



UNIVERSITY GRANTS COMMISSION

CORPORATE PLAN
2011 - 2015

CORPORATE PLAN

2011-2015

UNIVERSITY GRANTS COMMISSION

MESSAGE FROM THE CHAIRMAN

It gives me great pleasure to write this introductory message for the corporate plan of the UGC. Completing a corporate plan is not an easy task as there are so many stakeholders to be consulted and information to be synthesized and analyzed before setting our goals and objectives for the coming years. We also need to make projections on the trends in higher education in our country before we set our goals and objectives and align our human and financial resources accordingly.

Universities have a long history in Sri Lanka dating back to the monastic institutions but what we have today is an admixture of the western model and a localized context bound system evolving from the social, political and economic trajectory of post independent Sri Lanka. Our contemporary system has two central functions. The primary function is to mould an academic intelligentsia, professionals and other layers of the labour force out of the young men and women who achieve very high standards at a very competitive examination. We also need to equip them with competencies required for the 'world of work'. The other key function is to function as 'centres of excellence' for generating scholarly discourse on social, economic and political issues of national and global relevance and creating new knowledge and innovation required to maintain a competitive edge in science and technology in an increasingly connected world where excellence is the key word.

Although we have made great strides in higher education our system is beset by some issues that have to be addressed strategically and operationally to achieve our goals and objectives. We need to continue our efforts to improve access, quality and equity in higher education at the same time while addressing student unrest and disruptive political forces within our universities. The mismatch between the competencies of our graduates and the demands of the labour force is an issue that has come into criticism by employers as well as the general public and we need to address the causal factors for this mismatch which is not entirely in the sphere of higher education. The lack of equity in secondary education especially in Science and Commerce in the rural and estate sector has produced graduates from the social sciences, and humanities, beyond the required numbers. Overall the readiness of our graduates for the world of work is a generic issue across the faculties. The total dependency of our system on state funding has further constrained our capacity to address some of seminal issues that we face.

The UGC as the apex, regulatory body of state universities addressed some of these challenges in our previous corporate plan that is due to end soon. We have reviewed our progress and understood our limitations and set targets that are achievable while addressing the seminal issues set above. We will not be daunted by the challenges and have aligned our corporate plan to the development goals and objectives of the country and will support the Government in implementing progressive structural transformation in higher education to make Sri Lanka a global knowledge hub in Asia.

The Corporate Plan of the UGC (2011-2015) which is designed and planned on the above premise would certainly lay the foundation for the UGC to act as a pathfinder to lead and promote the State University sector to achieve new heights in higher education.

I take this opportunity to thank the members and staff of the Commission for their support and enthusiasm in re-visiting the Corporate Plan, especially Prof Harischandra Abeygoonawardana who compiled this document. Finally our standards of academic excellence can only exist with support and commitment from staff, students and alumni. Therefore, I urge you to read the Corporate Plan and understand how you can contribute to achieving its goals and objectives so that we all work for a common vision and mission.

Prof. Gamini Samaranayake
Chairman
University Grants Commission

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PREAMBLE

Managing of state organizations/institutions today has become a challenging task. There has been a paradigm shift in the way the top managers and employees of state organizations / institutions are expected to function. The task of the managers today is to build organizations capable of creating value for the organization and delivering services over a sustained period of time. This could only be achieved when managers are able to both **manage for today** and as well as **manage for tomorrow**. Our approach in preparing the Corporate Plan of the University Grants Commission which includes both the Policy & Strategic Development Framework (PSDF; Part I) and the Action Plans of Departments/ Divisions/ Units (Part II) has been heavily influenced by this new paradigm.

Managing for today typically involves fine-tuning of current operations, introducing incremental changes while strategy is staying reasonably fixed. These changes are smaller, more evolutionary; the managerial focus is on managing complexity and thus ensuring efficient functioning of the organization. Ideal vision and values are in place, deeply embedded in the firm, well understood, and accepted by all. When managing today, the firm's organizational structure is assumed to have been designed and instituted appropriately, as are the control and performance management systems.

Managing for tomorrow requires different skills. The managers should have the foresight and knowledge to imagine how the organization should be evolved and progressed in the future. This requires visionary leadership creating a vision of what the organization and its environment is likely to look like. Further realizing such a vision demands not only good leadership skills but also an understanding of what capabilities will be required and specific planning to acquire or develop within them. This challenge will often require that the managers and employees loosen up thinking in the organization. Managers and employees must be open to change, willing to listen, keeping information systems open and consider the value of external as well as internal inputs in policy and strategy development. Senior managers should not become over dependent on formal systems or their intermediate staff. Useful insights may come from other employees, policy makers, learned people, technical or professional bodies and other such sources. Managers must seek leading indicators of change along all dimensions – political, sociodemographic, economic, technological, and so on.

Therefore, we have ensured that the Corporate Plan of the UGC (2011-2015) includes policies, strategies and activities, incremental and revolutionary in nature to ensure sustained success of the organization.

STRATEGIC PLANNING PRINCIPLES

In most instances the corporate plans when prepared in conventional manner consist only the nicely laid down vision, mission, goals, strategies and activities with time schedules. These activities are expected to be carried out by sub-units of the organization (i.e. different departments/divisions/units). However, conventional prototypes lack details of action plans of sub-units which should describe very briefly the justification, rationale, objectives, mechanism and design, activities and sub-activities, resources required, time schedule and performance indicators which will guide the unit managers to act and top managers to monitor the process and outcomes. In order to overcome this defect, the UGC has adopted a two stage process in developing the Corporate Plan (2011-2015).

For the purpose of strategic planning, the University Grants Commission is considered as a **'Corporate Body'** with multiple **'Business' Divisions and Units** that undertake key activities and tasks according to the objectives of the organization and the policy directives coming from the governing council of the corporate body. This is true for any state or non-state business organization. Therefore, governing council of such organization should lay down its mandate, values, vision, mission, goals and objectives and strategies and broader activities which would then act as a road map for **'business unit'** to develop their action plans. Of course these **'business units'** too must have their vision in alignment with **'corporate vision'** and embrace with a mission to perform their assigned duties and tasks to best of their abilities. The **'business units'** shall then develop their goals, objectives, strategies and activities to fulfill the institutional vision, mission, goals and objectives. These are called **Action Plans of 'Business' Divisions/Units**.

Therefore the Corporate Plan (2011-2015) of the UGC has been developed through two stage process. As the first step, Commission through participatory approach, following completion of the review of the existing Corporate Plan (2006-2010) and situation analysis, had laid down the vision and mission and goals and strategies and broader activities. This led to the development of the roadmap for the next 5 year phase and it is referred to as the **UGC Policy and Strategic Development Framework (PSDF; Part I)**. This will act as a guide for the key personnel of the Commission, divisions and units to develop the Activity Plans for the assigned activities along with division /unit specific goals and objectives. The activity plans of departments /divisions/ units form the **Part II: Action Plans of Central Administration / Departments / Division / Units**. These plans constitute the actions plans of PSDF

Hence, the final document will consist of two parts:

- Part I: Policy & Strategic Development Framework (PSDF)
- Part II: Action Plans of PSDF (Central Administration/Departments/Division/Units)

GUIDE TO THE CORPORATE PLAN

The **Corporate Plan (2011-2015)** is designed on the standard principles of strategic planning. The standard norms and definitions are given so as to emphasize the sound principles on which the UGC Corporate Plan (2011-2015) is designed and expanded.

CORPORATE PLAN

Refers to Strategic Plan of corporate body / organization and it is the roadmap or direction of the corporate body / organization over the long-term to achieve the success. Strategy is defined for the corporate /organization (corporate strategy) as well as for individual objectives (i.e. functional strategies). Corporate strategy is the common theme underlying a set of strategic decisions with respect to the direction and scope of an organization over the long term which helps to achieve advantage for the organization through its configuration of resources within a changing environment and fulfill stakeholder expectation. Corporate strategy outlines the plan of strategies and activities agreed upon by stakeholders to achieve institution's primary objectives or mission by means of planned improvements and interventions in the organizational structure, systems and processes. Functional strategies are derived from corporate strategies and should contribute to the achievement of functional objectives set out by the corporate body /organization or business units/divisions.

MANDATE

Core functions of the organization as defined by its purpose of existence by a suitable legislative enactment (i.e. by an Act, Ordinance, Constitution, etc).

VALUES

Fundamental principles or standards considered inherently worthwhile or desirable for the organization

VISION

Powerful mental image of the ideal future state of the organization. It reflects what we care about most, represent an expression of what our mission will look like and is harmonious with our values and sense of purpose. It inspires and motivates people to become futuristic and optimistic. Vision needs to be realistic, credible attractive and should provide a bridge from the present to the future.

MISSION

Purpose of existence and core business of the organization. It defines the organization's objects, priorities and its core business or operations in terms of sectors / markets, customers, products and services.

STRATEGIC GOAL(S)

Targets or and long range conditions of well-being of the institution aiming to achieve. These are finely focused statements of strategic aims or intentions directed at those aspects of the organization's operations which are critical for its success. It encompasses sectors or product or service-market intentions, quality standards of products/services, resources (physical, human and technical), processes, and governance, management and financial parameters. Goal statements are usually intended to have a half-life beyond the immediate future, and at the least will be reviewed thoroughly every 3-5 years.

OBJECTIVES

Description of the aims of and intention (s) or activity or activities or programmes to be planned in order to achieve the strategic goal (s) of the organization. The objectives must be specific, measurable, achievable & realistic and time-formed (SMART).

STRATEGY

Underlying theme or premise based on which activities are to be developed to aid in achieving the institutional objective(s). These are also called functional strategies and should aid in achieving functional objectives. Functional strategies usually define/outline the specific activities/programmes to be planned by business units/divisions of the corporate/organization to achieve functional objectives and contribute towards achieving the strategic goals of the corporate/organization.

ACTIVITIES

Measures or actions to be taken or initiated. The activities are usually prescribed by the chosen functional strategies that will collectively help to achieve the functional objective and hence the strategic goal.

ACTION PLANS

Details of activities prescribed by the chosen functional strategies that will collectively help to achieve the functional objective and hence the strategic goal.

These are to be developed by key individuals (such as CEO, Executive Director, Heads of Departments and divisions/units, etc.) and/or Business Units/Divisions/Centers.

The responsible party is expected to chart a course of action based on proposed functional objectives and strategies. The details include justification, rationale, objectives, mechanism and design, core activities and sub-activities, resources time schedules, performance indicators and person-in-charge of the given cluster of activity.

UNIVERSITY GRANTS COMMISSION

The University Grants Commission was established in 1978 as the regulatory body of state universities & HEIs with the enactment of the Universities Act No. 16 of 1978. The enactment of the Universities Act No. 16 of 1978 is considered as the landmark in higher education sector in Sri Lanka which has begun its evolution into a formalized sector since 1921.

HISTORY OF UNIVERSITY EDUCATION

The need for a University in the country had been felt even in the early years of the British occupation in Sri Lanka, then Ceylon. However, the foundation of the present university system was laid in 1870 with the establishment of the Ceylon Medical College which was founded as an 'elementary school' and gradually progressed until 1888 when its diplomas were recognized by the General Medical Council. From 1884 there was a growing body of opinion specially in the early years of the 20th century for the establishment of a University of Ceylon. The War of 1914 to 1918 held up the project and only in 1921 the Ceylon University College was established as the nucleus of a future University. The intention of the establishment of the University College was to confer diplomas until the University is formally established, during which period the College could obtain the required experience of university standards by preparing students for external degrees of the University of London. Later, by incorporating the two Government Colleges, the Ceylon University College and the Ceylon Medical College, the University of Ceylon was established on 1 July 1942, when the Ceylon University Ordinance No. 20 of 1942 was brought into operation by proclamation.

The first University was legally autonomous being a corporation consisting of the Chancellor, the Pro-Chancellor, the Vice Chancellor, the Court, the Council and the Senate. It worked through Committees which included in addition to the Court, the Council and the Senate, five Faculties, Boards of studies, a Scholarships Board, a Board of Residence and Discipline and numerous *ad hoc* Committees. The key to the whole was the central administration operated by the Registrar who was Secretary of all Committees and the Vice Chancellor who was Chairman of the Senate and the Council and in the absence of the Chancellor, the Pro-Chancellor, function as the Chairman of the Senate and the Court and also all other Committees.

Prior to 15th February 1972, when a new university enactment came into force, which is a noteworthy landmark in University education in Sri Lanka, there existed 4 independent Universities. They were, the University of Ceylon, Peradeniya, the University of Ceylon, Colombo, the Vidyodaya University of Ceylon and the Vidyalkara University of Ceylon. In addition there existed the Ceylon College of Technology at Katubedda. All these had been established under the Higher Education Act No. 20 of 1966. With the implementation of the University of Ceylon Act No. 1 of 1972 these Universities and the College of Technology were amalgamated to constitute a single University of Sri Lanka of which the aforesaid institutions became Campuses. In August 1974 a sixth Campus of the University of Sri Lanka was established in Jaffna.

The new Act also enabled the establishment of Higher Educational Institutes. Accordingly there had been three Postgraduate Institutes established for Medicine, Agriculture and Buddhist Studies. Another three Institutes had been established for undergraduate

studies *viz*: Aesthetic Studies, Ayurveda and Workers' Education. While the Institutes of Aesthetic Studies and Ayurveda were established by the absorption of government institutions into the University, the other four Institutes were entirely new organizations. Although it had been envisaged that the establishment of a single university as opposed to the continuance of a multi-university structure, would bring about administrative economies and also enable the rationalization and reorganization of courses of study at the university level, by the University of Ceylon Act No. 1 of 1972, the Act lost much of its efficacy in the manner in which it was implemented.

Therefore a strong need for new approach was long felt and new legislation was introduced in 1978 enabling the establishment of several independent and autonomous universities in place of the single university by the Universities Act No. 16 of 1978. The legal effects of this new Act was the establishment of a University Grants Commission at the apex of the proposed multi-university structure and provision for the establishment, maintenance and administration of Universities with their Campuses, Faculties and other Higher Educational Institutions and for matters connected therewith or incidental thereto.

The formal university system, which evolved since the establishment of the single unitary University of Ceylon in 1942 has thus expanded to 15 Universities and 17 Higher Educational Institutes coming under the purview of the University Grants Commission at present.

OBJECTS OF THE COMMISSION

The Commission is mandated by the Universities Act No. 16 of 1978 with the following objectives:

1. Planning and coordination of university education so as to conform to national policy
2. Apportionment of Higher Educational Institutions, of the funds voted by parliament in respect of university education, and the control of expenditure by each such Higher Educational Institution
3. Maintenance of academic standards in Higher Educational Institutions
4. Regulation of administration of Higher Educational Institutions
5. Regulation of admission of students to each Higher Educational Institution, and
6. Exercise, performance and discharge of such powers, duties and functions as are conferred, imposed on, or assigned to the Commission by or under Universities Act No. 16 of 1978.

MEMBERS OF THE COMMISSION

Members of the Commission (May 2011- To date)

Designation	Name
Chairman	Prof S V D G Samaranayake (with effect from 03.05.2011)
Vice Chairman	Prof Ranjith Senaratne (with effect from 03.05.2011)
Members	Prof H Abeygunawardena (with effect from 03.05.2011)
	Prof S Mohanadas (with effect from 03.05.2011)
	Prof Malkanthi Chandrasekera (with effect from 03.05.2011)
	Prof Sampath Amaratunga (with effect from 03.05.2011)
	Mr Vijaya Malalasekera (with effect from 03.05.2011)
Representative of the Treasury	Mr P A Abeysekera (with effect from 23.12.2010)
Secretary	Mr. Tissa Nandasena

Members of the Commission (March 2006- March 2011)

Designation	Name
Chairman	Prof S V D G Samaranayake (with effect from 19.03.2006 - 18.03.2011)
Vice-Chairman	Prof Gunapala Nanayakkara (with effect from 19.03.2006 - 31.12.2007)
	Prof M T M Jiffry (23.04.2008 - 17.09.2010) Remained vacant from 17.09.2010 to 18.03.2011
Members	Prof Carlo Fonseka (with effect from 19.03.2006 - 18.03.2011)
	Prof M T M Jiffry (with effect from 19.03.2006 – 22.04.2008)
	Prof (Mrs) K Hirimburegama (with effect from 19.03.2006 – 02.01.2008)
	Prof Rohan Rajapakse (with effect from 19.03.2006 – 18.03.2011)
	Dr V Kunanandam (with effect from 19.03.2006 – 06.08.2006)
	Prof S K Sitrapalam (with effect from 25.10.2006 – 15.03.2010)

	Prof S B S Abayakoon (with effect from 11.02.2008 – 31.07.2009)
	Prof Janaka de Silva (with effect from 28.04.2008 - 18.03.2011)
	Prof H Abeygunawardena (with effect from 25.09.2009 - 18.03.2011)
	Prof S Mohanadas (with effect from 05.11.2010 – 18.03.2011)
Representative of the Treasury	Mr B Abeygunawardena (with effect from 01.02.2006 – 22.11.2006)
	Mr W R V G G Samarasiri (with effect from 23.11.2006 – 03.06.2010)
	Mrs Sujatha Cooray (with effect from 04.06.2010 – 22.12.2010)
	Mr P A Abeysekera (with effect from 23.12.2010)
Secretary	Mr Tissa Nandasena

Senior officials of the UGC

Additional Secretary (International Cooperation)	-	Mrs W Karunaratne
Additional Secretary (Human Resources)	-	Dr M M P Premakumara
Additional Secretary (Academic & Admissions)	-	Dr M M P Premakumara
Chief Internal Auditor	-	Mr S K J Hapangama
Accountant	-	Mr R A U Ranaweera
Director (Infrastructure Development)	-	Mr D D Perera (Actg.)
Director (Quality Assurance)	-	Prof Colin Peiris (Actg.)
Deputy Accountant (Universities Provident Fund)	-	Mr N Gallage
Deputy Secretary (Legal & Documentation)	-	Mrs V Wanasinghe
Statistician	-	Mrs P V Damayanthi
Senior Assistant Secretary (Administration)	-	Mrs P F Gunathilake
Senior Assistant Secretary (Academic)	-	Mrs Chandrika Godage
Senior Assistant Secretary (Personnel)	-	Mr Rasika Karunaratne
Senior Assistant Secretary (Human Resources)	-	Mrs Anoma Basnayake
Senior Assistant Secretary (Legal & Documentation)	-	Mrs L K P S Rajakeeya
Senior Assistant Internal Auditor	-	Mrs P H C M Hiripitiya
Senior Assistant Accountant	-	Mr Sampath Godakumbura
Senior Assistant Accountant (Pensions Fund)	-	Mr S Sriskantha
Senior Assistant Internal Auditor	-	Mr A S Wickramasinghe
Senior Assistant Accountant	-	Mrs Sagarika Beliketimulla
Senior Assistant Accountant	-	Mrs Sudeni Peiris
Programmer Cum Systems Analyst	-	Mr Nalaka Lankasena
Works Engineer	-	Mr D D Perera

UNIVERSITIES AND HIGHER EDUCATIONAL INSTITUTES UNDER THE PURVIEW OF UGC

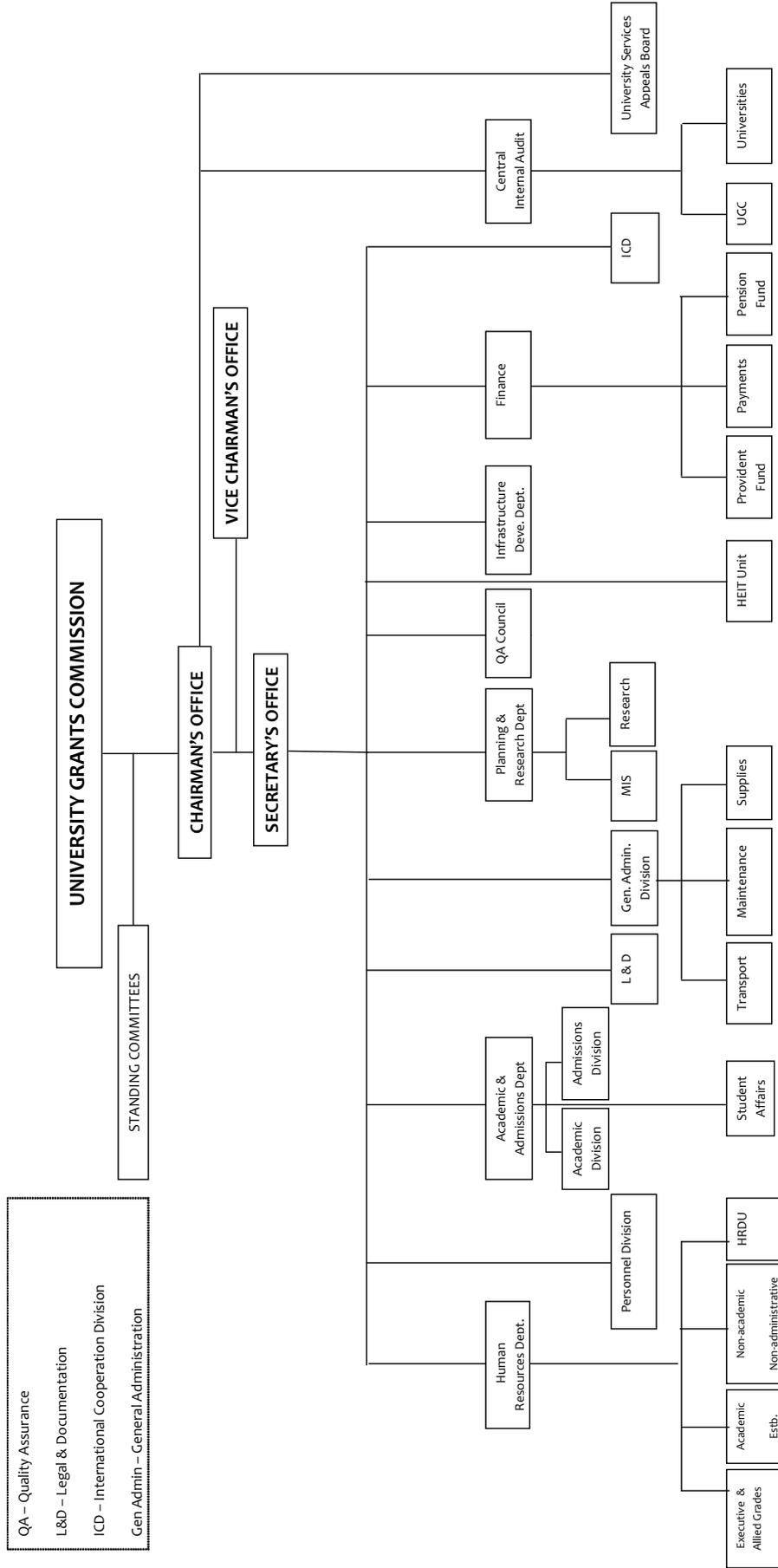
UNIVERSITIES

1. University of Colombo
2. University of Peradeniya
3. University of Kelaniya
4. University of Sri Jayewardenepura
5. University of Moratuwa
6. University of Jaffna
7. University of Ruhuna
8. Open University of Sri Lanka
9. Eastern University, Sri Lanka
10. South Eastern University of Sri Lanka
11. Rajarata University of Sri Lanka
12. Sabaragamuwa University of Sri Lanka
13. Wayamba University of Sri Lanka
14. Uva-Wellassa University of Sri Lanka
15. University of the Visual and Performing Arts

INSTITUTES

1. Postgraduate Institute of Agriculture
2. Postgraduate Institute of Pali & Buddhist Studies
3. Institute of Indigenous Medicine
4. Institute of Human Resource Advancement
5. Postgraduate Institute of Medicine
6. Postgraduate Institute of Archaeology
7. Postgraduate Institute of Management
8. University of Colombo, School of Computing
9. Gampaha Wickramarachchi Ayurveda Institute
10. Postgraduate Institute of Science
11. National Institute of Library and Information Sciences
12. Institute of Technology, University of Moratuwa
13. Institute of Biochemistry, Molecular Biology & Biotechnology
14. Swamy Vipulananda Institute of Aesthetic Studies
15. Postgraduate Institute of English
16. National Centre for Advanced Studies in Humanities and Social Sciences
17. University of Colombo, Institute for Agro-Technology and Rural Sciences

ORGANIZATIONAL CHART OF THE UNIVERSITY GRANTS COMMISSION



FUNCTIONS OF DEPARTMENTS/DIVISIONS/UNITS OF THE UGC

CHAIRMAN'S OFFICE

Chairman is the Chief Executive Officer and Accounting Officer of the Commission and is in control of the day to day administration of the affairs of the Commission. He chairs the meetings of the Commission.

Matters pertaining to appointment of Vice-Chancellors of Universities, Directors of Institutes and Members to the Governing Boards of Universities and Institutes are handled by Chairman's office.

VICE CHAIRMAN'S OFFICE

Vice Chairman assists the Chairman and the Commission in making policy initiatives. He functions as the Chairman of the Transfer Board, Evaluation & Monitoring Committee on University Construction Projects, Committee for Recognition of Qualifications/ Degree Awarding Institutions and as the Chairman of the Standing Committees assigned by the Commission.

Vice Chairman attends to the duties of the office of the Chairman and Chairs the Meetings of the Commission in the absence of the Chairman.

SECRETARY'S OFFICE

Secretary is the custodian of records and the property of the Commission and the Assistant Accounting Officer of the Commission.

He functions as the Secretary to the Commission Meetings and is responsible for implementation of decisions taken by the Commission.

Secretary assists the Chairman in general administration of the Secretariat and oversees the Universities Provident Fund and the Pensions Fund. In addition he functions as the Secretary to the Admissions Committee and the Joint Meeting of the UGC & CVCD.

Preparation of the Annual Report of the UGC and other Progress Reports for submission to the Ministry, Presidential Secretariat, General Treasury and Parliament etc. is the responsibility of the Secretary.

HUMAN RESOURCES DEPARTMENT

- Formulating & Designing Schemes of Recruitment for university staff
- Determination of Cadre requirements of the university system and obtaining necessary approvals from relevant authorities
- Matters pertaining to
 - (a) Recruitment Promotions & Training of university staff
 - (b) Salaries, Leave, Discipline etc. of employees of the university system
 - (c) Trade Unions

- Issuing of UGC and Establishment Circulars
- Matters pertaining to
 - (a) Management Committee
 - (b) Transfer Board

ACADEMIC AFFAIRS & UNIVERSITY ADMISSIONS DEPARTMENT

ACADEMIC AFFAIRS DIVISION

- Matters pertaining to maintenance of academic standards in Higher Educational Institutions
- Establishment of Universities, Institutes, Faculties, Departments of Study etc.
- Introduction of new Courses of Study at undergraduate and postgraduate levels
- All matters pertaining to Standing Committees, Coordination of Standing Committee meetings and follow up action
- Establishment and awarding of Endowed Scholarships
- Recognition of Higher Educational Institutions
- Recognition of degrees awarded by other Higher Educational Institutions

UNIVERSITY ADMISSIONS DIVISION

- Formulating regulations for admission of students to Universities/ HEIs
- Selection of students for university admission and allocation of selected students to various universities
- Handling all matters pertaining to inter-university transfers of university students and appeals with regard to university admission
- Selection of students for Mahapola Scholarships
- Compilation of University Admission Handbook and Statistics

FINANCE DEPARTMENT

- Preparation of budgetary requirements for the university system
- Apportionment of funds to Universities & HEIs
- Liaise with Treasury and Ministry of Finance with regard to releasing allocated funds
- Preparation of periodical Financial Statements and Final Accounts
- Matters pertaining to COPE and Audit queries
- Maintenance and Management of Universities Provident Fund
- Maintenance and Management of Universities Pensions Fund

GENERAL ADMINISTRATION DEPARTMENT

PERSONNEL DIVISION

- Determining the Cadre requirements of the UGC Secretariat
- All matters pertaining to recruitment of UGC Staff
- Attending to granting increments & promotions, transfers, retirement, leave, disciplinary and salary matters of the UGC staff
- Determining the training needs and providing training for UGC staff
- Attending to welfare activities of the UGC staff

SUPPLIES, TRANSPORT & MAINTENANCE DIVISION

- All supplies including utilities and matters pertaining to Procurement Committees of the UGC Secretariat
- Maintenance of buildings & premises of the UGC Secretariat
- Regulation and maintenance of vehicles of the UGC Secretariat
- Matters pertaining to Board of Survey of the UGC Secretariat
- Maintenance of Security Services of the UGC Secretariat
- Matters pertaining to canteen and recreation of staff of the UGC Secretariat
- Administration of the UGC Mail [incoming & outgoing]

LEGAL & DOCUMENTATION DIVISION

- Handling court cases and appeals to USAB, Human Rights Commission and Labour Tribunal, etc.
- Preparation and publishing of Orders and Ordinances
- Interpretation of the university legislation and drafting of legal instruments
- Legal advice to UGC on various matters
- Drafting of Agreements and Contracts

INTERNATIONAL COOPERATION DIVISION

- Handling all projects funded by foreign agencies through the UGC
- Handling all invitations for Foreign Scholarships & Fellowships
- Matters pertaining to SAARC Heads of UGCs & similar organizations
- Matters pertaining to UGC Research Fund
- Processing applications, selection and disbursement of funds to university academics for Higher Studies locally or abroad

INFRASTRUCTURE DEVELOPMENT DEPARTMENT

- Formulating policy framework with regard to infrastructure development of Universities/ HEIs
- Planning and implementation of infrastructure facilities in Universities/HEIs
- Desk evaluation of the project proposals and obtaining necessary approvals for implementation of construction projects
- Advise the Universities/ HEIs on preparation of construction project proposals and on cost revisions
- Coordinating the Progress Review Meetings of the construction projects
- Coordinating the work of the Project Evaluation & Monitoring Committee of the UGC
- Matters pertaining to construction and rehabilitation of UGC Buildings & Structures

PLANNING AND RESEARCH DEPARTMENT

PLANNING DIVISION

- Assist the Commission to formulate policies in planning and coordination of university education so as to conform to national policy

- Preparation, implementation and progress reviewing of the Corporate Plan
- Preparation, implementation and progress reviewing of the annual Action Plan
- Consultancy Services for Corporate Planning in Universities/HEIs
- Liaise with the line Ministry and the Ministry of National Planning in formulation of policies for higher education

MANAGEMENT INFORMATION SYSTEMS [MIS] DIVISION

- Collection of information and maintenance of a Computerized Data Base on University System
- Preparation and publishing of Handbook on University Statistics
- Development and maintenance of the UGC Website
- Develop a database network with Universities
- Coordinating the functions of the Labour Market Observatory

CENTRAL INTERNAL AUDIT DEPARTMENT

- Coordination of Internal Audit functions of Universities/ HEIs
- Carrying out Internal Audits on UGC Administration and Finance
- Auditing of Provident Fund and Pension Payments
- Advising and Assisting the Universities and HEIs in Internal Audit works
- Carrying out special audit investigations as and when required by the UGC
- Handling all matters pertaining to Audit Committee
- Matters pertaining to COPE in the Parliament
- Coordination of all audit queries and sending answers to Auditor General
- Coordination of activities pertaining to Audit Action and Monitoring Committee of the UGC

STUDENT AFFAIRS DIVISION

- Issue policy guidelines on student welfare discipline and Unions/ Associations
- Matters pertaining to Student Grievances
- Coordination of student welfare activities
- Selection and nomination of university students for various competitions/ activities held locally and abroad
- Student Union matters

HIGHER EDUCATION INFORMATION TECHNOLOGY DIVISION

- Coordination of ICT activities in the university system as directed by the UGC
- Determination and development of IT based requirements of the Secretariat
- Coordination and operation of IT based activities/ projects/ networks in relation to UGC software packages and hardware requirements
- Planning, Management and Maintenance of the UGC network
- Planning and Management of video Conferencing and Audio Visual facilities
- Determination and identification of IT training needs of the UGC staff and provide required training as and when necessary

QUALITY ASSURANCE DIVISION

1. Evaluation of new Curricula and new Degree Programmes of all Universities/HEIs established under the Universities Act and the degree programmes of the Institutes recognized by the Hon. Minister of Higher Education in terms of Section 25A of the Universities Act.
2. Evaluation of Application from State & Non-State Higher Education Institutions for degree Degree Awarding Status
3. Assessment of the quality of Foreign Degrees and delivery arrangements and agreements on mutual recognition of awards accredited by Foreign Quality Assurance Agencies
4. Development of procedures and manuals for I) Internal Quality Assurance, II) External Review and III) Accreditation of Universities/HEIs/study programmes
5. Establishing Benchmark Statements for subject disciplines/study programmes
6. Development of Codes of Practice, Standards, Ethics and Conduct for Universities/HEIs/staff/students
7. Training of Reviewers
8. Implementation of UGC approved Quality Assurance and Accreditation Programme for State Universities and submit reports along with recommendation to the Commission
9. Co-ordination and supervision of all activities of Internal Quality Assurance Units in Universities/HEIs

RESOURCES

A) LAND AND BUILDINGS

The UGC located at No. 20 of Ward Place, Colombo 7 has a land area of 128.97 perches. The value of the land has not been estimated as it appears to be vested in UGC by the University of Colombo.

The value of the buildings of the UGC is recorded as Rs. 2,400, 859/- (depreciated value) as at December 2006.

B) HUMAN RESOURCES

The University System has an approved cadre of 19,773 posts (as at 01-01-2011) of which 10,470 posts are in the non-academic non-administrative grades and 7530 posts are in the academic grades. There are 894 posts in the academic support grades and 879 posts in the administrative and Medical Officer Grades. Of the above UGC has an approved cadre of 257 posts of which 216 are in the non-administrative and non-academic grades and 41 posts in the administrative grades.

c) FINANCE

The UGC depends one hundred percent (100%) on Treasury Grants for its capital requirements of the university system. Approximately ninety five percent (95%) of the recurrent expenditure too is financed by the Treasury. Of the total recurrent grant, about seventy five percent (75%) is spent for personal emoluments. Financial allocations provided by the Treasury over past 5 years are given below.

Government Grants Vs. Expenditure (2006 - 2011)

Rs'000

Year	Capital		Recurrent	
	Allocation	Expenditure	Allocation	Expenditure
2006	3,186,000	2,456,364	8,283,000	8,147,224
2007	4,800,000	3,108,457	9,973,900	9,337,562
2008	4,929,000	2,995,971	10,939,898	9,900,738
2009	4,520,000	2,726,065	11,106,667	10,227,482
2010	3,500,000	2,831,973	11,415,280	10,961,907
2011 Expenditure (up to 30/06/2011)	7,100,000	1,996,413	12,600,000	7,143,288

SITUATION ANALYSIS

As the prelude to commencement of strategic planning process, comprehensive review of the existing Corporate Plan of UGC (2006-2010) was conducted. The detailed report is prepared and is available as a separate document. The planning team then commenced the situation analysis which was extended over several consultative sessions with the senior management, and brain storming sessions involving senior management and employees. The outcome of series of activities has formed the basis to lay down the vision and mission and goals and strategies and broader activities. The draft came out from this exercise was further expanded and improved again through several brain storming sessions to develop Policy & Strategic Development Framework (PSDF) of the UGC for next 5 year period, from 2011 to 2015.

The current situation of UGC and State University System as regard to physical and human resources, processes, procedures and efficiency was evaluated by performing SWOT and GAP Analyses. Through the Root Cause Analyses, the roots of the identified weaknesses were listed and possible alternative solutions were proposed. Through the GAP analysis, the gaps and problems that exist within the current system were identified and possible solutions were identified for the identified problems & gaps. The profiles of SWOT, Root-cause Analyses and GAP Analyses and possible solutions for the identified problems/weaknesses and gaps are given below.

SWOT PROFILE

STRENGTHS

- UGC, apex regulatory body of state university system, established under a comprehensive Act of Parliament prepared by experience and reputed academics and administrators and has maintained high social recognition continuously
- Guaranteed State funds for higher education
- Commitment of the Government to strengthen the State University System
- Availability of experienced academic and management expertise both at the UGC and Universities
- High commitment of UGC and University management to enhance quality and relevance of academic programmes, research and development and innovation output
- Continued commitment of UGC & Universities to perform social responsibilities

WEAKNESSES

- Limiting access given for those who seek higher education
- Inadequate capacity for strategic planning, coordination and monitoring, both at UGC and Universities
- Limiting funds amidst increasing wants
- Lack of allegiance, loyalty and commitment of employees
- Poor commitment to adhere to norms and comply with rules and regulations
- Some outdated and inappropriate rules and regulations
- Inadequacies of institutional capacities in providing opportunities updating of knowledge and skills of work force
- Relatively low efficiency and productivity compared to the potential
- Relatively low research, development and innovation outputs compared to the potential
- Slow adaptation, acceptance and preparedness to use emerging technologies
- Lenient enforcement of laws as regard to disciplinary matters, protection of properties, leakages, etc.

OPPORTUNITIES

- Increasing demand for higher education
- Emergence of non state universities/HEIs (through competition)
- Government policy to promote Sri Lanka as the knowledge hub in Asia
- Restoration of normalcy in the country after three decades of turbulences
- Higher demand for marketable graduates and post graduates locally and overseas
- Increased access for foreign students into local universities/HEIs

THREATS

- Increasing incidences of undesirable interventions and ad-hoc changes
- Limiting funds amidst increasing wants
- Emergence of non state universities
- High degree of descent among the stakeholders– threat to autonomy and independence
- High tendency for divisions and conflicts within organizations

ROOT CAUSES OF WEAKNESSES & SUGGESTED ALTERNATIVE SOLUTIONS

Weakness	Most likely Root Cause(s)	Alternative Solutions
<ul style="list-style-type: none"> • Limiting access given for those who seek higher education 	<ul style="list-style-type: none"> • Heavy reliance placed on conventional university system • Failure to explore the potential of alternative higher education avenues – ODL system, vocational & technical education, state and non-state degree awarding institutions, professional bodies/ organizations, etc. 	<ul style="list-style-type: none"> • Expand & strengthen conventional university system • Facilitate the expansion and strengthening of alternative higher education sector • Expand and strengthen the ODL system • Expand and strengthen QA system covering both State and Non-state conventional and alternative higher education sectors
<ul style="list-style-type: none"> • Inadequate capacity for planning, coordination and monitoring, both at UGC and Universities 	<ul style="list-style-type: none"> • Inadequate recognition of the value of strategic planning in the higher management • Failure to acquire and/build required organizational capabilities • Absence of dedicated planning and monitoring units 	<ul style="list-style-type: none"> • Establish and develop planning and monitoring capacity at the UGC and Universities • Design & conduct awareness and training programmes on strategic planning and management

<ul style="list-style-type: none"> Limiting funds amidst increasing wants 	<ul style="list-style-type: none"> Continuing reliance on state funds Failure to generate and revolve funds Absence of clear financial and management guidelines for managing income generating activities Lack of political will to impose nominal user fee for services Inability to prioritize and use limiting funds prudently 	<ul style="list-style-type: none"> Improve financial management procedures Develop and issue proper guidelines for managing income generating activities Improve monitoring and auditing and management capacity Impose nominal user fee for services provided
<ul style="list-style-type: none"> Lack of allegiance, loyalty and commitment of employees 	<ul style="list-style-type: none"> Low employee motivation Alienating employees from decision making process Failure to empower employees Absence of transparency in decision making Absence of dialogue amongst employees and senior managers 	<ul style="list-style-type: none"> Define job descriptions and duties Adopt participatory approach in decision making Design and conduct staff development programmes Improve welfare and grievance redress mechanism
<ul style="list-style-type: none"> Poor commitment to adhere to norms and comply with rules and regulations 	<ul style="list-style-type: none"> Lack of awareness and habit of showing compliance with rules and regulations Failure to review and revise rules and regulations with changing times Failure of higher management to adhere to rules and regulations and high degree of prejudices and favoritisms 	<ul style="list-style-type: none"> Regularly review rules and regulations and effecting necessary amendments Improve the transparency in decision making Higher management to set examples and act as role models
<ul style="list-style-type: none"> Some outdated and inappropriate rules and regulations 	<ul style="list-style-type: none"> Failure to review and revise rules and regulations with changing times 	<ul style="list-style-type: none"> Regularly review and amend Establishments Code, Ordinances and Circulars

<ul style="list-style-type: none"> Inadequacies in providing opportunities for updating of knowledge and skills of work force 	<ul style="list-style-type: none"> Inadequate appreciation of value of staff development/continuing education by the higher management Absence of institutional/organizational arrangements, capacities and capabilities for staff development/continuing education 	<ul style="list-style-type: none"> Develop staff development capacity of the UGC and Universities/HEIs Design and conduct staff development/continuing education programmes on regular basis
<ul style="list-style-type: none"> Relatively low research, development and innovation outputs compared to the potential 	<ul style="list-style-type: none"> Absence of dedicated competent centers/units to promote research, development and innovations in Universities/HEIs Low motivation of academic staff Absence of incentives for high performers Poor institutional support system Low investment by the state for research and development Archaic rules and regulations which act as deterrents for academics to engage in R& D activities Low moral and enthusiasm ('less work' 'less trouble' attitude) of staff 	<ul style="list-style-type: none"> Establish institutional mechanism to foster research, development and innovations Design and develop appropriate guidelines for research postgraduate degrees Review existing rules and regulations pertaining to disbursement of research funds and earned funds Design and launch reward system for high performers
<ul style="list-style-type: none"> Slow adaptation, acceptance and preparedness to use emerging technologies 	<ul style="list-style-type: none"> Inadequate appreciation of value of ICT tools and productivity improvement methods organizational management by the higher management Ignorance of managers and employees on emerging technologies Lack of awareness and competencies 	<ul style="list-style-type: none"> Develop staff development capacity of the UGC and universities Design and conduct staff training in ICT applications Expand and strengthen ICT capabilities at the UGC and universities Introduce productivity improvement methods/packages into organizational management

<ul style="list-style-type: none"> • Lenient enforcement of laws as regard to disciplinary matters, protection of properties, leakages, etc. 	<ul style="list-style-type: none"> • Deficiencies in audit and management procedures • Ignorance of employees and students of the norms, values and rules and regulations • Failure of the management to apply rules and regulations in fair and determined manner • Interference from higher management and outside parties • Failure of the system to punish wrong doers • Culture of wrong doers getting protection from higher management and policy makers 	<ul style="list-style-type: none"> • Strengthen the audit and management capabilities • Strengthen the disciplinary procedures • Ensure exemplary conduct of higher management to set examples for employees • Adapt suitable house keeping procedures and total quality improvement methods to minimize errors, defaults, and leakages,
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GAP PROFILE AND POSSIBLE SOLUTIONS

GAP 1: INADEQUATE PLACEMENT FOR UNIVERSITY EDUCATION

- About 50% of approximately 300000 students who sit for the A/L obtain minimum qualifications to enter universities
- Only < 50% of those who qualify apply for university admission
- Only < 50% of qualified students apply for admission
- Only <50% of those who applied are admitted (approx. 20,000)
- Only < 15 % of qualifying students are provided with admission
- Limited subjects streams for liberal arts, humanities and commerce
- Places for Foreign Students are limited (0.5%)

SUGGESTED SOLUTIONS FOR GAP 1

- Review and fine tune the current admission policy and procedures
- Increase the infrastructure facilities, and expand degree programmes and thereby increase intake of internal students
- Expand the subject streams and university courses for those who sit for liberal arts, humanities and commerce
- Expand and improve quality of open and distance modes of learning
- Facilitate establishment of state and non-state alternative higher educational institutions with appropriate improvements in QA and Accreditation procedures
- Increase the foreign quota in order to complement income for State Universities

GAP 2. RESOURCE GAP AND POOR UTILIZATION OF RESOURCES

- Heavy reliance on Treasury funds by Universities
- Allocated Budget < Required Budget
- Recommended Budget is not released
- Inefficient utilization of allocations and existing resources
- Lack of commitment and competency
- Inadequacy of regular monitoring
- Inadequate internal audit and management

SUGGESTED SOLUTIONS FOR GAP 2

- Encourage entrepreneurial culture within the university system
- Frame guidelines for financial management to support above
- MoHE & UGC to liaise with donor agencies to seek external funds to meet resource gap
- Increase the capacity of the university staff engage in proper planning and monitoring and utilization of allocated funds
- Minimize waste and leakages and recover dues from bond violators
- Strengthen internal audit and management procedures

GAP 3. OUT DATED HR PRACTICES

- Rigid Rules and Regulations imposed by Treasury
- Conventional HR Practices
- Long delays in recruitments/promotions
- Poor recruitment standards
- Lack of Staff Development mechanism
- Poor ICT usage
- Poor Office Management

SUGGESTED SOLUTIONS FOR GAP 3

- Streamline the staff recruitment procedures
- Review and adopt more appropriate HR practices
- Introduce more modern office management practices/systems
- Review the constraints imposed by the Establishments Code, Universities Act, ordinances, rules & regulations, circulars, etc. and bring about necessary amendments
- Change the present rigid systems adopted by the Treasury for the review of requests for staff cadre to facilitate speedy recruitment of qualified personnel
- Improve the HR capacity through staff development/in- service training
- Change of attitudes and promote pro-active work culture
- Introduce performance based appraisal system for granting increments and promotions

GAP 4. INADEQUATE APPLICATION OF MIS IN MANAGEMENT

- Inadequate awareness and ICT competencies
- Inadequate IT infrastructures & human resources
- Inadequate competencies of staff

- Lack of IT governance and management
- Lack of integration of IT tools with office work

SUGGESTED SOLUTIONS FOR GAP 4

- Improvement of IT infrastructure
- Popularize IT culture within the system and regularize the necessary policies to accept e-documents
- Recruitment and training of personnel on ICT applications
- Promote information flow within and amongst the UGC & Universities/HEIs
- Institute IT Governance and Management in the UGC & Universities/HEIs

GAP 5. ABSENCE OF STRATEGIC PLANNING AND MANAGEMENT CULTURE

- Outdated Organization structure - No dedicated Unit
- Lack of culture
- Lack of competencies

SUGGESTED SOLUTIONS FOR GAP 5

- Establish a dedicated Division for Strategic Planning and Management in the UGC & Universities/HEIs
- Acquire competent personnel in order to run the above Division efficiently and effectively
- Create awareness among the employees of the value of strategic planning and management
- Inculcate strategic planning and management culture within the UGC & Universities/HEIs

GAP 6. LOW EFFECTIVENESS OF THE STANDING COMMITTEES AND AD-HOC COMMITTEES AS INSTRUMENTS TO IMPLEMENT UGC POLICY DIRECTIVES

- Absence of guidelines/Terms of Reference (TORs) for Standing Committees/Ad-hoc Committees

SUGGESTED SOLUTION FOR GAP 6

- Introduce TORs and guidelines
- Regular reporting on the progress of activities initiated & conducted by Standing Committees & *ad-hoc* Committees at the Commission meetings.

CORPORATE PLAN

2011 - 2015

Part I:

**Policy & Strategic Development Framework of
University Grants Commission
(PSDF)**

MANDATE

Established with the enactment of the Universities Act No. 16 of 1978, the University Grants Commission is mandated to function as the apex, regulatory body of the State Universities and higher educational institutions/institutes (HEIs) with the overall responsibility of planning and coordination and fostering of state higher education sector so as to conform to national policy. The specific regulatory functions, includes apportionment of the funds voted by parliament in respect of university education and control of expenditure, maintenance of academic standards, regulation of administration and regulation of admission of students.

VALUES

Functions with utmost integrity as a pro-active, strategically attuned organization, subjecting itself to continuous upgrading its capacity with changing times and execute its duties in a transparent manner ensuring equity and equality, and balancing modernization, culture and values.

VISION

To be an excellent regulatory body which guide, develop and sustain a network of 'centers of excellence' in higher education meeting the national needs and aspirations in keeping with global trends

MISSION

To establish, guide, develop and sustain through resource allocation and good governance and management, a widely acclaimed and accessible higher education system that is accountable to the public and dedicated to become the highest levels of learning, research and innovation relevant to the needs of the country by fostering and/or facilitating in partnership with other stakeholders of higher education, the diversity, maintenance of standards and quality and the relevance of academic study programmes to national and global needs, and providing guidance to higher education system to become a network of 'centres of excellence' in teaching, research, innovation and services of global standing.

STRATEGIC GOALS

- GOAL 1: Improve Governance and Management of UGC, Universities and HEIs** *in planning, execution, monitoring, coordination and fostering of university education so as to conform to national policy*
- GOAL 2: Enhance the Efficiency of Financial Disbursement and Accountability** *of the use of the funds voted by Parliament as well as from other sources (foreign and earned) in respect of university education*
- GOAL 3: Improve Standards of Academic Programmes and Research and Innovations** *in Universities and HEIs by improving Relevance and Quality of Study Programmes and research competencies of academic staff*
- GOAL 4: Increase Access to Higher Education** *by increasing undergraduate and postgraduate educational opportunities provided by Universities & HEIs*
- GOAL 5: Improve the Capacity of the UGC as a Regulatory Body** *in discharging powers, duties and functions as are conformed or imposed on, or assigned to, the Commission by or under the Universities Act No. 16 of 1978.*

CONTEXT OF SETTING GOALS

The Universities Act No 16 of 1978 has defined 6 objects for the UGC, with the overall responsibility of planning, coordination and fostering of state higher education sector so as to conform to national policy. The specific regulatory functions include a) planning, monitoring and regulation of administration, b) apportionment of the funds voted by parliament in respect of university education and control of expenditure, c) maintenance of academic standards, and e) regulation of admission of students.

The first four **Strategic Goals** are designed to encompass 4 major aspects of higher education sector so as to become compatible with the objects of UGC. The 5th strategic goal is designed to improve the capacity of the UGC to function as a regulatory body in discharging powers, duties and functions as are conformed or imposed on or assigned to the Commission by or under the Universities Act No. 16 of 1978.

GOAL 1: IMPROVE GOVERNANCE AND MANAGEMENT OF UGC, UNIVERSITIES AND HEIs

The first strategic goal is to empower the UGC to become technically capable, efficient and effective regulatory body of State Universities and HEIs. As stated in the Universities Act No. 16 of 1978, the UGC has the responsibility of regulating the planning, implementation and monitoring development activities, and promotion of governance and management of universities/higher educational institutions/institutes. This requires the UGC to possess appropriate organizational structure, processes and procedures, technical capacity to plan, direct and guide, and to oversee multitude of activities. Similarly the State Universities and HEIs shall possess the innate capacity to govern and manage universities, plan and execute academic study programmes and research and innovations in most prudent and efficient manner.

GOAL 2: ENHANCE THE EFFICIENCY OF FINANCIAL DISBURSEMENT AND ACCOUNTABILITY

The second strategic goal is to improve the financial management capacity of the UGC and Universities/HEIs. The state higher education sector is fully funded by the state and the UGC must ensure that all Universities and HEIs utilize the funds voted in most prudent and transparent manner. Further, it is envisaged that the sole dependency on state funds must be reduced gradually by encouraging universities to become more entrepreneurial and the UGC must facilitate the process by designing appropriate and less unwieldy financial management rules and procedures with checks and balances.

GOAL 3: IMPROVE STANDARDS OF ACADEMIC PROGRAMMES AND RESEARCH AND INNOVATIONS

The third strategic goal is to improve the quality and relevance of academic study programmes of both undergraduate and postgraduate level and enhance research, development and innovation outputs of Universities and HEIs. This is to be accomplished by means of improving the physical resources, human resources and capacity, adopting modern educational technologies, and broad-basing education so as to provide knowledge and skills in core disciplines as well as wide array of generic skills (i.e. communication, ICT, soft skills, etc.) of undergraduates and postgraduate students.

Furthermore, this also requires improvements in allegiance, loyalty, and commitment of academic and non-academic staff.

GOAL 4: INCREASE ACCESS TO HIGHER EDUCATION

The fourth strategic goal is to increase the opportunities provided for those who are aspiring to seek higher educational opportunities in the alternative State and Non-State higher educational sectors. This is to be achieved by widening the space for higher educational opportunities in the State sector by expanding conventional, open and distance learning with judicious mix of ICT tools and by promoting the Non-State higher educational sector by facilitating and regulating the quality, and accountability thus by promoting public acceptance.

GOAL 5: IMPROVE THE CAPACITY OF THE UGC AS A REGULATORY BODY

The fifth strategic goal is to strengthen the technical capacity and functional efficiency of the UGC secretariat to assist the Commission to execute the 5 objects stated in the Universities Act No. 16 of 1978. This is to be achieved by improving loyalty, allegiance and technical capacity, commitment of the staff and improving technical capacity of departments and divisions and enhancing information collection, collation, processing, analyzing and reporting to the UGC higher management so as to facilitate the decision making process and by creating pleasing and friendly environment with contented, committed and courteous workforce.

Goal 1

Improve Governance and Management of UGC and Universities/HEIs *in planning, execution, monitoring, coordination and fostering of university education so as to conform to national policy*

CONTEXT

Empowered by the Universities Act No. 16 of 1978, the UGC is the apex, regulatory body of the State Universities and HEIs. In order to accomplish this multifaceted task the UGC and Universities/HEIs must be functionally resourceful and technically capable and efficient. The current organizational structures and governance and management procedures of university sector have not been changed much since the enactment of the current Act in 1978, while the sector has recorded unprecedented expansion. Thus it is very conceivable that UGC and Universities/HEIs shall be strengthened as regard to their organization structure competency of human resources, and technical capacity in order to develop the innate capacity and efficiency in governance and management. In this regard, current organizational structure and functions of divisions and units of UGC as well as the Universities/HEIs must be critically reviewed and appropriate reforms to strengthen their functional capacity and efficiency must be instituted. Further, the Acts, Ordinances, Establishments Code and rules and regulations in place must be periodically reviewed to align with changing times and grant greater autonomy or self-governance to Universities/HEIs. Moreover, in order to achieve greater devolution of authorities to Universities/HEIs, the internal auditing and quality assurance and accreditation capacity of UGC and Universities/HEIs must be strengthened.

OBJECTIVES

- Objective 1.1** To improve technical capacity and functional efficiency of UGC to perform multitude of regulatory, planning and monitoring functions
- Objective 1.2** To streamline regulations, guidelines, auditing and quality assurance procedures with a view to grant greater self-governance to Universities/HEIs
- Objective 1.3** To improve technical capacity and functional efficiency of all Universities/HEIs

OBJECTIVE 1.1

To improve technical capacity and functional efficiency of UGC to perform multitude of regulatory, planning and monitoring functions

RATIONALE

It was very obvious that the organizational structure of the UGC has remained relatively stagnated over 4 decades since its inception in 1978. The task of UGC at the inception was comparatively less demanding and there were only 5 state universities and 6 HEIs under its umbrella. Now the task of the UGC has become multifaceted and complex. It has not only to regulate and supervise 15 Universities and 17 HEIs but also to spearhead development programmes to promote continuous improvement in strategic planning and management and monitoring academic standards, commitment, allegiance and disciplines of students and staff, research and innovation capacity, and accountability and social responsibility. This multifaceted task requires visionary leadership, administrative and technical expertise for strategic planning and monitoring, academic development and planning, staff development and quality assurance and accreditation. Therefore, the structural organization has to be reviewed and reformed and the services of visionary and competent academics and administrators have to be brought into assist the Commission and administrative staff. Further the technical capacity and the expertise of the staff of the UGC secretariat must also be improved. It is also imperative that while these proposed progressive improvements taking place at the UGC level, parallel improvements in functional and technical capabilities and governance and management capacity of Universities & HEIs must also be initiated, promoted and strengthened in order to ensure that they possess inate the capacity to translate UGC policy directives and programmes and manage their affairs efficiently and take progressive steps towards improving governance and management, academic standards and research and innovations outputs.

STRATEGIES

- **Reorganize and infuse visionary and competent leadership to the UGC**
- **Improve competencies of human resources and expertise at the UGC**

Strategy 1.1.1

Design and introduce structural reforms and bring in services of visionary and competent academics and administrators *to assist the Commission in policy and programme formulation, programme implementation and monitoring*

Activity 1.1.1.1 UGC to restructure the secretariat with reassigning and redefining duties along with establishment of new administrative/coordinating divisions (Same as Activity UGC 5.1.1.1)

[for i) Planning and Monitoring, ii) Academic Affairs), iii) Human Resources, iv) Admission, v) General Administration, vi) Research and International Affairs, vii) Finance, viii) Establishment (Personnel), ix) Audit, x) Legal Affairs, xi) Statistics & MIS, xii) Quality Assurance & Accreditation and xiii) Infrastructure Development, and Units, namely i) Human Resources Development (HRDW), ii) External Degrees and Extension Courses (EDEC), iii) Recognition of Degree Awarding Institutions (URDAI)].

Activity 1.1.1.2 UGC, with necessary approval, to create 2 more full time UGC membership positions to provide leadership and guidance on day-to-day basis and engage in planning, implementation, coordination and monitoring

Activity 1.1.1.3 Improve the functional efficiency of all standing committees and ad-hoc committees

OUTPUTS/OUTCOMES

- **An organization capable of discharging regulatory functions more effectively and efficiently**
- **Improved capacity to respond to challenges and move along with global advancement in higher education.**
- **Improved stakeholder and public perception and confidence on UGC**

PERFORMANCE INDICATORS

- **Establishment of 2 fulltime UGC membership positions by December 2012**
- **Time taken to respond to challenges and introduce timely reforms**
- **Length in processing time for proposals/requests/appeals, etc.**
- **Number of reforms and new initiatives introduced into Universities/HEIs - a) administration and management, b) financial management, c) academic planning and management, d) research and innovation and e) extension and community development.**

Strategy 1.1.2

Develop competencies of human resources and expertise - at the UGC and conduct periodic monitoring of performance of divisions and staff

Activity 1.1.2.1 UGC to develop and issue Policy Framework, Institutional Arrangement, Academic, Administrative and Financial Regulations governing the Staff Development Centers/Units of UGC and Universities and issue to Universities/HEIs (Same as 1.3.2.1)

Activity 1.1.2.2 UGC to establish a Human Resources Development Unit (HRDU) at the UGC to function as the apex coordinating body of all Staff Development activities of Universities/HEIs

Activity 1.1.2.3 UGC to establish a Staff Training Facility (STF) at a suitable location (with assistance from WB-HETC Project).

Activity 1.1.2.4 UGC along with WB-HETC project to strengthen the functional and technical capacity of Staff Development Centers (SDC) of all Universities/HEIs

Activity 1.1.2.5 UGC along with WB-HETC project to design and offer in-service staff training programmes to improve planning, management and monitoring skills of the UGC and University higher management and executive administrative staff through regular continuing education/in-service training

OUTPUTS/OUTCOMES

- **Improved regulations and guidelines for Staff Development at the UGC & University/HEIs level**
- **Coordinating unit (HRDU) and staff training facility (STF) at the UGC**
- **Improved coordination of staff development activities among UGC and Universities/HEIs**
- **Training Manuals for diverse staff development programmes both at the UGC and University/HEI level**
- **Improved technical expertise and functional capacity of HRDU & SDCs**
- **Proactive and performance oriented work culture of staff of the UGC and Universities/HEIs**

Activity 1.1.2.6 UGC to adopt a suitable HRM package to inculcate proactive, performance oriented work culture, and improve 'house keeping' and office management practices and then work towards reaching ISO Certification Standards (same as Activity 2.1.1.5 & 5.1.1.5)

Activity 1.1.2.7 UGC to perform annual review of performance of all Divisions/Units of the UGC Secretariat

- Improved 'house keeping' and office management practices at the UGC and Universities/HEIs
- Commencement of annual review of performance of Divisions and Department of the UGC
- Improved productivity of staff of the UGC and Universities/HEIs

PERFORMANCE INDICATORS

- New UGC Circular and guidelines issued on Staff Development at UGC & University/HEI level
- Establishment of HRDU at the UGC
- Establishment of Staff Training Facility (STF) at the UGC
- Number of training manuals prepared at HRDU level in collaboration with WB-HETC Project
- Number of training manuals prepared at SDC level in collaboration with WB-HETC Project
- Number of staff development training programmes conducted by HRDU (in collaboration with WB-HETC Project)
- Number of staff development training programmes conducted at SDC level
- Adoption of suitable HRM package at UGC level
- Number of annual reviews conducted at UGC level

OBJECTIVE 1.2

To streamline regulations, guidelines, auditing and quality assurance procedures with a view to grant greater autonomy to Universities & HEIs

RATIONALE

According to the Universities Act No. 16 of 1978 Universities and HEIs have been granted with high degree of autonomy provided they are capable of discharging the responsibilities in prudent and efficient manner. However, many Universities and HEIs have been found with administrative lapses, inefficiencies and leakages and waste of scarce state funds. They while recognizing the lapses from their part also claim that they need to have greater autonomy to manage their affairs in an efficient and effective manner and very often blame UGC for delays, lapses and having more control over their functions. This perhaps stems from certain restrictions imposed by the Act, UGC Establishments Code and associated circulars which may require timely revisions. Further, it is crucial to recognize that there exist many shortcomings in capacities and capabilities of human resources that may contribute to deficiencies in governance and management of those institutions. Therefore the authorities and powers vested with UGC by the Act and rules and regulations laid down in Establishments Code and guidelines and procedures prescribed in circulars may require regular review and updating to address differences, fill the gaps and remove ambiguities and restrictions thus eliminating any room for interpretation. Further, it must be recognized that such regulations should not act as hindrance to progressive improvements in Universities/HEIs. Moreover, the auditing and quality assurance capacity of the UGC and Universities and HEIs must be strengthened to complement the managerial capacity of UGC and Universities/HEIs. It is envisaged that through such reforms combined with progressive human resources capacity building, the Universities & HEIs would be able to function as entities with greater autonomy and efficiency.

STRATEGIES

- **Review and update the Universities Act, Ordinances, Establishments Code and rules and regulations**
- **Strengthen auditing and monitoring capacity of the UGC**
- **Strengthen quality assurance and accreditation capacity of the UGC to drive Internal Quality Assurance (IQA) programmes at the level of Universities & HEIs and sustain External Quality Assurance (EQA) programme operated at UGC level**

Strategy 1.2.1

Review and update the appropriate sections of Universities Act, Ordinances, UGC Establishments Code, regulations, establishment circulars, guidelines and procedures - with respect to general administration, academic administration and financial management of universities & HEIs

OUTPUTS/OUTCOMES

<p>Activity 1.2.1.1 UGC to conduct periodical review of the Act, Ordinances UGC Establishments Code, and Circulars and introduce amendments to the Act, Ordinances and UGC Establishments Code as appropriate and formulate new and/or amended circulars and guidelines</p>	<ul style="list-style-type: none"> • Amended / updated Universities Act of No. 16 of 1978 and subsequent amendments • Revised Ordinances
<p>Activity 1.2.1.2 UGC to develop manuals/guidebooks/handbooks on important administration, financial management and recruitment, promotion, leave and disciplinary procedures, and academic planning and development procedures</p>	<ul style="list-style-type: none"> • Revised UGC Establishments Code of 1984 • Amended or new but fewer circulars
<p>Activity 1.2.1.3 UGC to develop and issue a) University Student Charter, b) Academic Staff Charter, c) Non-academic Staff Charter, d) Citizens Charter and d) Codes of Practice, Conduct & Ethics to all Universities/HEIs</p>	<ul style="list-style-type: none"> • Guidebooks and manuals on administration and financial management procedures • Codes of Practice, Conduct and Ethics • Improved performance of Universities /HEIs

PERFORMANCE INDICATORS

- Completion of the task of bringing amendments to the Universities Act/ Ordinances/Establishments Code by December 2013
- Number of revised and/or new circulars issued
- Number of outdated circulars rescinded
- Number of guidebooks/manuals developed and issued
- Number of Charters and Codes of Practice developed and issued
- Number of audit queries raised by the Government Audits
- Number of issues raised at the COPE

Strategy 1.2.2

UGC to become efficient monitoring body of governance and management of Universities/HEIs

Activity 1.2.2.1 UGC to reorganize its Audit Division with redefining its role and functions and instituting appropriate formal linkages with Internal Audit Divisions of Universities/HEIs

Activity 1.2.2.2 UGC Audit Division to conduct regular audits of all divisions of UGC and supervise and monitor auditing functions of all Universities/HEIs with respect to management and financial procedures and report to the Commission through the Audit Committee for review and implement remedial measures.

OUTPUTS/OUTCOMES

- Improved auditing capacity of UGC
- Improved auditing capacity of Universities/HEIs
- Improved governance and management of UGC and Universities/HEIs

PERFORMANCE INDICATORS

- Number of audit inspections conducted by the UGC audit division
- Number of shortcomings in governance and management reported and number of remedial measures implemented
- Number of queries raised by Government Audits
- Number of issues raised and judgment given by the Government Audits
- Number of issues raised and judgment given by the COPE

Strategy 1.2.3

Strengthen the quality assurance and accreditation capacity of the UGC to drive Internal Quality Assurance (IQA) programmes at the level of Universities & HEIs and sustain External Quality Assurance (EQA) programme operated at UGC level

Activity 1.2.3.1 UGC to review and redefine the role and Terms of Reference for the UGC Standing Committee on Quality Assurance & Accreditation - to guide and monitor mandatory functions of QAA Council and implement UGC approved Quality Assurance & Accreditation programme

OUTPUTS/OUTCOMES

- Improved Quality Assurance capacity at the UGC and Universities/HEIs
- Effective UGC Standing Committee on Quality Assurance and Accreditation

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| <p>Activity 1.2.3.2 UGC to develop a policy framework and guidelines, and structure and functions of the Quality Assurance & Accreditation Council of UGC (QAA Council) - <i>with well defined Terms of Reference, placing it under a full time Director to vigorously pursue quality assurance and accreditation programmes prescribed by the UGC.</i></p> | <ul style="list-style-type: none"> • Completion of first cycle of QA programmes - External review all institutions and study programmes, and preparation of subject benchmark statements and credit and qualification framework for all study programmes/ disciplines. |
| <p>Activity 1.2.3.3 QAA Council in liaison with WB-HETC project to complete the first round of QA Programme by December 2011 - <i>that covers a) external review of institutions and study programmes, b) credit and qualification framework for all major disciplines and study programmes, c) subject benchmark statements for all major study programmes and d) codes of practices for key functions of Universities/HEIs.</i></p> | <ul style="list-style-type: none"> • Manuals for a) External Quality Review (i.e. for Process and Performance Review), b) Internal Quality Assurance System, c) Accreditation of Study Programmes and Institutions, d) Postgraduate Degree Programmes, & e) External Degrees. |
| <p>Activity 1.2.3.4 UGC to develop procedures and guidebooks for 3 components to be carried out at the second round of Quality Assurance Programme - <i>namely i) internal quality assurance, ii) external review (i.e. more emphasis on process and performance review of study programmes and Universities/HEIs) and iii) accreditation of study programmes.</i></p> | <ul style="list-style-type: none"> • Effective internal quality assurance systems (IQAs) in Universities/HEIs • Quality assurance system in place for postgraduate studies |
| <p>Activity 1.2.3.5 UGC to develop and issue circular instructions on a) Internal Quality Assurance System, b) External Quality Assurance System (with more emphasis on process and performance review) and c) Accreditation of study programmes and institutions.</p> | <ul style="list-style-type: none"> • Quality assurance system in place for external degrees & extension courses |
| <p>Activity 1.2.3.6 QAA Council in liaison with WB-HETC project to commence second round of External and Quality Assurance Programme by early 2012 - <i>with more emphasis on instituting more rigorous and compulsory follow up actions and grant Accreditation for study programmes and universities & HEIs that have reached the stipulated standards</i></p> | <ul style="list-style-type: none"> • Commencement 2nd round of external quality assurance |

<p>Activity 1.2.3.7 UGC with WB-HETC assistance to develop introduce accreditation manuals/procedures to Universities/Faculties and proceed with evaluation of study programmes that are cleared by the 2nd round of External Review Process.</p>	<p>review with emphasis on performance and process edit</p> <ul style="list-style-type: none"> • Commencement of Accreditation of selected study programmes
<p>Activity 1.2.3.8 UGC to develop with WB-HETC assistance to develop QA procedures for a) External Degrees & Extension Courses and Postgraduate Study Programmes and Postgraduate Institutes/ Graduate Faculties</p>	<ul style="list-style-type: none"> • Improved teaching and training and assessment methods • Improved quality and relevance of academic programmes
<p>Activity 1.2.3.9 QAAC to implement quality assurance programme for a) Postgraduate Degrees and b) External Degrees and Extension Courses from beginning of 2013.</p>	<ul style="list-style-type: none"> • Improved governance and management in all Universities/HEIs

PERFORMANCE INDICATORS

- Number of QA tasks achieved/completed - External Review, Benchmark Statements, Codes of Practices, and Credit and Qualification Framework
- Issue of improved Terms of Reference for UGC/QA Standing Committee
- Issue of UGC circular instructions and guidelines for a) Internal Quality Assurance Systems, b) External Review, and c) Accreditation
- Issue of Manuals for a) External Quality Review (i.e. for Process and Performance Review), b) Internal Quality Assurance Process, c) Accreditation of Study Programmes and Institutions, d) QA procedures for Postgraduate Degree Programmes, & e) QA procedures for External Degrees/and Extension Courses.
- Number of organizational reforms instituted in Universities/HEIs
 - o Internal Quality Assurance Unit (IQA) & Senate Standing Committee on IQA
 - o Faculty Quality Assurance Cell and Faculty Board Committee on Quality Assurance
- Commencement of QA programme for PG Programmes and number of programmes covered

- Commencement of QA programme for External Degrees and Extension Courses and number of programme covered
- Commencement of 2nd round of External Review (i.e. Process Review and Performance Review) and number of study programmes / institutes completed
- Commencement of Accreditation Process and number of study programmes / institutes covered and received accreditation

OBJECTIVE 1.3

To improve technical capacity and functional efficiency of all Universities/HEIs

RATIONALE

All universities must have the innate functional and technical capacity and efficiency with respect to a) general administration, b) financial management, c) staff recruitment, confirmation and promotion, d) disciplinary procedures, e) academic development and planning, f) career guidance and industrial training, g) staff development, h) research and innovations, i) student welfare and social and ethnic cohesion and harmony and j) extension and social responsibilities. This is in need for both established as well as for newly established universities. Further the Universities/HEIs must be guided to rationalize capital development initiatives and minimize wastage and leakage of scarce resources and funds.

STRATEGIES

- Introduce structural reforms and visionary leadership into Universities/HEIs
- Improve technical expertise and professionalism of the staff of Universities/HEIs
- Improve auditing and monitoring capacity and programmes of Universities/HEIs
- Establish and strengthen Quality Assurance System in all Universities/HEIs

Strategy 1.3.1

Review, design and introduce structural reforms and bring in services of visionary competent academics and administrators to assist the higher management and executive officers of Universities/HEIs - to engage in strategic planning, management and monitoring of programmes and activities in Universities/HEIs

Activity 1.3.1.1 UGC to direct all Universities/HEIs to review and restructure the administrative structure of Universities/HEIs with reassigning and redefining duties along with establishment of new administrative / coordinating divisions/units, if such divisions/units do not exist for;

a) Planning and Monitoring - to promote - strategic planning and management, in universities

b) Academic Affairs and Quality Assurance - to promote academic development and planning, academic synchronization, inter-faculty resource sharing and courses and degree programmes, and drive & coordinate quality assurance programme.

c) Research and International Affairs, - to promote research and innovations, university-industry linkages, international cooperation, handle foreign students, scholars and visitors, etc.

d) Human Resources Development/Staff Development (already in place; UGC has already issued a new circular) - to promote in-service staff training in administration, educational technologies and use of ICT tools in blended, student centered teaching and learning

e) External Degrees and Extension Courses – (already in place; UGC has already issued a new circular) – to provide, market-oriented, high quality external degrees and extension courses

f) Career Guidance – (already in place; UGC has already issued a new circular); to provide career guidance services and assist industrial placement programmes

OUTPUTS/OUTCOMES

- **Visionary and competent leadership to drive and coordinate key functions and activities**
- **Greater delegation of duties and responsibilities**
- **Improved performance of academic and non-academic staff**

g) Information Technology – (already in place in many universities; but reforms are required); to improve the knowledge and competencies of use of ICT by students and staff and to promote adoption of IT-based tools and Management Information System for routine work

h) National Language & English Teaching - to improve competencies of students and staff in National Languages and English

i) Student Support Services and Welfare - (already in place in many universities; UGC has already issued a new circular) to improve efficiency of delivery of student support services and to optimize student welfare

j) Ethnic Harmony and Social Cohesion – to promote welfare, ethnic, cultural and social cohesion and harmony.

k) Statistics and management Information system – to collect, collate, analyse and report information using MIS applications and tools

l) Cultural and Aesthetic Affairs – to promote cultural and aesthetic activities (i.e. drama, theatre, art, music, dancing, literary pursuits, etc.) among students and staff

Activity 1.3.1.2 UGC to direct all Universities/HEIs to attract eminent and visionary academics and administrators on contract/assignment/part-time basis to function as consultants / advisors / directors /coordinators to lead and advice important directorates/units/centers/divisions – such as i) Planning and Monitoring, ii) Academic Affairs and Quality Assurance, iii) Human Resources Development, iv) Research and International Affairs, v) External Degree and Extension Courses, vi) Career Guidance Services, vii) Student Support Services and Welfare, viii) Promotion of Ethnic and Social Cohesion and Harmony viii) Statistics and Information, ix) Information Technology

- **Improved academic performance of students**
- **Improved research and innovation capacity and output of staff**
- **Improved training capacity in ICT, languages, career guidance and soft skills**

Activity 1.3.1.3 UGC to direct all Universities/HEIs to prepare, publish and distribute organizational structure and functions of central administration of Universities/HEIs and duties - for divisions/sub-divisions/units and officers/support staff

Activity 1.3.1.4 UGC to prepare and issue guidelines along with circular instructions to all Universities/HEIs to commence performance-based evaluation system for increments and promotions for both academic and non-academic staff

Activity 1.3.1.5 UGC to prepare guidelines along with circular instructions to commence reward/recognition schemes for high performing academic and non-academic staff and students

- Improved capacity to promote student and staff welfare, and social and ethnic cohesion and harmony
- Improved capacity to promote cultural and aesthetic pursuits among students and staff

PERFORMANCE INDICATORS

- Number of reforms completed
- Number of directorates/units/centers/divisions established
- Administrative Guide Books and circulars developed and issued
- Commencement of performance based evaluation system for staff
- Number of welfare activities conducted by Universities/HEIs
- Number of cultural events and aesthetic activities conducted in Universities /HEIs
- Commencement of reward/recognition system for high performing staff & students

Strategy 1.3.2

Improve technical expertise and professionalism of the staff of Universities/HEIs - *by strengthening staff development and human resource management capacity*

Activity 1.3.2.1 UGC to develop and issue Policy Framework on Staff Development in UGC and Universities/HEIs

- Institutional Arrangement, Academic, Administrative and Financial Regulations governing the Staff Development Centers & Programmes of UGC and Universities and issue to Universities & HEIs (Same as Activity 1.1.2.1)

Activity 1.3.2.2 UGC and WB-HETC Project to spearhead a programme to reorganize and strengthen Staff Development Centers of all Universities/HEIs

- in order to strengthen physical resources and refocus their activities in order to develop the capacity to design and conduct regular in-service training programmes for academic, administrative non-academic and support staff

Activity 1.3.2.3 HRDU/UGC to spearhead a staff development programme in liaison with SDCs of all Universities/HEIs to provide regular in-service training programmes for all categories of staff

- i.e. (a) higher management, b) academic staff, c) administrative staff, d) technical staff and e) clerical staff in i) general administrative procedures, ii) financial management procedures, iii) recruitment and promotion procedures, iv) disciplinary procedures and v) planning, plan implementation and monitoring procedures

Activity 1.3.2.4 UGC to direct all Universities/HEIs to adopt a suitable HRM package

- to inculcate proactive performance oriented work culture and improve office management in all universities/HEIs

Activity 1.3.2.5 UGC to develop and issue codes of practices, conduct and ethics for Students and Staff

- i.e. a) University Student Charter for Students, b) Academic Staff Charter for Academic Staff, c) Non-academic Staff Charter for Non-academic Staff, d) Citizens Charter to all Universities/HEIs and e) Codes of Practice, Conduct and Ethics

OUTPUTS/OUTCOMES

- Improved institutional arrangement of SDCs
- Well defined academic, administrative and financial regulations for governing and managing of SDCs
- Improved capacity of SDCs to conduct continuing educational programmes for all categories of staff
- Well designed staff training manuals and programmes
- Improved capacity and technical expertise of staff
- Adoption of improved office management and 'housekeeping' practices and procedures
- Proactive performance oriented work culture
- Improved allegiance, loyalty and discipline of staff

PERFORMANCE INDICATORS

- Pre- & post-intervention survey of physical resources, training capacity and performance of SDCs
- Number of training manuals prepared by HRDU/WB-HETC project and SDCs
- Number of staff training programmes conducted
- Number of academic staff using modern educational technologies and ICT tools in teaching and training
- Academic performance of students
- Number of incidents of disputes, grievances and non-compliance reported & resolved

Strategy 1.3.3

Improve the capacity and efficiency of Internal Audit Divisions of all Universities/HEIs - to monitor the governance and management report to the Governing Councils on annual basis

Activity 1.3.3.1 UGC to direct Universities/HEIs to reorganize and empower the Internal Audit Divisions - *as effective and efficient monitoring bodies of governance and management*

Activity 1.3.3.2 UGC to direct Internal Audit Divisions of all Universities/HEIs to conduct regular audits of Faculties / Department /Centers/ Units - *to monitor the management and financial procedures and report to the Governing Council/Boards of Universities/HEIs for review and introduce remedial measures*

Activity 1.3.3.3 UGC to develop and issue guidelines and directives empowering Audit and Management Committees of Universities/HEIs to perform its functions effectively with more authority.

OUTPUTS/OUTCOMES

- Efficient auditing of governance and management of Universities/HEIs
- Improved administrative and financial management procedures of universities/HEIs
- Proper and effective functioning of Audit & Management Committees at the level of Universities/HEIs

PERFORMANCE INDICATORS

- Number of Universities/HEIs that have introduced reforms into the internal auditing system
- Number of audit inspections conducted on annual basis

- Number of shortcomings in governance and management reported
- Number of queries raised by Government Audits
- Judgment given by the Government Audits
- Number of issues raised by COPE

Strategy 1.3.4

Establish and strengthen Quality Assurance System in all Universities/HEIs – to promote quality culture, improve governance and management, improve academic management and research and innovations outputs

Activity 1.3.4.1 All Universities/HEIs to establish and / or strengthen **Internal Quality Assurance system** – *adopt the guidelines issued by the UGC and establish IQA Units at University & HEI level and IQA Cells at faculty level and implement IQA procedures*

Activity 1.3.4.2 All Universities/HEIs to submit the institutions and all study programmes for the 2nd round of external review (*i.e. Process and Performance Review*)

Activity 1.3.4.3 All Universities/HEIs voluntarily to submit study programmes and institutions for accreditation – *either to QAA Council or Accreditation Councils of professional bodies*

OUTPUTS/OUTCOMES

- Improved IQA system in all Universities/HEIs
- Improved governance and management of Universities/HEIs
- Improved quality & relevance of study programme
- Improved research and innovations output of Universities/HEIs

PERFORMANCE INDICATORS

- Number of Universities/HEIs established fully functional IQA system
- Number of study programmes and institutions subjected to 2nd round of External Review
- Number of study programmes and institutions submitted for accreditation
- Employment rate of graduates
- Position secured in the university ranking order

Goal 2

Enhance the Efficiency of Financial Disbursement and Accountability *of the use of the funds voted by Parliament as well as from other sources (foreign and earned) in respect of university education*

CONTEXT

The second goal is to improve the capacity of the UGC to become technically capable, efficient and effective regulatory body for financial planning, apportionment/allotment of funds to and monitoring of disbursement by Universities/HEIs. Similarly, it is envisaged the capabilities of Universities/HEIs must be strengthened to engage in financial planning on rational basis and to use state funds in most prudent, transparent and yet in speedy manner. Further the financial rules and regulations governing income generation activities by the Universities/HEIs are to be streamlined in order to promote Universities/HEIs to engage in income generating activities and thereby reduce gradually the dependency on state funds.

OBJECTIVES

- Objective 2.1** To improve the capacity of UGC in financial planning, apportionment and monitoring
- Objective 2.2** To improve capacity of Universities/HEIs in financial management with required transparency, accountability and efficiency.
- Objective 2.3** To reduce the resource gap by facilitating the Universities/HEIs to become entrepreneurial Universities/HEIs to engage in income generating activities.

OBJECTIVE 2.1

To improve the capacity of UGC in financial planning, apportionment and monitoring

RATIONALE

The Treasury and the UGC have often been blamed for some of the shortcomings and deficiencies in Universities/HEIs. Further, the many university staff, particularly academics tends to perceive that the financial rules and regulations are too restrictive and cumbersome, and outdated, hence caused painstaking and frustrating delays in procurement of consumables, equipment and sundries and also disbursement of funds. Perhaps this stems from shortcomings and undue restrictive procedures adopted or practiced by officers and staff in finance divisions of UGC and Universities/HEIs. In order to overcome the above mentioned shortcomings and deficiencies, the following strategies and activities will be pursued.

STRATEGIES

- Intitute organizational reforms into the UGC Finance Division
- Review and revise financial management procedures
- Regular supervision and monitoring of financial disbursement by Universities/HEIs
- Human resource capacity building
- Promotion of proactive and performance oriented work procedures and culture

Strategy 2.1.1

Institute reforms into the organizational structure of the UGC Finance Division, review and revise financial management procedures and develop proactive and performance oriented work procedures and culture

Activity 2.1.1.1 Review the existing structure, functions and performance of the UGC Finance Division – *and if necessary introduce structural reforms to ensure greater division of labour for planning, apportionment and monitoring.*

Activity 2.1.1.2 Review of existing financial management procedures and related circulars - *and if necessary streamline procedures and circulars with respect of annual financial planning, developing funding and fund disbursement criteria.*

OUTPUTS/OUTCOMES

- More appropriate organizational arrangement at the UGC Finance Division
- Clear and unambiguous financial disbursement procedures

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| <p>Activity 2.1.1.3 UGC to conduct regular supervision and monitoring of financial management of Universities/HEIs - <i>and facilitate release of allotted funds from the Treasury on regular and speedy manner.</i></p> | <ul style="list-style-type: none"> • Prudent use of state funds |
| <p>Activity 2.1.1.4 Finance Division of UGC in liaison with HRDU of UGC and WB-HETC to design and conduct in-service training programmes - <i>for all officers of the Finance Divisions of UGC, Universities/HEIs</i></p> | <ul style="list-style-type: none"> • Improved human resources capacity in financial management |
| <p>Activity 2.1.1.5 Adoption of a suitable HRM package to inculcate proactive, performance oriented work culture - <i>and improve 'house keeping' and office management procedures</i></p> | <ul style="list-style-type: none"> • Proactive, performance-based work culture and improved 'house keeping' procedures and practices • Contended workforce |

PERFORMANCE INDICATORS

- Number of reviews conducted and reforms introduced
- Number of regulations revised/amended
- Number of audit queries
- Audit opinions
- Number of issues raised by COPE

OBJECTIVE 2.2**To improve capacity of Universities/HEIs in financial management with required transparency, accountability and efficiency****RATIONALE**

Conventionally, financial planning in Universities/HEIs is often done on historical experiences or on the basis of past expenditure patterns. Moreover, the Universities/HEIs appears to be having very faint understanding on the manner the state is providing funds amidst competing national priorities. In this scenario, many Universities/HEIs have failed to control spending on some recurrent expenses (i.e. for utilities, sundry items, overtime, etc.). Further, in many instances, Universities/HEIs tend to embark on massive, unaffordable infrastructure development projects on ill conceived justifications. The UGC too has adopted a *lezzy-faire* approach in submitting estimates to the Treasury for the university sector, relying purely on submissions forwarded by Universities/HEIs prepared mostly on the basis of historical experience or past expenditure patterns. Moreover, there has not been much emphasis on placing responsibility and accountability on Universities/HEIs in financial planning, disbursement and monitoring. There has always been a conflict between academic staff and the staff of Finance Divisions as regard to procedures adopted for the utilization of research funds. Many academics and technical officers tends to perceive that the financial rules and regulations currently in effect are too restrictive, cumbersome, and outdated and hence caused painstaking and frustrating delays in procurement of consumables, equipment and sundries and also disbursement of funds. Perhaps this stems from shortcomings of procedures and/or undue restrictive procedures adopted or practiced by officers and staff in Finance Divisions of UGC and Universities/HEIs and also due to inadequate understanding by academics and the technical staff of the regulations relating to financial disbursement. This has, however led to dampening of enthusiasm of academic staff to engage in and research and development income generating activities. In order to overcome the above mentioned shortcomings and deficiencies, the following strategies and activities will be pursued.

STRATEGIES

- Review and introduce reforms into the organizational structure of the Finance Divisions of Universities/HEIs
- Review and revise financial management procedures
- Improve financial management capacity and efficiency through staff training
- Develop proactive and performance oriented work culture

Strategy 2.2.1

Institute reforms into the organizational structure of the Finance Divisions of Universities/HEIs and improve financial management capacity and develop proactive and performance oriented work culture

Activity 2.2.1.1 UGC to initiate reforms into all financial management in Universities/ HEIs - *review the existing structure of finance divisions of and procedures those that are to be followed by universities/HEIs and introduce reforms, if required to enhance the capacity of them to engage in financial planning, disbursement and monitoring.*

Activity 2.2.1.2 Staff Development Centre of all Universities/HEIs in liaison with HRDU of UGC design and conduct staff training programmes - *on financial management, procurement and inventory control procedures for academic and non-academic staff*

Activity 2.2.1.3 All Universities/HEIs introduce a suitable HRM package to inculcate proactive, performance oriented work culture - *and improve 'house keeping' and office management procedures for central administration and for units (faculties, institutes, centers, units, etc)*

OUTPUTS/OUTCOMES

- More appropriate organizational arrangement for University/HEIs Finance Divisions
- Clearly laid down and unambiguous financial management procedures
- Prudent use of state funds by Universities/HEIs level
- Improved human resources capacity in financial management
- Proactive, performance-based work culture and improved 'house keeping' procedures and practices
- Contended workforce

PERFORMANCE INDICATORS

- Number reviews conducted and reforms introduced
- Number of regulations revised/amended
- Number of staff development programmes conducted
- Number of research grants secured
- Number of research grants completed successfully
- Number of audit queries
- Audit opinions
- Number of issues raised by COPE

OBJECTIVE 2.3

To reduce the resource gap by facilitating the universities to become entrepreneurial universities to engage in income generating activities.

RATIONALE

The state Universities/HEIs, albeit the opportunities available for income generation to complement limited state funds, have not taken much active efforts in doing so owing to ambiguity of rules and regulations governing income generating activities. Most often, the guidance and advice in this regard coming from officers of the finance divisions are too restrictive and most instances are faulty. In spite of such shortcoming, the auditing mechanisms in respective universities are very prompt to raise quarries and therefore, most academics do not want to run into the risk of being questioned by Internal and Government Audits. Further, most academics are in the belief that there are no dividends for themselves or departments, or faculties for such cumbersome and risky undertakings. In order to overcome the above mentioned shortcomings and deficiencies, the following strategies and activities will be pursued.

STRATEGIES

- Institute appropriate financial management and monitoring procedures related to income generation and disbursement
- Staff training on managing income generating projects/activities

Strategy 2.3.1

Institute appropriate financial management and monitoring procedures related to income generation and disbursement

Activity 2.3.1.1 UGC in liaison with the Treasury review and develop new financial management regulations, guidelines and budgeting formats - *specific for income generation activities (i.e. fee-levying degree/diploma / certificate level training programmes, consultancies, contract research programmes, etc.) and disbursement procedures and print and issue to all Universities/HEIs.*

OUTPUTS/OUTCOMES

- More appropriate and clear financial management procedures for income generating activities
- Clear and unambiguous financial disbursement procedures

Activity 2.3.1.2 UGC Finance Division in liaison with HRDU and SDCs, Internal Audit Division of UGC and Universities/HEIs to conduct training for of Staff - of Finance Divisions of Universities/HEIs and academic and technical staff and of all universities/HEIs on managing income generating/ consultancy/ self-financing activities

- Contended university staff
- Earned funds to supplement state funds which are limiting in quantity
- Reduced resource gap

PERFORMANCE INDICATORS

- Number of regulations revised/amended
- Number of income generating activities/programmes commenced and/or completed
- Annual turnover through income generating activities
- Percentage contribution to total annual budget from earned incomes

GOAL 3

Improve Quality and Relevance of Academic Programmes and Research and Innovations Outputs of Universities and HEIs

CONTEXT

Universities/HEIs have two central functions. First and foremost function is to train young and women to produce graduates with wisdom and knowledge and competency in a chosen field of profession, discipline or study stream along with wide array of 'generic' or 'soft' skills required for the 'world of work'. The other key function is to function as 'centres of excellence' for generating intellectual discourse on social, economic and political issues of national and global relevance and generating new knowledge and innovations required to maintain competitive advantage in science and technology capacity of the country.

Our Universities/HEIs appear to have failed in both tasks to satisfy the public expectations. Therefore, the third strategic goal has two broader aims. First aim is to improve standards, quality and relevance of academic study programmes, both at undergraduate and postgraduate level. Second aim is to improve the capacity of Universities/HEIs to increase outputs of postgraduate research degrees and research and innovations.

The first aim is to be accomplished by bringing progressive changes and improvements in many fronts. The most important elements that are in need of improvement are a) loyalty and allegiance of academics and non-academic staff to the institutions and their careers, b) capacity and commitment of academic and academic support staff for their core functions, c) capacity of universities to regularly update the curricula and d) capacity to adopt student-centered and modern teaching, training and assessments methods. The second aim is to be archived though developing regulatory framework and guidelines, bench marks and recognition and rewards schemes and by providing critical funding for research, fellowships, and national and international cooperation and partnerships.

OBJECTIVES

- Objectives 3.1** To improve loyalty, allegiance and commitment of academic staff and quality culture within Universities/HEIs
- Objective 3.2** To improve quality of curricula, teaching and training methods, learning support services and learning environment
- Objective 3.3** To improve the capacity of Universities/HEIs to provide adequate training on 'generic skills' to all undergraduates
- Objective 3.4** To promote inter-faculty and inter-university cooperation and resource sharing
- Objective 3.5** To improve research and innovation output of Universities/HEIs

OBJECTIVE 3.1

To improve loyalty, allegiance and commitment of academic staff and inculcate quality culture within Universities & HEIs

RATIONALE

The standards and quality of study programmes and extent of research and innovation outputs are essentially depend on the loyalty, allegiance, commitment and capacity and quality consciousness of the teaching staff coupled with the commitment and urge of the staff and student to excel in academic and intellectual pursuits . Therefore, efforts will be made to bring forth and sustain an academic community in all Universities/HEIs who are up to date with all required knowledge, competent and committed to their assigned duties, loyal to the institution, quality conscious and aspiring to be the best in teaching, training and research and innovations. Further, the students who arrive at the university must have the thirst for knowledge and skills and urge to excel and craving to succeed in their lives. The value of continuous improvement of quality and relevance of study programmes must be inculcated in the minds of academics and academic support staff and hence the concept of quality culture must be established and fostered in all Universities/HEIs. The work output of the academic staff must be monitored, measured, appreciated, recognized and rewarded. Moreover, the internal and external quality assurance procedures must be further strengthened and make all universities to submit their study programmes for regular review. Further, all programmes must be encouraged to seek accreditation from recognized authorities. Considering the above and the need of a multi pronged approach, the following strategies and activities are proposed to achieve this strategic goal.

STRATEGIES

- **Continuous engagement in human capital building through provision of continuing education on administration, education technology and ICT applications**
- **Introduction of performance-based evaluation and reward system**
- **Foster best practices, norms and ethics among students and staff**
- **Rigorous enforcement of quality assurance and accreditation procedures**

Strategy 3.1.1

Continuous engagement in human capital building and adoption of sound codes of practice and ethics and performance-based evaluation and reward systems

Activity 3.1.1.1 SDCs of all Universities/HEIs in liaison with HRDU of UGC to design and offer training programmes for the academic staff - on a) general and finance administration, b) education technology and c) use of ICT tools and techniques for academic teaching, training and learning (Linked at Activity 1.1.2.5)

Activity 3.1.1.2 All Universities / HEIs to adopt Charters, Codes of Practice and Ethics for Students and Staff issued by the UGC - i.e. University Student Charter for Students, b) Academic Staff Charter for Academic Staff, c) Non-academic Staff Charter for Non-academic Staff, d) Citizens Charter and e) Codes of Practice, Conduct and Ethics (Linked to Activity 1.2.1.3)

Activity 3.1.1.3 All Universities/HEIs to adopt and implement UGC guidelines and circular instructions to performance-based evaluation - for granting increments and promotions for both academic and non-academic staff (Linked to Activity 1.3.1.4)

OUTPUTS/OUTCOMES

- Academic staff who are loyal to the institution, committed to their duties and quality conscious and aspiring to be the best
- Academic, academic support staff, non-academic staff and students adhering to codes of practice and uphold norms and ethics
- Motivated and duty conscious work force

PERFORMANCE INDICATORS

- Types and number of staff development programmes that have been conducted at University/HEIs level
- Full implementation by Universities/HEIs, the Charters and Codes of Practice, Conduct and Ethics issued by the UGC
- Commencement of adoption of performance-based evaluation scheme for academics and non-academic staff for increments, promotions and rewards

Strategy 3.1.2

Strengthening and enforcement of the Total Quality Improvement (TQI) System within Universities/HEIs.

Activity 3.1.2.1 All Universities/HEIs to establish Internal Quality Assurance (IQA) Mechanisms – *that is establishment of IQA Unit at University/HEI level, appointing Senate Standing Committee on Quality Assurance, establishment of IQA Cells at Faculty Level, appointing Faculty Board Committee on Quality Assurance and commencement of regular internal review of institution and faculties and departments, & study programmes (i.e. adopt circular instructions, manuals and guidelines on IQA system issued by the UGC; Linked to Activity 1.2.3.5).*

Activity 3.1.2.2 All Universities/HEIs to submit their institutions and all study programmes periodically for the External Review - *conducted by the QAAC at periodic intervals and take steps to implement recommendations coming out from such reviews (Linked to Activity 1.2.3.6).*

Activity 3.1.2.3 All Universities/HEIs to adopt annual performance-based evaluation and commence reward / recognition scheme for high performing students, academics and academic support-staff - *based on performance evaluation reports (Linked to Activity 1.3.1.5).*

Activity 3.1.2.4 All Universities/HEIs and all study programmes to seek accreditation - *from the QAAC or from a suitable accrediting agency (Linked to Activity 1.2.3.5)*

OUTPUTS/OUTCOMES

- Fully functional TQI systems in all universities & HEIs
- Establishment of quality culture within Universities & HEIs
- Improved quality and relevance of academic programmes
- Improved performance of academic and academic support staff
- Accreditation of study programmes and Universities/ HEIs

PERFORMANCE INDICATORS

- Number of Universities/HEIs that have established IQA systems and IQA programmes
- Number of study programmes and Universities/HEIs submitted for 2nd round of EQA s
- Number of Universities/HEIs that have adopted reward /recognition schemes
- Number of Universities/HEIs and study programmes that have submitted and obtained accreditation

OBJECTIVE 3.2

To improve quality of curricula of study programmes, teaching and training methods, learning support services and learning environment

RATIONALE

Universities should be able to keep up with the task of fulfilling graduate and postgraduate-level trained human resource needs of the country while catering for the aspirations of those who are seeking higher education. This task primarily lies in the hands of universities and faculties which are responsible for training students for specific fields of studies leading to undergraduate and postgraduate degrees/qualifications. In order to ensure continuous improvement of this, the universities must establish mechanisms to revise and improve curricula in regular manner to match the training with market needs, and build and improve learning resources, adopt appropriate and up to date, effective training methods and assessment and evaluation procedures. Further, the students must be guided closely in their academic pursuits and provide them with an environment conducive for learning, cultural and aesthetic pursuits, and sports and leisure activities. Learning must create excitement within young men and women by energizing their young minds and developing creativity and talents, particularly in sports, art, culture, drama, music, etc. Hence, the universities should function as centers of excellence for inculcating a craving for pursuing and appreciation of literature, art, drama, music and promoting ethnic harmony and social cohesion among undergraduates.

All of the above task requires the UGC and Universities/HEIs to become quality conscious and thus establish internal mechanisms to engage in regular monitoring of the needs and aspirations of undergraduates and prospective employers and trends in employment market and to make timely changes in study programmes and commence new degree programmes to cater for emerging needs. Thus the universities and faculties/departments should possess the capacity and mechanism to regularly update the curricula, adopt student-centered and modern teaching and training methods and assessments and provide environment conducive for academic pursuits and promote aesthetic and cultural pursuits. Therefore, this goal is to be accomplished by pursuing the following strategies.

STRATEGIES

- **Build institutional capacity for academic development and planning**
- **Improve teaching, training, learning and evaluation methods**
- **Improve learning resources and environment**
- **Improve student academic counseling, welfare and support services**
- **Improve facilities for cultural and aesthetic pursuits**
- **Promote greater ethnic harmony and social cohesion**

Strategy 3.2.1 Improve the capacity of Universities/HEIs to engage in continuous academic programme development, planning and monitoring

Activity 3.2.1.1 UGC to establish a ‘Labor Market Observatory’ within the Division of Statistics and MIS of the UGC – *to assess quality and performance of graduates and assess the current and emerging human resource needs and disseminate such information for Universities/HEIs.*

Activity 3.2.1.2 UGC to issue circular instructions to all universities to establish a i) Senate Standing Committee called “Academic Development and Planning”, ii) Directorate/ Division/Unit of Academic Affairs, and iii) all Faculties to establish Curriculum Development Committees - *(if these are not in place) which will facilitate design, development and internal evaluation of proposals related curriculum revisions, new courses, new degree programmes, establishment of new departments/faculties, etc. and drive and coordinate internal quality assurance programme and liaison with QAAC of the UGC and other accrediting bodies.*

Activity 3.2.1.3 UGC through the respective Standing Committees to regularly review study programmes and develop and issue guidelines for planning new study programmes - *with respect to a) structure of study programmes, b) labeling of degree programmes, c) credit and qualification framework and d) pre-requisites or requirements to be fulfilled in designing of new degree programmes / proposing departments/ faculties and e) UGC evaluation and approval procedures of such proposals*

Activity 3.2.1.4 UGC through the Standing Committees to monitor quality and relevance of all study programmes of Universities/HEIs in every 5 years - *to assess demand, review scope and*

OUTPUTS/OUTCOMES

- Up to date information on labor markets status and trends and quality of graduates.
- Enhanced institutional capacity for academic development and planning
- Regular review, monitoring and updating of academic study programmes
- Up to date regulations and guidelines on planning new study programmes

if necessary re-focus, restructure of degree programmes (with respect to foundation, core and supplementary sub-programmes) and teaching, training and evaluation methods and design and implement appropriate reforms/improvements.

Activity 3.2.1.5 UGC (through the PG Standing Committee) to review the status of PG study and research programmes conducted by Faculties of Postgraduate Studies (FPGS)/ Faculties/PG institutes (PGIs) and develop and issue Policy Framework and Guidelines - for conducting PG Study Programmes by FPGS, Faculties & PGIs (similar to what has been done for EDP-ECs, Staff Development, Career Guidance, etc').

OUTPUTS/OUTCOMES

- Improved guidelines for evaluation procedures of proposal from Universities/ HEIs at the UGC level

PERFORMANCE INDICATORS

- Establishment of Labor Market Observatory at the UGC
- Establishment of Senate Standing Committee for Academic Development and Planning in Universities/HEIs
- Establishment of Directorates/Divisions/Units of Academic Affairs in Universities
- Establishment of Curriculum Development Committees in all Faculties
- Number of review workshops conducted and reports submitted by Standing Committees
- Number of improved guidelines and circulars issued on academic development and planning by the UGC

Strategy 3.2.2

Promote student-centered learning by improving teaching resources, teaching and learning methods, assessment methods and learner support services

Activity 3.2.2.1 SDCs of all universities to offer training programmes on education technology in partnership with HRDU of UGC – *curricular development, course content development lesson planning, learning resources development, teaching and training methods, assessments methods, ICT tools and techniques and their applications in higher education (Linked to Activity 1.3.2.2 & 1.3.2.3).*

OUTPUTS/OUTCOMES

- Adoption of student-centered learning
- Availability of and enhance access to student-centered learning material and resources

Activity 3.2.2.2 All Universities/HEIs to promote academics to develop teaching & learning material and resources - *i.e. in print, computer-based, on-line material, etc) to facilitate student-centered learning.*

Activity 3.2.2.3 All universities to strengthen academic and career counseling and tutorial services for students (*Linked to Activity 1.3.1.1*)

Activity 3.2.2.4 All universities to commence use of student feed-back and peer review as methods to improve teaching and training competencies of academic staff – *as a component of IQA system ((Linked to Activity 1.2.3.5).*

- Adoption, up to date, effective teaching and learning methods for undergraduate and postgraduate teaching and training
- Establishment of student academic and career counseling and tutorial services
- Adoption of use of student feedback and peer review for improving teachers' competencies and commitment
- Improved academic performance of students

PERFORMANCE INDICATORS

- Number of raining programmes conducted by SDCs on education technology
- Number of learning material and resources produced – material and resources in print, computer-based, and online forms.
- Number of universities/study programmes introduced student academic and career counseling and tutorial services
- Number universities/study programmes introduced the use of student feedback and peer review for improving teachers competencies and commitment

Strategy 3.2.3

Improve availability and access to academic teaching and training facilities, resources, and learning environment - *common amenities such as residential facilities, health-care functions, libraries and, IT Centers/Units, Career Guidance Units, Students Centers, sports facilities, cultural centers, cafeteria, rest rooms, etc.*

Activity 3.2.3.1 UGC Infrastructure development Division under the guidance of Committee on Infrastructure Development to develop and issue standards and norms - *for developing infra-structure facilities of Universities / HEIs and develop and adopt criteria and evaluation procedures of infrastructure proposals submitted by Universities/HEIs*

Activity 3.2.3.2 UGC and Universities/HEIs jointly to develop infrastructure master plans for infrastructure development programmes & projects and seek local and foreign funds to improve infrastructure facilities in all universities - *while giving due priority for newly established Universities and Universities established in North and Eastern provinces to develop laboratory facilities, lecture theatres, library facilities, sports facilities, IT infrastructure facilities, cultural facilities, hostel and cafeteria and welfare facilities.*

Activity 3.2.3.3 All Universities/HEI to establish Directorates/Divisions/Units for Student Liaison and Welfare - *in order to optimize students conseling and, and welfare and to ensure students' grievances are addressed in speedy manner (Linked to Activity 1.3.1.1).*

Activity 3.2.3.4 All Universities/HEIs take actions to improve common amenities – *residential and beath care facilities, library, IT, and career guidance services, and facilities for sports, aesthetic and cultural pursuits*

OUTPUTS/OUTCOMES

- Improved access academic learning resources
- Improved learning environment
- Improved infrastructure facilities
- Improved student liaison and welfare services
- Aesthetically pleasing, culturally enriching, and rewarding environment for intellectual pursuits

PERFORMANCE INDICATORS

- Number of infrastructure master plans prepared
- Number of infrastructure development projects submitted, approved and funded
- Establishment of Directorates/Divisions/Units of Student Liaison and Welfare
- Number of new hostel projects commenced
- Percentage of students provided with hostel accommodation

- **Number of university health care services/centers established/strengthened.**
- **Number of student/cultural Centers established/strengthened**
- **Number of sports facilities expanded/strengthened**
- **Number of libraries strengthened**
- **Number of IT facilities established and/or strengthened**
- **Number of Career Guidance Units strengthened and number of CG programmes undertaken per year by the respective CGUs**

OBJECTIVE 3.3

To improve the capacity of Universities/HEIs to provide adequate training on languages, communication and ICT and ‘generic skills’ to all undergraduates

RATIONALE

The modern day graduates require to possess not only adequate knowledge and skills in a chosen discipline or branch of learning or profession but also in a wide range of generic skills (i.e. communication skills, English language skills, ICT skills, interpersonal skills, sport talents, aesthetic and literary skills, etc.). They should be able to relate their core and non-core knowledge and competencies and generic skills to their work places. Further, the graduates coming out from universities must be socially conscious and responsible and possess initiative, judgment, determination and leadership.

Therefore, UGC will develop and issue policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance and management, c) human resources, d) teaching and learning resources and methods and e) operational procedures for providing training and learning opportunities to acquire and master a wide array of essential ‘generic’ skills in order to ensure that all graduating students are socially conscious and responsible and would possess adequate knowledge, competencies in languages, communication, application of ICT, ‘soft’ skills, etc. The organizational requirement for undertaking the above tasks are dealt under Activity 1.3.1.1 of Objective 1.3 of Goal 1 and Universities/HEIs shall take determined efforts to implement reforms that are to be initiated by the UGC

STRATEGIES

- **Strengthen institutional capacity for teaching English, ICT and ‘soft’ skills**
- **Streamline recruitment procedures for recruiting academic support staff for teaching English, ICT and ‘soft’ skills**
- **Provide adequate funds to foster English, ICT and ‘soft skills’ development**

Strategy 3.3.1

Universities/HEIS to develop and sustain conducive environment and acquire the capacity to design and offer training programmes of high quality and relevance on a) English, b) ICT, c) Student Counseling and Career Guidance, d) 'Industrial' Training and e) Social, Ethnic and Cultural Fluency and Harmony

Activity 3.3.1.1 UGC to improve capacity of universities and HEIs in teaching and training of English - UGC through the respective Standing Committee to develop policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance & management, c) human resources, d) teaching and learning resources and methods and e) operational procedures for teaching and training of English (Linked to Activity 1.3.1.1)

Activity 3.3.1.2 UGC to improve capacity of universities and HEIs in teaching and training of ICT - UGC through the respective Standing Committee to develop policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance & management, c) human resources, d) teaching and learning resources and methods and e) operational procedures for teaching and training of ICT(Linked to Activity 1.3.1.1)

Activity 3.3.1.3 Universities/HEIs to enhance capacity to provide services and training Career Guidance and Student Counseling - UGC through the respective Standing Committee to develop policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance & management, c) human resources, d) teaching and learning resources and methods and e) operational procedures for providing training on student counseling and career guidance (Linked to Activity 1.3.1.1)

OUTPUTS/OUTCOMES

- **Improved institutional capacity for teaching Languages, Communication and ICT skills and 'soft' skills**

Activity 3.3.1.4 Universities/HEIs to provide compulsory Industrial Placement /in-plant training for undergraduates of relevant study programmes - UGC through the respective Standing Committee to develop policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance & management, c) human resources, d) teaching and learning resources and methods and e) operational procedures for providing Industrial Placement /in-plant training for undergraduates of relevant study programmes (Linked to Activity 1.3.1.1)

Activity 3.3.1.5 UGC to improve the capacity of universities and higher educational institutions/institutes to promote ethnic harmony & cohesion - UGC through the respective Standing Committee to develop policy framework and guidelines and circular instructions on a) policy framework, b) institutional organizational structure and governance & management, c) human resources, d) teaching and learning resources and methods and e) operational procedure for promoting ethnic harmony & social cohesion (Linked to Activity 1.3.1.1)

Activity 3.3.1.6 UGC to review and issue guidelines and procedures on the cadre requirements and recruitment procedures for academic/academic support staff - for teaching English, ICT, career guidance and soft skills and amend recruitment criteria to facilitate recruitment of suitable academic/ academic support staff (Linked to Activity 1.3.1.1)

Activity 3.3.1.7 UGC to allocate funds to support a) career guidance programmes, b) industrial training programmes and c) social and cultural pursuits

OUTPUTS/OUTCOMES

- Streamlined recruitment procedures for recruiting academic/academic support staff for teaching English, ICT and 'soft' Skills
- Well rounded graduates, equipped with core and non-core competencies
- Aesthetic and cultural renaissance in Universities/HEIs

PERFORMANCE INDICATORS

- Issue of new policy framework and guidelines for – teaching English, ICT, and Career Guidance and student counseling , conducting Industrial Placement Programmes and, promoting aesthetic and cultural pursuits
- Number of reforms initiated by Universities/HEIs
- Issue of circular on recruitment on academic/ academic support staff – for English, ICT, Career Guidance, etc
- Number of aesthetic, cultural and social events conducted annually by Universities/ HEIs

OBJECTIVE 3.4

To promote inter-faculty and inter-university cooperation and resource sharing

RATIONALE

The conventional approach in university education has been to provide training to undergraduates in a highly compartmentalized environment. The streaming is done very early while the students are still pursuing general education and they are compelled to remain in compartmentalized streams through out the secondary school and until they graduate from universities. There is no opportunity for moving laterally in search of academic pursuits of their interests. At the university too there is hardly any inter-faculty cooperation and resource sharing in this prevailing conventional teaching and training mode. Most of the study programmes lack the interdisciplinary flavour. Graduates trained in mono-disciplinary environment lack the competitive advantage at the market place as they are looking for a job to match their academic transcripts. But the today's employers look for graduates who are intelligent and who possess energy, tact, initiative to join their organizations and then to direct their knowledge to an assigned task while providing opportunities for them for the on-the-job training and opportunities for post-recruitment specialization.

It is imperative that a paradigm shift in the governance and management of our academic institutions is urgently required to break tight boundaries that exist around faculties and disciplines and to promote lateral mobility of undergraduates across science, liberal arts, humanities and management and commerce streams. This arrangement will allow the student to carry a 'basket of knowledge' to which they chose and pick optional courses from other disciplines to complement their chosen degree programme. These programmes could be truly complementary to their core programmes. For example, science-based students could have the option of taking introductory courses in humanities and social sciences while undergraduates in liberal arts and humanities could select courses on mathematics, statistics, IT and computational skills, etc. Such multidisciplinary flavour to study programmes certainly promote the outlook of the graduates and would invariably increase their marketability and employability. Further, such multidisciplinary approach will certainly promote acquisition of wide array of core and non-core competencies and

generic skills which are required to produce well rounded graduates who could take up challenges and undertake any tasks coming on their way.

It is conceivable that inter-faculty cooperation could also be extended to develop inter-faculty degree programmes and select students for such inter-faculty programmes from both GCE A/L level Arts and Science streams. This could further be extended to inter-university programmes, particularly creating a window for students of faculties/study programmes in resource-deficient universities. Further, such training will certainly increase the lateral mobility of graduates once they get into competitive world of work and to select the best career pathway suitable for them. However, inter-faculty and inter-university cooperation among faculties within universities and among universities certainly requires tight synchrony of academic calendars across and within universities, and uniform credit currency scheme, among many other things.

STRATEGIES

- **Design and introduce regulatory framework for uniform credit and qualification framework and credit currency scheme**
- **Synchronize the academic calendars across faculties and universities**
- **Establish university level coordinating mechanism to facilitate inter-faculty and inter-university academic cooperation, resource sharing and credit transfer**

Strategy 3.4.1

Design and introduce regulatory framework conducive to increase lateral mobility of undergraduates among faculties/universities

Activity 3.4.1.1 **UGC to design and introduce regulatory framework, credit and qualification framework and common credit currency scheme to promote lateral mobility of students among non-professional degree programmes such as Agricultural Sciences, Natural and Applied Sciences, Management and Commerce and Liberal Arts and Humanities - UGC through the respective Standing Committees to develop i) pre-requisites, ii) uniform credit and qualification framework, iii) common credit currency scheme and iii) standard teaching and training, and evaluation methods**

OUTPUTS/OUTCOMES

- **Regulatory framework for credit and qualification framework and common credit currency scheme**
- **Greater inter-faculty and inter-university resource sharing**

Activity 3.4.1.2 UGC to develop and issue policy framework and guidelines for resource sharing and offering multidisciplinary inter-university study programmes - *through respective Standing Committees and Quality Assurance Council*

- Provision for inter-faculty and inter-university credit transfer

PERFORMANCE INDICATORS

- Issue of regulatory framework credit and qualification framework and common credit currency scheme
- Commencement of academic circular synchronization across faculties and universities
- Commencement of inter-faculty and inter-university degree programmes and credit transfer
- Extent of resource sharing among faculties and universities
- Number of multidisciplinary, inter-faculty and inter-university degree programmes designed/approved/launched

Strategy 3.4.2

Synchronize academic calendars within universities and across universities *to increase lateral mobility of undergraduates among faculties/universities*

Activity 3.4.2.1 UGC in close liaison with Universities/HEIs work towards achieving synchrony in academic calendars - *so as to provide the platform required to work towards lateral mobility of students among faculties and universities.*

Activity 3.4.2.2 UGC to issue guidelines to establish university level academic coordinating mechanism for - *a) to handle common academic calendar among faculties, b) to prepare common academic calendar for the university, course catalogues and c) to implement credit transfer scheme (Linked to Activity 3.2.1.2).*

OUTPUTS/OUTCOMES

- Synchronized academic calendars across faculties and universities
- University level coordinating mechanism to facilitate inter-faculty, inter-disciplinary cooperation and design and offer multidisciplinary study programmes
- Enhanced resource sharing among faculties and universities

PERFORMANCE INDICATORS

- Issue of regulatory framework for academic calendar synchronization, inter-faculty and inter-university degree programmes and credit transfer
- Commencement of synchronize academic calendars across faculties and universities
- Establishment of University level coordinating mechanism to facilitate inter-faculty and inter-university academic cooperation
- Extent of resource sharing among faculties and universities
- Number of multidisciplinary, inter-faculty and inter-university degree programmes designed/ approved/ launched.

OBJECTIVE 3.5

To improve research and innovation output of Universities/HEIs

RATIONALE

Research and innovations in universities require multipronged approach. It needs institutional leadership, both at the UGC and University/HEI level. Secondly, it requires continuous funding from reliable funding sources. Thirdly, it requires an institutional environment conducive to engage in research and innovations. Financial disbursement procedures must be simplified. Fourthly, the good work of academics must be appreciated and rewarded. Further, the research and innovations could not be pursued while remaining in isolation, hence the cooperation with national research institutions and overseas universities / international research establishments and international funding agencies must be pursued, fostered and facilitated.

STRATEGIES

- Develop institutional leadership and capacity to promote scholarship and culture of research and innovations among staff and students
- Promote national and international cooperation for research and innovations
- Provide financial support for postgraduate research degrees, research and innovations
- Develop reward system for granting recognition to academics with high research and innovation outputs

Strategy 3.5.1

Develop institutional framework and guidelines to promote scholarship, culture of research and innovations and international cooperation

Activity 3.5.1.1 UGC to reorganize the International Corporation Division as the Division of Research and International Corporation and establish a new UGC Committee on Research and International Cooperation - *to act as a liaison body between State Agencies (Treasury, NSF, CARP, etc.), International Donor Agencies, NGOs, and private sector and Universities/HEIs*

Activity 3.5.1.2 UGC to develop policy framework and guidelines for universities to strengthen their research and international cooperation efforts – *develop and issue directives to all Universities /HEIs to establish research and international corporation directorates/divisions/units, headed by eminent academics appointed on part-time basis to facilitate research and innovations and international cooperation, and liaise with UGC Research and International Cooperation Division, external donor agencies and overseas universities/institutions (Linked to Activity 1.3..1.1).*

Activity 3.5.1.3 Universities/HEIs to establish coordinating mechanism to guide facilitate and promote research, innovations and national and international cooperation – *by establishing directorates/divisions/units for research and international cooperation and appointing a senior academic as the director/coordinator (Linked to Activity 1.3.1.1 & Activity 3.5.1.3).*

Activity 3.5.1.4 UGC to work with NSF and line Ministries to develop policy framework and guidelines and support scheme to promote inter-institutional and international cooperation – *formal linkages between universities/faculties and national research institutions and universities and overseas universities and international funding agencies*

OUTPUTS/OUTCOMES

- Improved institutional leadership and capacity to promote scholarship and culture of research and innovations among staff and students
- Greater cooperation with national research institutions and overseas universities and institutions in academic exchange, and research and innovations
- Increased research and innovation outputs

PERFORMANCE INDICATORS

- **Reorganization of International Cooperation Division as the Division of Research and International Cooperation**
- **Establishment of a UGC Committee on Research and International Cooperation**
- **Issue of policy framework and guidelines directing universities to establish division Unit or Directorate/Division/Unit for Research and International Cooperation**
- **Issue of policy framework and guidelines for national and inter-institutional corporation**

Strategy 3.5.2

Provide financial support for postgraduate research degrees, and research & innovations and institute a reward /recognition system for academics with high research and innovation outputs

Activity 3.5.2.1 UGC in liaison with universities to establish and operate a research and innovation fund to provide support scheme – to a) assist PG studies by academics, b) offer graduate studentships for postgraduate research degrees, c) support establishment of research fellowships/ professorships, d) support overseas study tours, e) support overseas travel to attend & present research papers in international conferences/symposia, f) provide matching grants for internal donor supported research projects, g) support publications, and h) support universities in hosting national and international workshops/ seminars/ conventions

Activity 3.5.2.2 Universities/HEIs to in liaison with UGC to implement UGC research and innovation support scheme - a) PG studies by academics, b) graduate studentships for postgraduate research degrees, c) establishment of research fellowships/ research professorships, d) overseas study tours, e) overseas travel grants, f) matching grants for internal donor supported research projects, g) publications, and h) hosting national and international workshops/ seminars/ conventions

OUTPUTS/OUTCOMES

- **Enhanced financial support and logistic assistance for postgraduate research degrees, and research and innovation**
- **Reward scheme for granting recognition awards for academic with high research and innovation outputs**

Activity 3.5.2.3 UGC in liaison with Universities/ HEIs design and introduce reward / recognition scheme for high performing academics in research and innovations (Linked to Activity 1.3.1.5 & Activity 3.1.2.3).

- **Increased research and innovation outputs**

PERFORMANCE INDICATORS

- Issue of guidelines, and application and evaluation procedures for a) PG scholarships for academics, b) PG research studentships, c) fellowships/ research professorships, d) overseas study tours, e) international travel grants, f) matching grants, G) publications and h) hosting national and international scientific events.

GOAL 4

Increase Access to Higher Education

CONTEXT

At present, the State does not provide adequate opportunities to the majority of the age group who are seeking higher educational opportunities. Each year, of the 225,000 students who sit the GCE A'level examination, about 120,000 obtain the minimum qualification (three 'S' passes). Out of the estimated demand for HE/TE from the age cohort (i.e. about 120,000 places per annum), it is estimated that about 55 % of this number offered higher education opportunities through 5 sub-sectors, namely i) State Universities (22,000), ii) open and distance learning institutions/centers/units operated by State Universities (25,000), iii) State vocational and technical training institutions (5000), iv) professional bodies offering higher diploma and professional qualifications (5000), and v) public and private degree awarding institutions, and cross border arrangements (10,000). Another 8,000-10,000 students may seek overseas placements. The other 45% who are left out (i.e. 50,000-55,000 students) may seek HE/TE provided that affordable and flexible modes of education are made available to them.

Similarly, the State Universities/HEIs at present are not capable of providing adequate number of places for postgraduate level training leading to research degrees. According to the statistics compiled by National Science Foundation, most Universities/HEIs are pre-occupied with providing MA/MSc level training, mostly through programmes running just over 1 year and few into 2 years, mainly through taught courses with limited research component. This output most likely meets the career advancement and promotional prospects of many employees and the requirements of service sector. In contrast, State Universities/HEIs at present produced less than 50 research degrees which is far less than the requirement of 1000/year to maintain a competitive edge in science & technology and research and development and innovation capacity of the country.

Therefore, the State while continuing to function as the primary provider of higher education and technical & vocational education, it should seek out ways and means of formalizing and regulating standards of the State and 'Non-State' alternative higher education sector (i.e. training offered by professional bodies, State & Non-State degree awarding/ training institutions, cross-border higher education institutions, etc.). Thus, it is very imperative that ground-breaking or radical changes must be infused into the higher education sector in order a) to improve access, flexibility and mobility, b) to design and offer well delineated diverse education, and training for diverse career paths, and c) to improve standards, quality and relevance of undergraduate and postgraduate study programmes. It is very conceivable that Sri Lanka does not have much choices other than expediting transformation of its outmoded higher education sector into a

global model of Tri - Partite System, consisting of horizontally and vertically integrated 3 tiers, namely Tier I – Elite research universities (i.e. universities offering high quality undergraduate and postgraduate degrees and engage in research and innovation) , Tier II – State and Non-State universities/higher education institutions/institutes (i.e. Universities/HEIs concentrating more on undergraduate education) & Tier III –State and Non-State Technical and Professional Institutions (*i.e. alternative higher educational institutions offering short cycle, job-oriented qualifications in advanced technical education, technical and vocational education and professional fields of accountancy, management, ICT, etc.*).

OBJECTIVES

- Objective 4.1** To increase annual intake into internal programmes of State Universities by 5% per annum to reach the target of 30 % contribution to gross higher education enrollment through internal programmes by 2015.
- Objective 4.2** To maintain enrollment into Open and Distance Learning System of State Universities (OUSL and External Degree Programmes) at the level of 20% gross enrollment through ODL system by 2015.
- Objective 4.3** To regulate and promote expansion of State & Non-State alternative higher education sector
- Objective 4.4** To improve access and quality of PG study programmes with more emphasis on research degrees

OBJECTIVE 4.1

To increase annual intake into internal programmes of State Universities by 5% per annum - to reach the target of 30 % contribution to gross higher education enrollment through internal programmes by 2015.

RATIONALE

Enrollment in higher education has been increasing rapidly around the world in recent decades. This increase has been produced by a combination of causes, including the expansion of primary and secondary education which has flowed over into higher education, greater economic benefits which have generated strong demand for higher education from individuals, and a rapid rise in the number of institutions providing higher educational services. In Sri Lanka too this phenomenon has been observed and enrollment to higher educational programmes has risen from 10% in 1990s to 22% in 2008-2010. The annual intake into state universities has risen from 12000 in 2000 to nearly 22000 in 2010. However, still this level of intake accounts for only less than 5% of

the age cohort, 10% of these who sit for GCE, A/L examination, and accounts only for about 18 % of those become eligible to enter universities to offer internal programmes. Amidst this low intake, it has also been observed, most newly established universities and some study programmes of established universities are running with less than approved number of students owing to difficulties and delays in filling the vacancies. Therefore, ways and means of increasing the opportunities in internal compartment for those becoming eligible to seek university education and speedy filling of vacancies must be explored.

STRATEGIES

- Increase intake into existing as well the new study programmes
- Improve efficiency of university admission process

Strategy 4.1.1

Increase intake into existing study programmes of high demand and designing and introducing new degree programmes based on market signals

Activity 4.1.1.1 UGC to direct all Universities & HEIs to work towards increasing the intake by increasing admission into the study programmes that have achieved high market demand.

Activity 4.1.1.2 UGC to develop a) structure, b) credit and qualification framework of degree programmes of major disciplines, c) guidelines for planning new degree programmes including pre-requisites / requirements to be satisfied in submitting proposals for new degree programmes/new departments/faculties and b) evaluation criteria and procedures of proposals (same as UGC 3.2.1.3)

Activity 4.1.1.3 UGC to direct all Universities/ HEIs to work towards increasing the intake by increasing admission by introducing new study programmes for emerging areas of importance, based on projections coming from labour market observatory

OUTPUTS/OUTCOMES

- Increase of enrollment from 22,000 to 25,000 per year by 2015
- Increase in contribution to gross higher education enrollment from 22% to 30% by 2015
- National Credit and Qualification Framework for all degree programmes in place by 2011

Activity 4.1.1.4 UGC to give high priority in soliciting assistance from the Treasury and International Donor Agencies to develop infrastructure, human resources and governance and management of Universities/ HEIs in North and East Provinces (i.e. Jaffna, Eastern and South-Eastern Universities) and of newly established universities (i.e. Wayamba, Rajarata, Sabaragamuwa, Uva-Wellassa, Rubuna, Visual and Performing Arts).

- Introduction of new degree programmes for emerging areas of importance
- Improved infrastructure and human resources in newly established Universities/ HEIs in North and Eastern Provinces.

PERFORMANCE INDICATORS

- Annual intake into undergraduate study programmes
- Gross enrollment rate
- Extent of uniformity in credit values across study programmes
- New degree programmes offered
- Number and extent of new infrastructure facilities constructed

Strategy 4.1.2

Improve efficiency of university admission process to accommodate wider students' preferences and make the process more efficient and to facilitate the commencement of academic programmes in all Universities/HEIs by October of each year.

Activity 4.1.2.1 UGC to review and finetune the university admission process to ensure students preferences are given due consideration and all study programmes are run in full capacity.

Activity 4.1.2.2 UGC to work with Dept. of Examinations to get GCE/AL results released in February of each year and call application in March and release core cut-off marks by May and do the selection registration, promotion and transfer of students within 3 months (July through September each year) and commence the academic programme by October each year.

OUTPUTS/OUTCOMES

- More efficient selection, admission and transfer procedures
- Fixed academic calendar across faculties & universities
- Fewer unfilled vacancies in study programmes

Activity 4.1.2.3 UGC to decide on fixed academic calendar and issue instructions to all Universities/ HEIs for compliance and to commence enrollment by July and academic programme by October each year.

Activity 4.1.2.4 UGC and Universities/HEIs to conduct awareness and publicity programmes to the public on the university admission process and study programmes through electronic and print media

- Well informed students, parents and public on study programmes and career prospects and paths

PERFORMANCE INDICATORS

- Adoption of fixed academic calendar across all Universities/HEIs
- Enrolment rates in study programmes
- Drop out rates from study programmes
- Number of information dissemination programmes conducted by the UGC & Universities/HEIs

OBJECTIVE 4.2

To maintain enrollment into Open and Distance Learning System of State Universities (OUSL and External Degree Programmes) at the level of 20% gross enrollment by 2015

RATIONALE

Study programmes leading to degrees through open and distance modes of education are provided by the Open University (OUSL) and by 12 out of 14 other conventional universities (external degree programmes - EDPs). The contribution to gross enrolment rate (GER) from open and distance modes of education through OUSL programmes as of 2008 was approximately 7% and through external degree programmes it was estimated to be 58%. However, both systems have experienced high drop out rates and low pass rates. Many reports have highlighted the poor quality and hence poor employability of graduates produced through open and distance study programmes, particularly of those who come out from EDPs. Many criticism and studies highlighted several reasons for the poor quality. Poor governance and management, outdated academic curricula, dearth of learning resources and absence of effective academic and learner support system have been cited as key reasons for the high drop out rates, low pass rates and low quality. This is conceivably due to enrollment of unmanageable number of students into external degree programmes, mainly by 3 premier universities.

While recognizing the special challenges of open and distance learning, the aim of the UGC is to increase the enrollment into OUSL programmes while reducing the enrollment into external degree programmes to a manageable level so that the quality and relevance issues faced by external degree programmes could be addressed. In both modes of learning, attempts will be made to improve a) governance and management of institutions/centers/units handling study programmes, b) quality and relevance of curricula, c) availability and quality of learning material, d) resources and learner support services to registered students, e) quality assurance system and f) most importantly formalizing the informal partnerships that prevail between universities (degree awarding institutions) and training institutions (those who provide instructional training and learning services to external students).

STRATEGIES

- Strengthen OUSL network and improve standards and quality of study programmes offered by Open University via ODL mode
- Regulate and improve standards and quality of External Degree Programmes and Extension Courses offered by conventional Universities

Strategy 4.2.1

Strengthen OUSL network and improve standards and quality of study programmes offered by Open University via ODL mode

Activity 4.2.1.1 UGC and OUSL to improve the infrastructure and human resources capacity of regional training centers

Activity 4.2.1.2 UGC to commence second round of Quality Assurance Programme for ODL system with emphasis on i) strengthening internal quality procedures and ii) process review and performance

Activity 4.2.1.3 UGC to direct OUSL to design and introduce new degree programmes and courses based on labour market projections

OUTPUTS/OUTCOMES

- Quality Assurance System in place for open and distance learning
- Higher enrollment in OUSL Study Programmes
- Fewer drop outs from OUSL study programmes
- Improved quality and relevance of OUSL study programmes

PERFORMANCE INDICATORS

- Establishment of IQA system and commencement of IQA programme
- Number of study programmes covered during the 2nd round of EQA programme

- Annual enrollment into study programmes
- Annual dropout rates from study programmes
- Number of new degree programmes proposed/approved/commenced

Strategy 4.2.2

Regulate and improve standards and quality of External Degree Programmes and Extension Courses via ODL system offered by Universities/HEIs

Activity 4.2.2.1 UGC to formulate and issue directives on policy and regulatory framework - *to regulate, govern and manage external degree programmes and extension courses offered by Universities/HEIs.*

Activity 4.2.2.2 All Universities/HEIs offering External Degree Programmes(EDPs) through ODL mode to comply with UGC directives - *and complete the transformation of the existing institutional arrangement, management procedure, all curricula, learning resources and learner support services, teaching and learning and evaluation methods over the next 12-16 months (Commence new admission in November/December 2011) (Joint activity by UGC and Universities/HEIs)*

Activity 4.2.2.3 UGC to formulate and adopt QA procedure for external degree programmes offered by Universities/HEIs

OUTPUTS/OUTCOMES

- Appropriate policy and regulatory framework for EDPs in place
- Quality assurance system in place for EDPs
- Reduction of contribution by EDPs to higher education gross enrollment rate from 57% to 10% by 2015
- Improved quality and relevance of EDPs
- Fewer drop outs and higher pass out rates from EDPs

PERFORMANCE INDICATORS

- Quality assurance mechanism for external degree programmes approved by the UGC by the end of 2012
- Number of students enrolled into EDPs
- Number of new degree programmes offered through external mode
- Percentage drop out rates and pass out rates from EDPs
- Number graduating through EDPs

OBJECTIVE 4.3**To regulate and promote expansion of State & Non-State alternative higher education sector****RATIONALE**

At present, the State does not provide adequate opportunities to the majority of the age group who become eligible and thus seek higher education/technical education (HE/TE) opportunities. Every year more than 45% of eligible students (>50,000-55,000 students per year) are left out from seeking higher education owing to inadequacy of space of the conventional State HE/TE institutions. However, these students may opt for alternative HE/TE educational opportunities if those opportunities are provided quality education at affordable and flexible terms.

Therefore, as the case in most countries, the State, while functioning as the primary provider of higher education should foster State and Non-State alternative higher educational sector as one of the major providers of HE/TE. The Non-State HE/TE sectors, without much State support, however have expanded gradually over the past few years. The number of institutions offering higher educational opportunities, through cross-border arrangements and also by obtaining degree awarding status from the UGC & MoHE is in the increase. Yet, the demand for such institutions has remained stagnated or declined primarily due to low public acceptance due to ambiguity of the legitimacy of the institutions and uncertainty of quality and relevance of study programmes offered by such institutes. Therefore, while recognizing the healthy and timely development taken place, the State must move into promote the further development and expansion of State and Non-State alternative higher education, technical and vocational education sectors by introducing proper legislative framework as well as the quality assurance and accreditation mechanisms.

STRATEGIES**Design and institute**

- policy and regulatory framework,
- credit and qualification framework and
- quality assurance system for
- State and Non-State alternative higher education sector

Strategy 4.3.1

Ministry of Higher Education and UGC to design and institute
a) policy and regulatory framework and b) standards and quality assurance system for State and Non-State alternative higher education sector

OUTPUTS/OUTCOMES

Activity 4.3.1.1 UGC to assist the Ministry of Higher Education, through an Act of Parliament to establish a Regulatory Body for Non-state Higher Education Sector and prescribe Policy and Regulatory Framework and provide Quality Assurance System for State & Non-State alternative higher education sector

Activity 4.3.1.2 UGC to establish a separate Unit to handle all matters relating to granting degree awarding status and granting approval or recognition for degrees awarded by State & Non-State alternative higher educational institutions granted degree awarding status

Activity 4.3.1.3 UGC to develop and issue guidelines on application and evaluation procedures with respect to granting degree awarding status and granting approval or recognition for degrees awarded by approved State and Non-State higher educational institutions granted degree awarding status

- Appropriate procedure for evaluation of applications for granting degree awarding status for State and Non-State State and higher educational institutions
- Appropriate procedures for evaluation for approving degrees to be awarded by State and Non-State higher educational institutions granted degree awarding status
- Credit and Qualification Framework for study programmes to be offered by State and Non-State degree awarding institutions
- Quality assurance system in place for State and Non-State degree awarding institutions
- Increase enrollment into study programmes offered by State and Non-State degree awarding institutions

PERFORMANCE INDICATORS

- **Guidelines and Evaluation procedures for Application for Degree Awarding Status approved by the UGC by early 2011**
- **Establishment of the Unit at the UGC for Handling Applications submitted by State and Non-State Higher Educational Institutions to obtain degree awarding status and approval for degrees to be offered by such institutions by early 2011**
- **Quality Assurance & Accreditation system for State and Non-State alternative higher education sector in place by the end of 2012**
- **Number of applications received and processed for granting degree awarding status**
- **Number of State & Non-State institutions granted degree awarding status**
- **Number of degree programmes approved**
- **Number of students enrolled in State & Non-State degree awarding institutions**
- **Number of students graduating from State & Non-State degree awarding institutions**

OBJECTIVE 4.4

To improve access to and quality of PG study programmes with emphasis on research

RATIONALE

The number of available R&D personnel in Sri Lanka is very low. At present SL has approximately 4500 researchers (*with a full-time equivalence of 2700*) in research related jobs in the national research system (31 research institutes and 15 universities and few private sector institutions). This number is far below than those of the countries in the region and the world average of 894 researchers per million. Besides that a disturbing trend of declining numbers of researchers from approximately 6000 in 1996 to 4520 in 2006 has also been noted, primarily due to brain drain and retirements. This is indeed a serious concern for the future R & D capability and science and technology capacity of the country. According to the estimates, Sri Lanka has to produce 1000 R&D personnel per year to reach the target of 7500 by the year 2016 and 1800 per year to research 18,000 R & D personnel by the year 2021.

It is imperative that this goal will not be able to achieve with the current PG training capacity of national universities. Though postgraduate education is provided by 7 Postgraduate Institutions (PGIs) and 15 Universities (by Faculties of Postgraduate Studies and individual Faculties) more than 90% of degrees account for PG degrees offered mainly through course work with or without a directed study, extending over 1 to 2 years. On the other hand, according to the available data, national universities

produce less than 50 postgraduate research degrees per year (last 3 years data) as opposed to required number of 1000 per year. Moreover, the national universities with stronger focus on undergraduate degrees and course work PG degrees do not appear to have the commitment and capacity to increase the PG research degree output to reasonable level in the foreseeable future. Further, it has been estimated that only few members of university academics are actually engaged in R&D (i.e. about 5-10% of 2161 postgraduate level trained academics). Even the smaller numbers of academic who are promoting postgraduate research degrees are disillusioned due to lack of financial support for postgraduate students and research and lack of recognition and rewards for the hard work that they perform.

Further, it has been recognized that there exist a vast resource base in national research institutions which accounts for almost 50% research facilities in SL and these resources hitherto had not been utilized by universities. Therefore, it is very conceivable that the ways and means of establishing healthy cooperation and collaboration among national universities and national research institutions must be pursued immediately to complement PG training capacity of Universities/HEIs that are poorly resourced.

STRATEGIES

- Review and reorganize the existing PG system
- Promote greater cooperation between universities and national research institutions
- Refocus postgraduate level academic programmes to give greater emphasis on research
- Introduce Quality Assurance System for PG studies

Strategy 4.4.1

Review and reorganize of the existing PG system, promote cooperation and sharing of resources among Universities/HEIs and national research institutions, refocus the academic programmes to give greater emphasis on research and introduce quality assurance system for PG studies

Activity 4.4.1.1

UGC to commission a review study to assess the current status of PG programmes offered by Universities/HEIs and recommend policy framework and guidelines to promote reforms to improve a) organizational structure, and governance & management, b) credit & qualification framework, and standards and quality of research degrees and innovation outputs and c) greater cooperation

OUTPUTS/OUTCOMES

- Comprehensive review report on the status of postgraduate training offered by the State Universities/HEIs
- Greater cooperation and collaboration between State Universities/HEIs and National Research Institutions

among Universities/HEIs and national research institutions (linked to UGC 3.2.1.5)

Activity 4.4.1.2 UGC to issue directives on Policy Framework and Guidelines on organizational structure, governance & management procedures, credit and qualification framework, standards, learner support system and quality assessment system for PG study programmes

Activity 4.4.1.3 UGC through QAA Council to develop and implement a suitable QA and Accreditation programme for postgraduate study programmes, and Faculties of Graduate Studies Faculties and PGIs (same as Activity 1.2.3.8)

Activity 4.4.1.4 UGC to design and introduce PG Research Student Fellowship Scheme and implement through PGIs, Faculties of Graduate Studies and Faculties (Linked to Activity 3.5.2.2)

OUTPUTS/OUTCOMES

- Establishment of UGC support scheme for PG Research Student Fellowship programme
- More postgraduate research degrees produced by FGS/PGIS
- Quality Assurance & Accreditation system for PG studies
- Improved quality and relevance of PG degrees
- Credit and qualification framework for postgraduate degrees

PERFORMANCE INDICATORS

- Submission of Review Report on PG studies to the UGC by June 2012 and issue of policy framework and guidelines and circular instructions on PG Studies and related aspects by the UGC by 2013
- Formal partnership between State Universities/HEIs & National Research Institutions established by December 2013
- National Credit & Qualification Framework for PG studies in place by December 2013 Quality Assurance and Accreditation procedure to commence by January 2013
- Number of PG programmes and Faculties/Institutions covered by external quality assurance system
- Number of PG study programmes and Faculties/Institutions granted accreditation
- Number of PG Research Student Fellowships offered by the UGC through Faculties/PGIs
- Number of PG research degrees offered by Faculties/PGIs

GOAL 5

Improve the efficiency and accountability of the UGC as the regulatory body *in discharging powers, duties and functions as are conformed or imposed on, or assigned to, the Commission by or under the Universities Act No. 16 of 1978.*

CONTEXT

The success of discharging duties of the UGC as the apex, regulatory body of State university system is indeed depends on the capacity, efficiency and productivity of the UGC Secretariat. Further, the success of implementation of the strategic plan will also depend on how the UGC Secretariat is equipped to undertake the tasks delineated.

The UGC perform its mandatory functions through its Secretariat. These functions encompass multitude of duties & tasks, namely, i) selection and allocation of students into universities, ii) apportionment of funds allocated by the Treasury to universities and monitoring of fund disbursement, iii) regulating staff recruitment, leave and promotion, iv) provision and promoting staff development, v) regulating standards of academic programmes, vi) auditing of standards and quality of academic programmes, vii) promoting research, development and innovations, viii) promoting inter-institutional and international cooperation, ix) supervision and auditing of university functions, x) soliciting funds for infra-structure development in universities from national and international sources, and xi) promoting staff and student welfare. Further, it also function as the specified authority in recognizing degrees awarded by local and international professional and higher educational institutions and also granting degree awarding status to State and Non-State alternative higher educational institutions and regulating academic standards of programmes offered by such institutions. It is imperative that the UGC should possess a very competent Secretariat in order to undertake these multitude of functions efficiently and effectively. Undoubtedly it requires physical and human resources, efficient house keeping procedures, effective decision making procedures, efficient information collection, processing and reporting mechanism and internal auditing mechanism.

Although many changes have been made in the organizational structure and functions of the UGC Secretariat since its inception in 1978, it is indeed in need of a proper review in order to identify strengths, gaps and deficiencies and interventions required. Further, the departments, divisions and units need to re-visit their mandatory functions and align their activities to fulfill those mandatory functions. Further, all the employees of the Secretariat must be equipped with the required knowledge and skills. Moreover, the workforce must be provided with conducive working environment and welfare facilities and they must be motivated and loyal to the institution.

OBJECTIVES

Objective 5.1 Improve the functional and technical capacity and functional efficiency of the UGC Secretariat

Objective 5.2 Improve loyalty, allegiance and commitment of employees of the UGC

OBJECTIVE 5.1

Improve the functional and technical capacity and functional efficiency of the UGC Secretariat

RATIONALE

The UGC Secretariat was established 3 decades ago with the enactment of Universities Act No. 16 of 1978 and its task at the inception was to foster and manage relatively small network of State Universities/HEIs. Over the past 3 decades, the State University sector has experienced unprecedented expansion and the sector too has to face with rapid changes taking place in higher education sphere locally, regionally and globally and live up to the challenge of being the primary provider of quality higher education to young men and women. The UGC, the apex, regulatory body needs to drive, guide & faster national Universities/HEIs to perform and excell in their functions. Therefore, a review of organizational structure, of the UGC Secretariat and the functions delegated to its divisions/departments/units and their capacities in performing the designated functions is very timely and appropriate.

In order for the UGC Secretariate to undertake the multitude of duties & tasks, its workforce must be equipped with required knowledge and skills and correct attitudes. Further, they must be trained to follow standard office keeping procedures and be entrenched in proper work culture where the career advancement is linked to their conduct and performance. Moreover, the UGC Secretariat should be equipped with appropriate and advanced ICT tools, techniques and network capabilities that will ensure data collection across the university system, collation, processing and analyzing and reporting to the Commission, Universities/HEIs and to the public.

STRATEGIES

- **Institute a suitable organizational structure, leadership, HR capacity and proactive work culture at the UGC**
- **Improve Management Information System (MIS) and Higher Educational Information Technology (HEIT) capacity of UGC and its linkages with Universities/HEIs**

Strategy 5.1.1

Institute a suitable organizational structure, leadership, human resources capacities and proactive work culture at the UGC

Activity 5.1.1.1 UGC to restructure the Secretariat with reassigning and redefining duties along with establishment of new administrative/coordinating/ departments/divisions/units for i) Planning and Monitoring, ii) Academic Affairs), iii) Human Resources, iv) Admission, v) General Administration, vi) Research and International Affairs, vii) Finance, viii) Establishment (Personnel), ix) Audit, x) Legal Affairs, xi) Statistics & MIS, xii) Quality Assurance & Accreditation xiii) Infrastructure Development, xiv) Higher Education Information Technology xv) Human Resources Development, xvi) External Degrees and Extension Courses, and xviii) State & Non-state Degree Awarding Institutions (Same as Activity UGC 1.1.1.1).

Activity 5.1.1.2 All departments/divisions/units of UGC to prepare Action Plans (APs) to go along with the goals, objectives and strategies prescribed in the UGC Policy and Strategic Development Framework [PSDF (2011-2015)] and submit for approval of the Commission and implement thereafter.

Division/Department/Unit	Action Plan Code
Academic Affairs Division	AAD
Admission Division	AD
Human Resources Division	HRD
Finance Division	FD
Audit Division	AuD
Statistics & MIS Division	MISD
Legal Division	LGL
Research & International Corporation Division	RICD
Infrastructure Development Division	IDD
Establishment Division	ED
General Administration Division	GAD
Quality Assurance and Accreditation Division/Council	QAAC
Higher Education Information Technology Unit	HEITU
Human Resources Development Unit	HRDU
Unit for Recognition of Degree Awarding Institutions	URDAI

Activity 5.1.1.3 UGC to monitor performance of all departments, divisions and units against the Action Plans prepared by the respective divisions at 6 monthly intervals.

Activity 5.1.1.4 UGC-HRDU to design and conduct regular in-service staff training programmes in collaboration with WB-HETC Project

Activity 5.1.1.5 UGC to adopt a suitable "Total Quality Improvement / Enhancement" package to improve house keeping and office and personal management procedures (same as Activity 1.1.2.6 & Activity 2.1.1.5)

OUTPUTS/OUTCOMES

- More appropriate organizational structure in place for the UGC Secretariat
- UGC Departments/Divisions/Units with well defined functions
- Improved office management and house keeping procedures
- Knowledgeable, skillful, loyal and committed work force
- Improved functional capacity & efficiency of UGC Secretariat

PERFORMANCE INDICATORS

- Completion of the review of organizational structure and if required instituting of appropriate reforms by December 2012
- Adoption of Total Quality Improvement / Enhancement package by December 2012
- By-annual review of performance of Departments/Divisions/Units against the respective action plans
- Number of staff development programmes conducted and/or coordinated by HRDU for the UGC Staff

Strategy 5.1.2

Improve Management Information System and HEIT capacity of the UGC & Universities/HEIs – IT infrastructure, ICT usage capacity and IT literacy of staff and capacity and efficiency of information collection, storage, analysis, reporting and dissemination within and amongst the departments/divisions/units of the UGC and Universities/HEIs .

Activity 5.1.2.1 UGC to improve IT infrastructure and technical capacity of the UGC and Universities/HEIs.

Activity 5.1.2.2 UGC to institutionalize IT governance and management and culture within the UGC and Universities/HEIs - *establish a Higher Education Information Technology Coordinating Committee at the UGC and IT Services Units at Universities*

OUTPUTS/OUTCOMES

- Enhanced adaptation of MIS in UGC and Universities/HEIs
- Enhanced Higher Educational Information Technology System in place by 2015

Activity 5.1.2.3 Training of UGC & University/HEI staff on IT Network applications

Activity 5.1.2.4 Strengthening of MIS Division and MIS Network connecting all universities - including setting up MIS Units and Coordinating Committees in all Universities/HEIs

- IT governance and management, and culture ingrained into UGC and Universities/HEIs by 2015
- IT literate workforce in UGC and Universities/HEIs
- Availability and free flow of information across the university system and to the policy makers, planners and management

PERFORMANCE INDICATORS

- Enhanced MIS capacity in UGC and Universities/HEIs by December 2013
- Enhanced Higher Educational Information Technology System in UGC and Universities/HEIs by December 2013
- IT governance and culture entrenched into UGC & universities by December 2015
- Number of training programmes conducted on ICT and IT network applications, & on MIS for staff of UGC and Universities/HEIs

OBJECTIVE 5.2

Improve loyalty, allegiance and commitment of the workforce of the UGC

RATIONALE

A loyal, committed and skilled workforce is of a paramount importance for the success of the UGC Secretariat as the case with any other institution. This requires a concerted effort which encompasses many complementary conditions such as pleasing and conducive working environment, well defined duty lists for functional departments/divisions/units, workforce possessing required knowledge and skills, essential office equipment, considerate and caring leadership and optimum interpersonal relations and welfare.

STRATEGIES

- Provide pleasing and conducive working environment for the UGC workforce
- Improve welfare facilities

Strategy 5.2.1 Create conducive working environment and welfare facilities at the UGC

Activity 5.2.1.1 Refurbish the existing premises to create a pleasing working environment at the UGC (ongoing activity)

Activity 5.2.1.2 Acquire additional space to meet the urgent space requirement – *by pursuing one of following 4 options; a) relocate the UGC from the present location to more spacious location and premises and consolidating the facilities and service units dispersed around under one roof or b) Construct an Extension at present location to meet the space requirements or c) acquire portion of the building currently used by the Ministry of Higher Education or d) rent a suitable nearby facility*

Activity 5.2.1.3 Strengthen welfare and recreational facilities at the UGC

OUTPUTS/OUTCOMES

- Improved infrastructure facilities
- Conducive & pleasing working environment
- Improved welfare facilities
- Loyal and contented workforce

PERFORMANCE INDICATORS

- Completion of detailed refurbishment/rehabilitation /extension plans
- Progress of refurbishment/rehabilitation/extension projects
- Number of conflicts reported and number of grievances redressed
- Number of welfare / social events held annually

Activity Schedule

Goals, Objectives, Strategies and Activities, Source of Funds, Persons Responsible, Reference to Action Plans of Central Administration/Department/Divisions/Units

Goal 1	Improve governance and management of the UGC and Universities/HEIs <i>in planning, execution, monitoring, coordination and fostering of university education so as conform to national policy</i>
Objective 1.1	To improve technical capacity and functional efficiency of the UGC to perform multitude of regulatory, planning and monitoring functions
Objective 1.2	To streamline regulations, guidelines, and auditing and quality assurance procedures with a view to grant greater autonomy to Universities/HEIs
Objective 1.3	To improve technical capacity and functional efficiency of all Universities/HEIs

Objective 1.1 To improve technical capacity and functional efficiency of the UGC to perform multitude of regulatory, planning and monitoring functions									
Strategy 1.1.1 Design and introduce structural reforms and bring in services of visionary and competent academics and administrators to assist the Commission in policy and programme formulation, programme implementation and monitoring									
Activities									
Activity Code	Description (brief description of the activity)	Source of Funding (if relevant)	Responsibility (Who will undertake the activity)	Reference to Action Plans (i.e. Part II of the CP)	Time Schedule (2011-2015)				
					Y1	Y2	Y3	Y4	Y5
UGC 1.1.1.1	UGC to restructure the administration with reassigning and redefining duties along with establishment of new administrative/coordinating divisions (Same as Activity UGC 5.1.1.1) [for i) Planning and Monitoring, ii) Academic Affairs, iii) Human Resources, iv) Admission, v) General Administration, vi) Research and International Affairs, vii) Finance, viii) Establishment (Personnel), ix) Audit, x) Legal Affairs, xi) Statistics & MIS, xii) Quality Assurance & Accreditation, xiii) Infrastructure Development, xiv) Higher Education Information Technology, xv) Human Resources Development, xvi) External Degrees and Extension Courses, & xvii) Recognition of State & Non-State Alternative Higher Educational Institutions].	NAFR	Sec./UGC	SEC 1.1.1.1					
UGC 1.1.1.2	UGC, with necessary approval, to create 2 more full time UGC membership positions to provide leadership and guidance on day-to-day basis and engage in planning, implementation, coordination and monitoring	UGC	Sec./UGC	SEC 1.1.1.2					
UGC 1.1.1.3	Improve the functional efficiency of all standing committees and ad-hoc committees	NAFR	Sec./UGC	SEC 1.1.1.3					

Strategy 1.1.2 Develop competencies of human resources and expertise							
UGC 1.1.2.1	UGC to develop and issue Policy Framework, Institutional Arrangement, Governance and Management Structure, and academic, administrative & financial regulations and procedures governing the Staff Development Units/Centers of UGC and Universities/HEIs (same as UGC 1.3.2.1)	NAFR	Sec./UGC	SEC 1.1.2.1			
UGC 1.1.2.2	UGC to establish a Human Resources Development Unit (HRDU) at the UGC to function as the apex coordinating body of all staff development activities of Universities/HEIs	NAFR	Sec./UGC	SEC 1.1.2.2			
UGC 1.1.2.3	UGC to establish Staff Training Facility (STF) at a suitable location (with assistance from WB-HETC Project)	UGC & WB-HETC	Sec/UGC	SEC 1.1.2.3			
UGC 1.1.2.4	UGC along with WB-HETC project to strengthen the functional and technical capacity of Staff Development Centers of all Universities/HEIs	UGC/ WB-HETC	Sec/UGC & Head/HRD	HRDU 1.2.2.4			
UGC 1.1.2.5	UGC along with WB-HETC project to design and offer in-service training programmes to improve planning, management and monitoring skills of the executive officers of UGC and Universities/HEIs through regular continuing education training programmes	UGC/ WB-HETC	Sec/UGC and Head/HRD	HRDU 1.1.2.5			
UGC 1.1.2.6	UGC to adopt a suitable HRM package to inculcate proactive, performance oriented work culture, and improve 'house keeping' and office management practices and then work towards reaching ISO Certification Standards (Same as Activity 2.1.1.5 & 5.1.1.5)	UGC Funds	Sec/UGC & Head/ED	ED 1.1.2.6			
UGC 1.1.2.7	UGC to perform annual review of performance of all Departments/Divisions/Units of UGC Secretariat.	NAFR	Sec/UGC	SEC 1.1.2.7			

Objective 1.2									
To streamline regulations, guidelines, auditing and quality assurance procedures with a view to grant greater autonomy to Universities/HEIs									
Strategy 1.2.1									
Review and update the appropriate sections of Universities Act, Ordinances, UGC Establishments Code, regulations, establishment circular, guidelines and procedures with respect to general administration, academic administration, financial management of universities/HEIs and codes of practice and conduct for students and staff									
UGC 1.2.1.1	UGC to conduct periodical review the Universities Act, Ordinances, Establishments Code, regulations, establishment circulars, guidelines and procedures, and introduce amendments to the Act, Ordinances and Establishments Code as appropriate and/or formulate new regulations, circular and guidelines	NAFR	Sec./UGC and Head/HRD	SEC 1.2.1.1 & HRD 1.2.1.1					
UGC 1.2.1.2	UGC to develop manuals/guidebooks/handbooks on important administrative procedures, financial management, academic planning & development procedures	UGC	Sec./UGC & HRDU	SEC 1.2.1.2 & HRDU 1.2.1.2					
UGC 1.2.1.3	UGC to develop and issue a) University Students Charter, b) Academic Staff Charter, c) Non-academic Staff Charter, d) Citizens Charter, e) Codes of Practice, Conduct and Ethics	UGC	Sec./UGC along with heads of respective Divisions/Units	SEC 1.2.1.3 HRD 1.2.1.3 AGD 1.2.1.3 LGL 1.2.1.3					
Strategy 1.2.2									
UGC to become efficient monitoring body of governance and management of Universities/HEIs									
UGC 1.2.3.1	UGC to reorganize its Audit Division with redefining its role and functions and instituting appropriate formal linkages with Internal Audit Divisions of Universities/HEIs	NAFR	CIA/UGC	AuD 1.2.3.1					
UGC 1.2.3.2	UGC Audit Division to conduct regular audits of all divisions of UGC and supervise and monitor auditing functions of Internal Audit Units/Divisions of all Universities/HEIs with respect to management and financial procedures and report to the Commission through the Audit Committee for review and remedial measures.	NAFR	CIA/UGC	AuD 1.2.3.2					

Strategy 1.2.3 Strengthen the quality assurance and accreditation capacity of the UGC to drive Internal quality Assurance (IQA) programme at the University /HEI level and sustain External Quality Assurance (EQA) programme for study programmes and institutions						
UGC 1.2.3.1	UGC to review and redefine the role and TOR of the UGC Standing Committee on Quality Assurance and Accreditation (SC of QAA) to guide and monitor the functions of Quality Assurance and Accreditation Council (QAAC) and implement UGC approved quality assurance and accreditation programme	NAFR	Sec /UGC	SEC 1.2.3.1		
UGC 1.2.3.2	UGC to develop a policy framework and guidelines, and structure and functions of QAAC with well defined terms of reference and place it under a full-time director to vigorously pursue quality assurance and accreditation programmes prescribed by the UGC	NAFR	Sec /UGC	SEC 1.2.3.2		
UGC 1.2.3.3	QAAC in liaison with WB-HETC project to complete the first round of QA Programme by December 2011 – which covers a) external review of institutions and study programmes, b) credit and qualification framework for all major degree programmes, c) subject benchmark statements for all major study programmes & disciplines and d) codes of practice, conduct and ethics for staff and students	WB-HETC	Sec / UGC D/QAAC	QAAC 1.2.3.3		
UGC 1.2.3.4	SC of QAA to develop procedures and guidelines for 3 components to be carried out during the 2 nd round of quality assurance programme – namely a) internal quality assurance, b) external review (i.e. with more emphasis on process and performance review of study programmes and universities/HEIs) and iii) accreditation of study programmes and institutions	WB-HETC	Sec/UGC D/QAAC	QAAC 1.2.3.4		
UGC 1.2.3.5	UGC to develop and issue circular instructions on a) Internal Quality Assurance System, b) External Quality Assurance System (with more emphasis on process and performance review) and c) Accreditation of study programmes and institutions	WB-HETC	Sec/UGC D/QAAC	QAAC 1.2.3.5		
UGC 1.2.3.6	QAAC in liaison with HETC Project to commence 2 nd round of external quality assurance programme by early 2012 – with more emphasis on instituting more rigorous and compulsory follow-up actions	WB-HETC	Sec/UGC D/QAAC	QAAC 1.2.3.6		

UGC 1.2.3.7	UGC with WB-HETC assistance to prepare and introduce Accreditation Manuals and procedures to Universities/HEIs and commence evaluation of study programmes and institutions that have been rated high by the 2nd round of External Review for granting accreditation.	WB-HETC	Sec/UGC D/QAAC	QAAC 1.2.3.6			
UGC 1.2.3.8	UGC with WB-HETC assistance to develop manuals and procedures for quality assurance of a) postgraduate degrees and institutions and b) external degrees and extension courses and issue to universities/HEIs by early 2012.	WB-HETC	Sec/UGC D/QAAC	SEC 1.2.3.7			
UGC 1.2.3.9	QAAC to implement quality assurance programme for a) postgraduate degrees and b) external degrees and extension courses from beginning of 2013.	WB-HETC	Sec/UGC D/QAAC	QAAC 1.2.3.8			

Objective 1.3 To improve technical capacity and functional efficiency all Universities/HEIs	
Strategy 1.3.1 Review, design and introduce structural reforms and bring in services of visionary competent academics and administrators to assist the higher management & executive officers - to engage in strategic planning, management and monitoring of programmes and activities of Universities/HEIs	
UGC 1.3.1.1	<p>UGC to direct all Universities/HEIs to review and restructure the administrative structure of Universities/HEIs with reassigning and redefining duties along with establishment of new administrative / coordinating divisions/units, if such divisions/units do not exist for;</p> <p>a) Planning and Monitoring - to promote strategic planning and management, in universities</p> <p>b) Academic Development and Planning and Quality Assurance - to promote academic development, academic synchronization, inter-faculty resource sharing, courses and degree programmes, and drive and coordinate quality assurance programme.</p> <p>c) Research and International Affairs, - to promote research and innovations, university-industry linkages, international cooperation, and liaise with foreign scholars, students and visitors, etc.</p> <p>d) Human Resources Development (Staff Development), (already in place; UGC has already issued a new circular; Circular No. 937) to promote in-service staff training in administration, educational technologies and use of ICT tools in blended, student-centered teaching and learning</p> <p>e) External Degree and Extension Courses - (already in place; UGC has already issued a new circular - Circular No. 932) - to provide, market-oriented, high quality external degrees and extension courses</p> <p>f) Career Guidance - (already in place; UGC has already issued a new circular; Circular No. 934) to provide career guidance services and assist industrial placement programmes</p> <p>f) Information Technology - (already in place in many universities; but reforms are required); to improve the knowledge and competencies of ICT of students and staff and to promote adoption of IT-based Tools and Management Information System for routine work</p> <p>g) English and National Language Teaching - to improve competencies of students and staff in National languages and English</p> <p>h) Student Support Services and Welfare - (already in place in many universities; UGC has already issued a new circular; Circular No. 933) to improve efficiency of delivery of student support services and to optimize student welfare</p> <p>i) Ethnic Harmony and Social Cohesion - to promote welfare, ethnic, cultural and social cohesion and harmony.</p> <p>k) Statistics and Management Information System (MIS) - Collection, collation, analysis and reporting with application MIS tools</p> <p>l) Cultural and Aesthetic Affairs - to promote cultural and aesthetic activities (i.e. drama, theatre, art, music, dancing, literary pursuits, etc.) among students and staff</p>
	Cadre, capital and recurrent funds
	VCH/UGC, Sec./UGC, and VCs & Registrars of Universities
	SEC 1.3.1.1

UGC 1.3.1.2	UGC to direct all Universities/HEIs to attract eminent and visionary academics and administrators on contract/assignment basis to function as consultants / advisors / directors / coordinators to lead important Directorates/Divisions/Centers/Units such as a) Planning and Monitoring, b) Academic Affairs & Quality Assurance, c) Research and International Affairs, d) Human Resources Development, e) External Degree and Extension Courses f) Career Guidance, g) Information Technology, h) English & National Languages, i) Human Resources Development, j) Ethnic Harmony & Social Cohesion, k) Statistics & Management Information System (MIS), and l) Cultural & Aesthetic Affairs),	University Recurrent Funds	VCH/UGC, Sec./UGC and VCs of Universities	SEC 1.3.1.2				
UGC 1.3.1.3	UGC to direct all Universities/HEIs to prepare, publish and distribute organizational structure and functions of central administration of Universities/HEIs and duties for divisions/sub-divisions/units and officers/support staff	NAFR	Sec./UGC & VCs/ Registrars of Universities	SEC 1.3.1.3				
UGC 1.3.1.4	UGC to direct all Universities/HEIs to prepare, publish and distribute organizational structure and functions of central administration of Universities/HEIs and duties for divisions/sub-divisions/units and officers/support staff	NAFR	Sec./UGC Head/HRD	HRD 1.3.1.4				
UGC 1.3.1.5	UGC to prepare guidelines along with circular instructions to all University/HEIs commence reward/recognition scheme for high performing academic and non-academic staff and students	NAFR	Sec./UGC, Head/HRD and VCs of Universities	HRD 1.3.1.5				
Strategy 1.3.2 Improve technical expertise and professionalism of staff of Universities/HEIs by strengthening staff development and human resources management capacity								
UGC 1.3.2.1	UGC to develop and issue Policy Framework on Staff Development in UGC and Universities/HEIs - Institutional Arrangement, Governance and Management Procedures, Academic, Administrative and Financial Regulations governing the Staff Development Programmes of UGC and Universities/HEIs and issue to Universities/HEIs (Same as 1.1.2.1).	NAFR	Sec./UGC	SEC 1.3.2.1.				
UGC 1.3.2.2	UGC and WB-HETC Project to spearhead a programme to reorganize Staff Development Centers of all Universities/HEIs – in order to strengthen their physical resources and refocus their activities with a view to develop the capacity to design and conduct regular in-service training programmes for academic, administrative and non-academic and support staff	UGC & WB-HETC	Sec./UGC and Head/HRDU and D/SDCs	HRDU 1.3.2.2				

UGC 1.3.2.3	HRDU/UGC to spearhead a staff development programme in liaison with SDCs of all Universities/HEIs to provide regular in-service training programmes for all categories of staff – on (a) higher management, b) academic staff, c) administrative staff, d) technical staff and e) clerical staff) in i) general administrative procedures, ii) financial management procedures, recruitment, promotion & leave procedures, iii) disciplinary procedures and iv) planning, plan implementation and monitoring procedures	UGC & WB-HETC	Head/HRD HRDU, D/ SDC and C/ WB-HETC	HRDU 1.3.2.3				
UGC 1.3.2.4	UGC to direct all Universities/HEIs to adopt a suitable HRM package - to inculcate proactive performance oriented work culture and improve office management in all universities/HEIs	WB-HETC	Sec./UGC & VCs & Registrars of Universities	SEC 1.3.2.4				
UGC 1.3.2.5	UGC to develop and issue codes of ethics and practices for Students and Staff - i.e. a) University Student Charter for Students, b) Academic Staff Charter for Academic Staff, c) Non-academic Staff Charter for Non-academic Staff, d) Citizens Charter and e) Codes of Practice, Conduct and Ethics (same as the Activity UGC 1.2.1.3 & 3.1.1.2)	NAFR	Sec./UGC & Legal Division	SEC 1.3.2.5 HRD 1.3.2.5 GAD 1.3.2.5 LGL 1.3.2.5				
Strategy 1.3.3 Improve the capacity and efficiency of Internal Audit Divisions of all Universities/HEIs - to monitor the governance and management of Universities/HEIs report to the Governing Councils on annual basis								
UGC 1.3.3.1	UGC to direct all Universities/HEIs to reorganize and empower the Internal Audit Divisions as effective and efficient monitoring bodies of governance and management	NAFR	Sec./UGC, CIA /UGC & VCs & Registrars	AuD 1.3.3.1				
UGC 1.3.3.2	UGC to direct all Internal Audit Division of all Universities/HE to conduct regular audits of Faculties/Departments/Centers/Units to monitor the management and financial procedures and report to the Governing Council/Boards of Universities/HEIs for review and introduce remedial measures	NAFR	Sec./UGC, CIA/UGC, VCs & Registrars of Universities	AuD 1.3.3.2				
UGC 1.3.3.3	UGC to develop and issue guidelines and directives empowering Audit and Management Committee of Universities/HEIs to perform its functions more effectively and efficiently with required authority.	NAFR	Sec./UGC, CIA/AD	AuD 1.3.3.3				

Strategy 1.3.4 Establish & Strengthen Quality Assurance System in all Universities/HEIs									
UGC 1.3.4.1	All Universities/HEIs to establish and / or strengthen Internal Quality Assurance system – adopt the guidelines issued by the UGC and establish IQA Units at University & HEI level and IQA Cells at faculty level and implement IQA procedures	NAFR	Sec./UGC	SEC 1.3.4.1					
UGC 1.3.4.2	All Universities/HEIs to submit the institutions and all study programmes for the 2nd round of external review (i.e. Process and Performance Review)	WB-HETC	Sec./UGC	SEC 1.3.4.2					
UGC 1.3.4.3	All Universities/HEIs voluntarily to submit study programmes and institutions for accreditation – either to QAA Council or Accreditation Councils of professional bodies	WB-HETC	Sec./UGC	SEC 1.3.4.3					

Goal 2	Enhance the efficiency of Financial Disbursement and Accountability <i>of the use of the funds voted by Parliament as well as from other sources (foreign and earned) in respect of university education</i>
Objective 2.1	To improve the capacity of the UGC in financial planning, apportionment and monitoring
Objective 2.2	To improve capacity of Universities/HEIs in financial management with required transparency, accountability and efficiency.
Objective 2.3	To reduce the resource gap by facilitating the Universities/HEIs to become entrepreneurial universities to engage in income generating activities

Objective 2.1		To improve the capacity of UGC in financial planning, apportionment and monitoring							
Strategy 2.1.1		Institute reforms into the organizational structure of the UGC Finance Division and review and revise financial management procedures and develop proactive and performance oriented work procedures and culture							
Activities									
Activity Code	Description (brief description of the activity)	Source of Funding (if relevant)	Responsibility (Who will undertake the activity)	Reference to Action Plans of (i.e. Part II of the CP)	Y1	Y2	Y3	Y5	Y6
UGC 2.1.1.1	Review the existing structure, functions and performance of the UGC Finance Division and, if necessary introduce structural reforms to ensure greater division of labour for planning, apportionment and monitoring and enhance efficiency.	NAFR	Head/ Finance	FD 2.1.1.1					
UGC 2.1.1.2	Review of existing financial management procedures and related circulars and if necessary streamline procedures and circulars with respect of annual financial planning, developing funding and fund disbursement criteria.	NAFR	Head/ Finance	FD 2.1.1.2					
UGC 2.1.1.3	UGC to conduct regular supervision and monitoring of financial management of higher educational institutions and facilitate release of allotted funds from the Treasury on regular and speedy manner.	NAFR	Head/ Finance & B/ Universities	FD 2.1.1.3					

UGC 2.1.1.4	Finance Division of UGC in liaison with HRDU of UGC and WB-HETC to design and conduct in-service training programmes for all officers of the Finance Divisions of UGC and Universities/HEIs	UGC & WB-HETC	Head/ Finance & Head/HRD	FD 2.1.1.4 HRDU 2.1.1.4				
UGC 2.1.1.5	Adoption of a suitable HRM package to inculcate proactive, performance oriented work culture and improve 'house keeping' and office management procedure (same as Activity 1.2.2.5 & 5.1.1.5)	UGC & WB-HETC	Sec./UGC Head/ED Head/GAD	FD2.1.1.5 ED 2.1.1.5				
Objective 2.2 To improve capacity of Universities/HEIs in financial management with required transparency, accountability and efficiency								
Strategy 2.2.1 Institute reforms into the organizational structure of the Finance Divisions of Universities/HEIs and improve financial management capacity and develop proactive and performance oriented work culture								
UGC 2.2.1.1	UGC to initiate reforms into all financial management activities in Universities/HEIs - <i>review the existing structure of finance divisions of and procedures those that are to be followed by Universities/HEIs and introduce reform, of required to enhance the capacity of them to engage in financial planning, disbursement and monitoring</i>	NAFR	Head/ Finance & VC,R, B	FD 2.2.1.1				
UGC 2.2.1.2	Staff Development Centres of all Universities/HEIs in liaison with HRDU of UGC design and conduct staff training programmes on financial management, procurement and inventory control procedures for academic and non-academic staff	UGC & WB-HETC	Head/ Finance & HRD	SEC 2.2.1.2				

UGC 2.2.1.3	All Universities/HEIs to introduce a suitable HRM package to inculcate proactive, performance oriented work culture and improve 'house keeping' and office management procedures for central administration and for units (faculties, institutes, centers, units, etc.) (same as Activity 1.3.2.4).	UGC & WB- HETC	Sec/UGC Head/ Finance	SEC 2.2.1.3 FD 2.2.1.3			
Objective 2.3 To reduce the resource gap by facilitating the Universities/HEIs to become entrepreneurial Universities/ HEIs to engage in income generating activities							
Strategy 2.3.1 Institute appropriate financial management and monitoring procedures related to income generation and disbursement							
UGC 2.3.1.1	UGC, in accordance with Treasury Circulars to develop financial management regulations, guidelines and budgeting formats specific for income generation activities (<i>i.e. fee-levying degree/ diploma/ certificate level training programmes, consultancies, contract research programmes, etc.</i>) and disbursement procedures and print and issue to all universities	NAFR	Head/ Finance	FD 2.3.1.1			
UGC 2.3.1.2	UGC Finance Division in liaison with HRDU and SDCs, Internal Audit Divisions of UGC and Universities/HEIs to conduct training for the staff of Finance Divisions, and academic and technical staff of Universities/HEIs on managing income generating/ consultancies/self-financing activities	NAFR	Head/ Finance	FD 2.3.1.2 HRDU 2.3.1.2			

Goal 3	Improve Quality and Relevance of Academic Programmes and Research and Innovation Outputs of Universities/HEIs
Objectives 3.1	To improve loyalty, allegiance and commitment of academic staff and quality culture within Universities/HEIs
Objective 3.2	To improve quality of curricula, teaching and training methods, learning support services and learning environment
Objective 3.3	To improve the capacity of universities / HEIs to provide adequate training on 'generic skills' to all undergraduates
Objective 3.4	To promote inter-faculty and inter-university corporation and resource sharing
Objective 3.5:	To improve research and innovation output of universities / HEIs

Objective 3.1 To improve loyalty, allegiance and commitment of academic staff and quality culture within Universities/ HEIs										
Strategy 3.1.1 Continues engagement in human capital building and adoption of a codes of practice and ethics and performance-based evaluation and rewards system										
Activities										
Activity Code	Description (brief description of the activity)	Source of Funding (if relevant)	Responsibility (Who will undertake the activity)	Reference to Action Plans (i.e. Part II of the CP)	Time Schedule 2011-2016					
					Y1	Y2	Y3	Y5	Y6	
UGC 3.1.1.1	SDCs of all Universities/HEIs in liaison with HRDU of UGC and to design and offer training programmes for the academic staff on a) general & financial administration, b) education technology and c) use of ICT tools and techniques for academic teaching, training and learning (Linked to UGC 1.1.2.5)	UGC & WB-HETC	Head/HRD, D/SDCs	HRDU 3.1.1.1						
UGC 3.1.1.2	All Universities / HEIs to adopt Charters, Codes of Practice, Conduct & Ethics for students and staff issued by the UGC - i.e. University Student Charter), b) Academic Staff (i.e. Academic Staff Charter), c) Non-academic Staff (i.e. Non-academic Staff Charter), d) Citizens Charter and e) Codes of Practice, Conduct & Ethics (same as UGC 1.2.1.3 & 1.3.2.5)	UGC Recurrent Funds	Sec./UGC & SAR/ Legal Division	SEC 3.1.1.2 LGL 3.1.1.2						
UGC 3.1.1.3	All Universities/HEIs adopt UGC guidelines and circular instructions on performance-based evaluation for granting increments and promotions for both academic and non-academic staff (same as UGC 1.3.1.4).	NFR	Head/ AAD Sec/ UGC Head/HRD	SEC 3.1.1.3 HRD 3.1.1.3						

Strategy 3.1.2 Strengthening and enforcement of Total Quality Improvement System within Universities/HEIs						
UGC 3.1.2.1	All Universities/HEIs to establish Internal Quality Assurance (IQA) mechanism – <i>that is establishment of IQA Unit at University/HEI level, appointing Senate Standing Committee on Quality Assurance, establishment of IQA Cells at Faculty Level, appointing Faculty Board Committee on Quality Assurance and commencement of regular internal review of institution and faculties and departments, & study programmes (i.e. adopt Circular instructions, manuals and guidelines on IQA system issued by the UGC; Linked to Activity 1.2.3.5).</i>	NAFR	Sec./ UGC D/ QAAC	QAAC 3.1.2.1 UGC 3.1.2.1		
UGC 3.1.2.2	All Universities to submit their institutions and all study programmes periodically for the External Review - <i>conducted by the QAAC at periodic intervals and take steps to implement recommendations coming out from such reviews (Linked to Activity 1.2.3.6).</i>	NFR	Sec./ UGC & D/ QAAC	SEC 3.1.2.1 QAAC 3.1.2.2		
UGC 3.1.2.3	All universities & HEIs to adopt <i>annual performance-based evaluation and commence reward / recognition scheme for high performing students, academics and academic support-staff - based on reports (Linked to Activity 1.3.1.5).</i>	WB-HETC	Sec./ UGC and Head/ HRD D/ QAAC	SEC 3.1.2.3 HRD 3.1.2.3 QAAC 3.1.2.3		
UGC 3.1.2.4	All universities and all study programmes to seek accreditation - <i>from the QAAC or from a suitable accrediting agency (Linked to Activity 1.2.3.5)</i>	WB-HETC	Sec./ UGC & D/ QAAC	SEC 3.1.2.4 QAAC 3.1.2.4		

Objective 3.2 To improve quality of study programmes, teaching and training methods, learning support services and learning environment						
Strategy 3.2.1 Improve the capacity of Universities/HEIs to engage in continues academic programme development, planning and monitoring						
UGC 3.2.1.1	UGC to establish a 'Labor Market Observatory' within the Division of Statistics and MIS of the UGC to assess quality and performance of university graduates and assess the current and emerging human resources needs and disseminate this information to Universities/HEIs	NAFR	Sec./UGC & Head/ MIS	MISD 3.2.1.1		
UGC 3.2.1.2	UGC to issue circular instructions to all universities to establish i) Senate Standing Committee called "Academic Development and Planning", ii) Directorate/Division/Unit of Academic Affairs, and iii) Curriculum Development Committees at Faculty level (if these are not in place) which will facilitate design and development and internal evaluation of proposals related curriculum revisions, new courses, new degree programmes, establishment of new departments/faculties, and drive and coordinate internal quality assurance in liaison with QAAC of UGC and other Accrediting Bodies	NAFR	Sec./ UGC	SEC 3.2.1.2		
UGC 3.2.1.3	UGC through the respective Standing Committees to regularly review study programmes and develop and issue guidelines for respective streams of study programmes - with respect to a) structure of study programme, b) labeling of degree programmes, c) credit and qualification framework, d) pre-requisites or requirement to be fulfilled in designing of new degree programmes / and proposing new departments / faculties and e) UGC evaluation and approval procedures of such proposals (same as UGC 4.1.1.2).	UGC & WB- HETC	Sec./ UGC & Head/ Academic and Admission	AAD 3.2.1.3		
UGC 3.2.1.4	UGC through Standing Committees of all Universities/HEIs to monitor quality and relevance of respective study programmes, in every 5 years to assess demand, review scope and focus, structure of degree programmes (with respect to foundation, core and supplementary sub-programmes) and teaching, training and evaluation methods and design and implement appropriate reforms/improvements	NAFR	Sec./UGC & Head/ AAD	AAD 3.2.1.4		

UGC 3.2.1.5	UGC (through the PG Standing Committee) to review the status of PG study and research programmes conducted by Faculties of Graduate Studies (FGSs)/Faculties/PG institutes (PGIs) and develop and issue Policy Framework and Guidelines for Conducting PG Study Programmes by PGFs, Faculties & PGIs (similar to what has been done for EDP-ECs, Staff Development, Career Guidance, etc.) (Same as UGC 4.4.1.1)	NAFR	Sec./UGC Head/Academic and Admission & D/QAAC	AC & AM 3.2.1.5					
Strategy 3.2.2 Promote student-centered learning by improving teaching resources, teaching and learning methods, assessment & evaluation methods and learner support services									
UGC 3.2.2.1	SDCs of all universities to offer training programmes on education technology in partnership with HRDU of UGC – <i>lesson planning, learning resources development, teaching and training methods, assessments methods, ICT tools and techniques applications in higher education (Linked to Activity 1.3.2.2 & 1.3.2.3).</i>	UGC & WB-HETC	Sec/UGC Head/HRD	SEC 3.2.2.1 HRDU 3.2.2.1					
UGC 3.2.2.2	All Universities/HEIs to promote academics to develop teaching & learning material and resources - <i>i.e. in print, computer-based, on-line material, etc) to facilitate student-centered learning.</i>	UGC & WB-HETC	Sec/UGC Head/HRD	SEC 3.2.2.2 HRDU 3.2.2.2					
UGC 3.2.2.3	All universities to strengthen academic and career counseling and tutorial services for students (Linked to Activity 1.3.1.1)	UGC Funds	Sec/UGC D/QAAC	SEC 3.2.2.3 D/QAAC					
UGC 3.2.2.4	All universities to commence use of student feed-back and peer review as methods to improve teaching and training competencies of academic staff – as a component of IQA system (Linked to Activity 1.2.3.5).	NAFR	Sec/UGC D/QAAC	SEC 3.2.2.4 QAAC 3.2.2.4					

Strategy 3.2.3 Improve availability and access to academic teaching and training facilities, resources, and learning environment <i>- common amenities such as residential & healthcare facilities, libraries and, IT Centers/Units, Career Guidance Units, Students Centers, sports facilities, cultural centers, cafeteria, rest rooms, etc.</i>						
UGC 3.2.3.1	UGC Infrastructure Development Division under the guidance of Committee on Infrastructure Development to develop issue standards and norms for developing infra-structure facilities of Universities / HEIs, and develop and adopt criteria and evaluation procedures of infrastructure proposals submitted by universities/higher educational institutions.	UGC	Sec./ UGC and PD/ IDD	IDD 3.2.2.1		
UGC 3.3.3.2	UGC and Universities/HEIs jointly to develop infrastructure master plans for infrastructure development of Universities/HEIs and seek local and foreign funds to improve infrastructure facilities in all Universities while giving due priority for newly established universities and universities established in Northern and Eastern provinces to develop laboratory facilities, lecture theatres, library facilities, sports facilities, IT infrastructure facilities, cultural facilities, hostels and cafeteria facilities and welfare facilities (Joint activity of UGC & Universities)	UGC	Sec/ UGC and PD/IDD & VCs	IDD 3.3.2.2		
UGC 3.3.3.3	All Universities/HEIs to establish Directorates/Divisions/Units for Student Liaison and Welfare - in order to optimize students counseling and welfare and to ensure student issues and grievances are addressed in speedy manner	UGC	Sec/ UGC and Head / AAD	AAD 3.3.2.3		
UGC 3.3.3.4	All Universities/HEIs to take actions to improve common amenities – residential and health care facilities, library, IT, and career guidance services, and facilities for sports, aesthetic and cultural pursuits	Treasury	Sec/ UGC & VCs	SEC 3.3.2.4		

<p>Objective 3.3 To improve the capacity of Universities / HEIs to provide adequate training on 'generic skills' to all undergraduates - <i>to produce well rounded graduates with knowledge, wisdom and generic skills</i></p>						
<p>Strategy 3.3.1 Universities/HEIs to develop and sustain conducive environment and acquire the capacity to design and offer training programmes of high quality and relevance on a) English, b) ICT, c) Career Guidance, d) 'Industrial' Training and e) Social, Ethnic and Cultural Fluency and Harmony</p>						
UGC 3.3.1.1	UGC to improve capacity of Universities /HEIs in teaching and training of English - UGC through the Standing Committee on Teaching English as a Second Language to develop policy framework and guidelines and issue circular instructions to Universities/HEIs on a) policy framework, b) institutional organizational structure, governance and management procedures, c) human resources, d) teaching and learning resources and methods and e) operational procedures.	UGC	Head/AAD Head/HRD	AAD 3.3.1.1 HRD 3.3.1.1		
UGC 3.3.1.2	UGC to improve capacity of Universities/HEIs in teaching and training of ICT - UGC through the Standing Committee on IT to develop policy framework and guidelines and issue circular instructions to Universities/HEIs on a) policy framework, b) institutional organizational structure, governance and management procedures, c) human resources, d) teaching and learning resources and methods and e) operational procedures.	UGC	Head/AAD Head/HRD	AAD 3.3.1.2 HRD 3.3.1.2		
UGC 3.3.1.3	UGC to improve capacity of Universities/HEIs in providing Career Guidance and Student Counseling services - UGC through the Standing Committee on Career Guidance and Welfare to develop policy framework and guidelines and issue circular instructions on a) policy framework, b) institutional organizational structure, governance and management procedures, c) human resources, d) teaching and learning resources and methods and e) operational procedures	UGC	Head/AAD Head/HRD	AAD 3.3.1.3 HRD 3.3.1.3		
UGC 3.3.1.4	UGC to improve the capacity of Universities/HEIs to provide compulsory Industrial Placement /In-plant training for undergraduates of relevant study programmes - UGC through the Standing Committee on Career Guidance & Welfare to develop policy framework and guidelines and issue circular instructions on a) policy framework, b) institutional organizational structure, governance and management procedures, c) human resources, d) teaching and learning resources and methods and e) operational procedures	UGC	Head/AAD Head/HRD	AAD 3.3.1.4 HRD 3.3.1.4		

UGC 3.3.1.5	UGC to improve the capacity of Universities/HEIs to promote Ethnic Harmony & Social Cohesion and - UGC through the Standing Committees on Career Guidance & Welfare to develop policy framework and guidelines and issue circular instructions on a) policy framework, b) institutional organizational structure, governance and management procedure, c) human resources, d) teaching and learning resources and methods and e) operational procedure	UGC	Head/AAD Head/HRD	AAD 3.3.1.5 HRD 3.3.1.5			
UGC 3.3.1.6	Review and issue guidelines and procedures on the cadre requirements and recruitment procedures for academic /academic support staff for teaching English, IT, career guidance and soft skills and amend recruitment criteria to facilitate recruitment of suitable academic support staff	UGC	Sec./ UGC, and Head/ HRD	HRD 3.3.1.6			
UGC 3.3.1.7	UGC to allocate sufficient funds to support a) career guidance programmes, b) industrial training programmes and c) social and cultural pursuits	UGC	Sec./ UGC Head/AAD, Head/FiD	FD 3.3.1.7			
Objective 3.4 To promote inter-faculty and inter-university corporation and resource sharing							
Strategy 3.4.1 Design and introduce regulatory framework conducive to increase lateral mobility of undergraduates among faculties/ universities							
UGC 3.4.1.1	UGC to design and introduce regulatory framework, credit and qualification framework and common credit currency scheme to promote lateral mobility of students among non-professional degree programmes such as Agricultural Sciences, Natural and Applied Sciences, Management and Commerce and Liberal Arts and Humanities - <i>UGC through the respective Standing Committees to develop i) pre-requisites, ii) uniform credit and qualification framework, iii) common credit currency scheme and iii) standard teaching and training, and evaluation methods</i>	NAFR	Sec/UGC Head/AAD D/QAAC	AAD 3.4.1 QAAC 3.4.1			
UGC 3.4.1.2	UGC to develop and issue policy framework and guidelines for resource sharing and offering multidisciplinary, inter-university study programmes - through respective Standing Committees and QAAC	NAFR	Sec/UGC Head/AAD & D/QAAC	AAD 3.4.1.2 QAAC 3.4.1.2			

Strategy 3.4.2 Synchronize academic calendars within Universities/HEIs and across Universities/HEIs to increase lateral mobility of undergraduates among faculties/universities					
UGC 3.4.2.1	UGC in close liaison with Universities/HEIs work towards achieving synchrony in academic calendars so as to provide the platform required to work towards lateral mobility of students among faculties and universities.	NAFR	Sec/UGC Head/AAD & VCs & Rs of Universities	AAD 3.4.2.1	
UGC 3.4.2.2	UGC to issue guidelines to establish university level academic coordinating mechanism - a) to handle common academic calendars among faculties, b) to prepare common academic calendar for the university, course catalogues and c) to implement credit transfer scheme.	NAFR	Head/AAD, & VCs & Rs of Universities	AAD 3.4.2.2	
Objective 3.5 To improve research and innovation output of Universities / HEIs					
Strategy 3.5.1 Develop institutional framework and guidelines to promote scholarship, culture of research and innovations, and inter-institutional and international cooperation					
UGC 3.5.1.1	UGC to reorganize the International Corporation Division as the Division of Research and International Corporation and establish a new UGC Committee on Research and International Cooperation - to act as a liaison body between State Agencies (Treasury, NSF, C-ARP, etc.), International Donor Agencies, NGOs, and private sector and Universities/HEIs	NAFR	Sec./UGC, & Head/ICD	SEC 3.5.1.1 ICD 3.5.1.1	
UGC 3.5.1.2	UGC to develop policy framework and guidelines for universities to strengthen their research and international cooperation efforts – develop and issue directives to all universities & HEIs to establish research and international corporation directorates/units/divisions, headed by eminent academics appointed on part-time basis to facilitate research and innovations and international cooperation, and liaise with UGC Research and International Cooperation Division, external donor agencies and overseas universities/institutions (Linked to Activity 1.3.1.1).	NAFR	Sec. /UGC & Head/ICD	ICD 3.5.1.2	
UGC 3.5.1.3	Universities/HEIs to establish coordinating mechanism to guide facilitate and promote research, innovations and national and international cooperation – by establishing directorate / division / unit for research and international cooperation and appointing a senior academic as the director/coordinator (Linked to Activity 1.3.1.1 & Activity 3.5.1.3.	UGC	Sec./UGC & Head/ICD & VCs & Rs of University	ICD 3.5.1.3	

UGC 3.5.1.4	UGC to work with NSF and line Ministries to develop policy framework and guidelines and support scheme to promote inter-institutional and international cooperation – <i>formal linkages between universities/faculties and national research institutions and universities and overseas universities and international funding agencies</i>	UGC	Sec./ UGC & Head/ICD	ICD 3.5.1.4				
Strategy 3.5.2 Provide financial support for postgraduate research degrees, research and innovations and institute a reward / recognition system for academics with high research and innovation outputs								
UGC 3.5.2.1	UGC in liaison with universities to establish and operate a research and innovation fund to provide support scheme – <i>to a) support PG studies by academics, b) offer graduate studentships for postgraduate research degrees, c) support establishment of research fellowships & research professorships, d) support overseas study tours, e) support overseas travel to present research papers in international conferences/ symposia, e) provide matching grants for internal donor supported research projects, f) support publications, g) and to support universities in hosting national and international and national workshops/ seminars/ conventions</i>	UGC	Sec/UGC Head/ICD & VCs & Rs of University	ICD 3.5.2.1				
UGC 3.5.2.2	Universities/HEIs to in liaison with UGC to implement UGC research and innovation support scheme – <i>a) PG studies by academics, b) graduate studentships for postgraduate research degrees, c) establishment of research fellowship/ research professorships, d) overseas study tours, e) overseas travel grants to present research papers in international conferences/ symposia, f) matching grants for internal donor supported research projects, g) publications, and h) hosting national and international and national workshops/ seminars/ conventions</i>	UGC	Sec/UGC Head/ICD & VCs & Rs of University	ICD 3.5.2.2				
UGC 3.5.2.3	UGC in liaison with Universities/HEIs design and introduce reward / recognition scheme for high performing academics in research and innovations (Linked to Activity 1.3.1.5 & Activity 3.1.2.3).	UGC	Sec/UGC Head/ICD	ICD 3.5.2.3				

Goal 4	Increase Access to Higher Education
Objective 4.1	To increase annual intake into internal programmes of State Universities by 5% per annum to reach the target of 30 % contribution to gross higher education enrollment through internal programmes by 2015.
Objective 4.2	To maintain enrollment into Open and Distance Learning Programmes of State Universities (OUSL and External Degree Programmes) at the level of 20% gross enrollment through ODL system
Objective 4.3	To regulate and promote expansion of State & Non-State alternative higher education sector
Objective 4.4	To improve access and quality of PG study programmes with more emphasis on research degrees

Objective 4.1									
To increase annual intake into internal programmes of State Universities by 5% per annum to reach the target of 30 % contribution to gross higher education enrollment through internal programmes by 2015.									
Strategy 4.1.1									
Increase intake into existing study programmes of high demand and designing and introducing new degree programmes based on market signals									
Activities									
Activity Code	Description (brief description of the activity)	Source of Funding (if relevant)	Responsibility (Who will undertake the activity)	Reference to Action Plans (i.e. Part II of the CP)	Time Schedule				
					Y2	Y3	Y4	Y5	
UGC 4.1.1.1	UGC to direct all Universities/HEIs to work towards increasing the intake by increasing admission into the study programmes that have achieved high market demand	UGC	Sec. / UGC, Head/AD	AD 4.1.1.1					
UGC 4.1.1.2	UGC to develop a) structure, b) credit and qualification framework of degree programmes of major disciplines, c) guidelines for planning new degree programmes including pre-requisites / requirements to be satisfied in submitting proposals for new degree programmes/new departments/faculties and b) evaluation criteria and procedures of proposals (same as UGC 3.2.1.3).	UGC & WB- HETC	Sec. / UGC & Head/ AAD	AAD 4.1.1.2					
UGC 4.1.1.3	UGC to direct all Universities/HEIs to work towards increasing the intake by increasing admission by introducing new study programmes for emerging areas of importance, based on projections coming from labour market observatory	UGC	Sec. / UGC & Head/ AAD	SEC 4.1.1.3					
UGC 4.1.1.4	UGC to give high priority in soliciting assistance from the Treasury and International Donor Agencies to develop infrastructure, human resources and governance and management of universities in Northern and Eastern Provinces (i.e. Jaffna, Eastern and South-Eastern Universities) and of newly established universities (i.e. Wayamba, Rajarata, Sabaragamuwa, Uva-Wellassa, Ruhuna, Visual and Performing Arts).	UGC & WB- HETC	Sec./ UGC Head/ IDD	SEC 4.1.1.4					

<p>Strategy 4.1.2 Improve efficiency of university admission process to accommodate wider students' preferences and make the process more efficient and to facilitate the commencement of academic programmes in all universities by October of each year</p>						
UGC 4.1.2.1	UGC to review and fine tune the university admission process to ensure students preferences are given due consideration and all study programmes are run in full capacity.	NAFR	Sec./UGC & Head/AD	AD 4.1.2.1		
UGC 4.1.2.2	UGC to work with Dept. of Examinations to get GCE/AL results released in February of each year and call applications in March and release core cut-off marks by May and do the selection, registration, promotion and transfer of students within next 3 months (July through September) and commence academic programmes by October each year	NAFR	Sec./UGC & Head/AD	AD 4.1.2.2		
UGC 4.1.2.3	UGC to decide on fixed academic calendar and issue instructions to all Universities/ HEIs for compliance and to commence enrollment by July and academic programmes October each year)	NAFR	Sec./UGC & Head/AD	AD 4.1.2.3		
UGC 4.1.2.4	UGC Academic Affairs Division to conduct awareness and publicity programmes on the university admission and study programmes through electronic and print media - in order to popularize all study programmes offered by Universities/HEIs and also to provide correct information to the public	UGC & WB- HETC	Head/AD Head/ MISD	AD 4.1.1.4 MISD 4.1.1.4		
<p>Objective 4.2 To maintain enrollment into Open and Distance Learning Programmes of State Universities (OUSL and External Degree Programmes) at the level of 20% gross enrollment through ODL system by 2015</p>						
<p>Strategy 4.2.1 Strengthen OUSL network and improve standards and quality of study programmes offered by Open University via ODL system</p>						
UGC 4.2.1.1	UGC and OUSL to improve the infrastructure and human resources capacity of regional training centers	UGC & OUSL	Sec./ UGC, Head/ IDD and VC/OUSL	SEC 4.2.1 HRD 4.2.1.1		
UGC 4.2.1.2	UGC to commence second round of Quality Assurance System for ODL system with more emphasis on i) strengthening internal quality assurance units, ii) process review and iii) accreditation	WB- HETC	Sec./UGC D/QAAC	QAAC 4.2.1.2		

UGC 4.2.1.3	UGC to direct OUSL to design and introduce new degree programmes and courses based on labour market projections.	UGC & OUSL	Sec./UGC, Head/AAD & VC/OUSL	SEC 4.2.1.3				
Strategy 4.2.2 Regulate and improve standards and quality of External Degree Programmes and Extension Courses via ODL system offered by Universities/HIEs								
UGC 4.2.2.1	UGC to formulate and issue directives on policy and regulatory framework to regulate, govern and manage external degree programmes and extension courses offered by Universities /HIEs (UGC has already issued Circular # 932 to this effect).	NFR	Sec/UGC Head/AAD	AAD 4.2.2.1				
UGC 4.2.2.2	All Universities offering External Degree Programmes through ODL mode to comply with UGC directives and complete the transformation of the existing institutional arrangement, governance and management procedures, all curricula and learner support services, teaching and learning and evaluation methods over the next 12-16 months (Commence new admission in November/December 2012) (Joint activity by UGC and OUSL)	UGC & HETC	Sec/UGC Head/AAD	AAD 4.2.2.2				
UGC 4.2.2.3	UGC to formulate and adopt QA procedure for external degree programmes offered by universities.	UGC & HETC	Sec/UGC D/QAAC	QAAC 4.2.2.3				
Objective 4.3 To regulate and promote expansion of State & Non-State Alternative higher education sector								
Strategy 4.3.1 Ministry of Higher Education and UGC to design and institute a) policy and regulatory framework and b) standards and quality assurance system for State and Non-State alternative higher education sector								
UGC 4.3.1.1	UGC to assist the Ministry of Higher Education through an Act of Parliament to establish a Regulatory Body for State & Non-State alternative Higher Education Sector and prescribe Policy and Regulatory Framework and quality assurance programme & procedures for alternative State & Non-State alternative higher education sector	NAFR	Sec./UGC, Head/LGL	SEC 4.3.1.1				

UGC 4.3.1.2	UGC to establish a separate Unit to handle all matters relating to granting degree awarding status for State & Non-State alternative higher educational institutions and granting recognition for degrees to be awarded by approved institutions	NAFR	Sec./UGC & Head/AAD	SEC 4.3.1.2				
UGC 4.3.1.3	UGC to develop and issue guidelines on application and evaluation procedures with respect to granting degree awarding status to State and Non-State alternative higher educational institutions and granting recognition for degrees to be awarded by approved institutions	NAFR	Sec./UGC & Head/AAD	AAD 4.3.1.2				
Objective 4.4 To improve access and quality of PG study programmes with emphasis on research degrees								
Strategy 4.4.1 Review and Reorganization of the existing PG system, promote inter-institutional cooperation and sharing of resources among Universities & PG Institutes and national research institutions, refocus the academic programmes to give greater emphasis on research and introduce quality system for PG studies								
UGC 4.4.1.1	UGC to commission a review study to assess the current status of PG programmes offered by Universities/HIEIs and recommend policy framework and reforms aimed at improving organizational structure, governance & management, standards and quality of PG study programmes and research and innovation outputs (same as UGC 3.2.1.5).	UGC & WB- HETC	Sec./ UGC, Head/AAD	SEC 4.4.1.1				
UGC 4.4.1.2	UGC to issue directives on Policy Framework and Guidelines on organizational structure, governance & management procedures, credit & qualification framework, standards of PG study programmes, learner support system, evaluation procedures and expected research and innovation outputs.	NAFR	Sec./ UGC Head/AAD	SEC 4.4.1.2				
UGC 4.4.1.3	UGC to develop and implement a suitable QA & Accreditation system for postgraduate study programmes and Faculties/Postgraduate Institutes/Faculty of Graduate Studies (same as Activity 1.2.3.8 & 1.2.3.9)	WB_ HETC	Sec./UGC & D/QAAC	QAAC 4.3.1.4				
UGC 4.4.1.4	UGC to design and introduce PG Research Student Fellowship Scheme and implement through PGIs, Faculty of Graduate Studies/Faculties (Linked to Activity 3.5.2.2)	UGC	Sec/UGC Head/ICD	ICD 4.4.1.4				

Goal 5	Improve the efficiency and accountability of the UGC as the regulatory body in discharging powers, duties and functions as are conformed or imposed on, or assigned to, the commission by or under the Universities Act No. 16 of 1978
Objective 5.1	Improve the technical capacity and functional efficiency of the UGC Secretariat
Objective 5.2	Improve loyalty, allegiance and commitment of the employees of the UGC

Objective 5.1 Improve the technical capacity and functional efficiency of the UGC Secretariat									
Strategy 5.1.1 Institute a suitable organizational structure, leadership, HR capacity and a proactive work culture									
Activities									
Activity Code	Description (brief description of the activity)	Source of Funding (if relevant)	Responsibility (Who will undertake the activity)	Reference to Action Plans (i.e. Part II of the CP)	Time Schedule				
					Y1	Y2	Y3	Y5	Y6
UGC 5.1.1.1	UGC to restructure the administration with reassigning and redefining duties along with establishment of new administrative/coordinating divisions/units for i) Planning and Monitoring, ii) Academic Affairs, iii) Human Resources, iv) Admission, v) General Administration, vi) Research and International Affairs, vii) Finance, viii) Establishment (Personnel), ix) Audit, x) Legal Affairs, xi) Statistics & MIS, xii) Quality Assurance & Accreditation, xiii) Infrastructure Development, and xiv) higher Education Information Technology, xv) Human Resources Development, xvi) External Degrees and Extension Courses, and xvii) State & Non-state Alternative Higher Educational Education (Same as Activity UGC 1.1.1.1).	UGC & WS- HETC	Sec. / UGC	SEC 5.2.1.1					
UGC 5.1.1.2	All divisions of UGC to prepare action plans to go along with the goals, objectives and strategies prescribed in the UGC Policy and Strategic Development Framework (2011-2015) and submit for approval of the Commission and implement thereafter.	UGC	Sec./UGC	See Part II of UGC Corporate Plan (2011-015)					
UGC 5.1.1.3	Sub-activities - for 13 Department/Divisions & 3 units (See Part II: Action Plans of Departments/Divisions/Units) UGC to monitor performance of all divisions and units against the action plans prepared by respective divisions/units at 6 monthly intervals.	NFR	Sec./UGC Head/ED	SEC 5.2.1.3 ED 5.2.1.3					
UGC 5.1.1.4	UGC/HRDU to design and conduct regular in-service staff training programmes, in collaboration with WB-HETC Project	UGC & WB- HETC	Sec/UGC & Head/ HRD	HRDU 5.2.1.4 ED 5.2.1.4					

UGC 5.1.1.5	UGC to adopt a suitable "Total Quality Enhancement" package to improve house keeping and office and personnel management procedures (same as Activity 1.2.2.4 & Activity 2.1.1.5)	UGC	Sec./UGC, Head/GAD & Head/ED	GAD 5.2.1.5 ED 5.2.1.5				
<p>Strategy 5.1.2 Improve Management Information System and Higher Educational Information Technology (HEIT) capacity of the UGC – IT infrastructure, ICT usage capacity, IT literacy of staff and capacity and efficiency of information collection, storage, analysis, reporting and dissemination within and amongst the divisions and institutions.</p>								
UGC 5.1.2.1	Improvement of IT infrastructure and technical capacity of the UGC and Universities/HEIs (Joint activity by UGC and Universities/HEIs).	UGC & WB-HE/TC	Sec./UGC Head/HEIT	HEIT 5.1.2.1				
UGC 5.1.2.2	Institutionalize IT governance and management, and culture within the UGC and Universities/HEIs – Establish a Higher Education Information Technology Coordinating Committee at the UGC and IT Support Services Units at Universities (Joint activity by UGC and Universities).	UGC & WB-HE/TC	Sec/UGC, Head/HEIT	HEIT 5.1.2.2				
UGC 5.1.2.3	Training of UGC & University/HEI staff on IT Network applications (Joint activity by UGC and Universities).	UGC & WB-HE/TC	Sec./UGC Head/HEIT Head/HRDU	HRDU 5.1.2.3 HEIT 5.1.2.3				
UGC 5.1.2.4	Strengthening of MIS Division and MIS Network connecting all Universities/HEIs including setting up MIS Units and Coordinating Committees in all Universities/HEIs	UGC	Sec./UGC, Head/Statistics and MIS	MISD 5.1.2.4				

Objective 5.2		Improve loyalty, allegiance and commitment of employees of the UGC							
Strategy 5.2.1		Create conducive working environment and welfare facilities at the UGC							
UGC 5.2.1.1	Refurbish the existing premises to create a pleasing working environment at the UGC (ongoing activity)	Government Funds	Sec./UGC & Head/IDD & Head/GAD	SEC 5.2.1.2 IDD 5.2.1.1 GAD 5.2.1.1					
UGC 5.2.1.2	Acquire additional space to meet the urgent space requirement – by pursuing one of following 4 options; a) relocate the UGC from the present location to more spacious location and premises and consolidating the facilities and service units dispersed around under one roof or b) construct an extension at present location to meet the space requirements or c) acquire portion of the building currently used by the Ministry of Higher Education or d) rent a suitable nearby facility to house some of the Divisions/ Units of the UGC Secretariat	UGC	Sec./UGC, Head/IDD & Head/GAD	SEC 5.2.1.2 IDD 5.2.1.2					
UGC 5.2.1.3	Strengthen welfare and recreational facilities at the UGC	UGC	Sec/UGC, Head/ED, Head/GAD	SEC 5.2.1.3 ED 5.2.1.3 GAD 5.2.1.3					

