribute to the work of the local authority.

4. **Rule of Law**
   - The local authorities abide by the law and judicial decisions.
   - Rules and regulations are adopted in accordance with procedures provided for by law and are enforced impartially.

5. **Competence and Capacity**
   - The professional skills of those who deliver governance are continuously maintained and strengthened in order to improve their output and impact.
   - Students' officials are motivated to continuously improve their performance.
   - Practical methods and procedures are created and used in order to transform skills into capacity and to produce better results.

6. **Innovation and Openness to change**
   - New and efficient solutions to problems are sought and advantage is taken of modern methods of service provision.
   - There is readiness to pilot and experiment new programmes and to learn from the experience of others.
   - A climate favorable to change is created in the interest of achieving better results.

7. **Sustainability and Long-term Orientation**
   - The needs of future generations are taken into account in current policies.
   - The sustainability of the community is constantly taken into account.

- Decisions strive to internalize all costs and not to transfer problems and tensions, be they environmental, structural, financial, economic or social, to future generations.
- There is a broad and long-term perspective on the future of the local community along with a sense of what is needed for such development.
- There is an understanding of the historical, cultural and social complexities in which this perspective is grounded.

8. Sound Financial Management

- Charges do not exceed the cost of services provided and do not reduce demand excessively, particularly in the case of important public services.
- Prudence is observed in financial management, including in the contracting and use of loans, in the estimation of resources, revenues and reserves, and in the use of exceptional revenue.
- Multi-annual budget plans are prepared, with consultation of the students.
- Risks are properly estimated and managed, including by the publication of consolidated accounts and, in the case of public-private partnerships, by sharing the risks realistically.

9. Human Rights, Cultural Diversity and Social Cohesion

- Within the local authority's sphere of influence, human rights are respected, protected and implemented, and discrimination on any grounds is combated.
- Cultural diversity is treated as an asset, and continuous efforts are made to ensure that all have a stake in the local community, identify with it and do not feel excluded.
- Social cohesion and the integration of disadvantaged areas are promoted.
- Access to essential services is preserved in particular for the most disadvantaged sections of the population.

10. Accountability

- All decision-makers, collective and individual, take responsibility for their decisions.
- Decisions are reported on, explained and can be sanctioned.
- There are effective remedies against maladministration and against actions of local authorities which infringe civil rights.

Best Practices in SPPU

Best practices relate not only to knowledge but also to actions. At SPPU, teaching and research excellence is embedded within the strategic plan. The goals of the university are within the framework of the mission of the university and the university has explored innovative and creative ways to design and implement strategies and approaches that have worked well delivering significant results as expected in the classrooms and research laboratories, in global outreach and community connect, in fulfilling aspirations of students and other stakeholders while contributing to the national development. These best practices have created a unique space for the university on the national and international academic canvas, as reflected in many national and international recognitions and collaborations.

The SP Pune University has developed and follows variety of Best practices which over the years have significantly contributed in the overall functioning and development of the University.

BEST Practices in Finance

Central Finance department in Savitribai Phule Pune University, is called Finance and Account Office. It has One Finance Account Officer who maintains the ongoing processes of the department. Total 52 Teaching Departments and several other administration blocks exist in SPPU. Maintaining the quality, equal access, higher accountability for all the departments and blocks is not possible. More flexibility in managing their own financies, thus because of these crucial factors Decentralized financing came into existence.

There are total 7 such departments who look into it. Lets see it in detail:

1) Art Faculty: All Humanity related departments such as (Political Science, History, Women's department, Sociology, Anthropology, Economics, Defence and Strategies Department) etc. come under Art Faculty in Ambedkar Bhavan. Collaborating with all these departments becomes easy as all can get benefit by being under a single roof.

   Also specifically English, Hindi, Geography and Psychology departments which are located next to Ambedkar Bhavan can have access to the finance departments with ease.

2) Physics Department: Allocation of higher budget on an annual basis has been provided for the purchase of equipments needed for the working of the department. Therefore it has its own finance department.

3) Chemistry Department: Allocation of higher budget on an annual basis has been provided for the purchase of Chemicals needed for the working of the department. Hence it has its own Finance department.

4) Electronic Science Department: Allocation of higher budget on an annual basis has been provided for the purchase of equipments needed for the working of the department. Therefore it has its own finance department.

5) Botany (Zoology, Botany and Jaikar Library): Allocation of higher budget on an annual basis has been provided for the purchase of books, species, plants etc.

6) International Centre: University has large presence of international students drawn from over 100 countries. Infact it is the destination of international students in the country. Our University is student oriented and is ready to help International Students.

7) Estate Department: All infrastructures, maintenance, operations and development has been take care of by the Estate Department.

Funding

Funding is the act of providing financial resources, usually in the form of money, or other values such as effort or time, to finance a need, program, and project, usually by an organization or government. Generally, this word is used when a firm uses its internal reserves to satisfy its necessity for cash, while the term financing is used when the firms acquires capital from external sources

Recipient of significant amount of funds from UGC: University Grants Commission, State government, UPE- University with Potential for Excellence, DST- PURSE: Department of Science & Technology-Promotion of University Research and Scientific Excellence, DST-FIST: Department of Science & Technology-Fund for Improvement of S&T, DST-INSPIRE: Department of Science & Technology-Innovation in Science Pursuit for Inspired research, and through Foreign collaborations.

Our University is highly equipped with its own funding; further fixed deposit in bank is kept for emergency purpose. Whenever funds are not available university makes use of the fixed deposit to fulfil its need of the hour. And when the funds from Government or any other institution reaches university they are merged into the fixed deposit. Also there is no issue of timely release of grants as decentralization system is in place. So, with assurity we can say that the University has adequate financial resources to fulfil its vision and mission.

Present status of Governance – SPPU

Well defined vision and leadership with ideas and set philosophy are the necessary prerequisites for the growth of institution like Savitribai Phule Pune University. The university has nurtured a vision consistent with its rich traditions and followed a new path of development. The principal focus of the Savitribai Phule Pune University has been to facilitate learning and scholarship all the way up to the current frontiers of knowledge, research that pushes the frontiers of knowledge, technology at the cutting edge, innovations to address problems and opportunities in industry/society and entrepreneurship that generates wealth in the society. The Management Information System of University is well founded on the basis of a rightly defined set of channels. The channels of reporting, submission of information and decision making are properly planned and defined by appropriate regulation.

The collective and corroborative roles and responsibilities shared by these set channels has led to the various novel initiatives in Pursuit of Excellence

- The university started "M.Tech. Aviation Technology" course in collaboration with Fachschule fur Luftfahrzeugfuhrer (FFL) Germany.

- Established 'Bio-informatics Centre' as a centre of excellence with an investment of INR 3.69 Crore.

- Established 'Centre for Modeling & Simulation' with an investment of INR 8 Crore.

- Established 'Skills Development Centre' to promote employability amongst the youth, aimed at a targeted young population of State of Maharashtra.

- The University has made a provision of INR 9.5 Crore from its funds to provide research assistance for students and academic staff.

- Instituted 'Rajarshi Shahu Scholarship' for students from socially-disadvantaged weaker sections of society. Along with many other scholarship schemes.

- The university has taken active steps towards clean energy by venturing into installation of solar energy panels as a living laboratory.

- Wider encouragement to students to participate in 'Avishkar', a State-level innovation and research competition that has resulted into winning the general Championship eight times out of ten.

- Implemented choice-based credit system for all the courses on campus.

Tools: Achieving for Good Governance

The SP Pune University has developed and follows variety of Best practices which over the years have significantly contributed in the overall functioning and development of the university. A few of the best practices followed by the university are as follows:

1. Implementation of Total e-Governance
2. Research promotion Scheme
   a) Appointment of Distinguished Professors
   b) Central Instrumentation facility
   c) BCUD research project scheme
   d) Departmental Research Development Program (DRDP)
   e) Design Innovation Centre
3. Quality Improvement Programs
4. Skill-development Centre on Campus
5. E-content development and learning innovation centre
6. Global Outreach Program
7. Sub-centers and Students' Facilitation Centres
8. Recognition and felicitation of Social Icons
9. Scholarships/Fellowships to Students

Though each of the above best practices followed by the university has helped the university to achieve the present status of University with potential for excellence, the most important two practices, which have given the university a robust administrative and research foundation are the 'Total e-Governance Implementation' and 'Research Promotion Schemes'.

Different Types of Governance Models

Adapted from the article "Building Effective Approaches to Governance" by Mel Gill,

The Nonprofit Quarterly Governance plays an important role in determining how many organizations function. A definition of governance is "the processes, structures and organizational traditions that determine how power is exercised, how stakeholders have their say, how decisions are taken and how decision-makers are held to account." There is ample anecdotal evidence that the work of nonprofits usually continues in spite of flawed governance. The job still gets done! Yet there is also evidence that governing boards can enhance organizational performance by understanding and undertaking the governance role in a manner suitable for their particular organization. They carry the public (or customer) trust and provide an accountability structure for management. The importance of governance grows as the level of public interest and investment in an organization grow. There is not one coherent, flawless "model." Few nonprofit organizations use the traditional model where the board governs and oversees operations through committees established around functions (finance, human resources, programs), and delegates the management of those functions to the executive director.

To help leaders make better choices, they should understand the different theoretical basic governance models listed below.

Operational Model: The board manages, governs and performs the work of the organization.

Collective Model: The board and staff operate as a single team when making decisions about governance and the work of the organization. Board members may work with either or both service operations or management functions.

Management Model: The board manages operations through functional committees that may or may not have a staff coordinator. Constituent Representational Model: An approach used by publicly elected officials. Federations or other constituency-elected boards have the primary responsibility of balancing the interests of their constituents with the best interests of the organization.

Traditional Model: The board governs and oversees operations through committees established along functional lines (finance, human resources, programs) but delegates the management functions to the executive director.

Results-based Model: The executive director is a non-voting member of the board, carries substantial influence over policy making, and is viewed as a full partner with the board. Committees, organized around board responsibilities and lead planning, would guide governance, and monitor and audit performance of the board, executive director and organization.

Policy Governance (Carver) Model: The board governs through policies that establish organizational aims (ends), governance approaches, and management limitations. These policies also should define the relationship of the board with the executive director. The executive director has broad freedom to determine the means that will be used to achieve organizational aims.

Advisory Board Model: A board selected and dominated by the executive director. This board provides prima facie legitimacy to the organization but governs only in a nominal sense. Board members provide advice and may rubber-stamp the executive
Director's recommendations.

In nearly every successful governance model, the governing body will be responsible for the following:
Creating a vision,
- Securing resources,
- Defining clear roles and responsibilities,
- Establishing benchmarks for performance and monitoring them, and
- Being accountable to key stakeholders

Most nonprofit leaders know that every organization has its own culture and unique set of circumstances.
Determining a governance approach that's right for a particular organization clearly requires more than simply selecting a model from a menu of available options. It requires a creative use of practical knowledge and a basic understanding of how various concepts of governance will best fit a particular organization.

Chapter 7

Summary and Conclusion

Introduction of the Chapter

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavours: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; low; commerce and management; music and performing arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-sided and un-aided).

Achieving goal in Higher Education

It, always, monitoring the system, which is useful for maintaining good governance and management in the system.

India's higher education system is under pressure from the State and an increasingly educated youth population to achieve multiple objectives, such as growth, quality and equitable access. National and provincial policymakers take an activist approach, such as providing adequate resources, enabling private provision of higher education. All issues regard governance and management in Higher Education are highly prioritized in the policy. Concerning authority of the Government is keenly handling there issue all issues of external governance as well as internal Governance. Some issues like; the issues of academic and administrative matters of the institution; and matters of its own vision and mission are considered as issues of internal governance within. The focus of governance was on regulating quality standards. Now a day, the constituent colleges are largely privately owned and lightly regulated regarding costs, access and equity. Since colonial government jobs- the ambition of most graduates – gave a relatively tiny group of college – educated Indians high status and relatively high income, they were willing to pay for it. The report recommended decentralization within the university hierarchy, including empowering university deans, shifting responsibility for course regulation, examinations and degree awards to affiliated colleges, and recommending that universities concentrate on "postgraduate education and research programmes." The report also recommended that UGC's activities be shared with State Councils for Higher Education.

Institutional Response

Vice-Chancellor

Vision for the University – the University vision is education for all. Savitribai Phule Pune University is no. 3 in the country. Becoming a vibrant knowledge Centre and a Centre of Excellence in teaching, research and extension activities. "The Times Higher Education World University Rankings, now in their 12th year, apply rigorous standards, using tough global beanchmarks across all of a global research university's key missions-teaching, research, knowledge transfer and international outlook. The results are trusted by students and their families,

academics, university leaders and governments. For Savitribai Phule Pune University to make 601-800 in the world is an outstanding achievement to be celebrated."(Times Higher Education). Savitribai Phule has been ranked No.2 among the universities in India by Times Higher Education.In case of teaching Savitribai Phule Pune University **has** 191 rank of teaching in the world by UK-based Times Higher Education.Providing education to masses without compromise the quality to achieve our goal.

Experience of the University – VC said that they feel proud as a part of Savitribai Phule Pune University. They experienced 3.5 years as a Vice-Chancellor. They sincerely trying to address the issues concerning the University, issues concerning other University, academic vision, stakeholders.

Experience with the College teachers – VC had good and bad experience regarding college teachers. University have granted and non-granted colleges. Granted salary is paid by government. The people from non-grant colleges they may not get full salary. So the quality of teaching affects you may not find, there is no transparency in their working. In granted colleges some people are not active in research, teaching becomes many time mechanical, no innovations, but there are some very good people, contributes in research. 30-40% people are good but same cannot be said about entire mass.

Reforms introduced after you assumed the post of Vice Chancellor – Research is central process. Without good quality research you cannot include teaching quality. Every research paper and theory should undergo plagiarism test. When it is approved it is original then only anyone can present it. Infrastructural development also we have done. Large no. of fellowship we have introduced for Ph.D. and M.Phil. Level. For all those people from weaker section, fellowship is introduced.

Key issues before the University – unfortunately we tend to publicity. The quality of education should be improved. In school and college level students want to pass only. So quality suffers. Someone gets 80% marks but the knowledge is not 80%.

Registrar views

Accountability – On Monday of each 12 to 1 pm, the meeting with concern officers is conducted, in this meeting the duties and responsibilities of a concern officer how fulfill duties last week is revived. This exercise self motivated officers to improve level of commitment and fulfilled duties and responsibilities. Even to fulfill responsibilities support needed to the officer is also discussed.

Second point considering the meeting above the coming week duties and responsibilities. Discuss and expectation from the higher authorities of the officers exchanged. In this meeting, all kind of hurdles are discussed and to celebrate the completion task regarding the duties and responsibilities with given motivational words.

Other than their any special purpose meeting also called as per the needs with all are specific officer. These practices in the Governance help to improve the condition among the officer along with misunderstanding among them and due to dissection on the support to perform duties raised confidence in the officer. If result ownership of the officer about the information is help improves commitment.

Transparency- the institution Governance keeps weightage to maintain the transparency in each and every function and activities by declaration through circular and notices/ notifications of each and every administration policy and further regulatory and occasionally , wherever necessary.

Also from, open views and thoughts are welcomed in the weekly meeting of officers and at any time any point. The all officers or instructed the list of faculties with procedure including from schedule to decor in written on notice board at eh entrance of the office.

The suggestion and complain box are available of each office which helps to improve the system, when any suggestion/complained through complain box.

The university website is so comprehensive which gives space to each section and department to upload general information and specific information, list of concern people, their post, duties and responsibilities with details of content.

All the above major helps to maintain transparency in the administration and governance in the University.

Fairness – As per the Maharashtra Public University Act its preamble express regarding treating all stakeholders of university equally. To practice fairness in governance all these perorations support to treat people equally. The welfare schemes Health Insurance, computer zero interest loan festival advance, home lone interest. equal to 2% subsidized by University to all employs irrespective of cadre level. Even through form grievance redressed committee is effectively in function.

The Director, students Development council is full place special direction is available for welfare of students.

The inbuilt university status supported provisional in practice for treating everyone equally which establishes & convince fairness in administration.

Efficiency – University administration for improving the efficiency of employs conduct a need analysis of employs on the basis of In charge/ HoD's report every year. This identities the area of training to be organized for improvement of skills and competencies university budget having provision of nonteaching staff her in-service training. University administrating with the help of UGC- Human Resource Development center organize in service training to employs on require basis. Which helps to improve skills and competences which raise efficiency of providing services? Human resource development is a key factor regarding efficiency of the administration, continues improvement in the competency is the principle adapted by University.

Participation – University administration as per the Maharashtra Public University Act is democratic base. University Authorities as Management Council, Academic Council, Senate and other bodies are designed making bodies has wider representations of students, teachers, college management, graduates, industry and local body representations which representing all sections of the society. The participation of all section of the society in describes making bodies of the university helps to take trustable and fair and unbiased decisions. The committee base administration of university as per the act and status really helps to the decision collectively in the interest of the University after through discussions.

Controller of Examination (COE)

Examinations conducted in a timely manner – as far as the University concern it is the largest University in the quantum of examination, 10,000 type of examination conducted as per as our schedule, 13th June of every year declare in the meeting, we conducted the examination of both semester, regarding the any type of difficulty. We use of our mode of examination. 90% declared result are on time.

Any difficulty in the efficient conduct of examinations – if the qualified staff members are not present, in the last 4/5 years staff member number is increased on the other side the recruitment of teachers because of rules and regulation and policy.

All results related as per the schedule – most of the time University try to manage result release as per schedule.

New Examination forms – University use of ICT in examination considered, we are the top most in Maharashtra, government of Maharashtra also awarded us by giving a certificate for use of maximum ICT here. University use ICT for each and every procedure. E.g. from the admission procedure to declaration of result of student, all are online.

Training of examination – University train of examination to all. Minimum twice in year University conducting examination, decision is taken by the board of examination, all the officers, we conduct regular meeting also and we distribute and circulate all the circulars regarding the examination schedule and conduct the examination till up to the declaration of result. Almost all are depending directly or indirectly on each other.

Role of Student facilitation centre – University have student facilitation centre. When you enter in the University there is student facilitate centre is provided. In this centre student got all things which they need. E.g. degree certificate-its online.

Coordinate with all other regulatory agencies – naturally, university coordinate with other Universities and other departments. It is important for examination because basically we have to deepen upon right from academic section where syllabus is framed right from that one section of those Universities – affiliated colleges with University so we have to follow entire academic calendar.

Major challenges in the examination system - Increasing number of students, number of colleges, institute-which are affiliated to the university along with that government is running one policy- no granting aid colleges that lacking to effect on require facilities and we also have large number of students, respect to data given to the government of Maharashtra that indicates that students affixing for examination is highest in Maharashtra.

I want to mention one of the important thing related with ICT – exam reform through ICT – it is by Rajesh Agrawal, this committee report is submitted to governor and all university do this, almost 43 recommendation given which given the solution in examination.

As the use of ICT – I have already told you that we are at number one – from the process of admission to declaration of result all is done by use of ICT, students have given their PRN-permanent registration number.

We are not printing the examination paper we sending soft copy to accrued major directly to the colleges – with the secure question paper delivery – this is the important aspect all the examination – the papers send half an hour before exam to exam centre.

Policy and Road map for Governance and Management in Higher Education

University efforts have been made to enhance the professional development to teaching and non-teaching staff

Initiatives for professional development of teaching faculty

- **Research**

  - BCUD Research Grant from University funds
  - Departmental Research Development Program (DRDP)
  - Special Study leave of 28 months as per the provisions in Maharashtra University Act 1994

- **Faculty improvement**

  - Faculty Improvement Program (FIP) as per the UGC guidelines
  - Unassigned grants, young teacher grant for national and international travel, provisions from UPE phase II and DST-PURSE
  - Financial support for launching international collaborative research programs
  - Mobility of faculty between universities for teaching
  - Faculty exchange programmes with national and international bodies
  - Financial support for filing patents, trademarks, copyrights and publication of research papers in journals of repute

- **Orientation and Refreshers**

  - Quality Improvement Program (QIP) from University Funds
  - Orientation and Refresher Courses through Academic Staff College of the University
  - Subject-Oriented Refresher Programmes for in-service senior college and university teachers.
  - General orientation programmes for senior teachers.
  - Orientation Programmes in teaching, Learning and Communication for newly appointed teachers.
  - Orientation Programmes in Value Education

Initiatives for professional Development of non-teaching Staff

  - Orientation Programmes for senior academic administrators.
  - Short-term programmes in soft skills development for non-teaching staff of the university and college.
  - Computer training programmes for non-teaching staff of the University and colleges.
  - Programmes on laboratory safety for the non-teaching staff working in laboratories of colleges and University departments.
  - Deputation abroad for training in academic administration
  - Encouragement and incentives for pursuing higher education
  - Training programs on Accounting, Tally, MIS, Book Keeping, etc.

Faculty Views

Accountability

All departmental faculties from Savitribai Phule Pune University were satisfied with the institutional mechanisms for rewarding teaching and research. They also satisfied with the institutional infrastructure and facilities for teaching and research adequate. The facilities required equipment for research and this infrastructure is apple for promontory research in Higher Education.

Human Resource are the key factor to maintain accountability in the academic area, research is major pillar of any institute and faculties are more necessary or integral part for achieving quality in research.

Infrastructure of institute is highly contributed in the growth of institute. There is demand of some required and sufficient infrastructure in the necessary for life science and Physical science research.

Departmental faculties recommended some areas for improvement- increasing number of faculty members but not sufficient place for cabin and research, new building construction should require, field work should be more; application of basic research should be done.

In the life sciences, such as botany subject, they required their own vehicle for field work. This vehicle is mainly uses for collecting data from various research field areas.

They need a separate vehicle for field work, in every individual project they got travel grant so they pay form the grant, Botanical garden and museum is very important aid for botany, they required good gardener for maintaining it.

In the Botany subject, botanical garden is very integral part of their research. Due to proper manpower, the maintenance is not taking care properly. So that they require literature gardener for maintain botanical garden.

Transparency

Professional development is highly important part in the appraisal of the facilities in the University. For professional development of faculty attending conferences, seminars, workshops are significantly necessary so that they want more and concrete provision for their poet and processional consistently the rules and regulation for promotion in the service period and there should be open to all for more understandingly.

Faculty members said that the promotions were not conducted in a fair manner. All faculties know the criteria for promotion. Departmental faculties recommended some areas for improvement- new faculties send for conference and seminars.

Professors are required for teaching research and extension in university and college moreover they need more support in the crating of research such as application for various fowling agency at national and international.

For development they have to write a project and get a grant and publish a paper. No one will push to write a proposal and do research. So it's done by them and improves them. So automatically department will also develop properly.

Fairness

All teachers were satisfied with the evaluation processes. About the examination, the examination section under the Board of Examination is functioning as per the provisions of Maharashtra University Act 1994, and addresses main stake holders viz. student, teachers and colleges/institution. The following information/processes are made online under the student category (http://exam.unipune.ac.in/):

- Schedules
- Timetables
- Seating arrangement
- Exam forms online
- Results
- Photocopy & Revaluation
- Unfair means (Copy case)
- Contact Details for various online applications
- Certificates ordinance of Exams
- Syllabus
- Previous Question Papers

Following are the online processes/information for the colleges

- College inward-exam form
- Hall ticket/junior supervisor Report/ordinance 163
- Internal marks entry
- Strong room stationary
- Photocopy and revolution inward

While following process/information are made available through SMS/email for the teachers:

- Paper setting appointment
- Junior/senior supervisor appointments
- Exam teacher appoint for CAP
- Training programmes are also organized to give detailed instructions of pre and post examination work.

Efficiency

Teachers said all claims were not reimbursed in a timely manner. Teachers said institution provides TA DA out of Maharashtra but not within Maharashtra. No good reply by finance department. After submitting all bills, teachers got bills but after two or three months. They do not provide any advance. They take too much time to come up with check so many phone calls and follow up. Savitribai Phule Pune University has two type of staff one is permanent and another is university funded. Non-teaching staff was also not supportive because of lack of staff was not well-trained in their field.. Related research and development implemented – teachers said that every meeting there is discussion, every one again forget and all things went in same way again. Decentralized finance is very lazy but main finance is very strong and highly efficient.

Participation

Teachers have sufficient opportunities to participate in governance. Teachers replied that they have some extent and it depends on the issue. They all are in different committee. Some teachers had bad experience regarding governance. Such as; less participation in different committees, only few teachers were chance to participate in governance.

Experiences of Students on Campus

Accountability

Students of the college are satisfied with the services, which are provided on the college campus. Such as; library, playground, stipend, scholarships, all that services which are provide students to develop their overall development. They were reflecting about the adequate infrastructure of the college. According to them, this kind of infrastructure is also useful for the learning. The entire infrastructure and regarding all the facilities, which are available on the college campus, are sufficient for the teaching-learning process, but students suggested that basic issues concerns with drinking water and sanitization. In the University depends all admission procedure follow the ordinance 181-A.

Transparency

Students knows the all admission process and they said it is transparent. Regarding following fields-
- Admission
- Examination
- Merit list

Fairness

Students said that evaluation process was more interactive and bar code system should be there. But students were not satisfied overall instituted processes. Savitribai Phule Pune University follows reservation scheme, common entrance test.

Efficiency

Students said that all institutional services not delivered in timely manner. Students recommend improve exam system as area of improvement.

Participation

Students could not participate and no opportunities were provided to participate in governance as absence of student's council.

Relationship between University and College

Areas of relationship among affiliated colleges and institutes

1. **Providing Affiliating Services**: - The University is providing new affiliation and continuations of affiliation as per the Maharashtra Public Act procedure is administered by Academic section of the university. The affiliation is the college, university boding which exists due to new affiliations to the courses offered by colleges or by university. University continues affiliations to the course by providing permanent affiliations. University constitutes Local Inquiry Committee (LIC) for making affiliation system to the college as per the provision

Maharashtra Public University Act, 1994/2016. This report is the document for affiliation or sometimes it is on affiliation condition fulfilled is placed before academic council. Academic Council considers approval to the courses for affiliation.

2. **Examination**-
   a) Conducting examination in the college on the behalf of university through examination sections for this examination section provides services through examination portal, schedule of examination, application of exam form, online submission of examination form, hall ticket generation, preparation of exam schedule including examination Centre
   b) Preparing mechanism with co-operation of colleges to avoid malpractices in the examinations.
   c) Conducting internal examination with help of colleges.
   d) Exam- sharing of exam fees among universities and colleges. The proportion is decided in Board of Examination meeting. Examination section is administered by Director, Examination and Evaluation center governed by EEC under chaired by H. VC including deans' of various faculties and experts in evaluating as members of EEC.

3. **Quality**-The University and College does enhancing quality by support activities. SPPU specially designed various quality improvement schemes for affiliating college and provides financial assistance and to improve quality of colleges. Guidelines for financial supports for quality improvement, infrastructure and activities. Moreover guest house, women's toilet, up gradation of libraries, parking facility, virtual classroom, along with funding for organization of State, National, International Conferences/ Seminars/ Workshops.

4. **NSS and BSD (Board of Students Development)-**The Board of Students' Development (BSD) looks after the protection of rights and supervises the Development activities of the students of post-graduate departments of the university and each conducted college or institution of the university and each affiliated college. BSD promotes and co-ordinates the different students' activities for better corporate life. BSD tries to nurture students' mental, physical, cultural growth with various activities to improve their overall personality development and to make them civilized Indian citizens to compete in the globalized world.

   • **Earn and Learn Scheme**: - The main objective of the scheme is to develop a student as a multifaceted personality with academic excellence and a commitment to an egalitarian society. India lives in her villages and to bridge the gap between rural Bharat and urban India, this scheme is basically undertaken for the benefit of students coming from the rural areas, who are economically backward, intelligent, and meritorious but cannot afford higher education, needy and financially hard pressed. It inculcates in the student the idea that no work is big or small and develops a work culture with the right aptitude. This is a paradigm shift in the way we see higher education. This will make higher education accessible and available to the poor, meritorious and the marginalized.

   • **Special Guidance Scheme:** - The basic objective of this scheme is to help those students who are deprived of the latest knowledge of the subject they undertake at the first year

level. Secondly, to inculcate the urge to educate one self, and that education liberates one internally as well as externally. Thirdly, to offer guidance to students in their career choices and the relevant subjects to be pursued by them to attain their best potential. The enrollment under this scheme is basically for students who are economically, financially backward and also to the reserved category students. There is no limit on the number of students who can be enrolled under this scheme. Financial assistance to the tune of Rs. 9,000/- only is given to the concerned college / institute which undertakes this scheme. Any lecturer who is invited to deliver lecturers in this scheme is given an honorarium of Rs. 300/- per lecture. Students have to apply in the prescribed form for joining this scheme. The colleges / institutes have to take prior permission from the Director, Board of Students' Welfare to undertake this scheme and that the said proposal from college / institute of the scheme be forwarded to the Director, Board of Students' Welfare on or before 15th September every year for approval. At the end of the year the respective college / institute has to submit all necessary papers / documents at the time of central audit after which the necessary payments are made.

- **Nirbhay Kanya Abhiyan (Fearless Girl Campaign):-** This is a scheme introduced by the University to develop the confidence and personality of a lady student who comes from the rural areas and are deprived sections of society. The marginalization and deprivation is double if you are a woman and from the backward or scheduled castes. The main objective of this scheme is to develop a critical mind, self-confidence and a commitment to society. The lady students are given training in health, law, and social activities. They are also given training in self-employment and all possible other activities that enhance her social confidence. This scheme is open to all regular lady students from all the affiliated colleges / institutes. Funds for organizing these activities are provided by the University. Out of the 6 lakhs students enrolled for different courses at the University there are over 1.5 lakh lady students out of which a majority of them come from rural based background. These students have to travel daily by bus or other means of transport to attend their respective college / institutes. It is very likely that these lady students during their travel may experience all sorts of atrocities in a challenging environment, which prevails today. In order to make them face the prevailing situation and develop self-confidence to face courageously these situations the scheme has been introduced.

- **Personality Development**: - This is a scheme introduced by the University to develop the confidence and personality of a lady student who comes from the rural areas and are deprived sections of society. The marginalization and deprivation is double if you are a woman and from the backward or scheduled castes. The main objective of this scheme is to develop a critical mind, self-confidence and a commitment to society. The lady students are given training in health, law, and social activities. They are also given training in self-employment and all possible other activities that enhance her social confidence. This scheme is open to all regular lady students from all the affiliated colleges / institutes. Funds

for organizing these activities are provided by the University. All colleges / institutes interested in organizing this activity are to apply to the Director, Board of Students welfare before 15th September every year and after the sanction is given the activity be started. Names of selected candidates should be submitted through proper channel. The concerned college / institutes have to organize seminars, camps / workshops to fulfill the objectives of the scheme. At the end of the year all necessary papers are to be submitted to the central audit scheme after which necessary payments are made. Financial assistance of Rs.10, 000/- is given for the same by the University.

5. On the foundation day, 10Th Feb- University declares- Best college award for rural colleges in the category of Professional and Non Professional; Best college award for urban colleges in the category of Professional and Non Professional; Best Principal award for rural and urban colleges in the category of Professional and Non Professional; Best Teacher award for rural and urban colleges in the category of Professional and Non Professional.

For promotions of quality and the rules and regulation for the identifications of the colleges, principal, teacher and non-teacher are prepared by University of College Award Committee.

6. Research Promotion Relationship Among University and College
   a) University provides seed capital of Rs. 8 Cr. every year to college teachers to conduct researches in all the areas. Sanctioning and funding for research is regulated by the Research council Guidelines.

   b) At the University Campus, university develops center instrumentation facility and it provides scientific research support for college teacher and data analysis facilities for social science teacher through the university campus facility.

Relationship of Student and University

1. **Leadership Promotion**: university promoted students through the establishment of student council. Students have opportunity to become chairman, secretary and member of student Council or senate. From the graduate constituency 10 graduate students are elected as senate member and 2 representatives in the management council are elected out of 10. These two provisions in the Maharashtra University Act 2016 and provides opportunities to students in the university party and decision making Procedure.

   On the various students support facilities available on the campus and through these various students support facilities, students are going to avail all facilities according to their needs. These various support facilities are following…

2. **Health Centre**- Round the clock medical facilities are available on the Campus for the resident staff and students, providing routine medical facilities. E C G, eye checkups and dental treatments as well as special medical consultancy. Services of a Resident Doctor and an ambulance for emergency cases. Comprehensive information is provided on various diseases and health related issues like AIDS, cancer, smoking, alcoholism immunization and blood donation through mass release of pamphlets and posters. The University of Pune 'Help Line' (telephone counseling), was put into operation in 1999, and has been providing guidance on issues related to STD / HIV / AIDS, and Sexuality. A Fitness and Health checkup Center was established in the year 2002 to promote a life style that would result in prevention of diseases

and promotion of greater longevity. Yoga Education Center was established in the year 2002 with a grant from the UGC.

3. **Banking and Postal Services-** The Extension Counter of Bank of Maharashtra is located in the Administrative Bhavan and provides financial services on the Campus. There is a full-fledged Post Office on the campus, which provides both, traditional and modern mailing services. At various strategic points, telephones and reprographic facilities are available.

4. **Employment Information and Guidance Bureau-** Promotes employment schemes for assisting students in securing gainful employment. It also provides entrepreneurial guidance to the students to start their own business under the self-employment scheme. Further, comprehensive information is provided on employment opportunities, scholarships and fellowships both in India and abroad.

5. **Students Facilitation Center-** Located at the main entrance of the University, Students Facilitation Center aims at providing important services under one roof to the students of University of Pune. Presently, the services on offer include applying for and receiving various documents/certificates related to Examination section and BCUD section. Applying for various documents/certificates is easier now. A student can apply online and auto-generate a challan to be paid in any branch of Bank of Maharashtra or HDFC Bank. Payments for certain applications can also be made by credit/debit cards. The completed and duly signed applications along with the payment proof and necessary documents can be submitted at Students Facilitation Center. The required documents can be collected from the center on the due date.

6. **Hostel Facility** University provides hostel facility to both girls and boys. The hostel facility is granted to the students of the University strictly on the basis of merit. The number of seats for each department depends on the department size. Right now university has 9 girls and 9 boys' hostels on the campus with fully equipped all necessary requirements.

7. **The University Board of Sports & Physical Education** came into existence in the year 1949. The objective of the Board of Sports & physical Education is to take necessary steps for promotion of sports culture and activities in the field of sports in colleges and university departments and also to establish links with regional and national bodies in the various sports and to promote various activities jointly with them in colleges, recognized institutions and university departments as per the policy of the university.

8. **International Centre** The Savitribai Phule Pune University attracts the largest number of foreign students in comparison to all other Indian Universities. Apart from offering a multi-cultural and inter-disciplinary learning environment, one of the main reasons for studying in Pune is the manageable cost of living and the conducive environment for education. Currently, we have around 14,000 students, from over 102 countries studying at the University and its affiliated colleges. The International Centre of the Savitribai Phule Pune University, located on campus, assists the International Students' Community, in acquiring information about the various courses, colleges, tuition structure, eligibility, accommodation, health insurance and the likes offered by the University. The International Centre acts as a liaison between the students, the various Departmental Heads, and the Heads of Colleges and Institutions affiliated under the Savitribai Phule Pune University as well as the Heads of Chancery, Embassies, Consulates, their educational counselors and their educational wings, throughout the world or with any other agencies of the Government of India or the Government of other countries.

9. **National Service Scheme (NSS)** has been playing a vital role in enriching the souls and minds of the students of the university since long time. The overall objective of this scheme is 'Education and Service' to the community and by the community. It is a programme for students to cater to the needs of the community, as and when required. It will also help the students to communicate with the society. The students joining this scheme develop many behavioral interactive skills. They visit the rural areas as NSS volunteers during the camps organized by the concerned colleges or departments of the university. The NSS volunteers take initiative in developing a Technocratic Environment and also help the underprivileged people to develop themselves. The scheme promotes the ability to present them in a better way. Thus the ultimate goal of the scheme is to strive to inculcate the bond of patriotism, national integration, brotherhood, communal harmony among these volunteers.

10. **The Board of Students' Development (BSD)** looks after the protection of rights and supervises the Development activities of the students of post-graduate departments of the university and each conducted college or institution of the university and each affiliated college. BSD promotes and co-ordinates the different students' activities for better corporate life. BSD tries to nurture students' mental, physical, cultural growth with various activities to improve their overall personality development and to make them civilized Indian citizens to compete in the globalized world.

Relationship of University and Department

In the department, Head of the department is coordinating with various section in the university for the human resources, Administration of the department, admission and eligibility of the PG students, Ph.D. students and regarding curriculum development. In the university, the teaching and non-teaching human resource is managed by the Dy. Registrar of Teaching and Dy. Registrar of Non- Teaching section. All the admission and eligibility is functioning by the Dy. Registrar of PG sections. Regarding the departmental examination, Head of the department is directly coordinating with Director, Examination and Evaluation center i.e. taking approval of the examination schedule, paper setter, paper examiner and moderator etc.

Relationship of University and Directorate of Higher Education

The governance among University and Government does exist through Maharashtra Public University Act, 2016 provision. The Act has following provisions regarding the relationship between University and Directorate of Higher Education.

1. Overall Higher Education Policy of the state is prepares by the MAHED. Government representatives through the nominations of governor are on senate, academic and management council. Due to the coordination between university and government cordially established in decision making and implementation.

2. Providing salary grants by the government to universities.

3. Government conduct financial and assist audit every year. The university has to submit academic audit and annual university development report approved by senate and management council to Maharashtra Legislation Assembly to government for Approval.

4. As per Maharashtra Public University Act, 2016, Government is controlling over the university for fare action for the stakeholders of the university.

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    Important Links -

    http://www.coe.int/t/dgap/localdemocracy/Strategy_Innovation/12principles_en.asp