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Planning Commission
Government of India

ASHE 2012

Annual Status of Higher Education of States and UTs in India, 2012
(Summary Report)



Confederation of Indian Industry

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Pawan Agarwal
Adviser, Higher Education
Planning Commission



Foreword

With a majority of higher education enrolment in State Universities and Colleges and almost all private-unaided colleges affiliated to State Universities, the States are the key stakeholders in higher education. However, until recently there has been little focus on state universities and colleges. Even the central funding that flows through the University Grants Commission is very small and thinly spread. As a result, its impact on development of higher education in the States and UTs is not very significant. There is also a lack of holistic thinking and integrated planning at state level for higher education. Twelfth Five Year Plan seeks to address these issues. This report is being brought out as an attempt towards this.

This report, ***Annual Status of Higher Education in States and UTs, 2012 (ASHE, 2012)*** maps the higher education systems in all State and Union Territories (UTs). The report provides socio-economic profile, institutional and enrolment data, growth trends, key indicators of higher education, and labour market information with a view to create a framework for holistic thinking of the higher education in the States and its linkages with the demographic trends and schooling on one hand and economy and labour markets conditions on the other. Issues of access, equity, infrastructure, staffing and financing are covered where possible.

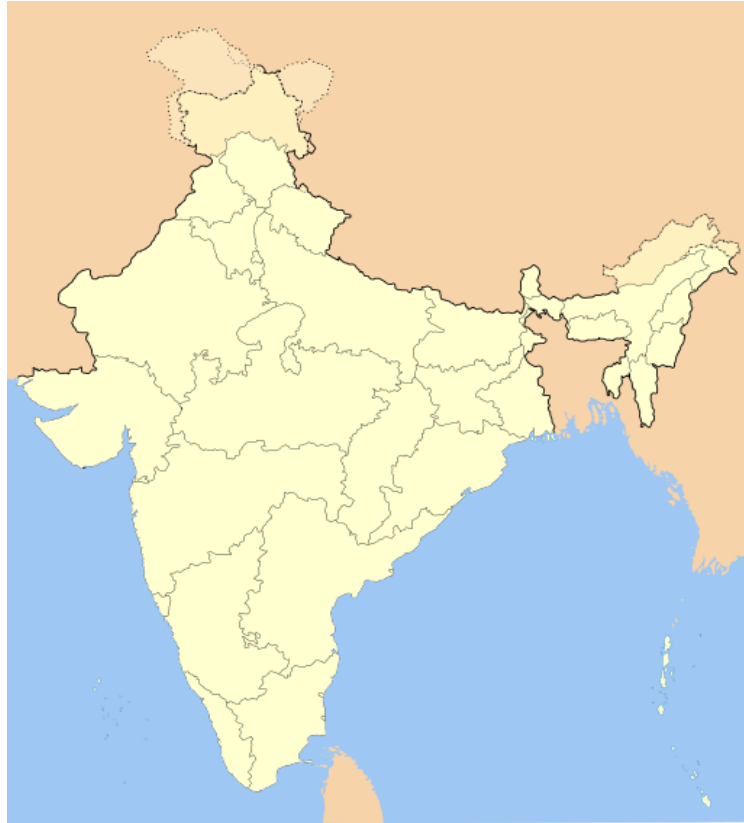
Since, this report has been brought out in a short time and is entirely based on data from secondary sources; there are gaps and inconsistencies in data. It is hoped that the gaps would be filled up, inconsistencies removed and presentation improved in the subsequent editions of this report.

I am pleased to acknowledge the support received from Eduvisors, an education sector focused research and consulting firm towards collection and compilation of data and the subsequent analysis in this report. Finally, I would like to convey our gratitude to Confederation of Indian Industry (CII), New Delhi for working with the Planning Commission on this report and integrating State Specific Sessions as part of CII's Fourth Global Higher Education Summit, 2012. Support and guidance received from the Ministry of HRD, UGC and the World Bank is also duly acknowledged.

New Delhi, 1 November 2012

Pawan Agarwal

India



Country Profile

Capital	New Delhi
Total Area (in sq. km.)	3,287,263
Total Population	1,21,01,93,422
Population Density (per sq. km.)	370.6
Number of States	28
Number of Union Territories	7
Literacy Rate (%)	74.04
Sex Ratio (per 1,000 males)	940
Gross Domestic Product, 2011-12 (In Rs. Crore)	52,22,027
Per Capita Income, 2011-12 (Rs.)	38,005

Introduction

India officially known as the Republic of India is located in South Asia and it came into existence on the 15th of August 1947. The name of the country is derived from 'Indus', which in turn originates from the Old Persian word 'Hindu'. Many Indian languages in various subtle guises use the geographical term Bharat that is recognized by the Constitution of India as an official name for the country¹.

Bounded by the Indian Ocean in the south, the Arabian Sea in the south-west, and the Bay of Bengal in the south-east, it shares land borders with Pakistan in the west; China, Nepal, and Bhutan in the north-east; and Burma and Bangladesh in the east. The country is the seventh largest in the world in terms of area and is the second most populous country in the world, only second to China. However, it is the most populous democracy in the world.

The economy of India is the tenth largest in terms of nominal Gross Domestic Product (GDP) and third largest by Purchasing Power Parity (PPP)². In 1991, the country witnessed market-based economic reforms in the form of Liberalization, Privatization & Globalization (LPG) and thus began India's journey to become one of the fastest-growing major economies of the world. However, it continues to face the challenges of poverty, illiteracy, corruption, malnutrition, and inadequate public healthcare. The 48.76 crore worker labour force is the world's second largest, as of 2011.³ The service sector makes up 55.6% of GDP, whereas the industrial and agricultural sector contributes 26.3% and 18.1% respectively. The major agricultural products include rice, wheat, oilseed, cotton, jute, tea, sugarcane, and potatoes⁴ and the major industries include textiles, telecommunications, chemicals, food processing, steel, transport equipment, cement, mining, petroleum, machinery, and software.

Coming to the higher education scenario in the country we find that despite considerable progress during the Eleventh Five Year Plan i.e. 2006-07 to 2011-12, less than 20% of the estimated 120 million potential students are enrolled in the higher education institutes in India. The Indian higher education system has emerged as one of the largest in the world, with 14.6 million students enrolled in more than 31,000 institutions. The number of institutions has grown at a CAGR of 11% while student enrolment has grown at a CAGR of 6%. However, despite these growth figures, the Gross Enrolment Ratio (GER) of India (15%) is significantly lower than the world average of about 26%. In addition, there is wide disparity in enrolment figures across states, between urban and rural areas and faculties.

It is expected that the number of eligible students will double by the year 2020, thus increasing the pressure to provide access to effective higher education. In addition to quantity, the quality of education currently being delivered is also a key area of concern. Issues like shortage of trained qualified faculty, poor infrastructure and outdated curricula plague several institutes. The employability of the students graduating from the current higher education institutes is also questionable, with the industry still facing concerns of shortage of qualified manpower in India. The standards of research and teaching at Indian universities are also far below the international standards. A testament to this is the fact that no Indian university is currently featured in any of the rankings of the top 200 international universities.

However, during the Eleventh Five Year Plan, considerable momentum has been generated in the establishment of new higher education institutes and increasing enrolment. The nation has been successful in crossing the threshold of 15% GER, thus moving the country from being an 'elite' to a 'mass' higher education system. Going forward, the focus is on sustaining the momentum by focusing

¹ Ministry of Law and Justice 2008

² GDP (current US\$) Data in 2011", World Bank database

³ Ministry of Labour & Employment, Govt. of India

⁴ Central Statistical Organization

on the 'Three E's- Expansion, Equity and Excellence'. The focus is necessarily required to be not just on increasing access and increasing enrolments, but also on providing quality education, thus creating skilled manpower. With the current growth being skewed in favour of certain regions, disciplines and sector; it is imperative that greater diversity is achieved through expansion strategies implemented across the states.

Being a large and diverse nation, decentralization in terms of higher education strategy development and implementation is crucial, with a collaborated relationship between the centre and the states; rather than one of control. Synergies have to be established between each of the 35 states and union territories and the central government, in ensuring effective disbursement, sharing and utilization of resources. Only through effective state participation would it be possible to bring about administrative, academic and financial reforms in the state higher education systems.

In the Twelfth Five Year Plan i.e. 2011-12 to 2016-17, one of the key strategies is to recognize the various state education systems as the principal site for expansion and to focus on the average quality of state institutions. A multi-dimensional challenge, this would require simultaneous actions by both the central and the state governments. Such initiatives are essential not only to ensure the growth of the nation into a global powerhouse, but also to meet the social challenges and the rising aspirations of the nation's youth. A clear articulation of the various current challenges faced by each of the states, and a shared understanding of the solutions, and designing of implementation strategies specifically designed to meet the state's challenges is necessary to chart the nation's growth in the coming years.⁵

As a result of disparity in quality capacities, students with intent to pursue higher education and employment invariably migrate to other states in India or abroad to obtain the same. A trend analysis of reasons for this migration evinces the largest reasons for migration of students from north eastern region is not only to pursue higher education like research and PhDs but also a basic level of higher education like graduation. This migration is a major concern. Statistics reveal 95% of students from the northeast region (NER) do not come back to these states after obtaining higher education elsewhere. During the period 2005 to 2009, maximum number of students had gone abroad for Research & PhD, which is regarded as the most promising talent pool.

Universities and University Level Institutes in India

The higher education landscape of the country is characterized by 299 state universities, 140 private universities, 130 deemed universities and 44 central universities (as per the latest records released by Universities Grants Commission in September 2012). Along with these universities, the country houses 39 Institutes of National Importance (INI) that specialize in the fields of engineering & technology, management, medical sciences, languages, information technology, statistical research, pharmaceutical education & research and petroleum studies. In total, the country has 652 universities and university level institutes that impart higher and technical education and provide affiliation to more than 33,000 colleges and institutes in the country.

⁵Main Plan Document on Higher Education in India, Twelfth Five Year Plan

Table 1: Distribution of Universities & University Level Institutions in India

Type of University	India (As on 17.09.2012)	Percentage
State University	299	46
Private University	140	21
Institution of National Importance	39	6
Deemed University	130	20
Central University	44	7
Total	652	100

Source: UGC

The Capital of India and a Union Territory - Delhi along with the state of Uttar Pradesh has the maximum number of central universities with both housing 4 each. The state of Andhra Pradesh has the highest number of state universities with 32 universities, followed by Tamil Nadu, which has 24 state universities. Tamil Nadu has the maximum number of deemed universities (29), followed by Maharashtra (21). The state of Rajasthan has the maximum number of private universities with 25 universities in the state, as per latest records. The Institutes of National Importance are evenly spread out across the various states and union territories of the country, with almost every state and union territory having at least one such institute.

Despite the growth in the number of higher education institutions in India, their geographical spread remains largely skewed with a high concentration of institutions in big cities and towns. While overall institutional density increased from 10 to 14 institutions per 1,000 sq. km. during the Eleventh Plan, large number of habitations and settlement clusters with a population of more than 10,000 and less than 1,00,000 are without any proximate institution of higher education.

Institutional Expansion

The expansion of central institutions during the Eleventh Plan was historic, as the central government had never established such a large number of institutions in a single plan period. In total, the central government established 51 new institutions during the Eleventh Plan period. Each state now has at least one central university except Goa, where the state government did not want one. Special financial assistance was provided by the central government to existing central institutions to raise their intake capacity in order to provide 27% reservation to OBCs without affecting the number of general seats.

Table 2: Growth of Central Institutions during the Eleventh Plan

Type of Institution	2006-07	2011-12	Increase
Central Universities	19	40	21
Indian Institute of Technology	7	15	8
Indian Institute of Management	6	13	7
Indian Institute of Science, Education and Research	2	5	3
School of Planning and Architecture	1	3	2
National Institute of Technology	20	30	10
Other technical institutions	15	15	0
Total	70	121	51

Source: MoHRD, UGC

Increase in higher education capacity during the Eleventh Plan was largely achieved through the setting up of new institutions by central and state governments and the private sector. The number of institutions grew by over 40% from 33,057 to 46,446. By the end of the Eleventh Year Plan, the country had 645 degree awarding institutions, 33,023 colleges affiliated to 174 universities and over 12,748 diploma-granting institutions. Table 2 provides a snapshot of the growth of institutions in the Eleventh Plan. It's important to note that the increase in institutional capacity exceeded growth in enrolments suggesting that enrolment per institution, which was already low at the start of the Eleventh Plan, has been further reduced. This indicates that a further expansion of capacity needs to take place without creating new institutions and many institutions, which currently have very low enrolments, will need to expand enrolments during the Twelfth Plan.

Growth in private institutions has been significant during the Eleventh Plan period, with 98 private state universities, 13 private deemed universities, 6,335 private colleges, and 2,321 private diploma institutions being set up during this period. While a majority of them offer professional or vocational programs almost exclusively, a large number of general arts, commerce and science colleges; and a few comprehensive multidisciplinary universities have also been established in the private sector in recent years.

Table 3: Growth of Institutions in the Eleventh Plan

Category	2006-07	2011-12	Increase	Growth Rate (%)
Central Institutions				
Degree Awarding Institutions	75	138	63	13.0
Colleges	58	69	11	3.5
Diploma institutions	14	24	10	11.4
Sub total	147	231	84	9.5
State Institutions				
Degree Awarding Institutions	253	316	63	4.5
Colleges	9,500	13,024	3,524	6.5
Diploma institutions	2,151	3207	1,056	8.3
Sub total	11,904	16,547	4,643	6.8
Private Institutions				
Degree Awarding Institutions	80	191	111	19.0
Colleges	13,706	19,930	6,224	7.8
Diploma institutions	7,220	9,541	2,321	5.7
Sub total	21,006	29,662	8,656	7.2
Total	33,057	46,446	13,383	7.0

Source: MoHRD, UGC

During the Eleventh Plan, the nation has recognized and responded to the rising demand for higher education. As a result, enrolment has increased in government as well as private institutions both at the degree and the diploma levels. Table 3 provides the higher education statistics for the years 2006-07 and 2011-12, enrolment growth and the compound annual growth rate (CAGR).

Gross Enrolment Ratio or GER, (also referred to as Gross Attendance Ratio in the National Sample Surveys) is often used to measure higher education access. GER is the total enrolment in higher education (both degree and diploma programs) as a percentage of the population in the eligible age cohort of 18-23 years⁶. Under this definition, the GER for higher education in India has increased from 13.1% in 2007-08 to 15% in 2011-12.

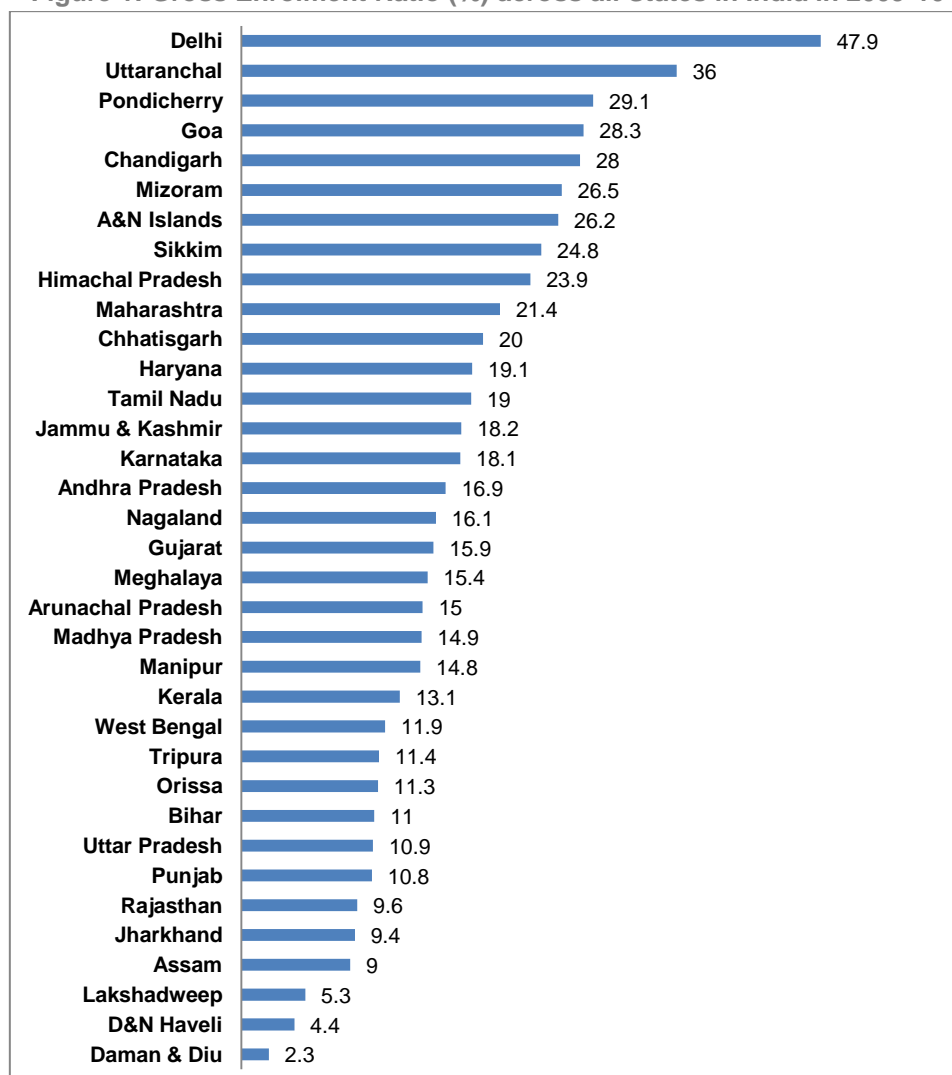
⁶ Globally, enrolment in the 18-22 age cohorts is used to measure the GER. Using the global definition GER increased from 15.2% in 2008-08 to 20.2% in 2011-12.

Even though our higher education system is one of the largest in the world, the GER is far below the world average. The national target was to increase the GER to 15% by the end of the Eleventh Five Year period (2011-2012), which has been achieved, and 30% by 2020. While this goal requires higher capacity for intake, it also requires steps to improve access to higher education across gender and different social groups, and to bridge the rural-urban divide in order to ensure more equitable outcomes in educational participation.

Increased enrolments in the Eleventh Plan have enabled Indian higher education to cross the threshold of 15% GER, moving the country from an 'elite' to a 'mass' higher education system. Despite this growth, the unmet demand for access to higher education remains significant, indicating that a further expansion of access to higher education is required.

Even though GER at the national level is 20%, there are wide inter-state variations. Delhi, Chandigarh and Puducherry, which attract a large number of students from outside their states, have GERs exceeding 25% while states like Bihar, Jharkhand, Assam, Rajasthan, Odish and West Bengal have significantly lower GERs as can be seen in Figure 1. This suggests a need for state-specific strategies in addressing issues of expansion of higher education during the Twelfth Plan period.

Figure 1: Gross Enrolment Ratio (%) across all States in India in 2009-10



Source: Statistics of Higher & Technical Education, MoHRD, 2009-10

Table 4: Growth of Enrolment during the Eleventh Year Plan (lakh)

Category	2006-07	2011-12	Increase	CAGR (%)
By type of institutions				
Government	68.07 (44.15)	84.90 (42.03)	16.83	4.5
Central	3.46 (2.25)	5.10 (2.52)	1.64	8.1
State	64.61 (41.90)	79.80 (39.51)	15.19	4.3
Private	86.14 (55.86)	117.10 (57.97)	30.97	6.4
By degree / diploma				
Degree	133.32 (86.46)	169.68 (84.00)	36.36	4.9
Diploma	20.89 (13.55)	32.33 (16.00)	11.32	9.1
Total	154.21	202.00	47.80	5.6

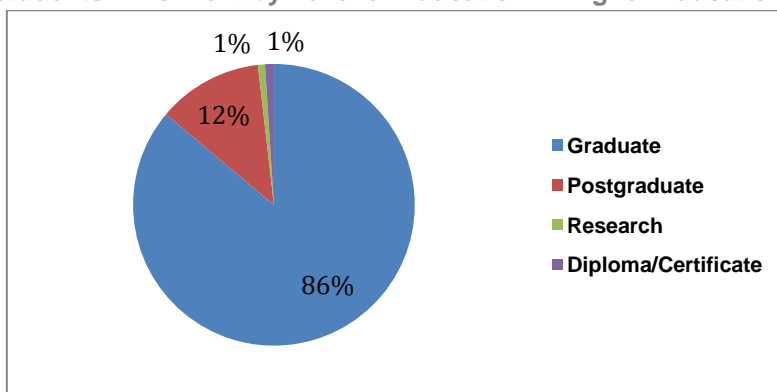
Source: UGC, AICTE, NCTE and INC

Note: Figures in parentheses are percentage of total for the year.

The state of Tamil Nadu has the maximum number of degree awarding institutes (9.3%), closely followed by Uttar Pradesh (9.14%) and Maharashtra (6.94%). These three states constitute over half the number of colleges in the country with 53.46% of all colleges situated in these states thereby making them the hubs for higher & technical education. However it must be noted that these states are also among the most populous states in the country with 31.73% of the population residing in these 3 states alone. Although Maharashtra and Tamil Nadu have GERs higher than the national average, at 21.4% and 19% respectively, the number of potential students without access to higher education is still high.

During the academic year 2010-11, among the students enrolled for higher education in India (across undergraduate, postgraduate and doctoral programs), the maximum number of students are enrolled in undergraduate programs (86%). 12% of the total number of students were enrolled in post graduate programs. The lack of focus on research in India is reflected in the fact that only 1% students were pursuing research in various areas as seen in Figure 2 below.

Figure 2: Students Enrolment by Level of Education in Higher Education in 2010-11



Source: Higher Education at Glance, UGC, 2010-11

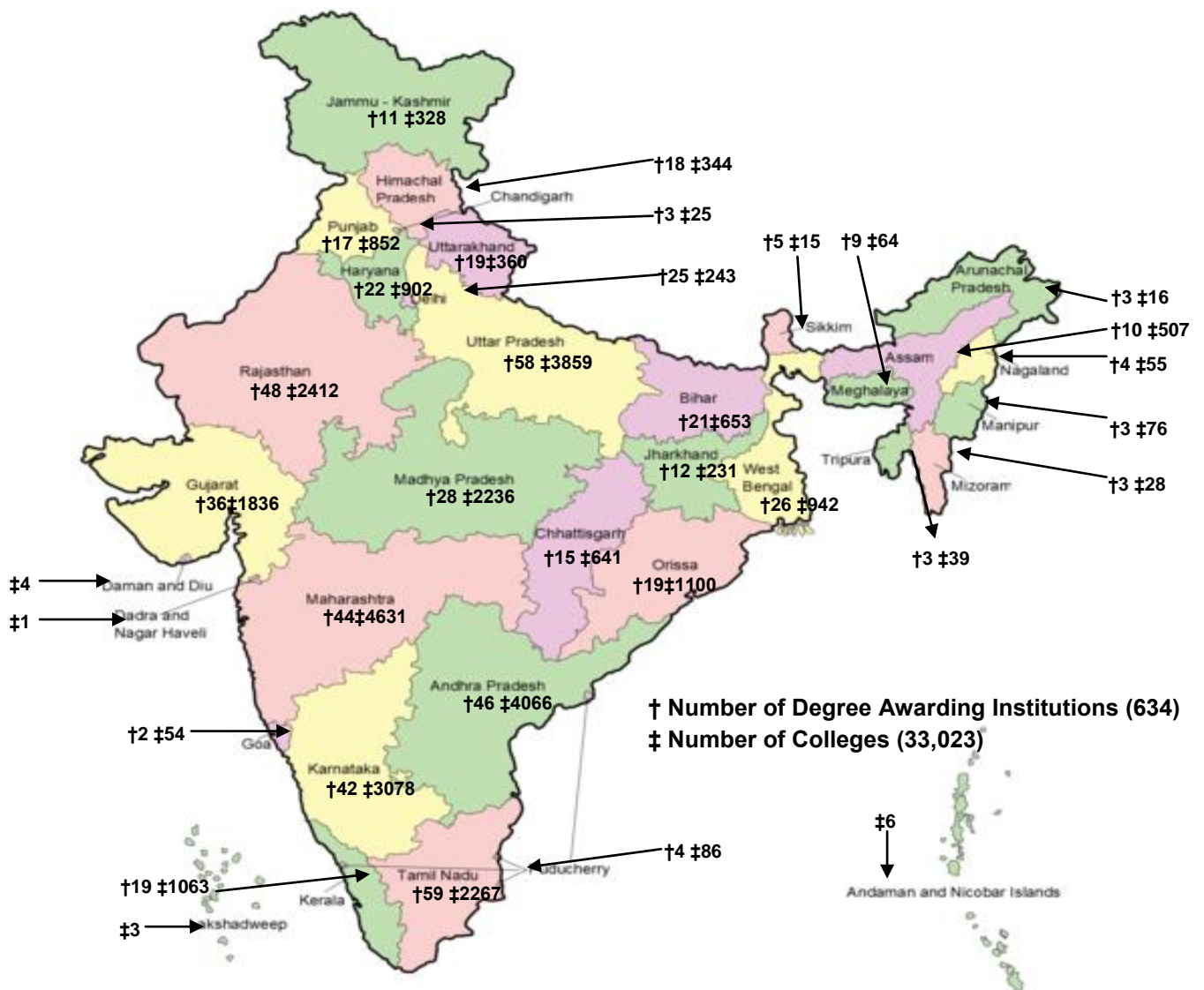
The total enrolment across the various faculties has increased at a rate of 5.6% between 2007-08 and 2011-12. Among the various faculties, the maximum growth in enrolment has been seen in the faculties of engineering (15.2% growth), followed by teacher education (10.3%) and medicine, nursing & pharmacy (9.9%). As on 2011-12, the maximum students have been enrolled in faculty of arts (30.61%) followed by engineering (25.26%).

Table 5: Growth of Enrolment by Field of Study during the Eleventh Plan (lakh)

Faculty	2007-08		2011-12		Increase	Growth Rate (%)
	Total	%	Total	%		
Arts	59.3	38.45	61.78	30.61	2.48	0.8
Science	27.37	17.75	31.27	15.49	3.9	2.7
Commerce & Management	24.41	15.83	29.87	14.8	5.46	4.1
Education	7.32	4.75	11.95	5.92	4.63	10.3
Engineering	24.14	15.65	48.96	24.26	24.82	15.2
Medicine, Nursing & Pharmacy	6.86	4.45	10.91	5.41	4.05	9.9
Agriculture & Veterinary Science	1	0.65	1.21	0.6	0.21	3.9
Law	2.69	1.74	3.27	1.62	0.58	2.4
Others	1.11	0.72	2.74	1.29	1.63	19.8
Total	154.21	100.00	202	100	47.65	5.6

Source: MoHRD, UGC

Figure 3: State Wise Degree Awarding Institutions & Colleges



Initiatives in Higher Education

During the Eleventh Five Year Plan, several initiatives to address the concerns of quality, equity and access were designed and implemented. These initiatives were related to faculty development, technology usage, academic and governance reforms and accreditation. A brief about these initiatives is given below:

- 1. Faculty Initiatives:** Several measures were taken during the Eleventh Plan to address faculty shortages, including:
 - Increasing the retirement age for faculty to 65 with provision for further extension to 70.
 - Institution of several fellowship and scholarship schemes for MPhil and PhD programmes.
 - A faculty re-charge scheme to enable increased availability of young faculty.
 - An initiative to enlist professionals and experts from outside academic institutions as adjunct faculty or scholars-in-residence.
 - A program for post-doctoral fellowships for Indian scholars to augment faculty resources, which will begin operations during the Twelfth Plan.

- 2. Technology Initiatives**
 - The National Mission on Education through ICT (NME-ICT) was launched during the Eleventh Plan. Under this initiative, 392 universities and 18,374 colleges were provided broadband connectivity.
 - On-going initiatives for creation of e-content were strengthened and new initiatives were taken up. Virtual labs were developed for science and engineering and are currently being rolled out. Enterprise resource planning software for administrative and financial management of institutes and learning management system, both using open source software have been developed and are being tested by a number of institutions.
 - A low-cost computing cum access device “Aakash” was developed and is being currently tested for large-scale deployment. Overall, an investment of Rs.1,472 crore was made on this mission during the Eleventh Plan.

- 3. Quality Initiatives**
 - The first phase of the three-phase “Technical Education Quality Improvement Program (TEQIP)” with World Bank support was conducted from 2002 to 2009. With an investment of Rs.1,378 crore the program covered 127 engineering institutions. Phase-II of TEQIP (2010-2014), which extends into the Twelfth Plan, would cover another 180-190 institutions.
 - Evaluation of the first phase has clearly shown a marked improvement in placement of graduates, more capacity in postgraduate and doctorate program and improved research performance.

- 4. Governance, Regulatory and Financial Initiatives**
 - In order to promote interdisciplinary teaching and research both at the UG and PG levels, 417 departments of universities/colleges were provided financial support of up to Rs. 60 lakh during the Eleventh Plan.
 - A few states adopted the semester system for their institutions and several universities most notably, University of Delhi, have shifted to the semester system. While institutional accreditation through NAAC and program accreditation through NBA gained momentum during the Eleventh Plan, the coverage is still small. Only about one-third (167 out of 516) eligible universities and one-fifth (4,529 out of 22,500) eligible colleges have been accredited so far.

Twelfth Year Plan Expansion Initiatives

While the initiatives taken up during the Eleventh Five Year Plan have been successful to meet the pre-decided goals to an extent, it is imperative that the foundation laid upon is further built during the Twelfth Five Year Plan. The below section details the various proposed initiatives to be taken up during the 12th Five Year Plan. The Twelfth Year Plan initiatives have been designed to implement strategic objectives to meet the various issues and challenges currently plaguing the Indian higher education system. As part of this process, initiatives for enrolment expansion that were taken up during the Eleventh Plan would be reviewed for their impact and continued with necessary modifications as may be required. The specific major Twelfth Plan initiatives are as follows:

1. Development of Central Institutions as Quality-leading Institutions

- It has been planned to increase the enrolment in central institutions from Rs 5 lakh to Rs 10 lakh. The central institutions, which have been set-up during the Eleventh five-year plan, would be supported to reach their critical size.
- Old and established central institutes will be given investments for campus redevelopment to increase their capacity and to build state-of-the-art facilities as per international standards. Expansion of institutes through multiple campuses will also be encouraged to enable economies of scale and institutional efficiency.
- Up gradation of several central institutions has been planned. These include the conversion of IT-BHU and ISM Dhanbad to an Indian Institute of Technology, BESU Kolkata to Indian Institute of Science Engineering and Technology. NIFFT Ranchi would also be given the adequate support to upgrade itself into a premier institute for forging and foundry technology.
- New campus development to be done through engineering, procurement and construction (EPC) turnkey contracts at fixed cost and completed in fixed time. Some of the basic infrastructure such as students' hostels, staff housing, sports facilities, technology infrastructure, convention centre, and guest houses in central institutions will be developed through public-private partnerships.

2. Strategic Support for State Higher Education

- Currently, the central level funding for state higher education is small, and its reach is limited with limited impact, primarily due to poor coordination, excessive bureaucracy, and low levels of monitoring. During the Twelfth five-year plan, it has been decided that state higher education would be provided significantly higher central funding.
- It has been proposed to disburse central government funds on a state specific basis, with system wide planning to gain from the synergies between the state and central spending. Such a move is essential to ensure efficient intervention to the specific needs of each state, and to strategically use central funds as a tool to address equity issues and improve quality at the state level.
- The size of the Indian higher education system necessitates the management of funds at a central level for effective planning and coordination. It has been proposed to link the central funds to academic, administrative and financial reforms of the state higher education.

3. Quality Private Growth

- The expansion in higher education during the Eleventh Five Year Plan was led by the private sector, which currently accounts for nearly 60% of the total enrolment. The private sector will be encouraged to establish larger and higher quality institutions in the Twelfth Plan.
- It has been proposed to re-examine the 'not-for-profit' status in higher education, so as to allow the entry of for-profit institutions in select areas, with the necessary vision to ensure quality and equity.
- Innovative methods to infuse more private capital in the higher education sector without changing its 'non-for-profit' status will also be evaluated. Some of the proposals are as follows:

- To provide private institutions access to long-term and low-interest rate debt by giving 'infrastructure' status to higher education.
- To allow all types of institutions of higher education to be established under section 25 of the Companies Act.
- To permit conversion of educational trusts and societies to Section 25 companies seamlessly.
- To permit educational infrastructure companies to build and lease physical facilities to academic institutions with lease revenues subject to the same tax treatment as housing finance companies.
- To permit educational trusts, societies and companies to raise funds from the capital market by issuing bonds and shares without changing their tax status.
- To relax FCRA provisions for investments by NRIs in not-for-profit education.
- To provide education companies tax exemptions in line with those enjoyed by IT companies.
- In addition, support to private institutes would be given by the government in the following three ways:
 - Access to public student financial aid would be extended to accredited private institutions
 - Private institutions would also have access to research funding on an equal footing with public institutions
 - Private institutions would benefit from various long-term quality enhancement efforts including enhanced use of technology and faculty development initiatives that are taken up during the Twelfth Plan.
- New models of Public Private Partnerships (PPP) in higher education will also be encouraged during the Twelfth Five Year Plan, particularly in the establishment of research and innovation institutions. Based on the Eleventh Plan experience of setting up Indian Institutes of Information Technology (IIITs) and polytechnics in PPP mode, a framework will be put in place to encourage the spread and growth of PPP models, increase and improve resource utilization and enhance the quality of education in such institutions.

4. Expansion of Skill-based Programs

- With a view to produce employable talent, special emphasis will be placed on the expansion of skill-based programs in higher education during the Twelfth Five Year Plan. A framework for setting up community colleges is currently under development and has been endorsed in principle by the Central Advisory Body on Education.
- These community colleges would serve multiple needs of the community as follows:
 - Providing career oriented education and skills to students interested in directly entering the workforce
 - Providing contracted training and education programs for local employers
 - Providing remedial education for high school graduates who are not ready to enrol in traditional colleges, including providing them a path to transfer to three or four year institutions; offer general interest courses to the community for personal development and interest.
- The on-going UGC initiative that supports career-oriented add-on courses in traditional universities and colleges and the IGNOU's scheme of community colleges will also be reviewed.
- Technical support of Philanthropic Foundations and the Indian Centre for Research and Development of Community Education (which has 230 community colleges in its fold) would be taken to build on the current initiatives and create a robust framework for skill-based education within the higher education sector in the country.

5. Creation of a Comprehensive Student Financial Aid Programs

- To increase the number and scale of scholarships, public spending on student financial aid would be enhanced. It has been planned to consolidate all the student financial aid schemes

under the Ministry of HRD under a single 'Student Financial Aid Program' in order to strengthen the administration of these schemes.

- In addition, a student loan guarantee corpus would be created under the management of a Credit Guarantee Trust to ensure non-defaulting of student loans. This will protect lending institutions from student default, thus encouraging them to participate actively.

6. Launch of a National Initiative on Inclusion of Persons with Disabilities

- All the current and future initiatives for inclusion of persons with disabilities will be covered under a single program 'National Initiative on Inclusion of Persons with Disabilities'. This initiative would include the following:
 - Provision of support and policy direction to higher educational institutions and services to make them disabled-friendly and create model universities and colleges at the State and district levels.
 - Usage of new technologies effectively to address challenges of learning for persons with disabilities through various access devices and high quality learning material.
 - Creation of curricula, and provide research and training related support to enhance awareness, knowledge and sensitivity about disability issues.

7. Launch of a National Initiative for Quality Higher Education in Indian Languages

- A new national initiative ('Bhasha' Initiative) has been proposed to increase the quality of education and quality of teaching learning, by conducting classroom delivery in Indian languages.
- Under this initiative, the aim is to promote Indian languages with the aim to enhance the teaching-learning process and to promote research and publication in Indian languages in colleges and universities.

8. Other equity-related Initiatives

- To ensure equity in the higher education system, focused efforts would be executed to increase the enrolment of students from disadvantaged communities by strengthening the current remedial teaching programs with teaching/ coaching modules, preparatory training and special coaching for entrance examinations to highly sought-after courses and institution.
- Model colleges and polytechnic institutes will be established in districts with low Gross Enrolment Ratio, and Fifth Schedule Districts. Targeted schemes will be launched to attract students from vulnerable communities.
- All equity-related schemes in higher education across different ministries under the Central government would be brought under one umbrella, namely "Equal Opportunity for Higher Education Initiatives". These would be coordinated by the Planning Commission to effectively monitor them and also take into state-level initiatives.

9. National Mission on Use of ICT in Higher Education

- There were several initiatives, which were undertaken during the Eleventh Five Year Plan in the area of ICT in higher education, which will be re-looked at during the Twelfth Five Year Plan, with an objective to make these programs more effective, efficient and sustainable. These include:
 - **Digital Infrastructure Initiatives:**
 - Up gradation of connectivity for universities and colleges to 10GBPS and 1 GBPS respectively
 - Building of computer labs in all institutes as required
 - Provision of smart classrooms
 - Setting up of classrooms with interactive video-conferencing facilities linking meta-universities and affiliating universities

- Setting up of 100 server farms for cloud computing
- **Content Initiatives:**
 - Development of virtual labs, to promote creation of user-generated content
 - Establishment of a single national level consortium for propriety content
 - Creation of open-access content repositories including interoperable institutional repositories
 - Creation of platforms to facilitate user generated content and related networks
 - Creating of a single portal for access to all content
 - Continuation of current initiatives of DTH channels to telecast digital educational videos
- **Governance Initiatives:**
 - Rollout of institutional ERPs
 - Computerization of examination wings of all universities
 - Provision of robust online linkage of all affiliating universities with their affiliated colleges
 - Creation of online data collection system
 - Library automation
 - Automation of grants management
- **Training and Capacity Building Initiatives:**
 - Training of faculty in instructional design content creation;
 - Implementation of massive capacity building efforts for adopting technology-mediated pedagogy in the classrooms

10. Technical Education Quality Improvement Programme (TEQIP)

- The second phase of the TEQIP would be continued during the Twelfth Five Year Plan and the Phase 3 would be launched. Under Phase 3, the focus would be on supporting state technical universities and scaling-up sector-wide programmes. Architecture and town planning would be included in Phase 3 of TEQIP. Separate and independent initiatives should be taken up for improving quality in other fields like management education, pharmacy education, and hotel management.

11. Strengthening of Accreditation System

- The management of such a large higher education system becomes tougher without the presence of a systematic and efficient accreditation system. While the processes have been initiated, during the Twelfth Five Year Plan, the accreditation system will play a central role in the regulatory arrangements for higher education. Both NAAC and NBA would act as accreditation bodies to order to facilitate student mobility and academic articulation.
- Currently, it is being considered to establish a new accreditation law that provides for accreditation by independent agencies registered with a national accreditation authority. In addition to the national accreditation bodies, Indian institutes would also be encouraged to obtain program specific accreditation from credible international accrediting bodies.

12. Capacity and Capability Building of Faculty

- Development of quality teachers in adequate numbers is a strong concern area across all faculties of higher education. The number of faculty is required to be doubled from the current Rs 8 lakh to Rs 16 lakh during the 12th Five Year Plan to cater to the student demand. This requires an increase in capacity at both the postgraduate and doctoral levels. Competition from other sectors is acting as a strong deterrent for attracting talent for teaching.
- With a view to develop Indian faculty and provide global exposure, it is proposed to launch an International Faculty Development Program, under which Indian universities would

organize 2-4 week summer workshops conducted by leading international teachers and researchers. About 40-50 such workshops would be conducted annually. In addition, Indian faculty would also be sent for 3-6 months to the best international universities for training and mentoring.

13. Improving India's academic research foundation

- The quality of Indian research has gradually improved over the last decade. India's publications have accumulated 16,10,511 citations with 5.77 citations per paper. However, the figure is still less as compared to the world average with 10.81 citations per paper. During the year 2009, India stood eleventh in terms of the number of papers published, seventeenth in terms of the number of citations and thirty fourth in terms of number of citations per paper (as per the ISI Web of Science)
- Despite such achievements, Indian higher education continues to have limited research capacity. Low levels of funding and segregation of the country's research & development institutions from universities and colleges have resulted in large-scale migration of students interested in pursuing research to other developed nations. A reflection of the poor research foundation in India is the fact that none of the Indian universities have figured amongst the top 200 universities in the Times Higher Education Rankings or the Academic Ranking of World Universities for the year 2011.
- To strengthen the research foundation in India, the following initiatives have been proposed to be implemented during the 12th Five Year Plan:
 - **Promotion of multi-disciplinary research universities:** Multi-disciplinary universities engaged in cutting edge research and top quality teaching would be promoted during the 12th Five Year Plan. A legislative framework to set up such universities termed 'Universities for Research and Innovation' is currently under consideration. These universities could be either public universities, private universities or could be established as public-private partnerships. It has been targeted to establish 20 such universities by the end of the 12th Five-year Plan.
 - **Centres of Excellence:** During the 12th Five Year Plan, 20 Centres of Excellence (CoE) would be developed into world-class research centres within existing universities and institutions of national repute. These centres would be engaged in conducting world-class research, focusing on areas in alignment with the long-term strategic interests of the country. In addition to these 20 CoEs, 50 centres for training and research in areas of science and technology would also be established.
 - **Promotion of collaborative research:** Research-based Inter University Centres (IUCs) in different areas would be established during the plan period. The areas of focus of these IUCs would be inter-disciplinary in nature and of strategic importance to India, involving both basic and applied research. To foster inter-disciplinary research and enhance research training, it is planned to establish 10 Inter-Institutional Centres (IICs). These centres would be established either as broad partnership between multiple research-oriented institutes or program specific partnership between funding agencies and research institutes.
 - **Excellence clusters and networks** would also be established by creating linkages between national laboratories/ national research centres and the universities. Similarly, local alliances would be created in different cities and interaction across institutions in such hubs would be enhanced through a structured, highly interactive collaborative framework and institutions would be incentivized to collaborate and open their courses to each other's students.
 - **Establishment of nodal agency to promote industry-academia linkage:** To further enhance the industry-academia interface, a nodal agency would be established to promote and facilitate industry-higher education collaboration. An independent not-for-

profit organization, the nodal agency would be founded by contributions from industry and government and will constitute of business and higher education leaders.

- **International research collaborations:** During the twelfth plan, efforts will be made to strengthen international research linkages leveraging the 22 million strong India diaspora.

14. Multi-level Governance

- **New legislative frameworks:** To promote institutional autonomy, foster academic reforms and to provide a boost to cutting edge-research, several new legislative frameworks are being considered currently. These include:
 - The Prohibition of Unfair Practices in Technical Educational Institutions, Medical Educational Institutions and Universities Bill aimed at checking unfair practices relating to capitation fees and misleading advertising through mandatory disclosures by academic institutions;
 - The National Accreditation Regulatory Authority for Higher Educational Institutions Bill that seeks to make accreditation by independent accreditation agencies mandatory for all higher educational institutions;
 - The Education Tribunals Bill to create a central tribunal and state level tribunals for expeditious resolution of disputes relating to institutions, faculty, students and regulatory authorities;
 - Foreign Educational Institutions (Regulation of Entry and Operations) Bill to enable quality foreign education institutions to enter and operate in India and regulate operations of foreign education providers; and,
 - National Commission for Higher Education and Research (NCHER) Bill to create an umbrella regulatory authority subsuming the UGC, and current regulators, AICTE, NCTE and DEC.
- **Standardization of State Level Governance:** Currently, there is a wide variance in the legislative frameworks across the states. During the 12th Five Year Plan, all states will be encouraged to review the existent legislative and governance structures to tackle the unique challenges that each of the states face in higher education.
- **Institutional Level Governance:** For the development of institutes at an individual level, it is imperative that governance and management of HEIs are tied closely to their mission. The current practice of treating all institutions alike needs to be abandoned and standardization of education and processes should be moved away from, to allow for greater diversity. Institutions of higher education would be categorized, with each category of institutions being treated differently.

- 15. **Development of Database on Higher Education:** Unlike the developed nations, there is very little credible data for evidence-based policymaking in India currently. It is highly imperative that an efficient database on higher education in the nation is maintained with facts, figures and trends. Currently, the central government is in the process of conducting an All India Survey on higher education, which would provide useful data and help create a comprehensive management information system.

About CII & Planning Commission

Confederation of Indian Industry (CII)

The Confederation of Indian Industry (CII) works to create and sustain an environment conducive to the growth of industry in India, partnering industry and government alike through advisory and consultative processes. CII is a non-government, not-for-profit, industry led and industry managed organisation, playing a proactive role in India's development process. Founded over 115 years ago, it is India's premier business association, with a direct membership of over 7800 organisations from the private as well as public sectors, including SMEs and MNCs, and an indirect membership of over 90,000 companies from around 396 national and regional sectoral associations.

CII catalyses change by working closely with government on policy issues, enhancing efficiency, competitiveness and expanding business opportunities for industry through a range of specialised services and global linkages. It also provides a platform for sectoral consensus building and networking. Major emphasis is laid on projecting a positive image of business, assisting industry to identify and execute corporate citizenship programmes. Partnerships with over 120 NGOs across the country carry forward our initiatives in integrated and inclusive development, which include health, education, livelihood, diversity management, skill development and water, to name a few.

About Planning Commission, Government of India

The Planning Commission was set up by a resolution of the Government of India in March, 1950 in pursuance of the declared objectives of the Government to promote a rapid rise in the standard of living of the people by efficient exploitation of the resources of the country, increasing production and offering opportunities to all for employment in the service of the community. The Planning Commission was charged with the responsibility of making assessment of all resources of the country, augmenting deficient resources, formulating plans for the most effective and balanced utilisation of resources and determining priorities.

Planning Commission plays an integrative role in the development of a holistic approach to the policy formulation in critical areas of human and economic development. The emphasis of the Commission is on maximising the output by using our nation's limited resources optimally. Instead of looking for mere increase in the plan outlays, the effort is to look for increases in the efficiency of utilisation of the allocations being made. The Planning Commission also plays a mediatory and facilitating role between the states and the ministries of the central government to ensure optimal utilization of available budgetary resources, thus ensuring a culture of high productivity and efficiency in the government. The Planning Commission attempts to play a systems change role and provide consultancy within the government for developing better systems.

About Eduvisors

Eduvisors is India's leading sector-focused consulting firm in Education. A part of Barry & Stone (B&S), a global network of independent consulting firms with 12 offices in 8 countries, Eduvisors is a pioneer amongst consulting firms in India with sole focus on the Education sector.

We have worked with all leading education groups, large and small, independent and global, to help them make better decisions, convert those decisions to actions, and deliver the sustainable success they desire. Whilst we know the Education sector in considerable depth, we refuse to be constrained by its norms in our thinking and are a learning, growing, 'can do' organisation, constantly researching new ideas and learning from outside the sector. Our practice areas span Capacity Building and Performance Improvement for our clients across all sub-segments in Education sector.

Our Practice Areas

- Capacity Building of K-12 schools and Higher Education Institutions
- India Entry Strategy and Implementation
- JV & Franchisee Development
- K-12 School and Higher Education Institution Management
- Scholarship and Financial Aid Management
- Educational Institution Audits
- Transaction Advisory Services
- Investment Advisory Services
- Government and Public Sector Consulting
- Social Sector Program Design & Evaluation

Confederation of Indian Industry

CII Central Office
Mantosh Sondhi Centre
23 Institutional Area
Lodi Road
New Delhi 110 003
India

www.cii.in

Planning Commission

Yojana Bhavan
Sansad Marg, New Delhi 110 001
India

www.planningcommission.nic.in

Eduvisors

A 25/12, DLF Phase 1
Gurgaon 122 002
India

www.eduvisors.com