



सत्यमेव जयते

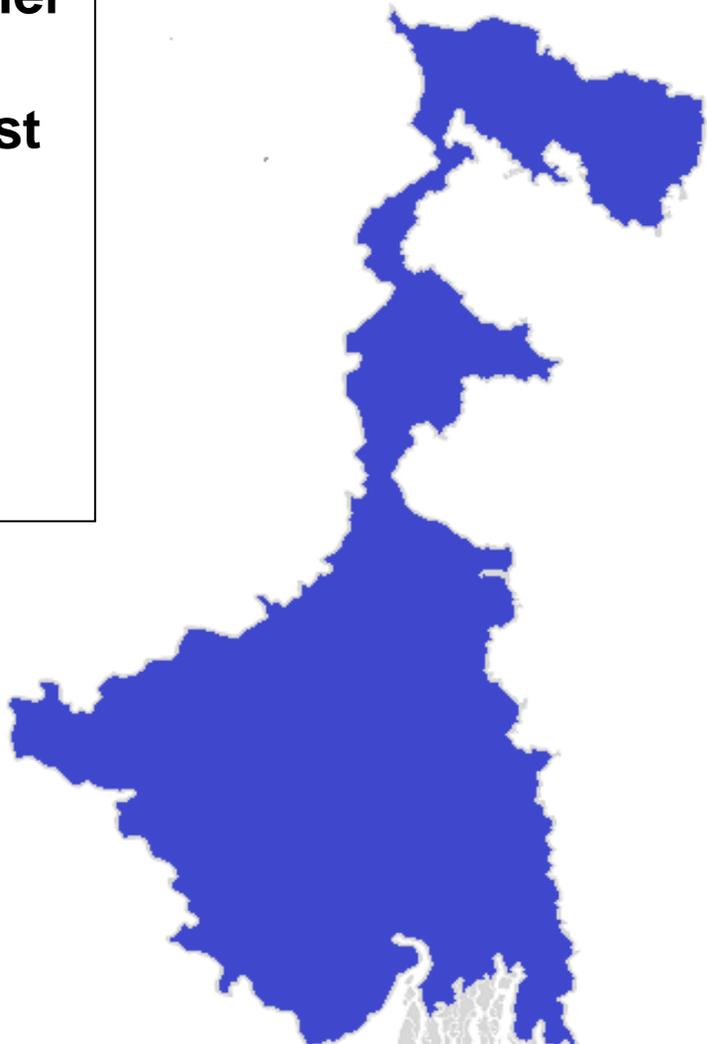
Government of West Bengal



**Department of Higher  
Education,  
Government of West  
Bengal**

**State Higher  
Education Plan**

**9<sup>th</sup> July 2014**





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# Glossary

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AISHE	ALL INDIA SURVEY ON HIGHER EDUCATION
CAGR	COMPOUNDED ANNUAL GROWTH RATE
CPI	COLLEGE POPULATION INDEX (COLLEGE PER LAKH STUDENTS)
EBB	EDUCATIONALLY BACKWARD BLOCK
GER	GROSS ENROLMENT RATIO
GSDP	GROSS STATE DOMESTIC PRODUCT
HED	HIGHER EDUCATION DEPARTMENT
MHRD	MINISTRY OF HUMAN RESOURCE AND DEVELOPMENT
MIS	MANAGEMENT INFORMATION SYSTEM
NAAC	NATIONAL ASSESMENT AND ACCREDITATION COUNCIL
NKN	NATIONAL KNOWLEDGE NETWORK
NSDC	NATIONAL SKILL DEVELOPMENT CORPORATION
PG	POST GRADUATE
PhD	DOCTOR OF PHILOSOPHY
PPP	PUBLIC PRIVATE PARTNERSHIP
PTR	PUPIL TEACHER RATIO
RUSA	RASHTRIYA UCCHATAR SHIKSHA ABHIYAN
SC	SCHEDULED CAST
ST	SCHEDULED TRIBE
UG	UNDER GRADUATE
VC	VICE CHANCELLOR
WB	WEST BENGAL
NVEQF	NATIONAL VOCATIONAL EDUCATIONAL QUALITY FRAMEWORK
YOY	YEAR OVER YEAR

## Executive Summary

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West Bengal accounts for a considerable proportion of manpower of India and is an important destination for the development of higher education. The population of the State is at 9.13 crores of which 68.13 percent are from rural areas. The 18-23 yrs population is at 1.06 crores. The Gross Enrolment Ratio (GER) of the state is 17.5 with the male GER at 19. There are 1311 institutes undertaking higher education courses in West Bengal with majority of the colleges conducting general degree courses. The State has a PTR (Pupil Teacher Ratio) of 43:1 against the national average of 24:1.

The aspiration of the people of West Bengal to pursue quality education along with the commitment of the State Government creates a splendid opportunity for the growth of the higher education sector. Constant efforts are being made by the Department of Higher Education, to achieve Inclusiveness, Employability and Excellence in the higher education sector. In the present plan period there have been many seven new Universities created including three private universities. There is an Education Commission set up by the Government of West Bengal to take stock of the entire education sector and prepare a roadmap and vision document of 2020 and 2030. This Commission consists of highly reputed members and experts from various education disciplines and all their views have been accounted while preparing the State Higher Education Plan.

The five year plan of the State has been calculated based on the remaining three years of the 12<sup>th</sup> Five year plan period. Tremendous efforts have been directed towards attaining the national GER target of 25.2 percent. A model has been worked out to determine the incremental capacity in terms of student enrolments that the State would need to accommodate in order to reach the GER target. Based on this model, increase in existing college infrastructure and creation of new colleges has been determined.

The higher education department has meticulously focused on Educationally Backward Districts and districts with low GER. New model colleges would be created at identified locations to provide access of higher education to bright students from low economic backgrounds. Equity, access and governance have been kept in mind while working on the demand of higher education in the respective regions. RUSA guidelines have been used to associate the mentioned components with financial investments distributed amongst the central and state governments. A micro level plan has been prepared for developing existing and setting up new universities and colleges. Funds have been strategically allocated among all government and government aided colleges and state aided universities to improve quality in the higher education sector. The higher education department has encouraged industry-academia linkage to make higher education employable along with introduction of vocational courses. MIS and ICT tools have been given immense importance along with budgetary provisions to bridge the gap between rural and urban institutions.

The State Government has taken due cognizance of the aspirations of students and has also invested in research innovations with efforts of making the State a research and innovation hub of the east. With the advent of RUSA mission, the Government of West Bengal will ensure to escalate the prevailing glory and cultural heritage of the State to even higher levels.

# Chapter 1: Introduction

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## Vision

West Bengal has been home to many Nobel laureates, poets, philosophers, great scientists and socio-religious reformers. It has been a land where many modern movements in various fields such as arts, science and cinema were initiated. Bengal was one of the most prosperous territories of the British Empire.

The socio-economic development of West Bengal on a sustainable basis is inextricably linked with the higher education system of the state. Calcutta Madrasah and Calcutta Medical College, the oldest in Asia, were set up in 1780 and 1835 respectively. University of Calcutta was established in 1857 as the first full-fledged multi-disciplinary University in South Asia. In 1905, due to the division of Bengal, the nationalistic and anti-British feelings propagated to every corner of the state. This led to the setting up of the National Council of Education, Bengal which later became the Jadavpur University in 1955. The Visva Bharati University at Shantiniketan, founded by Rabindranath Tagore in 1939, is a Central University and an Institution of National Importance.

The Department of Higher Education, Government of West Bengal has taken due cognizance of this rich cultural heritage of the State while determining the higher education vision. It would focus majorly on making higher education institutions:

- Need – based, affordable, high quality and accessible for all
- Provide access to students from all sections of the society with special emphasis on SC/ST/OBC, female students and differently-abled students
- More responsive to the needs of the growing economy and society.
- Provide congenial and quality environment to students through improved infrastructure and high quality staff

Higher education in the State is being re-engineered to open up new avenues for students and create new opportunities for them in diverse fields. The universities have been directed to work on the foundation of modern and up-to-date curriculum and practices, with the objective to create an ambience of research, atmosphere of creativity and promotion of innovations. The global standards of education have been set as benchmarks and huge investments have been planned to develop infrastructure and attract people from all over the world, thereby creating a strong presence of the state academia at a national and international level.

The higher education system will inculcate vocationalisation and incorporate courses aimed at improving skill development, entrepreneurship enhancement and creation of employment opportunities and ultimately yearn to make higher education more employable. The higher education institutions would be transformed into centres of excellence committed to the realisation of the vision of the State. On one hand, they will be self sustaining nerve centre of



the socio-cultural transformation of the State and on the other, an inseparable component of the 'engine of growth' in the development trajectory of the West Bengal.

## **Mission**

The Department of Higher Education, Government of West Bengal is committed towards the development of higher education system of the State with the fundamental objective of:

- Restoring the pre-eminence of West Bengal in the education sector
- Transforming West Bengal into the most sought-after higher education destination in the country
- Elevating West Bengal as one of the top ranking States of the country in the field of higher education

In this regard the State Government would majorly focus on three identified critical areas of the higher education sector – Inclusiveness, Excellence and Employability.

### **Inclusiveness**

The State Government would ensure that access to higher education is offered to people from all strata of the society. Economic background of a person would not anymore act as a deterrent in acquiring higher education. The Universities in the State would work in unison towards increasing the enrolments in higher education institutions and focus in developing the inclusiveness of the higher education sector. The thrust would be to:

- Expand the higher education network exponentially not only to cater to the needs of the contemporary society but also to capture the dreams of the posterity
- Identify the economically backward districts of the state and construct new state of the art model colleges in those districts
- Diversify the higher education sector by introducing new courses in colleges and expanding the scope of students enrolled in higher education institutes
- Improve the Higher Education GER (Gross Enrolment Ratio) by taking steps to support the under privileged and preserving their interests.
- Follow a rational and scientific approach with the help of ICT tools for admissions in higher education institutions in order to attract the most meritorious students and address the problem of migration of students to other states and countries.

### **Excellence**

The State Government would make determined efforts for grooming students and provide them the best opportunities in the higher education sector. The emphasis would be to:

- Benchmark the curriculum, infrastructure and other facilities with national and global standards as a step towards becoming a knowledge-intensive economy
- Improve the efficacy of the higher education system towards proper management and homogenous development across the state



- Promote inter disciplinary studies by creating opportunities through exchange programs with international institutions and facilitate national and international interactions amongst faculty to provide exposure and learning experience.
- To stimulate the academic environment for the promotion of quality of teaching-learning experience
- To encourage self evaluation, accountability, autonomy and innovations in collaboration with the stakeholders in order to improve the quality of faculty
- Offer solutions to infrastructure problems in areas of research and development, leading to innovations
- To create online linkage between universities and colleges through use of ICT tools
- To train faculty in creation of instructional design content and implementation of capacity building measures
- Inculcate qualities of leadership, teamwork, ethics and commitment amongst students and make them aspire to achieve excellence

### ***Employability***

The State Government would ensure that students pursuing higher education in the State are employable post their graduation. The subjects taught in the higher education institutions are in accordance with the demand and supply scenario in the job market. The focus would be to:

- Establish industry academia linkage by encouraging internships as a part of higher education curriculum.
- Promote technical education through tie-ups with industries and create employment opportunities for the youth
- Vocationalise higher education by introducing new age vocational courses which would generate employment
- Foster research and development to create a global brand and make West Bengal a preferred investment destination
- Provide substantial investments to accomplish academic projects, infrastructural development and stay updated at a global level
- Invest in developing leadership qualities amongst students and make them industry ready.

### **Goals**

The Department of Higher Education, Government of West Bengal has set goals for higher education of the State in line with the national mission. The thrust areas of the State would be access, equity and quality which together would help in shaping up the higher education system and provide opportunities to the upcoming youth of the state.



Access to higher education is crucial in improving the GER of the state. The national mission has set a national average target of 25.2 percent GER by 2017-18 and 30 percent by 2021-22. This can be achieved with the following goals:

- To increase GER of the State from present 17.5 (as per AISHE 2012-13) to 25.2 by end of 2017 and subsequently to 30 by end of 2022
- To increase equity in higher education by providing adequate opportunities to economically deprived rural communities, women, SC/ST/OBC and differently-able persons
- To improve Pupil-Teacher ratio from present 43:1 to 24:1
- To enrich and enhance knowledge of the teachers in order to bring in excellence in pedagogy
- To create centers of vocational training and skill development at all institutions so that the students are industry ready

West Bengal at present has 1311 higher education<sup>1</sup> institutions across all categories of government, government aided and private institutions. Infrastructure of the current institutions needs to be upgraded to accommodate more students. These institutions shall be the epicenter to increase the enrolments in West Bengal.

New institutions in terms of model colleges would be set up to sustain the incremental student inflow in the State for admissions in higher education institutions. Focused and planned development would be undertaken in regions having low penetration of higher education facilities. New vocational courses would be designed according to the demand in the economy and skill sets of the students would be developed to assist in obtaining suitable jobs.

Creation of new universities and conversion of autonomous colleges into universities would help in maintaining homogeneity across the State. There would be clustering of colleges made based on geographic regions which would help in improving the efficiency of management.

As the state has 17 educationally backward districts<sup>2</sup> identified by UGC, special emphasis would be made to upgrade their stature by creating new model colleges. Constant initiatives would be taken to promote higher education amongst the SC and ST students in West Bengal. The State would increase the number of scholarships that are offered to ensure that bright students who are economically deprived are able to enrol into higher education institutions.

The State would also focus on strengthening the Research and Development scope by making investments to upgrade the existing infrastructure and facilities. There are at present 11 important research institutes<sup>3</sup> in the State. Investments would also be made to improve the post graduate discipline of the state universities creating more options of research.

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<sup>1</sup> Source: Annexure Table 1. AISHE 2012-2013. All institutions which have responded.

<sup>2</sup> Source: UGC website; [http://www.ugc.ac.in/oldpdf/xiplanpdf/newmodelcollegesEBD\\_16nov09.pdf](http://www.ugc.ac.in/oldpdf/xiplanpdf/newmodelcollegesEBD_16nov09.pdf)

<sup>3</sup> Source: Annexure Table 2. Annual Report 2012-2013, Dept. Of Higher Education, Govt. Of West Bengal



The Department of Higher Education has initiated concerted efforts in filling up the vacant faculty positions. Budgets have been allocated and recruitment process is already underway to increase the PTR of the State. E-classrooms are being developed in accordance with the National Knowledge Network (NKN) to increase the reach of top notch faculty even in remote locations.

## Chapter 2: Background

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West Bengal, also known as the cradle of Indian Renaissance as well as National Freedom movement, has been a land of intellectual awakening where many modern movements in various fields such as arts, science and cinema were initiated. Bengal had been the centre of great human values and intellectual capital which made it one of the most prosperous territories of the British Empire. Being home to many Nobel laureates, poet-philosophers, great scientists and socio-religious reformers, Bengal possesses a rare beauty soaked in culture and academics with the legacy of the past still persisting at present.

The pre-independence Province of Bengal was divided into two new provinces "Bengal" (comprising western Bengal as well as the province of Bihar and Orissa) and "East Bengal and Assam" with Dacca (Dhaka) being the capital of the latter. Bengal was severely centralized in the capital, Calcutta. Most of the factories and mills in Bengal were established in and around Calcutta even though the major sources of the raw materials for these factories were in East Bengal. Most of the educational institutions were also situated in Calcutta including the lone university in Bengal. These lead to the migration of immense number of people from East Bengal which caused constant pressure on the economy of Bengal.

The Province of Bengal has played a dominant role in spreading education at various levels in the country including mass modern education, professional and specialized education. It has played a pioneering role in the development of the modern education system in India. People like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, William Carey, Alexander Duff and David Hare played pre-eminent role in setting up the some of the most renowned schools and colleges. Serampore College, which later became India's first modern university, was set up in 1819. Later the Sanskrit College and Scottish Church College were also established in 1824 and 1830 respectively. These institutions played a significant role in Young Bengal Movement and Bengal Renaissance.

At present West Bengal has 1311 higher education institutions out of which 37 are government institutions and 447 are government aided institutions. There are 22 State Universities, 2 central universities, 5 institutes with special status, 11 important research institutes and 3 private universities. There are 18.69 lakh<sup>4</sup> of students enrolled in higher education institutions and the Gross Enrolment Ratio (GER) of the State is at 17.5.<sup>5</sup>

### Demographic Profile of West Bengal

West Bengal is the fourth populous state in India after Uttar Pradesh, Maharashtra and Bihar. As per details from Census 2011, West Bengal has population of 9.13 Crore, an increase from figure of 8.02 Crore in 2001 census. Decadal growth of population has reduced to 13.93 percent during 2001-11 from 17.77 percent during 1991-2001. West

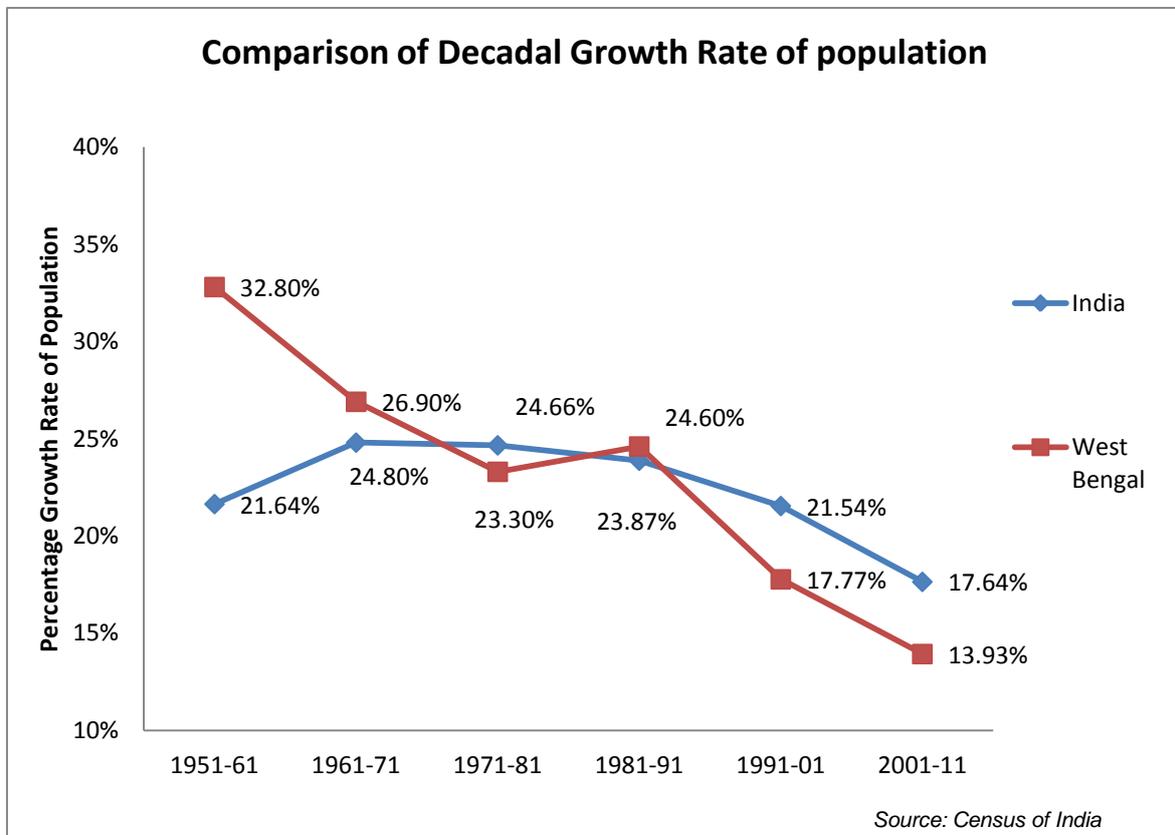
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<sup>4</sup> Source: Annexure Table 3. RUSA Plan document

<sup>5</sup> Source: Annexure Table 4. AISHE 2012.

Bengal is among the most populous regions in India with a population density of 1029 per sq.km in comparison to national average of 382 per sq.km.<sup>6</sup>

Decade <sup>1</sup>	India	West Bengal	Uttar Pradesh	Behar	Maharashtra
1991-2001	21.5	17.8%	25.9%	28.6%	22.7%
2001-2011	17.6	13.9%	20.1%	25.1%	16%



The population is not evenly distributed among the 19 districts in West Bengal with the top ten most populous districts in West Bengal comprising over 70 percent of state population. North 24 Parganas, South 24 Parganas, Burdwan, Murshidabad, Paschim Medinipur, Hooghly and Nadia are key districts accounting for the largest portion of the state population.

S. No.	Districts	Total population	Population in the age group of 18-23 years	Enrolment	GER (%)
1	North24 Paraganas	10,082,852	1,179,366	128,464	19.1%
2	South24 Paraganas	8,153,176	953,657	73,675	12.9%

<sup>6</sup> <http://censusindia.gov.in/>

S. No.	Districts	Total population	Population in the age group of 18-23 years	Enrolment	GER (%)
3	Burdwan	7,723,663	903,418	137,280	22.9%
4	Murshidabad	7,102,430	830,754	85,653	12.9%
5	Paschim Medinipur	5,943,300	695,173	64,536	11.6%
6	Hoogly	5,520,389	645,706	96,907	19.8%
7	Nadia	5,168,488	604,545	79,288	19.8%
8	Purba Medinipur	5,094,238	595,860	71,094	15.7%
9	Kolkata	4,486,679	524,796	185,466	50.3%
10	Howrah	4,841,638	566,314	42,531	11.2%

West Bengal has a significant share of Scheduled Castes (SCs) in the State population as compared to the national average. As per 2011 census, 23.5 percent<sup>7</sup> of total state population consisted of SCs and 5.8 percent of Scheduled Tribes (STs). There are around 60 SC communities in the state with Rajbanshi, Bagdi, Namasudra, Poundra, Bauri and Chamar / Muchi being the prominent ones.

Burdwan, North 24 Praganas, South 24 Paragans, Nadia, Jalpaiguri and Cooch Behar have a high percentage of SC population where as Paschim Medinipur, Burdwan, Darjeeling, Jalpaiguri and Puruliya have a high concentration of ST population. Kolkata, Darjeeling and Dakshin Dinjapur have lower concentration of SC population comparatively. Howrah, Kolkata and Cooch Behar have significantly low ST population.

The gender composition of the state comprises of 947 females per 1,000 compared to 934 females per 1000 males in 2001. Kolkata, Cooch Behar, Malda, West Medinipur and Howrah have a considerably low female population.

The sub-population of West Bengal, (Children aged between 0 and 6) is 1,01,12,599 accounting to 11.07 percent of the total population in the state. There has been a decline in child population with respect to the total population of the State from 14.24 percent in 2001 to 11.07 percent in 2011. As per census 2011 West Bengal has a literacy rate of 77.08 percent as compared to 68.64 percent in 2001 – an increase of 27.71 percent.

<sup>7</sup> <http://censusindia.gov.in/>

Region	Literacy Rate <sup>4</sup>			Gap
	Persons	Male	Female	
India	74.0%	82.1%	65.5%	16.6%
West Bengal	77.1%	82.7%	71.2%	11.5%

Rural population of West Bengal accounts for 68.1 percent of the total population and supersedes the urban population by a large number. As per Census 2011, 34.8 percent and 20.4 percent of the rural population are in the age group of 20 to 39 and 10 to 19, respectively. This indicates that a large pool of people may be potential pursuant of higher education in the next 5 and 10 years. As a result the State Government has made sustained efforts towards developing higher education in rural areas. Implementation of a number of programs including MNREGA, IAY, etc, has been initiated to improve the quality of life of rural people. Apart from this, the State Government's focus on ensuring mid-day meal, child nutrition, literacy and introduction of Kanyashree Prakalpo have reinforced its resolve to uplift the poor. This would have a cascading effect in the rural economy thus generating greater demand for higher education.

## Economy

There has been a cumulative growth of 16.07 percent<sup>8</sup> in the net income of state (at current prices) during 2006-2012, which is marginally lower than the national average growth rate of 17.12 percent<sup>9</sup> during the same period. The primary sector has been contributing consistently over the years to the state economy while there has been a gradual shift from secondary to tertiary sector. Tertiary sector has witnessed maximum growth amongst the sub sectors, contributing to 60 percent of the total state income in 2011-12.

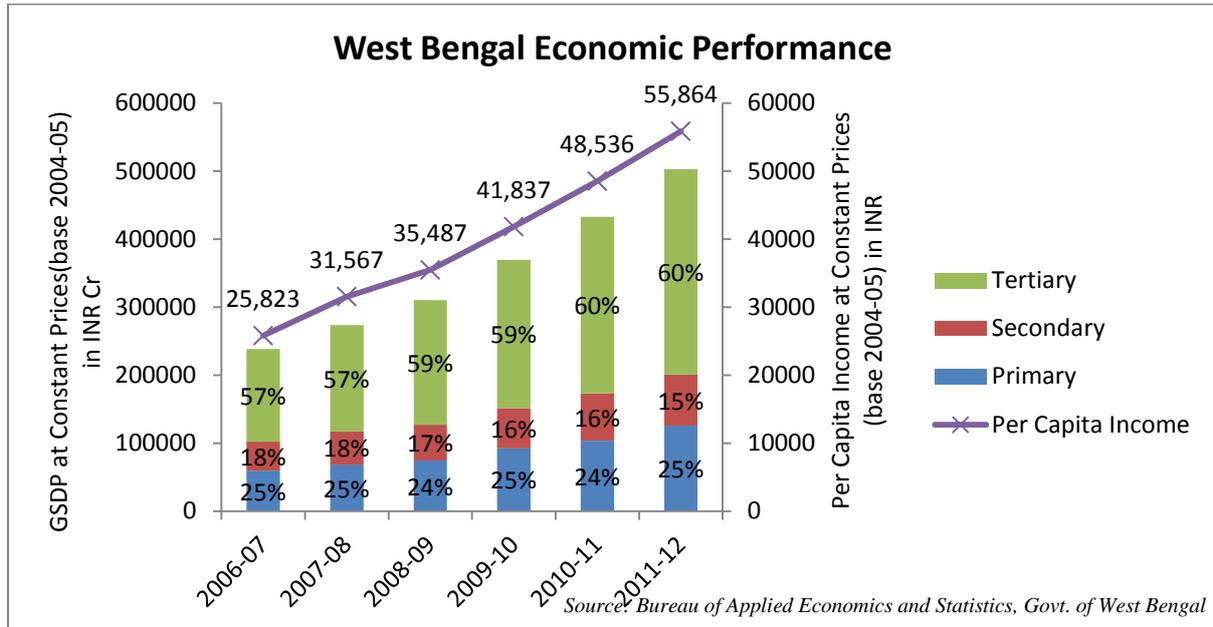
The State Per Capita Income (at current prices) has increased from INR 25,823 to INR 55,864 between 2006-07 and 2011-12, registering a growth of 16.69 percent.<sup>10</sup> However it is still lower than the national average of INR 60,972 during 2011-2012.

In terms of contribution of individual districts to the overall state economy, districts of North 24 Parganas, Kolkata, Howrah, Hooghly, Burdwan and South 24 Parganas accounted for a major share. The ten most populous district economies in the state contributed to about 75 percent of state income in the financial year of 2012-2013.

<sup>8</sup> [www.wbfin.nic.in/writereaddata/EconomicReview11\\_Part2.pdf](http://www.wbfin.nic.in/writereaddata/EconomicReview11_Part2.pdf)

<sup>9</sup> <http://indiabudget.nic.in/es2010-11/echap-01.pdf>

<sup>10</sup> [www.wbfin.nic.in/writereaddata/EconomicReview11\\_Part2.pdf](http://www.wbfin.nic.in/writereaddata/EconomicReview11_Part2.pdf)



## Higher Education Profile

### GER across categories, across state

The GER of the state was 17.5 percent<sup>11</sup> as compared to the national average of 19.4 percent<sup>12</sup> in 2012. There are around 1.06 crore<sup>13</sup> people in the age group of 18 to 23 of which around 18.69 lakhs<sup>14</sup> are enrolled in a higher education institute. West Bengal has seen a CAGR growth of 5.7 percent<sup>15</sup> in the enrolment figures between 1977 and 2010.

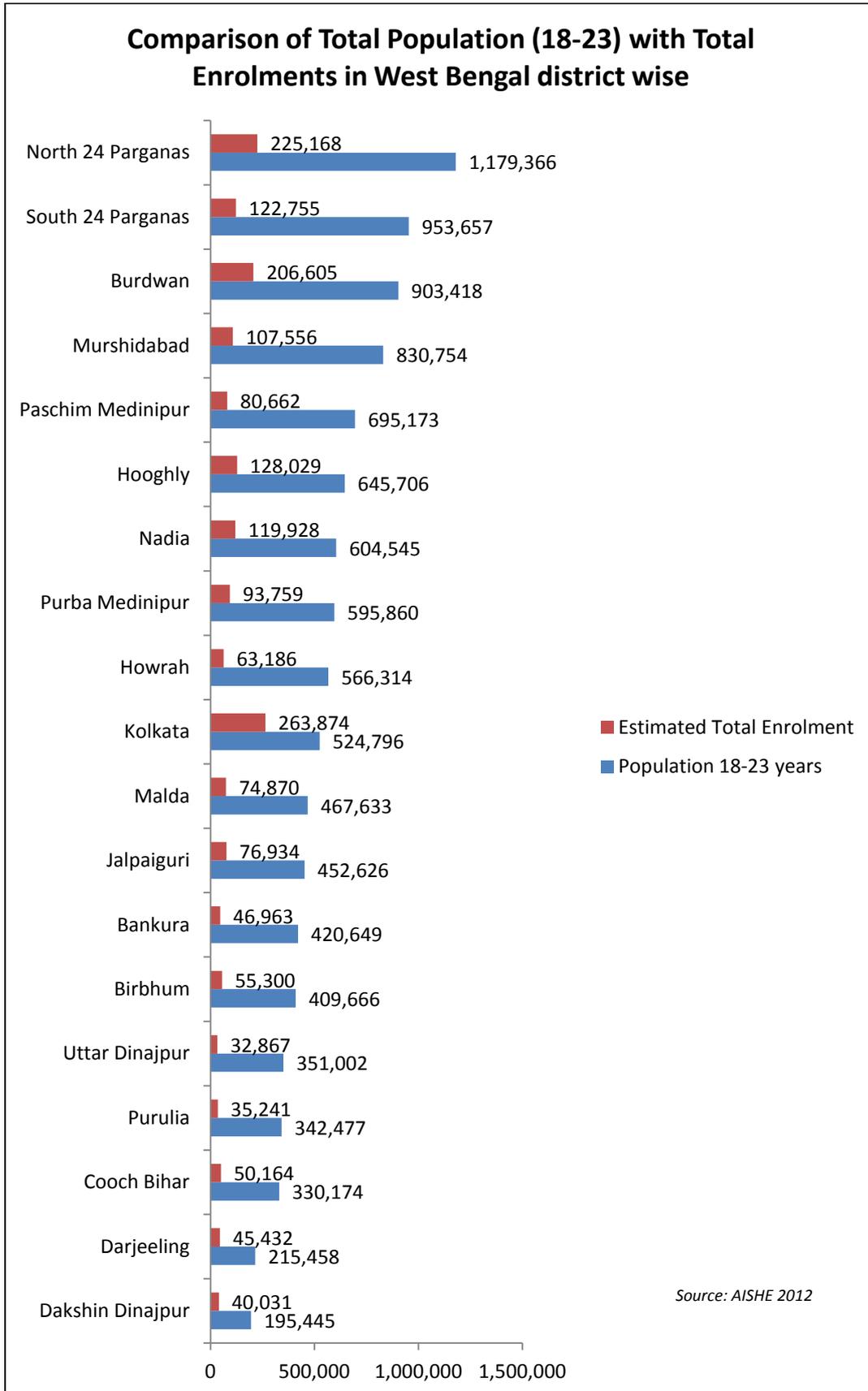
<sup>11</sup> AISHE Survey 2012 (Annexure Table 4)

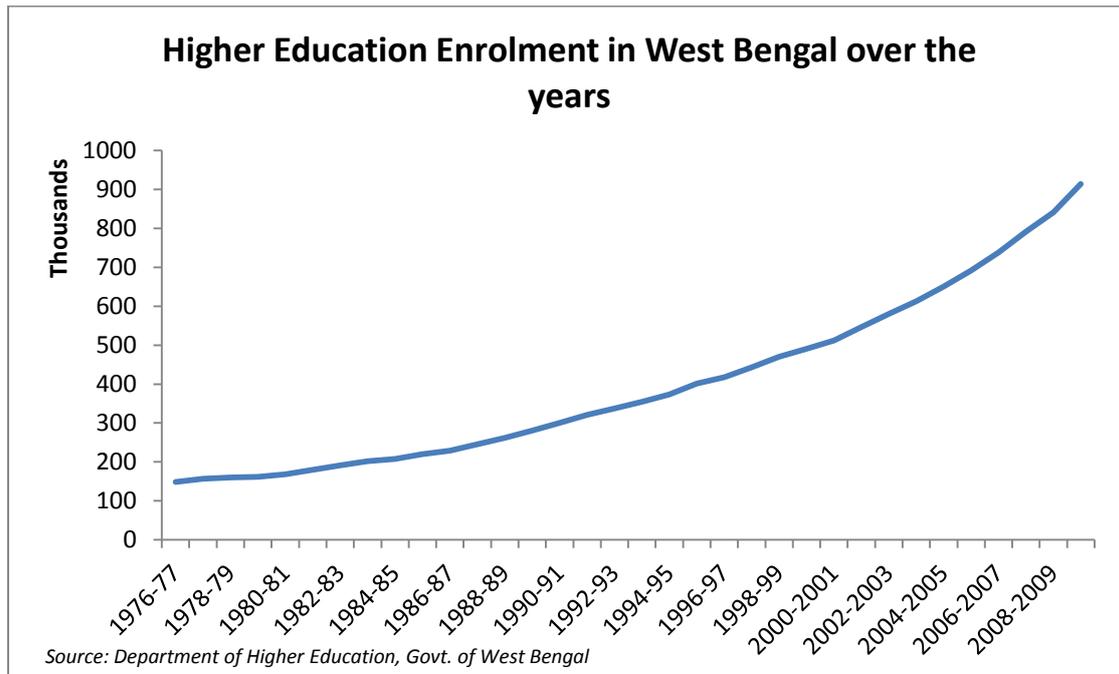
<sup>12</sup> Rashtriya Uchchatar Shiksha Abhiyan

<sup>13</sup> RUSA and Census 2011 (Annexure Table 3)

<sup>14</sup> AISHE 2012 (Annexure Table 4)

<sup>15</sup> Department of Higher Education, Govt. of West Bengal



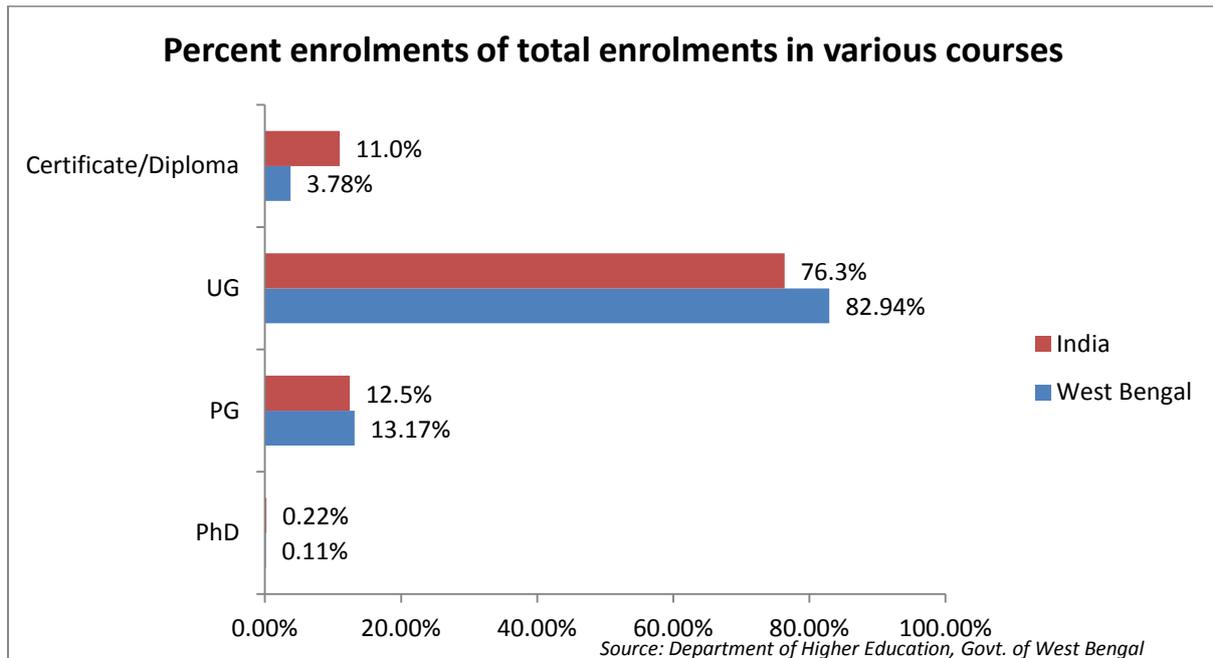


The male GER of the State is 19 percent and female GER is 15.9 percent<sup>16</sup> in 2012, while the national average for males is 22.8 percent and females is 15.8 percent.<sup>17</sup> 6 percent of total enrolled students in West Bengal undergo distance education program as compared to the national average of 5.1 percent. 57 percent of the students enrolled in distance education program are females in West Bengal as compared to 47 percent at the national level.<sup>18</sup>

West Bengal has 0.11 percent of the total students enrolled as PhD students as compared to the national average of 0.22 percent of the total students. The participation of women in post graduate education is higher than the national average where in 54.6 percent of the total post graduate students in West Bengal are female as compared to 50.5 percent in India. 20.8 percent of the total students enrolled at diploma or certificate courses in West Bengal are female compared to 28.9 percent at the national level.<sup>17</sup>

<sup>16</sup> AISHE 2012 (Annexure: Table 4)

<sup>17</sup> Rashtriya Uchchatar Shiksha Abhiyan

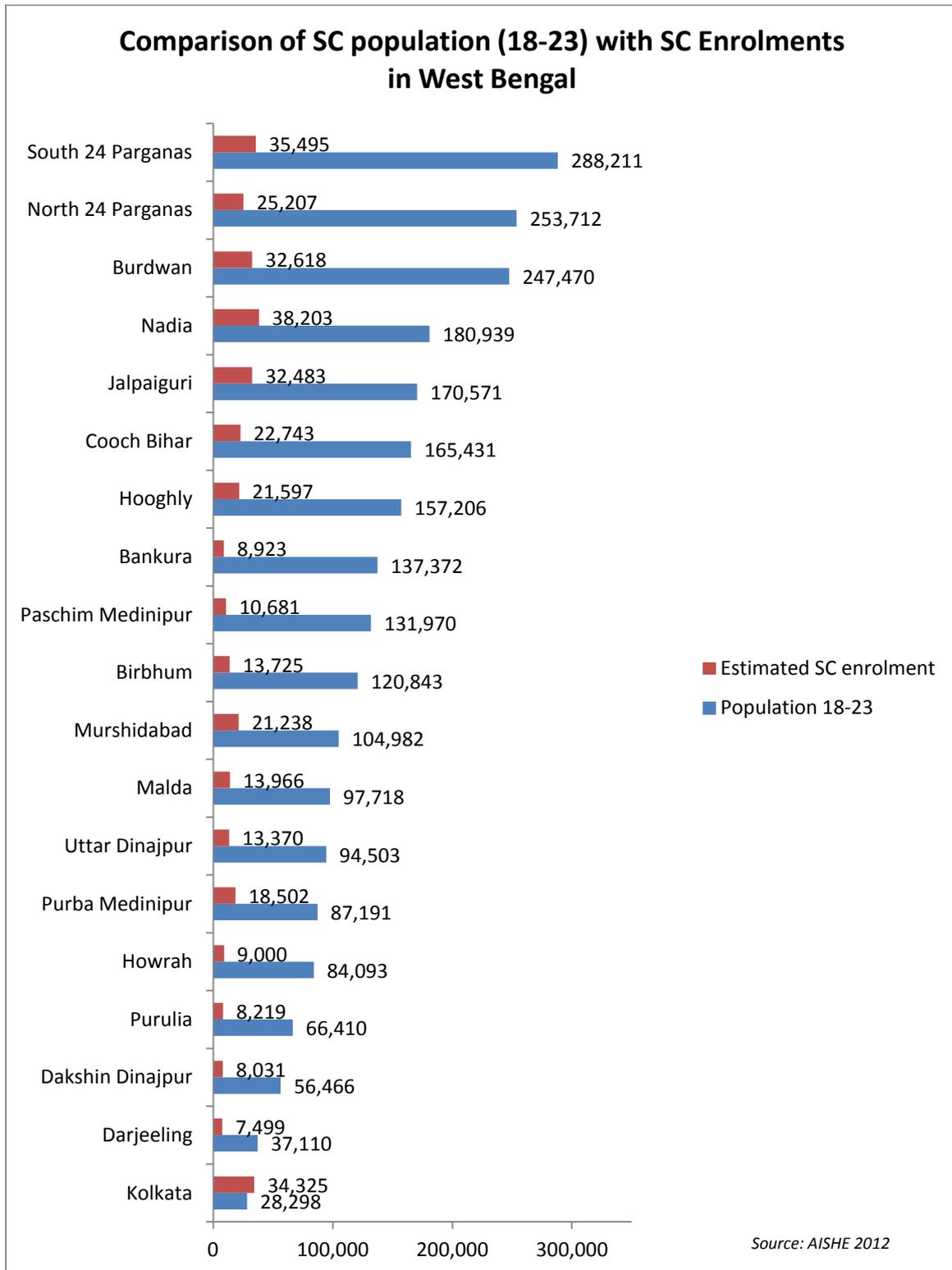


Gender Ratio (Female:Male Enrollment) <sup>19</sup>		
Course	West Bengal	All India
Ph.D	0.51	0.66
M.Phil	1.21	1.40
Post Graduate	1.14	1.02
Under Graduate	0.81	0.90
PG Diploma	0.68	0.38
Diploma	0.23	0.36
Certificate	0.74	1.20
Integrated	0.50	0.74
<b>Total</b>	<b>0.80</b>	<b>0.84</b>

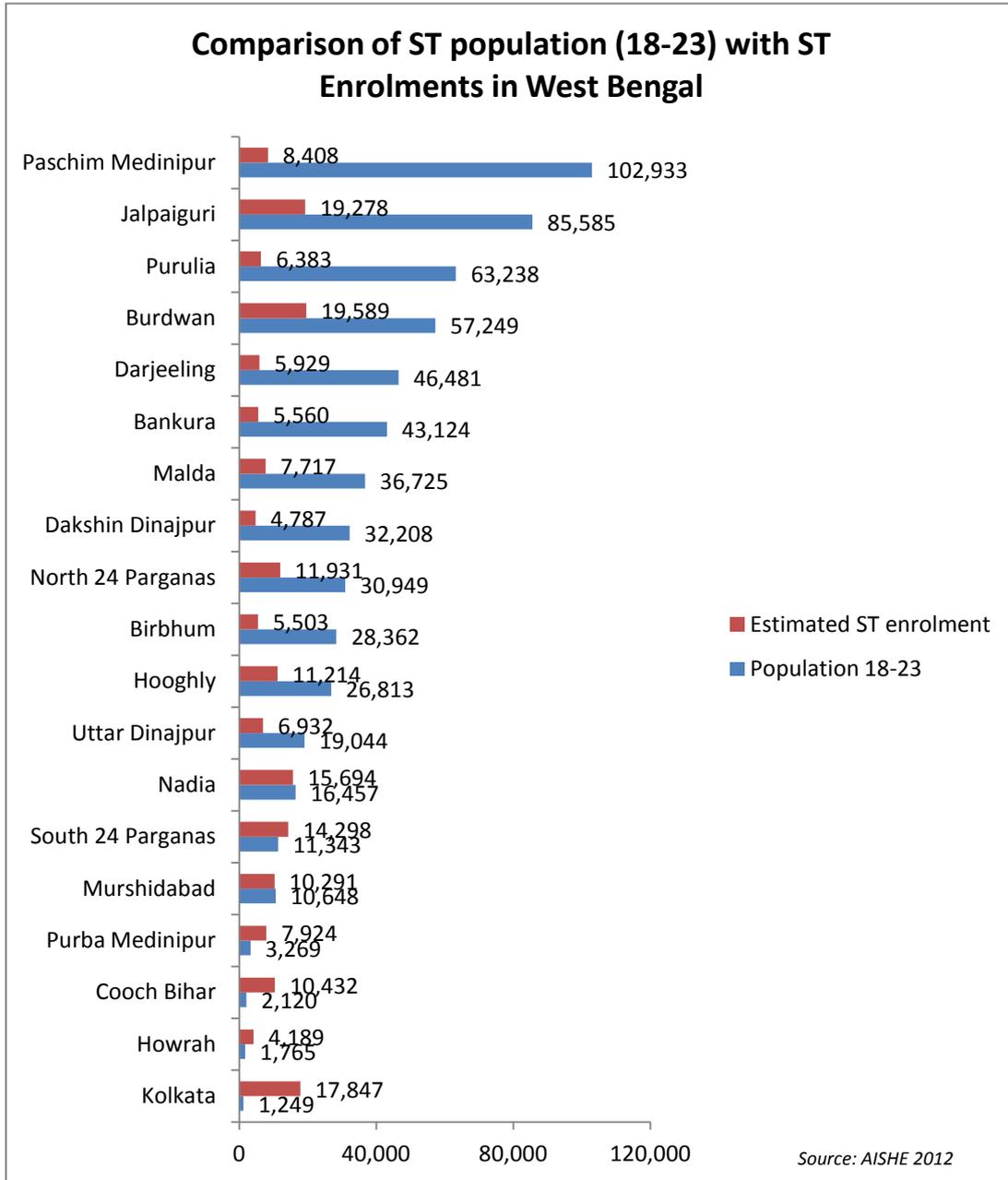
GER of SC population in West Bengal is 15 percent with a male SC GER of 16.9 percent and female SC GER of 12.9 percent. There are 723 SC female students per 1000 SC male students as compared to the national average of 810. Districts of Bankura, Paschim Mednipur and North 24 Parganas have the lowest SC GER of 6.5 percent, 8.1 percent and 9.9 percent respectively. Jalpaiguri, Uttar Dinajpur and Cooch Behar have high SC enrolment per college in the district at 1120, 955 and 948 students respectively. <sup>20</sup>

<sup>19</sup> AISHE 2012 as on 31<sup>st</sup> January 2014

<sup>20</sup> AISHE 2012 (Annexure: Table 5)



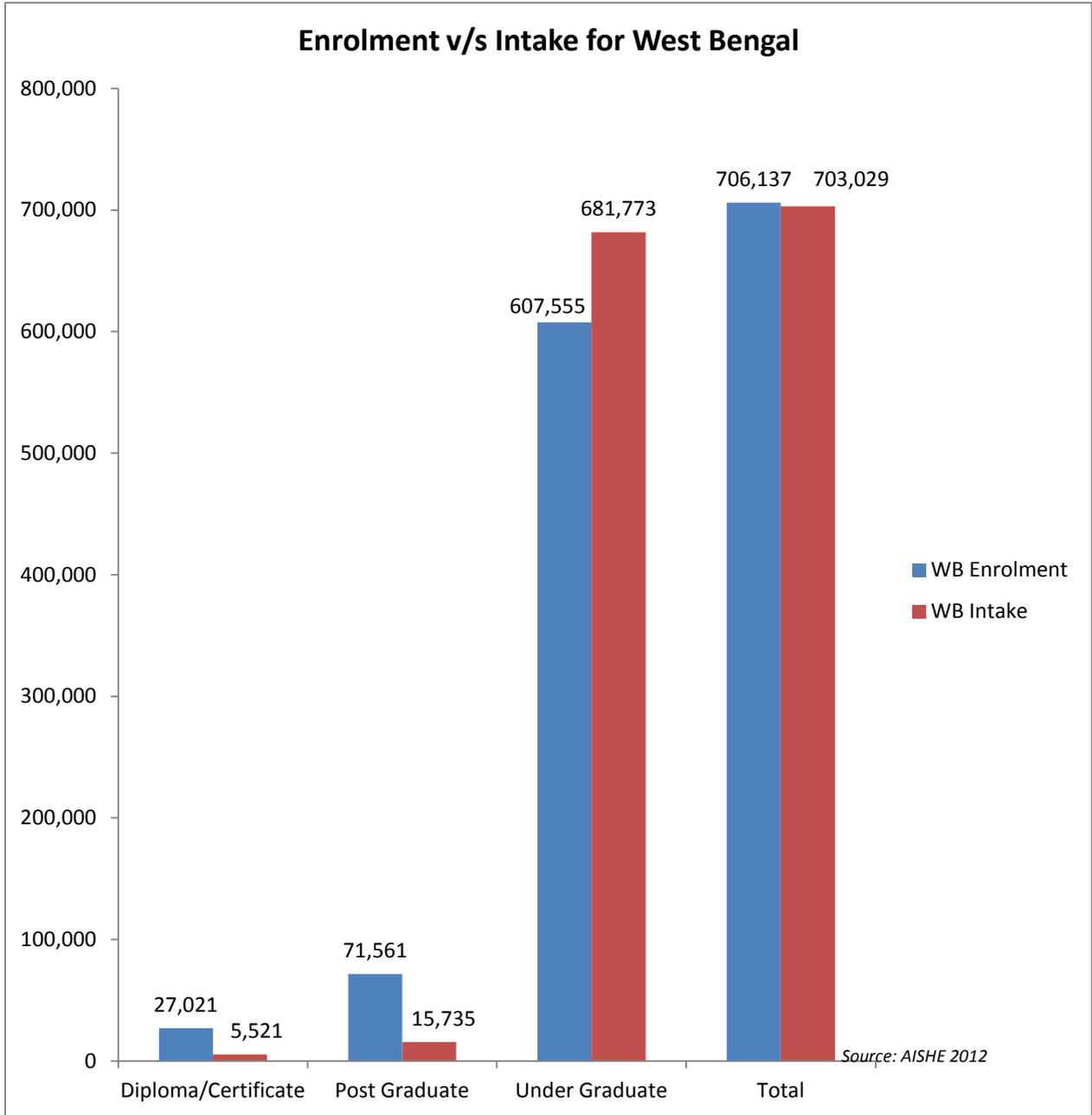
ST population of the state accounts for 5.8 percent of the state’s population.<sup>21</sup> GER of ST population is at 31.3 percent. Paschim Medinipur and Purulia districts have a ST GER of 8.2 percent and 10.1 percent respectively.



It has been noted that the first year enrolment numbers in some higher education disciplines exceed the intake capacity of the total number of institutions. There is a great demand in post graduate education which is not met by the number of seats available. There are 71,561 students enrolled in post graduate courses which exceed the intake capacity by 55,826 students. This indicates the interest of the students in pursuing post graduate courses creating a need for additional investments for development of infrastructure. It draws

<sup>21</sup> Source: Annexure Table 6. AISHE 2012.

the attention towards setting up of colleges and increasing the capacity of current colleges to meet the demand.



There are in total five universities in the State which cater to various disciplines and are not governed by the Department of Higher Education, Government of West Bengal. They are listed as under:

- Bidhan Chandra Krishi Viswavidyalaya - Provides facilities for the study of Agriculture, Horticulture and Agricultural Engineering.
- Uttar Banga Krishi Viswavidyalaya - This University has been given responsibility for teaching, research and extension education in different branches of agriculture, horticulture, forestry, tea and allied science for creating qualified technical manpower



and new technologies to the State Government in order to help the farmers towards increasing agricultural production and improving their economic conditions.

- West Bengal University of Animal and Fishery Sciences - The University teaches the subjects like Veterinary and Animal Sciences, Dairy Technology, Fishery Science.
- The West Bengal National University of Juridical Sciences - This University mainly provides courses and research facilities in law.
- The West Bengal University of Health Sciences - This university was established with the purpose of affiliating, teaching, ensuring proper and systematic instruction, training in Modern system of Medicine, Homoeopathic system of Medicine, Ayurvedic system of Medicine, Unani system of Medicine, Nursing Education, Pharmacy Education, Dental Education, Education on Laboratory Technology, Physiotherapy, Speech Therapy and Education on other Paramedical courses.

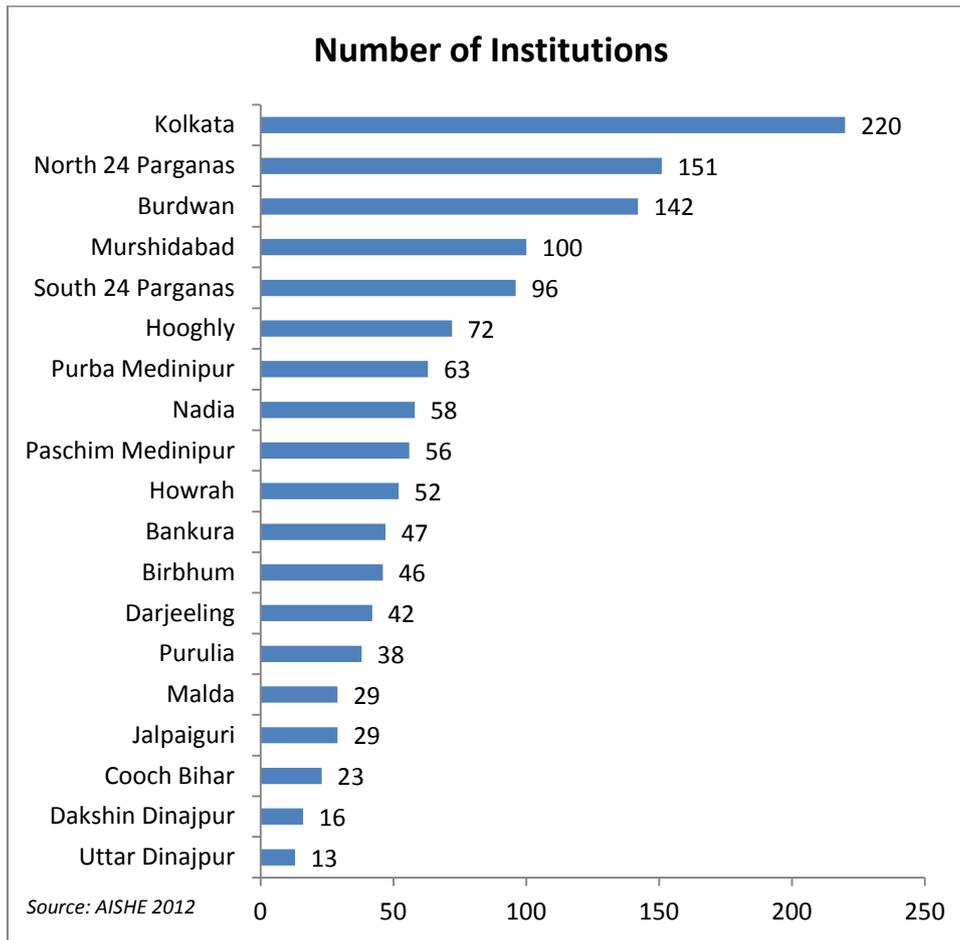
### **Qualitative comparison between various areas of the State**

There is a non-homogenous demographic distribution of colleges in the state with Kolkata, North 24 Parganas and Burdwan accounting for 18.9 percent, 13.83 percent and 10.56 percent of total colleges respectively whereas each of the other districts has less than 8 percent of total colleges of the state.<sup>22</sup> The districts of Dakshin Dinajpur, Uttar Dinajpur, Purulia, Malda, Jalpaiguri and Birbhum have the lower number of institutions comparatively.

Districts of Purulia, Bankura, Howrah and Paschim Medinipur have higher number of colleges in comparison to other districts but have poorer GER. Hence, these districts need special attention towards improving the quality of institutes as the demand is higher.

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<sup>22</sup> AISHE 2012 as on 31<sup>st</sup> January 2014 (Annexure: Table 1)



District Name	GER (overall) <sup>23</sup>		
	Male	Female	Total
Uttar Dinajpur	10.8%	7.9%	9.4%
Purulia	13.4%	7.0%	10.3%
Howrah	10.9%	11.5%	11.2%
Bankura	13.3%	8.9%	11.2%
Paschim Medinipur	13.2%	9.9%	11.6%
South 24 Parganas	15.7%	9.9%	12.9%
Murshidabad	16.0%	9.7%	13.0%
Birbhum	17.0%	9.9%	13.5%
Cooch Behar	16.9%	13.4%	15.2%
Purba Medinipur	16.7%	14.7%	15.7%
Malda	17.9%	14.0%	16.0%
Jalpaiguri	17.3%	16.6%	17.0%
North 24 Parganas	19.9%	18.2%	19.1%
Hooghly	20.8%	18.9%	19.8%
Nadia	22.2%	17.4%	19.8%

<sup>23</sup> AISHE 2012

District Name	GER (overall) <sup>23</sup>		
	Male	Female	Total
Dakshin Dinajpur	22.4%	18.5%	20.5%
Darjeeling	21.2%	21.0%	21.1%
Burdwan	23.6%	22.1%	22.9%
Kolkata	48.6%	52.2%	50.3%
West Bengal	19.0%	15.9%	17.5%

## SWOT (Strength Weakness Opportunities Threat)

### Strengths

- Legacy of Bengali Renaissance, strong cultural heritage and quest for intellectual pursuits.
- The commitment of the State Government to redefine and realign the contours of higher education system in keeping with the national framework
- The determined common interest of state and the central governments to turn around the current higher education sector of the State
- Strong and committed leadership across all institutions for uplifting of the educational system
- The commitment of the State Government in providing resources for improving higher education through strong civic infrastructure including extensive road connectivity
- Presence of highly developed and vibrant Information Technology and Bio-technology sector with long tradition of research and development

### Weakness

- Slow growth rate of the number of quality education institutions across the State
- Non-homogenous development of the districts with respect to setting up of colleges and universities
- Inadequate employment opportunities in high-end industries in the State post college education impacting on the morale of the youth
- No significant public investments in higher education in the recent past
- Large-scale vacancy in teaching and non-teaching posts in various colleges affecting the desirable Teacher-Student ratio
- Lack of educational hubs as in cities like Hyderabad, Delhi, Kota, etc. at pre-college level to prepare the students for admission into the premier institutions of the country

### Opportunities

- Presence of the premier institutes like IIT Kharagpur, IIM Calcutta, Calcutta University, Jadavpur University, Presidency University etc. with international reputation in the State

- The importance associated with acquiring higher education as a part of the Bengali culture.
- The Central Government has come up with initiatives like RUSA for re-engineering the higher education system
- The intellectual strength of the state attracting private investments to increase the number of colleges providing quality education
- The increasing interest of the global academic leaders and senior academicians to return to the State and create adequate infrastructural facilities

## Threats

- The lack of adequate exposure of students and teachers to international pedagogy methods adversely affecting the up gradation of the curriculum
- The slow progress in the industrial sector contributing lesser to the employment opportunities for the youth leading to a loss of interest in higher education
- The slow pace of research and innovation in the State may affect the brand of education

## Academic Information

### Institutions

Type	Number of Institutes <sup>24</sup>
Central University	3
State University	21
Private University	3
Other degree awarding institution declared by University	1
Deemed University	2
Other Important Institutes	17
<b>Total</b>	<b>47</b>
Government funded	38
Government aided	447
Private	367
Other	459
<b>Total</b>	<b>1311</b>

West Bengal has around 1311 institutions as of 2012. The State has a total of 30 universities, of which West Bengal University of Technology, Burdwan University and

<sup>24</sup> Annexure Table 1. AISHE 2012

Calcutta University have 22.6 percent, 16.26 percent and 16.79 percent of total colleges affiliated to them respectively.

The state has 9.7 percent<sup>25</sup> of the total colleges for women. The split of colleges in rural and urban areas is comparable. Of the total colleges in the state, 47.7 percent are in rural areas indicating the efforts of state government to create a balance in providing opportunities all across the state.

West Bengal has a significant number of general degree colleges but less number of specialised institutions for medical and agriculture courses. The strength of the state lies in the large number of government aided and private institutions accounting for 34 percent and 27.9 percent of the total number of colleges respectively.

## Quality

### Accreditation of Colleges

71.6 percent of the institutions in West Bengal are accredited to some accrediting organisations as compared to the national average of 46.7 percent. These organisations are responsible to monitor the quality of higher education in their respective fields. The focus of the institutes in West Bengal towards quality education is evident from these numbers.

Accreditation <sup>26</sup>	West Bengal	All India
University Grants Commission	467	8,197
NAAC	64	2872
Indian Nursing Council	20	649
National Council of Teacher Education	110	2,806
Rehabilitation Council of India	3	79
Medical Council of India	17	160
All India Council for Technical Education	124	3,154
Dental Council of India	2	102
Council of Architecture		67
Pharmacy Council of India	2	223
Bar Council of India	16	276
Central Council of Indian Medicine	3	109
Central Council of Homeopathy	9	65
Others	102	2,026
<b>Total</b>	<b>939</b>	<b>20,785</b>

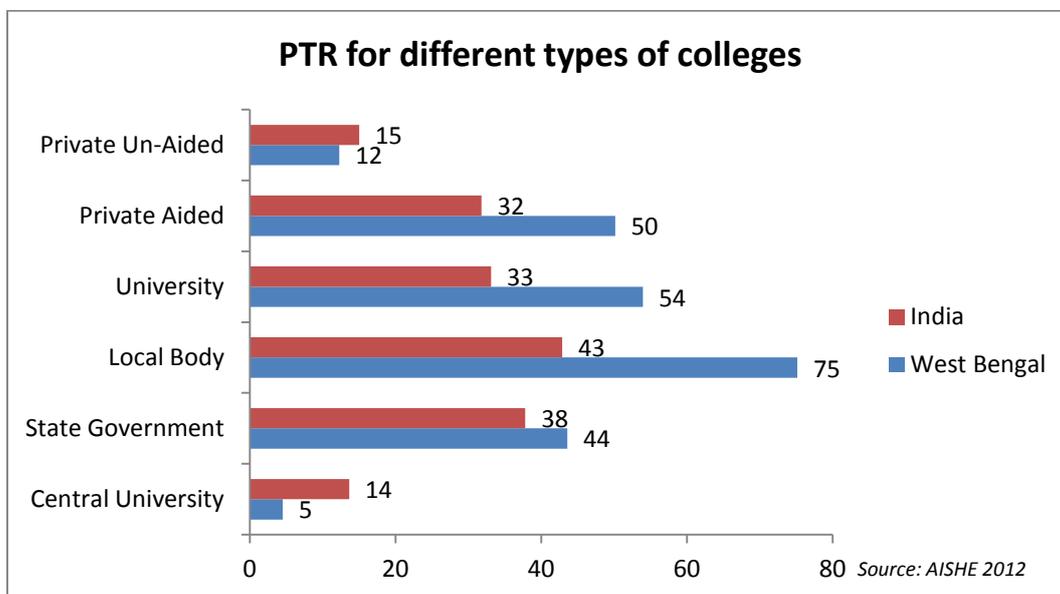
<sup>25</sup> AISHE 2012

<sup>26</sup> Higher Education Department, Government of West Bengal

The state government is also planning to make NAAC accreditation compulsory for all institutions in the State. As of now 64 institutions have valid NAAC accreditations in the present cycle with Calcutta University acquiring an ‘A’ status<sup>27</sup>. There are 271 institutions in the State which have been NAAC accredited in the previous cycle and presently are under the renewal process.

### Faculty Status

The average pupil teacher ratio (PTR) in higher education sector of West Bengal is 43:1 in 2012-13<sup>28</sup> as compared to the national average of 24:1. The pupil teacher ratio in government sponsored institutions has increased by 26.4 percent in 2012-2013 as compared to previous year. PTR in Government aided and private institutions have increased by 6.1 percent and 6.4 percent respectively in 2012-13 as compared to the previous year. Apart from private colleges, the PTR for all other institutions are above national average.



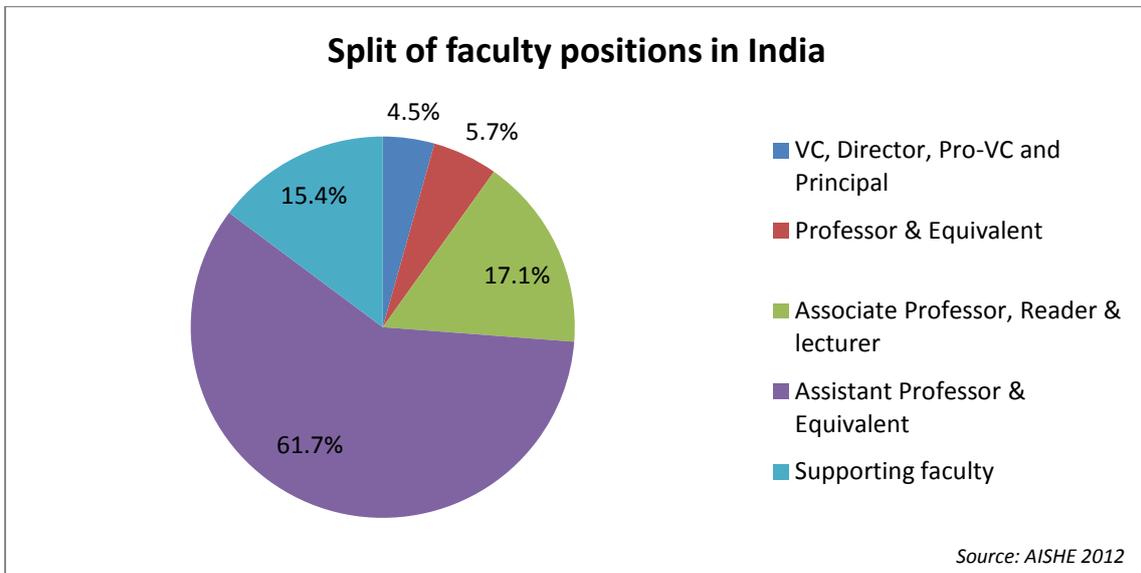
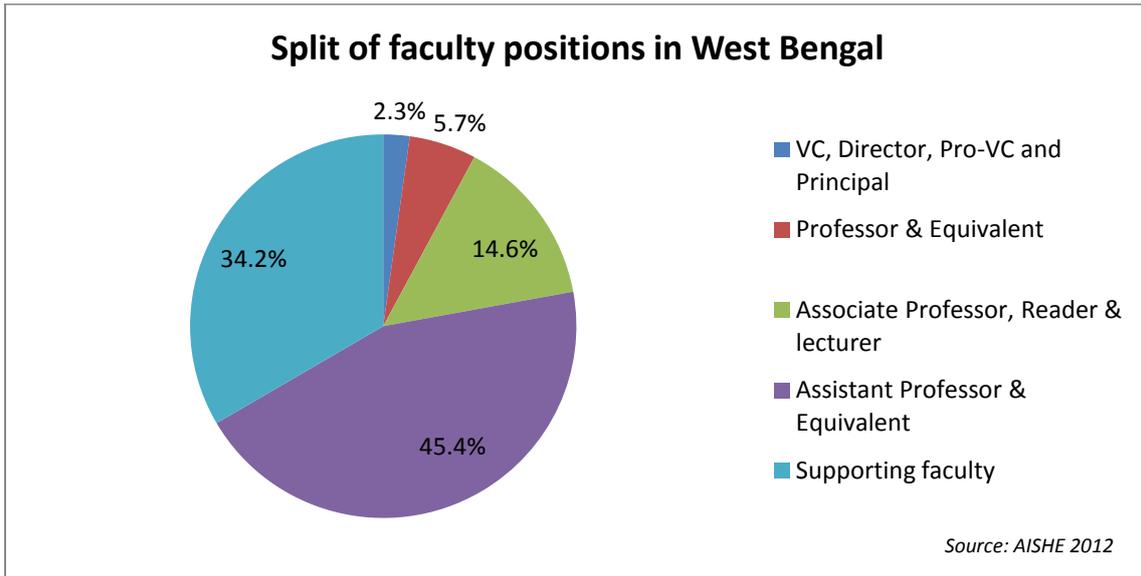
The State had 58.12 female teachers per 100 male teachers<sup>29</sup> in 2012-2013 as compared to 50.8 female teachers per 100 male teachers<sup>30</sup> in 2011-2012. 43 percent of part time teacher and 46.2 percent of contract teacher are females. There are 2 female Vice Chancellors out of 15 Vice-Chancellors and 11 female Directors out of 102 Directors.<sup>29</sup>

<sup>27</sup> NAAC website; <http://www.naac.gov.in/Institutions%accredited%20%NAAC-with%20validity.pdf>

<sup>28</sup> AISHE 2012 and AISHE 2011 as on 31<sup>st</sup> January 2014

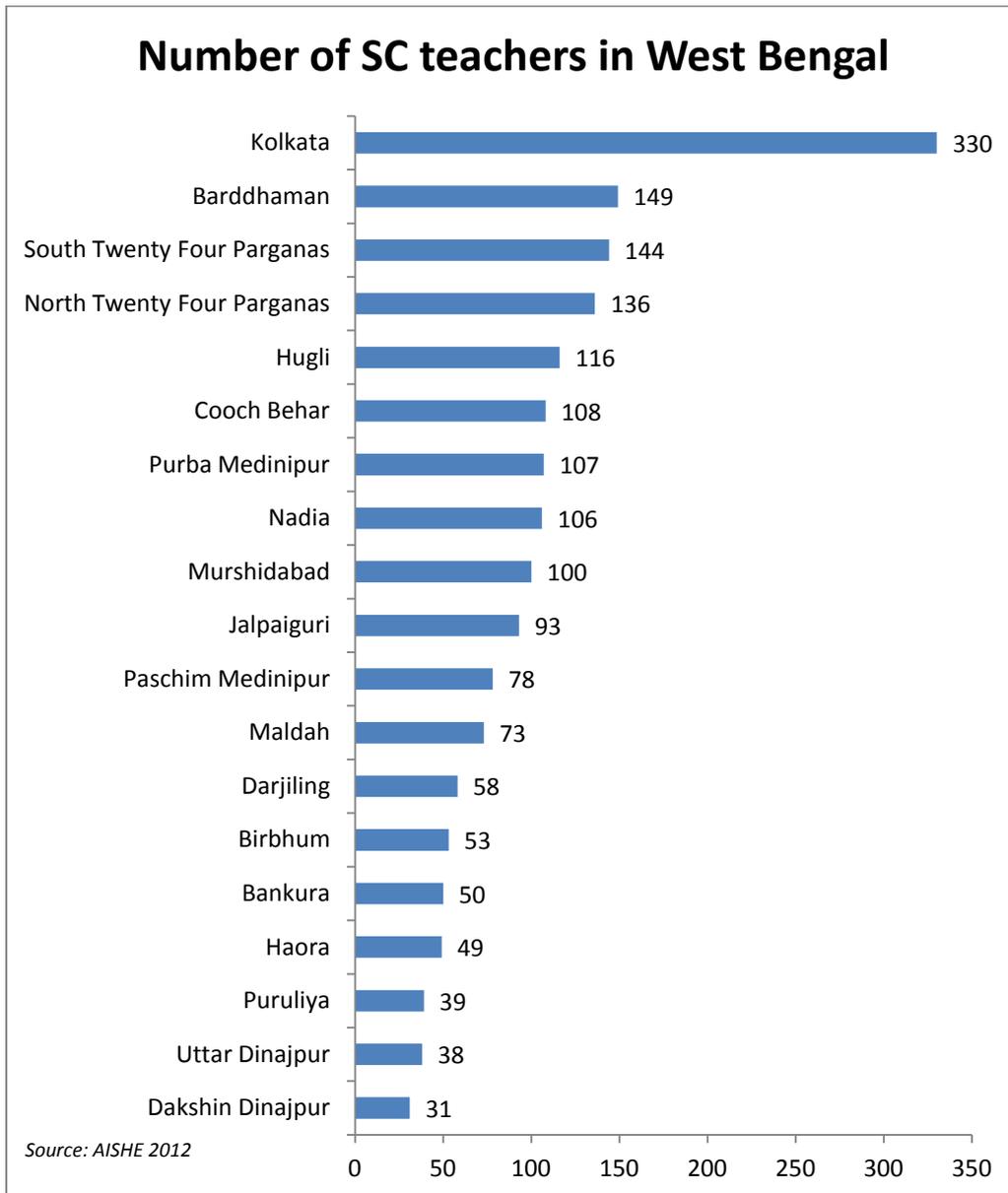
<sup>29</sup> AISHE 2012 as on 31<sup>st</sup> January 2014

<sup>30</sup> AISHE 2011



West Bengal has 43,694 total teachers involved in higher education sector of which 62.5 percent are male. Kolkata and North 24 Parganans account for 35.9 percent of all the teachers of state.<sup>31</sup> SC population amongst teachers account for 6 percent with major contribution coming from Bardhaman, South twenty four parganas and North twenty four parganas (22.8 percent, 15.1 percent and 14.5 percent respectively.)<sup>31</sup>

<sup>31</sup> AISHE 2012 as on 31<sup>st</sup> January 2014



## Chapter 3: Analysis: Past Performance

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### Summary

Historically, West Bengal has had a very strong foundation of higher education. Bengal has been home to many Nobel laureates, poet-philosophers, great scientists and socio-religious reformers. Calcutta University, Calcutta Medical College, Scottish Church College, Calcutta Madrasah and Sanskrit College are some of the oldest institutions of Asia. Many institutions of national importance like IIT Khragpur, IIM Calcutta, NIT Durgapur and many more had been set up in the 1900s. However, this intellectual legacy began to fade in the last three to four decades.

The growth of planned expenses in higher education was low till 2008-09 which created a vacuum in the system. Since then, the state government has increased the expenditure on higher education and focused on improving the quality of higher education institutes in the State. The total budgetary provision of the State Higher Education department in 2012-13 was INR 2426,71,91,000 out of which the planned budget was INR 240,00,00,000 as per the annual report of the Department of Higher Education, Government of West Bengal in 2012-13.

Five new universities – Kazi Nazrul University, Cooch Behar Panchanan Barma University, Diamond Harbour Women’s University, Bankura University and Seacomskills University had been set up in the State in 2012-2013 to improve administration of colleges and also reduce burden on existing affiliating universities. Expansions of access to higher education to a large number of graduating students totaling to more than 67,000 in all honours and more than 75,000 students in general courses on an average every year had been undertaken in 2012-13.

### Detailed Analysis

The Department of Higher Education, Government of West Bengal has been emphasizing on developing higher education in the state in terms of quality and its outreach. It has tried to increase the number of colleges so as to provide ample opportunities to as many students as possible. Moreover, there have been steps to improvise on the quality of education, specially research and development in the premier institutes of the state.

To improve technical education, projects of setting up two new government engineering Colleges had been taken up under Chief Minister’s Priority at Purulia and Cooch Behar. One new Engineering College on self-financing basis had been set up in the academic session 2012-2013. Till 2012-2013, total number of degree level Engineering & Technology Colleges were at 92 and the total intake capacity was 34305 seats. All these Colleges in the State are AICTE approved and affiliated by WBUT or other State Universities.

In pursuance of the scheme of All India Council for Technical Education (AICTE), the state government had extended the scope of degree level engineering education to the diploma holders through the introduction of ‘Lateral Entry Scheme’ for admission of the diploma



holders in degree Engineering / Pharmacy of the State directly into 2nd Year /3rd semester of 4-Year course from the academic session 2001-2002. Under this scheme, diploma holders from the Polytechnic Institutions with 45% marks in aggregate would get the opportunity for admission after qualifying a State Level Common Entrance Test JELET conducted for this purpose. The intake capacity was up to the extent of 20% of the total approved intake along with the vacant seats of the first year.

Further in 2012-13, funds had been released for extension of boys' hostel as well as central library at JGEC (Jalpaiguri Government Engineering College), horizontal extension of M.S.B. Building at KGEC (Kalyani Government Engineering College), construction of new Boys' hostel building and development of labs at GCETT, Berhampore, construction and extension of Boys' Hostel at GCETT (Government College of Engineering and Textile Technology), Serampore.

The Higher Education system of the country had spared no efforts to identify the needs of the Computer professionals in different sectors and devised variety of programs including Master of Computer Application (MCA). Till the academic session of 1994-95 there were only 3 (three) universities i.e. Jadavpur University, Bengal Engineering College (D.U.) and North Bengal University where MCA course were offered with very limited intake capacity (100 seats). In the academic session of 2012-2013, with the sheer effort of the state government MCA is conducted in 39 Institutions and the approved intake capacity is 2429 seats<sup>32</sup>.

There has been an improved private sector participation in higher education with the birth of Techno India University, Adamas University and Seacomskills University. Department of Higher Education, Government of West Bengal has been strongly promoting the involvement of private sector in order to meet the demand of higher education in the State. There is also greater autonomy provided to the premier institutions like Presidency University and St. Xavier's College which will help the institutions to foster research and development at par with international standards.

The Government of West Bengal introduced new scholarships like National Scholarship Scheme, Merit-cum-Means Scholarship Scheme and Hindi Scholarship Scheme in order to ensure that no brilliant and capable student is prevented from higher education due to low economic backgrounds.

In terms of quality, the higher education department has had a dedicated cell to monitor the performance of the institutions. The Higher Education Council of West Bengal has been aggressively coordinating between the universities. There have been increased efforts to fill up vacant faculty positions in the state. The state government had accorded approval to the creation of 104 posts of Assistant Professors in various teaching departments apart from converting 227 posts from the erstwhile Presidency College, and recruitment process is underway. 188 posts of non-teaching employees from Presidency College structure were to be converted to the Presidency University structure. In other universities like Jadavpur University, Kalyani University, Vidyasagar University and many others a commendable number of teaching posts had been created and new courses have been introduced in the

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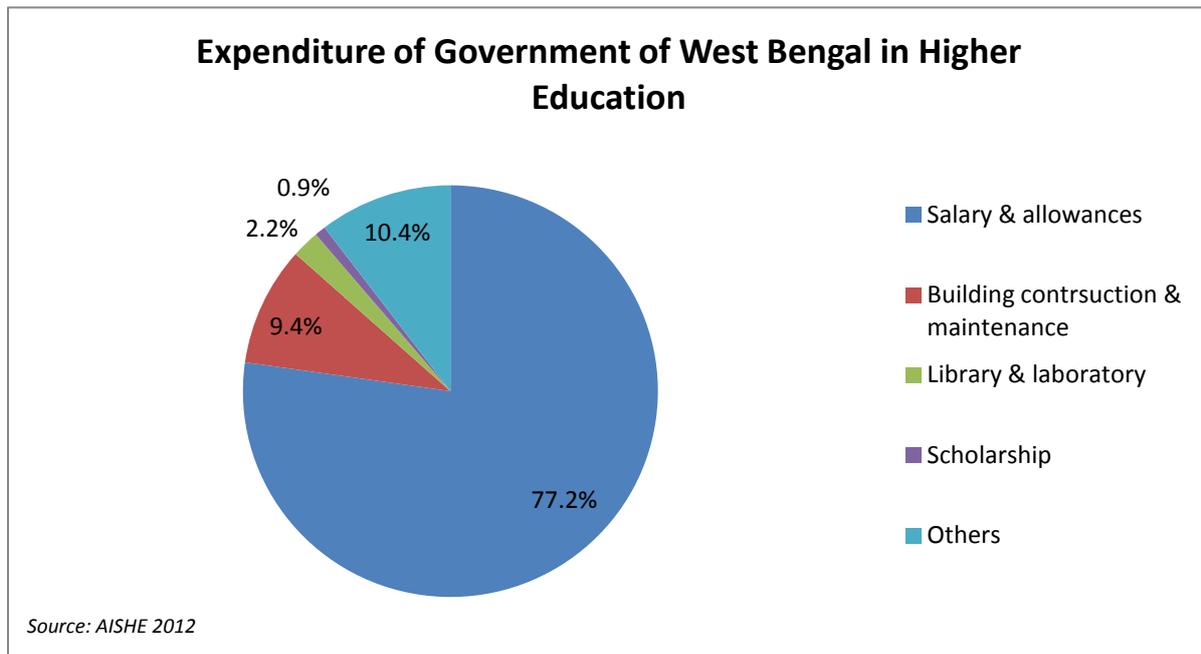
<sup>32</sup> Annual Report, 2012-2013; Department of Higher Education, Government of West Bengal

year 2012-13. Moreover, the state government focused to develop specialized universities like Vidhan Chandra Krishi Viswavidyalaya , West Bengal National University of Juridical Sciences etc.

To improve the quality of Research and Development, Ford Foundation, UGC, DST - GOI, CSIR, etc, had funded special research and academic projects in top government colleges. Presidency College alone had received nearly INR 5 crores. Libraries, Laboratories and Computer systems have been upgraded to enhance research and other academic facilities.

West Bengal has an Institutional Density (ID) of 12.7 and College Population Index (CPI) of 12<sup>33</sup> as compared to the national average of 25.<sup>34</sup> The PTR (Pupil Teacher Ratio) of the State was 43:1 in 2012 which is considerably higher than the national average of 24:1.<sup>35</sup>

The major expenditure component of the state is the pay packages of the faculty. Infrastructure construction and maintenance account for the second highest component indicating the development infrastructure of the colleges to cater to a larger pool of students.

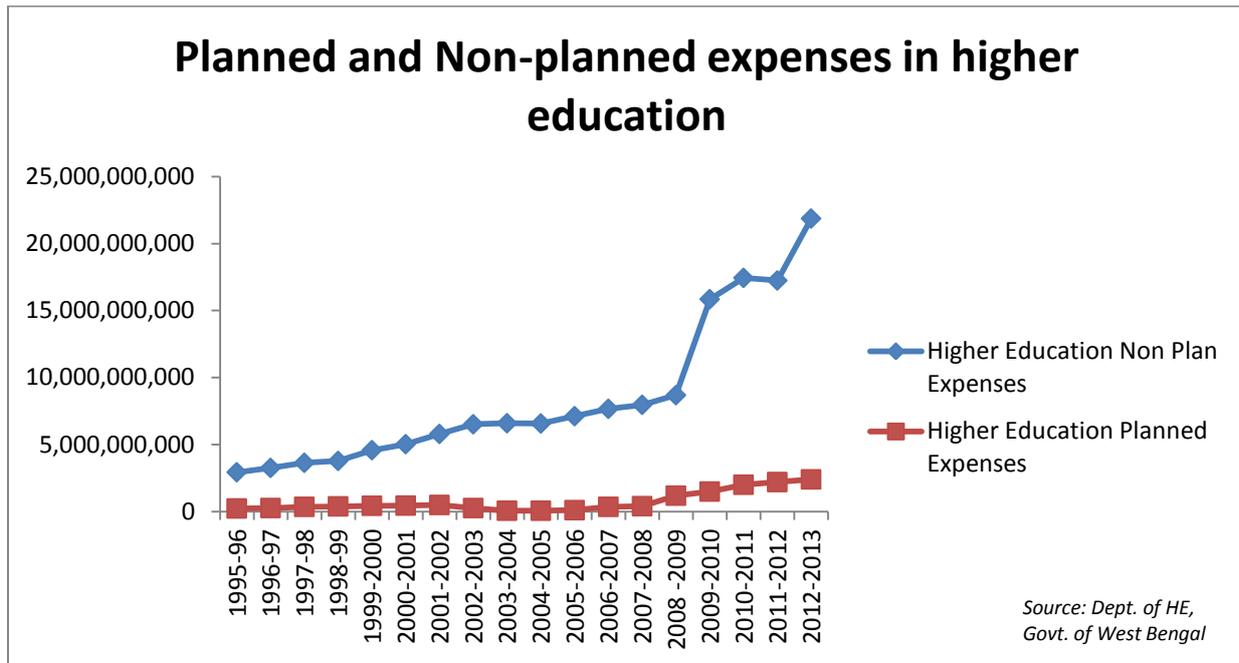


The funds granted from the state exchequer accounted for 70.5 percent of the total funds flowing in to the universities in the financial year 2012-13. The other sources of income for universities include donations, fees, interests, etc.

<sup>33</sup> Source: AISHE 2012, Dept. of Higher Education, Govt. of West Bengal, Annexure Table 7.

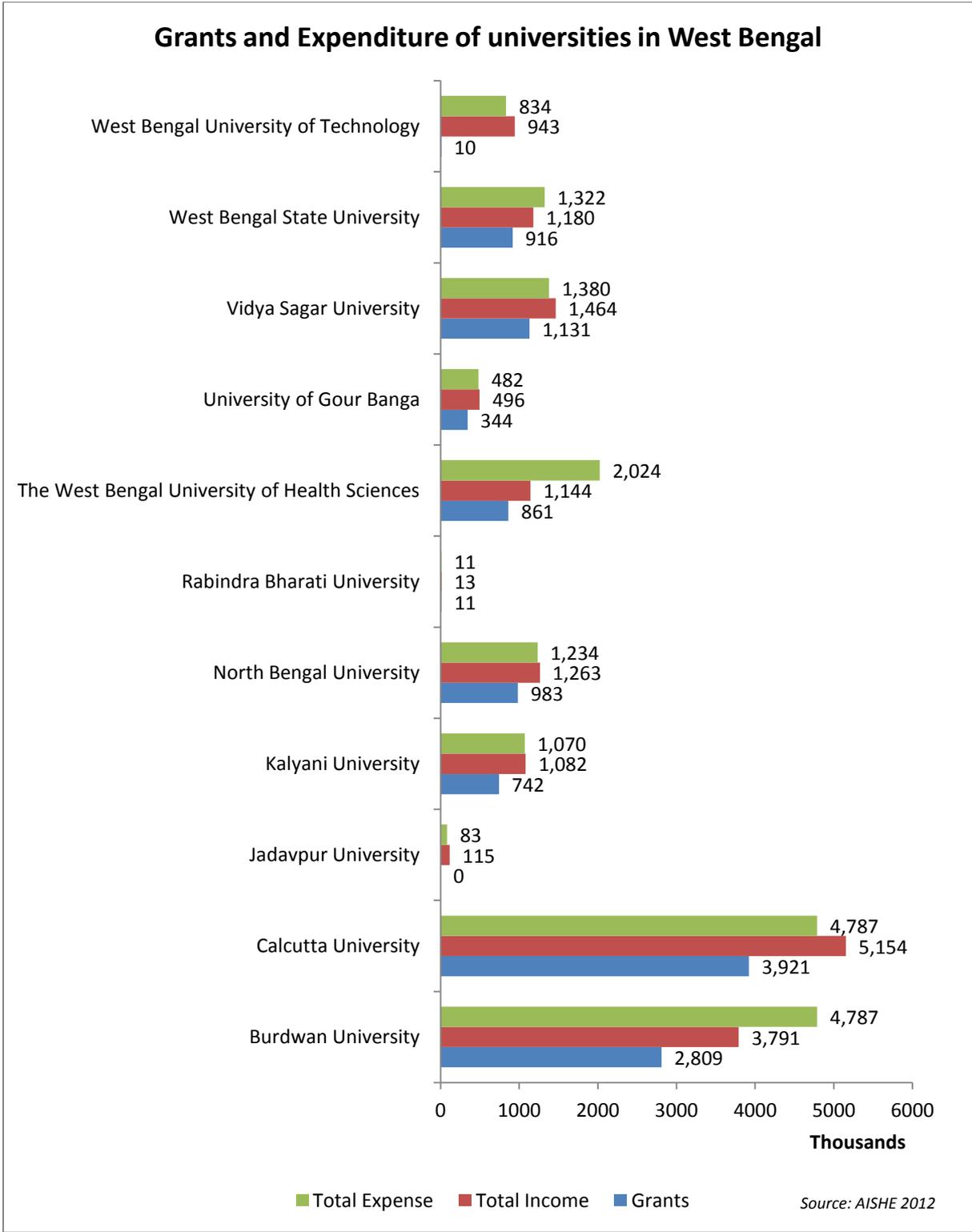
<sup>34</sup> AISHE 2011

<sup>35</sup> AISHE 2012 as of 31<sup>st</sup> January 2014



Budget Heads	Budget Estimate 2011-2012		Budget Estimate 2012-2013	
	Non-Plan	State Plan	Non-Plan	State Plan
<b>Assistance to Universities</b>	755,95,26,000	84,38,00,000	792,71,59,000/-	67,05,30,000/-
<b>Government Colleges and Institutes</b>	133,93,59,000	21,40,00,000	134,99,65,000/-	47,36,30,000/-
<b>Assistance to Non-Government Colleges</b>	719,53,30,000	59,60,00,000	1150,70,15,000/-	38,12,20,000/-
<b>Institutes of higher learning and Other Expenditure</b>	9,22,10,000	9,42,10,000	9,17,62,000/-	8,42,10,000/-
<b>Promotion of Modern Indian Languages</b>	71,48,000	36,30,000	102,08,000/-	46,30,000/-
<b>Research, Scholarships, etc.</b>	51,84,82,000	13,70,000	41,72,93,000/-	14,20,000/-
<b>Technical Education</b>	41,03,50,000	36,00,50,000	37,72,56,000/-	69,58,65,000
<b>Physical Education &amp; Youth Welfare (Excluding N.C.C.)</b>	3,14,43,000	4,55,10,000	5,52,10,000/-	4,65,10,000/-
<b>Promotion of Art and Culture</b>	7,92,18,000	4,14,30,000	11,91,98,000/-	4,14,30,000/-
<b>Surveys and Statistics-Gazetteer &amp; Statistical Memories-3454-02-110-NP-002</b>	99,24,000	NIL	1,21,25,000/-	5,55,000/-
<b>TOTAL</b>	<b>1724,29,90,000</b>	<b>220,00,00,000</b>	<b>2186,71,91,000</b>	<b>240,00,00,000</b>
<b>GRAND TOTAL (Non-Plan + Plan)</b>	<b>1944,29,90,000</b>		<b>2426,71,91,000</b>	

Non-Plan expenses have been higher than the Plan expenses in the budget of higher education in West Bengal. There has been a steep increase in Non-Plan expenditure from 2008-09 to 2009-10 which is due to the effect of the 6<sup>th</sup> Pay Commission. Also the recurring increase in the following years may be associated with the recruitment of new faculty in the higher education sector.





Calcutta University received the maximum grants from the government in the year 2012-2013 at INR39.21 lakhs followed by Burdwan University at INR 28.09 lakhs. West Bengal State University, The West Bengal University of Health Sciences and Burdwan University have incurred higher expenses than their total annual income.

Year <sup>36</sup>	Education Budget as percentage of total Budget	Higher Education Budget as percentage of Education Budget
2000-2001	15.1%	14.2%
2001-2002	14.8%	13.9%
2002-2003	15.4%	14.2%
2003-2004	13.6%	13.9%
2004-2005	12.8%	13.4%
2005-2006	14.8%	12.9%
2006-2007	15.9%	11.9%
2007-2008	15.0%	12.2%
2008-2009	15.6%	12.3%
2009-2010	17.1%	14.0%
2010-2011	17.9%	14.0%

In the early 2000s, the expenditures incurred in higher education were much constrained as compared to the recent years. Earlier, higher education used to account for around 14 percent of total education budget. The current improvement in budget allocation determines the dedicated focus of the state government towards the State's higher education sector.

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<sup>36</sup> Higher Education Department, Government of West Bengal  
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## Chapter 4: Preparation of the State Plan

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### Methodology

The Higher Education Plan of West Bengal has been prepared in accordance with the guidelines of National Higher Education Mission of RUSA under the Ministry of Human Resource and Development (MHRD). It focuses on the holistic development of the higher education sector of the state in accordance with the national targets mentioned in the mission.

All data pertaining to universities and institutions have been acquired from AISHE survey for 2012-13. There were some institutions which had not responded in the survey. Student enrolments from such institutions have also been factored in while calculating the enrolment of the State. An average student per college for each district was calculated to estimate the enrolment figures of such institutions. There is a mention in the RUSA plan of 11.7 percent of the State's population to be in the age group of 18 to 23 years. This population along with the enrolment numbers of each district have been used to determine the Gross Enrolment Ratio (GER) across districts, across gender and across categories.

The GER target of the country as per the RUSA Plan is set at 25.2 percent by 2017-18 and 32 percent by 2021-2022. This could be achieved in the State by either increasing the existing infrastructure of the colleges or by constructing new colleges. The present GER of West Bengal in the higher education sector is at 17.5<sup>37</sup>. This has been calculated by taking into account enrolments across all types of institutions, namely – government, government aided and private. Also different kinds of enrolments like – regular, distanced and self financed have been considered.

The development and formulation plan of institutions have been designed based on the principles of the RUSA plan. The plan determines parameters for different components under which funding would be provided in higher education institutions. There have been some exceptions and alterations made while selecting institutions eligible to receive funds. Details of such institutions are mentioned in the detailed plan section.

Autonomous colleges have been identified for up gradation to Universities based on the guidelines as laid down in RUSA plan. Clustering of colleges has been done geographically to implement the formulation of universities based on clusters. College Population Index (CPI - No. Of Colleges per lakh student) has been used to identify the clusters in which universities need to be created. Infrastructure grants to universities have been decided on the basis of the number of affiliated colleges and the demand they are supposed to meet in their respective districts. The components have been prioritized as per the State's needs and it had been determined that the effort and investments required to construct new model colleges were lesser than converting existing colleges into model degree colleges.

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<sup>37</sup> Annexure Table 1; AISHE 2012.



The districts with high number of Educationally Backward Blocks, low GER and greater proportion of SC population have been considered for creation of new model degree colleges. The allocations of funds also take into account the female GER of the district. These parameters would ensure development of socially challenged and increase female population of the state. The districts weak in professional and technical education have been identified through the absence of technical institutions. Majority of the government and government aided colleges of the districts have been identified to offer funds to develop infrastructure of the colleges.

Faculty improvement initiative has been considered for all the State Universities including the two newly proposed universities. The Pupil Teacher Ratio of the State in the higher education sector is 43:1 against a national average of 24:1. The state government has already initiated a major drive to recruit assistant professors through PSC (Public Service Commission) and WBPSC (West Bengal Public Service Commission). There are in total 2700 assistant professors under the recruitment process which is entirely being funded by the state government. As a result Component 10 - Faculty Recruitment has been omitted from the component budget list.

All State Universities would be offered funds for quality improvement and introduction of vocational courses. This would ensure that higher education is made more employable and courses are taught as per the job demands in the industry. Research and innovation would also be emphasised to draw efforts in making the State a research hub of the east.

## **Stakeholder Consultation**

The State Higher Education Plan was prepared in consultation with a number of eminent academicians and personnel from the entire Higher Education sector of the State. There were multiple meetings conducted with the help of West Bengal State Council of Higher Education and Department of Higher Education, Government of West Bengal<sup>38</sup>. There were representations from majority of the higher education institutions of the State, including institutions which are managed by the Minorities Department, Government of West Bengal. The following meetings were conducted with a list of the participants:

### **Meeting with Department of Higher Education, Government of West Bengal**

- Mr. Partha Chatterjee – Minister in Charge, Department of Higher Education, Government of West Bengal
- Mr. Asish Banerjee – Minister of State, Department of Higher Education, Government of West Bengal
- Mr. Vivek Kumar, IAS – Principal Secretary, Department of Higher Education, Government of West Bengal
- Dr. Jiban Chandra Chakrabarty, IAS – Addl. Secretary, Department of Higher Education, Government of West Bengal

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<sup>38</sup> Check Annexure for Minutes of Meetings



- Ms. Madhumita Ray, IAS – Addl. Secretary, Department of Higher Education Government of West Bengal
- Mr. Shiladitya Basuray, WBCS (Executive) – Joint Secretary, Department of Higher Education, Government of West Bengal
- Mr. Amit Sanyal, WBCS (Executive) – Special Secretary, Department of Higher Education, Government of West Bengal
- Mr. T.K. Ghara – Joint Director, Department of Higher Education, Government of West Bengal
- Mr. Krishnendu Basak, WBCS (Executive) – OSD, Department of Higher Education, Government of West Bengal
- Prof. Malayendu Saha – Vice Chairman, West Bengal State Council of Higher Education

### **Meeting with the West Bengal Education Commission**

- Prof. Samir K. Brahmachari – Chairman, West Bengal Education Commission
- Amit Sanyal – Additional Secretary, Dept. of Higher Education, Govt. of West Bengal
- Prof. Abu T. Khan – Vice Chancellor Aliah University
- Prof. Sanghamitra Banerjee – Professor, Indian Statistical Institute
- Dr. John Felix Raj – Principal, St. Xavier's College Kolkata
- Swami Shubhakarananda – Ramakrishna Mission Belur Math
- Swami Suvirananda - Ramakrishna Mission Belur Math
- Ms. Susmita Bhattacharya Chatterjee - Former Principal, St. Thomas Girls' School, Kolkata
- Ms. Supti Pande – Mass Education Expert
- Ms. Renu Barman (Singha) - Educationist
- Mr. Vivek Kumar – Principal Secretary, Department of Higher Education, Government of West Bengal
- Dr. Prabir Kumar Das – Member Secretary, West Bengal State Council of Higher Education

### **Meeting with Selected College Principals**

- Chandrakona College
- Kalyani Govt Engineering College
- Sorojini Naidu College
- Barasat Government College
- Mekhliganj College
- Hoghly Moshin College



- Institute of Engineering and Management
- Salesian College Darjeeling
- Heritage Institute of Technology
- Asutosh College
- College of Leather Technology
- MUC Women's College

#### **Meeting with Selected University Vice Chancellors**

- University of Calcutta
- Jadavpur University
- Aliah University
- North Bengal University
- Vidyasagar University
- Presidency University
- West Bengal State University
- Sidhu Kano Birsa Munda University, Purulia

#### **Meeting with Selected Teachers Associations of West Bengal**

- West Bengal Government College Teachers Association (WBGCTA)
- All Bengal State Government Teachers' Association (ABSGTA)
- West Bengal College and University Professors Association (WBCUPA)
- West Bengal University Teachers Association (WBUTA)

#### **Meeting with Selected Principals of Christian Minority Colleges**

- St. Xavier's College
- Scottish Church College
- St Joseph College, Darjeeling
- Bankura Christian College
- St. Pauls College
- Serampore College
- Loretto College
- Salesian College

## Chapter 5: Five-year Perspective Plan

The prime target of the Department of Higher Education, Government of West Bengal is to reach a GER of 25.2 percent by 2016-17 without compromising the quality of education. In order to achieve the target, there would be focused homogenous development of education system in all the districts. The current plan has been laid out for a period of three years which are the remaining years of current 12<sup>th</sup> five year plan. The plan envisages creation of new universities, up-gradation of existing university infrastructure, setting up of new colleges in the context of current CPI, population of the district and the demand for higher education needs.

The State Government's determined efforts to improve the higher education sector of the State have generated aspirations among people and created the need for state of the art facilities. Aggressive recruitment of faculty have already been initiated where 2,700 assistant professors are being recruited through PSC (Public Service Commission) and WBPS (West Bengal Public Service Commission).

A model has been used to calculate the number of new colleges which are to be created based on the required incremental capacity of the State to reach the national GER target. An estimated number of 2000 seats have been assumed as the ideal enrolled number of students that every college in the state needs to have. Based on this number it has been calculated that 137 new colleges<sup>39</sup> are required to be constructed and infrastructure in the existing colleges need to be raised to accommodate an additional 757,758 students in the State. It has been observed that first year enrolments in most colleges are in excess of the total capacity of the institution. This increase in numbers has also been considered while determining the target of the State.

West Bengal Higher Education Targets	
Number of seats required	28,93,337
Current Estimated Enrolments	18,69,234
Additional Requirements	10,37,607
Current Students per College	1422
Current Number of colleges	1311
Ideal Number of students per college	2000
Incremental capacity	7,57,758
Number of new colleges	139

The Department of Higher Education, Government of West Bengal has given special emphasis on creation of new universities by up-gradation of existing autonomous colleges and by formation of college clusters based on their geographic locations. This would help in

<sup>39</sup> Source: Annexure table 8, W.B. Higher Education model for Incremental capacity

efficient governance of the higher education institutions in the State. Districts with low GER and high number of Educationally Backward Blocks would be funded to develop model degree colleges. These institutions would create an influence and set benchmarks for nearby educational institutions to achieve and eventually encourage them to transform. Major focus would be made on professional colleges and vocational education as they make education employable and provide greater opportunities to the students. Plans are being made to create a B.Ed University to facilitate faculty training institutes to impart quality training which would help the teachers to develop their skill sets and understand the aspirations of students in the State. Research and development in the State would be improvised with the increased grants and by recruitment of internationally renowned faculty for the leading institutions.

Activity	2014-15	2015-16	2016-17	Total (in crores)
Creation of Universities by way of Up-gradation of Existing Autonomous Colleges	10	10	10	30
Creation of Universities by conversion of colleges in a cluster	10	20	10	40
Infrastructure Grants to Universities	20	20	20	60
New Model Colleges (General)	33.3	33.3	33.4	100
Up-gradation of existing Degree Colleges to Model Degree Colleges	0	0	0	0
New Colleges (Professional)	10	10	10	30
Infrastructure Grants to Colleges	523	261.5	261.5	1046
Research, Innovation and Quality Improvement	6.73	6.73	6.73	20.2
Equity Initiatives	0	0	0	0
Faculty recruitment Support	0	0	0	0
Faculty Improvement	3.16	3.16	3.16	38
Vocationalisation of Higher Education	12.73	12.73	12.54	38
Leadership Development of Educational Administrators	5	2.5	2.5	10
Institutional Restructuring and Reforms	2	4	4	10
Capacity Building and Preparation, Data Collection and Planning	5	0	0	5
Management Information System	2	0	0	2
<b>Year wise Total (in Crores)</b>	<b>642.91</b>	<b>383.91</b>	<b>373.88</b>	<b>1400.70</b>

The Government of West Bengal has set up an Education Commission to prepare the roadmap and Vision 2020/2030 for the entire educational sector of West Bengal. This Commission consists of eminent scholars and experts from the education sector of the State. The Education Commission report has been incorporated as an expert advice while planning the expansion of the colleges and universities.

## Chapter 6: Snapshot of the Annual Plan

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### Priority Areas

The Annual Plan has been based on a micro level understanding of the status of every institution and district of the state. This has helped to design the fund allocation and policies in a detailed manner. Prioritization has been given to certain components over others based on the immediate need of the State. The following components have been listed out in order of priority basis which funds have been desired:

#### **Component 1 – Creation of Universities by way of up-gradation of existing Autonomous Colleges**

Two institutions have been identified which would be converted into Universities – St. Xavier's College and Ramakrishna Mission Vidyamandir. An amount of five crores per institution have been desired in the present year totalling to ten crores.

#### **Component 2 – Creation of Universities by conversion of colleges in a cluster**

There are two proposals which have been worked out with plans of implementation of both in the present year. Raiganj College identified as the lead college with five cluster colleges – Meghnad Saha College, Sri Agrasen College, Islampur College, Chopra College and Surendranath College. David Hare Training College identified as the lead college with seven cluster colleges – Institute of Education for Women, Jagdish Chandra Basu Shikshak Mahavidyalaya, Calcutta Girls B.T. College, R.K. Mission Shiksha Mandir, Shri Shikshayatan College, St. Xaviers College and Satyapriya Roy College of Education. Each cluster has desired an amount of five crores with a total of ten crores for the first year.

#### **Component 3 – Infrastructure Grants to Universities**

Four Universities would be offered a grant of five crores each for the present year totalling to twenty crores. The Universities are – Burdawan University, Calcutta University, University of North Bengal and West Bengal University of Technology. These universities have been shortlisted on the basis of the qualification criteria as mentioned in the RUSA Plan.

#### **Component 6 – New Colleges (Professional)**

Cooch Behar Engineering College would be a new professional college that would be constructed in the district. An amount of ten crores would be invested in the present year for construction.

#### **Component 4 – New Model Colleges (General)**

Ten new model colleges would be constructed by the Government of West Bengal as government colleges. The identified areas are – Basirhat, North Twenty Four Parganas; Bongaon, North Twenty Four Parganas; Arambag, Hoogly; Ranihat, Howrah; Rampurhat, Birbhum; Dhantala, Nadia; Birpara, Jalpaiguri; Dinhat, Cooch Behar; Dhupguri, Jalpaiguri;



Dakshin Dinajpur. Three crores thirty three lakhs would be invested for each college in the present year totalling to thirty three crores and thirty lakhs.

### **Component 7 – Infrastructure Grants to Colleges**

Mostly all government and government aided colleges of the State would be offered a grant of one crore in the present year. There are a total of 523 government and government aided institutions in the State. Therefore in the present year a total grant of 523 crores has been desired.

### **Component 8 - Research Innovation & Quality Improvements**

Sixteen state aided universities would be offered three crores forty lakhs in total and Presidency University would be offered three crores thirty three lakhs for the present year. This totals to six crores seventy three lakhs for the present year.

### **Component 11 – Faculty Improvement**

All nineteen state aided universities would be offered a total of three crores fifteen lakhs for the present year for faculty improvement. This would immensely help in increasing the motivation levels of the faculty.

### **Component 12 – Vocationalisation of Higher Education**

All nineteen state aided universities would be offered a total of twelve crores seventy three lakhs for the present year. This has been segregated as sixty seven lakhs for each university in the present year. Vocationalisation would help in ensuring employability and would also encourage the much needed private sector participation in the higher education sector.

### **Component 13 – Leadership development of Educational Administrators**

There are five institutions which have been identified where funds would be allocated. They are – West Bengal State Higher Education Council, three academic staff colleges and administrative training institute. A total of five crores have been desired for this purpose.

### **Component 14 – Institutional restructuring & Reforms**

Two institutions – West Bengal State Council of Higher Education and West Bengal College Service Commission would be offered a total of two crores for the present year.

### **Component 15 – Capacity Building and Preparation, Data Collection & Planning**

A total of five crores have been desired under this component as per the norm of RUSA. Primary focus would be on up-gradation of the capacity of existing colleges and initiation of the development of new colleges to achieve the desired target GER.

### **Component 16 – Management Information System**

Implementation of MIS (Management Information System) and preparation of an Institutional Plan would help to obtain the required information. A total of two crores have been desired in this component for the present year.

## Strategy

West Bengal Government in the present five-year plan period has created four new state aided universities and two private universities in different districts. The new universities would help in increasing the enrolments in the respective districts and shall also assist in efficient administration. The state is also focusing on providing autonomy to premier colleges like Presidency College which is intended to improve the standards of the colleges. Providing greater autonomy would allow institutes to invest in infrastructural and administrative reforms and also update its academic curriculum. Greater autonomy would reduce political interferences in the administrative procedures and improve the quality of education imparted. Private Sector is being encouraged to establish its educational institutions under the Private University Bill and Private College Bill. Initiatives by NSDC in collaboration with the state government will promote vocational education in the State which is very important in terms of generating employment. Multiple activities having diverse domain are being conducted leading to a holistic development of higher education in West Bengal.

## Sources of Funds

Source	Funds expected (INR) (in crores)
Rashtriya Uchcha Shiksha Abhiyan	910.455
Grants from State Higher Education Department	490.245
Grants from other State departments	
Grants from Central Departments	
Raised from private sector, institutions, foundations and Organizations	0
Resources raised by higher education institutions from internal sources like student fees, examination fees etc	0
<b>Total</b>	<b>1400.7</b>

## Targets & Financial outlay for 2014-15.

Component	Number/ Target	Financial Outlay 2014-15 (in crores)
Up gradation of existing autonomous colleges to Universities	2	10
Conversion of colleges to Cluster Universities	2	15
Infrastructure grants to Universities	4	15
New Model Colleges (General)	10	33.3
Upgradation of existing degree colleges to model colleges	0	0
New Colleges (Professional)	1	10
Infrastructure grants to colleges	523	523
Research, innovation and quality improvement	18	3.6
Equity initiatives	0	0
Faculty Recruitment Support	0	0

Component	Number/ Target	Financial Outlay 2014-15 (in crores)
Faculty improvements	19	3.23
Vocationalisation of Higher Education	19	12.73
Leadership Development of Educational Administrators	5	5
Institutional restructuring & reforms	2	2
Capacity building & preparation, Data collection & planning	1	5
Management Information System	1	2
<b>Total</b>		<b>642.91</b>

### Prerequisites: Essential commitments from the State

S. No.	Prerequisite	State's Response	Current Status of Work Done
1	State Higher Education Council	Already in Existence	In-charge of Education Commission
2	Financial Contribution to Higher Education as a % of GSDP	0.34 % in 2012-13	Has been committed by the State to achieve an increase of 0.35% of GSDP by 2016-17
3	State Perspective Plan	In-progress	First draft completed. Final Version in progress
4	Agreement to create separate fund for RUSA	Yes	Steps already initiated. Bank account opened
5	Filling Faculty Vacancies	Yes	Recruitment in progress through PSC and WBCSC
6	Accreditation Reforms	Yes	Institutions already in process of filing affiliations
7	Affiliation Reforms	Yes	State Higher Education Council has taken initiation to appraise the Universities on affiliation norms
8	Academic & Examination Reforms	Yes	State Higher Education Council has taken initiation
9	Governance Reforms	Yes	Training calendars have been processed for the training of all administrative personnel of colleges and universities by phases under the supervision of the WBSHEC
10	Institutional Governance (Administrative) Reforms	Yes	The necessary amendments have been initiated in the relevant Acts & Rules by the State and WBSHEC

## Chapter 7: Detailed Plan

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### Overview of the major initiatives

The Government of West Bengal has set a target to revive the academic heritage of the State and make it an educational hub of the east. Determined and focused efforts are being made to bring about major improvisations in terms of governance, access, employability and quality. Aspirations of students are being encouraged by introduction of non conventional courses which would immensely increase the number of options that a higher education student would have. International institutions have been set as benchmarks and exchange programs are being initiated not only between students but also between teachers. Enhanced usage of ICT tools are being implemented to bridge the distance between national and international institutions and also between urban and remote institutions.

### Governance

The administration of higher education institutions is an extremely crucial element for its success. It has been observed all over the world that the best of the institutions have impeccable administrations that act as a support system of that institution. The Department of Higher Education, Government of West Bengal has taken due cognizance of this point and have directed major efforts to implement administrative reforms in the entire higher education sector of the State.

There were seven new universities created in the present five year plan, four of them being state government sponsored, namely Kazi Nazrul University, Cooch Behar Panchanan Barma University, Diamond Harbour Women's University, Bankura University and three private universities which are Techno India University, Adamas University and Seacomskills University. Apart from creating these Universities, the higher education department also laid focus on conversion of existing autonomous institutions into universities.

St. Xavier's College and Ramakrishna Mission have been suggested to be converted into universities as per the criteria laid down in the RUSA plan. Both these institutions have been into existence for more than fifteen years and have more than two thousand students enrolled. Land allotted to them is in excess of fifteen acres and both have acquired an "A" grade accreditation from NAAC. UGC has conferred CPE (College with Potential of Excellence) status to both the institutions. Most of the norms as mentioned by RUSA are met by the institutions barring PTR and teaching - non teaching ratio. An amount of five crores have been desired for each of the institutions for the remaining three years, totalling to thirty crores for both the institutions.

The State Government has also suggested creating universities by clustering colleges as per their geographic locations. In this regard Raiganj College has been identified as the lead college along with a cluster of five other colleges – Meghnad Saha College, Sri Agrasen College, Islampur College, Chopra College and Surendranath College. All these colleges have been into existence for more than fifteen years and have a combined enrolment of more than two thousand students. Most of the colleges are NAAC accredited and are within

a physical proximity of twenty to thirty kilometres from the lead college. There are some norms which the colleges do not fulfil like autonomous and CPE status, PTR and teaching non teaching ratio, post graduate programs in some colleges, etc. Five crores is being suggested for the first and third year, while ten crores is being suggested for the second year for the clustering and creation of university. A total of twenty crores has been desired over a period of three years.

There is also a suggestion of clustering B.Ed colleges and creating a university to ensure better administration and effectiveness of the courses. David Hare training college has been identified as the lead college with a cluster of seven B.Ed colleges namely, Institute of Education for Women (Hastings College), Jagdish Chandra Basu Shikshak Mahavidyalaya, Calcutta Girls B.T. College, R.K. Mission Shiksha Mandir, Shri Shikshayatan College, St. Xaviers College and Satyapriya Roy College of Education. The lead college has adequate infrastructure and concurs to share existing facilities in partner colleges and undertake common ventures in promotion of access, equity & quality education. RUSA norms are met barring the same ones as mentioned above. A similar total of twenty crores has been desired over a period of three years.

## Access

The higher education department has meticulously planned to construct new model colleges in strategic locations to ensure the access of higher education sector of the State. The districts which form a part of the Educationally Backward Blocks as identified by UGC, have been taken into account. A professional college in Cooch Behar has been suggested as the district lacks a professional government college. There is a high proportion of socially and economically backward population with a low female and SC/ST GER. A total of thirty crore has been desired over a period of three years with an equal distribution of ten crore every year.

There are ten new model degree colleges planned in various Educational backward districts of the State. The identified areas are – Basirhat, North Twenty Four Parganas; Bongaon, North Twenty Four Parganas; Arambag, Hoogly; Ranihat, Howrah; Rampurhat, Birbhum; Dhantala, Nadia; Birpara, Jalpaiguri; Dinhat, Cooch Behar; Dhupguri, Jalpaiguri; Dakshin Dinajpur. A total of hundred crore has been desired for the creation of these colleges over a period of three years. Each college would be offered three crore thirty three lakhs every year for three years.

West Bengal has a GER of 17.5 percent which has to be increased to 25.2 percent by 2016-17 as per the RUSA mission. This shall require 28.9 lakh seats in the state of which 18.7 lakh seats are already present. The additional requirement of 7.6 lakh seats in the state shall be generated by increasing the capacity of higher education institutions and setting up new institutions. Currently, there are around 1311 institutes which have to be increased to around 1450 institutions. Moreover, the average number of students per college is around 1422 which has to be increased to 2000. The addition of the new colleges and increment in the seats shall help attaining sufficient seats to reach the target GER of 25.2 percent.

## Employability

Education in the modern world has to be linked to employability. There has to be a complete connection between subjects covered in educational institutions and the demand-supply scenario in the job market. The higher education department has encouraged industry academia linkage which would help to ensure that graduating students are “industry ready”.

Extremely competitive job market has driven the state government to introduce the new vocational courses. These new innovative courses would help in meeting the job demands and also address the drop-out rate of the State. These new vocational courses are being initiated in six community colleges that are approved by UGC. Some of the courses are – ICT applications, Organic Farming & Food Processing, Automobile Servicing, Retail Management, Travel & Tourism Management, Media Management, Electrical & Electronic equipment servicing, IT related courses, etc.

Vocational courses would be implemented in all the nineteen state aided universities and a total amount of thirty eight crore are being requested for. This amount would be spread over three years with sixty seven lakhs suggested for each university every year for three years.

West Bengal is a key human resource hub in India, with the state being fourth most populous and second most densely populated regions in India. More than forty percent of the employment is in agriculture and allied services and more than ninety percent of the population is in the informal sector. In a recent NSDC report it has been estimated that labour force is expected to grow within the State for the period 2012-2022. The State is expected to witness significant growth in unskilled and informal job segments that would accommodate workers displaced from agriculture. In the near future, West Bengal would have the potential to be a source for trained and quality manpower for the rest of India

## Quality

The Department of Higher Education, Government of West Bengal has taken due cognizance of the importance of imparting quality education in the higher education sector. Major initiatives in terms of recruitment of faculty to achieve PTR targets have already been initiated. A total of twenty seven hundred assistant professors are being recruited through the help of Public Service Commission and West Bengal College Service Commission.

The state government has identified four universities and proposed a grant of five crores per university every year for the next three years. These universities are – Calcutta University, Burdwan University, University of North Bengal and West Bengal State University. All these universities are more than fifty years old with Calcutta University been accorded “A” grade by NAAC. Calcutta University and Burdwan University have more than hundred affiliated colleges and University of North Bengal has around sixty affiliating colleges. All these Universities would immensely benefit from the infrastructure grants being offered for upgradation. A total of sixty crore has been desired as infrastructure grants for upgradation of the mentioned universities. Each university would be offered five crores each year for the next three years.



There are in total five hundred and twenty three government and government aided colleges in the State. They are segregated as the following:- Government degree college – 20; government B.Ed college – 7; government B.P.Ed college – 4; government art college – 1; government technical and engineering college – 6; government polytechnic college – 38; government aided degree college – 427; government aided B.Ed college – 18; government approved university college – 2. All these colleges would be offered a grant of 1 crore for the first year and then fifty lakhs for the next two consecutive years. A total of 1046 crores have been desired for up-gradation of existing colleges.

The higher education department has focused majorly on improving the research and development infrastructure of the higher education institutions. Constant efforts are being directed towards creating a research and innovation hub in the State. A total of twenty crores and twenty lakhs has been desired over a period of three years in the current plan period. All the existing sixteen state aided universities would be offered twenty lakhs each year for three years. Presidency would be offered three crores thirty three lakhs each year for the next three years. Being a renowned institution and an institution of repute world-wide, Presidency University was accorded the university status in July 2010. This special grant for research and innovation would be offered to Presidency to ensure that the institution continues to excel in all its disciplines and is able to attract the best faculty from all over the world and set itself as a benchmark institute for the other institutions of the State to follow.

The Department of Higher Education, Government of West Bengal has provisioned a total amount of nine crore fifty lakhs towards faculty improvement. This is over and above the already sanctioned amount for recruitment of 2700 assistant professors which is already underway. All the state universities would be offered sixteen lakhs sixty thousand each year for the next three years. This would enable them to bring about quality improvements in their faculty and ensure that the brightest of the students are nurtured in the best of ways.

The higher education department has also provisioned a total of ten crores towards leadership development for educational administrators. Five institutes have been identified to receive this grant. Three staff colleges in Jadavpur University, Calcutta University and Burdwan University along with Administrative Training Institute and West Bengal State Higher Education Council would be offered one crore in the present year and then fifty lakhs each for the next two consecutive years.

Two institutions, West Bengal State Higher Education Council and West Bengal College Service Commission would be offered one crore each in the first year and then two crores each in the next two consecutive years for implementing institutional restructuring and reforms in the higher education sector of the State. There has also been a provision of five crores and two crores respectively for capacity building, data collection and planning along with implementation of Management Information System in the higher education sector. These investments would ensure incredible quality reforms among all the higher education institutions of the State.

## Detailed component-wise allocations

The higher education department has provisioned for a total of INR 1400.7 crores in the current five year plan. The State's share would be 35 percent totalling to INR 490.2 crores and RUSA's share would be 65 percent totalling to 910.455 crores.

Component	Activity	14-15	15-16	16-17	Total
Component 1	Creation of Universities by way of Upgradation of Existing Autonomous Colleges	10	10	10	30
Component 2	Creation of Universities by conversion of colleges in a cluster	10	20	10	40
Component 3	Infrastructure Grants to Universities	20	20	20	60
Component 4	New Model Colleges (General)	33.3	33.3	33.4	100
Component 5	Upgradation of existing Degree Colleges to Model Degree Colleges	0	0	0	0
Component 6	New Colleges (Professional)	10	10	10	30
Component 7	Infrastructure Grants to Colleges	523	261.5	261.5	1046
Component 8	Research, Innovation and Quality Improvement	6.73	6.73	6.74	20.2
Component 9	Equity Initiatives	0	0	0	0
Component 10	Faculty Recruitment Support	0	0	0	0
Component 11	Faculty Improvement	3.15	3.15	3.2	9.5
Component 12	Vocationalisation of Higher Education	12.73	12.73	12.54	38
Component 13	Leadership Development of Educational Administrators	5	2.5	2.5	10
Component 14	Institutional Restructuring and Reforms	2	4	4	10
Component 15	Capacity Building and Preparation, Data Collection and Planning	5	0	0	5
Component 16	Management Information System	2	0	0	2
<b>Total</b>		<b>642.91</b>	<b>383.91</b>	<b>373.88</b>	<b>1400.7</b>

## Annexure

Table 1: District wise number of higher education institutions as per AISHE 2012

District Name	Institution Profile		
	Colleges	Stand Alone Institutes	Total
Bankura	33	14	47
Burdwan	98	42	140
Birbhum	28	18	46
Dakshin Dinajpur	14	3	17
Darjeeling	37	7	44
Howrah	41	11	52
Hooghly	51	23	74
Jalpaiguri	22	7	29
Cooch Behar	20	4	24
Kolkata	181	41	222
Malda	29	7	36
Murshidabad	53	50	103
Nadia	44	15	59
North 24 Parganas	129	20	149
Paschim Medinipur	42	13	55
Purba Medinipur	38	24	62
Purulia	25	13	38
South 24 Parganas	71	29	100
Uttar Dinajpur	9	5	14
<b>West Bengal</b>	<b>965</b>	<b>346</b>	<b>1,311</b>

Table 2: Types of Higher Education Institutions in West Bengal. 2014.

<b>DEEMED Institution</b>	Ramkrishna Mission Vivekananda Educational and Research Institute (RKMVERI)	Howrah
<b>CENTRAL UNIVERSITIES</b>	Visva-Bharati	Birbhum
	Indira Gandhi National Open University, Regional Centre	Kolkata
<b>INSTITUTES WITH SPECIAL STATUS</b>	Indian Institute of Management, Joka	Kolkata
	Indian Institute of Technology, Kharagpur	Paschim Mednipur
	Indian Statistical Institute, Baranagar	Kolkata
	National Institute of Technology, Durgapur	Burdawan
	Indian Institute of Science Education & Research, Kolkata (IISER-K)	Kolkata

<b>INSTITUTE OF NATIONAL IMPORTANCE</b>	Asiatic Society	Kolkata
	Indian Institute of Engineering Science & Technology, Shibpur (erstwhile BESU)	Howrah
<b>IMPORTANT RESEARCH INSTITUTIONS</b>	Bose Institute	Kolkata
	Central Glass & Ceramic Research Institute	Kolkata
	Centre for Studies in Social Sciences	Kolkata
	Central Mechanical Engineering Research Institute, Durgapur	Burdwan
	Indian Association for the Cultivation of Science	Kolkata
	Indian Institute of Chemical Biology	Kolkata
	Institute of Historical Studies	Kolkata
	Netaji Institute for Asian Studies	Kolkata
	Saha Institute of Nuclear Physics	Kolkata
	Satyendra Nath Bose National Centre for Basic Sciences	Kolkata
Variable Energy Cyclotron Centre	Kolkata	
<b>UNIVERSITIES AIDED BY HIGHER EDUCATION DEPARTMENT</b>	University of Calcutta (1857),	Kolkata
	Jadavpur University (1955),	Kolkata
	University of Burdwan (1960),	Burdwan
	University of Kalyani (1960),	Nadia
	Rabindra Bharati University (1962),	Kolkata
	University of North Bengal (1962),	Darjiling
	Vidyasagar University (1981),	Paschim Mednipur
	Netaji Subhas Open University (1997),	Kolkata
	W.B. University of Technology (2000),	Kolkata
	West Bengal State University, Barasat (2008),	North 24 Parganas
	Gour Banga University (2008),	Malda
	Sidhu Kanho Birsha University (2010),	Purulia
	Kazi Nazrul University (2012),	Burdwan
	Cooch Behar Panchanan Barma University (2012),	Cooch Behar
	Diamond Harbour Women's University (2012).	South 24 Parganas
Presidency University	Kolkata	
Bankura University (2013)	Bankura	
<b>OTHER UNIVERSITIES</b>	Bidhan Chandra Krishi Viswavidyalaya	Nadia
	Uttar Banga Krishi Viswavidyalaya	Cooch Behar

	West Bengal University of Animal & Fishery Sciences	Kolkata
	The West Bengal National University of Juridical Sciences	Kolkata
	The West Bengal University of Health Sciences	Kolkata
<b>Department of Minority Affairs and Madrasa Development</b>	Aliah University	Kolkata
<b>Private University</b>	Adamas University	North 24 Parganas
	Techno India University	Kolkata
	Seacomskills University	Birbhum

Table 3: Estimated population of age group 18-23 years in West Bengal 2012

District Name	Population 18-23 years		
	Male	Female	Person
Bankura	2,15,279	2,05,370	4,20,649
Burdwan	4,64,988	4,38,430	9,03,418
Birbhum	2,09,491	2,00,175	4,09,666
Dakshin Dinajpur	1,00,019	95,425	1,95,445
Darjeeling	1,09,341	1,06,117	2,15,458
Howrah	2,92,706	2,73,609	5,66,314
Hooghly	3,29,743	3,15,963	6,45,706
Jalpaiguri	2,31,604	2,21,023	4,52,626
Cooch Behar	1,70,023	1,60,151	3,30,174
Kolkata	2,76,355	2,48,441	5,24,796
Malda	2,41,139	2,26,493	4,67,633
Murshidabad	4,24,545	4,06,209	8,30,754
Nadia	3,10,555	2,93,990	6,04,545
North 24 Parganas	6,04,972	5,74,394	11,79,366
Paschim Medinipur	3,54,719	3,40,454	6,95,173
Purba Medinipur	3,07,753	2,88,108	5,95,860
Purulia	1,75,177	1,67,300	3,42,477
South 24 Parganas	4,89,247	4,64,410	9,53,657
Uttar Dinajpur	1,81,325	1,69,677	3,51,002
<b>West Bengal</b>	<b>54,88,981</b>	<b>51,95,739</b>	<b>1,06,84,720</b>

Table 4: Higher Education enrolments in higher education institutions of West Bengal, AISHE 2012

District Name	Higher Education Enrolment			GER		
	Male	Female	Total	Male	Female	Total
Bankura	28,643	18,320	46,963	13.31%	8.92%	11.16%
Burdwan	109,773	96,832	206,605	23.61%	22.09%	22.87%
Birbhum	35,565	19,735	55,300	16.98%	9.86%	13.50%
Dakshin Dinajpur	22,379	17,652	40,031	22.37%	18.50%	20.48%
Darjeeling	23,198	22,234	45,432	21.22%	20.95%	21.09%
Howrah	31,775	31,411	63,186	10.86%	11.48%	11.16%
Hooghly	68,425	59,604	128,029	20.75%	18.86%	19.83%
Jalpaiguri	40,156	36,778	76,934	17.34%	16.64%	17.00%
Cooch Behar	28,764	21,400	50,164	16.92%	13.36%	15.19%
Kolkata	134,183	129,691	263,874	48.55%	52.20%	50.28%
Malda	43,105	31,765	74,870	17.88%	14.02%	16.01%
Murshidabad	68,032	39,524	107,556	16.02%	9.73%	12.95%
Nadia	68,925	51,003	119,928	22.19%	17.35%	19.84%
North 24 Parganas	120,414	104,754	225,168	19.90%	18.24%	19.09%
Paschim Medinipur	46,872	33,790	80,662	13.21%	9.92%	11.60%
Purba Medinipur	51,306	42,453	93,759	16.67%	14.74%	15.74%
Purulia	23,556	11,685	35,241	13.45%	6.98%	10.29%
South 24 Parganas	76,605	46,150	122,755	15.66%	9.94%	12.87%
Uttar Dinajpur	19,506	13,361	32,867	10.76%	7.87%	9.36%
<b>West Bengal</b>	<b>1,041,182</b>	<b>828,142</b>	<b>1,869,324</b>	<b>18.97%</b>	<b>15.94%</b>	<b>17.50%</b>

Table 5: SC enrolments in higher education institutions of West Bengal

District Name	SC Enrolment			GER		
	Male	Female	Total	Male	Female	Total
Bankura	6178	2746	8923	8.90%	4.04%	6.50%
Burdwan	16618	16001	32618	13.16%	13.20%	13.18%
Birbhum	9515	4211	13725	15.38%	7.14%	11.36%
Dakshin Dinajpur	4662	3369	8031	16.05%	12.29%	14.22%
Darjeeling	3889	3611	7499	20.59%	19.82%	20.21%
Howrah	5028	3972	9000	11.71%	9.65%	10.70%
Hooghly	12559	9039	21597	15.77%	11.65%	13.74%
Jalpaiguri	16314	16170	32483	18.58%	19.54%	19.04%
Cooch Behar	12815	9929	22743	15.04%	12.38%	13.75%

District Name	SC Enrolment			GER		
	Male	Female	Total	Male	Female	Total
Kolkata	18634	15692	34325	124.41%	117.80%	121.30%
Malda	8318	5649	13966	16.43%	11.99%	14.29%
Murshidabad	12368	8871	21238	22.98%	17.34%	20.23%
Nadia	23592	14612	38203	25.27%	16.69%	21.11%
North 24 Parganas	14256	10952	25207	10.93%	8.89%	9.94%
Paschim Medinipur	6637	4045	10681	9.95%	6.20%	8.09%
Purba Medinipur	11457	7045	18502	25.53%	16.65%	21.22%
Purulia	5839	2380	8219	17.17%	7.35%	12.38%
South 24 Parganas	21780	13715	35495	14.70%	9.79%	12.32%
Uttar Dinajpur	7600	5770	13370	15.53%	12.66%	14.15%
<b>West Bengal</b>	<b>2,18,057</b>	<b>1,57,776</b>	<b>3,75,825</b>	<b>16.94%</b>	<b>12.90%</b>	<b>14.97%</b>

Table 6: Higher Education ST enrolments in higher education institutions of West Bengal

District Name	ST Enrolment			GER		
	Male	Female	Total	Male	Female	Total
Bankura	2,815	2,745	5,560	13.12%	12.67%	12.89%
Burdwan	3,589	16,000	19,589	12.60%	55.64%	34.22%
Birbhum	1,293	4,210	5,503	9.23%	29.34%	19.40%
Dakshin Dinajpur	1,419	3,368	4,787	8.79%	20.97%	14.86%
Darjeeling	2,318	3,611	5,929	10.05%	15.43%	12.76%
Howrah	217	3,972	4,189	23.91%	463.22%	237.34%
Hooghly	2,176	9,038	11,214	16.43%	66.62%	41.82%
Jalpaiguri	3,108	16,170	19,278	7.26%	37.79%	22.52%
Cooch Behar	504	9,928	10,432	45.90%	971.50%	492.08%
Kolkata	2,156	15,691	17,847	321.92%	2708.81%	1428.90%
Malda	2,068	5,649	7,717	11.22%	30.87%	21.01%
Murshidabad	1,421	8,870	10,291	26.32%	169.00%	96.65%
Nadia	1,083	14,611	15,694	13.02%	179.59%	95.36%
North 24 Parganas	980	10,951	11,931	6.24%	71.79%	38.55%
Paschim Medinipur	4,363	4,045	8,408	8.48%	7.86%	8.17%
Purba Medinipur	879	7,045	7,924	52.94%	437.91%	242.40%
Purulia	4,004	2,379	6,383	12.59%	7.57%	10.09%
South 24 Parganas	583	13,715	14,298	10.13%	245.40%	126.05%
Uttar Dinajpur	1,163	5,769	6,932	12.15%	60.90%	36.40%
<b>West Bengal</b>	<b>36,139</b>	<b>157,767</b>	<b>193,906</b>	<b>11.66%</b>	<b>50.96%</b>	<b>31.30%</b>

Table 7: College Population Index (CPI) & Institutional Density (ID) of West Bengal

District Name	Sq. Km Area	Number of colleges per 1000 sq km area per district (ID)	CPI (Number of colleges per lakh student in district)
Bankura	6,882	6.83	11.17
Bardhaman	7,024	19.93	15.50
Birbhum	4,545	10.12	11.23
Dakshin Dinajpur	2,219	7.66	8.70
Darjiling	3,149	13.97	20.42
Haora	1,467	35.45	9.18
Hugli	3,149	23.50	11.46
Jalpaiguri	6,227	4.66	6.41
Koch Bihar	3,387	7.09	7.27
Kolkata	185	1200	42.30
Maldah	3,733	9.64	7.70
Murshidabad	5,324	19.35	12.40
Nadia	3,927	15.02	9.76
North Twenty Four Parganas	4,094	36.39	12.63
Paschim Medinipur	9,345	5.89	7.91
Purba Medinipur	4,736	13.09	10.41
Puruliya	6,259	6.07	11.10
South Twenty Four Parganas	9,960	10.04	10.49
Uttar Dinajpur	3,140	4.46	3.99
<b>West Bengal</b>	<b>88,752</b>	<b>14.77</b>	<b>12.27</b>

### Minutes of Meetings with Selected College Principals held on 18th February, 2014 at IACS, Kolkata

#### Background:

The Educom Chairman held an interactive meeting with the heads (or their representatives) of the following colleges in and around Kolkata:

- i. Chandrakona College
- ii. Kalyani Govt Engineering College
- iii. Sorojini Naidu College
- iv. Barasat Government College
- v. Mekhliganj College
- vi. Hoghly Moshin College
- vii. Institute of Engineering and Management
- viii. Salesian College Darjeeling
- ix. Heritage Institute of Technology
- x. Asutosh College
- xi. College of Leather Technology
- xii. MUC Women's College

The above colleges span both the general degree and engineering colleges; as also government colleges, aided colleges and private colleges.

The following districts were covered during the consultation:

- North 24 Parganas
- Cooch Behar
- Kolkata
- Hooghly
- Darjeeling
- Nadia
- Paschim Midnapur

### **Some Overarching Features and Issues for Colleges:**

- Most of the colleges make multiple use of infrastructure with the same building being utilized for morning, day and evening colleges.
- There is an over-burdening of colleges with students (usually 3000 to 4000), without commensurate number of available full-time faculty members.
- There is no mechanism in which the college can restrict admission. In some cases, more than 2000 students are admitted annually in the pass course itself.
- Delinking of pass course from the colleges if possible
- Politicization of college education is the single biggest problem that needs to be removed in order to inculcate excellence.
- The current structure of college Governing Bodies is anomalous. In some cases, for small colleges, with 6-7 faculty members, often 4-5 of them are members of Governing Body. Restructuring of the Governing Bodies is a matter to be explored.
- Autonomy of Principals need to be augmented substantially.
- The current practice of Teacher In Charge in colleges (where Principals are not in position) need to be replaced by a designation such as Principal in Charge.
- Coping with student absenteeism
- Lack of coordination of classroom teaching with the examination system
- Coping with the problem of 'idle teachers' in certain disciplines i.e. teachers who do not have adequate classes due to lack of students.
- College principals should be freed from the responsibility of conducting student union elections.

### **Inputs from Colleges:**

#### **1. Chandrakona College**

- a. There are 12 departments, 7 running courses, 22 sanctioned posts and 8 of such incumbents in position. The student strength is more than 3000. Thus, there is a discrepancy of teacher number vis-à-vis students and also a large number of positions that are not filled up.
- b. Idle teachers in some departments exist

## 2. Kalyani Government College

- a. Acute faculty shortage (43 incumbents in position out of 87 sanctioned posts)
- b. It is felt that there should be a differential treatment given to engineering colleges vis-à-vis general degree colleges

## 3. Sorojini Naidu College

- a. Erosion of brand as a result of migration of the college from Calcutta University to West Bengal State University
- b. Vocational course on communicative English is run very successfully in the college which is proposed to be wrapped up by the university.
- c. There is a need for good quality teachers
- d. Programmes for English skill improvement should be taken up
- e. Adequate stress should be given to inter-disciplinary topics
- f. Online knowledgebase in college should be developed
- g. Appropriate measures should be adopted for involving parents in the college education and teaching-learning processes.

## 4. Barasat Government College

- a. There is an increment of 10% seats for SC and ST plus 17% increment for OBC seats each year. This has had a detrimental effect on the overall educational standard of the college with regard to worsening of student-teacher ratio.
- b. Teacher exchange programme between colleges need to be practiced in order to address the diverse and specialized faculty needs.
- c. Heritage government colleges need to be upgraded appropriately through grant of autonomy.
- d. Introduction of uniform syllabi for undergraduate level should be done. Currently, there is a significant degree of dichotomy.
- e. Provision of e-journal facility for PG teaching colleges
- f. Provide mechanism of compulsory training in industry as part of the college curriculum
- g. Resort to online admission procedure
- h. Switch to five day week with abolition of the off day concept.
- i. Students Union should be renamed as Student Council and its functions made more focused
- j. Currently, the financial powers of the government college functionaries are extremely out-dated (Rs 15000 for Principals; Rs 25,000 for DPI; Rs 30,000 for Secretary; beyond which concurrence of the Finance Ministry is required). The financial powers of the government college Principals should be enhanced.
- k. Student fees should be restructured so as to make them competitive with the present trends in the market
- l. Specialized centres in colleges such as on chromosome biology, medicinal and aromatic plants etc should be established.
- m. A government degree college should be set up in the South 24 Parganas district.

## 5. Mekhliganj College

- a. There is an acute shortage of teachers. There are only 4 teachers in all for 5 honours and 8 pass course subjects.
- b. The college has a predominance of students from the weaker sections of the population; and thus is instrumental in delivering inclusive education.
- c. The college has no infrastructure and sanitation facilities.

## 6. Hooghly Mohsin College

- a. There is a fading glory of the government colleges as they are no longer the preferred destination for students and teachers.
- b. The general morning course which sees a poor attendance (around 25%) nevertheless ruins the ambience of the college. In contrast, the UG honours and PG classes attract good students.
- c. 50% of the teachers are committed and there is no mechanism to differentiate between performers and non-performers in the regular performance appraisal. This is an undesirable trend.
- d. The scope of curriculum planning at the college level is very limited. Present curriculum structure lacks multi-disciplinary approach
- e. Institute-institute and institute-industry partnerships need to be developed
- f. University examination schedules are quite long and often hampers the teaching schedule in colleges

## 7. Institute of Engineering and Management

- a. There is no major problem regarding faculty number, student enrolment etc.
- b. Administrative intervention into academic matters is an impediment
- c. Assignment solving for all students should be made mandatory
- d. The entry level of faculty should be regulated so that the overall motivation profile of the faculty in engineering colleges is increased and remains high. This is an essential pre-requisite for improving quality education.

## 8. Salesian College Darjeeling

- a. This is one of the oldest missionary institutions that has no public funding
- b. State government support is required in order to retain quality
- c. New models of self-financing need to be evolved. It is felt that courses that have larger market requirement should be self-financed while those which have academic and/or social-good requirement should be state financed.
- d. Digitization of university procedures shall energize the educational system substantially.

## 9. Heritage Institute of Technology

- a. There is no funding problem as the financing is through trustee board. Also, faculty number, faculty retention and student teacher ratio are no major problems
- b. Lack of funding in research is an impediment. As this is a private institution, it is not considered at par with government institutions while competing for funds from government agencies.
- c. Fees of the college are around Rs 3 lakhs per year. This is lower compared with the other states which charge around Rs 6 lakhs per year. 10% free studentship is provided which is equal to the number of students in the management quota.
- d. Going by the national average, the requirement of engineering seats in West Bengal is 1.38 lakhs, while the current availability is only 38,000 (i.e. one-fourth the number). In spite of this, 16,000 seats i.e. 50% of the available remains vacant. It is important therefore to understand and determine the cause of this discrepancy.
- e. Lateral entry into undergraduate engineering programmes is fraught with inconsistency. Entry from polytechnics has been a key problem as often such students are not equipped with the requisite background in mathematics. The cause of this is probably the student counselling process, where adequate clarification about the requirements of various engineering disciplines is not provided.
- f. Many accreditation anomalies exist that need to be solved.

## 10. Asutosh College

- a. There are around 6000 students with 24 honours subjects and 4 PG subjects plus diploma, distance and certificate courses
- b. There is a reasonable faculty and non-faculty shortage out of the 58 sanctioned positions for faculty.
- c. Rationalization of fee structure in the colleges is required
- d. The concept of community colleges and meta colleges to be evolved in the state
- e. Courses should have trans-disciplinary and cross-disciplinary nature along with presence of digital learning initiatives.
- f. Evaluation linked to teaching learning processes need to be evolved
- g. Autonomy to be given to colleges to build upon a framework syllabus that the affiliating body shall provide
- h. Evolve the concept of cluster colleges
- i. Introduce newer subjects at undergraduate level.
- j. Academic auditing in colleges
- k. Newer genera of administrative personnel to manage college affairs such as finance, planning, student affairs, welfare etc.

## 11. College of Leather Technology



- a. Mechanism for intra and inter-university credit transfer system should be put in place

## 12. MUC Women's College

- a. Absence of coordination between teachers and examination system proves to be detrimental
- b. It is required that the actual span of academic year during which classes are held be substantially increased
- c. The practice of periodic tests should be encouraged
- d. Detailed statistics for various educational indicators should be developed and appropriately disseminated
- e. Motivational programmes such as 'best teacher award' could be instituted
- f. Research should be given its rightful status in undergraduate level
- g. Digital class rooms should be made a routine in all colleges

## Some Recommendations

### • Rationalizing Entry into Colleges:

- Creation of job opportunities after the high school level so that smaller number of students comes for joining the pass course in colleges.
- Setting up of an All Bengal Meta University where students desirous of pursuing pure pass course might register and undertake courses without attending classes.

### • Rationalizing Fee Structure:

- Differential fee structure might be conceived where fees would be less for students who wish to undertake courses in distance/e-learning mode while higher fees would be charged for those who attend classes physically. This would enable improvement in ambience in colleges.
- The financial subsidy model currently followed in colleges need to be revised. As the government is unable to cater to a pay for the vast number of colleges, it is suggested that only a few colleges might be kept under direct government control. A large number of the remaining institutions might be moved into the private sector where the students would be required to pay fees at market rates. In case of needy students, who have proven track record in pursuing education, government might provide 'fee vouchers' based on which the college shall admit/continue students in the subsidised category. Such vouchers shall be redeemed by the college from the government directly and the government shall transfer the subsidy funds directly to the colleges proportional to the number of students admitted against vouchers. 25% of the total value of the voucher shall be provided during admission and 75% during pass-out.

- **Rationalizing Availability of Faculty:**

- Initiate a National Teacher Scheme whereby retired or in-service teachers who are willing to devote time could be identified across disciplines and attached to colleges of their choice /or as per felt needs. Government shall fund this scheme and initiate a one year pilot with Rs 60 crore allocation.
- Restoration in accountability of teachers and Principals of colleges.
- Lessons taught by eminent teachers could be telecast across the entire college network.

- **Rationalizing Choice of Subjects:**

- Linking subjects to be taken up by the students should be rationalized and the design of the total portfolio available should be decided by the contemporary need.

- **Redesigning of College Organizational Structure:**

Cluster colleges should be established. Those colleges having faculty strength below 100 should be merged into defined clusters. Components of clusters should share faculty, infrastructure etc and come under a single Management Council that governs the entire cluster. The Clusters should be endowed with smart class rooms and high speed Internet connectivity so as to effectively communicate and operate in cyber space.

### **Minutes of Meetings with Selected University Vice Chancellors held on 17th February, 2014 at Calcutta University**

#### **Background:**

The Chairman held an interactive meeting with the Vice Chancellors (or their representatives) of the following Universities:

- University of Calcutta
- Jadavpur University
- Aliah University
- North Bengal University
- Vidyasagar University
- Presidency University
- West Bengal State University
- Sidhu Kano Birsa Munda University, Purulia

Additionally, three members of the Commission namely Prof A.T. Khan, Prof. S. Bandyopadhyay and Prof. A. Sengupta were also present.

**Identification of Single Most Pressing Problem that needs to be solved:**

<b>University</b>	<b>Perceived Problem</b>
Jadavpur University	No platform where people from different communities can interact with the University
Calcutta University	Too many affiliated colleges need to be managed
Vidyasagar University	Autonomy of the University is not adequate
Presidency University	Infrastructure is not sufficient to cater to the increased activities and requirement. Funding for infrastructure augmentation is not satisfactory
Aliah University	Disparity in pay structure between state and central institutions is an impediment in attracting good faculty
North Bengal University	Filling up of vacant teaching/non-teaching positions is long overdue
West Bengal State University	Recognition under Section 12B is yet to be obtained
Sidhu Kano Birsa Munda University	Recognition under Section 12B is yet to be obtained

**Inputs from Individual Universities:**

**1. Calcutta University:**

- a. The university is too large and trimming the university to make it a smarter entity is to be explored
- b. Implementation of the adjunct faculty system, that has already been mulled by the UGC and is yet to be accepted at the state government level. This would also offset the acute shortage of qualified faculty in certain disciplines.



- c. The decision on whether to resort to the centralized online admission system as suggested under RUSA need to be taken.
- d. A mechanism needs to be evolved so as to provide equivalence to foreign degrees.
- e. A patent cell should be set up at state level in order to bolster the IPR scenario of the various universities
- f. The ICT infrastructure in universities and colleges need to be augmented and the expanse of the National Knowledge Network in the state widened.
- g. New entrants into the college and university education systems should be made to undergo orientation training. A West Bengal Teacher Academy could be set up for this purpose.
- h. The universities and colleges should be integrated into innovation clusters so as to spur creativity in the region.
- i. Institution of 'block research grants' for cutting edge research
- j. Develop a mechanism of providing start-up grants for new faculty.

## **2. Jadavpur University**

- a. Inter-disciplinary education is being given a priority
- b. Lack of centralized data for university performance indicators is a major hurdle in monitoring that needs to be addressed

## **3. Presidency University:**

- a. The university relies on three focal points namely intertwined approach towards teaching and research; focus on building an innovation university; and adopting a multi-disciplinary approach to education.
- b. Too much reliance on precedence in various administrative and academic practices has been a major impediment in delivering excellence.
- c. The university is keen to organize a conference on best practices for officers from the world wide context in order to make the university procedures more competitive
- d. Performance management may be undertaken by the Harvard model i.e. 40% weightage to teaching; 40% weightage to research and 20% weightage to contribution in university affairs.
- e. Some new categories of manpower such as Chief Digital Officer, Director of Planning and Development etc. are envisaged.

## **4. Vidyasagar University**

- a. The autonomy to the university should be substantially enhanced
- b. A comprehensive mechanism for quality control in teaching and research to be designed and put in place.

## **5. North Bengal University:**

- a. The university has identified some focus areas for North Bengal around which the educational programmes of the university are structured. These areas are tea, pharmacy, medicinal plants, agro-processing, tourism, financial services and retail management.
- b. Employability of students is currently restricted to schools, colleges, universities and also in the legal sector, banking sector and the corporate sector to some extent.
- c. Infrastructure and power are among the major impediments of the university.
- d. The university envisages setting up technology faculty and also a school of performing arts.
- e. New categories of manpower e.g. System Analyst is envisaged to be recruited in order to put in place a robust data system.
- f. Currently a very large number of PG pass-outs (which is about 1400 annually) join the school service, with enrolment for further higher education and research being dismally low. In some disciplines such as management or tea science, there is a 100% local placement.
- g. Students intending to enter research after the PG courses are often faced with problems of fellowship as there is an inordinate delay in release of JRF by the UGC. This has a demotivating effect on the students. Many time, they opt out of the fellowship.

## 6. Sidhu Kano Birsha University

- a. New universities being set up by the state government should be provided with adequate piece of land
- b. Location of the campus should be such that it is accessible to the students, teachers and other employees.
- c. The university is contemplating setting up courses in physical education and performing arts

## 7. West Bengal State University

- a. Distance education would be started soon
- b. Location of the university is an impediment to attract good students and faculty

### **Some General Recommendations that could be made based on the discussion with Vice Chancellors:**

- Individual departments in universities could be replaced by schools e.g. various language departments could be merged into School of Languages
- Creation of centralized inter-departmental and inter-disciplinary facilities following the Stanford BioX model
- Upgrade CU and JU to central universities

- Need analysis across various domains being taught in universities are to be carried out. Such data should provide information about market demand of various disciplines, job availability across various disciplines, mapping production versus requirement of PhDs in various disciplines etc.
- Each university to develop a specific sports focus
- Trim Calcutta University to make it a smarter entity
- Institute adjunct faculty position in the universities
- Set up the West Bengal Teacher Academy in the premises of North Bengal University
- The planning for location of the universities should be revisited and drastic changes even amounting to relocation of universities under extreme cases should be considered as an alternative.
- Different metrics should be evolved for various universities. For example Presidency University, CU and JU should be assessed only through production of excellence and its ability to retain students who would have otherwise gone abroad for PhD. Appropriate yardstick should be evolved for every university.

### **Issues to Address:**

There is an overall concurrence to enhance autonomy in universities and also trim the universities by shedding affiliated colleges. One of the ways of doing this is to encourage formation of autonomous colleges. However, all colleges are not geared to take the status of autonomous colleges. Thus the mechanism of implementing this decentralization continues to remain a challenge.

### **Minutes of Meetings with Various College Teachers Associations of West Bengal on 19th March, 2014**

#### **Some Highlights of Discussion:**

##### **A. West Bengal Government College Teachers Association (WBGCTA):**

- Against the cadre strength of around 2000, there is a substantial number of positions (reaching almost 50%) that are lying vacant.
- There is a need of academic audit in colleges covering both human and non-human resources.
- Equivalence should be achieved in terms of syllabi and curriculum among all the government colleges across West Bengal. A uniform syllabus across the state is called for.
- Syllabi should nevertheless need to be diversified so as to subsume the present day developments
- There is a need to revamp the examination system and also the question structure
- Location of HEI that are being set up need to be done systematically and there should be presence of feeder schools in the vicinity so as to keep sustainability is supply of students.
- Uniform attendance policy needs to be followed



- Age of superannuation could be increased to 65 instead of the 60+5 concept. This is because of the fact that there is too much increase in the number of part-time and ad-hoc teachers.
- The modalities of implementation of RUSA should be defined and developed carefully. The 17.5% share of private sector in the 35% state government funding could be sourced through models of PPP and viability gap funding.
- The overall health and status of the government colleges should be revived. In this context, three points could be pivotal:
  - Convert all government colleges into unitary universities (this is a counter point and not very advisable)
  - Create a university comprising of all government colleges
  - Optimize the transfer policy in government colleges

**B. All Bengal State Government Teachers' Association (ABSGTA):**

- Revamping and improving the conditions of government colleges. It is not advisable to have new colleges without improving the condition of existing ones.
- Address the issue of mobility between government and non-government colleges by putting in place a mechanism of continuity of service, pension system etc.
- Incentivize fee structure by linking it with attendance

**C. West Bengal College and University Professors Association (WBCUPA):**

- Segment higher education into knowledge based and need based education
- Follow a differential question pattern that is dependent on subject. While science and related subjects could have MCQ pattern, the same should be subjective for literature and social sciences. This should be followed even for competitive examinations such as NET or the various admission tests.
- Allocate teaching resources more optimally particularly for subjects having less demand.
- College service commission and public service commission should be treated at par. Currently there is level of superiority for the PSC.
- The role of administrative officers of the education department in college assessment promotions should be minimized.
- Sabbatical leave should be provided to college and university teachers in similar lines with IIT etc.
- Reopening of the Career Advancement System (CAS) which has been kept in abeyance for 28 months.

**D. West Bengal University Teachers Association (WBUTA):**

- Considering the present scenario of education in Bengal, the Vision 2030 is a realistic target with Vision 2020 a bit pre mature.



- Colleges should be brought under a separate council or a sub-council under the WB Council of Higher Education.
- The aspect of attendance in colleges should be given a more comprehensive relook with a focus on understanding the cause of poor attendance in classes.

### Some Salient Recommendations and Take Home Points:

#### 1. Developing a College Information and Control System:

- The aspect of poor availability of data regarding the college education system could be best addressed through designing of an online system with auto data collection and auto design of solutions.

#### 2. Curriculum Design and Optimizing Question Structure:

- There could be a common curriculum design by the Council of Higher Education.
- Question structure design should be done to ensure equivalence of marks
- Achieving an optimal modal mix of subjective and objective questions during examinations

#### 3. Addressing the Problem of Attendance:

- Evolve a mix of physical education versus distance education in delivering the college curriculum. This would provide students with an option to choose from whether to attend a class physically or to attend remotely.
- Fees of classes delivered through physical contact to be substantially higher than those delivered in distance or electronic mode.
- Incentivize fees with attendance. For example, 100% attendance would lead to reduced fees at a later stage.

**Point for Chairman:** *We need to decide whether the Commission in its policy guidelines shall encourage physical attendance or shall discourage physical attendance. The policy should be positioned accordingly. For example, online banking or ATMs are actually measures to discourage people from physically flocking to banks yet use all its services. Both would have their pros and cons.*

#### 4. Service Conditions:

- There should be portability of service among government colleges, government aided colleges and private colleges.

Mechanism should be developed to achieve seamless interoperability of the PSC and CSC systems of recruitment of college teachers

Table 8: West Bengal Higher Education Model for incremental capacity

2016-17	Number of seats required	Current Estimated Enrolments	Current Enrolment :Intake	Additional Requirements	Current Students per College	Current Number of colleges	Ideal Number of students per college	Incremental capacity	Number of new colleges
<b>West Bengal</b>	<b>2,893,337</b>	<b>1,869,324</b>	<b>1.00442087</b>	<b>1,032,240</b>	<b>1,422</b>	<b>1,311</b>	<b>2,000</b>	<b>757,758</b>	<b>137</b>
Bankura	113,909	46,963	1.00442087	67,152	999	47	2,000	47,047	10
Bardhaman	244,638	206,605	1.00442087	38,942	1,476	140	2,000	73,360	-18
Birbhum	110,934	55,300	1.00442087	55,877	1,202	46	2,000	36,708	9
Dakshin Dinajpur	52,925	40,031	1.00442087	13,070	2,355	17	2,000	-6,035	9
Darjiling	58,344	45,432	1.00442087	13,112	1,032	44	2,000	42,592	-15
Haora	153,353	63,186	1.00442087	90,445	1,215	52	2,000	40,820	24
Hugli	174,852	128,029	1.00442087	47,386	1,730	74	2,000	19,980	13
Jalpaiguri	122,568	76,934	1.00442087	45,972	2,653	29	2,000	-18,937	32
Koch Bihar	89,408	50,164	1.00442087	39,465	2,090	24	2,000	-2,160	20
Kolkata	142,111	263,874	1.00442087	-120,603	1,188	222	2,000	180,264	-151
Maldah	126,631	74,870	1.00442087	52,090	2,080	36	2,000	-2,880	27
Murshidabad	224,962	107,556	1.00442087	117,878	1,044	103	2,000	98,468	9
Nadia	163,706	119,928	1.00442087	44,305	2,033	59	2,000	-1,947	23
North Twenty Four Parganas	319,363	225,168	1.00442087	95,186	1,511	149	2,000	72,861	11
Paschim Medinipur	188,247	80,662	1.00442087	107,940	1,466	55	2,000	29,370	39
Purba Medinipur	161,354	93,759	1.00442087	68,007	1,512	62	2,000	30,256	18
Puruliya	92,740	35,241	1.00442087	57,654	927	38	2,000	40,774	8
South Twenty Four Parganas	258,243	122,755	1.00442087	136,028	1,227	100	2,000	77,300	29
Uttar Dinajpur	95,049	32,867	1.00442087	62,326	2,347	14	2,000	-4,858	33