Role of Inter-University Centres for Higher Education: An Analytical Study

Dr. Umesha Naik   Tanuja N. Suvarna   Yashodha
Assistant Professor   *Research Scholar*   *Research Scholar*
Department of Library and Information Science, Mangalore University
Mangalagangothri, Mangalore - 574 199, D.K, Karnataka, India

Abstract:
The main objectives of the study are to find out the different Inter-University Centres (IUC) supporting by the MHRD for providing advanced centralized facilities, services to the teaching and researchers community. They provide state-of-the-art equipment and excellent library facilities which are comparable to international standards. The author identifies the seven IUC centres and their main objectives, activities, facilities, and services for the different disciplines. The main objectives of the study are to find out the major role of the centres in the higher education system and their objectives, services, projects, and other activities. The author also highlights the discipline wise support for the end-user through these centres and providing better HRM support also. The main aim of the article is to identify the status of all the Inter-University Centres in support of their other facilities' services and activities.
Keywords: *MHRD, Inter-University Centres, Higher Education System, Resource Centres, UGC.*

I. INTRODUCTION

The IUCs are set up by the University Grants Commission (UGC) of India with the support of MHRD. It has been established with the goal and achievement of addressing the needs of the Higher Education System through the powerful medium of emerging Information Communication Technology (ICT). There are many institutions/organisations provide better outputs, but the IUCs are the role of higher education institutions that provide better services to their end-users. The same way in this article author focuses on seven important tables focus on seven IUCs status, objectives, functions, activities, projects, services, and other relevant achievements.

II. LITERATURE REVIEW

Chaudhary & Chaudhary (2019) focus on the challenges of interdisciplinary studies in higher education. They identify the knowledge economy requires an adept workforce and cadre of leaders to help address the many challenges and needs facing companies, governments, and societies worldwide. Many of the challenges they face today are new and there will undoubtedly be others that arise in the future that will require innovative approaches and solutions to overcome them. It also highlights how central ID solutions are in helping to address some of the most complex needs and challenges in higher education today, including how best to prepare higher education graduates for future employment and leadership positions.

Akhter (2018) published a study called, "Association of Indian Universities (AIU) and its Role in Higher Education." It is mainly concerned with the recognition of UGC recognized by the Degrees/Diplomas awarded by the Universities in India. The main objective of the AIU is to protect and promote the interest of universities and facilitate university activities especially sharing of the information and increasing cooperation in the field of culture, sports, and allied areas. It helps the universities in mutual recognition of degrees. AIU manages its routine activities through several functional divisions in the AIU secretariat viz, administration, finance, evaluation, research, student information services, sports division, library, documentation centre, publication, and sales division.

Sheikhs (2017) identify the strength and weakness of the higher education system and its India position in the worlds. The author also highlights some challenges, opportunities, and Suggestions Improving the System of Higher Education.

Mallick (2013) points out on their article entitled "A Comparative Study: Higher Education and Research in India" that the Institutional Framework for the Higher Education System of especially Central, State, Deemed Universities and other educational institutions like Institutions for National Importance, UGC,

----

AICTE, Accreditation of Academic Institutions and Programs, The Association of Indian Universities, CSIR centres, and research institutions like ICAR, ICMR, ICSSR, etc.

Gupta (2012) in a study entitled "Roadmap for educational innovation in institutions of higher learning: Towards inter-university centre for innovation" showed that the roadmap for educational innovations looks at the initiatives taken at the level of students and faculty. The bureaucratic structures have sapped a lot of energy of the students as well as faculty. A proposal for establishing an inter-university centre on innovation is made to operational various suggestions.

A study entitled, "Final Evaluation of the IUC partner programme with the IUC Programme Institutional University Cooperation University of Nairobi (UoN), Kenya" by Nooijer & Abagi (2009) showed that the Flemish and UoN coordinators have played a vital role in programme implementation and their efforts have been crucial for its realizations. This was realized that the activities in the field of Ph.D. training (28 people), M.Sc. training (30 people), technical and administrative, staff, training-cum-awareness, distance education (200 people), ICT, etc. Particular attention was furthermore paid to stimulating (joint) research, inter alia by making funds to allow participation of UoN staff in national and international research seminars. The support provided under the IUC has contributed to a total of 43 publications in international and national journals, 43 papers that were incorporated into international conference proceedings, and 6 for conferences organized under the auspices of the IUC Programme.

III. OBJECTIVES

The main objectives of the study are as follows;
- to find out the objectives and functions of IUCs of UGC
- to analyze the various types of project and services offered by IUCs of UGC
- to find out the contributions and activities of IUCs of UGC
- to identify the discipline and specialization of IUCs for providing better services to the end-users.
- to explore the Human Resource Development Programmes conducted by the IUCs of UGC

IV. METHODOLOGY

The MHRD supported seven UGC Inter-University centres play an important role in their specific field to provide better results. Table 1 shows that the seven Websites of IUCs, base on these URLs the author systematically search, retrieve e-resources, and gray literature for this study. The information was gathered from the websites of the seven IUCs of UGC from July to December 2021. This study also aims to analyze implemented IUCs facilities, services, and activities.

Table – 1: URL of IUC

Sl.No.	Name of IUC	URL
1	Consortium for Educational Communication	http://cec.nic.in/
2	Information and Library Network Centre	https://www.inflibnet.ac.in/
3	Inter-University Accelerator Centre	https://www.iuac.res.in/
4	Inter-University Centre for Astronomy and Astro-Physics	https://www.iucaa.in/
5	Inter-University Centre for Teacher Education	http://iuctebhu.org/
6	National Assessment and Accreditation Council	http://www.naac.gov.in/
7	Consortium for Scientific Research (Dept. of Atomic Energy	http://www.csr.res.in/

V. RESULTS

The IUC and the following centres were recognized by the UGC to give research facilities to all universities that lacked the necessary infrastructure and investment to do so on their own. The first IUC was established by the UGC in 1984. The Center's main goal is to create world-class accelerator-based research centres within the university system. It aims to formulate common research programmes of research and development in collaboration with universities, national importance centres, and other research institutions. Table 2 indicates that the majority of the IUCs were set up in the year 1990s except for IUCTE, which was started in the year 2016. IUAC, one of the oldest centres, was founded in 1984.

Table – 2: Seven IUCs in India

Sl.No.	Name of IUC	Emblem	Place	Started Year
1	CEC		New Delhi	1993
2	INFLIBNET		Gandhinagar	1991

3	IUAC		New Delhi	1984
4	IUCAA		Pune	1988
5	IUCTE		Varanasi	2016
6	NAAC		Bangalore	1994
7	UGC-DAE		Indore	1990

All the seven IUC centres have their primary objectives based on the discipline/subject allotted by the MHRD/UGC. The Table 1 shows that the seven ICU centres and its year of establishment. The INFLIBNET Centre was started in the year 1991 and in the year 2016, the IUCTE Center was established.

Table – 3: Objectives of IUCs

Sl.No.	Name of IUC	Main Objective
1	CEC	Higher Education through the use of a powerful medium of Television along with the appropriate use of emerging ICT
2	INFLIBNET	Modernization of library, serves and access of information, supporting scholarships and learning and academic pursuits through a National Network of Libraries in around Universities, Colleges, and R&D Institutions across the country.
3	IUAC	World-class facilities for accelerator-based research
4	IUCAA	Help initiate and nurture, research and developmental activities in Astronomy and Astrophysics in the University sector
5	IUCTE	Providing services and programs for a group of universities and institutions.
6	NAAC	Evaluating the performance of the Universities and Colleges in the Country.
7	UGC-DAE	Developing competence and promoting research in front line areas of science and technology

Table 3 highlights that the main objectives and functions of the centres based on the MHRD guidelines. The center has main subject areas like Education, Library and Information Science, Accelerator- Nuclear Science, Astronomy and Astrophysics, Teacher Education, National Assessment and Accreditation and Atomic Energy, etc. Especially, the INFLIBNET Centre is one of the information dissemination centres for all disciplines. Besides, some centres also support other disciplines. For example, INFLIBNET centre provides training, software development, and other activities to the multiple disciplines.

Table – 4: Subject Specializations

Sl.No.	Name of IUC	Discipline / Specialization
1	CEC	Higher Education through Television along with appropriate use of ICT
2	INFLIBNET	Library and Information Science
3	IUAC	Nuclear Physics, Materials Science, Atomic Physics, Radiation Biology, Radiation Physics, and Accelerator Mass Spectrometry
4	IUCAA	Astronomy and Astrophysics
5	IUCTE	Teacher Education.
6	NAAC	Assessment and Accreditation of Higher Educational Institutions
7	UGC-DAE	Atomic Energy - Consortium for Scientific Research

For the better access and services, the identification of the subject area is very important. Table 4 focuses on the different disciplines of the centres along with their main objectives. The objectives based on MHRD and UGC support may be extended depending on ICT trend innovation. INFLIBNET, as the Library and Information Science, is a centre to provide better services to all the subject discipline.

Table – 5: Projects, Facilities and Services of IUCs

Sl.No.	Name of IUC	Facilities	Services	Projects
1	CEC	√	√	√
2	INFLIBNET	√	√	√
3	IUAC	√	√	√

4	IUCAA	√	√	√
5	IUCTE	√	√	√
6	NAAC	√	√	√
7	UGC-DAE	√	√	√

Table 5 focuses on how the seven Inter-University Centres manage, projects, infrastructure, and services in order to deliver better services to its users. All seven IUCs provide diverse services and facilities to end users based on their topic areas of specialization, as well as running unique projects on their subject areas of specialization.

HRM is a very important part in all the fields while providing better services to the end-users. Table 6 provides important HRM-related programmes like research, training, conference, and workshops, etc. Here IUAC, IUACC, and UGC-DAE have research activities, INFLIBNET Centre, IUCTE, and NAAC organizing conferences and workshops. IT also identify that CEC is conducting only training programmes.

Table – 6: Activities of IUCs

Sl.No.	Name of IUC	Research	Conference	Workshop	Training
1	CEC	X	X	X	√
2	INFLIBNET	X	√	√	√
3	IUAC	√	X	X	√
4	IUCAA	√	X	X	√
5	IUCTE	X	√	√	√
6	NAAC	X	√	√	√
7	UGC-DAE	√	X	√	√

Publications are essential to identify the outcome of Inter-University centres. Table 7 shows the status of publications like newsletters, annual reports, and journals. Both CEC and IUCAA publish all three categories of publications, but INFLIBNET, IUAC, IUCTE, NAAC, and UGC-DAE does not publish journal publications.

Table – 7: Publications

Sl.No.	Name of IUC	Newsletter	Annual Reports	Journals
1	CEC	√	√	√
2	INFLIBNET	√	√	X
3	IUAC	√	√	X
4	IUCAA	√	√	√
5	IUCTE	√	√	X
6	NAAC	√	√	X
7	UGC-DAE	√	√	X

VI.   CONCLUSION

All the seven centres have their own subject specialization by order of UGC. The main aim of the articles is to find out the seven IUCs active position in their specialized subject. These IUCs are set up to provide research facilities that do not have the necessary infrastructure. The IUCs established by the UGC have to prove common facilities of research in all the universities. Use of these IUCs facilities by the university faculties and researchers may kindly be engaged to enable them to work and participate in the activities of the centre. IUCs of UGC have been setting up autonomous centre establish to provide common facilities for faculty, services, and programmes to the universities for faculties and researchers. The main focus of the IUCs is to provide dynamic and vibrant platforms for academicians from India. Based on this study the IUCs are working well on their main objectives to provide better facilities services and projects.

REFERENCE

[1]. Akhter, R. (2018). *Association of Indian Universities (AIU) and its Role in Higher Education.* Paper presented at the 2nd International Conference on Research Development in Arts, Social Science, and Humanities, Chandhigar.
[2]. Alagh, Y. K., Sen, A., Kishore, B., Karunakaran, T., & Sampath, V. S. (2007). *Report of the UGC Committee on Inter University Center on Rural Development*. New Delhi: Ministry of Rural Development.
[3]. Bose, S., & Majumder, A. J. (2015). Evaluation Of University Library Websites Of West Bengal: A Study from Librarians' Perspective Retrieved 24th April 2020, from https://www.researchgate.net/publication/312154656
[4]. Cao, Y., Zhao, L., & Chen, R. (2009). Institutional Structure and Incentives of Technology Transfer: Some New Evidence from Chinese Universities. *Journal of Technology Management, 4*(1), 67-84.
[5]. CEC. (2020). Consortium for Educational Communication (CEC).   Retrieved 20th April 2020, from http://cec.nic.in/cec/
[6]. Chan, D., & Lo, W. (2007). Running Universities as Enterprises: University Governance Changes in Hong Kong. *Asia Pacific Journal of Education, 27*(3), 305-322.
[7]. Chan, K. F., & Theresa, L. (2005). Assessing Technology Incubator Programs in the Science Park: The Good, the Bad and the Ugly. *Technovation, 25*, 1215-1228.

[8]. Chaudhary, K. K., & Chaudhary, M. (2019). Importance of Inter-Disciplinary Studies in Higher Education. *Journal of Advances and Scholarly Researches in Allied Education, 16*(3), 61-63.

[9]. Chen, K., & Kenney, M. (2007). Universities/Research Institutes and Regional Innovation Systems: The Cases of Beijing and Shenzhen. *World Development, 35*(6), 1056-1074.

[10]. Coombe, L. (2015). Models of interuniversity collaboration in higher education – How do their features act as barriers and enablers to sustainability? *TertiaryEducation and Management, 21*(4), 328-348.

[11]. Ferrier-Kerr, J., & Haxton, P. (2017). Finding Places of Connection in an Inter-University Partnership. Retrieved 10th May 2020, from https://doi.org/10.1007/978-94-6351-062-2_28

[12]. Franke, J., & Vries, W. d. (2010). *Final evaluation of the IUC partner programme with the Escuela Superior Politécnica del Litoral (ESPOL), Ecuador*: Flemish University Council

[13]. Gupta, A. K. (2012). *Roadmap for educational innovation in institutions of higher learning:Towards inter-university centre for innovation.* Paper presented at the Roundtable on Educational Innovation, organized, New Delhi.

[14]. Hashim, Z., Jamaludin, Z., & Yaacob, M. (2009). Promoting R&D and Commercialization Efforts: Implications for Malaysia's Higher Education Sector. *Journal of the World Universities Forum, 2*(5), 91-99.

[15]. INFLIBNET. (2020). Information and Library Network Centre (INFLIBNET).   Retrieved 20th April 2020, from https://www.inflibnet.ac.in/

[16]. IUAC. (2020). Inter-University Accelerator Centre (IUAC).   Retrieved 20th April 2020, from http://www.iuac.res.in/

[17]. IUCAA. (2019). Inter-University Centre for Astronomy and Astro-Physics (IUCAA).   Retrieved 20th April 2020, from https://www.iucaa.in/

[18]. IUCTE. (2020). Inter university Centre for Teacher Education (IUCTE).   Retrieved 20th April 2020, from http://iuctebhu.org/

[19]. Kester, K. (2013). Eurasian inter-university dialogues on cooperation for higher education development. *European Journal of Higher Education, 3*(4), 406-409.

[20]. Lee, H. H. (2005). Major Issues of University Education Policy in Hong Kong. *Asia Pacific Education Review., 6*(2), 103-112.

[21]. Mallick, P. K. (2013). A Comparative Study :Higher Education and Research in India. *International Journal of Research and Development - A Management Review (IJRDMR), 2*(1), 15-23.

[22]. MHRD. (2017). *All India Survey on Higher Education (2016-17).* New Delhi: Department of Higher Education.

[23]. MHRD. (2020). Inter University Centres (IUCs).Retrieved 20th May 2021, from https://www.mhrd.gov.in/inter-university-centres-iucs

[24]. NAAC. (2020). National Assessment and Accreditation Council (NAAC).   Retrieved 20th April 2020, from http://www.naac.gov.in/

[25]. Narasappa, K. C., & Kumar, P. D. (2015). Best Achievement in Academic Library Systems in India. *International Journal of Library and Information Studies, 5*(1), 91-96.

[26]. Nooijer, P. d., & Abagi, O. (2009). *Final Evaluation of the IUC partner programme with the IUC Programme Institutional University Cooperation University of Nairobi (UoN), Kenya*. Nederlands: Ministerie van Buitenlandse Zaken.

[27]. Pushplata, S. (2007). Network Information System. *Library Herald, 45*(1), 41-50.

[28]. Raychaudhury, S. (2018). *Promoting Research and Innovation in Higher Education Institutions* Pune: IUCAA.

[29]. Sharma, S., & Sharma, P. (2015). Indian Higher Education System: Challenges And Suggestions. *Electronic Journal for Inclusive Education, 3*(4).

[30]. Sheikh, Y. A. (2017). Higher Education in India: Challenges and Opportunities. *Journal of Education and Practice 8*(1), 39-42.

[31]. UGC. (2003). *Higher Education in India: Issues, Concerns and New Directions*. Paper presented at the Recommendations of UGC Golden Jubilee Seminars- 2003.

[32]. UGC. (2011). University Grants Commission. Retrieved 20th April 2021, from http://www.jaduniv.edu.in/upload_files/phd_file/13794876611.pdf

[33]. UGC. (2012). Higher Education In India: Strategies and Schemes during Eleventh Plan- Period (2007-2012) for Universities and Colleges. Retrieved 10 May 2021, from https://www.ugc.ac.in/oldpdf/pub/he/HEIstategies.pdf

[34]. UGC. (2013). Flagship Programmes University Grants Commission.   Retrieved 12th May 2020, from https://www.ugc.ac.in/pdfnews/2604306_flagship_dated_04_04_2013.pdf

[35]. UGC. (2020). Inter University Centres. Retrieved 20th May 2021, from https://www.ugc.ac.in/int_uni.aspx

[36]. UGC-DAE. (2020). UGC-DAE Consortium for Scientific Research. Retrieved 20th April 2020, from http://www.csr.res.in/