



مولانا آزاؑ نیشنل اردو یونیورسٹی

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MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

CONVOCATION ADDRESS

By

Chief Guest

Prof. Sukhadeo Thorat

Hon'ble Chairman, University of Grants Commission

at the

THIRD CONVOCATION

Held at 21 February, 2009

Convocation Address
by
Prof. Sukhadeo Thorat,
Chairman,
University Grants Commission

At the Third Convocation of
MAULANA AZAD NATIONAL URDU UNIVERSITY
21st February, 2009 at 10.30 a.m.
Convention Centre - Hotel Marriott, Hyderabad

Dr. Syeda Saiyidain Hameed, Hon'ble Chancellor of the University and Member, Planning Commission of India; Prof. A.M. Pathan, Vice Chancellor, Maulana Azad National Urdu University, Hyderabad; Dr. Abid Hussain, former Indian Ambassador to the United States of America; Mrs. Jeelani Bano, Eminent Urdu Writer; Prof. Gopichand Narang, Eminent Urdu Writer, Shri Dilip Kumar, Eminent Cine Artist; members of the Executive and Academic Council; faculty members; honoured guests; representatives of press and electronic media; dear students, ladies and gentlemen.

I deem it a privilege to address the Third Convocation of the Maulana Azad National Urdu University, Hyderabad. This occasion becomes all the more special, as the University will be conferring the Degree of Honoris Causa (D.Litt) to four eminent personalities, Dr. Abid Hussain, Mrs. Jeelani Bano, Prof. Gopichand Narang and Shri Dilip Kumar, who have made notable contributions in their respective fields not only in India but globally.

I would also take the opportunity to convey my hearty congratulations to the students on successful completion of their academic programmes and attaining degrees and distinctions in their respective fields.

As the government has finalized the approach and strategy for higher education during the 11th Plan and put it into operation through necessary financial allocation, I would like to present the main issues that the 11th Plan has addressed and the approach, strategy and action plan as proposed by the Government.

Progress in Institutional Capacity

I would like to first begin with the review of the progress of higher education in the country. The level of higher education is determined by the size of institutional capacity of higher education system in the country. The size of higher education system in turn, is determined mainly by three indicators, namely number of educational institutions-universities and colleges, number of teachers and number of students.

The higher education in India has witnessed many fold increase in its institutional capacity since independence. During 1950 and 2008, the number of universities has increased from 20 to about 431, colleges from 500 to 20,677 and the teachers from 15,000 to nearly 5.05 lakhs. Consequently, the enrolment of students has increased from a mere 1.00 lakh in 1950 to over 116.12 lakhs.

Access to Higher Education

Aggregate Enrolment Rate

The expansion in institutional capacity in terms of number of universities/colleges and teachers has provided greater access to the students to post higher secondary education.

The access to higher education is measured in term of gross enrolment ratio, (GER) which is a ratio of persons enrolled in higher education institutions to total population of the persons in age group of 18 to 23 years. The estimate of GER is generally based on the data collected by MHRD/UGC from the educational institutions. However, the studies in this volume for the first time also estimated the GER based on National Sample Survey (NSS) data and population Census data. The estimate based on SES indicates that the

access to higher education measured in term of gross enrolment ratio increased from 0.7% in 1950/51 to 1.4% in 1960-61. By 2006/7 the GER increased to about 11 percent.

The GER based on NSS data for 2004/5 is on higher side that is 12.59% (10.84% for graduate and 1.75% for diploma). The GER is also on higher side based on population census data for 2001, that is, 13.6 %.

The studies in this volume bring out the obvious differences in enrolment rate between SES and NSS/population Census. The NSS being household survey covers all public and private institutions as well as distance education and also include certificate and diploma holders. The SES has generally remained confined to graduate and above in public institutions and private aided institutions. Beside it suffers from under reporting by the states and universities. The difference between the two sources is about 2 percentage points. The population census estimate is also based on household survey and thus includes all institutions. Beside the graduate and above, population census data also include certificate and diploma holders.

Inter -Regional disparities in Enrolment rate

While the enrolment rate at aggregate level is about 11% in 2006/7 at overall level, it varies significantly across the states and districts. The studies in this volume bring out the regional disparities in the enrolment rate.

The estimate separately worked by Ravi Srivastva and Amresh Dubey based on the NSS for 2004/5 (NSS Employment and Unemployment Survey, 61th Round, 2004/5) data bring out variation across the states. As against the 11% of all India average, the GER 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 GER. It needs to be mentioned that in 10th Plan educationally backward districts were identified on the basis of literacy rate. It was felt that for

identifying the educationally backward districts in higher education, instead of literacy rate, the gross enrolment rate will be a better indicator. Therefore the educationally backward districts were identified based on the gross enrolment ratio. The estimate made by S. Sinha based on the population Census data for 2001 revealed that out of 584 total districts about 373 districts had GER lower than national average. Of the total educationally backward districts about 3% had GER less than 3%. About 21% had GER which vary between 3 % to 6%. Another 38% had GER between 6% to 9% and the remaining 37% had GER between 9 % to 12%.

Issues Related to Expansion of Enrolment Rate and Strategy proposed in 11th Plan

The 11th Plan recognized the dual problem of higher education, namely of low enrolment rate and the regional imbalance. It recognized that the 11 % enrolment rate is too low compared to 23% of world average or 36.5 % for countries in transitions or more than 55% for developed countries. Development experience of the developed countries indicates that sustained economic growth requires a minimum of 20 % to 25% enrolment in higher education.

With this realization the 11th plan aims to increase the GER to 21 % by the end of Twelfth plan with an interim target of 15 % by 2012.

Besides the Plan also recognized that the additional increase in enrolment necessarily will have to come from those regions where the enrolment is relatively low. Thus reduction of inter-regional disparities is a part the over all strategy of increasing the enrolment rate up to 15 % in 11th Plan and further up to 21% by the end of 2012.

To realize the target of 15%, the enrolment will have to be raised at much higher per annum rate. Duraiswamy worked out the required increase in enrolment to achieve the target of 15% GER by the end of 11th plan. It indicated that the 15% target would requires us to increase the total enrolments at per annum rate of 8.9% (as

against only 4.5% during the 10th Plan). In absolute number it would mean net increase of about 7 millions students by 2012.

Thus the 15% target envisages an increase in enrolment from 14 million in 2006/7 to 21 million by the year 2012 with net increase of 7 millions. In terms of annual growth rate, as mentioned above, this net increase would amount to 8.9 per cent increase on per annum basis.

During the 10th Five Year Plan, enrolment is estimated to have increased from 9.5 million during 2002-03 to 14 million during 2006-07, that is, a net increase of 4.5 million at a per annum rate of about 4.5 per cent. The targeted increase of 7 million during the 11th Five Year Plan would thus, require much a larger expansion in the capacity of educational institutions in the realm of higher education.

It is equally necessary to recognize that achieving a 5 per cent net target is indeed ambitious one. Considering that we have been able to increase the GER by 10 percentage points in the last fifty-five years (that is from 1 per cent in 1950 to 10 per cent in 2006-07); the achievement of the targeted increase by 5 per cent net in the 11th Five Year Plan (half of what has been achieved in the last fifty-five years) seems to be a determined proposition. Hence it requires a matching expansion in the capacity of educational institutions.

The 11th Five Year Plan proposed a dual strategy to increase the institutional capacity to achieve the target of 15% by 2012.

The first component of the strategy involves additional increase in the numbers of universities, colleges, and vocational and technical institutions.

Second component of the strategy centered on enhancing the "intake capacity" of existing educational institutions.

The 11th plan recognized the need of additional education institutions. The 11th Plan thus proposed the following steps to increase the new institutions.

- a) 30 new Central Universities, under the initiative of the Prime Minister, Dr. Manmohan Singh, have been proposed. It also includes setting up of 30 medical and engineering colleges in Central Universities. In addition a Tribal University is also to be set up.
- b) On technical education side 8 new IITs, 20 NITs, 20 IIITs, 3 IISERs, 7 IIMs, and 2 SPAs have been proposed.
- c) Again on the initiative of Prime Minister 373 new colleges in districts with less than all India GERs with Central assistance on a matching basis from the States have been proposed; and
- d) New Polytechnics in un-served districts, 500 new community Polytechnics, and 210 new community colleges have been proposed.

Second strategy envisages expanding of intake capacity of existing institutions - both government and private and covers Central and State Universities, colleges, and other education institutions. An essential part of this strategy incorporates a substantial increase in the regular development grants to Central and State Universities and colleges.

Besides, other provisions include disbursement of special grants to Central Universities and other Central institutions (like the IIMs, the IITs, the NIITs, medical, and engineering institutions) for increase in their intake capacities by about 54 per cent under the stipulations of the Oversight Committee.

Expansion through Increased Access in Low Enrolment Regions

The estimates worked out by Sudhanshu Bhushan, Ravi Srivastva and S. Sinha brings out considerable disparities in the enrolment between states and districts. Therefore at uniform growth rate of enrolment Sudhanshu Bhushan has estimated as to how different States would perform. His estimate indicates that, among major states, Bihar, Tripura, Arunachal Pradesh, Assam have GER of less than 10% in 2005. These states are likely to achieve enrolment

target of less than 10% in 2012. There are states such as Rajasthan, J&K, W&B, Jharkhand, Chhatisgarh, UP, Kerala, Orissa and Harayana which are likely to achieve GER in the range of 10% to 15% in 2012. Remaining states will have achieved GER of more than 15%. The enrolment target, addition enrolment and GER for the states are based on certain assumption relating to population and GER.

11th Plan thus provides a particular focus on reducing the regional imbalance in the enrolment rate. The policy focuses on educationally backward districts; hilly, border, and tribal areas; remote locations; minority concentration districts; and rural areas. The universities and colleges located in these low enrolment districts will receive an additional financial support. This special initiative will also help to enhance the intake capacity of exiting universities and colleges.

Issues Related to Inclusiveness and Equal Access

The studies in this volume observed that although the enrolment rate in higher education is about 11 %, there are significant inter group disparities in access to higher education. Ravi Srivastva and Amaresh Dubey based on the NSS data for the first time estimated the gross enrolment rate for various groups and bring out the variation in enrolment rate in 2004/5, between male -female, between SC, ST, OBC and other, between religious groups, economic groups such as self employed and wage labourer, between income groups (in term of per capita consumption expenditure) and poor and non poor. The male-female disparities are examined in greater detail by Saraswati Raju in her paper. Put together these studies provide good insight into inter- group differences in access to higher education in Indian society.

The NSS data for 2004-05 (latest year for which the NSS data are available) indicates significant rural and urban disparities- enrolment rate being 6.73 percent and 19.80 per cent for the rural and the urban areas respectively - the GER in the urban areas being three times higher compared to rural areas.

However, inter-caste/tribe disparities are the most prominent. In 2004-05, the GER was about 11 per cent at overall levels. The GER among the SCs (6.30 per cent), the STs (6.33 per cent), and the OBCs (8.50 per cent) was much lower compared with the Others (16.60 per cent). Thus, the GER for the SC/STs was three times and that of the OBCs about two times less compared with the Others. Between the SC/STs and the OBCs, however, the GER was lower among the former by about two percentage points.

There is another feature about access to higher education, which the studies bring out quite clearly. The access to these social groups varies within the respective religion to which they belong. Therefore, the SCs, the STs, and the OBCs suffer unequally as religious group. For instance, in 2004-05, the GER of the OBC Muslims was 6 per cent as compared with 7.34 per cent for Non-OBC Muslims. Similar disparities are apparent in the case of SC and the Non-SC/ST Christians. In the case of the SC Sikhs, the GER was only 2 percent compared with 15 per cent among Non-SC Sikhs. Similarly, the GER of tribal Christians was 6.48 per cent compared to 23.29 per cent for Non-SC/ST Christians.

It is, thus, evident that the SCs, the STs, and the OBCs from all religion suffer from lower access to higher education. However, the SCs within the Hindu and the Sikh suffer more acutely than the SCs belonging to other religions. Similarly, the OBCs within the Muslims probably suffer more than the Hindu OBCs. Similarly, the STs within the Hindu fold suffer more than their Christian counterparts.

In 2004-05, disparities are also evident in enrolment rate between religious groups. The GER for the Hindus, the Muslims, the Christians, the Sikhs, and the Others stood at 11.9, 6.84, 16.68, about 12, and 15.4 percentage points respectively. Thus, the GER was the lowest among the Muslims followed by the Hindus.

Also, there are wide gender disparities in terms of access to higher education. Access is generally lower for girls as compared to

the boys - the GER being 12.42 per cent for the males and 9.11 per cent for the females. It needs to be recognized that although the enrolment rate are generally lower for the females compared to the males; the females belonging to the lower castes and some religious groups suffer more acutely in accessing higher education than other female. For instance, in 2004-05, as against the overall average of 9.11 per cent, GER among the females was 4.76%, 4.43%, 6.60%, and 19.53 % points respectively for the ST, the SC, the OBC, and the Other females. Thus, the GER among the ST/SC females was about five times and that of the OBC females about three times less compared to the higher caste females.

In the case of religious groups, the Muslim women seem to be facing the most difficult circumstance. The GER among Muslim females was 5.8 per cent compared to 9.32 per cent for Hindu females, 12.7 per cent for Sikh females, and 16 per cent for Christian females.

Lastly, there are perceivable differences in enrolment rates among the poor and non-poor (irrespective of their caste, ethnic, religious, or gender backgrounds). The GER for the poor was 2.21 per cent as against 12.36 per cent for the non-poor. Therefore, the GER among the poor was almost twelve times lower compared with the non-poor. In the rural and the urban areas, the GER for the poor stood at 1.40 per cent and 4 per cent respectively, which was evidently quite low compared with 7.12 per cent and 27.15 per cent for non-poor respectively.

Within the poor households, however, the GER was the lowest among the poor households belonging to the STs and the SCs, followed by the OBCs and the others. The GER for poor belonging to the STs, the SCs, the OBCs, and the Others stood at 1.55 %, 1.89 %, 2.30 %, and 3.58% respectively. In the rural areas, the GER was the lowest among the STs at a marginal level of 1.11 per cent followed by the SCs at 1.35 per cent, the OBCs at 1.13 per cent, and the Others at 1.66 per cent - the overall GER being 1.30 per cent.

In the urban areas, the GER for the urban poor stood at 3.86, 4.78, 5.16, and 7 percentage points respectively for the SCs, the STs, the OBCs, and the Others - the average being 5.51 per cent.

Differences in the GER are also equally evident across occupational groups in the rural and the urban areas. The GER was 3 per cent for non-farm wage labourers and 1.41 per cent for farm wage labourers. Similarly, in the urban areas, the GER was only 3.26 per cent for casual labourers. Thus, both in the rural and the urban areas, the enrolment rates for wage (casual) labourers were the lowest, particularly, for the farm wage labourers.

For the wage labourers, the GER was particularly low amongst the SC/STs compared with the Others. For instance, as against 1.41 per cent at overall level for the wage labourers in the rural areas; the ratio was 0.67, 1.63, 1.16, and 1.93 percentage points for the ST, the SC, the OBC, and the Other wage labourers respectively. Similarly, in the urban areas, the GER for casual labourers was 3.26 per cent at overall level as against 1.53 %, 2.61 %, 3.34 %, and 4.30 % for the ST, the SC, the OBC, and Other wage labourers respectively.

In other words, although the enrolment rates are the lowest among the poor casual wage labourer households in the rural and the urban areas; the rate are particularly low among the poor from the same group, and belonging to the SC/ST/OBCs. The enrolment rates for the ST, the SC, and the OBC agricultural labourers stood at 0.9%, 0.01 %, and 0.93% respectively. Similarly, the enrolment rates for the casual non-farm wage labourers in the rural areas stood at nil for the STs and the SCs and 0.52 per cent for the OBCs. In the urban areas, the enrolment rates for the poor casual labourers work out to 0.66 per cent for the STs, 2.61 per cent for the SCs, and 3.92 per cent for the OBCs.

The 11th Five Year Plan recognized the problem of multiple natures of disparities in enrolment rate and proposed policy measures to enhance their access to higher education. It brought the

inclusiveness in higher education at the centre of our higher education policy. Inclusive education essentially requires an increased access to higher education to these multiple groups who suffers from lower access to higher education. The approach and strategy thus, formulates policies and schemes for the STs, the SCs, the OBCs, girls, minorities particularly the Muslims, physically challenged persons, semi-nomadic and de-notified and the poor.

Inclusive Education Policies

The 11th Plan proposed number of measures for inclusive education.

Firstly, the Plan proposes to support Universities and colleges located in 373 districts having lower GER and also envisage under the Prime Minister Dr. Manomhan Singh's initiative to open new colleges in these districts with matching contributions from the States.

Secondly, it proposes special support to Universities and colleges located in rural, hilly, remote, tribal, and border areas. Further, about 90 districts concentrated with Muslim population have been identified for Central support.

Thirdly, the Plan also proposes enhanced support to Universities and colleges with a high concentration of the student belonging to SC/ST/OBCs, and Muslim population.

Fourthly, the plan focused on developing schemes to improve language and competency through remedial coaching classes. Besides, the Plan specifically emphasizes on augmenting fellowship and opening up of hostels, particularly for women to enhance their access to higher education.

Further, opening up of new Polytechnics in un-served districts, 500 new community Polytechnics, new 210 community colleges, and various other programmes of the UGC in the ongoing schemes will help to include the excluded social groups.

The setting up of 30 Central Universities under initiative by

Prime Minister Dr. Manmohan Singh has a strong component of inclusiveness in so far as it will offer affordable access with due share to the SC, ST, and OBCs.

The implementation of the Oversight Committee's recommendations and the Sachar Committee recommendations will also facilitate enhanced access of the OBCs and the Muslims to institutions of higher education. Thus, inclusiveness has a definite strand of thought as well as action in the 11th Five Year Plan.

An important aspect of inclusiveness is affordability. Without affordability, it is not possible to increase access and promote inclusiveness. Thus, affordability will have to be ensured through special measures. The 11th Five Year Plan makes provisions for the disbursement of scholarships for 2 per cent of the total students along with Education Loan Interest Subsidy through Higher Education Loan Guarantee Authority. Further, there are provisions for research fellowships for NET and non-NET qualified PhD students.

Above all the 11th Plan had developed a scheme under which a separate Cell, "Equal Opportunity Office" will be set up in universities to operate all schemes for SC,ST,OBC, Girls, Minority student, physically challenge students, semi-nomadic and de-notified and other weaker section students under one umbrella office.

UGC has taken several steps for welfare of Minorities in Universities and Colleges.

A full fledged minority Cell has been established in the UGC. The Commission has already released an advance grant of Rs. 16.15 crores for implementation of the recommendations of the Sachhar Committee during XI Plan period.

MANNU's proposal for Rs. 443.00 crores during XI Plan for establishment of Teacher Training Colleges, Model Schools, Polytechnics, Constituent Colleges for Women, Colleges of Nursing and Pharmacy and a college of Unani Medicine and Hospital has been recommended by the UGC Expert Committee.

The Commission has issued guidelines to all universities for nominee of minority community in various Selection Committees. Commission has given due representation to minority communities in top appointments such a chairpersons of IUCs and various other committees. The Commission has also given approval for establishment of Maulana Abul Kalam Azad chairs in the following universities: Jamia Millia Islamia, New Delhi; Maulana Azad National Urdu University, Hyderabad; Kashmir University, Srinagar; Calicut University, Calicut; Calcutta University, Kolkata and Marathwada University, Aurangabad.

A special grant of Rs. 4.00 crore each has been allocated to 3 central universities: Jamia Millia Islamia; Aligarh Muslim University; and Maulana Azad National Urdu University for establishment of Centre for professional Development of Urdu Medium teachers.

UGC has also conveyed the approval for starting of Polytechnic courses at Hyderabad and Bangalore out of the funds sanctioned during 2007-08. In 2008-09, 90 colleges will be set up which will cover at least 8 cities/towns with Minority concentration population. Financial assistance will be given to universities and colleges for girls' hostels with preference to construction of women hostels in universities and colleges primarily catering to the minorities in the areas where there is concentration of minorities, especially Muslims.

UGC is strengthening its schemes for coaching of minorities, SC and ST for remedying academic deficiencies, preparation for entrance tests and competitive examinations and National Eligibility Tests for teaching. UGC has been requested to work out modalities so that all universities could be encouraged to recognize qualifications from Madrassas for purposes of enrolment on the pattern followed by the JMI, AMU and Jamia Hamdard in appropriate courses and programmes of study. UGC in consultation with AIU is setting up a committee to suggest a National Level Mechanism of grating

equivalence to various certificates/degrees of Madrassas. A report from the UGC is expected within two months.

An Expert Committee has been appointed by UGC, under the Chairmanship of Prof. G.K. Chadha to prepare guidelines for Diversity Index. The Committee would work out and assess the feasibility of Diversity Index for evolving a system of grant based as recommended in the PM's High Level Committee on the Social, Economic and Educational Status of the Muslim Community of India. One meeting of the Committee has already been held on 11th August, 2008.

UGC has also approved the Guidelines for establishment of centres in Universities for study of Social exclusion and inclusive policy and also approved/sanctioned the above scheme in 35 Universities (i.e., 13 Universities during 2006-07 and 22 Universities during 2007-08) and released Rs.14,00,00,000/- so far.

Status of Quality and Excellence

The third issue that the studies in this volume addressed relates to the issue of quality of higher education system. What is the status of university and college education with respect to quality and excellence?

The UGC drew a distinction between quality and excellence and used separate indicators to judge and promote quality and excellence through grant giving mechanism. The UGC provide grants to those universities and colleges, which meet minimum standard.

For recognizing and promoting excellence UGC developed the concept of university with potential for excellence, college with potential of excellence, department/center with potential for excellence. It also included concept of Autonomous colleges.

Beside National Assessment and Accreditation Council is constantly involved in quality assessment of universities /colleges and grade them.

What is status of quality? By March 2008, there were about 20,676 colleges in the country, of which about 16,000 come under UGC's purview. This accounts for about 80 per cent of the total colleges in the country. Of the total colleges under the purview of the UGC, about 40 per cent or 5,813 receive UGC grants as they meet the minimum standards defined by the UGC.

What is the status of excellence? Currently the UGC has recognized about 9 universities with potential of excellence, 100 colleges with potential of excellence, about 250 colleges are recognized as autonomous colleges and about 500 department/centre are recognized as centers of excellence.

As mentioned above the National Assessment and Accreditation Council (NAAC) is also involved in the assessment of quality and accreditation of the universities and colleges. In 2006, about 3,411 colleges had been accredited by the NAAC - equivalent to about 57 per cent of the colleges covered under the UGC grants (that is, 5,813). This accounts for about 24 per cent of the total colleges (that is, 16,000), which fall under the purview of the UGC.

As on date there are about 417 Universities - of these about 140 have been assessed and accredited by the NAAC. Of these, 140 sample Universities, 31 per cent were graded 'A', 61 per cent were graded 'B', and 7 per cent were graded 'C' in that order. (table 6(a))

It is important to note that of the total colleges accredited by the NAAC till date (that is, 3,492) about 9 per cent were graded 'A', 68 per cent were graded 'B', and the remaining 23 per cent were graded 'C'. Therefore, the bulk of them or about 68 per cent were graded either 'B' or 'C'.(table 6 (b)

What are the reasons for inter-University and inter-college variations in quality of education ? Furqan Quamar and S.Sinha have examined the reasons for the inter-institution variations in quality in the studies sponsored by UGC

Analysis of about 111 Universities and 3,492 colleges assessed

by the NAAC indicates that the deficiencies in availability of human resources in terms of quantity and quality teachers and physical and other infrastructural facilities caused qualitative gaps between 'A' and 'C' grade Universities and colleges. (see table 5 (a) and 5 (b).

The percentage of colleges with libraries, computer centers, health centers, sport facilities, hostels, guest houses, teacher's housing, canteens, common rooms, welfare schemes, gymnasiums, auditoriums, and seminar rooms are much higher in case of high quality colleges as compared with the low quality ones.

Similarly, high quality colleges are better placed with regard to academic indicators, which include higher student-teacher ratios, number of permanent teachers or teachers with PhD degrees, books per student, books and journals per college, and students per computers etc. Thus, if 36 per cent of low quality colleges are to be brought at parity with high quality ones; a substantial improvement in the physical and academic infrastructure is necessary.

In case of Universities, those graded 'A' generally perform better with respect to a number of indicators, which include number of departments, numbers of faculties with PhD degrees, number of faculty members per department, and number of books in the libraries etc.

Policy for promotion of Quality and Excellence

The 11th plan recognized the issue of quality. It has brought a sharp focus on the promotion of quality and excellence. The Plan recognizes that quality in higher education is critically incumbent on a) physical infrastructure, b) Number and quality of teachers, and c) academic governance in Universities and colleges.

The 11th Five Year Plan includes a number of initiatives. These include firstly, improvement in Physical infrastructural facilities; availability of adequate and quality faculty, and Academic Reforms with respect to Admission, teaching and Examination and other academic aspects

Physical Infrastructure

The policy for improving physical infrastructure includes increase in general development grants on existing schemes by substantial margin. This will induce a substantial improvement in the physical infrastructure.

However in view of the insights from the studies the 11th Plan has proposed two important initiatives. These two schemes include a) Bridging the quality Gap between A and C grade universities and colleges and b) Covering Un-covered universities and colleges under UGC grants.

The studies indicate that C grade universities and colleges essentially lack in number of essential physical infrastructure. Therefore a schemes is proposed to provide financial assistance to the C grade universities and colleges to improve their infrastructure under the 'Bridging Quality Gap Scheme'.

The second issue relates to problem of the State Universities and colleges, which at present are not covered under the UGC grants. The 11th Plan proposed a scheme namely "Covering Uncovered Universities and colleges". Under this scheme the uncovered colleges and universities will be provided one time grants to improve their physical and human resource infrastructure to a level where by they become eligible for UGC grants.

Both the schemes involve provision of one time Central assistance on matching contribution from the respective government in the case of state universities and Central universities, and from the management of the college, in case of colleges.

Faculty Improvement

The 11th Plan recognized that the availability of adequate and qualified faculty is a pre-requisite for quality education. It also recognized that due to restrictions on the recruitment of the faculty in the state universities and colleges in 1980's and 1990's by various states, we face a serious problems related to the availability of the

faculty. Due to restrictions on recruitment, the universities and colleges have resorted to temporary and adhoc faculty. We don't have reliable data on the magnitude of the temporary faculty in colleges and universities. The sample data collected by UGC indicate that about one-third of university faculty is adhoc/ temporary and on contract.

The study done by Pay Review Committee (PRC), by G.K. Chadha, Sudhanshu Bhushan and Murlidhar based on sample of 47 universities from 19 states, and 1401 colleges bring out the situation about the faculty.

The state universities show a very depressing scenario, for all positions; the overall level of vacant positions is 58 per cent, and it is much higher at the level of Lecturers and Readers. In as much as around 90% of students in university departments are enrolled in state universities, such a high incidence of vacant positions is sure to be making a damaging effect on the quantity as well as quality of teaching and research in universities in general and state universities in particular observed the PRC study. Among the deemed universities, nearly one-third of vacancies are lying unfilled.

The situation is equally, if not more, grim for colleges (Table 6 (b)). No fewer than 41.0 per cent of positions at the Lecturer level, and 18.0 per cent of those at the Reader level, are lying unfilled. The situation in non-aided colleges is far more distressing, in this regard. As many as 52.0 per cent of vacancies at the entry level and 42.0 per cent of vacancies at the level of Readers are lying unfilled. Nearly 42.0 per cent of entry-level positions are vacant in government colleges against 40.0 per cent in government aided colleges, while, the corresponding figures for the Reader-level positions are 19.0 per cent and 16.0 per cent, respectively

Shortage of teachers has led to employment of part time or ad hoc teachers. The ratio of part time lecturers to regular lecturers is 0.24, for all types of universities put together, 0.32 for state, and 0.20

for deemed universities. In state universities, there is one part-time or ad hoc teacher for every three regular lecturers, and one such lecturer for every five regular lecturer in deemed universities. Likewise in colleges, out of 100 lecturers, there were 38 part-time contract lecturers. In the government-aided colleges, the incidence of contract lecturer was the highest.

The Pay Review Committee Report observed

"that the over all situations is rather alarming. Teachers in the universities and colleges generate and disseminate knowledge through organic linkages with each other as also with the students through a facilitating physical and academic environment. There should be a tolerable zone of vacancies, preferably within 5 to 10 per cent of the sanctioned strength. ---The ambitious plans of expanding the higher education sector during the Eleventh Plan would remain substantially unfulfilled if the supply of teachers does not match the expanding demand for them. The PRC firmly believes that all-out efforts to liquidate the existing stock of vacancies, through attractive pay packages and better working/service conditions, is the most essential first step. In particular, it is high time that many of the State governments which are reported to have been clamping embargo from time to time, under different pretexts, most noticeably the resource crunch, on filling up the sanctioned vacancies, need to review their 'close-fist' policy, in their own interest. --- is an inescapable policy step, to reduce the supply-demand gaps."

The 11th plan recognized the problem of faculty in the universities and colleges and initiated policy measures both of short and medium term nature.

The short term measures include few steps. It includes increase in the retirement age up to 65 years which has been already done by the Ministry of Human Resource Development. The states are expected to follow up so that in coming five years we are able to meet the problem partially. It also includes removing the restrictions on the

recruitment of faculty by the state and filling of the vacant post. Several states have now relaxed the restrictions and taken steps to fill the teaching post in colleges and universities

The medium term steps include number of measures. The important among them is the increase in the number of research fellowships for M Phil and PhD and Post -Doctoral Program to create potential faculty for universities and colleges. The number of fellowships and amount through National Eligibility Test (NET) has been increased. Similarly the fellowship through Non-NET has been increasing. For instance all M Phil and PhD non -fellowship holders in Central universities are given fellowship of Rs 3000 and Rs 5000 per month respectively. Similarly fellowships are given to sciences students in Department/Centre with special assistance program in state universities and central universities, Autonomous colleges and colleges with potential for excellence. The other fellowships include Rajiv Gandhi Fellowship for SC and ST students. Yet other initiative include two Post -Doctoral fellowship, namely Kothari Post Doctoral Fellowships in sciences and Radhakrishnan Post-Doctoral fellowship in social sciences.

In the science there is special initiative which is undertaken by the Empowerment Committee. This includes Ph.D. fellowships and Kothari Post Doctoral Fellowships which is mentioned above. Beside the Empowered Committee also introduced Operation Faculty Re-Charge Scheme' for 1000 faculty members. The PhD, Post -Doctoral and Re-Charge Scheme will create supply of potential faculty in medium- term.

The Pay Review Committee has addressed the issue of attracting talent in teaching profession by recommending improved salary structure and service condition.

All these measure are expected to increase the supply of faculty for the universities and colleges in medium term.

The UGC has also proposed schemes to increase the

involvement of researchers, scientists and academicians from outside university system in teaching and research in universities/colleges in various ways. This also include schemes to attract and facilitate the Indian academic working in universities out side India as well the foreign academic working on India to participate in teaching and research on flexible terms and conditions.

Policy for Assessment and Accreditation

At present assessment and accreditation of universities and colleges is voluntary. The 11th plan has recommended the policy of compulsory assessment and accreditation. In view of this the UGC is developing a procedure to introduce mandatory assessment and accreditation for universities and colleges. Towards that end UGC has also approved a scheme for establishment of Quality Assessment Cell in universities and colleges for regular internal self assessment and self monitoring of quality and excellence. Both steps will help to present an all India quality map of the universities and colleges.

Quality and Excellence linkages

The UGC recognizes the difference between quality and excellence. It recognized that excellence may not be enhanced without quality education in the vast institutions of higher learning, namely the universities and colleges. If only 9 universities and 100 colleges are recognized as potential for excellence and only 520 centers/departments have been identified as those with various level of excellence, it is because the universities and colleges suffer from the lack of adequate academic and physical infrastructure. This implies that a focus on improving the academic and physical infrastructure for quality improvement is pre-condition. It is the presence of quality institutions which will generate and induce excellence in terms of creativity and innovativeness among the teachers and students. Excellence cannot be imposed from above. Good quality institutions lead to emergence of excellence in terms of creativity and innovativeness. In other words, without quality the excellence will

not emerge and grow. The Quality education, at the college and university level, serves as a ground for excellence to grow. The university and college education system serves as a catchments area for some quality centers/departments to emerge as centres of excellence. If the quality of the university and college education is neglected, it will have limited potential for growth of excellence in terms of creativity and innovativeness.

Quality and inclusiveness

There is another aspect related to quality which needs to be borne in mind. In the 11th Plan the goal is expansion with inclusive and quality education. The expansion with inclusiveness essentially means that increase in enrolment will have to come from the groups whose GER is low. The studies in this volume indicate that these include groups such as schedule tribe, scheduled caste, semi-nomadic and de-notified tribes, women, religious minorities like Muslims, low caste covert to Islam, (SC and OBC Muslim) Buddhism, (Neo-Buddhist) Sikhism, (SC Sikh) Christianity (Dalit Christian) and poor in general, particularly from the rural areas.

To provide quality education to these sections which constitute bulk of those with lower access to higher education is an issue which the 11th Plan recognized. However, an improved access to quality education will require special attention for improvement in the language skills and other capabilities (to those who need), so that they are able to cope up with learning in the universities and colleges. Therefore quality improvement programs will be necessary for them. The issue of quality education cannot be de-linked from that of inclusiveness. Therefore, as mentioned above number of steps are proposed in the 11th plan, including setting up of Equal Opportunity Office to deal with all schemes for these social groups. These will help to promote inclusive education with quality.

Quality and Academic and Administrative Reforms of
University and College System

Another important constituent for improvement of quality in higher education is the initiative for academic and administrative reforms in universities and colleges education system. The 11th plan recognized the need to introduce the academic reform in the university and college system. The academic reform necessarily includes changes in admission procedures in various courses; modification in assessment and examination methods; switch over from annual to semester systems; acceptance of grade and credit system; teachers assessments; and other related reforms.

It is now recognized that the admission to various courses as far as possible be made through written test and viva, particularly for M Phil and PhD, and be transparent in nature, with due regard to the government policy of reservation. There is also advantage and hence need to switch over to semester system from the annual cycle of examination system, wherever possible. Equally important is the changes in the examination and assessment of the students. It is realized that there is a need to bring a major component of internal assessment through tutorial, essay writing, seminar and presentation by students and subsequent reduction in the written component. Similarly there is need to adopt credit system with credit accumulation. The UGC had written to the various universities about needs of these academic reforms. Number of universities have welcome these reforms.

Other Reforms

The 11th Plan has also expressed the need to go for reform of higher education system in other spheres as well. The other important initiatives include reforms of affiliating systems; preparing frameworks for public-private partnerships; rationalization of fee structures; regulation of deemed Universities; rationalization of admission and fee structures of deemed universities; regulatory frameworks for collaboration by Universities and colleges with Universities and institutions in other countries with respect to dual

degree arrangements; sharing of courses; credit transfers; and sharing of teaching, etc. The UGC has set up various Committees on these reforms. The reports of some of them have been all ready finalized.

Promotion of Relevant Education

In the 11th Five Year Plan there is a huge initiative for the promotion of relevant education. The Plan recognized that relevant education will involve not only providing knowledge (as it exists at given point of time) to the students but also the various skills associated with the subjects. Therefore UGC has undertaken exercise to take a stock of the present curriculum at various level of higher education and set up a Committee under the Chairmanship of Professor Yash Pal to come with a framework. In the spheres of vocational and technical education huge initiative has been taken by the Ministry of Human Resource Development through expansion of vocational and technical education. This includes creation of 8 new IITs, 20 NITs, 20 IIITs, 3 IISERs, 7 IIMs, 2 SPAs, new Polytechnics in un-served districts, 500 new community Polytechnics, and 210 new community colleges. This will help to expand the intake capacity of existing vocational and technical institutions in public sectors. The UGC has also taken initiative to introduce the concept of Community College in general education.

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

A Committee set up by UGC under the chairmanship of Professor Tapas Mazumdar has recommended the need to set up Institution for Research, Policy and Monitoring of Higher Education. The Committee observed that planning and monitoring of the vast and one of the largest higher education system in the world comprising over 450 universities, more than 20,000 colleges, several other non-degree educational institutions, the larger Distance education system serving vast section of student community across the country, also involving more than five lakh teachers and about 16

millions students require proper data and information base and study on multiple aspects. The lack of institution of proper dimension has constrained out capacity to develop well grounded policies and programs. It therefore recommended setting up such Institute.

Among other things, the purpose of this Inter-University Centre will be to build up a data base on all aspects of higher education, assess and monitor the schemes to assist UGC in grant making policies. Also through constant research and assessment it will help develop policies, schemes and give feedback and advice to ministry and also 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 system, admission methods, Private sector Role, International aspect of higher education and other related issues. It will be an autonomous body but provide support to UGC and to the government on regular basis.

Concluding observations

I have presented the issues related to expansion, inclusiveness, quality and relevance and also discussed the way in which these issues are addressed in the 11th Plan. The central objective of the 11th plan is now focused on "Expansion of enrolment in higher education with Inclusiveness, quality, and Relevant education and supported by necessary Academic Reforms in the university and college system. The 11th plan developed an approach and strategy to address the issues facing Indian Higher Education system .It is necessary that individual state governments also take similar initiatives in their respective state plans and develop policies to address the issue of increasing the enrolment rate, equal access to groups with lower access to higher education, issue of quality, relevant education and of various academic reforms.

Thank You.

Annexure 1(a)

Gross Enrolment Rate -2004-05

Rural, Urban - 2004-05

Total	10.84
Rural	6.74
Urban	19.88

Annexure 1(b)

Gross Enrolment Rate - Male, Female-2004-05

Male	12.42
Female	9.11

Annexure 1(c)

Gross Enrolment Rate

By Social Groups-2004-05

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

Annexure 1(d)

Gross Enrolment Rate 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

Annexure 1 (e)**Gross Enrolment Rate 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

Annexure 1 (f)**Gross Enrolment Rate by Poor & Non-Poor by social -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

Annexure 1 (g)**Gross Enrolment Rate 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

Based on NSS Data -Employment and Unemployment Survey
-2004/5

Annexure 1(h)

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
Total	52.61