

REPORT ON
KERALA STATE HIGHER EDUCATION
POLICY-2012



MEMBERS OF THE COMMITTEE

Chairperson:

Prof J A K Tareen

Convener:

Dr. Sheena Shukkur

Members:

Justice V.Ramsubramaniam

Prof. Gopakumar

Prof. Babu Joseph

Prof. P.S.Robi

Prof. Ashraf

Prof. Seema Joshi

Amb(Rtd) T.P. Sreenivasan

Vice Chairman

Foreword

The Kerala State Higher Education Council constituted a Committee on 12/4/2012 under the Chairmanship of Prof.J.A.K. Thareen to review the Higher Education Policy of Kerala and to recommend the necessary measures to make the system more effective , efficient and purposeful. The committee, after due deliberations and discussions , submitted a comprehensive report to me on 6/11/2012. The Council, having considered the report, has formulated its own recommendations to the Government.

The Report, together with the Council's recommendations are submitted herewith to the Hon'ble Minister for Education on 27th November 2012.

Amb(Rtd) T.P. Sreenivasan

Thiruvananthapuram

27-11-2012

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Section I
Recommendations on the State Policy on Higher Education
by the Kerala State Higher Education Council based on the
Report and Recommendations submitted by the Committee
to Review SPOHE headed by Prof. JAK. Tareen

The Executive Council which met on 19th of October and 7th of November, 2012 accepted the report submitted by the committee constituted to review and recommend reforms to state policy on higher education in Kerala.

The Executive Council decided to make the following recommendations to the
Government

The vision for the State during the next 25 years shall be

1. Increase access to higher education & research.
2. Enhance the quality of education & research and
3. Ensure equity in higher education.

A. Specific recommendations for increasing access-

- 1) To increase infrastructure and the intake capacities of colleges and universities by 50% by next five years and 100% by next 10 years, in subjects/programmes of relevance and high demand.
- 2) To establish new colleges in those districts like Malapuram, Palakkad, Wayanad, Kasargod and Idukki which do not have access to college education in the vicinity.
- 3) The State should establish at least one Women's University in the state and ten women colleges.
- 4) To establish a State University for Distance Education (Open University) based on Public-Private Partnership (PPP) and sharing of revenue should be approved by Distance Education Council, Delhi and the Degrees to be awarded should be distinguished from those from regular day programmes
- 5) The institutions should explore all possibilities of introducing evening programmes both at the College and University level, wherever feasible
- 6) Colleges with substantial standing and reputation should be encouraged to apply for autonomous status by the UGC.
- 7) Every college should have at least one hostel for boys and one for girl students

B. Quality of Higher Education

- 8) The teacher student ratio approved by the UGC needs to be adhered to, which requires optimum teacher ratio for all disciplines. Postgraduate programmes: Sciences (1:10-12), Arts, Humanities, Social Sciences, Commerce (1: 15), Undergraduate Programmes: Sciences (1:30), Others (1:40)
- 9) Courses on Environment & Ecology; Philosophy, Ethics and Morals; Human Rights & Indian Political System; and History of Indian Culture & Traditional Knowledge should be offered at all degree programmes including Professional Colleges
- 10) A Committee shall be constituted to prescribe minimum standards, which shall lay down the norms to be followed for maintaining quality of laboratory and infrastructure.
- 11) To establish Kerala State Library Network (KSLNET) to treat library modernization, library staff training, networking of libraries, digitalization as a priority area for improvement of teaching and research programmes. Introduce a massive E-learning Educational Portal.
- 12) The Kerala State has to bid for establishment of Regional Sophisticated Instrumentation Centre funded by UGC in select zones during XII Plan with part contribution from the Government and part from UGC.
- 13) Kerala State should establish a Sports Development Academy and establish a State Sports Training Centre
- 14) To integrate Undergraduate with post graduate programmes; stand alone colleges be upgraded to PG colleges in a phased manner.
- 15) Establish separate Universities for Law and Indian Traditional Medicine
- 16) To abolish affiliation system and establish College Cluster Multi Campus Universities(CCMCU)
- 17) Introduce State Accreditation system (SAAC) for accreditation and ranking

C. Ensure Equity in Higher Education

- 18) To introduce a stricter monitoring mechanism and to bring in transparency into the system to prevent possible manipulations and conversions of seats and opportunities meant for the SC/ST/OBC/Minorities and other beneficiaries.
- 19) To establish a State Higher Educational Tribunal empowered to remedy any complaints relating to discrimination or denial of opportunity.

- 20) Enhance the autonomy of Universities and reduce the state control into the day to day working of the universities and colleges, if necessary, by way of an amendment to the present Act.
- 21) The nominations of the government representatives to the Academic Bodies and representation of the government on the senate and executive council/Syndicate should be through nomination of persons who are experts in the field of Educational/Research institutions, Public Sector, Judiciary, Industry or such persons whose presence would contribute to the Governance of the University.
- 22) The private managements should include on their Academic and all other bodies representatives of teaching community in addition to the members from management.
- 23) There is a need to evolve a mechanism to constrain political interference in academic institution in matters of Academics and Administration and uphold the complete Academic and Financial autonomy to the universities and also the Vice Chancellors.
- 24) To introduce a common academic calendar stating the date of re-opening for an academic year, dates of examinations to be completed, timeline for announcement of results and uniform date for closing of admissions in the State.
- 25) To introduce a Universities Act in the State upholding the autonomy of Universities and Vice Chancellors, enhance the overall powers of the Syndicate and a common academic council to monitor and set standards for the academic affairs of the Universities in Kerala.
- 26) All appointment of teachers to Aided, and Government Colleges shall be made so as to prevent unfair practices, nepotism and ensure the high standards of teachers selected. Guide lines for selection of faculty by self financing Institutions should be framed in order to ensure heterogeneity and fair representation.
- 27) A suggested amendment to KSHEC Act, 2007 will be submitted so that the State Council shall be entrusted with the additional responsibility and powers in all the matters relating to quality of higher education, preventing unfair practices and regulate the need of minimum infrastructure etc.
- 28) The State should explore the possibility of establishing specialized Research centers like Centre for Policy and Developmental studies and Statistical analysis which would be a single window source for the government in formulating all its policy plans, assessment of performance, comprehensive statistical data and analysis of every institution and schemes of the government.

Section II

Report submitted by the committee

Background

The Kerala State Higher Education Council (KSHEC) constituted a committee of experts through its executive notification dated 12/4/2012 and conveyed to the same to the chairman and members of the committee through its letter 101/KSHEC/VC/2011-12 dated 12/04/2012. The mandate from the HEC was that the committee may go into all aspects of the current status of the Higher Education System in the state and to make holistic recommendations for reforms not only to bring in correctional measures in the existing Academic, Administrative and Infrastructural short comings, but to also recommend such fundamental structural changes that would enhance the quality of teaching and research not only to meet the needs of the State and the Nation but to become Globally competitive.

Composition of the Committee

Prof.J.A.K. Tareen,(*padma Shri*) (**Chairperson**)

Vice Chancellor, Pondicherry University, Former Vice-chancellor, Kashmir University and former Member of University Grants Commission

Convener

Prof (Dr.) Sheena Shukkur, (**Convener**)

National Judicial Academy, Bhopal, Madhya Pradesh, EC member, KSHEC and EC Member, National University of Advanced Legal Studies

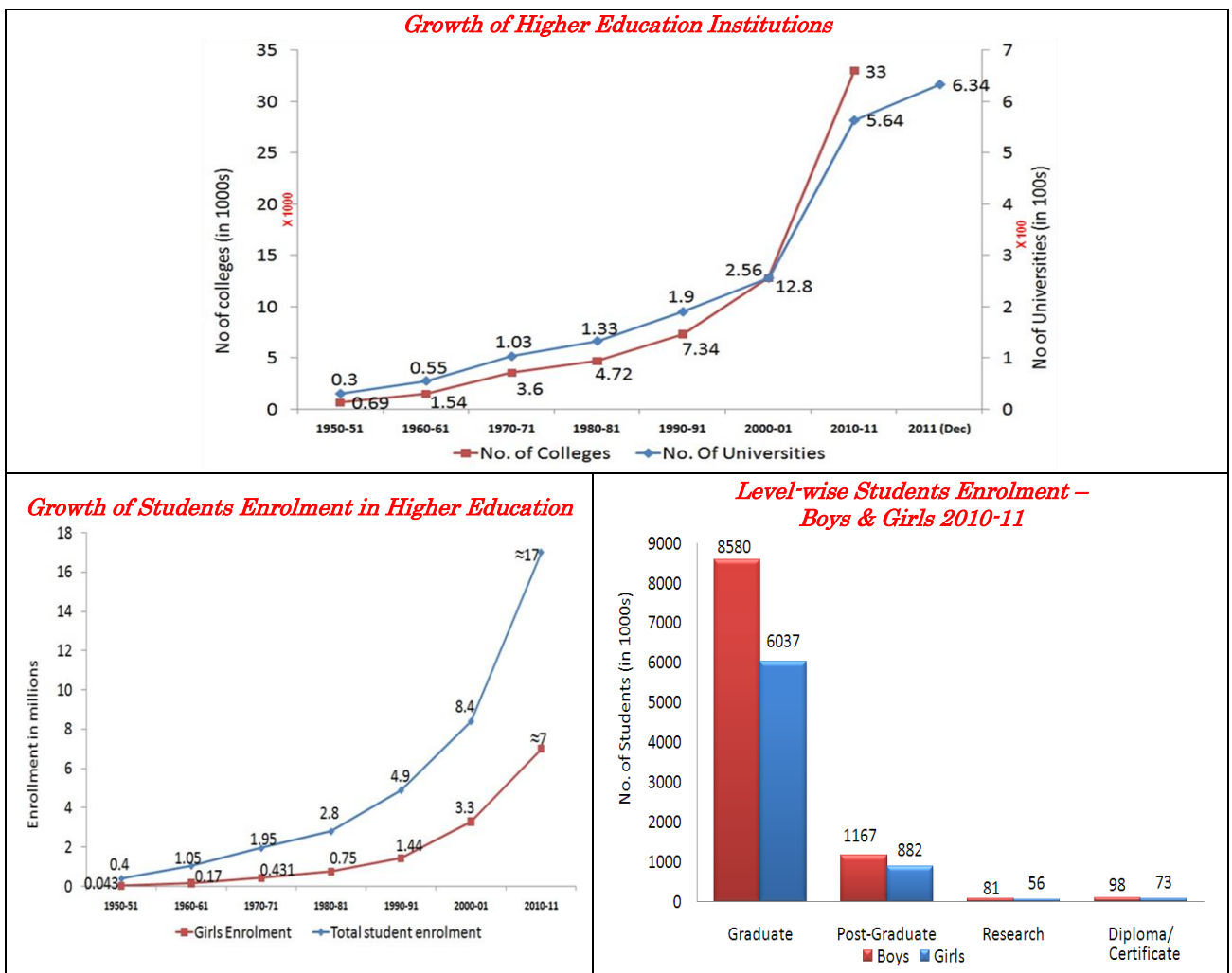
Members

- 1.Justice V. Ramsubramaniam , Judge, Hon'ble the High Court of Madras, Chennai
- 2.Prof. G. Gopakumar Dean of Social Sciences and former Head of Department of Political Science, University of Kerala, UGC Emeritus Fellow, Department of Political Science, University of Kerala
- 3.Prof. K.Babu Joseph, Former Vice Chancellor, CUSAT
- 4.Prof. P.S.Robi, Faculty of Mechanical Engineering, IIT Guwahatti, Assam
- 5.Prof. K.K.Ashraf, Government College, Mokeri, Kozhikode, Kerala

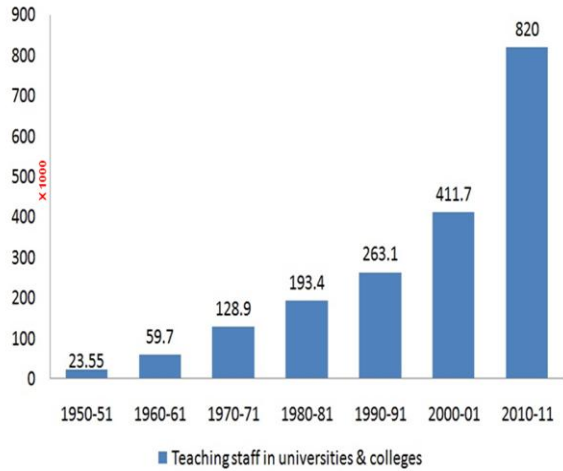
Part I- Introduction

Higher Education in India had a steady growth during post- independence times. But, during the last two decades, the dynamics of higher education witnessed a phenomenal shift in its priorities, naturally responding to the rapidly changing global economic and market ramifications which directly reflected in the requirements of job market, both within the country and overseas.

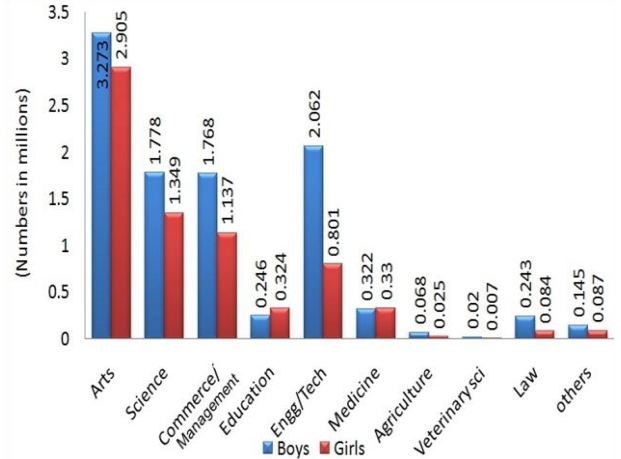
Growth of Higher Education in India



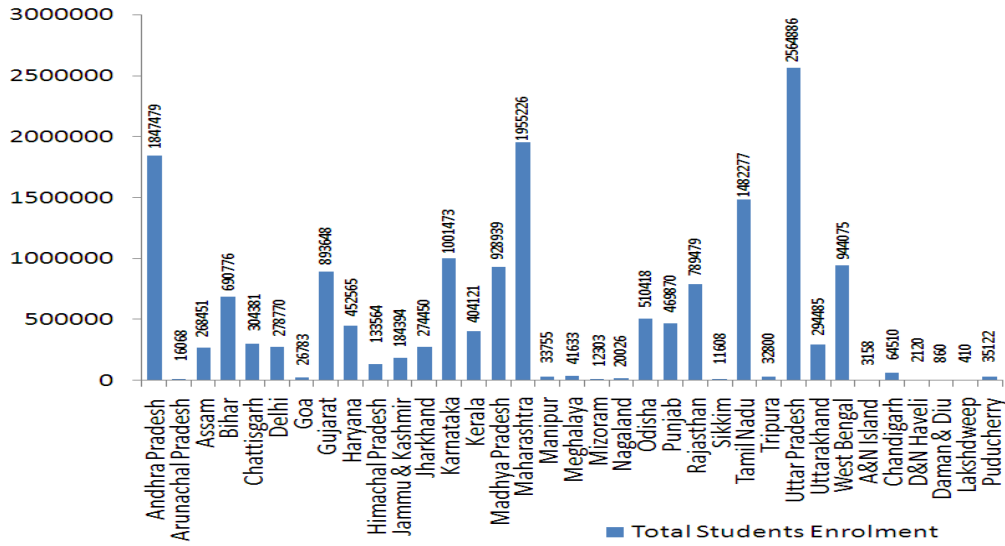
Growth of Teaching Staff in Universities & Colleges



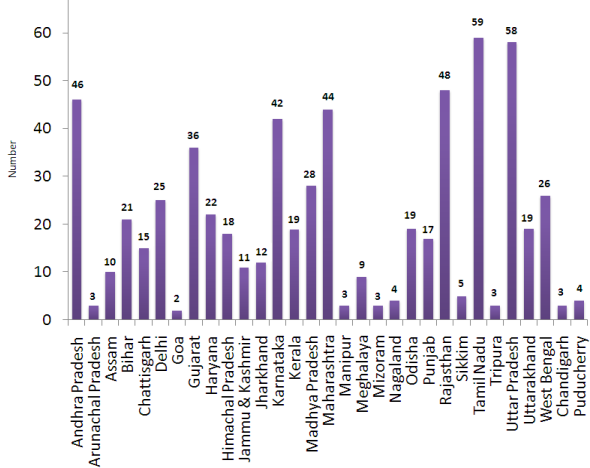
Faculty-wise Student Enrolment Boys & Girls 2010-11



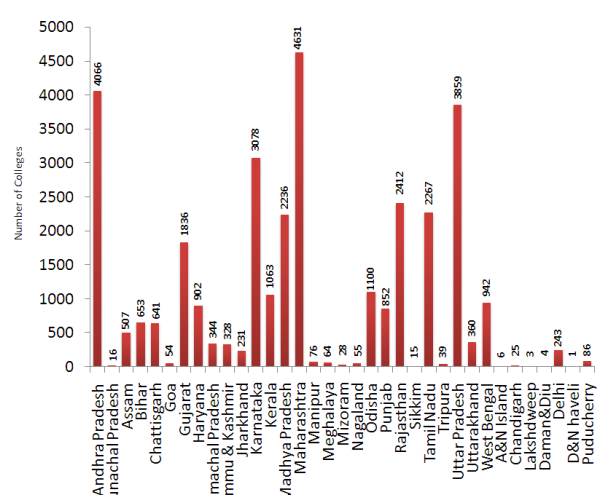
State-wise Students Enrolment 2010-11



State-wise Number of Universities/University Level Institutions in the country (as on Dec., 2011)



State-wise Number of Colleges 2010-11



The changing economic scenario, global job requirements, emergence of borderless off-shore employment opportunities became the driving force to define the priority areas in higher education during the last two decades. Professional education, particularly in Engineering & Technology, Computer & Information Sciences, Medicine, Pharmacy & Nursing, Management Sciences, Law and Education saw an explosive growth with unprecedented participation of private managements and investments. The massive contribution of the expansion with private investments into the Professional Education, particularly to meet the growth and sustenance of the highly demanding Indian Industry as well as facilitation of Indian-skilled workforce for off-shore jobs has been commendable. The fallback of this shifting focus has been that higher education system in Social Sciences, Humanities, Arts, and Pure & Applied Sciences saw a setback. There has been a steady shift in the student flow from regular Undergraduate and Postgraduate Programmes in colleges and universities, to the Professional Programmes. This has also seriously affected the research output in the universities and colleges. The other issues of concern have been the over-commercialization of education in private professional institutions, lowering down of standards of teaching facilities and laboratories in a number of private institutions. The reasons for these are many, but the main factor is the absence of national as well as regional linkage and monitoring mechanism. There is lack of academic connectivity between governments, the autonomous statutory bodies and the institutions with regard to monitoring mechanisms which has resulted in poor norms of accountability. The affiliation system prevailing in the country has become a routine ritual, which has not only burdened the universities with the routine exercise of inspections and granting affiliation but has led to rampant unfair practices across the country.

The State of Kerala being one of the most awakened and a literate state of the country has been ahead in many respects, particularly in the Human Development Index and Universal Primary education. One of the major contributions to progressive outlook and higher literacy levels are due to the rich heritage, royal patronage for education as well as, the missionaries who established Schools & Colleges over a century ago. The positive political interventions and the government policies also contributed to the progress of Higher Education. But the explosive privatization of higher education which swept the country in the recent decades has also been experienced by the State of Kerala. At the same time, it is also true that the GER in Higher education remain at 16-18% and this figure is not uniform through-out the State as there are many areas like Malapuram, Palakkad, Wayanad, Kannur and Idukki districts whose GER is less than 10%.

The State of Kerala also has certain unique issues not fully addressed for a long time. One of them is the private student system nurtured for a long time, where the student writes University examinations, without really exposing

himself to a university system of education. Some universities of Kerala offer programmes through Distance Education with no distinction between these students from the regular students and common Degrees are awarded.

Besides, there are other issues such as access to women and disadvantaged groups, lack of sophisticated research facilities, modern teaching laboratories, under-utilization of libraries, poor networking and automation, use of ICT in education, Accreditation and Ranking of institutions, commonality of curriculum and mobility of students, Common Academic Calendar, Staff training Programmes, shortage of teachers, Quality maintenance, Declining focus on research, Teacher Appraisal, optimum Student–Teacher ratio, performance Appraisal of universities, colleges and Heads of Institutions and a host of areas that require to be addressed.

The committee has carefully gone through the various policy documents on education brought out from time to time including the most recent Knowledge Commission report and Prof. Yash Pal committee report on Higher Education, including the one submitted by Prof. U.R. Ananthmurthy committee. Some of the issues brought out by the earlier reports; pertain to dilution of the basic philosophy of university education caused due to fragmentation of education, commercialization of education and lack of appropriate regulatory mechanisms. All the previous reports have expressed concern about falling standards both in teaching and research in Universities and Colleges. Enhancing research and teaching standards, improving the quality of teachers and attracting good teachers is yet another challenge before the country.

The committee does recognize both positive dividends and negative pitfalls brought into the system with explosive growth of private institutions in the recent past. The committee also recognizes the need for more focused and action oriented recommendations that would give clarity to the Government on the required actions to be initiated in a phased manner. Hence, the scope of this report takes into account the spirit of all the earlier reports but recommends a practical action plan to bring about the desired changes in Higher Education in the State of Kerala.

The committee viewed with great concern as to why state of Kerala is not a preferred destination to students from other states and international community, while most of the other states attract students from across the country. The reforms and structural changes brought into this report are not only aimed at flushing the state with a fresh breeze of innovation in Higher Education, but to make Kerala state also as a sought after destination by the students from across the nation and international community.

- 1) The report accepts the current status as the starting point for reforms both in Government, Private (Aided) and Self-Financing Institutions to bring in reforms, streamline the system to meet the challenges that could be foreseen in the next 25 years.
- 2) The focus is on Macro Structural Changes that are required in the Higher Education System, in order to keep pace and competitiveness with the changing National scenario and also the global dynamics of higher education which is driven by the demands of global economics, social and industrial requirements.
- 3) The recommended reforms are, in general conformity of forthcoming national policies likely to be brought in with the various education reform bills before the Indian Parliament as well as the XII Plan draft papers of UGC.
- 4) The report intends to retain the spirit of Administrative, Academic and Financial Autonomy enjoyed by the Private Aided and Unaided institutions and further strengthen the Academic, Financial and Administrative Autonomy to Government Colleges and State Universities.
- 5) The report concludes with a summary with more specific recommendations which could be considered by the government for implementation in phases depending upon the feasibility, acceptability and availability of funds. The report also suggests the Heads under which funding is likely to be available from the University Grants Commission during the XII Plan and that both colleges & universities and the State could submit their proposals to MHRD/UGC for funding under the XII Plan. The report finally indicates the legislations to be enacted and further sub-committees to be formed by the Government for more focused recommendations and prepare guidelines on specific issues.

Part II - Vision

The vision for the State during the next 25 years shall be to: -

- *Increasing access to higher education & research.*
- *Enhance the quality of education & research*
- *Ensure equity in higher education*

1. Increasing in Access

Access to Higher Education has been an issue which has several dimensions:-

- i) In a country like ours there is a wide divide between the rural and urban population, besides cultural divides and diversities and economic disparities. While in the urban population the lower middle class to upper class gets a distinct advantage of access to better quality institutions at all levels, the rural youth, the women from rural areas and the children of first generation learners are placed at relatively disadvantaged position. This situation though may have been less relevant to the State of Kerala yet the regional disparities in opportunities may not be ignored.
- ii) The conservative approach of colleges and universities, in increasing intake through enhancement of infrastructure, optimum utilization of existing facilities have limited the opportunities for enrolment even in the urban colleges and universities, particularly in such programmes where there is enormous demand and where expansion is feasible. There is also an urgent need to review and rationalize Degree Programmes offered in Colleges and Universities based on the current demand and future projections. While intake for the degree programme in demand should be enhanced, at the same time those with dwindling strength should be restructured to make them attractive and relevant. However some of the economically infeasible programmes should be confined to only a few select institutions.
- iii) The uneven distributions of institutions of higher learning and their mushrooming in urban areas has been one of the factors that has hindered access to higher education to a vast majority of rural population, disadvantaged groups and first generation learners. Concentration of Institutions in major towns also results in massive movement of rural youth to main cities.
- iv) Over commercialization of Higher Education particularly by the self-financing institutions make the fees unaffordable by a majority of the students and parents from poor sections and rural working class. This is particularly true in the case of Professional Institutions. Although self-financing non-professional institutions are far less in number in the State of Kerala, yet aided and partially aided non-professional institutions make affordability

difficult to poorer sections of the Society particularly those programmes which are started on self financing basis.

The objective of increasing access is two fold:

- (i) Critical mass in an institution is the key to turning out larger number of talented human resource. The classical argument of quality against quantity has been proved wrong world-over. It has been proved beyond doubt that a large base facilitates greater talent availability. It is like fishing in a pond as against fishing in an ocean. The former fetches small fishes and crabs while later has chances of striking at large fishes, whales and Sharks, along with small fishes and crabs. Indian national average in a college is less than 450 students and in the university, it is less than 3500. This has seriously affected the quality and talent search-base besides affecting the research and production of highly-talented and innovative human resource. Hence, the critical mass in all of our Indian Institutions is crucial to the talent growth. A judicious increase in intake capacities in the Universities and Colleges with substantial increase in infrastructure and faculty during the XII Plan is proposed to be supported by the UGC and the State should take full advantage of the XII Plan opportunities.
- (ii) The second challenge before the country is increasing the average GER or the EER of the State and the Nation. The present GER of the State is $\approx 16 - 18$ and we need to reach a GER of 35-40% during next 10 years, if Kerala State has to retain its supremacy against other states of the nation in Higher Education.

Increasing the intake capacities in all subjects of relevance and demand in existing universities and colleges, establishing new colleges in backward districts and less represented regions would not only increase the enrollment ratios but decrease the unit cost of education per student which will naturally decrease the burden of fee on students.

1.1_Specific Recommendations for Increasing Access

- (i) All colleges and universities should now consider increasing their infrastructure (building space, laboratories, library space, and faculty) to increase their intake capacities by 50% by next five years and 100% by next 10 years, in subjects/programmes of relevance and high demand. Programmes with declining demand should receive special attention for restructuring the programmes and making them attractive and relevant. It is also recommended that programmes which cannot be revived should be restricted to only a few

institutions and the faculty be suitably deployed. The XII plan UGC schemes of funding for such expansion should be fully explored and utilized by the state and the Institutions.

- (ii) The optimum utilization of space, class rooms can be achieved by working in two shift or evening college / university system, if required.
- (iii) There is a need to establish new colleges in those districts of the State which do not have access to college education in the vicinity. Such of the Districts tentatively identified by a committee are Malapuram, Palakkad, Wayanad, Kasargod and Idukki.
- (iv) The State should consider establishment of at least ten model Women colleges in the Districts to be decided by the Government, with hostel facilities for Girls from remote places and villages.
- (v) The State should establish at least one Women's University in the state. This location of Women's University may be decided by the Government but all Women's Colleges be brought into the fold of the Women University as its campuses and not as affiliated colleges. This would be a most effective and progressive step to empower women through Education.
- (vi) The MHRD is contemplating to establish Community Colleges across the country which is not only to produce Vocational Skilled Human Resources but to help those who do not intend to go into advance education. Community colleges are not to be confused with polytechnics and ITI. Community colleges provide such of the job oriented Degree, Diploma and Certificate programmes that make HSC and college drop outs respectably employable with skills that are not offered in ITI and polytechnics.

The State of Kerala also needs to experiment with establishing Community Colleges which offer vocational Degree, Diploma and Certificate Programmes with potential of job placements of youth, not only in India, but Overseas. A separate committee to be formed to identify and frame the content of such vocational Degree, Diploma and Certificate programmes. During the XII Plan, at least two Community Colleges need to be established in the State with complete hostel facilities.

- (vii) To fall in-line with the National Distance Education policy, the State should establish a Kerala State University for Distance Education

during XII Plan. The private education system, obtaining coaching in private coaching centres should be gradually phased-out after the State Open University for Distance Education is established. A modified version of Distance Education called “Twinning Programme” successfully implemented at Pondicherry University can be adopted by the State Open University of Kerala. This programme is an improved version of the existing system of short contact programmes in the study centres. Under the Twinning Programme, a 120-hour per semester, continuous coaching is offered by established and accredited colleges in the evening hours and weekends, using their own permanent faculty, rather than allowing study centres to hold limited contact classes with hired faculty.. The model is based on Public-Private Partnership (PPP) and sharing of revenue. This system enhances the quality of teaching as well as drastically increases the success rate, yet retains the advantages and flexibility of Distance Education.

Further, the Distance Education Programme offered by universities should be approved by Distance Education Council, Delhi and the Degrees to be awarded should be distinguished from those from regular day programmes.

(viii) All the universities of the State should be directed to

- 1) Utilize the existing space and infrastructure to the fullest extent.
- 2) Should prepare proposals for expansion of their capacities infrastructure, faculty strength and student intake. A target of doubling the existing strength during XII Plan should be set. They should fully utilize the financial support available by UGC for such expansions during the XII plan, to all the institutions recognized by UGC under section 2f & 12b.
- 3) The institutions should explore all possibilities of introducing evening programmes both at the College and University level, wherever feasible.
- 4) The Govt. should encourage all Higher Education Institutions (other than Professional Colleges) to obtain recognition by UGC under 12b & 2f to entitle them to get financial aid and plan grant. If the college cluster multiple campus universities are established, all colleges which become a part of a university, naturally become eligible for UGC development grant like any other university.

- 5) Colleges with substantial standing and reputation should be encouraged to apply for autonomous status by the UGC and the universities bodies should be instructed to proactively encourage colleges under the affiliation to obtain autonomous status. Such colleges should have both postgraduate and undergraduate programmes and should become the degree awarding autonomous colleges.
- 6) Every college should have at least one hostel for boys and one for girl students.

2. Quality of Higher Education

The maintenance of quality along with expansion is a challenge that requires generous financial support, bold structural changes and robust regulatory mechanism in the system. Quality in higher education is determined by quality of Infrastructure (laboratories, library, amenities, ICTization of Class Rooms), curriculum, pedagogy, assessment and evaluation, relevance of programmes, interaction, etc. There are objective parameters which can be defined and quantified but there are some intangible parameters such as the location of the institutions, quality of feeder students, Ambience of the institutions, which influence the overall quality of education. The objective parameters which need to be regulated and monitored for ensuing quality are:

- Curriculum and Methods of Teaching & Evaluation
- Teacher – Student Ratio
- Quality & Qualification of teachers
- Laboratory & Infrastructure
- Library & easy access to information through Network of Libraries
- Use of ICT and modern teaching techniques
- Demographic diversity amongst both Students & Teachers
- Cultural Literary & Extracurricular engagements
- Facilities for physical fitness and Sports.
- Rigorous Teacher Appraisal and Assessment
- Monitoring mechanism for Institutions to maintain minimum infrastructure
- Accountability coupled with recognition and rewards.
- Certain major structural changes in the system
- Accreditation and ranking mechanisms

Some of these are elaborated below

2.1 *Curriculum and System of Teaching & Evaluation*

- i) Not only should the curriculum be updated and made relevant to contemporary requirements, the commonality and acceptability of the courses offered in a particular degree programme within the State is equally important. Secondly, the course contents and programmes should also be comparable across the country.
- ii) The ease with which there could be mobility of students between the institutions of the State as well as outside the State is dependent on the uniform adoption of Choice Based Credit System (CBCS) by all the Degree programmes.

The CBCS System becomes fully effective only if a common course code and content is adopted for the courses offered at undergraduate and postgraduate programmes across the State.

The number of core and optional courses a student is required to qualify for a particular degree programme and the total minimum credits required for qualifying for a particular degree are to be defined in the system which shall be common for all the colleges and universities of the state

Once the CBCS system is adopted in letter and spirit, the obvious consequence of such a system would be a seamless mobility of students, flexibility of learning and near commonality of courses and degree programmes.

- iii) The flexibility of interdisciplinary learning and also cross discipline learning to break the current compartmentalization between Sciences & Engineering, Humanities and Social Sciences. The true spirit of education, besides training a person in specialized skills, should be on development of overall personality, cutting across the boundaries of subjects, and taking courses which strengthen the human face of personality with strong ethics, humanity and character. The CBCS System facilitates a cross disciplinary studies and the subjects of humanities can be incorporated into all the degree programmes of Science and Technology. The soft courses such as:
 - a) A course on Environment & Ecology,
 - b) A course on Philosophy, Ethics and Morals,
 - c) A course on Human Rights & Indian Political System ,and
 - d) History of Indian Culture & Traditional Knowledgeshould be offered at all degree programmes including Professional Colleges. Student of professional programme should take at least one of them and a student of other Degree programmes should compulsorily take any two of these courses.

Perhaps the State of Kerala will be setting an example to the rest of the country with such progressive reform.

(A committee to be formed to prepare the common code for courses and programmes)

2.2 Teacher Student Ratio

The teacher student ratio approved by the UGC needs to be adhered to, which requires optimum teacher ratio for all disciplines.

Postgraduate programmes: Sciences (1:10-12), Arts, Humanities, Social Sciences, Commerce (1: 15), Undergraduate Programmes: Sciences (1:20), Other (1:25)

The minimum qualification prescribed by UGC should be adhered to in all institutions including unaided colleges. A Ph.D. should be a preferred requirement at the Post-graduate teaching and all non-Ph.D. holders teaching at P.G. level should be allowed to pursue part-time or full-time Ph.D. programme with leave and financial support by the Government or Institution or support from appropriate schemes of the UGC.

2.3 Laboratory & Infrastructure

It is necessary to prescribe and strictly adhere to the minimum space / student ratio in class room, minimum laboratory space and minimum faculty and basic equipment to be acquired and provided in every college. Such minimum is not defined in most of the curriculum designed and most often, even simple microscopes and computers and experimental setup are shared by a group of students, which seriously hampers the quality of training. In many institutions, lab training remains a ritual. There is a huge gap in the standards and quality of teaching between different colleges within the State and also outside. Standardization of norms for maintaining minimum infrastructure, laboratory, library and sports facilities has to be ensured through a published manual for minimum standards.

(A Committee shall be constituted to prescribe minimum standards, which shall lay down the norms to be followed).

2.4 Library & Information Access

Libraries in the Indian Universities and colleges have been the most neglected of all the divisions. Most of the colleges have not appointed Librarians and lack even in minimum qualified staff. Constant updating and training library staff in ICT, digitization and Networking is the need of the hour.

It is essential that the library resources of various universities of the state and the colleges are net-worked with online connectivity. Enthusiastic college teachers interested in research remain cut off from the resources available in the libraries of universities as well as the public libraries. Over eight such State-wise library networks exist in India, such as ADINET (Ahmedabad), CALIBNET (Kolkatta), MALIBNET (Chennai), BONET (Bombay), etc.

Some of the recommendations pertaining to improve the libraries and their uses are:

- (i) The state needs to treat library modernization, library staff training, networking of libraries, digitization as a priority area for improvement of teaching and research programmes of the state with establishment of Kerala State Library Network (KSLNET).
- (ii) Centralized subscriptions to research journals in all disciplines and enlist all colleges and university as members of a State Consortium with minimum amount of contribution. This sharing of resources considerably saves on the cost and facilitates easy access to all the remotely located colleges.
- (iii) More and more digital resources, e-journals, e-books should be added to libraries for both general and research reading.
- (iv) Steps should be taken to digitize the old and invaluable collection of ancient manuscripts, books and the same available for reference on line.
- (v) Appointment of qualified Librarians, Library Assistants and Professional Assistants should be made mandatory in all libraries of State, colleges and universities.
- (vi) All universities and college campus should be made Wi-Fi enabled during XII Plan with broadband. This should be supported fully by public funding from UGC.
- (vii) The enormous potential of archiving and preserving scholarly lectures, facilities of video conferencing and audio-video accessibility of such lectures to remote places has hardly been tapped. It is strongly recommended that the Government shall set up a centre or agency where all digital resources and lectures are archived and accessible for viewing on line.

(viii) The State of Kerala has a potential to be a leader if it establishes a massive E-learning Educational Portal exploring the modern technology to create a new learning avenue to all students, irrespective of the learning stream, thus breaking all barriers of distance.

(ix) Annual Performance and appraisal of working of libraries and library staff should be mandatory, as much as it is for teaching staff.

(A committee should be constituted for networking of libraries of the State with an expert as its Chairman.)

2.5 Research Facilities

While research in Arts, Humanities and Social Sciences require a strong library information support, field trainings, exclusive software and field project support, research in Science subjects requires state-of-the-art Research laboratories and analytical facilities which provide data comparable and publishable in refereed and international Journals. Right facilities and good ambience and academic freedom are the main motivational forces that drive young science teachers to write projects and mobilize extra mural funding. Establishment of sophisticated analytical facility in every college and for that matter even in an university is not feasible due to huge costs and inherent problems related to maintenance, monopoly and under-utilization. Attempts of establishing Central facilities in Universities by UGC in late eighties and early nineties did not survive. Learning lessons from the past experience, the State should establish such centralized sophisticated analytical facilities for all Science Teachers of the Universities and Colleges offering not just service but regular training programmes to science teachers in techniques through summer and winter schools. These should function only as service organization with independent professional management by scientists and technicians.

The UGC is planning to fund establishment of Regional Sophisticated Instrumentation facility in select zones during XII Plan and Kerala State can bid for establishment of such a centre with part contribution from the Government and part from UGC. Establishment of such a centre would drastically enhance the research potential of universities and colleges and improve the quality of publications as well as increase the number of high quality Ph.D.s produced from the State.

(A committee for identifying the facilities required and project preparation to be constituted.)

2.6 Sports ,physical fitness and extracurricular engagements

Sports are an area which the state has been supporting and the State has produced Sports Persons of National and International acclaim.

Not enough attention is given by many institutions to provide facilities such as Gyms, Courts for games, in-door and outdoor games, swimming pools etc.

Sustenance of sports development should be ensured with certain policy decisions to be implemented in all universities and colleges.

- i) Kerala State should establish a Sports Development Academy and establish a State Sports Training Centre.
- ii) Minimum sports grounds to be mandatory for all colleges.
- iii) Mandatory appointment of Sports Director and related staff such as coaches in every college.

Kerala being a state of rich heritage, and the youth generally blessed with talents of Fine Art, writing and literary fervor, the Institutions should lay special emphasis in cultivating this culture amongst the youth encouraging active literary and cultural clubs in the universities and colleges.

2.7 Quality of Teaching

Quality of teaching is not only dependent on the infrastructure and facilities but equally on the quality and commitment of teachers. While the entry into teaching has to be through rigorous process of selection, their sustenance as good teachers require continuous monitoring as well as support to teachers. Attractive service conditions, deputations to conferences, training through short refresher course, summer and winter training programmes in lead institutions, encouragement to improve qualifications should be the policy. At the same time, strict adherence to Annual Performance Index (API), Self Appraisal of teachers, and Teacher Assessment by students should be the important criteria for promotions to higher grades.

Accountability as well as Recognition and Reward are the two elements of a progressive society which are glaringly missing in the system. A strict adherence to Performance index, Peer assessment and student assessment of teachers and State as well as Institution level recognition and awards should be the policy of state and every institution.

2.8 Major Structural Change to Ensure Quality

One of the major flaws of Indian Higher Education vividly brought out both by the Knowledge Commission and Prof. Yash Pal report is the fragmentation of undergraduate and postgraduate education. All the well known universities and

colleges in advanced countries provide both undergraduate and postgraduate programmes under one roof or one umbrella. This is true in some of P.G. Colleges in the country, but in most of instances, the Postgraduate programmes are in the Universities and the Undergraduate programmes are confined to Colleges. The distinct advantage of the non-fragmented approach is that the student enters the university education in a more academically advanced environment where senior professors, postgraduate teachers teach also the undergraduate students and where the overall infrastructure, laboratories and libraries and other amenities are superior to a secluded stand alone undergraduate college.

The XII Plan document of UGC envisages a number of major structural changes to be brought in, in order to enhance the quality of higher education. It is in the interest of the State of Kerala to adopt to such of those changes which are in tune with national thinking as this would not only facilitate easy recognition by UGC but also entitles the colleges and universities to substantial central funding during XII Plan. Important structural changes are:

- (i) Integrating undergraduate with postgraduate programmes under one roof:
There is a need to gradually shift to integrated U.G. & P.G. programmes in all subjects, with a lateral exit after 4 years with Bachelor's Degree (Honours) or 3 year exit with a Bachelor's Degree. A four-year (Honours) Degree is not only recognized globally for admission to M.S. & Ph.D. programmes abroad, but will also be a preferred qualification by the employer.
- (ii) All universities should be encouraged to start integrated P.G. programmes in as many subjects as possible particularly in Science subjects and introduce Integrated Masters as well as Integrated Masters and PhD programmes with provision for lateral exit. This will substantially improve the quality of education as well as promote research and facilitate large number of students taking to Ph.D. Degree Programmes.
- (iii) All the stand-alone Undergraduate Colleges should be upgraded into PG colleges in a phased manner and apply to UGC for funding for up gradation and to enhance infrastructure and enrich facilities for introducing integrated post-graduate programmes.
- (iv) All Professional Programmes offered by the State should be brought into the ambit of respective Professional Universities. The State should establish separate State Universities for Medical Education including Nursing and Para Medical, Engineering Education, Dental Science, Law, Teacher Education and Pharmacy. Any of these programmes offered by constituent colleges of the University or within the University will

continue with the Universities. The reforms recommended for the general colleges and universities should all be applicable to the Professional Colleges.

- (v) In the Kerala context, Ayurveda/Unani/Sidha and traditional medicine needs to be strengthened not only to protect the traditional medicine but to encourage teaching & research in this area of medicine. At present the AYUSH comes under the Ministry of health and there is a conflict in terms of freedom for the traditional medicine to establish their research and teaching at the same footing as the Allopathic Medicine. The committee would go to the extent of recommending the establishment of a University of Indian Traditional Medicine and Systems in the state of Kerala to enhance the teaching and advance research opportunities to the traditional system of medicine.

(A committee be constituted for a report on formation of Professional Universities.)

2.9 *Abolition of Affiliation System & establishment of College Cluster Multi Campus Universities(CCMCU)*

There are 1070 colleges in the State of Kerala out of which 305 offer non-Professional programmes which are all affiliated to the 15 Universities: There is a broad consensus in the country that affiliation system of colleges to universities has burdened the universities with extra work and diverted its energies into the administration of examination, monitoring of Academic Programmes and paperwork on affiliation procedure. It is also felt that the system has hindered the academic freedom, growth and innovative development of colleges because of controls and bureaucratic red tape. Affiliation of colleges to universities does not exist in any of the advanced countries. There are only three types of colleges abroad:

- i) Constituent colleges of the universities, which can also run Postgraduate programmes and integrated programmes as in its main university campus.
- ii) Autonomous degree awarding colleges, offering both undergraduate and postgraduate programmes.
- iii) Community Colleges which are all public funded offering low cost education in skill demanding trades and also undergraduate programmes which lead to lateral migration to universities.

There is another face of the affiliation of colleges, namely, it is a source of revenue to Universities through receipts on affiliation fee and other forms of fees charged. Alternative funding sources should be explored, such as enhanced UGC grant, increased State funding, reasonable enhancement of fee, well-

structured distance education programme, endowments from the alumni, etc to increase revenues.

College Cluster Multiple Campus Universities (CCMCU).

The alternative to affiliation system is the concept of College Cluster Multiple Campus Universities (CCMCU). In this concept, the colleges are not affiliated, but form a part of the university, but as autonomous campuses. A College Cluster University does not demand huge land areas as it will not have a separate teaching campus, but will have a centralized University Office System with Centralized Examination and Academic Monitoring. Each of the college that forms an autonomous campus will be headed by a Dean and the University Office will have the entire administrative system of a university. There shall be establishment of separate subject-wise professional Universities as well as non-professional general universities. Besides Multi Campus Professional Universities, there shall be at least one CCMCU for every district which shall have all the colleges of the District as campuses of that university rather than standalone colleges affiliated to a University. This is in tune with XII Plan proposal of UGC and substantial central funding is expected for establishment of such College Cluster, Multiple Campus universities and the State can take a lead in this reform by appropriate legislation of a separate Act for Establishment of College Cluster Universities in the State. While clustering the colleges, two models are before us. One, clustering them based on the categories like Aided, Self financing and Government colleges and the second making a mixed cluster. Each cluster may have colleges ranging between 10-30. The mode of appointment of Vice-Chancellors to CCMCU and finer functional details may be brought in the separate but common an Act needs to be legislated.

The new act can make appropriate provisions for smooth functioning of each college as a campus of a university without in any way affecting the prevailing autonomy, management and fee structure as well as the programmes. By joining the CCMCU, a college gets an additional benefit of receiving grants from UGC given to a University, sharing resources and networking with sister campuses. The functioning of such campuses naturally brings in, uniformity in curriculum, mobility of students, sharing of laboratories and Research facilities and library resources.

It is to be realized that in the present scenario, the quality is the driving factor and survival of the fittest is the rule of the game. The CCMCU will bring in healthy competition between the inter and intra campuses. A healthy competition will flourish between campuses of a Cluster University.

(It is recommended that a separate committee shall be constituted to prepare a comprehensive State Act of CCMCUs and while doing so, one of the members of this committee be associated to maintain the spirit of the recommendations.)

2.10 *Accreditation & Ranking*

The country has been lagging behind in both these crucial elements of quality assurance. Accreditation of an institution and ranking of an institution at State level and Country level is very essential for all the stakeholders, namely students, parents and employers.

Unfortunately, the country does not have a ranking mechanism and even the accreditation agency NAAC did not come up to its expectations. For the past fifteen years it has hardly accredited 5% of universities and 15% of colleges and even that has questionable grading pattern. Both discipline-wise accreditation as well as Ranking Mechanism is absolutely essential, in the present context.

The State may introduce State accreditation system, separately for general colleges, Management colleges, Engineering colleges, College of Education and other Professional colleges. Even in the universities, the accreditation should be not university-wise but discipline-wise like the Schools of Life Sciences, Physical Sciences, Chemical Sciences, Mathematical Sciences, Computer Sciences, etc.

An institutional accreditation without, discipline-wise accreditation and ranking, does not serve much purpose. For instances, a 'A' grade University may have several disciplines who have been poor performers and may not even have students.

Grading and Ranking are two different parameters and not to be confused. NAAC does grading and not ranking. Country has failed to bring in a comprehensive ranking mechanism. A State accreditation and ranking mechanism should be introduced on priority.

2.11 *Demographic Diversity*

One of the important requirements for a healthy environment of learning is the demographic diversity of students and faculty. Inbreeding and closed societies often suppress the innovative instincts of young minds whereas diversity and cross-fertilization of minds leads to innovation and progression.

It should be the policy of the government that at least 20% of the student community should be from all over India and at least 10% of the faculty members to be from other states. This is also the recommendations made in the XII Plan document to UGC.

2.12 *Entrance Test & Reservation Policy*

The state should introduce common entrance test for at least select programmes offered in all the universities for which there is a great demand. It is also recommended that state-wide common entrance test should be held for all the

Professional courses as is done in Karnataka and both the merit seats as well as payment seats should be allocated from the merit list of CET through centralized counseling. The NRI seats alone should be allowed to be filled by the Managements.

The state should appoint a fee fixation committee for all the professional Degree and Masters programmes and the fee so fixed shall be mandatorily adhered to for all the management quota admissions.

This method CET and central counseling for admission alone will ensure the merit cum reservation policy followed in admission to higher education institutions and curtail exploitation of capitation fee on management seats.

3. Equity

Ensuring equity in higher education is one of the national policies of higher education. It is also recognized that equal opportunity to all, without discrimination also requires affirmative action and proactive steps by the government. The major focus on the current century is on:

- Empowering Women through Education
- Bridging the Rural-Urban Divide
- Ensuring the rights of marginalized sections of the Society, economically weaker sections, SC, ST, Backward Communities and Minorities.
- Affirmative action to empower physically challenged and guidelines to facilitate their learning quest need to be more rigorously implemented.

While many of the recommendations made in this report would largely address the first two issues, it is felt that a stricter monitoring mechanism and transparency should be brought into the system to prevent possible manipulations and conversions of seats and opportunities meant for the SC/ST/OBC/Minorities to benefit other sections.

The State Education Tribunal proposed in the report should also be empowered to remedy any complaints relating to discrimination or denial of opportunity.

Women universities, women colleges with hostels, distribution of colleges in backward areas will certainly a step to empower women and narrow down the gaps between rural and urban youth.

Most institutions have not complied with the guidelines to make all their buildings disabled friendly with mandatory Ramps and Lifts, Wheel chair facility, special toilets, special arrangements in libraries and common places like hostels and dining halls.

4. Other Issues That Enhance the Vision and Objectives

4.1 Autonomy

Absence of Institutional Autonomy has been the bottle neck for implementation of any reforms proposed and recommended. The key to success of reforms lies in a major structural change to be brought in to the administrative set up of state universities. The following major reforms are recommended.

1. Amend the Acts of the state universities to reduce the state control into the day to day working of the universities and colleges.

2. The nominations of the government representatives to the Academic Bodies should be strictly confined to outstanding persons from the field of education, who have served as Vice Chancellors, Scientists, Principals and professors and those personalities of literary eminence and leading educationists.

3. The private managements should include on their Academic and all other bodies ,representatives of teaching community in addition to the members from management.

4. The representation of the government on the senate and executive council/Syndicate should also be through nomination of persons who are experts in the field of Educational/Research institutions, Public Sector, Judiciary, Industry or such persons whose presence would contribute to the Governance of the University.

5. There is a need to evolve a mechanism to constrain political interference in academic institution in matters of Academics and Administration. There has to be a complete Academic and Financial autonomy to the universities and also the Vice Chancellors. Sealing of sanctioning powers of Vice Chancellors has just tied down their hands and compelled them to be poor performers. While transparency and accountability cannot be compromised with, curtailing power does not in any way help the growth and innovation which is the call of the day. More rational rules of purchase and financial sanction should be put in place which will ensure transparency without imposing restrictions.

4.2 Academic Calendar

Mobility of student and student admission is largely affected by varying academic calendar in vogue in different universities & colleges. It is absolutely necessary to have uniformity in the date of re-opening for an academic year,

dates of examinations to be completed, timeline for announcement of results and uniform date for closing of admissions. This will largely reduce the hardships faced by students in seeking admissions for professional programmes both within & outside the State.

4.3 Common Universities-Act

Like in some other States such as Karnataka, the state of Kerala should bring in a common Universities Act for all the State universities. In effect, the State shall have separate Professional Universities-Act, State Universities-Act, Act for Distance Education University and College Cluster Multiple Campus Universities (CCMCU)-Act.

(A committee shall be constituted to frame draft the new Acts and a member of the present Reforms committees shall be associated with the committee for the purpose of continuity of the ideas)

4.4 Establishment of State Educational Tribunal

The state shall establish a State Tribunal headed by a High Court Judge to deal with all matters of grievance of teachers, dispute relating to management, malpractices, corruption in higher education, appointments and any matter that requires a legal interpretation for settlement.

4.5 Appointment of Teachers to Colleges

All appointment of teachers to Aided, and Government Colleges shall be made by the Public Service Commission in order to prevent unfair practices, nepotism and to ensure the high standards of teachers selected. The selection committees for Self Financing Colleges should also have a representative nominated by the Public Service Commission and a nominee of Kerala State Higher Education Council. Guide lines for selection of faculty by self financing Institutions should be framed in order to ensure heterogeneity and fair representation.

4.6 Role of KSCHE

At present, the State Council has a limited role in monitoring quality of higher education in colleges & universities and lacks teeth to curb unfair practices of capitation fee, violation of fee structure, and regulation of minimum infrastructure, laboratory and library facilities.

The State Council shall be entrusted with the additional responsibility and powers in all these matters with due amendment to its current Act of 2007.

4.7 Aided & Unaided Institutions

While all academic reforms shall uniformly apply to every institution including the professional colleges, the two groups of Institutions namely self financing and aided group of institutions need to be considered separately, for implementation of general structural reforms recommended in this report. While

establishing the College Cluster Multiple Campus Universities, it is advisable to cluster unaided colleges, aided colleges and Government colleges separately. While this will bring them closer for networking and sharing of resources as a campus of the same university, it brings in a healthy competition between them for quality improvement as well as introduction of innovative programmes yet retaining its autonomy of governance and management and fee structure. The joining of colleges as campuses of the College Cluster Universities entitles the college to UGC developmental grant once satisfying UGC norms of recognition.

4.8 Specialized research Centres

The State should explore the possibility of establishing specialized Research centers such as:

Centre for Policy and Developmental studies and Statistical analysis.

This would be a one window source for the government in formulating all its policy plans, assessment of performance, comprehensive statistical data and analysis of every institution and schemes of the government.

Part III. Summary of Salient Recommendations

The vision for next 10 years should be Expansion with Excellence and Equity.

1. Expansion:

- a) The State should establish separate State Universities for Medical Education including Nursing and Para Medical, Engineering Education, Dental Science, Law, Teacher Education and Pharmacy and for Traditional Medicine systems.
- b) The institutional infrastructure and facilities should be increased in order to improve quality and intake in all Degree Programmes which are in demand and are relevant to the industry and society.
- c) UGC funding during XII Plan for expansion of facilities to be fully exploited for both by the Colleges and Universities and also by the State Government.
- d) New colleges to be established in five backward districts of the State.
- e) Ten Women Colleges to be established with full Hostel facilities.
- f) One Women's University to be established in the State.
- g) State University for Distance Education to be established for promoting Distance Education and the present private student system to be phased out.
- h) All the Distance Education programmes offered by the present State Universities to be brought under a separate Directorate of Distance Education within the University and to be separated from the mainstream programmes offered.

2. Excellence:

Attainment of excellence requires a multi-prong approach with objective and tangible reforms as well as basic structural changes.

- a) The programmes of current relevance and enormous demand should not only be strengthened with modernization of Curriculum,

enhancement of infrastructure and facilities, but should be offered only through CBCS semester system.

- b) The colleges and universities should review the feasibility of continuing with programmes that have low demand and suspend such courses and restrict them only to select colleges.
- c) Student mobility and 80% commonality of nomenclature and course content of degree programmes needs to be established. A system of State level coding of all Degree Programmes should be developed with every course (3-4 credits) to be designed with model curriculum with unique code. This commonality of content and unique code meets the basic requirement of student mobility across the State. The requirement of total credits for earning a particular Degree to be also defined with minimum number of core courses and optional courses. A 20% flexibility to be allowed to the University to modify this content and minimum requirement by the Academic bodies. The code for all degree programmes offered in the state and the courses of such degree programs should be same for the entire state.
- d) Minimum norms of space, classroom size, library size and functional norms, laboratory requirements and equipment for a given programme, student – teacher ratio, health centre/health facility, sports and physical fitness amenities, to be defined and implemented.

(A committee constituted with a cross section of university and college teachers needs to be constituted to prepare a manual of minimum educational/infrastructure standards. This responsibility should be given to KSHEC.)

- e) University and College libraries to be strengthen with automation, appointment of qualified staff and their continuous training in the use of modern technologies and E-library concepts.
- f) A state library portal should be developed with the object of smooth access of information to all stakeholders, the college and university teachers, students and scholars. All the state universities should be networked and remotely accessible through the common portal. All libraries should shift gradually to essentially digital and e-resources for reference books and research journals. Access to journals should be through a state consortium model.
- g) The State shall propose to the UGC, the establishment of Central sophisticated instrumentation and analytical facility, which will serve all Teachers and Researchers in Pure and Applied Sciences from all the Colleges and Universities of the State.

- h) A State Council for Social Sciences & Humanities to be established to promote teaching & Research in Social Sciences & Humanities.
- i) All the colleges shall be encouraged to start Post Graduate Programmes in the subjects of Pure and Applied Sciences, Social Sciences & Humanities duly considering the feasibility and demand.
- j) All Colleges and Universities shall be encouraged to introduce Five-year Integrated Programmes with a provision for lateral exist at the end of 3 years and 4 years with a Bachelor's and Bachelor (Hons.) Degree.
- k) Universities shall be encouraged to start integrated Master's and Ph.D. Programmes.
- l) All Universities shall explore the possibilities of enhancing their intake and expand their capacities.
- m) The concept of evening colleges and evening university programmes should be fully explored for more optimum utilization of space and resources.
- n) All professional colleges offering professional Degree programmes, regulated by the National Councils should be disaffiliated from the general Universities and separate professional universities shall be established. These universities could be named after the National and State personalities. The professional universities will have only the administrative campus and all the colleges in the discipline shall form the campuses of this university and not the affiliated colleges. The colleges continue to enjoy the autonomy of management but will have common Academic Council, Senate and Syndicate, while the University has its Vice Chancellor, Registrar and Common Exam System; the campuses are headed by the Deans instead of Principals. A separate Act for the professional universities shall be legislated by the State.
- o) The concept of college cluster universities incorporated in the XII Plan document of UGC should be fully exploited for maximum central funding and the State should establish at least one multiple campus College Cluster University for each district. The general colleges of each district will form a constituent campus of the College Cluster University rather than an affiliated college to any University. **The State shall legislate a new act for the establishment of such College Cluster Universities.** The universities can also be named after iconic personalities of the State and nation.

- p) The state shall establish a State Higher Educational Tribunal headed by a High Court Judge to deal with all matters of grievance of teachers, dispute relating to management, malpractices, corruption in higher education, appointments and any matter that requires a legal interpretation for settlement.
- q) All appointment of teachers to Aided, and Government Colleges shall be made by the Public Service Commission in order to prevent unfair practices, nepotism and to ensure the high standards of teachers selected. The selection committees for Self Financing Colleges should also have a representative nominated by the Public Service Commission and a nominee of Kerala State Higher Education Council. Guide lines for selection of faculty by self financing Institutions should be framed in order to ensure heterogeneity and fair representation.

3. Equity:

- a) The State shall establish ten Women's Colleges with complete hostel facilities;
- b) The State shall establish a Women's University in the State.
- c) The State shall mandate all educational institutions buildings to be made disabled friendly with ramps and lifts.
- d) The State shall provide free education to all physically challenged persons.
- e) The state shall establish colleges in all the declared backward districts of Kerala.
- f) All selection of teachers to Aided and government colleges shall be by a Public Service Commission, duly observing the reservation policy and giving adequate representation to all sections of society including minorities.
- g) International students should be encouraged to join State, Aided and Un-aided colleges as well as universities by creating supernumerary seats for NRI & foreigners.
- h) KSHEC should play a vital role in ensuring Equity in colleges and universities.

TENTATIVE FINANCIAL IMPLICATION

		Rs. (in Crores)
1.	Establishment of College Cluster Multiple Campus Universities (CCMCU) with 20 Colleges per University 350 Colleges . Rs.25 Crores X 15	375
* 2.	Funding for Colleges joining the Cluster for Expansion (<i>Improvement of laboratories, library, infrastructure, etc.</i>) .. Rs. 5 Crores X 350	1750
* 3.	Funding for Expansion in Universities including introduction of integrated programmes .. Rs. 20 Crores X 11	220
4.	Establishment of Women's Universities	100
5.	Establishment of Open University	100
6.	Establishment of Professional Universities clustering existing colleges / institutions (non-campus) .. Rs. 20 Crores X 5	100
7.	Sophisticated Analytical facility for Science Research (<i>Building, Equipment & Staff</i>)	300
* 8.	Construction of Women's Hostels for each District with 1000 capacity .. Rs. 25 Crores X 14	350
* 9.	Construction of Men's Hostels .. Rs. 25 Crores X 14	350
10.	Library Network between Universities, Colleges and State Libraries	100
11.	Establishment of new Colleges in unrepresented areas .. Rs. 25 Crores X 10	250
TOTAL		3995

Note:

* The Govt. of Kerala may submit a comprehensive proposal to the MHRD for in-principle approval under the XII Plan and the same can be recommended to the UGC for approval and release on the basis of the proposals received from Colleges/institutions.

For items, Sl. No.1,4,6,7,10,11 – The State Government can directly propose to MHRD for sanction under the overall budget allocation for Higher Education in XII Plan.

Signed by the Members of the Committee-

1. Prof.J.A.K. Tareen,(*padma Shri*) (**Chairperson**)

Vice Chancellor, Pondicherry University, Former Vice-chancellor, Kashmir University and former Member of University Grants Commission

2. Prof (Dr.) Sheena Shukkur, (**Convener**)

National Judicial Academy, Bhopal, Madhya Pradesh, EC member, KSHEC and EC Member, National University of Advanced Legal Studies

3. Justice V. Ramsubramaniam , Judge, Hon'ble the High Court of Madras, Chennai

4. Prof. G. Gopakumar Dean of Social Sciences and former Head of Department of Political Science, University of Kerala, UGC Emeritus Fellow, Department of Political Science, University of Kerala

5. Prof. K.Babu Joseph, Former Vice Chancellor, CUSAT

6. Prof. P.S.Robi, Faculty of Mechanical Engineering, IIT Guwahatti, Assam

7. Prof. K.K.Ashraf, Government College, Mokeri, Kozhikode, Kerala

8. Prof. Seema Joshi, Economist, University of Delhi