Role of UGC and NCTE in regulating higher Education in India

Shilpi Priya
Student, Master of Arts in Education
Indira Gandhi National Open University, India
Email : shilpialwayspriya@gmail.com

Abstract: Within this article I will highlights the role of **UGC** and **NCTE** in regulating Higher Education in India .UGC stands for **University Grants Commission** is a statutory organization established in 1953 and made statutory with the UGC act in 1956.NCTE stands for **National Council For Teacher Education** is a statutory organization of Indian Government setup under the National Council For Teacher Education Act,1993.The main aim and role of UGC in higher education is to provide funds to universities and coordinate ,determine and maintain the ethics in institutes of higher education .The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country .

Key Words: UGC, NCTE, Higher Education, Role and functions.

1. INTRODUCTION:

The UGC was established in 1953 and made into a statutory organization with the UGC act in 1956.UGC is responsible for coordinating ,determining and maintaining standards of Higher Education[1] .The UGC provides recognition to universities in India and disburses funds to such recognized universities and colleges .Apart from providing grants to universities and colleges ,the commission also advises central and state Governments on the measures ,which are necessary for the development of Higher Education . With a broad goal of attaining excellence in academic governance, the UGC has regularly been imparting training to the academic administrators of Universities/Colleges and UGC Officers. The UGC has its Head office in New Delhi and Six regional offices located in Bangalore, Bhopal, Guwahati, Hyderabad, Kolkata and Pune [2].

1.1. ORGANIZATION STRUCTURE:

The Commission consists of the Chairperson, Vice-Chairperson and ten other members appointed by the Government of India [3]. The Chairman is selected from amongst persons who are not officers of the Central Government or of any State Government. Of the ten members, two are selected from among the officers of Central Government to represent the Government. Not less than four, selected from amongst persons who are at the time they are selected, shall be teachers in the universities. The remaining members are selected from amongst the persons Who have knowledge of, or experience in agriculture, commerce, forestry or industry; Who are members of engineering, legal, medical or any other learned profession; or Who are Vice-Chancellors of Universities or who, not being teachers of universities, are in the opinion of the Central Government, educationists of repute or have obtained high academic distinctions. The UGC has established four national facilities Centre in the selected universities as per as:

1) **Western Regional Instrumentation Centre**, **Mumbai** : This autonomous Centre was established by University Grants Commission in 1978 under the administrative control of Mumbai University with the objective to provide training to USIC staff and students for proper use and maintenance of instruments conducting advanced study programs such as workshops ,seminars for teachers ,Research workers from University ,National Laboratories and Industries[4] . At present, WRIC is the only Regional Instrumentation Centre in India and which has now been recognized as a National Facility Centre for Instrumentation by UGC. Western Regional Instrumentation Centre, Mumbai, is an autonomous institution funded by the University Grants Commission, New Delhi. It has been functioning as a Registered Society with a Governing Council of which the Vice-Chancellor of University of Mumbai is ex-officio the Chairperson. WRIC acts as a resource center in instrumentation for more than 70 University Science Instrumentation Centers spread all over India. The overall impact of Centre's activities during the last 20 years has been to further the UGC's efforts in creating adequate, self-supporting infrastructure in the Indian universities by way of providing instrumentation development, maintenance and measurement services to the academics in higher education system. WRIC is a Founder Member of the World Federation of Technology Organizations (WFTO)[5].

2) **Mesosphere-Stratosphere-Troposphere (MST) Radar Facilities, Sri Venkateshwar University, Tirupati** : The UGC has established a Centre for MST Radar application in the Physics Department, Sri Venkateshwara University , Tirupati in 1990 to utilize the National MST Radar facilities created at Gadanki by the Researchers and Scientists in

Indian Universities[6]. Over the years many other facilities such as Mie/Rayleigh Lidar, Lower atmospheric wind profiler, optical rain gauge, disdrometer, and automated weather stations were added and renamed as National Atmospheric Research Laboratory on 22 September 2005. National Atmospheric Research Laboratory (NARL), an autonomous research institute of Department of Space is engaged in fundamental and applied research in the field of Atmospheric Sciences. A high power 53 MHz Mesosphere-Stratosphere-Troposphere (MST) Radar was established in 1992 as a national facility for atmospheric research. The MST Radar is a state-of-the-art instrument capable of providing estimates of atmospheric parameters with very high resolution on a continuous basis. It is an important research tool in the investigation of prevailing winds, waves (including gravity waves) turbulence, and atmospheric stability & other meso-scale phenomena. This radar is the second largest powerful radar in the world; the largest one is the 50 MHz Jicamarca radar, located in Lima, Peru[7]. NARL radar consists of 32 vacuum tube based transmitters providing a total peak power of 2.5 MW and a semi active antenna array of 1024 Yagi having aperture of ~1.7x104 m2 and was designed to study winds, waves and turbulence in the troposphere, stratosphere and mesosphere, and plasma irregularities and electrodynamics in the ionosphere. This radar has been extensively used for studying tropical atmospheric dynamics including short and long term wind variabilities with application to satellite launch missions and developing model, understanding plasma irregularities linked with equatorial plasma bubble for satellite-based communication/navigation applications, and understanding convective and precipitation systems.

3) Inter University Centre for Humanities and Social Sciences (**IUCHSS**), **Indian Institute of Advanced Study**, **Shimla**:- The Inter-University Centre for Humanities is an Social Sciences came into existence in January, 1991, at the Indian Institute of Advanced Study (IIAS), Shimla with the signing of a Memorandum of Understanding between the University Grants Commission (UGC) and the Institute[8]. The main objectives of the Centre are to invite teachers from universities and colleges to the institute as associate of the IUC, organize Research Seminars for researchers and young teachers in University and colleges and to organize study weeks for discussing important problems of National and International interest. Since its existence, the Institute has been able to create a unique place for itself in the world of scholarship, the pursuit of research and the life of scholarly reflection and contemplation. It has a residential scholarly community of over 30-35 Fellows, each engaged in her or is own research, but at the same time, taking active part in the academic life of the community. The Association of Inter-University Centre drawn from colleges and universities across the country are inducted into this community, and almost without exception, they have found their short stay very stimulating. The academic programme of the Centre has three basic components (i) the scheme of Associateship; (ii) the organization of Research Seminars in different parts of the country; and (iii) the holding of Study Weeks on problems of national and international interest at the Institute in Shimla.

4) Crystal Growth Centre, **Anna University**, **Chennai:** This Centre was established in 1982 with the objectives to develop facilities for growth and characterization of crystal of technological and industrial importance, to bridge the gap between needy industries and Laboratory research, to cater to the needs of various institutions in India with regard to requirements of special crystal for Research [9]. The Centre has been actively involved in frontline research with focus on materials related to semiconductors, non-linear optics, magnetism, lasers and biomaterials, The Centre has been able to procure sophisticated equipment such as Scanning Electron Microscope, X-ray Diffraction system and Fourier Transport Infrared Spectroscopy system with the funds made available by UGC.

Inter   **University**   **Centers**
The UGC has been setting up autonomous centers from 1984, the first one was established to provide common facilities for research and for various services and programs to the universities, since heavy investment in infrastructure and input is beyond the reach of the individual university to obtain these facilities .There are seven inter university Centre and role of these centres are briefly described as follows
- **Inter University Accelerator Centre**, **New Delhi** :- It was established by the UGC in 1984.The basic objective of this Centre is to provide front ranking accelerator based research facilities to create possibilities for internationally competitive research within the university system[10] .Its aim is to formulate common research programs of research and development in collaboration with universities ,IITs and other research institutions .It promotes group activities and human research development in experimental science and other branches of knowledge . from the universities leading to human resource development in experimental sciences. Inter-University Accelerator Centre is the first IUC established by the University Grants Commission. This IUC has the dual role i.e. to establish world class accelerator along with the experimental facilities and to create adequate infrastructure for enabling the university community to undertake internationally competitive research. From the beginning, emphasis was put on encouraging group activities and sharing of the facilities at the Centre in synergy with those existing elsewhere, both at the National and

International levels.

- **Inter University Centre for Astronomy and Astrophysics** (**IUCAA**):- It is an autonomous institution set by the UGC in 1988 to promote nucleation and growth of active groups in astronomy and astrophysics in Indian Universities [11]. It is located in the University campus of Pune. IUCAA was setup with the basic purpose of providing advanced Centralized facilities for subjects not adequately covered in the University departments and colleges. The main objective of IUCAA is to help initiate, nurture and grow teaching, research and development activities in Astronomy & Astrophysics In the university sector. Besides, conducting a vigorous research programme of its own, IUCAA is expected to function as a field station and resource Centre, and provide general guidance and help for Astronomy & Astrophysics activities in India and neighboring countries.

- **UGC-DAE Consortium for Scientific Research**:-It is an autonomous institute of UGC established in 1990 which provides specialized training and advanced characterization facilities for university researchers and also making facilities of DAE accessible to them. It has been producing quality research articles and Ph.D. candidates. It is a new horizon in university Research .The Consortium, has its Head quarter at Indore and three centers at Indore, Mumbai and Kolkata with a node at kalpakkam [12]. The main objectives of UGC-DAE CSR are to provide highly sophisticated research facilities to university and college teachers and also to help research students to pursue research work leading to Ph.D. These facilities set up by us in house and those made available by DAE, which are very expensive and difficult to operate and maintain, are not commonly available in universities.

- **Consortium for Educational Communication**:- The Consortium for Educational Communication popularly known as CEC is one of the Inter University Centres setup by the UGC in 1993[13].It has been established with the goal of addressing the needs of Higher Education through the use of powerful medium of Television along with the appropriate use of emerging Information Communication Technology (ICT). Coordination, facilitation, overall guidance and direction to the activities of the 22 Media Centres set up by the UGC in various universities, dissemination of educational programmes, research, production of educational programmes as
well as e-content, promoting and experimenting with new techniques.
Currently 22 media Centres known as Educational Multimedia research Centres (EMRCs) are working towards achieving this goal .These are
01. EMRC, Niswass Bhubaneswar, Orissa
02. EMRC, Gujarat University, Ahmadabad
03. EMRC, University of Calicut, Kerala
04 .EMRC, Anna University, Chennai
05. EMRC, AJK-MCRC, New Delhi
06. EMRC, Dibrugarh University, Assam
07. EMRC, EFL University, Tarnaka, Hyderabad
08.   EMRC, Osmania University, Hyderabad
09.   EMRC, Gaya, Bihar
10.   EMRC, Manipur University, Canchipur, Imphal
11.   EMRC, Devi Ahilya Vishwavidyalaya, Indore
12.   EMRC, St. Xavier's College (Autonomous), Kolkata
13.   EMRC, Jai Narain Vyas University, Jodhpur, Rajasthan
14.   EMRC, Babasaheb Bhimrao Ambedkar University, Lucknow
15.   EMRC, Madurai Kamaraj University, Madurai, Tamil Nadu
16.   EMRC, University of Mysore, Mysore, Karnataka
17.   EMRC, Punjabi University, Patiala, Punjab
18.   EMRC, Puducherry University, Pondicherry
19.   EMRC, University of Pune, Maharashtra
20.   EMRC, IIT Campus, Roorkee, Uttarakhand
21.   EMRC, Dr. Hari Singh Gour Central University Sagar (Madhya Pradesh)
22.   EMRC, University Of Kashmir, Hazratbal, Srinagar

These programs are telecast on Doordarshan, Gyandarshan and Vyas channels.

- **Information and Library Network** (**INFLIBNET**):- It is an autonomous Inter University Centre (IUC) of UGC initiated in march 1991 as a project under the IUCAA, it became an independent inter-University Centre in June 1996[14].It is located in Gandhinagar, Gujarat .It is involved in modernizing universities libraries in India using the state of art technologies for the optimum utilization of information. The Centre acts as a nodal agency for networking of libraries and information centres in universities, institutions of higher learning and Research & Development institutions in India. It set out to be a major player for promoting scholarly communication among academicians and researchers across the country. Technology being a driving force in the contemporary education system, the Centre, on behalf of the UGC, has taken-up a number of initiatives for the benefit of the academic community. These initiatives include (i)UGC-Infonet Connectivity Programme that provides for networking of university campuses and Internet connectivity; (ii) UGC Info net Digital Library Consortium that extends access to selected scholarly electronic journals and databases to the universities in different disciplines; (iii) Shodhganga: Digital Repository of Indian Electronic Theses and Dissertation that enables online submission of theses and dissertations by research scholars set-up at DXthe INFLIBNET Centre; (iv)Open Journal Access System (OJAS) @ INFLIBNET that facilitates faculty and researchers in Indian universities to launch their open access journals using OJS platform offered by the INDX FLIBNET Centre; (v) Access management technologies that facilitate users to access e-resources irrespective of their physical location; and (vi) National Library and Information Services Infrastructure for Scholarly Content (N-LIST) that provides access to electronic journals and electronic books to eligible colleges.

- **National Assessment and Accreditation Council** (**NAAC**):-It was established in 1994 at Bangalore for evaluating the performance of the Universities and Colleges in the country [15].The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs). The NAAC functions through its General Council and Executive Committee comprising Educational administrators, Policy makers and senior academicians from a cross section of Indian Higher Education system. The Prime agenda of NAAC is to assess and accredit institutions of higher learning, universities and colleges or one or more of their units, i.e. departments, schools, institutions, programmes, etc. The main objectives of assessment and accreditation are to: Grade institutions of higher education and their programmes; Stimulate the academic environment and quality of teaching and research in these institutions; Help institutions realize their academic objectives; Promote necessary changes, innovations and reforms in all aspects of the institutions working for the above purpose; Encourage innovations, self-evaluation and accountability in higher education. The NAAC functions through its General Council (GC) and Executive Committee (EC), where educational administrators, policy makers and senior academicians of a cross section of the system of higher education are represented. The Chairperson of the UGC is the President of the GC of NAAC and the Chairperson of the EC is an eminent academician, nominated by the President GC. The Director is the academic and administrative head of NAAC, and is also the member-secretary of both, the GC and the EC. The NAAC has a core staff supplemented by consultants, to undertake its various functions.

- **Inter University Centre for International Studies:-** The UGC proposed to establish the first IUC in the field of Humanities and Social Science by taking over academic and physical infrastructure available at Indo-American Centre for International Studies[16]. It is located in Osmania University, Campus, Hyderabad .The proposed IUC would be providing dynamic and vibrant platform for academicians from India, SAARC region, Central Asian and other countries. The main objective of the IUC would be to address contemporary development issues with multi-disciplinary approach in the areas of Education, Commerce, and Economics of development of these countries along with the interface with the developed countries. World trade, GATS, IPR, financial management for international understanding. Conflict management, diplomacy, development and peace initiatives between various countries. Human rights, human values, life skills and learning to live together, Art, literature and other allied areas.

National Council for Teacher Education (NCTE)
NCTE is a statutory body of Indian Government setup under the National Council for Teacher Education Act, 1993. The NCTE has its head quarter at New Delhi and four regional Committees at Bangalore, Bhopal, Bhubaneshwar and Jaipur.[17]
Objectives of NCTE
The objectives of NCTE are as:- (i) To achieve planned and coordinated development of teacher education system throughout the Country.(ii)To regulate and properly maintain the Norms and Standards in the teacher education system and for matters connected these with.(iii)It aims at training individuals for equipping them

to teach pre-primary, primary, secondary and senior secondary stages in schools, nonformal and part time education, adult education and distance education courses.

Functions of NCTE

It undertakes surveys and studies pertaining to all aspects of the teacher education and publishes the corresponding results. For the preparation of suitable plans and programs regarding the field of teacher education, it makes recommendations to the central and state governments, universities, UGC and other recognized institutions; It coordinates and monitors the teacher education system throughout the Country. It lays down the guidelines for the minimum qualifications need for an individual to be a teacher. It lays down guidelines for the provision of physical and infrastructural facilities, staffing pattern for the compliance by recognized institutions. It lays down standards with respect to examinations, the major criteria for such admission as well as schemes for courses or training. It promotes and conducts research and innovation in schools and recognized institutions and then disseminate the results there of. It examines its own laid guidelines, norms and standards for the improvement. It identifies the recognized institutions and setup new institutions for the developmental programs of teacher education system; It takes up necessary steps for the prevention of the commercialization of teacher education. It also performs other functions that are entrusted to it by the central government.

Programmes Recognized

1. Diploma in early childhood education programme leading to Diploma in Pre-school Education (DPSE).
2. Elementary teacher education programmes leading to Diploma in Elementary Education (D.EI.ED).
3. Bachelor of elementary education programme leading to Bachelor of elementary education (B.EI.ED) degree.
4. Bachelor of Education Programme leading to bachelor of education (B.Ed) degree.
5. Master of Education Programme leading to Master of education (M.Ed.) degree.
6. Diploma in Physical Education Programmes leading to Diploma in Physical Education (D.P.Ed).
7. Bachelor of Physical Education Programmes leading to Bachelor of Physical Education (B.P.Ed) Degree.
8. Master of Physical Education Programmes leading to Master of Physical Education (M.P.Ed) Degree.
9. Diploma in elementary education programmes through Open and Distance Learning System leading to Diploma in Elementary Education (D.EI.Ed).
10. Bachelor of education programmes through Open and Distance Learning System leading to Bachelor of Education (B.Ed) Degree.
11. Diploma in Arts Education (Visual Arts) programme leading to Diploma in Arts Education (Visual Arts).
12. Diploma in Arts Education (Performing Arts) programme leading to Diploma in Arts Education (Performing Arts).
13. 4-yr integrated programme leading to B.A.B.Ed /B.Sc.B.Ed Degree.
14. Bachelor of Education Programme 3-yr (Part-Time) leading to Bachelor of Education (B.Ed) Degree.
15. 3-yr integrated programme leading to B.Ed. M.Ed.(Integrated) Degree.

2. CONCLUSION:

The UGC's mandate includes promoting and coordinating university education ,framing regulations on minimum standards of education ,Determining and maintaining standards of teaching ,examination and research in universities ,Monitoring developments in the field of collegiate and university education ,disbursing grants to the universities and colleges ,Serving as a vital link between the union and state governments and institutions of higher learning ,Advising the central and state governments on the measures necessary for the improvement . General Development Grants are being provided to the Central, State and Deemed Universities for their overall development covering aspects like enhancing access, ensuring equity, imparting relevant education, improving quality, making the administration effective, enhancing facilities for students, augmenting research facilities and any other plans of universities. Maintenance Grants are also being provided to limited number of universities to meet their recurring expenditure on salaries of both teaching and non-teaching employees, maintenance of labs, libraries, buildings and also for obligatory payments such as taxes, telephone & electricity bills, postage, etc. The Central and a few Deemed Universities are being paid both Plan and Non-plan grants whereas the State Universities are being paid only Plan grant. For introduction of an under-graduate degree, post-graduate degree, diploma and certificate courses as well as for holding seminars, symposia and workshops on Human Rights and Duties Education and for spreading awareness among the teachers, students and public, the UGC has been providing financial assistance to various Universities and Colleges under Human Rights Education scheme The mandate given to the NCTE is very broad and covers the whole gamut of Teacher Education Programs including research and training of persons for equipping them to teach at pre-

primary, primary, secondary and senior secondary stages in schools and non-formal education, Part time education, adult education and distance education courses. NCTE is improving the quality of education in the country through making teachers more efficient and increasing productivity.

REFERENCES:
1. Govinda. R. (2002) India Education Report .New Delhi: Oxford University Press.
2. Sudha Rao, K (2002) Educational Policies in India: Analysis and Review of Promise and Performance, New Delhi: NUEPA, 2002.
3. Khanna, V.Vinay &Narain Daisy (2003) Dynamics of Community Mobilization in Govinda. R& Diwan, Rashmi (eds) Community Participation and Empowerment in Primary Education, New Delhi: Sage Publications.
4. Government of India (Undated) *Sarva shiksha Abhiyan*-Framework for Implementation 'Ministry of Human Resource Development, Department of Elementary Education and Literacy, New Delhi.
5. Mathur, S.S. (1990).Educational Administration and Management .Ambala Cantt: The Indian Publication.
6. Department of Education (1997) District Primary Education Programme Guidelines; Ministry of Human Resource Development .New Delhi: Government of India.
7. IGNOU (2007) Annual Report, New Delhi: Government of India.
8. MHRD (2007) Annual Report, New Delhi: Government of India.
9. Parikh K.S., and Radhakrishna R. (2002), India Development Report 2002, New Delhi; Oxford University Press.