

15 -ാം കേരള നിയമസഭ

6 -ാം സമ്മേളനം

നക്ഷത്ര ചിഹ്നം ഇല്ലാത്ത പോദ്യം നം. 1743

31-08-2022 - ൽ മറുപടിയ്ക്ക്

കണ്ണൂർ സർവകലാശാലയിലെ മലയാളം അസോസിയേറ്റ് പ്രൊഫസർ നിയമനം

പോദ്യം	ഉത്തരം
<p align="center">ശ്രീ സി ആർ മഹേഷ്, ശ്രീ. സനീഷ്കുമാർ ജോസഫ്</p>	<p align="center">ഡോ. ആർ ബിന്ദു (ഉന്നതവിദ്യാഭ്യാസ-സാമൂഹ്യനീതി വകുപ്പ് മന്ത്രി)</p>
<p>(എ) കണ്ണൂർ സർവകലാശാലയിലെ മലയാളം വിഭാഗത്തിൽ അസോസിയേറ്റ് പ്രൊഫസർ നിയമനത്തിനുള്ള റാങ്ക് പട്ടികയിൽ ഒന്നാം റാങ്ക് ജേതാവിന് നിയമനം നൽകുന്നതിനായി സർവകലാശാല എന്തൊക്കെ നടപടികൾ സ്വീകരിച്ചിട്ടുണ്ട് എന്ന് വ്യക്തമാക്കുമോ;</p>	<p>(എ) കണ്ണൂർ സർവകലാശാലയിലെ മലയാളം വിഭാഗത്തിൽ അസോസിയേറ്റ് പ്രൊഫസർ തസ്തികയിലേയ്ക്ക് നിയമനം നൽകുന്നതിന് സ്വീകരിച്ച നടപടികൾ ചുവടെപ്പറയുന്നു:</p> <p>മലയാളം അസോസിയേറ്റ് പ്രൊഫസർ തസ്തിക ഉൾപ്പെടെ സർവകലാശാല പഠനവകുപ്പുകളിലെ വിവിധ അധ്യാപക തസ്തികകളിലേക്ക് നിയമനം നടത്തുന്നതിലേക്കായി അപേക്ഷകൾ ക്ഷണിച്ചുകൊണ്ട് 22.09.2021 ലെ Acad.B3/23389/2019 നമ്പർ വിജ്ഞാപനം സർവകലാശാല പുറപ്പെടുവിച്ചിട്ടുണ്ട്.</p> <p>02.11.2021-നു ചേർന്ന സ്ക്രീനിംഗ് കമ്മിറ്റി യോഗം, മലയാളം അസോസിയേറ്റ് പ്രൊഫസർ തസ്തികയിലെ നിയമനത്തിന് ലഭ്യമായ അപേക്ഷകളുടെ സ്ക്രീനിംഗ് നടത്തിയിട്ടുണ്ട്.</p> <p>സ്ക്രീനിംഗ് കമ്മിറ്റി അഭിമുഖത്തിന് ശുപാർശ ചെയ്ത 6 ഉദ്യോഗാർത്ഥികളെ ഉൾക്കൊള്ളിച്ചുകൊണ്ടുള്ള ഷോർട്ട് ലിസ്റ്റ് 13.11.2021-നു പ്രസിദ്ധീകരിച്ചിട്ടുണ്ട്.</p> <p>മലയാളം അസോസിയേറ്റ് പ്രൊഫസർ തസ്തികയിലെ നിയമനത്തിന് രൂപീകരിച്ച സെലക്ഷൻ കമ്മിറ്റി, ഷോർട്ട് ലിസ്റ്റ് ചെയ്യപ്പെട്ട ഉദ്യോഗാർത്ഥികൾക്കുള്ള അഭിമുഖം 18.11.2021-നു ഓൺലൈനിൽ നടത്തിയിട്ടുണ്ട്.</p> <p>നിയമനത്തിന് മുന്നോടിയായി ഉദ്യോഗാർത്ഥികളുടെ അധ്യാപന പരിചയം പരിഗണിക്കുന്നത് സംബന്ധിച്ച സ്പെഷ്‌ടീകരണം സർവകലാശാല സ്റ്റാൻഡിംഗ് കൗൺസലിൽ നിന്നും ലഭ്യമാക്കുകയുണ്ടായി.</p> <p>നിയമനത്തിന് മുന്നോടിയായി ഉദ്യോഗാർത്ഥികളുടെ അധ്യാപന പരിചയം പരിഗണിക്കുന്നത് സംബന്ധിച്ച</p>

		<p>സ്പഷ്ടീകരണം യു.ജി.സി. യിൽ നിന്നും തേടുകയുണ്ടായി.</p> <p>നിയമനത്തിന് മുന്നോടിയായി ഉദ്യോഗാർത്ഥികളുടെ അധ്യാപന പരിചയം പരിഗണിക്കുന്നത് സംബന്ധിച്ച സ്പഷ്ടീകരണം അഡ്വക്കേറ്റ് ജനറലിൽ നിന്നും ലഭ്യമാക്കുകയുണ്ടായി.</p> <p>നിയമനത്തിന് ഷോർട്ട് ലിസ്റ്റ് ചെയ്യപ്പെട്ട മുഴുവൻ ഉദ്യോഗാർത്ഥികളുടെയും യോഗ്യത സ്വീകാര്യമാണെന്ന സർവകലാശാല സ്റ്റാൻറിംഗ് കൗൺസൽ, അഡ്വക്കേറ്റ് ജനറൽ ഓഫ് കേരള എന്നവരുടെ നിയമോപദേശം ലഭ്യമായതിനു ശേഷം പ്രസ്തുത നിയമനത്തിന് സെലക്ഷൻ കമ്മിറ്റി തയ്യാറാക്കിയ റാങ്ക് പട്ടിക 27.06.2022-നു ചേർന്ന സർവകലാശാല സിൻഡിക്കേറ്റ് അംഗീകരിച്ചിട്ടുണ്ട്.</p> <p>സിൻഡിക്കേറ്റ് അംഗീകരിച്ച റാങ്ക് പട്ടിക 19.07.2022-നു താത്കാലികമായി പ്രസിദ്ധീകരിച്ചിട്ടുണ്ട്.</p> <p>താത്കാലിക റാങ്ക് പട്ടികയിൽ ഒന്നാമതായി റാങ്ക് ചെയ്യപ്പെട്ട ഉദ്യോഗാർത്ഥിയുടെ അസൽ രേഖകളുടെ പരിശോധന 01.08.2022-നു നടത്തിയിട്ടുണ്ട്.</p>
(ബി)	<p>മേൽപ്പറഞ്ഞ തസ്തികയിലേക്ക് നിയമനം ലഭിക്കുന്നതിനാവശ്യമായ യോഗ്യതകൾ എന്തൊക്കെയാണെന്ന് വ്യക്തമാക്കുമോ; എത്ര വർഷത്തെ അധ്യാപന പരിചയമാണ് ആവശ്യമുള്ളതെന്ന് അറിയിക്കുമോ;</p>	<p>(ബി) മലയാളം അസോസിയേറ്റ് പ്രൊഫസർ തസ്തികയ്ക്ക് താഴെപ്പറയുന്ന യോഗ്യത നിശ്ചയിച്ചിട്ടുണ്ട്:</p> <ol style="list-style-type: none"> 1. A good academic record, with a Ph.D. Degree in the concerned/ allied/ relevant disciplines. 2. A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed). 3. A minimum of eight years of experience of teaching and / or research in an academic/ research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/ industry with a minimum of seven publications in the peer-reviewed or UGC-listed journals and a total research score of Seventy five (75) as per the criteria given in Appendix II, Table 2 of UGC Regulation – 2018. <p>മേൽ യോഗ്യതാ മാനദണ്ഡം അനുസരിച്ച് 8 വർഷത്തെ അധ്യാപന പരിചയം ആവശ്യമുണ്ട്.</p>
(സി)	<p>പ്രസ്തുത തസ്തികയിലേക്കുള്ള അപേക്ഷയോടൊപ്പം</p>	<p>(സി) രേഖകളുടെ പകർപ്പ് അനുബന്ധം ആയി ഉള്ളടക്കം</p>

	<p>ഒന്നാം റാങ്ക് ജേതാവ് സമർപ്പിച്ച വിദ്യാഭ്യാസ യോഗ്യതകളുടെയും അദ്ധ്യാപന പരിചയത്തിന്റെയും രേഖകളുടെ പകർപ്പ് ലഭ്യമാക്കുമോ;</p>	<p>ചെയ്യുന്നു.</p>
<p>(ഡി)</p>	<p>പ്രസ്തുത റാങ്ക് ലിസ്റ്റ് ചാൻസലർ റദ്ദാക്കാൻ ഇടയായ സാഹചര്യം എന്താണെന്ന് വ്യക്തമാക്കുമോ?</p>	<p>(ഡി) കണ്ണൂർ സർവകലാശാലയുടെ മലയാള പഠന വിഭാഗത്തിൽ അസോസിയേറ്റ് പ്രൊഫസർ തസ്തികയിലേക്കുള്ള നിയമന പ്രക്രിയയുമായി ബന്ധപ്പെട്ട കണ്ണൂർ യൂണിവേഴ്സിറ്റി ആക്ട് 1996, സെക്ഷൻ 7(3) പ്രകാരം നടപടി സ്വീകരിക്കുവാനും പ്രസ്തുത നിയമനവുമായി ബന്ധപ്പെട്ട എല്ലാ നടപടിക്രമങ്ങളും മറ്റൊരു ഉത്തരവ് ഉണ്ടാകുന്നതുവരെ മരവിപ്പിച്ചു കൊണ്ടും ബഹു. ചാൻസലർ ഉത്തരവ് പുറപ്പെടുവിച്ചതിലേയ്ക്കുള്ള അറിയിപ്പ് സർവകലാശാലയിൽ ലഭ്യമായിട്ടുണ്ട്. നടപടിക്രമങ്ങൾ മരവിപ്പിക്കുന്നതിലേക്കുള്ള കാരണം പ്രസ്തുത അറിയിപ്പിൽ പ്രത്യേകം രേഖപ്പെടുത്തിയിട്ടില്ല.</p>

സെക്ഷൻ ഓഫീസർ



THE KERALA STATE HIGHER EDUCATION COUNCIL

Constituted by Kerala State Legislature by notification No.19536/Leg.Uni.3/2007/Law. Dated. Thiruvananthapuram. 15th October, 2007

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KSHEC-A7/713/MS/Drct./2022

10.02.2022

To,

Dr. V. Venu IAS
Additional Chief Secretary
Higher Education Department

Dear Sir,

Sub : Report on conferring Deemed University Status for Colleges –reg.
Ref : Govt. Letter No. GO (Rt) No. 8/2022/HEDN dated 03.01.2022.

The Report on conferring Deemed University Status for Colleges prepared by the Kerala State Higher Education Council is forwarded.

Yours faithfully,

Dr. Rajan Varughese
Member Secretary

Encl: Report on conferring Deemed University Status for Colleges



Deemed University status for the colleges

Introduction

Private higher education is emerging as one of the most dynamic segments of post-secondary education at the turn of the 21st century. The sector is growing so fast in many settings, including India although there are major variations at the national level. Most of the west European countries are still dominated by public universities, whereas in East European countries, private higher education is becoming more successful in terms of share in enrolment. The private sector in higher education differs conspicuously from country to country, its developments being shaped by rather different forces. In the closing decade of the 20th century, one had witnessed a global change in the social and intellectual climate in favour of the private ate economy. In India, the important factors behind the emergence of the private sector in higher education were the processes of globalization and internationalization, the Government's economic policy on liberalization and privatization and the inability of the government to provide financial support for higher education.

Till 1980, the higher education sector was controlled by the government and thereafter, there has been a trend towards privatization of higher education. Setting up of private universities under the State Private University Act by individuals and private trusts has been a new trend of privatization of higher education in the country during the 21st century. As early as 2004, the concept of private universities was an alien concept in India but the establishment of the Manipal Institute of Bangalore heralded the arrival of the first private university in the country. The Govt. of India introduced the Private Universities Establishment and Regulation Bill, 1995, in Rajya Sabha, and the Bill was referred to the standing committee for its views. Since then, though the subject has been discussed differently, the Bill has not been passed in Parliament. However, some state governments have taken the initiative of introducing Bills for establishing Private Universities. As per the UGC list of private Universities (as of 22/11/2021), there are 397 private Universities spread across 26 states in India with Rajasthan (52) and Gujarat (50) having the highest number of private universities in the country. A total of 126 Deemed to be Universities are functioning in 23 States in India as per the UGC list as of 30/11/2021. The Government of Kerala wide GO (Rt)No. 8/2022/HEDN dated 01/01/2022 has authorized the KSHEC to furnish a report on the policy matter and legislation for private Deemed Universities in the State

Growth and Expansion of Higher Education in India

Currently, in India there are three main types of tertiary education:

- i) University and university-level institutions, ii) Colleges, and iii) Standalone Institutions (Table -1). As per the Higher Education Survey 2019-20, there are 1043 University level institutions and 42343 colleges in the country. This is in addition to 11779

stand-alone institutions in the country. Thus, the total number of higher education institutions come up to 55165 as per the latest statistics published by the Ministry of Education (MoE), Government of India.

The public and private colleges affiliated with state universities fill up the major share of higher education. The affiliating colleges take a huge load, enrolling over 90 per cent of undergraduates, 70 per cent of post-graduates and 17 per cent of doctoral students. Some state universities, such as Osmania University in Hyderabad, have as many as 1000 colleges affiliated. There are considerable challenges in regulation and quality control and while there are notable exceptions, many are perceived to be sub-standard.

Table 1
Higher Education Institutions in India

		INDIA				
		HIGHER EDUCATION STATISTICS AT A GLANCE				
		2015-16	2016-17	2017-18	2018-19	2019-20
1	Number of Universities	7	8	9	9	1
		9	6	0	9	0
		9	4	3	3	4
						3
2	Number of Colleges	3	4	3	3	4
		9	0	9	9	2
		0	0	0	9	3
		7	2	5	3	4
		1	6	0	1	3
3	Number of Stand Alone Institutions	1	1	1	1	1
		1	1	0	0	1
		9	6	0	7	7
		2	6	1	2	7
	3	9	1	5	9	
Total No. of Institutions	5	5	4	5	5	
	1	2	9	1	5	
	7	5	9	6	1	
	9	5	6	4	6	
	3	9	4	9	5	
	3	3	3	3	3	
	4	5	6	7	8	
6	7	5	3	5		
8	0	4	9	3		
4	5	2	9	6		
7	9	3	3	3		
8	0	7	8	5		
1	5	8	8	9		
4	Enrolment in Higher Education	1	1		1	
		8	8		9	
		5	5		2	
	9	2		0		
	4	0		9		

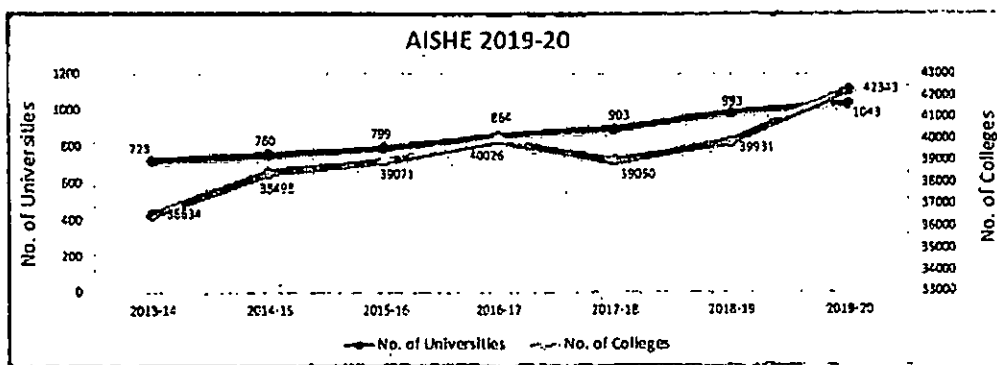
	7	2	8	8	8
	2	3	5	8	8
	3	1	5	6	8
	1	1	1	1	1
	6	6	6	8	8
	9	7	7	1	1
	9	2	2	8	8
	0	8	8	9	9
	0	3	3	6	6
	5	1	1	0	0
	8	0	0	0	0
% Female	4	4	4	4	4
	6	7	8	9	9
	%	%	%	%	%
	2	2	2	2	2
	4	5	5	6	7
	6	2	8	3	1
Male	2	2	2	2	2
	5	6	6	6	6
	4	0	3	3	9
Female	2	2	2	2	2
	3	4	5	6	7
	5	5	4	4	3
	1	2	2	2	2
	9	1	1	3	3
	9	1	8	0	4
	2	2	2	2	2
	0	1	2	2	2
	8	8	2	7	8
Female	1	2	2	2	2
	9	0	1	3	4
	0	2	4	3	1
ST	1	1	1	1	1
	4	5	5	7	8
	2	4	9	2	0
Male	1	1	1	1	1
	5	6	7	7	8
	6	7	0	9	2
Female	1	1	1	1	1
	2	4	4	6	7
	9	2	9	6	7
All Categories	0	0	0	1	1
	9	9	9	0	0
	2	4	7	0	1
6' Gender Party Index (GPI) SC	0	0	0	1	1
	9	9	9	0	0

	1	3	6	2	6
ST	0	0	0	0	0
	8	8	8	9	9
	3	5	7	2	7
Total	6	7	7	7	8
	6	0	2	4	1
	8	7	6	8	3
	9	2	5	6	8
	1	2	3	7	3
	9	8	9	9	6
	6	4	7	5	8
	3	4	4	4	4
	7	0	2	2	6
	9	3	4	7	1
	8	8	6	2	7
	0	2	4	0	2
	8	9	3	1	7
	9	6	0	8	0
Female	2	3	3	3	3
	8	0	0	2	6
	9	3	1	1	2
	1	3	8	4	1
	1	9	9	7	0
	0	8	6	7	9
	7	8	7	7	8
Total	1	1	1	1	1
	5	3	2	4	5
	1	6	8	1	0
	8	5	4	6	3
	8	7	7	2	1
	1	8	5	9	6
	3	6	5	9	6
Male	9	8	7	8	8
	2	1	4	1	6
	4	1	5	9	4
	9	4	0	2	3
	6	3	4	8	3
	5	5	7	3	7
Female	5	5	5	5	6
	9	6	3	9	3
	3	4	9	7	8
	8	3	7	0	8
	4	5	0	1	1
	8	1	8	6	9
	1	1	1	1	1
	1	1	1	2	3
	3	3	0	4	4
	2	5	5	5	6
	9	8	2	1	9
	6	3	2	4	2
	7	7	7	7	8
	4	4	0	9	6
	3	0	8	3	2
	9	1	7	5	6
	9	6	8	8	2
Female	3	3	3	4	4
	8	9	9	6	9

	8	6	6	1	3
	9	6	4	5	3
	6	7	4	6	0
ST	3	2	2	3	3
	2	9	9	3	6
	1	8	2	4	8
	7	9	0	0	0
	4	3	8	3	5
Male	1	1	1	1	2
	9	8	7	9	1
	8	1	5	8	4
	7	5	6	2	2
	2	5	8	9	7
Female	1	1	1	1	1
	2	1	1	3	5
	3	7	6	5	3
	0	3	4	7	7
	2	8	0	4	8

Source: AIHS (2019-20)

Further, State universities, the greatest element of Indian higher education, have been critically unfunded over the last 20 years. Moreover, there are wide variations in the quantum of funding received by State universities and they spend more time administering the examinations and admissions in their affiliated colleges. Private universities, the fastest area of growth, enjoy degree awarding powers and much more autonomy. The Institutes of National Importance and central universities have been the focus of central government priorities and funding and most international collaboration are concentrated in these institutes. Besides teaching, these institutions have also focused on research and enjoy high prestige within the country and abroad.



Source: AIHS (2019-20)

Over the last decade, higher education has witnessed a steep growth trajectory. India has now the largest higher education system in the world in terms of the number of institutions and the second largest in terms of several students. However, despite impressive growth, India's higher education Gross Enrolment Ratio (GER) at 27.1 per cent is currently well below the global average of 30 per cent. This difference is even starker when compared with China and Brazil at 26 per cent and 36 per cent respectively. The government of India had plans to increase GER in

higher education to 50 per cent by 2030.

Higher Education Institutions in the State

The state has 16 universities of various types. Most of them follow the affiliated system in which a large number of government, aided and self-financing institutions are attached with these individual universities according to their type.

			KERALA							
			HIGHER EDUCATION STATISTICS AT A GLANCE							
					2013-14	2014-15	2015-16			
1	Number of Universities		1	1	2	2	2	2	2	2
			8	8	0	1	2	3	3	3
2	Number of Colleges		1	1	1	1	1	1	1	1
			1	2	3	3	3	3	4	4
			6	5	0	3	0	4	1	1
			1	9	2	4	6	8	7	7
3	Number of Stand Alone Institutions		5	5	6	5	4	4	4	4
			9	9	0	4	3	3	5	5
			5	8	0	1	1	8	2	2
			7	8	9	1	1	1	1	1
					0	0	0	1	1	
		7	8	3						
		4	4	9	3	8	9	3	3	
					3	2	6	7	7	
		0	4	1						
		4	5	5	1	9	8	8	8	
		9	1	5	4	1	4	5	5	
					3	7	2	3	3	
4	Enrolment in Higher Education	Male	3							
		Female	2							
			7							
			1							
			0							
			1							
			4							
			4							
			6							
			9							
			4							
			8							
			% Female	5	5	6	5	5	5	5
				8	8	7	9	6	8	7
		%	%	%	%	%	%	%		
		2	2	3	3	3	3	3		
		4	8	0	4	6	7	8		
		9	7	8	2	2	0	8		
	Male	2	2	2	2	3	3	3		
		1	4	6	8	2	0	2		
		1	1	6	3	0	8	9		

Female	2	3	3	4	4	4	4
	8	3	5	0	0	3	4
	7	3	0	1	4	2	7
SC	2	2	2	2	2	2	2
	0	0	2	3	5	5	6
	0	7	4	6	0	9	7

Male	1	1	1	1	1	1	1
	4	4	6	7	7	8	8
	2	9	4	0	8	2	7
Female	2	2	2	3	3	3	3
	6	6	8	0	2	3	4
	8	5	5	2	2	7	8

ST	1	1	1	1	2	2	2
	4	5	6	8	1	3	4
	7	1	5	3	5	1	0
Male	1	1	1	1	1	1	1
	3	2	3	5	7	8	9
	0	7	6	4	5	9	1

Female	1	1	1	2	2	2	2
	6	7	9	1	5	7	8
	2	3	2	0	3	1	7
All Categories	1	1	1	1	1	1	1
	3	3	3	4	2	4	3
	6	8	2	1	6	0	6

Gender Parity Index (GPI) SC	1	1	1	1	1	1	1
	8	7	7	7	8	8	8
	2	8	3	8	1	5	6
ST	1	1	1	1	1	1	1
	2	3	4	3	4	4	5
	5	6	1	6	5	3	0

Total	1	2	2	2	3	3	3
	4	2	4	8	0	0	1
	0	7	0	9	3	3	2
	8	7	6	6	9	3	8
	5	9	8	6	5	1	3
	3	2	4	6	4	1	5

Male	7	1	1	1	1	1	1
	4	0	1	2	6	3	5
	3	3	2	1	7	9	3
	9	9	7	6	5	0	5
	7	7	4	6	0	5	3
	9	2	2	1	3	3	3

Female	6	1	1	1	1	1	1
	6	2	2	6	3	6	5
	4	3	7	8	6	4	9
	5	8	9	0	4	2	3
	1	4	0	5	5	0	0
	3	2	4	3	8	2	2

Total	5	5	5	5	5	5	6
	0	3	9	5	5	9	1
	0	2	5	0	2	2	5
	8	3	9	0	7	3	5
	4	0	6	2	7	6	8

Male	2	2	2	2	2	2	2
	2	2	6	1	1	2	3
	1	5	0	8	6	9	7
	7	7	2	9	0	4	1
	9	1	4	3	8	5	2
Female	2	3	3	3	3	3	3
	7	0	4	3	3	6	7
	9	6	5	1	6	2	8
	0	5	7	0	6	9	4
	5	9	2	9	9	1	6

	1	1	1	1	1	2	2
	3	5	7	8	9	7	2
	3	4	9	9	4	7	8
	1	6	3	4	8	0	6

Male	6	6	7	7	7	8	9
	9	7	7	7	8	8	0
	9	1	5	5	7	0	6

Female	7	8	1	1	1	1	1
	3	7	0	1	1	2	3
	2	5	0	1	1	2	3
	0	9	1	1	6	9	8
	0	9	1	1	0	0	0

ST	1	1	1	1	1	1	1
	1	4	5	3	3	6	8
	8	6	1	6	8	0	5

Male	6	7	7	6	7	7	8
	3	6	1	8	2	7	6

Female	6	7	8	6	6	8	9
	5	1	0	8	6	3	9

Pupil-Teacher Ratio (PTR)

All Institutions	Regular & Distance Mode	1	1	1	1	2	1	1
		5	7	6	9	0	8	9
		1	1	1	1	1	1	1
		4	3	3	5	5	4	4

9 University & Colleges	Regular & Distance Mode	1	1	1	1	2	2	2
		6	7	6	9	2	1	0
	Regular Mode	1	1	1	1	1	1	1
		4	3	3	5	6	6	6

University & Its Units	Regular & Distance Mode	3	6	6	7	7	6	6
		5	5	3	4	0	7	7
		1	1	1	1	1	1	1
		3	3	3	4	2	2	2

Number of Foreign	Total	1	2	3	4	5	6	7	8	9	10	11	12
		8	7	3	4	3	0	4	6	7	1	2	3
Male		9	1	8	6	9	1	2	9	0	1	4	2
Female		2	4	5	4	4	8	1	9	6	2	0	4
		9	6	2	0	4	3	0	1	1	1	1	1

	University	Location	Type	Founded
1	A P J Abdul Kalam Technological University	Thiruvananthapuram	Engineering, Management, Technology	2014
2	Cochin University of Science and Technology	Kochi	Multidisciplinary	1971
3	Kannur University	Kannur	Multidisciplinary	1997
4	Kerala Agricultural University	Thrissur	Agriculture, Engineering	1972
5	Kerala University of Fisheries and Ocean Studies	Kochi	Fisheries, Climate science	2010
6	Kerala University of Health Sciences	Thrissur	Medical, Paramedical, Health Sciences	2010
7	Kerala Veterinary and Animal Sciences University	Wayanad	Animal Sciences	2010
8	Mahatma Gandhi University	Kottayam	Multidisciplinary	1983
9	National University of Advanced Legal Studies	Kochi	Law	2005
10	Sree Sankaracharya University of Sanskrit	Kalady	Sanskrit and Vedic studies	1994
11	Thunchath Ezhuthachan Malayalam University	Malappuram	Malayalam Language and Literature	2012
12	University of Kerala	Thiruvananthapuram	Multidisciplinary	1937

13	University of Calicut	Malappuram	Multidisciplinary	1968
14	Sree Narayana Guru Open University Digital University of Kerala	Kollam	Distance Education	2021
15		Thiruvananthapuram	Technology	2021

In addition to them, a variety of stand-alone institutions is also functioning in the state either controlled directly by the state or central government departments. Such stand-alone institutions primarily focus on research and development in their respective areas. The institutions of national importance which are of the stand-alone category are given in the following table.

Institutions of National Importance

	University	Location	Type	Founded	Autonomous status notified in
1	Indian Institute of Information Technology, Kottayam	Kottayam	Technology	2015	2015
2	Indian Institute of Science Education and Research	Thiruvananthapuram	Science, Technology	2008	2008
3	Indian Institute of Technology	Palakkad	Science, Technology	2015	2015
4	National Institute of Technology	Kozhikode	Engineering	1961	2002
5	Sree Chitra Tirunal Institute for Medical Sciences and Technology	Thiruvananthapuram	Medicine, Health science	1974	2002

The state has 2 recognised deemed universities. The Indian Institute of Space Science and Technology functions as an autonomous body under the Department of Space, Government of India. The idea of such an institute was mooted keeping in mind the need for high-quality manpower for the Indian Space Research Organization, one of the world's leading scientific organizations engaged in space research and space applications. The institute the first of its kind in the country offers high-quality education at the undergraduate, graduate, doctoral and post-doctoral levels in areas with a special focus on space sciences, space technology and space applications.

The Kerala Kalamandalam founded in 1930 is strictly a residential centre of learning. Veteran teachers and talented students are its inestimable wealth. Artiste-teachers and students participate in art recitals, demonstrations and workshops held in Kalamandalam and outside. The institution has been functioning as a grant-in-aid institution under the Cultural Affairs Department, Government of Kerala. For special projects, the Department of Culture, Government of India, and the Sangeet Natak Akademy, New Delhi, had been extending financial support.

Deemed Universities recognised in the state					
	University	Location	Type	Founded	Deemed status notified in
1	Indian Institute of Space Science and Technology	Thiruvananthapuram	Science and Technology	2007	2008
2	Kerala Kalamandalam	Thrissur	Performing arts	1999	2006

Salient Features of Higher Education in Kerala

1. Gross Enrollment Ratio (GER) Higher than the National Level

Gross Enrollment Ratio (GER) shows the number of the youth population in the age group 18-23 in higher education as a proportion of the total youth population. At the All-India level as per the All-India Higher Education Survey 2019-20- the GER is estimated as 27.1 per cent while in Kerala the GER has reached 38.8 per cent showing a considerable increase in the number of student enrollment in higher education. This impressive GER growth in higher education can be attributed to among other things, to the growth of higher education institutions including Public Universities and colleges in the State. While most of the States in India were following a private sector-led strategy of massification of higher education, Kerala was able to achieve impressive growth in GER higher than the national average through the development of public-funded higher education institutions especially the Government and aided colleges in the state. Other public-funded HEIs include University Institutes, colleges under IHRD, CAPE, CEPAS etc.

2. Inclusive Growth of Higher Education in the State

With the increased enrolment in higher education in the state, the social coverage of it has also increased. This is evident from the increased enrolment of the female population

and social groups and gender parity index. In the case of GER by gender, the female population constitute 44.7 % compared to the national average of 26.3%. Similarly as per the GER by social group SC population register 26.7% and ST population 24% in enrolment in higher education. While at the all India level enrolment of SC population is only 23.4% and ST 18%. Similarly, Gender Parity Index (GPI) is 1.36 for all categories and 1.86 and 1.50 for SC and ST respectively. The corresponding figures for GPI at the national level are 1.01 for all categories and 1.05 and 0.97 for SC and ST populations. The AISHE data show that 77.7% of colleges are in rural areas in Kerala. All these indicators are manifestations of the inclusive nature of higher education in Kerala.

3. Quality Assurance and Accreditation

As per the report of NAAC as of December 2020, only 26.1% of the Universities are accredited by NAAC while the proportion of colleges accredited by NAAC is only 15.3%. The majority of accredited universities and colleges are public-funded institutions while the awareness of quality assurance and accreditation has not permeated to the level of self-financing institutions operating in both professional and non-professional streams. The low level of accreditation of HEIs in the state shows that the majority of our students are studying in institutions without any quality assurance mechanism. This also calls for increased regulatory and monitoring mechanisms both at the national and state levels.

4. Incompatibility of Perspectives

A significant problem that disables the state higher education sector from taking benefits out of central funding is the incompatibility of perspectives on higher education at the state and central levels. Most of the central assistance go to those states which readily accept the straight jacket projects rolled out by UGC/ Central Government, even when they are unsuitable for the local aspirations/needs

5. Implementation of UGC Plan of Action (POA)

Kerala has been pursuing an inclusive perspective of development, which combines growth with equity and access. As a result, the state's approach of financial support in the higher education sector has been horizontal, with a strong sense of distributive justice. This is incompatible with the exclusive approach of competitive selection and vertical privileging at the national level. Our national schemes are now increasingly harping on the competitive selection of high graded institutions for enhanced financial support.

Despite the above limitations of the centrally sponsored schemes Kerala has been systematically working towards state-wide quality enhancement through the implementation of nationally prescribed measures. Therefore, the state's preparedness in terms of developing basic prerequisites of institutional practices in universities and colleges for quality assurance is commendable. Kerala is the first state to implement all the UGC stipulated academic reforms

such as Semester System, Choice-based Credit System, Curriculum development, Admission procedures, and Examination reform. Now the implementation of the UGC's current scheme of Outcome-Based Education (OBE) with instructional transparency in teaching and purposeful understanding in learning is in progress in the state Universities under the initiative of the State Higher Education Council.

6. Adoption of Strategies of Social Preparation

Kerala has set a model by itself in designing and implementing a variety of schemes for social enhancement and academic quality assurance. Higher education initiatives of the state clearly show the conviction that the predicament of increased GER and low quality should be addressed with the help of a comprehensive package of social preparation strategies for enhancing the number of eligible youths with the potential to enter institutions of higher education. Instituting different scholarships of merit and means covering the entire duration and realms of higher education in arts, humanities, sciences and technology is an example. They are directly addressing economic backwardness, the main barrier, by adopting financial support as the prime strategy. Several other schemes also vouch for the state's commitment to social preparation through equitable distribution of economic resources. Various support schemes have been designed and instituted for addressing the unevenness in the learning capabilities of the youth. Special schemes have been introduced for nurturing academic interests in children at an early age, promotion of subject-specific aptitudes through flexible choices, studies under the tutelage of mentors, field-based direct learning, development of academic self-confidence through interaction with eminent scholars, motivation of the lagging, remedial care of the weak and those suffering from learning difficulties, etc. New initiatives involved schemes like DIGICEL, Brain Gain, and Curriculum Development.

UGC [Institutions Deemed To Be Universities] Regulations, 2016.

In 2016, UGC came out with the first regulation stipulating the eligibility criteria for institutions to be declared institutions Deemed to be Universities.

The benchmark set for various aspects of academic excellence as eligibility conditions was of a tall order. For instance, the condition for accreditation by NAAC / NBA demanded the highest grade by these agencies continuously for three cycles for all eligible courses in an institution. Similarly, the faculty in all Humanities/ Social Science departments shall have at least 10 publications and for Science, Engineering etc. shall have at least 15 publications per year. It among other things insisted that the applicant institution shall not have violated any of the provisions of any of the statutes/ guidelines for UGC/ any statutory authority in 5 years preceding the date of submission of the application seeking the status of an Institution Deemed to be University.

UGC (Institutions Deemed to be Universities) Regulations 2019

In 2019 UGC published the revised Regulation which to a certain extent diluted the stipulations/eligibility conditions insisted upon in the UGC Regulation 2016. In the new regulation, the conferment of Deemed University status to Higher Education Institutions is governed by the following conditions.

The objectives of an Institution Deemed to be University :

As per the UGC Regulations 2019, the objectives for which an institution is declared by the Government as an Institution Deemed to be University shall be

- a. To provide for higher education leading to excellence and innovations in such branches of knowledge as may be deemed fit, primarily at undergraduate, at post-graduate and research degree levels, fully conforming to the concept of University as defined by the above Regulation.
- b. To engage in areas of specialization with proven ability to make distinctive contributions to the objectives of the higher education system in diverse disciplines.
- c. To provide for high-quality teaching and research recognized nationally and globally.

Eligibility Criteria for an Institution to be Declared as an Institution Deemed to be University

An institution applying to be declared as an Institution Deemed to be University shall have to meet the following stipulations:-

- a. Has been in existence for not less than 20(twenty) years,
- b. Has, at the time of application, valid accreditation by National Assessment and Accreditation Council (NAAC) with at least 3.26 CGPA for three consecutive cycles OR if in case of a technical institution, two-thirds of the eligible technical programmes accredited by the National Board of Accreditation (NBA).
- c. Should be at the time of application, figure among the top 50 (Fifty) ranks in any specific category or among the top 100 (Hundred) of the overall ranking of National Institute Ranking Framework (NIRF).
- d. Has demonstrated the characteristics of a university through multi-disciplinary courses,
- e. The annual per faculty publications in SCOPUS, Web of Science or peer-reviewed journals of acceptable quality as per the UGC Reference List of Quality Journals shall not be less than 2 (two).
- f. The teacher-student ratio shall not be less than 1:20 with a faculty strength of not less than 100 (Hundred) teachers and a minimum of 2,000 students on its rolls under the regular classroom mode, of which not less than one third being postgraduate/research students, and at least 5 Post Graduate Departments in existence for at least 3 years with research programmes.

- g. Shall possess such academic and physical infrastructure as may be prescribed by the Commission and/or the relevant statutory bodies.
- h. Shall have a built-up area of not less than 30 sq. mts. per student which shall include academic (academic buildings, library, lecture hall, laboratories, etc.), administrative (hostels, faculty residences, health care), common and recreational facilities.

Corpus Fund:

- a. In the case of Institutions not maintained or financed by the Government a Corpus Fund of Rs.10 Crore for an existing institution and Rs.25 Crore for a de-novo institution, shall be created and maintained permanently in the name of the proposed Institution Deemed to be University by way of irrevocable Government Securities or other forms approved by the Commission.
- b. The interest accrued on the Corpus Fund shall be used only for the development of the Institution Deemed to be University.

The Process of Evaluation of the Institutions for Deemed University Status

Eligibility Criteria as per UGC Regulation vis-a-vis Status of Institutions

1. *Has been in existence for not less than 20(twenty) years.*

This criterion has to be examined based on University / Government orders of different institutions seeking Deemed University status as some of the institutions are of recent origin but they are clubbed with older institutions under the same educational agency.

2. *Has, at the time of application, valid accreditation by National Assessment and Accreditation Council (NAAC) with at least 3.26 CGPA for three consecutive cycles OR if in case of a technical institution, two-thirds of the eligible technical programmes accredited by the National Board of Accreditation (NBA).*

The accreditation status of the institution whether NAAC or NBA has to be examined based on information available on the NAAC / AICTE website. The accreditation status of institutions under the same educational agency may vary as non-accredited institutions are tagged with high ranked institutions.

3. *Should be at the time of application, figure among the top 50 (Fifty) ranks in any specific category or among the top 100 (Hundred) of the overall ranking of National Institute Ranking Framework (NIRF).*

The data uploaded by Higher Education Institutions in the NIRF portal for ranking have to be cross-checked with the ground realities in these institutions as there are discrepancies evident in several categories. Here also mixing of ranked and non-ranked institutions for Deemed University status is evident in several cases.

4. *Has demonstrated the characteristics of a university through multi-disciplinary courses.*

The Multi-Disciplinary character of Institutions is to be examined based on academic criteria followed in the classification of the programmes.

5. *The annual per faculty publications in SCOPUS, Web of Science or peer-reviewed journals of acceptable quality as per the UGC Reference List of Quality Journals shall not be less than 2 (two).*

This has to be examined as per the details available in the Web of Science (WoS) and SCOPUS which can be accessed.

6. *The teacher-student ratio shall not be less than 1:20 with a faculty strength of not less than 100 (Hundred) teachers and a minimum of 2,000 students on its rolls under the regular classroom mode, of which not less than one third being postgraduate/research students, and at least 5 Post Graduate Departments in existence for at least 3 years with research programmes.*

The teacher-student ratio given by colleges has to be cross-checked with the data uploaded for ranking and other purposes by HEIs.

7. *Shall possess such academic and physical infrastructure as may be prescribed by the Commission and/or the relevant statutory bodies.*

There is a need for separate verification of physical infrastructure in colleges.

8. *Shall have a built-up area of not less than 30 sq. mts. per student which shall include academic (academic buildings, library, lecture hall, laboratories, etc.), administrative (hostels, faculty residences, health care), common and recreational facilities.*

The stipulation of a built area of 30 sq.Mts per student has to be scientifically ascertained.

In the 2016 Regulation, there was a clause which stated that there shall be no violation of Statutes / Guidelines of UGC/ Statutory Authority in 5 years preceding the date of submission of the application seeking the status of an Institution Deemed to be University. The legal position in this regard has to be examined.

Consequences related to the setting up of private universities in Kerala

1. **Privatisation of Public Assets:** In Kerala the proposal for Deemed University Status emanates from both aided and unaided institutions and in some cases institutions conducting both aided and unaided programmes in the same campus (hybrid case). Some of these institutions have obtained autonomous status recently. Creating Deemed to be Universities involving both aided and unaided colleges or aided colleges with both aided and unaided courses would lead to privatization of public assets in higher education, as also making access and equity unattainable for marginalized sections of society, unless Government agrees to confer aided status to all institutions coming under the proposed

Deemed University, ensuring the movement of faculty and students across disciplines for facilitating multidisciplinary /interdisciplinary courses.

2. **Inclusive development would be Thwarted:**

As pointed out above Kerala has been pursuing an inclusive model of Higher Education which is reflected in the high level of gross enrolment higher than the national average. The increased enrollment of SC/ ST students and the gender parity index of Kerala are reflective of equity in social development facilitated by the growth of public-funded higher education institutions. The unregulated expansion of private sector educational entrepreneurs will steadily erode these social achievements of the state's higher education.

3. **Geographical Location and Multidisciplinary Scheme would be affected:** -Regarding the geographical location of the institutions proposed to come under the same Deemed University, some of them are on the same campus, while some others are far away from the main campus. This would stand in the way of the free movement of staff and students pursuing multi-disciplinary/interdisciplinary courses. The inclusion of widely scattered academic units under the umbrella of a single Deemed University would not serve academic purposes envisaged under the scheme of Deemed Universities.

4. **Access to Marginalised Sections would be affected:** For scaling up the GER, UGC mandates all institutions of higher learning to increase participation of ST/ ST. OBC and PWD and women. Institutions of higher education have to ensure that socio-economic backward sections have access to higher education. Making a commitment to this effect by Government norms for inclusive access to staff and students should be mandatory to all institutions aspiring for Deemed University status.

5. **Government Admission/Reservation Norms would be Overlooked**

The State Universities are not able to allow students to autonomous colleges as they are completely outside the purview of the centralised allotment process of admission implemented by the Universities. The situation may aggravate the operation of Deemed to be Universities in the state. The Government of Tamil Nadu has recently appointed a committee under the chairmanship of Justice A. K. Rajan to study the problems related to NEET and the committee among other things has recommended that all Deemed Universities be brought under the Tamil Nadu Governments purview. This recommendation is in the background of NEET nullifying the opportunities for students of the tribal and rural communities and oppressed sections to pursue Medical Education especially in Private and Deemed Universities. Enforcement of Government admission/ reservation norms in private and Deemed universities will be a challenge.

6. **Government Protection of the Aided Stream would be Affected:** Some of the colleges aspiring for Deemed university status have already requested the Government to issue a letter committing to protect salaries of all aided staff in these institutions as evidence of support from the State Government for the Deemed University proposal listed in the deemed to be University monitoring portal of UGC in which the applications of these institutions are pending for approval. The aided stream has been completely extinguished in some of the states which have conferred deemed Universities status to the aided colleges in these states. This is a pointer to the shape of things that may unfold with the introduction of the Deemed University experiment in the state. Such a scenario could compromise access and equity in HE.

Pre-requisites

The following pre-requisites by way of steps have to be taken for deciding the question of allowing deemed-to-be universities in the State.

1. **No Objection Certificate of the State Government:** Similarly as per the regulatory guidelines for acquiring deemed to be university status, an institution requires a No Objection Certificate from the State Government. This also calls for thorough scrutiny of the eligibility conditions stipulated by the UGC vis-a-vis the academic realities in those institutions aspiring for Deemed University.
2. **Need for a Policy Shift:** Though Deemed Universities have been set up in many states, the Government of Kerala has not so far taken a policy decision for conferring deemed university status on existing institutions, mainly on account of the apprehensions about equity and excellence in higher education. Hence a policy decision in this respect has to be taken at the highest level of Government, before considering the proposals for conferment of Deemed University status to individual institutions. A broad level consultation may be initiated by the Government at the earliest for evolving a policy consensus on this issue.
3. **Need for State Legislation in view of the Supreme Court Verdict:** In the famous Prof. Yashpal Vs State of Chhattisgarh & Ors Case, the Supreme Court (Case No.:Writ Petition (Civil) 19 of 2004 dated 11/02/2005), it is pointed out that a University once incorporated gets a right to confer degrees. A University having no infrastructure or teaching facility of any kind would still be in a position to confer degrees and thereby create complete chaos in the matter of coordination and maintenance of standards in higher studies which would be highly detrimental for the whole nation. A University may, therefore, be established either by the State in the exercise of its sovereign power which would be through legislative enactment. In the case of a private University, it must be a pre-established institution for higher education with all the infrastructural facilities and qualities which may justify its claim for being conferred with the status of a University and only such an institution can be conferred the legal status

and a juristic personality of a University. This reaffirms the need for state legislation and state clearance mechanism for verification and certification of the candidate institutions aspiring to become deemed -to- be- universities.

Recommendations:

- The feasibility of conferring deemed university status to Government/aided institutions alone may be considered by the Government at present, subject to the criterion laid out above and any other concern the Government may have while making a major policy decision on the structure of higher education in the state.
- It may not be advisable to bring together all the institutions of an Educational Agency under the roof of one Deemed University as they do not share the same standards of access and quality at present.

Minutes of the online meeting of the Committee constituted to examine the Report of Kerala State Higher Education Council on the establishment of deemed Universities, held on 10.08.2022 at 12.45 PM

List of participants:

1. Dr. V.P. Joy, Chief Secretary
2. Smt. Ishita Roy, Principal Secretary, Higher Education department
3. Dr. Shyam B. Menon, Professor, Central Institute of Education, Delhi University
4. Prof. Sabu Thomas, Vice Chancellor, MG University, Kottayam.
5. Dr. Rajan Varughese, Member Secretary, Kerala State Higher Education Council

The meeting chaired by the Chief Secretary, started at 12.45 PM. Chief Secretary welcomed the participants to the meeting.

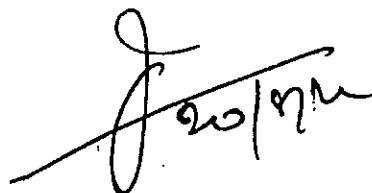
1. The background of the meeting was explained as an introduction by Member Secretary, Kerala State Higher Education Council (KSHEC), Sri. Rajan Varughese, who stated that a few aided colleges have applied for being considered for deemed University status as per the deemed Universities Regulations of the UGC, 2019 and that they have requested for NOC from the State Government as stipulated in the Regulations. On receipt of such applications, the Higher Education department had sought a report from KSHEC. As per the report of Kerala State Higher Education Council (KSHEC), a policy has to be framed/taken by the State Government on the subject of deemed Universities as there are many aided/private colleges functioning in the State. KSHEC recommended that feasibility of conferring deemed University status to Government/aided institutions alone may be considered.
2. The Chief Secretary requested the participants of the meeting to present their views on the subject.
3. Prof. Sabu Thomas, Vice Chancellor of MG University, opined that State may consider formulating a Private University Act. He also stated that various quality standards like NAAC grading, NIRF ranking etc. may be taken into account before recommending grant of deemed University status.

4. Dr. Shyam B. Menon, Professor, Central Institute of Education, Delhi University expressed his views that the concept of deemed University envisages a structure without regulatory control by the State. If the State conveys NOC to grant the status of deemed University to an institution, then it will be difficult to bring such institutions under the regulatory control of the State. Hence, it is better not to encourage such category called deemed University under private sector in the State. It might be a better idea to encourage private universities in the State through an enactment.
5. Principal Secretary, Higher Education informed that UGC has specific regulations in the case of deemed Universities, namely, UGC (Institutions deemed to be Universities) Regulations, 2019 and that the State may encourage such institutions by issue of NOC with a condition that social justice and welfare of the marginalised sections of the students should be ensured by such institutions. On the issue of encouraging private universities, she stated that many states have already enacted Private University Acts to ensure quality standards in higher education.
6. Chief Secretary said that any consideration of Private University Act at this stage is beyond the scope of the terms of reference of the present Committee. He stated that in the case of aided colleges, there is a prevailing direct Payment Agreement between the State and the managements. He opined that aided colleges may be considered for grant of NOC for the status of deemed Universities, if found eligible as per UGC deemed University Regulations of 2019. The State may continue to fund the commitments already made hitherto (including salaries of teaching & non-teaching staff) for a period of three years (transition period), beyond which it may seek procurement of education services from these universities by funding the education of meritorious students from poor background and marginalised sections. Through this route, the existing funding commitments can continue as long as the state is in need of such services.

The Meeting put forth the following tentative suggestions as a way forward:

1. For obtaining NOC from the State Government, a Higher Education Institution desiring the status of deemed University, should execute an agreement with the State Government to abide by certain conditions :
 - i. The pay and emoluments and pension commitments of teachers and staff in direct payment agreement will continue unaffected by the deemed university status and will be paid by the university after the transition period.
 - ii. The transition period may be set as three years. In the transition period, direct payment agreement will remain in force beyond which the direct Payment Agreement may be replaced by a system of procurement of education services. The State will procure education services from such institutions to cater to the educational requirements of children from poor and marginalized sections.
 - iii. The agreement will ensure payment of salaries & allowances of the academic & non academic staff directly from Government for a period of 3 years during the years of transition. The deemed University shall be solely responsible for taking over all payment commitments beyond the period of three years. However, proportionate pension commitments will be undertaken by Government for the teachers and staff already covered in the agreement, even beyond three years.
 - iv. Sufficient support will be given by the State Government to marginalized/poor students (100% fee reimbursement) for which a separate scheme will be worked out by the Government for procurement of educational services from the deemed University.
 - v. There should be a State Government representative/nominee in the Governing Body of each deemed University as long as the Government undertakes procurement of educational services from the University.
2. Before sanction of NOC, the State Government will check whether all provisions in UGC deemed University Regulations, 2019 regarding eligibility are fully and satisfactorily followed by the Institutions. Continuance of NOC shall also be subject to maintenance of the educational standards.

The meeting concluded at 2.00 PM.



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