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Emerging Issues in Indian Higher Education - Approach and Strategy under 11th Plan

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Shri Kapil Sibal ji, Hon'ble Minister for Science & Technology & Earth Sciences, Govt. of India; Lord Puttnam; Professor Brenda Gourley, Professor Dayanand Dongaonkar, Professor A.M. Pathan, Professor Sayed E. Hasnain, Professor John Tarrant and Distinguished Guests.

I wish to use this opportunity to share with you emerging issue in higher education and how they have been addressed in the 11th five year plan.

Status by the end of 10th plan –2006/7

Our policy and action plan for higher education has been governed by five broad goals, namely, to enhance the enrolment rate in higher education, provide equal access to all, particularly to educationally backward classes, provide access to quality education, promote relevant education.

In this presentation I shall confine my self to first three goals, namely progress in enrolment, equity in access to education, and access to quality education and excellence.

Progress in Educational Institution capacity

Size of higher education system in terms three indicators namely number of educational institutions, students and teachers has expanded quite significantly.

The number of universities has increased from 20 in 1947 to about 378 in 2006 indicating a thirteen-fold increase. The State universities account for about 61% of the total universities.

The number of colleges increased from 500 in 1947 to 18064 in 2006, indicating thirty six-fold increase.

Similarly the number of teachers has increased from 15000 in 1950 to 4.80 Lakhs in 2006-with thirty two fold increase.

The number of students increased from about) 0.1 million in 1950 to 11.20 millions in 2005. The NSS Employment Survey for 2004/5 give a higher figure of 15.50 million, while population Census gives 18.20 million for 2001 (Table 1).

Table 1
Institutional Capacity

Capacity Expansion in Higher Education		
Institutional Capacity Indicator	1950	2006
Number of University Level Institutions, including 11 private universities	25	378
Number of Colleges	700	18.064
Number of Teachers	15000	480,000
Number of Students Enrolled	0.1 Million	11.2 Million

Table 2
Type of Universities

Type	April .2007	%
Central Universities	20	(5.29%)
State Universities	219	(60%)
Deemed Universities	110	(29%)
National Importance (State)	5	(1.32%)
National Importance (Center)	13	(3.43%)
Private Universities	11	(2.91%)
Total	378	(100%)

Progress in aggregate enrolment

As result of expansion of education institution capacity, the access to higher education measure in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960-61. In 2006/7 the GER is about 9.7% (8.8% only for graduate and 0.9% for diploma).

The ratio is on higher side, that is 12.59% for 2004-05 (10.84% for graduate 1.75% for diploma) based on NSS data. It is also on higher based on population census data, that is, 13.6 % for 2001 (15.5% for 2006/7 estimated).

There are obvious differences in enrolment rate between SES and NSS. The NSS being household survey covers all public and private institutions as well as distance education. The SES is confined to only public institutions and also suffers from under reporting. The difference between the two is about 2.04%. The planning commission assumption of 10 % enrolment by the end of 2006/7 appears to close to reality.

Enrolment Ratio by alternative Sources

Alternative Sources	Gross Enrollment Ratio			Enrollment Rate of Eligible Student
	All Graduate & above	Only Graduate	Only Diploma	All
Selected Education Status (2006-07)	9.7	8.8	0.9	NA
National Sample Survey (2004-05)	12.59	10.84	1.75	56.61
Population Census 2001	13.6	NA	NA	NA
2006-2007	15.5*	NA	NA	NA

Note: * Projected rate

Enrolment at Disaggregate level – Educationally lagging area and Regions

Lower access in rural area

While the enrolment rate is about 10% in 2006/7 at overall level, it is 7.51% in rural and 23.80% in urban –more than three time lower in rural area.

Lower access in Some States –As against the 10% of all India average, the ER is lower in states of Aunachal Pradesh, Bihar, M.P., Meghalaya, Mizoram, Rajasthan, Sikkim, Tripura and Jharkahnd

There are large number of districts which have lower ER in higher education. Out 584 districts about 346 have ER which is lower than national average. In 29 districts it was below 5 per cent while the number rose to 209 for districts falling in the category of 5-10 percent GER.

As regard college availability, 235 districts had fewer than 5 colleges per lakh population. Out of these, 20 districts had just 1 college to meet the demand of higher education.

Educationally lagging social and economic groups –

- (a) **Social groups Group with lower access** - It is much lower among SC, ST, OBC compared with other, lower among Muslim, and Hindu compared with other religious groups, and lower among female compared with male.
- (b) **Economic groups with lower access** – The ER is much lower among the poorer groups as compared to the non-poor and better off groups, as measured by consumption expenditure classes.
- (c) **Social group with in religious groups**-Although the ER is lower for SC and ST /OBC group as whole, but within each of the religious group, they suffer from lower ER rate than their high caste counterparts.

Thus SC from Hindu, Sikh, Christian and neo-Buddhist background and lower caste from Muslim suffered more than so call higher caste from each of this religion.

(b) Group with least ER (Caste –poverty interface)

Among those who have lowest ER, the female from rural area have much lower access, and among them, those belonging to SC, ST and Muslim minorities suffer the most. The ER is much lower for wage Labour and marginal farmers and particularly low among the poor belong to these groups.

Eligible enrolment ratio-

EER is ratio of those who joined higher education among those who passed higher secondary. In a way, it also reflects the transition from higher secondary to higher education level.

The over all EER is 53%, indicating that, only little half of those who passed 12th standard entered in to higher education stream.

It is lower in rural area (47%) compared with (57%) urban.

It is also lower in certain states like, Arunachal Pradesh, Goa, Punjab, Tripura, Orrisa, Meghalya, Haryana, MP and Mizoram.

The EER is also low among female (48%) as compared with male (55%)

The EER is lower among SC and OBC, (about 50.5) compared with ST and others (60%).

The EER is also much lower among the poorer classes compared with non-poor. In fact the EER among the poor is 30% to 40% compared with 60% among the non-poor.

Quality and Excellence –

What is the status of universities and colleges education with respect to quality and excellence?

UGC draw a distinction between quality and excellence and used separate indicators to judge and promote both through grant giving. UGC provide grants to those Institutions, which meets minimum standard. For recognizing and promoting excellence UGC developed the concept of "university, department/centre and college with potential for excellence." Beside NAAC also does the quality assessment of universities and colleges.

There are about 357 universities. 19 central, 123 states and 25 Deem universities receive grants and there fore subject to UGC's monitoring for academic standard .All Deems 109 universities are also evaluated for maintenances of standard.

In the case of colleges, out of 14,400 colleges, 5625 colleges received grant and 8775 colleges out side the funding of UGC. Many of these colleges do not meet the academic standard required for UGC funding.

What is the quality status of the universities and colleges sector? The assessment by NAAC gives some insight in to the problem of quality and the reasons for low quality. The NAAC carry out the quality assessment through elaborated indicators and grade universities and colleges in to high, medium and low.

So far 128 universities have been assessed, of which 123 are state universities. This account about half of the universities. About 2960 colleges have been assessed and this account 20% of the total colleges.

Of the total 123 state universities about 32% are of A grade, another 52% percent B grade and the remaining 16% low grade. Of the total colleges assessed about 10% are A grade, 66% B grade and 24% C grade.

Quality Status of Colleges (as .2006)

	Colleges	Universities
Accredited by NAAC of which	2956	123
Grades		
Grade A	10%	32%
Grade B	66%	52%
Grade C	24%	16%

Quality gap –Universities

Parameters	Average of All Universities	Benchmarks (as in A Grade Universities)	Quality Gap
Number of Departments Per University	29	34	5
Number of Sanctioned Faculty Positions per university	287	432	145
Number of filled up faculty position per university	220	329	109
% of faculty positions vacant	25%	0	0
Number of Faculty members with PhD	158	432	274
Number of Teachers per Department per University	8	10	2
Number of Books in Library	288,913	352,886	63973
Total No. of Computers per -----	6	11	5

Quality Gaps - Colleges

	Average of All Colleges	Benchmark	Quality Gaps
Student Teacher ratio (STR)	27	20	-6
STR by Permanent teachers	33	30	-3
Total No. of Teachers per college	47	78	31
Total number of Permanent Teachers per college	39	54	15
Total number of other Teacher	9	25	16
Proportion of Teachers without M.Phil or PhD	57%	0	57%
No of Books per college	11966	15215	3249
No. of Journals per college	13	22	9
Students per Computer	229	145	-84

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Why Quality is low?

This indicates that about 68 % of universities and 90% colleges are of medium to low quality. A close study of 111 universities and 2350 colleges brings out the reasons, for low to average quality.

The quality of a university bears significant relationship with availability and quality of physical facilities and human resources reflected in number of departments in the university, number of teachers in each department, proportion of the filled up teaching

positions, proportion of teachers with Ph.D., number of books and journal in the library.

There remains a huge quality gap, particularly on account of faculty positions, number of faculty members with Ph.D. and number of books in the library between A grade universities and average for all.

Similarly in the case of colleges, the number of teachers, the student-teacher ratio, availability of permanent full time teachers, number of books and journals, number of computers and other physical facilities were found to be lower in case of B and C colleges.

Among all factor the availability of qualified permanent teacher is the most critical variable in the quality gap, other factors being books.

The undergraduate program is the foundation of the postgraduate and research program.

Emerging Issues and Proposed Measures

Expansion of Intake capacity to meet the target of 15% enrolment

The 10% enrolment rate is low compare to 23% of world average or 36 % for countries in transactions or 55% for developing countries.

A major portion of enrolment (81%) is at the UG level. The present level of post-graduate (8%) and post-post graduate (research program) (0.6%), will have to increase to 15% and 2% respectively.

Enrolment ratio –Cross-country comparison in Early 2000

Groups of Countries	Gross Enrolment Ratio
Countries in Transition	36.5
Developed Countries	54.6
Developing Countries	11.3
World average	23.2
India	10%

Proposed strategy for increased enrolment

The universities and colleges have been asked to send the 11th plan proposal keeping in view the additional intake capacity necessary for 5% target of enrolment ratio. UGC's strategy for expansion will include following measures :-

- a) Expansion in intake capacity of exiting universities and colleges.
Development grants to universities and colleges account for about 60% of total plan grant of UGC. The universities and colleges have been asked to give proposal for regular development grants to increase intake capacity.

- b) Expansion of the intake capacity of universities and colleges located in districts with lower enrolment ratio, or districts identified as educationally backward.

Additional development is proposed to these districts –about 350 of them, which have lower ER, and also lower colleges per lakh population.

- c) Focus on Rural, Hilly, tribal, Boarder and remote area in grant giving
Additional grants is proposed for universities and colleges in rural, hilly, tribal, boarder and remote area.
- d) Focus on groups with lower ER – SC/ST/OBC/Minorities/Women/PC/Poor .
Additional grants to universities and colleges having relatively higher number of SC/ST/OBC/Minorities/Student population
- e) Use of measures for enhancement of quality and excellence for increase intake capacity.

Measures for educationally lagging regions

The UGC has on going schemes of additional support to colleges located in educationally backward districts. The district having lower than all India literacy rate were identified as educationally backward.

Instead of literacy rate we have taken enrolment rate in higher education based on population census data and identified about 350 districts with lower than all India average. These are further classified in to four group based on the enrolment ratio and number of colleges per lakh population in these group of districts.

Since the enrolment level in this district is relatively low, any improvement in the enrolment rate will help to raise the overall level of enrolment. In fact expansion will have to come from districts where the ER is low.

Beside these educationally backward districts, there will be additional focus on regions such as hilly Education

Inclusive Education Policy

The 11th plan emphasized on inclusive education. Inclusive education would means increased access to groups, which currently have limited access. We have seen that the enrolment rate is much lower among

- (a) Social groups like the SC, ST, Minorities such as Muslim, and female
- (b) Among the various religious, groups, the SC from Hindu, Sikh, and the backward from among the Muslim suffered more than their higher caste counter part from each of this religion.
- c) Enrolment is relatively low among poor as compared with non-poor irrespective of caste or religious background.

Among those who have lower ER, the worse sufferers are female from rural area, and among them, SC, ST and Muslim minorities female, and particularly low among poor among them.

Inclusive policy to be effective would demands measures to improve access to these social, religious, female and economic groups.

UGC has proposed schemes for these groups, which will include scholarships, hostel and other schemes at university and collage level.

The increase in the enrolment rate among these group will help to boast up the over all enrolment ratio. So inclusiveness is a main source for increasing overall enrolment rate.

Measures to promote quality and excellence

The study of the selected universities and colleges indicates that about 68 % of universities and 90% colleges are of medium to low quality.

The quality of a university bears significant relationship with availability and quality of physical facilities and human resources.

Generally the universities with grade B and C lack far too behind the A grade universities with respect number of departments in the university, number of teachers in each department , proportion of teachers with Ph.D., number of books and journal in the library and computers.

Similarly in the case of colleges, the number of teachers, the student-teacher ratio, availability of permanent full time teachers, number of books and journals, number of computers and other physical facilities were found to be lower in case of B and C colleges.

The quality gaps can be measured by difference between the benchmark value and the average value for all universities and colleges on certain parameters (actually one should take difference between and Band C .)On this criterion there remains a huge quality gap, particularly on account of faculty positions, number of faculty members with Ph D. and number of books in the library.

Quality gaps in this case indicate huge under investment.

The UGC therefore proposed steps to bridge quality gap between the A grade universities/colleges and B and C grade universities and colleges.

Among all factor, however, the availability of qualified permanent teacher is the most critical. Unfortunately this aspect has been neglected during the last twenty years or so. The neglect has come on few fronts. First thorough ban on recruitment, less funding to faculty research and much less funding for research fellowship, leading to shortage in the potential supply of quality teachers.

Therefore UGC (a) firstly proposed more emphasis on availability of adequate and good faculty. (b) Secondly more funding for research of faculty in universities and colleges. In fact there is need to have comprehensive scheme for funding of faculty

research and (c) thirdly a research fellowship program to cover majority of the research students, ensure the flow of quality faculty.

With respect to research fellowship the UGC has increased fellowships for science research fellows. Similarly in all Central universities a fellowship schemes is introduced with a lower amount to cover most of the Ph.D. scholars. The requirement of full coverage, even with low amount is much larger, which needs to be addressed.

Action Plan for higher Education under 11th Plan

Goals and Approach of 11th Plan

The main objective of the 11th plan is “**Expansion of enrolment in higher education with quality, Inclusiveness and Relevance with Academic Reforms.**”

Thus main focus is on

- Expansion in access to higher education through increased institutional capacity
- Promotion of Inclusive education through equal access to groups with low access to HE
- Promotion of Quality education
- Promotion of Relevant education
- Undertake Academic and governance Reforms

Increased Enrolment up to 15%

The 11TH Plan set the target of Gross Enrolment Ratio (GER) from 10 % in 2006 to 15% in 2012. Five percentage net increase is to be achieved through dual strategy. The dual strategy include -

(a) **Increasing number of educational institutions**, namely universities and colleges; In the general education sector the Centre has proposed 30 central universities. Also proposed to help state to set up colleges in 372 districts (with enrolment rate lower than national average) with a matching contribution from the states and

(b) **Enhancing intake capacity of exiting universities and colleges.**

Increase in take capacity of exiting educational institutions through strengthening physical infrastructure and human resource (faculty and other). This is to be achieved by enhancing the development grants to State universities and colleges by about 100 percent.

c) 54% increase in the intake capacity in central universities is one measure to increase the educational capacity.

What is the financial requirement of the 15% target for the states?

5% net increase in the enrolment rate is equivalent to an estimated increase in the number of students from 14 millions in 2007 to 21 millions in 2012, with net increase by 7 millions.

The 7 million would require an estimated increase by about 9% per annum -. This will require doubling of per annum rate from 4.5% during 10th Plan to 9% in 11th plan.

Of the estimated 7 millions, about half will come from the public and other half from the private sector. It is necessary to recognize that bulk of the 3.5 million enrolments in public sector will come from the state universities and colleges (that is about 80 % of PG and 90% of UG)

The exercise has been done to work out the financial requirement of 5% net increase. For general university and collage education the central plan expenditure has been increased from Rs 4183 cores in 10th Plan to Rs 40,000 cores during the 11th plan, by about 9 times to realize the target of 5% net increase in the enrolment rate.

What is the magnitude of matching increase in plan and non plan expenditure on the part of the states? The Central plan constitutes approximately 60% of the total plan expenditure in higher education during 9th and 10th plan.

Assuming that share of the states in the total plan expenditure on higher education, and if the states match the 9 times increase, then the total net increase in the state plan expenditure during 11th plan is estimated to be Rs 27,000 cores.

Table
Plan Expenditure in General Higher Education in cores

	Central Plan	State Plan	Total Plan
IX Plan	2272	1724	3996
X Plan	4183	2771	6954
XI Plan	40000	27000*	

- estimated

Action Plan for Inclusive Education

The 11th Plan that recognized increase in enrolment rate from 10% to 15% will involve inclusiveness. Increase in the enrolment rate will have to come from those social groups and regions whose access to higher education is lower than the other groups.

The 11th Plan recognised three Imbalances. **inter-(districts) regional, inter-social groups and male-female.**

The schemes for inclusive education focus on three aspects

- a) support to students
- b) support to educational institutions
- c) schemes for equal share and participation of social groups in various committees of UGC and universities and colleges and
- d) equal share and participation of social groups in schemes of UGC

Schemes for Regions with lower enrolment rate –

The UGC identified districts with lower enrolment rate.

These include districts with lower enrolment rate than all India average-about 372, districts located in hilly, tribal, remote, and border areas, and rural areas.

- 1) For the 370 districts Educationally Backward Districts (EBD) one collage for each district is proposed .The feature of this schemes are :
 - a) With contribution from Central and State. Centre's share will be Rs 2.67 cores
 - b) Support to Private Aided colleges
 - c) Priority to rural are with village panchayat and small towns- type IV and V
 - d) Preference to district with cluster of Minority population –particularly Muslim
 - e) The cost sharing by centre and state will be some different for North East.
 - f) Mechanism will be work out in consultation with state about operation of schemes.
- 2) The schemes has been prepared to support the universities and colleges located in, Hilly, tribal, remote, border, and rural areas.

Social groups with lower Access to Higher Education - Through careful study the UGC has identifies the social groups with lower enrolment rate and these include ST, SC, OBC, Women, Minorities, particularly the Muslim and Physically Challenged. (table--)

- Developed schemes of Special grants to universities and colleges with relatively higher proportion of ST, SC, OBC, Women, Muslim, and Physically Challenged student population.
 - The schemes for Remedial coaching in English and capacity building of students
 - Fellowships - PhD and Post doctoral, ST, SC, OBC, Women, Muslim, and Physically Challenged student.
- These include fellowship under NET. Some NON-NET fellowship have been introduced which will help all students,
- A special schemes have been developed to support all Non –fellowship holders in Central universities. This will include all students.

Under special initiative for Muslim minority, all present schemes for ST, SC, have been extended to Muslim minority.

Beside New initiatives have been taken to support the educational institutions located in towns in 90 districts with Muslim population concentration.

Women – For women number of new initiates have been undertaken. These include increase in the support for women hostels, women studies centres, fellowships, training for women administrators, other schemes proposed by Empowered Committee on Women.

Due Share and Participation in Schemes and Committees

- a) Guidelines have been prepared to provide due share and participation of social groups, minorities, and women in various decision making bodies and committees of

UGC. Same have also been circulated to various central and state universities for implementation.

b) Guide lines are also under preparation to give due share and equal participation to SC, ST, OBC, MIORITIES, WOMEN, and Physically Challenged in all individual beneficiary schemes of UGC.

Equal Opportunity Office. The UGC has developed a new scheme which includes Setting up of Equal Opportunity Office in all universities and colleges to operate all schemes for SC, ST, OBC, MIORITIES, WOMEN and Physically Challenge Students under one umbrella office.

Action Plan for Promotion of quality and Excellence

The 11th plan strategy is to promote expansion with quality and excellence. It may mention that grant making by UGC is closely linked with promotion of quality and excellence.

- a) It provide development grants to increase physical infrastructure, library, computer facilities, e-journal, also new studies and programs, including carrier oriented courses, hostel, particularly women hostel.
For all these there will be 100% increase in the development to state universities and colleges.
- b) Special incentive grants to universities, colleges and departments/centres, with potential for excellence and autonomous colleges.

Uncovered universities and colleges -non 12(b)

The development grants are given to only those universities and colleges which meet UGC's minimum standard. Therefore, are there number of universities and colleges which are not covered by UGC grants.

About state 71 universities and 6000 private aided colleges are not covered under UGC grants. The number varies across the state.

Therefore, UGC has developed schemes to strengthening these uncovered State universities and colleges.

- Under these schemes one time grant is proposed to the present uncovered state universities and private –aided colleges. The special support will be given with matching contribution from state governments in the ratio of
- Each state will be suggested to workout the financial requirement for bringing the universities and colleges under 12 (B) so that sharing of fund could be worked out.

Faculty Improvement

Adequate and qualified faculty is a pre-requisite for quality education.

Due to restrictions on the recruitment of the faculty in the state universities and colleges in 1980's and 1990's, we face a serious problems related to the availability of

the faculty. Due to restrictions on recruitment the universities and colleges have resorted

We don't have reliable data on the magnitude of the temporary faculty in colleges and universities. The sample data collected by UGC showed about one-third of university faculty being adhoc/temporary and on contractual .the situation of the states is shown in the table. The ratio vary from as high 15% to 52%.

**Adhoc/temporary and on contract faculty in the Universities.
(Based on the data submitted by selected universities)**

High Vacancy State	Rajasthan (52), Chhattisgarh(46), Assam(43), Maharashtra(43), Goa(42), Madhya Pradesh(40), Orissa(40)
Moderate Vacancy States	Haryana (35), Punjab(35), Himachal Pradesh (34), West Bengal(28), Tripura (28), NCT Delhi (26), Gujarat(25)
Low Vacancy States	Andhra Pradesh (24), Uttar Pradesh(23), Tamilnadu (17), Kerala (15), Meghalaya (14), Jammu and Kashmir(14), Jharkhand(02)
All India	30%

The estimates are tentative based on the data submitted by selected universities

This situation for last 15 to 20 years has affected the maintenance of standard of teaching in the overall higher education system. We can not run higher education system on adhoc/temporary and on contractual faculty in the universities and colleges.

New Initiatives

The UGC has developed number of schemes .It has planed strengthening of the Existing schemes for faculty, which include, research projects, travel grants, conferences, Academic Staff Colleges

Steps to Improve the Adequate and quality faculty

As mentioned above the universities and colleges are facing serious shortage of good faculties. This has occurred due deceleration in the creation of teaching post in universities, private-aided and government colleges.

The results is that universities and colleges universities and colleges have switch over to appointment of adhoc/ temporary and on contractual bases appointment of teachers from out side, mainly from collage sector for the universities and self-financing courses, with hired temporary and /or contributory faculty.

One of the consequences of this was non-concurrence by states to even UGC sanctioned post

For instance the UGC during the X Plan period sanctioned a total 613 posts (Professor, Reader, Lecturer) to 124 State Universities through General Development Plan Grants. The state governments are supposed to take over these positions at the end of the 10th plan. Against these, 189 posts only have been filled up on either regular or contractual basis. The remaining 424 posts are either lying vacant or have not been filled up, mainly for want of not

getting concurrence from the respective State Govt. to take over the liability for these posts after the UGC assistance ceases.

Against these vacant sanctioned teaching positions, the universities/colleges are being forced to fill up this gap of regular teaching positions by appointing teachers as guest lecturer, adhoc/temporary and on contractual bases appointment of teachers.

Now that financial situation of the Hence the State Govt. be requested to initiate effective steps

- a) to fill up already sanctioned vacant positions
- b) provide additional teaching positions wherever new courses have been started by the Colleges / State Universities in their respective states.
- c) Make a definite provision to take over the UGC sanctioned faculty/non faculty post.
- d) But above all given the seriousness of scarcity of university and collage teachers, the State should set up a committee to take stock of the situation – that is to estimate the total requirement, the exiting shortage, and phase wise plan to over come the problem of shortage of faculty.

Steps taken by MHRD and UGC

The MHRD and UGC have taken number of initiatives in this regard.

- a) Review of Requirement and supply of faculty in the universities/colleges country work out the shortages and propose a plan.
- b) Increase in the retirement age up to 65. The states are expected to follow up so that in coming five years we are able to meet the problem partially.
- b) Medium term plan for quality faculty – Fellowship program for Ph.D. and post-doctoral work to retain and develop faculty.
NET fellowship amount has been increased, Non-Net scholarship started –in all central universities a fellowship is given to all students admitted through proper process.
2000 Rajiv Gandhi Fellowship for for SC/ST students
- c) Ph.D. fellowships, to science students numbering 1200, to Centres / Departments under SAP.
- d) Kothari Post Doctoral Fellowships, numbering 500.
- e) Radhakrishnan Post-Doctoral fellowship, numbering 500 for social sciences and Humanities.
- f) Post–Doctoral fellowship for general students and also for SC/ST/Girls/minorities
- g) ‘Operation Faculty Re-Charge Scheme’ for 1000 faculty members in sciences.
- h) Involvement of researchers and academicians in the universities and colleges

A was set up which submitted report on the involvement of researchers, scientists and academicians outside university system in teaching and research in universities/colleges.

c) **Science Education –Faculty Improvement:** In this direction, four separate schemes were recommended by Empower Committee headed by Professor M.M. Sharma. The UGC has already launched the following schemes -

- 1 Ph.D. fellowships, numbering 1200, to Centres / Departments under SAP.
 - 2 Kothari Post Doctoral Fellowships, numbering 500.
 - 3 'Operation Faculty Re-Charge Scheme' for 1000 faculty members.
 - 4 Networking Resource Centre – Summer / Winter Schools for faculty members
- Professor Sharma will present you the full initiative on this.

Assessment and Accreditation –

At present assessment and accreditation of universities and colleges is voluntary. Only 140 universities and about 3200 colleges have assessed. The 11th plan has recommended the policy of compulsory assessment and accreditation. In view of this the UGC has proposed introduction of Mandatory assessment and accreditation for universities and colleges.

Towards that end UGC has approved a scheme for establishment of Quality Assessment Cell in universities and colleges for regular monitoring of quality and excellence.

Action for Academic Reforms of University and College system

Introduction of academic reforms in universities and colleges and linking with the development grant is one of the major policy recommendations of the 11th plan.

The UGC has already prepared schemes for academic reforms and communicated the Universities to be introduced in the educational institutions.

- The academic reforms include
- Admission- making admission where ever possible through written test and viva ,particularly for M Phil and PhD
- Examination – internal assessment, Tutorials, terms papers, seminars and less of written examination
- semester system,
- assessment through credit and grading system and replacement of marks system
- assessment of teachers
- The UGC has received responses from 70 universities about positive steps for such reforms.
- The state government should take necessary steps to introduce academic reforms

Other Proposed Reforms

The UGC has also undertaken steps to work out the action plan for other reforms. These include

- a) Reform of Governances structure -autonomy and others
- b) Reform of College Affiliating system
- c) Framework for Public-Private Partnerships inter-linkages with Private sector

- d) Regulation of Deemed Universities
- e) Rationalization of Admission and fee structure for Deemed universities
- f) Framework for collaboration by universities and colleges with other institutions in countries with respect to dual degree arrangement, sharing of courses, credit transfer, etc.

Internal Reorganization of UGC

- Administrative Staff College, Hyderabad is engaged to suggest the internal reorganisation of UGC
- E-Governance of UGC with inter-connectivity with all universities and colleges with in five years for grant making and for operation of all schemes, which is expected to bring huge transformation in work efficiency.

Set up Inter-University Centre for Research, Policy and Monitoring of Higher Education (UGC).

A Committee set up under the chairmanship of Professor Tapas Muzumdar has recommended the need to set up such Institution.

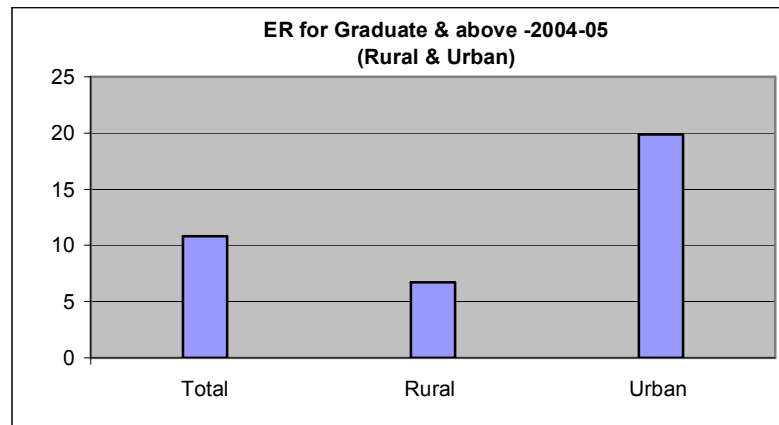
Among other things, the purpose of this Inter-University Centre is to build up a data base on all aspects and assess and monitor the schemes to assist UGC in grant making policies. Also through constant research and assessment develop policies, schemes and give feedback and advice to universities and colleges on number of issues on a regular basis.

It will have divisions related to Finance, Fee and loan, Quality and Excellence, Curricula monitoring, Equal opportunity, Governance, Examination/admission methods, Private sector Role, International aspect of higher education and other related issues. It will be autonomous body but provide support to UGC.

Thank you

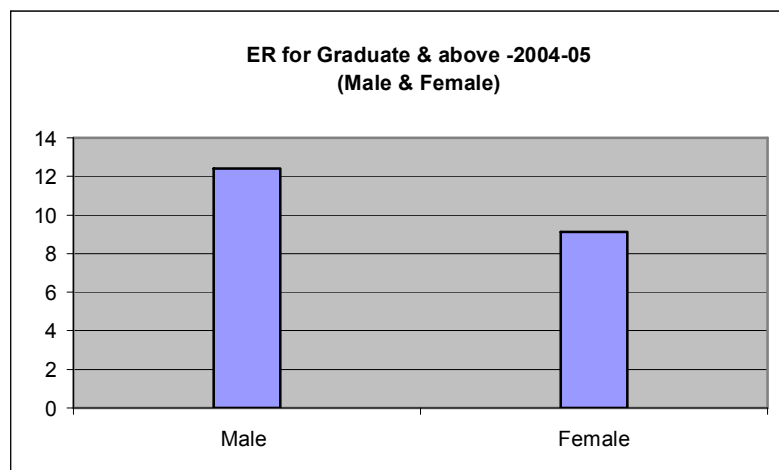
Table: 1
Enrolment Rate -2004-05
Rural, Urban - 2004-05

Total	10.84
Rural	6.74
Urban	19.88



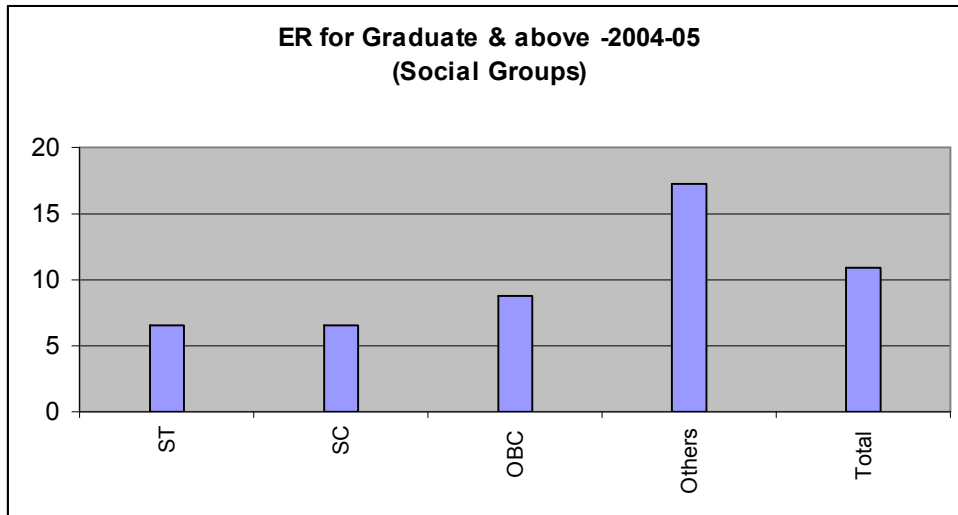
ER –Male, Female-2004-05

Male	12.42
Female	9.11



ER-Social Groups-2004-05

Social Groups	Total
ST	6.57
SC	6.52
OBC	8.77
Others	17.22
Total	10.84



**Table : 2(a)
GER by income level -2004-05**

Income Level	Total
Less than 359.1	1.46
359.11 to 461.14	3.37
461.17 to 587.33	4.88
587.38 to 830.44	9.81
more than 830.5	27.43
total	10.84

*Consumption Expenditure as proxy for income

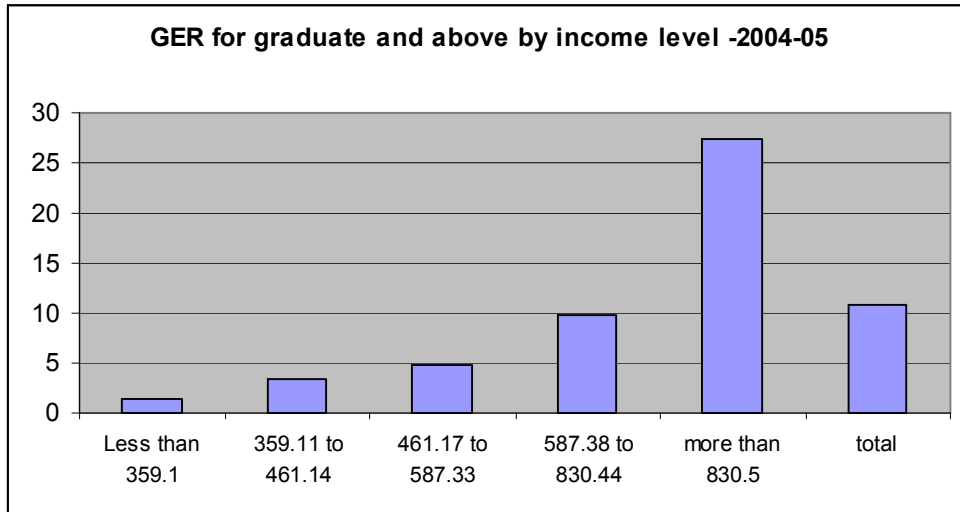


Table : 2(b)
GER by Poor & Non-Poor-2000

	All	
	Graduates	Total Higher Education
Poor	1.43	1.68
Non-Poor	9.75	12.67
Total	7.80	10.10

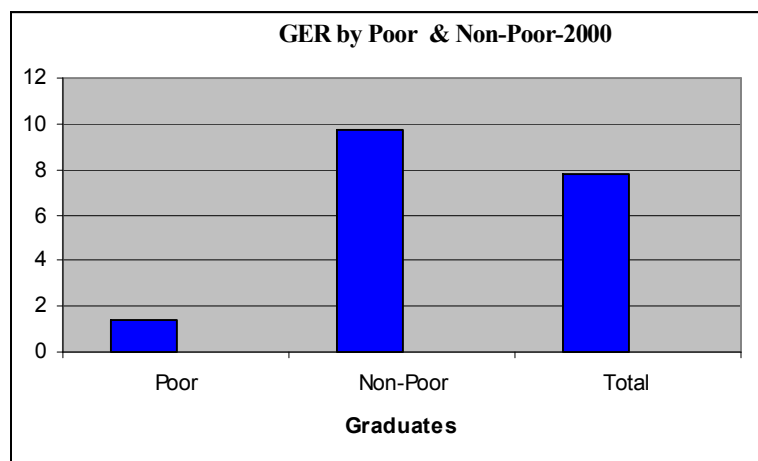


Table :2(c)
ER for Poor & Non-Poor by Social Groups-2000

Social Group	Poor	Non-Poor
ST	1.55	9.70
SC	1.89	6.68
OBC	2.30	8.69
OTHERS	3.58	19.73
ALL	2.43	12.81

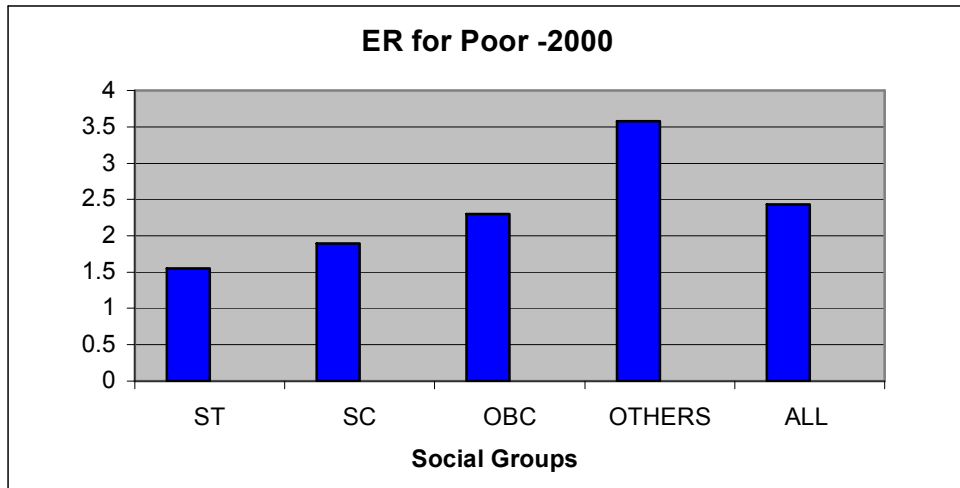


Table: 2(d)
GER for Graduate and above-2004-05

Low		Medium		Above	
State	Total	State	Total	State	Total
Arun Pradesh	3.7	Assam	8.77	Maharashtra	13.14
Meghalaya	4.57	gujarat	9.83	J&K	13.26
Tripura	5.32	Karnataka	10	Haryana	13.7
Orissa	6.13	WB	10.34	Manipur	14.43
Bihar	6.15	Chhatisgarh	10.61	Goa	14.73
Sikkim	6.17	UP	10.78	Uttaranchal	16.49
Jharkhand	7.27	Total	10.84	HP	17.12
Rajasthan	7.3	AP	12.72	Pondicherry	17.39
MP	7.46	Tamilnadu	13.02	Kerala	18.46
Mizoram	7.87	Punjab	13.09	Nagaland	19.03

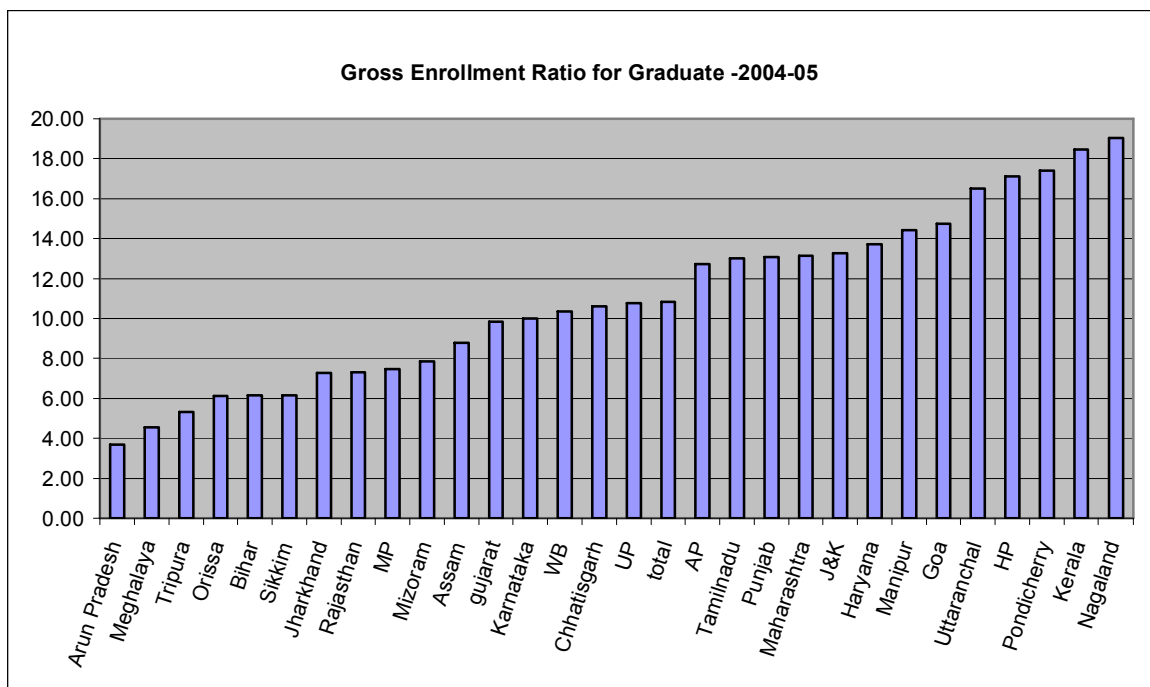


Table: 3
Eligible Enrolment Ratio -2004-05

Total, rural & Urban

Total	52.61
Rural	47.49
Urban	57.1

Male & Female

Male	55.63
Female	48.58

Social Groups

Social Groups	Total
ST	61.5
SC	51.21
OBC	50.05
Others	53.9
Non Reporting	62.76
Total	52.61