

AIU-SOUTH ZONE VC's MEET: 2021-2022:

Technical session-IV-

**Contributions of HEIs in Ensuring Access and Equity
in Higher Education**

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MHRD

Government of India
Ministry of Human Resource Development

National Education Policy 2020

Gross Enrollment
Ratio for Higher Education to be
50% by 2035



Image via Twitter @HRDMinistry

Table 3: Higher Education Institutions in India

Source: AISHE, 2019-20

| | | | | |
|--------------------------------|-------------|--------------|--------------|--------------|
| Grand Total (All India) | 1043 | 42343 | 11779 | 55165 |
|--------------------------------|-------------|--------------|--------------|--------------|

| State and UTs | Universities | Colleges | Standalone Institutions | Total Institutions |
|--|--------------|--------------|-------------------------|--------------------|
| Andaman and Nicobar Islands | 0 | 8 | 1 | 9 |
| Andhra Pradesh | 41 | 2750 | 843 | 3634 |
| Arunachal Pradesh | 10 | 39 | 13 | 62 |
| Assam | 26 | 558 | 92 | 676 |
| Bihar | 35 | 874 | 166 | 1075 |
| Chandigarh | 3 | 25 | 10 | 38 |
| Chhattisgarh | 28 | 810 | 75 | 913 |
| Dadra and Nagar Haveli and Daman and Diu | 0 | 18 | 04 | 22 |
| Delhi | 28 | 179 | 112 | 319 |
| Goa | 3 | 58 | 12 | 73 |
| Gujarat | 76 | 2275 | 308 | 2659 |
| Haryana | 53 | 1087 | 252 | 1392 |
| Himachal Pradesh | 27 | 344 | 83 | 454 |
| Jammu and Kashmir | 15 | 316 | 118 | 449 |
| Jharkhand | 32 | 323 | 91 | 446 |
| Karnataka | 69 | 4047 | 1690 | 5806 |
| Kerala | 23 | 1417 | 452 | 1892 |
| Ladakh | 1 | 5 | 4 | 10 |
| Lakshadweep | - | - | - | - |
| Madhya Pradesh | 66 | 2411 | 379 | 2856 |
| Maharashtra | 65 | 4494 | 2393 | 6952 |
| Manipur | 8 | 102 | 29 | 139 |
| Meghalaya | 10 | 67 | 21 | 98 |
| Mizoram | 3 | 35 | 16 | 54 |
| Nagaland | 5 | 67 | 20 | 92 |
| Odisha | 32 | 1087 | 386 | 1505 |
| Puducherry | 4 | 79 | 14 | 97 |
| Punjab | 32 | 1079 | 421 | 1532 |
| Rajasthan | 89 | 3380 | 567 | 4036 |
| Sikkim | 8 | 22 | 8 | 38 |
| Tamil Nadu | 59 | 2610 | 914 | 3583 |
| Telangana | 24 | 2071 | 514 | 2609 |
| Tripura | 4 | 53 | 12 | 69 |
| Uttar Pradesh | 81 | 7788 | 1116 | 8985 |
| Uttarakhand | 36 | 454 | 166 | 656 |
| West Bengal | 47 | 1411 | 477 | 1935 |
| Grand Total (All India) | 1043 | 42343 | 11779 | 55165 |

Table 1: Type of Universities in India

Source: AISHE, 2019-20, Ministry of Education, Government of India

| Types of University | Number | Percentage |
|---|-------------|------------|
| Central University | 48 | 4.60 |
| Central Open University | 1 | 0.09 |
| Institution of National Importance | 135 | 12.94 |
| State Public University | 386 | 37.00 |
| Institution Under State Legislature Act | 5 | 0.48 |
| State Open University | 14 | 1.34 |
| State Private University | 327 | 31.38 |
| State Private Open University | 01 | 0.09 |
| Deemed University- Government | 36 | 3.45 |
| Deemed University- Government Aided | 10 | 0.96 |
| Deemed University- Private | 80 | 7.67 |
| Grand Total | 1043 | 100 |

Table 2: Gross Enrolment Ratio (GER) by States in Higher Education, 2019-20-National GER: 27.1%

| States and UTs | Total | Male | Female |
|--|-------|------|--------|
| Andaman and Nicobar Islands | 20.00 | 17.7 | 22.3 |
| Andhra Pradesh | 35.2 | 38.3 | 32.2 |
| Arunachal Pradesh | 35.4 | 36.5 | 34.3 |
| Assam | 17.3 | 17.4 | 17.2 |
| Bihar | 14.5 | 15.8 | 13.1 |
| Chandigarh | 52.1 | 43.2 | 65.6 |
| Chhattisgarh | 18.5 | 17.4 | 19.6 |
| Dadra and Nagar Haveli and Daman and Diu | 7.9 | 5.9 | 12.4 |
| Delhi | 48.0 | 44.9 | 51.8 |
| Goa | 28.4 | 23.8 | 34.6 |
| Gujarat | 21.3 | 22.9 | 19.6 |
| Haryana | 29.3 | 26.6 | 32.5 |
| Himachal Pradesh | 40.8 | 35.7 | 46.4 |
| Jammu and Kashmir | 32.4 | 31.7 | 33.2 |
| Jharkhand | 20.9 | 21.0 | 20.9 |
| Karnataka | 32.0 | 31.2 | 32.7 |

| | | | |
|-----------------------|-------------|-------------|-------------|
| Kerala | 38.8 | 32.9 | 44.7 |
| Ladakh | 7.9 | 5.0 | 11.3 |
| Lakshadweep | 7.5 | 3.6 | 11.5 |
| Madhya Pradesh | 24.2 | 24.2 | 24.2 |
| Maharashtra | 32.3 | 33.5 | 31.0 |
| Manipur | 38.3 | 37.7 | 38.9 |
| Meghalaya | 26.1 | 24.2 | 28.0 |
| Mizoram | 26.1 | 27.2 | 25.1 |
| Nagaland | 18.5 | 16.5 | 20.5 |
| Odisha | 21.7 | 23.0 | 20.3 |
| Puducherry | 46.3 | 41 | 52.6 |
| Punjab | 28.2 | 25.1 | 32.1 |
| Rajasthan | 24.1 | 24.3 | 23.9 |
| Sikkim | 75.8 | 83.6 | 67.6 |
| Tamil Nadu | 51.4 | 51.8 | 51.0 |
| Telangana | 35.6 | 34.8 | 36.4 |
| Tripura | 20.2 | 22.5 | 18.0 |
| Uttar Pradesh | 25.3 | 23.7 | 26.9 |
| Uttarakhand | 41.5 | 40.7 | 42.3 |
| West Bengal | 19.9 | 20.3 | 19.6 |
| India | 27.1 | 26.9 | 27.3 |

Source: AISHE, 2019-20

Top 5 States/UTs by GER

Sikkim

75.8

Chandigarh

52.1

Tamil Nadu

51.4

Delhi

48

Puducherry

46.3

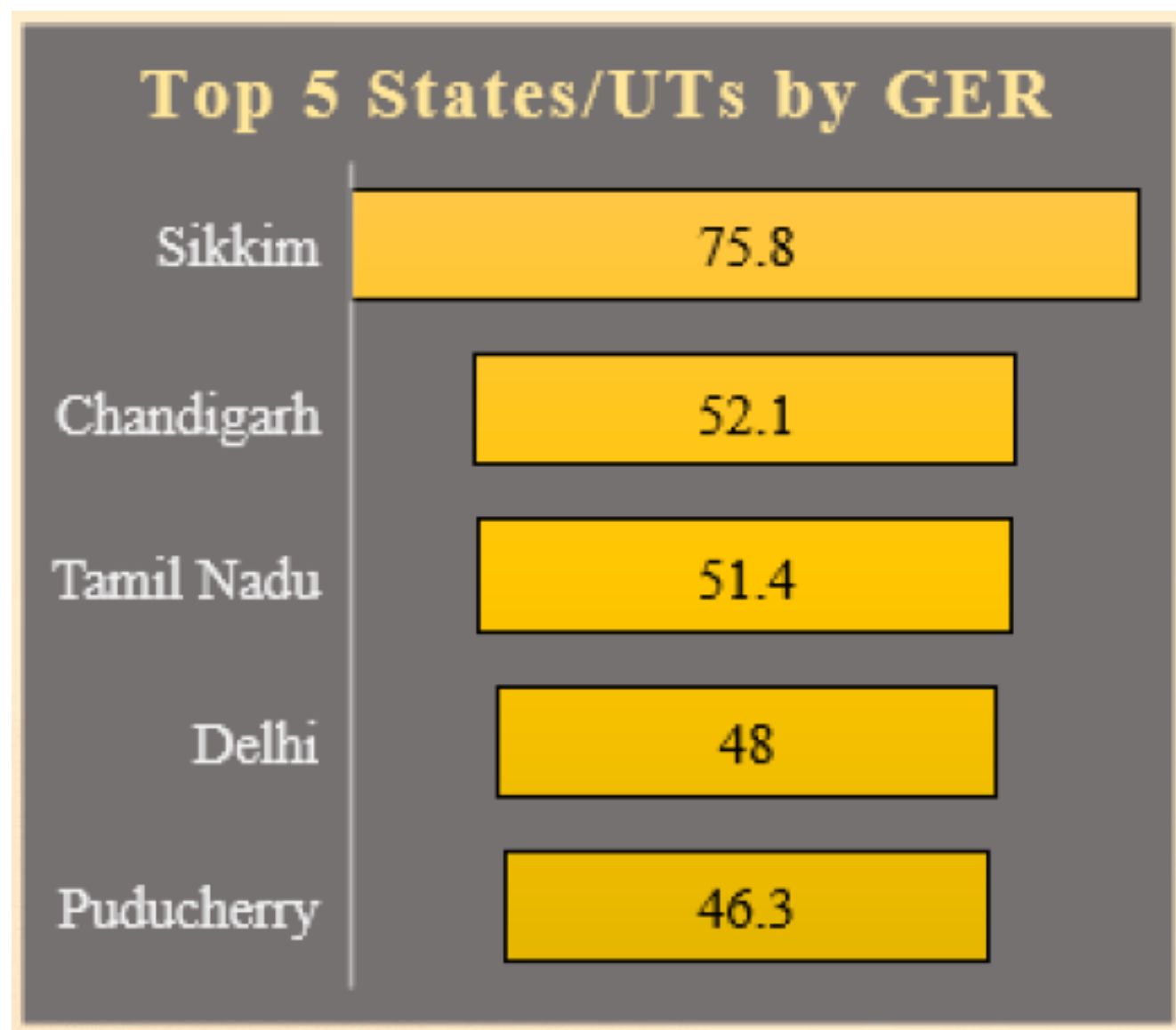


Table 3: Average **Student Enrolment** in Higher Education (per Institution-University/College/Stand-alone HEI)

| | | | |
|--|-------------|------------|------------|
| India | 7803 | 641 | 216 |
| <i>Source: Annual Status of Higher Education (ASHE), 2021 in States and Union Territories of India, October 2021</i> | | | |

**Box 8: Cumulative Number of Colleges
in Different Range of Enrolment
(Including colleges pooled)**

| College Enrolment | Number of Colleges | Cumulative % |
|--------------------------|---------------------------|---------------------|
| 0-50 | 2795 | 7.0 |
| 50-100 | 3821 | 16.6 |
| 100-200 | 8032 | 36.7 |
| 200-500 | 11506 | 65.5 |
| 500-1000 | 6520 | 81.8 |
| 1000-2000 | 4138 | 92.1 |
| 2000-3000 | 1553 | 96.0 |
| >3000 | 1590 | 100.0 |

Figure 18: % Enrolment in Private & Government College

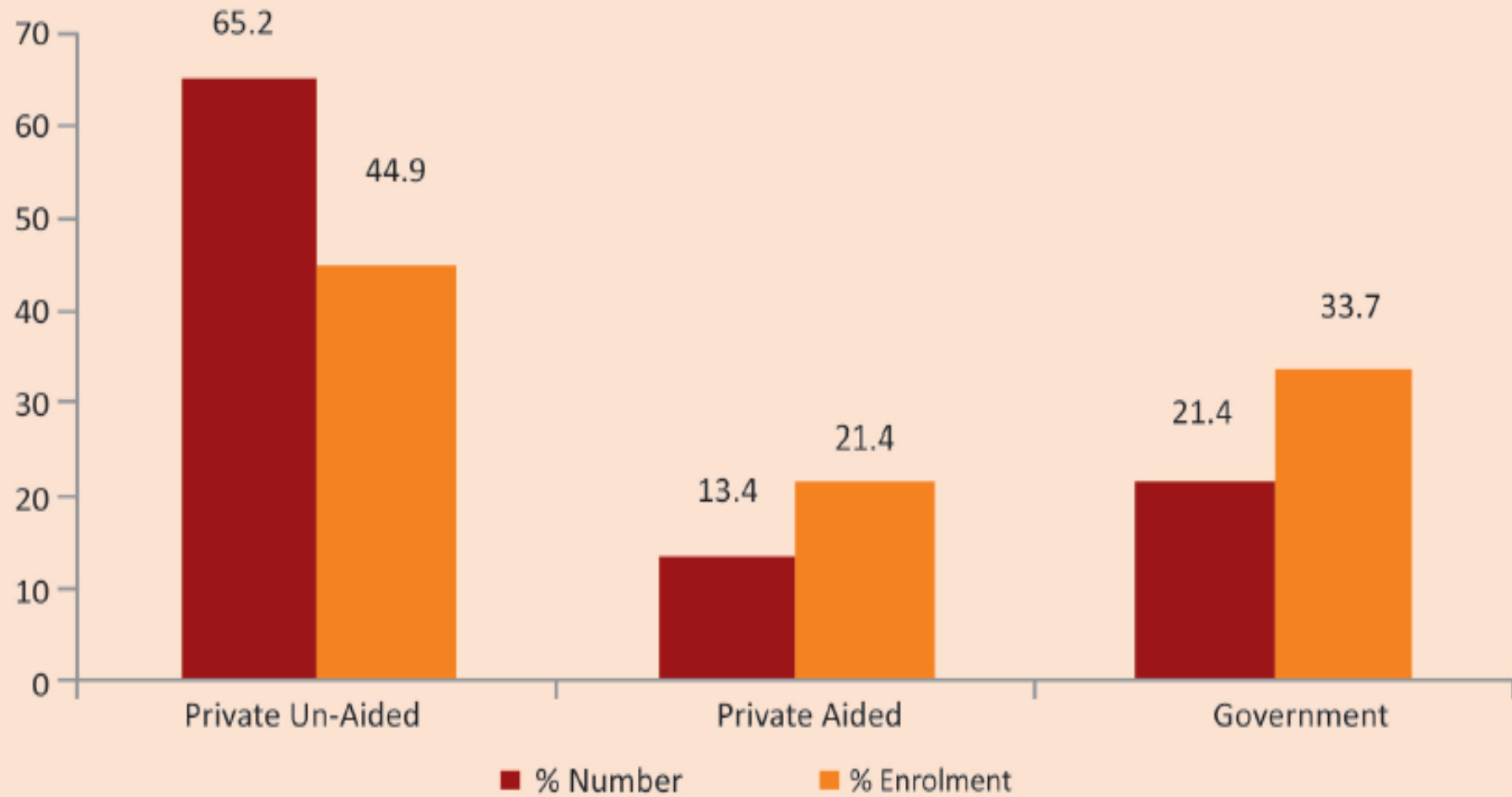


Figure 19: GER Distributed according to Social Group and Gender

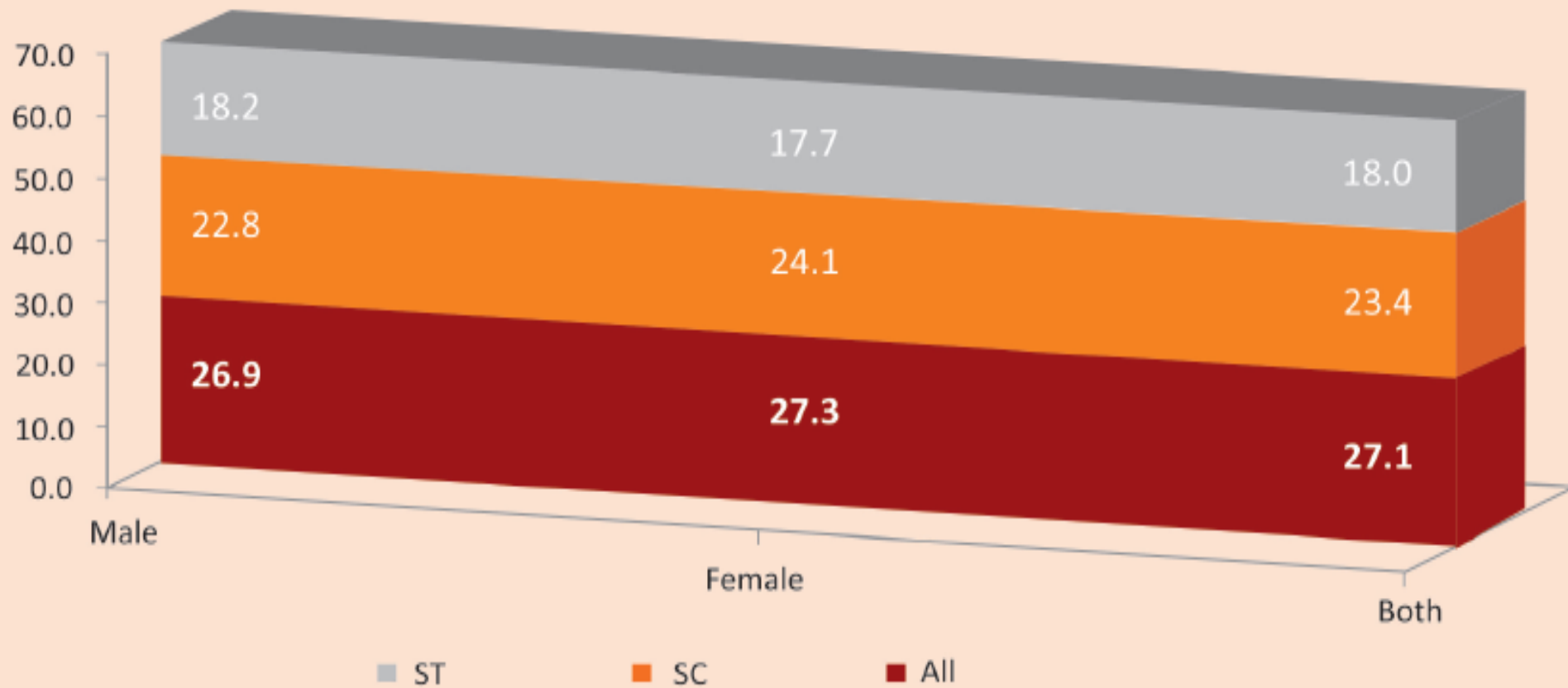


Figure 2: States with Low GPI (Bottom Five)

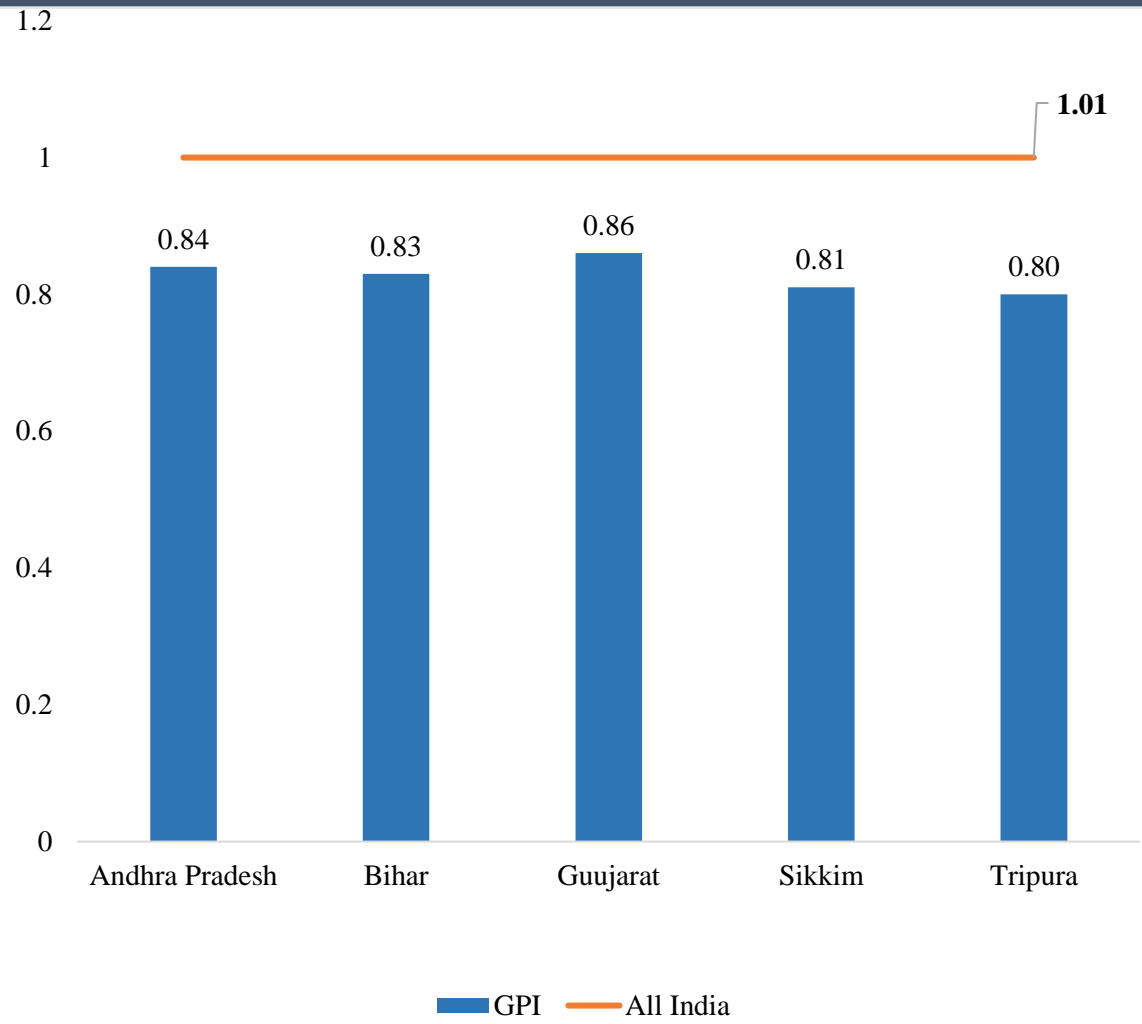
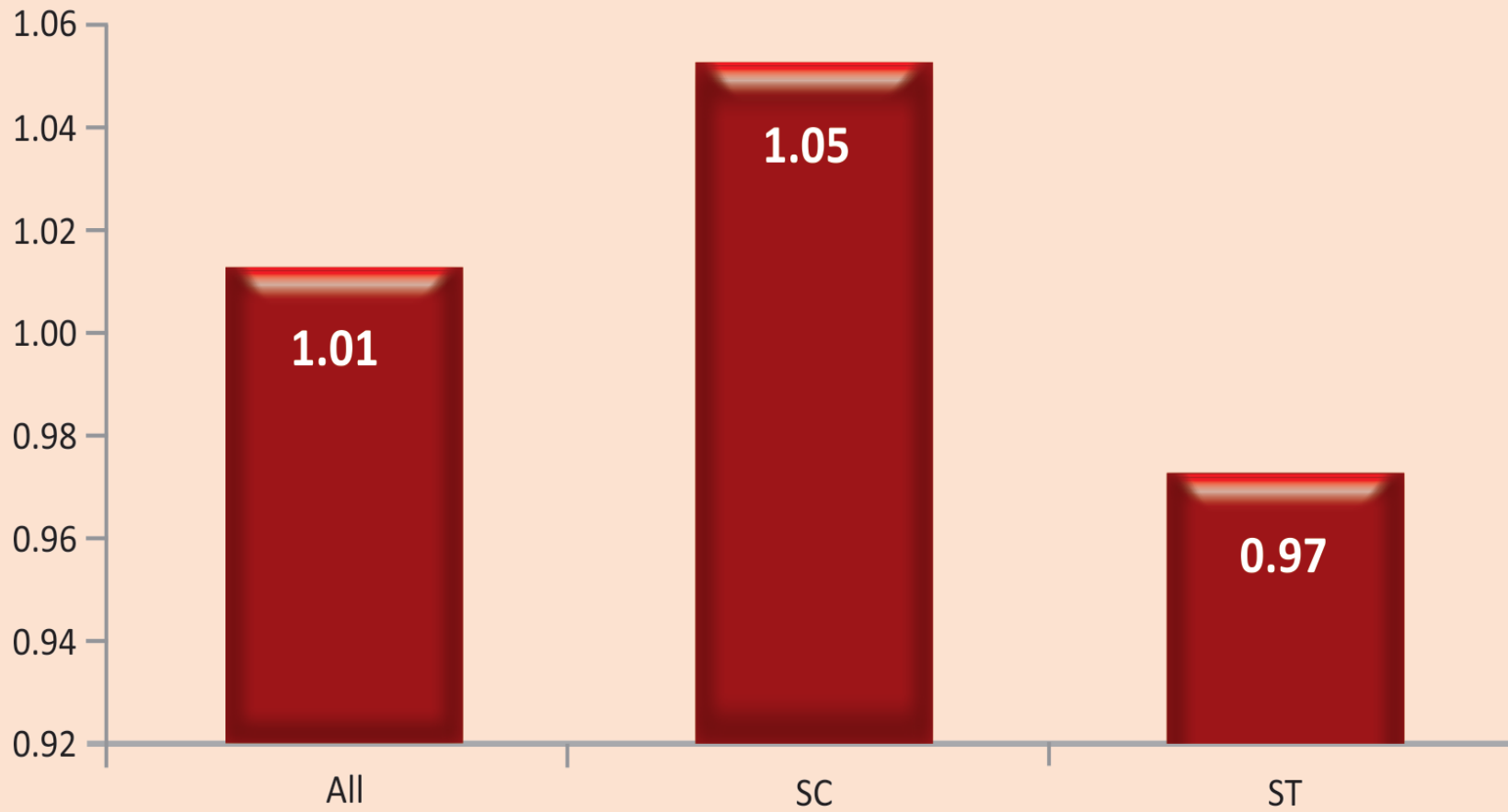


Figure 19 (a) : GPI Distributed according to Social Group



ISSUES TO BE ADDRESSED BY TECHNICAL PANEL

- **Strategies for achieving the National GER of 50% by 2035**
- **Regional GER disparities**
- **HEI based GER disparities**
- **Efforts to attract SEDGs, especially STs for Higher Education**
- **Efforts to improve Gender Parity Index (GPI) especially SEDGs**

Four Priority areas to expand Access & Equity to facilitate 50% GER in India

- **Gender Parity,**
- **Inclusion of SEDGs,**
- **Measures on Online and ODL education**
- **Higher Education thro' Indian languages**

STRATEGIES FOR GENDER PARITY

- **Supernumerary seats** for female students in STEM subjects
- **Pooling of financial resources** including through CSR to meet the cost of hostel, financial incentives
- Exit of female students owing to socio-economic circumstances – **extending the period of re-entry** through multiple entry and exit
- **Strengthening Women Studies Centres** in universities to undertake research, develop curricula organize training and extension work in areas of gender parity, role in decision making and economic self-reliance of women
- **Gender cell at HEIs** for sensitization of academic community and grievance redressal
- Basic facilities and **amenities for safe and secure environment** – toilets, hostels, CCTV, women across chain of management
- **Scholarships, freeships, hostels and reservation** – public and private HEIs, especially for STs
- **Weightage in accreditation** for Gender Parity in terms of teachers and students

WHY TO FOCUS ON SOCIO-ECONOMICALLY DISADVANTAGEOUS GROUPS(SEDGs)

- **India's Sustainable Development Goals rank is 120, behind Bhutan(75), Sri Lanka(87), Nepal (96) and Bangladesh (109)**
- **Not just the ranking, India's SDG index score in 2021 is lesser than that in 2019;**
- **Most other countries have improved index value.**
- **One of the many reasons is- insufficient focus on SEDGs in enhancing their educational status (GER) and the Gender Parity Index (GPI)**

FACILITATION OF SOCIO-ECONOMICALLY DISADVANTAGEOUS GROUPS (SEDGs)

- **Model degree colleges with residential campuses** in educationally backward districts and aspirational districts;
- Scholarships, freeships, fee reimbursement and **logistic support to students from SEDGs**;
- **Establishment of Tribal Engineering/Professional Colleges** to enhance GER among STs;
- **Conducting a rapid Household Education Census**;
- **Reservation for meritorious SEDG students in private universities**;
- **“Earn While Learn” schemes** for supporting the economically-disadvantaged students

FACILITATION OF SEDGs TO ENHANCE GER

- **Targeting feeder group** - Pre-admission early counselling and outreach programmes in schools and open areas by HEIs and influencers
- Low interest/simple interest/interest-free **loan from Bank – CSR initiative**
- **Vidyanjali scheme** for remedial coaching, bridge courses and outreach programme
- **Development of content** and teaching in local languages/dialect – curriculum as per need
- HEIs to **pool resources** for scholarship/freeships
- **Hostel** in every district/college/universities for target group
- **Targeting CSR support** for mitigating costs and fee – **Educational Cess to be allocated by GOVT of India for Higher Education**

SUPPORT MECHANISMS FOR SEDGs

- Supporting HEIs in aspirational districts **through RUSA**
- HEIs to create **accessibility support** for education – Sign language, hearing aids
- Provide teacher training for **special needs of Divyangjans**
- Availing of **financial resources from other ministries** such as MoMA, MoSJE, MoTA

PROMOTION OF ONLINE & ODL EDUCATION

- States/UTs and HEIs have taken several initiatives to **promote Online and ODL education.**
- Some of the best practices are **online Learning Management System (LMS)** including bilingual LMS in some States;
- Platform for free access to online academic e-content, on boarding with the **National Academic Depository (NAD)** for digital storing of academic credits;
- **virtual classrooms; network of learning support centres; establishment of digital university;**
- Development of online record keeping and performance assessment system;
- **Distribution of devices** (Smartphones/Tablets) to needy students.

PROMOTION OF ONLINE & ODL EDUCATION

- Institutional **tie-up with e-content creators** (Courses from OER, Exam at HEIs)
- Hybrid mode – HEIs to start offering online programme – Smart classroom – **High Bandwidth- “BHARATH NET” services**
- **Learning Centres with SWAYAM PRABHA** for formal learning with schedule
- Due diligence of **quality of e-content** at HEI level and sharing at national level
- **Study near Home** – Strengthening **learning centre/support centre/offsite campuses/nodal agencies** in underserved/aspirational regions for providing recorded lectures and **learning resources with extensive use of SWAYAM and SWAYAM PRABHA (DTH Channels)**
- **Faculty to develop of e-content** (including in local languages) – NEAT
- **Linking SWAYAM and NDL Platform** for e-contents and Open Educational Resources
- **UGC to conduct outreach programmes and mentoring for institutional preparedness**

HIGHER EDUCATION THRO' INDIAN LANGUAGES

- **To ensure Optimum use of Indian Languages in HEIs.**
- **Initiatives of engineering programme in Indian Languages; bilingual diploma programmes; establishment of Indian language centres in universities; translation of MOOCs in Indian languages; AI Tools for Translation Automation; and translation of curriculum and learning materials in local languages.**
- **Concerns related to very few HEIs offering programmes bilingually and limited availability of textbook and learning materials in Indian languages .**
- **Strategies to overcome these concerns are:**
 - **Guidelines for pooling of retired teachers/vocabulary experts on Indian languages**
 - **Integration of vocabulary experts with AI based translation tools to enhance accuracy**
 - **AICTE/UGC to create additional module on teaching aspects in Indian languages as part of NITTT**
 - **Short-term certificate courses for faculty on translation by engaging professionals**
 - **Development of textbooks/e-contents in local dialects and Indian languages**
 - **Access to technical books written in Indian languages by premier HEIs**