REPORT
OF
THE HIGH POWER COMMITTEE
ON

RATIONALISATION OF STAFFING PATTERN AND NORMS FOR BLOCK GRANTS FOR THE STATE UNIVERSITIES IN ANDHRA PRADESH

Submitted to

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
HYDERABAD – 500 028

18 AUGUST 2005

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THE HIGH POWER COMMITTEE
ON
RATIONALISATION OF STAFFING PATTERN
AND
FIXATION OF BLOCK GRANTS IN THE UNIVERSITIES OF
ANDHRA PRADESH

Hyderabad, 18 August' 2005

Dear Dr K C Reddy

It was indeed a pleasure and a privilege to have had the opportunity to deliberate upon issues relating to the rationalization of staffing pattern and block grants in the 11 State-funded Universities of Andhra Pradesh. We wish to complement the Government of Andhra Pradesh and the AP State Council of Higher Education for having launched this significant initiative.

We were gratified by the high degree of cooperation by all the Universities in facilitating our visits and interactions with the senior academics and administrators as well as support staff.

We do indeed appreciate the efforts of the State Council in having gathered an enormous volume of data pertaining to the mandate of our Committee, prior to our visits to the Universities and processing them for our use.

We are pleased to submit herewith the Final Report of the Committee. The Report is the outcome of editorial changes and other fine-tuning effected to the Draft Report we have submitted on 26th June' 2005.

We are indeed pleased with the comments on the Draft Report, received from each and every University. Many agree with the general thrust and intent of our recommendations and several also agree with the specific department-wise recommendations. We are greatful to the heads of Universities and faculties at large for the time they have taken to examine our recommendations in detail.

In the comments on the Draft Report, some of the Universities have attempted to justify the prevailing arrangements in some of the departments/units and also provide updated information and data.
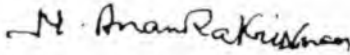
We wish to re-iterate that we have attempted to offer our recommendations in accordance with our mandate to the best of our judgment, based on whatever data and information made available to us.

In a dynamic setting and in line with local specific circumstances, based on our recommendations, and generally within the framework of the recommended aggregate staff strength and budgets, we suggest that the State Council and the Universities formulate agreed and time-bound action plans.
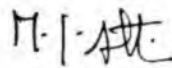
We wish to express our thanks to all the staff of the Council for their cheerful assistance in completing our task.

With best personal regards,

Yours Sincerely

M.Anandakrsihnan   M.I.Savadatti   Bhanoji Rao   Jandhyala Tilak

To
Dr K C Reddy
Chairman, APSCHE
Hyderabad

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CONTENTS

THE HIGH POWER COMMITTEE

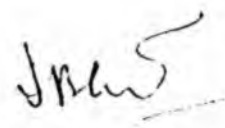APSCHE by its letter dated 4th September 2004 constituted a High Power Committee on Rationalization of the Staffing Pattern and norms for Block Grants for the State Universities in Andhra Pradesh. The Committee consisted of the following members:

Dr. M. Anandakrishnan Chairman, Madras Institute of Development Studies & Former Vice-Chancellor, Anna University Chennai. TamilNadu.	:	Chairman
Dr. M. I. Savadatti Former Vice-Chancellor, Mangalore University& Former Member, UGC Dharwar. Karnataka.	:	Member
Prof. Jandhyala B.G.Tilak Senior Fellow & Head Educational Finance Unit National Institute of Educational Planning and Administration (NIEPA) New Delhi.	:	Member
Prof. Bhanoji Rao Former Faculty of National University of Singapore Emeritus Professor GITAM Institute of Foreign Trade (GIFT) Visakhapatnam. A.P	:	Member

EXECUTIVE SUMMARY

1. Recognizing the scope for substantially enhancing the performance and stature of the State funded Universities in Andhra Pradesh, the Government has recently taken several major initiatives, through its State Council for Higher Education (APSCHE), to look at all issues of reforming, developing, managing and sustaining the stature of higher education from immediate as well as long term development perspectives. As a part of the initiatives, APSCHE constituted a High Power Committee on Rationalization of the Staffing Pattern and Fixation of Block Grants in eleven Universities of Andhra Pradesh.

2. The Committee noted that the Universities in the State are severely under-staffed, as a result of the virtual ban on filling up vacant posts for the last decade and more. They are also in severe financial difficulties with inadequate resources on the one hand and increasing student numbers on the other. The Committee recognized the need to provide adequate grants and to fill up some of the vacant posts.

3. In framing the recommendations on the faculty strength for each department in a University, the Committee took into account the enrolment figures for each department, data on the original sanctioned strength and the existing faculty strength as well as number of persons working on contract or part time basis or as guest faculty. The Committee recognized that since most of the departments in the Universities are mandated to cater to the development of the Post-graduate programmes, faculty strength based on enrolment alone will not be meaningful. The Committee also considered the available data about each department regarding the number of M Phil's and Ph Ds produced during the last 5 years, number of research students currently enrolled, the availability of major and minor research grants from other funding agencies, research publications in refereed journals as well as the nature of the discipline in terms of its demand and importance to the society.

4

4. The overall recommended faculty strength for each of the Universities is given in Table 4.2. The staffing pattern for individual departments of the ten Universities and related department-wise recommendations except for the Open University are given in Annex 4.2. Using these as a basis, the recommended level of financial support from the Government is indicated in Table 5.9. The recommended level of faculty for each University is less than the available sanctioned strength but more than the existing strength. The financial outlay, however, is larger than what is provided at present.

5. In making the recommendations the Committee has taken into account the prevailing situation in the departments. Some departments have adequate enrolment and faculty strength with overall satisfactory performance deserving further strengthening. Some of them have potential for excellence. Some offer programs in important and emerging areas with adequate enrolment with scope for better performance if sufficient faculty strength is available. Some departments are performing at sub-critical level but can improve the performance if they are combined with other compatible departments. There are departments with low enrolment and low faculty strength with no scope for improved performance even if more faculty is provided. These aspects may be taken into account in filling up positions by the Universities according to local-specific considerations.

6. In the case of Dr B R Ambedkar Open University, the Committee felt that the State Council should ensure a holistic strategy for distance education, as indicated in Chapter 6, to optimize the efforts of all State Universities and to maximize the benefits out of competitive advantages. Till such a strategy is evolved, BRAOU should continue to receive the Block Grant at the same level as at present. In any case BRAOU depends on State Grant only to a minor extent.

7. Decisions on outright merger and various other forms of combinations of departments are suggested in specific cases not as a mechanical exercise simply to save faculty and other resources, but to bring about greater synergy towards inter-disciplinarity and avoidance of unnecessary duplication of efforts and to promote innovative joint programmes. In any case the University authorities should carefully review the proposals and decide.

8. Many departments have substantial capability and reputation though not all can rank with the top-level departments in the country mainly due to lack of staff and other resources commensurate with their potential performance. The Committee has identified some, which can rise to level of excellence if special incentives and support are provided. One important aspect that emerged in this exercise is that there should not be long periods of recruitment freeze, causing disruption in development. Similarly undue fragmentation should be avoided.

9. We have indicated eight areas with new development, which require concerted effort by and among the Universities in teaching and research of high quality. The State should provide sufficient incentive to enable the Universities to attract competent faculty and funds for this purpose.

10. Among the existing departments of the ten Universities, the Committee has identified several departments or groups, which have potential to develop into Centres of excellence. They would, however, require additional support in the form special funds besides the Block Grants. The departments/groups marked for potential for excellence should be supported on a sustained basis to attain world class stature. Their knowledge and achievements should be diffused to other universities and relevant industries on a regular and reliable basis.

11. Some of the Universities established with special goals are likely to loose their mandated identities by offering run of the mill programmes.

They should review their programmes in relation to the original objectives set out at the time of their establishment. In this context, the Committee has the following recommendations in respect of three of the Universities:

- JNTU is a premier Technological University in the State. There is a danger of its sliding down to an undergraduate engineering institution unless it has vigorous post graduate and research programmes and its curricular features are comparable to those in IITs, aimed at training technology graduates of broad based knowledge rather than stereotyped engineering graduates.

- The Dravidian University is embarking upon many conventional UG courses available in plenty elsewhere. On the other hand, the University should endeavour to offer programmes that would enhance its stature as a centre of excellence for research in Dravidian studies.

- Potti Sriramulu Telugu University was established 1985 to function as a research centre in Telugu Language, literature, fine arts and culture at State, National and International levels. With the new campus of 105 acres and past achievements the University needs to review its current programmes to be in consonance with its mandate.

12. Several Universities have PG Centres and other units, many of which have insufficient faculty and indifferent programs. As a rule each PG centre / campus should offer a minimum of five PG Programmes, and each department should have a critical core faculty of 5 persons.

13. The levels of financial support for the Universities in the State suggested by the Committee are based on several factors, such as recommended levels of faculty strength, desirable levels of non-teaching staff (assumed as 2.5 times the faculty strength), the maintenance costs, the need for

research funds and scholarships. They are also based on certain assumed norms. In addition, allocation of a 'development grant' is recommended for planned development of new programmes and facilities of critical importance in higher education at 1.5 percent of the total revenue expenditure of the State, 50 percent of which should be allocated to the Universities. On this basis, the total outlay for the running expenditure of the ten Universities, other than BRAOU, is Rs.330 crores and the development grant will be Rs.236 crores. It is assumed that the availability of development grant will not be automatic, but on a justifiable basis. In addition, a one-time grant to all Universities to restore their deteriorating buildings and facilities is also suggested.

14. The physical infrastructure and living facilities are in a very unsatisfactory condition. A one-time grant to restore them to reasonable level of acceptability will be necessary.

15. In view of the differing pattern in the role of the faculty and other staff in the Open University and in the Centres for Distance Education in other Universities, the norms adopted for conventional Universities do not apply to them. This aspect is dealt with in Chapter 6. BRAOU may be provided the same level of Block Grant as at present, until the distance education programmes in the State are thoroughly reviewed and reorganized as suggested in chapter 6.

16. The Committee recommends that the contract and temporary teaching staff should be dispensed with after the additional regular strength as recommended is provided. The existence of large number of contract staff is due to freeze in recruitment of faculty or difficulty in getting faculty of required qualification or in the appropriate reservation category. This situation has also arisen due to the proliferation of self-financing courses mainly to mobilize additional resources.

17. The Committee noted that in a large number of departments, there is a tendency to offer full time programmes on a self-financing basis manned

by contract teachers who are not of required competence. This will lead to a severe loss of credibility of the programmes of the University. This also deprives the students from lower income groups the opportunity to enrol in important disciplines. Hence the Committee recommends that all self financing programmes be discontinued as early as possible and instead offer all programmes on a regular basis with an additional provision of 20% of supernumerary seats available at a fee level higher than the regular fees. In order to provide the Universities with the additional resources, the fee structure for the regular and the self-financing seats should be prescribed in an appropriate manner. This suggestion will ensure that the quality of education will be the identical for regular as well as higher fee paying students delivered by qualified and competent regular staff.

18. The Committee observes that there are very large variations in the fee structure between the programmes and the departments in the same University and for the same programmes across the Universities in the State. There is need to adopt one schedule of fee structure for similar groups of programmes in all Universities of the State with a prescribed difference between the regular and supernumerary seats.

19. The present situation in the Universities is critical but not alarming. Remedial measures should be taken at the earliest before the present conditions deteriorate to such levels where their redemption to high level of prestige will be well neigh impossible. Restoring them to normal levels of efficiency is the most urgent need.

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1. INTRODUCTION

A. An Overview

1.01 Until recently the development of education sector in India has received far lower priority than it deserved. On account of the rapidly growing demand for education and its massive size, identifying the needs of education at all levels and taking appropriate action are matters for urgent attention. The recent national commitment to provide Universal Elementary Education (UEE) for children in the age group of 6 to 14 poses a major challenge to the educational planners especially in the face of massive resources required. In the wake of the UEE it is expected that there would be corresponding increase in the demand for secondary and higher education.

1.02 Under these circumstances higher education in the country has been drifting somewhat aimlessly, partly on account of lack of firm policies and mainly due to the large scale of resources needed. Very many alternative models of higher education are emerging which include greater degree of privatization, more prolific forms of distance education, and extensive penetration of programmes of foreign institutions in the country. These alternatives seem to give an escape route to policy makers from making firm commitment of tangible support for higher education. This attitude, however, would be counter-productive in the context of the desire to evolve India as a Knowledge Society.

1.03 There is substantial recognition that the higher education system would need considerable rethinking from the past patterns in the face of revolutionary changes in the higher education system internationally. In addition, the rapid pace of globalization is affecting the trends in acquiring higher education and employment. These changes call for greater responsibilities on the part of policy establishments to encourage the development of higher education not only in terms of globally

acceptable standards but also to ensure its accessibility to all sections of the society in an equitable manner.

B.   Development Dimensions

1.04   Over the last twenty years development experts have come to believe that a key determinant of a nation's economic growth is the quality of its human capital, which includes knowledge, skill and entrepreneurial capabilities. India, despite her serious handicaps and resource crunch, has built up during the last five decades one of the largest higher education systems in the world. The development of higher education was intended not only to provide knowledge and professional expertise in diverse fields of human endeavour but also to promote equality and social justice in the society. Large sections of population, which could not enjoy the benefits of higher education, were given increased opportunities through the rapid expansion of institutions in many different disciplines and in all parts of the country.

1.05   India's global prestige until now has been upheld by some of the pre-eminent higher educational institutions, on account of the level of competence of their graduates, caliber of research output and respectable academic linkages with premier institutions in other countries. Many of the products of Indian higher education system during the past several decades have won national and international recognition. They have distinguished themselves in every field of human endeavor including arts, sciences, technology, medicine, law, commerce, administration and so on. They came from institutions, which were liberally supported from public funds and efficiently managed. Their academic reputation helped to attract additional support from private sources.

1.06   The objective, structures and processes for the development of higher education were defined and periodically reviewed during the last fifty years through a number of distinguished commissions and committees

leading to progressive evolution of norms, standards, procedures and responsibilities. Currently the role of the Central and State Governments, private (profit and non-profit) organizations, commercial entities and international institutions in the higher education sector is under continuous review and intense discussion in response to the changes in the demand structure and supply potentials. The deliberations on the contemporary policies and programmes in higher education and their future direction should include the larger development goals and purposes spelled out by eminent commissions during the last fifty years and accepted by the Government.

1.07   In addition to the recommendations contained in such reports as the Radhakrishnan Commission report, the Kothari Commission report and the National Policy on Education (1986/Revised 1992), there have been several other national and State level high-powered committees and commissions dealing with specific aspects of higher education to address issues arising from time to time. The Economic Reforms initiated in 1991-92 and worldwide developments in terms of globalization, liberalization and privatization are influencing the current directions for higher education some of which are not in agreement with the earlier national perceptions on higher education. Planning for the development of higher education would have to necessarily take into account these realities.

C.   Emerging Issues

1.08   Higher Education is increasingly viewed as an instrument of upward social mobility and economic security. Larger numbers of young people, including first generation learners are seeking opportunities in higher education. Concomitant with the growth in numbers, there are also major changes in the disciplinary knowledge base and newer combinations of disciplines.

1.09   The physical migration of knowledge seekers across the country and abroad is steadily increasing. The presence of foreign higher educational

institutions in India is rapidly growing. The scope for open and distance learning through conventional modes is considerably enhanced by the new technologies for e-learning and virtual classes. The flexibility in the configuration of courses and institutions is seamlessly available to the learners.

1.10   Added to these changes in the academic domain, there are several major socio-economic changes affecting the higher education sector. These include global economic integration, national economic reforms, changing demographic patterns, increased school enrolments, reducing drop-out rates, social norms favoring women and weaker sections, increasing environmental consciousness, improving family finances, new demands from the local, national and international labor markets and so on.

D   Key Determinants of Future Trends

1.11   The directions for the development of higher education would have to take into account the emerging trends in determining the future initiatives. There are several aspects to be considered in determining the future directions for higher education in India such as:

- Provisions for anticipated growth in enrolment
- Preference for professional and vocational education
- Reconfiguration of disciplinary intake capacities in liberal arts and sciences, technical and professional disciplines, and post graduate studies
- Satisfying the demand for access, affordability, and social equity
- Ensuring academic standards and functional quality
- Making higher education endeavors financially viable and administratively efficient
- Developing a transparent, equitable and predictable policy framework for financing higher education

1.12   The demand for higher education is expected to rise significantly at least over the coming two decades. Increased high school enrolments and the reduction in the school dropout rates, combined with growing demand from special population groups such as first generation learners, women,

minorities, rural population and weaker sections will create additional pressures on the supply of higher education.

E.   AP State Initiative: The High Power Committee

1.13   In recognition of the imperatives of socio-economic development to higher education, the Government of Andhra Pradesh has recently taken several initiatives, through its State Council for Higher Education (APSCHE), to look at all issues of reforming, developing, managing and sustaining the stature of higher education from immediate as well as long term development perspectives.

F.   High Power Committee and Its Activities

1.14   As a part of the initiatives, APSCHE by its letter dated 4th September 2004 constituted a High Power Committee on Rationalization of the Staffing Pattern and Norms for Block Grants for the State Universities in Andhra Pradesh. The Committee consisted of the following members:

Dr. M. Anandakrishnan Chairman, Madras Institute of Development Studies & Former Vice-Chancellor, Anna University Chennai. TamilNadu.	Chairman
Dr. M. I. Savadatti Former Vice-Chancellor, Mangalore University & Former Member, UGC Dharwar. Karnataka.	Member
Prof. Jandhyala B.G.Tilak Senior Fellow & Head Educational Finance Unit National Institute of Educational Planning and Administration (NIEPA) New Delhi.	Member
Prof. Bhanoji Rao Former Faculty of National University of Singapore Emeritus Professor GITAM Institute of Foreign Trade (GIFT) Visakhapatnam. A.P	Member

1.15   The mandate of the Committee was to the review of the situation in the eleven State Universities coming within the purview of the APSCHE and

its associated units and constituent colleges. While the Terms of Reference of the Committee focused on the "rationalization of the staffing pattern and other aspects connected thereon and to lay down the basis for determining block grants to the Universities", it necessarily involved a comprehensive review of other relevant aspects such as the enrolment levels, academic programs offered, and availability of finances from governmental, private and internal sources as well as related policy issues.

1.16   At the outset, the members of the Committee were invited to the meeting organized by the APSCHE, consisting of the Vice-Chancellors of A.P Universities along with the CEOs of the Industries, Government officials concerned with Higher Education, and the Ministers of School, Higher and Technical Education. The Chief Minister Dr.Y.S Rajasekhara Reddy inaugurated the meeting on 14th October 2004.   On this occasion the *Chief Minister expressed his desire to strengthen the Universities of A.P. to reach world-class stature at least in some of the chosen and emerging fields of knowledge. He indicated the readiness of the Government of A.P to provide all necessary support to reach this goal, including availability of matching grants to the funds mobilized by the Universities.*

1.17   The Committee held two preparatory meetings on October 15th and November 26th 2004 to evolve the methodology for collection of relevant data, visits to the Universities and the nature of analysis that could help in arriving at the recommendations to be implemented. The Committee visited the various Universities as indicated below.

Andhra University	Dec.23 to 25, 2004
Sri Venkateswara University,	Jan 31, 2005
Sri Padmavati Mahila University	Feb.1, 2005
Dravidian University	February 2, 2005
B.R. Ambedkar Open University	Feb.7, 2005
Kakatiya University	Feb.8, 2005
Jawaharlal Nehru Technological University	Feb. 9, 2005
Potti Sriramulu Telugu University	Feb. 10, 2005
Osmania University	1& 2 March 2005
Acharya Nagarjuna University	3 & 4 March 2005
JNTU Engineering College, Anantpur	9th March, 2005
Sri Krishna Devaraya University	10th & 11th March' 05

15

1.18   During the visits, the Committee heard the detailed presentations by the Vice-Chancellors, Registrars and other senior officials of the Universities as well as by the deans, heads of the departments and other members of the faculties, principals of the constituent colleges and heads of other units of the Universities. The Universities had submitted substantive documents on the programmes, enrolments, activities, staff situation and finances in the proforma of the APSCHE. Additional particulars, as needed during the extensive discussions, were made available at the time of the visits. The teaching and non-teaching staff associations also made several submissions.

1.19   Following the visits to the Universities, the Committee met a few times for reviewing the statistical data and other information during 19th to 21st April, 16th to 17th May, 5th to 8th June, 16th to 17th June, and 25th to 26th June 2005. The reactions of the Universities on the draft of department-wise recommendations were considered in the meeting on 17th to 18th of August 2005 before finalizing the report. The Chairman of APSCHE, Prof. K.C. Reddy participated, to the extent possible, in the meetings of some of the Universities and in all other deliberations of the Committee. Prof Tataji, Vice-Chairman, APSCHE participated in all meetings and visits to the Universities. Based on the available data and the views gathered during the visits the committee arrived at the suggestions and recommendations contained in the report. The Committee gratefully acknowledges the research, administrative and secretarial support received from Dr. T.S. Rasool Saheb, Dr M. Sarojini and Mr. G. Srinivas and various other staff members of APSCHE.

2.   HIGHER EDUCATION IN ANDHRA PRADESH

A.   Brief Profile of the State

2.01   Andhra Pradesh comprises 23 districts in three regions – Coastal Andhra with nine districts, Rayalaseema with four and Telangana with ten. Wide inequalities exist not only among these three regions and 23 districts but also within each of the regions and districts. With a geographical area of 275 lakh hectares, the State is the fifth largest, accounting for 8.37 percent of the country's area. Net area sown is 112 lakh hectares –constituting about 40 percent of the total area, while forest area accounts for 23 percent of the geographical area. AP has the second largest coastline of 974km. Total surface water of the entire river system of the State is estimated at 2746 TMC. The State's per capita Net State Domestic Product (NSDP) of Rs. 18661 in 2002-03 is less than that of 12 among the 25 States and Union Territories for which data are available.

2.02   The State has a total population of 75.7 million as per the Census 2001 estimates. It is the fifth most populous State, with a share of 7.6 percent of the country's total population. Infant mortality is still on the high side, with the estimated Infant Mortality Rate (IMR) of 62 in 2002 placing the State at 28th position, apparently worse than Bihar at the 26th position (IMR of 61) among the 32 States and Union Territories. Among the other Southern States, Kerala with an IMR of 10 takes the (top spot) in the country while, Tamil Nadu and Karnataka respectively have IMR s of 44 and 55 and ranks of 16 and 23.

2.03   AP is lagging behind many States in literacy. While Kerala has an effective literacy rate of 91% in 2001 and occupies the top spot, AP is rather close to the bottom with a rate of 61 per cent occupying the 28th place among the 32 States and Union Territories. In 2002-03, gross enrolment ratio in elementary education among children in the age group 6-14 was 83.7 per cent in AP, lower than the ratio of 23 States and

Union Territories among 35 in all. These trends indicate that the State is not particularly high up on literacy and school enrolments and has a long way to go to reach peak levels on both. The recent efforts on improving elementary education may imply that the State will see in the coming years a jump in enrolments and it will exert pressure on places in secondary and tertiary institutions.

B.   Size and Growth of Higher Education

2.04   Since the formation of the State in 1956, Andhra Pradesh recorded phenomenal growth in respect of number of educational institutions, enrolment of students and number of teachers at different stages of education, including higher education. Detailed statistics assembled by APSCHE are placed in the Annex 2.2. Brief overall trends are noted below.

2.05   The number of primary schools rose from 29076 in 1956-57 to 63362 in 2003-04; upper primary schools from 329 to 15110 and high / higher secondary schools from 705 to 15110 and the number of Degree Colleges from 57 to 1295. Colleges for professional education increased from 197 in 1996-97 to 1373 in 2003-04.

2.06   Total enrolment in Junior Colleges increased from 60282 in 1976-77 to 1197071 in 2003-04; and enrolment in Degree Colleges grew from 54966 to 598148 in 2003-04. Total number of teachers in Junior Colleges increased from 3987 in 1976-77 to 34482 in 2003-04, while teachers in Degree Colleges rose from 5391 in 1956-57 to 24914 in 2003-04.

2.07   As indicated in Table 2.1 below, in terms of institutions relative to population, AP is not particularly worse off compared to the other three Southern States. Therefore it is important to improve the quality of University education, which is the focus of the present Report.

Table 2.1: Number of Recognized Institutions and Derived Ratios for Four Southern States

Institution	AP	Karnataka	Kerala	TN
High school and junior colleges	15232	9588	3015	8421
General degree colleges	1197	923	186	478
Professional educational institutions	339	356	127	215
Universities	28	20	10	28
Population in million	76	53	32	62
	Per Million Population			
High school and junior colleges	201	182	95	136
General degree colleges	15.8	17.5	5.8	7.7
Professional educational Institutions	4.5	6.7	4.0	3.5
Universities	0.37	0.37	0.31	0.45

C.   Categories of Universities in AP

2.08   The higher education system in A.P consists of several types of Universities such as affiliating, unitary and deemed Universities in professional and general areas of studies.   There is one central University in Hyderabad.   Many State Universities in the State have constituent and/or affiliated colleges offering undergraduate and/or postgraduate programmes in arts, sciences and humanities as well as professional disciplines. Some colleges are recognized as autonomous institutions.   Many of the Universities offer a large number of correspondence courses mainly within the country at under-graduate and postgraduate levels. Some also offer a few courses to students outside the country.   There is one Open University in the State. There are also colleges for specialized studies and training such as in music, physical education, teacher education etc. Some of the new State funded Universities have come into existence by splitting the jurisdiction of existing State Universities or by converting a Post-Graduate into a University.

2.09   There are a few Deemed Universities recognized by the UGC and receiving full or partial support from public funds.   There is no private University under the jurisdiction of the A.P State or UGC.   But there are some privately funded institutions with a University status under the legal cover of some other State.   One institution with a deemed University

status is fully self-financed. Another privately funded institution functions entirely with foreign collaborations. Taking note of these several types of institutions, the Committee deliberated on programmes, policies and development of eleven State funded Universities and their constituent colleges.

2.10 Brief profiles of the 11 Universities coming under the preview of APSCHE are given in Annex 2.1. The establishment of the Universities by year is given in Table 2.2.

Table 2.2: Universities in AP and Year of Establishment

University	Year of Establishment
Osmania	1918
Andhra	1926
S V U	1954
JNTU	1972
Nagarjuna	1976
Kakatiya	1976
Sri Krishna Deva Raya	1981
S P M U	1983
PSTU	1985
B.R. AMBEDKAR OPEN	1992
Dravidian	1997

D. **University Governance**

2.11. The State Universities function under the statutory provisions of the State legislature. The governance systems in the Universities are based on the Acts, Statutes and Ordinances for each institution. The University structure is intended to provide the autonomy and flexibility in development of curriculum, pursuing research and development, raising resources and creating an enabling environment for achieving academic excellence. The authority of the government to intervene in the functioning and the micro level control of the finances of State Universities render the Universities vulnerable to undue political and administrative interference in matters of admissions, recruitment, and development.

E.   Programmes

2.12. In keeping with the trends in the country, the affiliating Universities in AP are largely involved in the post-graduate programmes and research, offering a few undergraduate programmes under special circumstances. The colleges on the other hand, devote most of their efforts towards UG programmes while a few do have viable PG programmes as well. The Jawaharlal Nehru Technological University (JNTU) however offers both UG and PG programmes. The unitary Universities and the Open University offer UG and PG programmes.

2.13 Many University departments have developed programmes, which have special appeals to the new entrants. Many new courses have been formulated for this purpose. Some are offered as fully self-financed courses while many are partly supported by the University to make them accessible to those who cannot afford to pay the higher fees. There are also programmes whose enrolments are sub-optimal but continue to be offered for one reason or the other.

2.14 The structure and content of the UG and PG programmes of the Universities have been undergoing significant changes, some more gradually than others, in response to the developments in the disciplines as well as the demands of the market. The Universities, which have the necessary competence and mechanism, recognize their role and responsibility in introducing curricular changes as a model for the colleges to follow. As a result of such changes, the students now have the option to choose from a variety of combinations of disciplines for a given degree. Under a given discipline, different Universities offer a variety of choice of subjects also. Some of the choices are offered as part of structured curriculum or as concurrent subjects outside the curriculum keeping in view their importance for skill development and employment generation.

2.15   In keeping with the newly emerging trends worldwide, some of the Universities are embarking on providing greater flexibility in the choice of electives in their own field or in a different field. If the Choice Based Credit System which is slowly gaining ground gets more widely adopted, it seems likely that there will be sufficient flexibility to transfer credits between departments, schools and institutions as well as between regular and distance modes of learning. Similarly there is sufficient scope for dual degrees, integrated Bachelor's-Master's degrees, and add-on degrees in some fields.

3. ENROLMENTS AND STAFFING PATTERNS IN THE UNIVERSITIES

A.   Enrolments

3.01   *Total Enrolments:* The ten State Universities together (excluding the Open University and other distance education Programmes) have an estimated enrolment of 80000 *in* UG, PG, M Phil and Ph D programmes. The enrolment for individual Universities is shown in Table 3.1. Osmania accounts for nearly half of the total, in part because of the large UG student numbers, enrolled in the constituent colleges. However, even in regard to the PG courses, total on board at OU is a substantial number (14470), making up for 37% of the total in all Universities. While Andhra, Kakatiya, SKD, SVU and JNTU individually account for around 7 to 12 percent of the total enrolment, Nagarjuna, which is a general purpose University, has a relatively small size (2516 students), though not as small as the three special purpose Universities, Padmavati, Dravidian and PSTU, each accounting for less than 2 percent of total enrolment. Since the data keep changing from one academic year to the other, the numbers in the table are only estimates of broad magnitude based on the data for the last three years.

Table 3.1 Total Enrolments Estimates

University	UG	PG	M Phil	Ph D	Total	Percent
Andhra	3534	4734	127	711	9106	11.4
Kakatiya	4127	3988	67	504	8686	10.8
Nagarjuna	0	1799	294	423	2516	3.1
Osmania	19610	14470	276	2046	36402	45.4
Sri Krishna Devaraya	2205	4942	158	591	7896	9.8
Sri Venkateswara	0	4489	201	1383	6073	7.6
JNTU	3360	2950	0	527	6837	8.5
Padmavati	0	1095	0	0	1095	1.4
Dravidian	480	23	14	6	523	0.8
PSTU	569	252	67	113	1001	1.2
Total	33885	38742	1204	6304	80135	100.0
Percent	42.3	48.3	1.5	7.9	100.0	

Note: Estimates are based on the exhaustive data provided by the Universities. Enrolments are derived from the average admissions per year over 2001-2004 and course durations. In the case of JNTU, however, the Committee used one-year data only.

3.02   *Levels of Study:* When one considers the ten Universities as a whole, M Phil students comprise 3% of PG students and Ph D students make up for 16% of PG and M Phil students combined (Table 3.2). The M Phil to PG percentage is relatively high in respect of NU and PSTU and exceptionally large in DU. These three plus SVU have relatively high doctoral student percentages too.

Table 3.2: Enrolment in M Phil, Ph D and PG Courses (%)

M Phil students as Percent of PG students										
AU	KU	NU	OU	SKU	SVU	JNTU	PU	DU	PSTU	All
2.7	1.7	**16.3**	1.9	3.2	4.5	0.0	0.0	**60.9**	**26.6**	3.1
Ph D students as Percent of PG and M Phil students										
AU	KU	NU	OU	SKU	SVU	JNTU	PU	DU	PSTU	All
14.6	12.4	**20.2**	13.9	11.6	**29.5**	17.9	0.0	**16.2**	**35.4**	15.8

3.03.   *Areas of Study:* Sciences and Engineering & Technology together account for 58% of total UG and PG enrolment in all the Universities put together (Table 3.3).

Table 3.3: UG and PG Students by Area of Study (total 10 Universities)

Area of study	Number in UG and PG	Percent
Arts, Humanities & Languages	8709	12.0
Commerce & Management	8718	12.0
Education	1662	2.3
Engineering & Technology	18989	26.1
Law	4609	6.4
Sciences	23404	32.2
Social Sciences	6536	9.0
Total	72627	100.0

B.   Teaching and Non-Teaching Staff

3.04   Total UG and PG students excluding enrolment for M.Phil and Ph.D programmes in an average year were about 72000 in the 10 Universities put together.   The sanctioned faculty positions along with the filled and unfilled numbers and contract staff are shown in Table 3.4. It is seen that only 64 per cent of the sanctioned positions have been filled, resulting in a large number of contract staff and teaching assistants.

3.05.   The distribution of teaching staff by ranks is shown in Table 3.5. AU and SKU have rather high percentages of professors in total. This is a

consequence of the implementation of the Career Advancement Scheme.

Table 3.4: Overall Situation on Faculty

University	Sanctioned Positions	Filled*	Fill %	Tas	Contract Staff	Total Teaching Staff	Contract Staff and TA %
AU	950	648	68	4	105	757	15
KU	358	228	64	0	124	352	35
NU	212	113	53	40	33	186	40
OU	1206	783	65	0	297	1080	28
SKU	242	229	95	0	28	257	11
SVU	615	397	61	98	105	581	35
JNTU	484	213	44	0	102	315	32
SPMU	130	99	76	0	29	128	23
DU	35	21	60	0	0	21	0
?STU	111	51	46	13	64	128	60
Total 10	*4343*	*2762*	*64*	*155*	*887*	*3805*	*27*

*This is the total of regular Professors, Readers and Lecturers.
In case of SVU, the staff in Cuddappah and Kavali are not included.

Table 3.5: Professors as Percent of Total Regular Teaching Staff

University	Professors	Reader	Lecturers	Total	Professor as (%) of Total
AU	293	232	123	648	45
KU	19	46	163	228	8
NU	5	35	73	113	4
OU	75	285	423	783	10
SKU	73	85	71	229	32
SVU	67	87	223	377	18
JNTU	55	62	96	213	26
SPU	13	24	62	99	13
DU				21	NA
PSTU	11	9	31	51	22
	611	865	1265	2741 Excl. DU	22
BRAOU	11	23	48	82	13

3.06 The number of faculty members likely to retire in the next five years is shown in Table 3.6

Table 3.6: Projected Retirement of Teaching Staff

University	2005-2007	2008-2009
A.U	74	60
S.P.M.U	3	3
J.N.T.U	10	12
S.K.U	15	5
O.U	95	76
K.U	25	22
P.S.T.U	6	4
S.V.U	46	33
B.R.A.O.U	14	19
DU	2	1

3.07 *Teaching and Non-Teaching Staff:* The number of total teaching staff to total non-teaching staff is shown in Table 3.7. The numbers relating to both teachers and non-teaching staff include contractual, ad hoc and temporary staff.

Table 3.7: Ratio of Non-Teaching Staff to Teaching Staff

University	Teaching Staff	Non Teaching Staff	Non-Teaching Staff per Teacher	University	Teaching Staff	Non Teaching Staff	Non-Teaching Staff per Teacher
AU	757	1675	2.2	JNTU	315	332	1.1
KU	352	730	2.1	SPMU	128	471	3.7
NU	186	636	3.4	DU	21	70	3.3
OU	1080	1305	1.2	PSTU	128	105	0.8
SKU	257	540	2.1				
SVU	616	901	1.5	BRAOU	82	324	4.0

4. RECOMMENDED STAFFING PATTERN

A. Basis for Faculty Strength in University Departments

4.01 While visiting the various Universities and their departments and other units, representations were made for increasing the faculty strength either on the basis of the original sanctioned strength and available vacancies or on the basis of the enrolments in the departments. Several departments suggested the use of Student Teacher Ratio (STR) or the Work Load Norms (WLN). Different departments indicated different norms for this purpose.

4 02 The Committee recognized that STR or WLN have been used in many institutions in India based on the guidelines suggested by the statutory bodies such as the University Grants Commission, AICTE, NCTE etc. At the same time these norms are very rough guidelines, which cannot be mechanically applied in all cases, and cannot be solely relied upon.

4.03 There are wide variations in the suggested STR ranging from 10 to 36 depending on the level of the programme and the nature of discipline. Dr Justice Punnayya Committee recommends a ratio of 12 in post graduate departments (in central Universities). Similarly the AICTE suggests a STR of 15 for engineering colleges. The STR used in IITs and IIMs is about 8. Similar variations are also seen in foreign Universities. In the National University of Singapore the STR is 17. The STR in the Higher Educational Institutions of U.K. in 2002 – 2003 was 18. In Australian Universities the STR has been changing over the years from 14 in 1993 to 21 in 2002. It also varies from about 15 to 31 depending on the field of study as shown in Table 4.1.

Table 4.1: Student-Teacher Ratio by Selected Fields of Study (Australia)

Natural and Physical Sciences	16.4
Health	15.1
Education	24.1
Management and Commerce	30.8
Society and Culture	23.0

4.04. As per the workload norms suggested by UGC it may be seen that a lecturer is expected to spend 16 hours in teaching out of a total of 40 hours per week and use the balance of time in testing, tutorials, teaching preparations, extra curricular work, administrative activities etc. The work load also varies depending on whether the teacher is engaged in teaching science subjects or non laboratory subjects.

4.05. The guidelines also suggest that senior teachers like readers and professors are expected to devote substantial time for their own research and guide research for M. Phil and Ph D degrees besides other extra curricula and administrative work.

4.06. The Committee considered these guidelines and practices and felt that these norms have to be used with utmost discretion by looking at the actual situation existing in each of the departments. It was also recognized that in recent years there is a trend for large classes of 60 or 90 and even 120 students combined with tutorial sections of smaller sizes. There are also emerging trends in technology enabled learning and teaching whereby virtual class rooms are tried out in a single institution. Under these situations use of STR or WLN can lead to inefficient working situations.

B. Department-wise Recommendations:

4.07. The departments in the main campuses of the Universities are primarily responsible for Post-graduate programs, except in the constituent colleges and engineering faculty which have both UG and PG programs. A Post-graduate department has a dual responsibility of providing high quality teaching and contributing to the growth of knowledge through active research programs. To be able to discharge this dual responsibility, a PG department needs adequate faculty strength, without which they may perform well in teaching or research but not in both. Sometimes they may teach and do research with skeleton staff but at an unsatisfactory level.

4.08. In framing the recommendations on the faculty strength for each department in a University, the Committee took into account the average enrolment figure for the department as furnished by them. It also obtained data on the original sanctioned strength and the existing faculty strength as well as number of persons working on contract or part time basis or as guest faculty. The Committee also considered the available data about each department regarding the number of M.Phils and Ph.Ds produced during the last 5 years, number of research students currently enrolled, the availability of major and minor research grants from other funding agencies, publications in refereed journals as well as the nature of the discipline in terms of its demand and importance in the society. Taking these factors into account, the Committee has recommended that additional faculty strength be provided in some cases and maintain the existing strength in other cases. In the case of departments where the Committee felt that the existing size of the faculty is sub-critical and sometimes largely managed by contract staff and the level of other activities are of low profile, recommendations are made either to merge the department with another compatible department or to explore the possibility of its viability.

4.09. Keeping these aspects in view the Committee reviewed the broad situation in individual departments of each University taking into account the available data as well as their presentations and arrived at a recommended strength of faculty for the departments as shown in Annex 4.2. The total of all department-wise recommendations provides the indicative faculty strength of each University as shown in Table 4.2. The Committee wishes to emphasize the fact that these recommendations were arrived at based on the data on enrolments, number of programmes, research activities, special schemes etc., provided by the Universities prior to the Committee's visit and confirmed or modified subsequently.

Table 4.2: University wise Summary of Enrolment and Faculty

University	Enrolment	Faculty Strength				
		Sanctioned*	Existing	Vacancy	Contract	Recommended
Andhra	9106	950	648	302	102	858
Kakatia	8686+	358	228	130	124	326
Nagarjuna	2516	212	113	99	33	229
Osmania	36402+	1206	783	423	297	1029
S.K.D	7896	242	154	88	28	227
S.V.U	6073	615	377	238	105	471
JNTU	6837	484	357	127	102	455
SPMV	1095	130	99	31	29	140
Dravidian	523	35	21	14	0	39
PSTU	1001	111	51	60	64	61
Total	80135	4343	2831	1385	887	3835

4.10. It is recognized that not all departments have the same scope for attracting student strength and research funding and not all programs have the same degree of importance and career prospects and yet their presence within a University system is necessary for other justifiable reasons. The University governing system should be the best judge to where addition of faculty strength will result in substantial improvement and where the additional input will make no significant difference. Sometimes encouraging some departments to come together can result in higher levels of performance by synergy and enable them to attract external support and national and international recognition. Conversely, fragmentation of departments with narrow disciplinary focus for intangible reasons will result in their un-sustainability in the long term.

4.11. In making the recommendations the Committee has taken into account the prevailing situation in the departments.

- Some departments have adequate enrolment and faculty strength with overall satisfactory performance deserving further strengthening. Some of them are exceptional in research. Some of them have potential for excellence.

- Some offer programs in important and emerging areas with adequate enrolment with scope for better performance if sufficient faculty strength is available.

- Some departments are performing at sub-critical level but can improve the performance if they are combined with other compatible departments.

- There are departments with low enrolment and low faculty strength with no scope for improved performance even if more faculty is provided. Their proposed programmes are also not of high market demand and social relevance.

4.12. It is expected that the Vice-chancellor and the governing bodies will utilize the overall University wise recommended faculty strength for allocation of faculty positions to various departments adopting transparent guidelines, depending on their specific situations.

4.13. The Committee would also like the Vice-chancellors and administrators at the levels of colleges/faculties/schools to ensure appropriate synergy between faculty associated with theoretical and applied programmes on the one hand and those in allied subjects and disciplines on the other. Such initiatives are vital to ensure effective and world class multi-disciplinary research achievements.

C. Other Recommendations

4.14. A well equipped and professionally managed library is a vital facility for any prestigious University. Most Universities in Andhra Pradesh are functioning without a full time librarian who has the necessary qualification and experience to develop a modern library by capturing the recent technological innovations. Priority should be given for provision of additional positions for the University librarians and other technical staff.

4.15. Several Universities have PG Centers, many of which have insufficient faculty and indifferent programs. As a rule each department of a PG

should have a critical core faculty of 5 persons. This is taken into account in the overall indicative faculty strength of the Universities.

4.16. The Committee noted that some Universities have appointed faculty far larger than the sanctioned strength. In future there should be strict adherence to indicated faculty strength unless specific approval is obtained from the government for increase. Wherever a new program is launched for substantive reasons, the University may utilize the vacant positions, if any, in the sanctioned strength or obtain specific approval from the government for additional strength.

4.17. The Committee recommends that all contract staff should be dispensed with soon after the additional strength is provided. The existence of large number of contract staff is due to freeze in recruitment of faculty or difficulty in getting faculty of required qualification or in the appropriate reservation category. This situation has also arisen due to the proliferation of self-financing courses mainly to mobilize additional resources.

4.18. The Committee noted that in a large number of departments, in several of the Universities there is a trend to offer full time programmes on a self-financing basis or part of the enrolled students are required to pay higher level of fees than regular students. It has also created a rather untenable situation of induction of a large number of contract teachers who are not of required competence to manage the self-financing courses. This will lead to a severe loss of credibility of the programmes of the University. By this process eligible and deserving students from lower income groups will not get the education on a regular fee basis in all programmes. Hence the Committee recommends that all self financing programmes be discontinued as early as possible and instead offer all programmes on a regular basis with an additional provision of 20% of supernumerary seats available at a fee level higher than the regular fees. In order to provide the Universities with the additional resources the fee structure for the regular and the self financing seats

should be prescribed in an appropriate manner, taking into account not only financial needs of the University but also equity in the system. This will ensure that the quality of education will be the same for regular as well as higher fee paying students delivered by qualified and competent regular staff.

4.19. The Committee observes that there is a very large variation in the fee structure between the programmes and the departments in the same University and for the same programmes across the Universities in the State. There is need to adopt one schedule of fee structure for similar groups of programmes in all Universities of the State with a prescribed difference between the regular and supernumerary seats.

4.20. In view of the differing pattern in the role of the faculty and other staff in the Open University and in the Centres for Distance Education in other Universities, the norms adopted for conventional Universities do not apply to them. This aspect is dealt with in Chapter 6.

5. FINANCING OF UNIVERSITIES

The dreams of making Andhra Pradesh a knowledge society with world-class Universities and institutions of higher education, can only be realised if the universities and other institutions are generously financed by the State.

A. Introduction

5.01   Universities in India are in a financial crisis, with continuous budget deficits, as the government grants remained either frozen, or in fact, declined steeply in real terms on the one hand, and increasing student numbers on the other. Some of the macro level economic policies and developments have led many States (and also the Union Government) into deep financial difficulties, and they are not in a position to adequately finance the universities. Along with the unveiling of the economic reform policies, the Government of India had set up two committees in 1993-94, one committee by the UGC (Dr. Justice Punnayya Committee) and another by the AICTE (Dr. Swaminadhan Committee) to search for various methods of mobilization of additional resources for central universities and technical institutions of higher education respectively. Both the committees have underlined the need for strong commitment by the government to finance higher education, and also suggested measures to raise about 20 per cent of the financial requirements of higher education institutions through student fees and other sources.

5.02   The two committees had emphasized the need for making special efforts by higher education institutions to raise their own resources. Among the many recommendations made by these two committees, the following are important:

a) Government should make a firm commitment of funding higher education.

b) However, all institutions of higher education, more specifically the professional and technical education institutions, should make efforts to raise substantial resources from non-governmental sources.

c) Institutions should raise the fee levels in such a way that about 20 percent of the annual recurring cost per student is recovered from the students in the form of fees and from other sources.

d) To encourage private donations and contributions to technical education institutions, 150 percent income tax rebates may be given to the donors.

e) The central government may levy an education cess on industries, which can be used for technical education.

f) To enable the students from economically weaker sections of the society to pursue higher technical education, an Educational Development Bank of India (EDBI) may be set up to float loans to students as well as to institutions.

g) Revenues generated through enhanced fee structure, consultancy and other activities by the institutions should not be offset against the government grants.

These recommendations of the two committees influenced various State governments and also universities and other institutions of higher education in the country in their approaches to financing. They also influenced the Government of the State of Andhra Pradesh and the universities in the State.

B.   **University Finances in Andhra Pradesh**

5.03   Universities are generally financed mostly by the government in many societies. But there are also a few other sources of funds that supplement the public finances. In all, the sources of funds include: the government, the students (fees), other internal sources, and the rest of the society including the corporate sector. The Government – State and the Union, the students and other internal sources, also finances universities in India and specifically in the State of Andhra Pradesh.

5.04 The nation has a goal of spending six per cent of national income by the government on education. But currently hardly four per cent is being invested in education. Higher education receives about 0.5 per cent (general higher education 0.4 per cent and technical education 0.13 per cent). However, Andhra Pradesh ranks much below the national average. Less than 2.5 per cent of the State Domestic Product (SDP) is spent on education, of which higher education receives 0.3 per cent. As per the revised budget estimates for the year 2004-05, University education accounts for 0.12 per cent of SDP and collegiate education 0.21 per cent.

5.05 With the budgetary squeeze, there was a virtual halt in the growth of private aided colleges in the State, as in most other states. Aid to private colleges is confined only to the colleges set up long ago. The grant-in aid used to cover about 95 per cent, if not more, of the total requirements of the private colleges, but are restricted nowadays to mostly salary expenditures.

5.06 With a long term 'ban' on recruitment of teaching and non-teaching staff, many universities seem to be in dire straits. In all universities and in most departments, the requirements of teaching staff have been largely met by appointing contract staff and teaching assistants. Recruitment of regular teaching staff on regular pay and conditions has to be immediately restarted. With respect to non-teaching staff, the manpower requirements at middle and senior middle levels have to be viewed separately, and more sympathetically, than the requirements of low level unskilled manpower.

5.07 Secondary data available on block grants given by the State government to various universities shows that the grants have increased at a snail's pace during the last ten years (Table 5.1). Between 1993-94 and 2003-04, the block grants given to all universities as a total increased at a rate of growth of just 1.1 per cent per annum in nominal terms; in real terms, i.e., after adjusting for price rises, grants would have actually declined over the years.

5.08   The three old universities, viz., Andhra, Osmania, and Sri Venkateswara Universities account for two thirds of the total grants in 2004-05, and the three young universities, viz., Kakatiya, Nagarjuna and Sri Krishnadevaraya Universities accounted for 17 per cent. JNTU alone received nearly ten per cent of the total. The remaining new universities including Mahila University, Telugu University, Dravidian University and the Open University shared the remaining 8 per cent. Though one does not expect the grants to be exactly related to the enrolments, we find glaring anomalies: Sri Krishnadevaraya University with more than 7 thousand enrolment and Nagarjuna University with less than two thousand enrolment receive the same level of grants, about Rs.11 crores in the most recent years.

5.09   Before pointing out some interesting trends based on information available from the individual universities in the State (Table 5.2), a few comments on the data are in order. First, the analysis is based on data for the most recent three years only.[1] Analysis of data for a longer period may lead to different kind of observations. Second, the quality of data available is far from satisfactory. For example, data on expenditure of the universities on only a few selected aspects are available, and the total of expenditure on the select items is considered here as 'total' expenditure of the universities. The actual total expenditure may be much higher than this 'total' at least in some universities. As a result, the income of some universities is found to be much higher than the 'total' expenditure, which may not be a valid inference. The State Government grants or even other sources of income as a part of the total expenditure might look to be very high. Finally, data on income/revenue of the universities are also subject to similar weaknesses.

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[1]   In case of two universities, data are made available for an additional year.

Table 5.1: State Government's Block Grants to Universities in Andhra Pradesh
(Rs in crores, in nominal prices)

	OU	AU	SVU	KU	ANU	SKU	BRAOU	SPMU	PSTU	DU	JNTU	Total
1993-94	23.56	20.96	13.41	6.26	2.84	5.25	1.57	1.75	2.39		10.25	88.24
1994-95	28.85	22.55	11.30	6.05	3.82	3.42	1.58	1.96	2.54		10.76	92.83
1995-96	32.32	25.35	13.40	6.46	4.27	3.81	2.03	2.16	2.72		12.70	105.22
1996-97	39.97	33.24	16.15	8.66	4.54	5.84	2.41	2.37	2.99		12.91	129.08
1997-98	42.44	34.45	16.85	9.05	5.13	6.10	2.53	2.46	3.03		14.32	136.36
1998-99	46.51	40.43	18.81	11.09	5.54	6.97	3.34	3.84	3.19		14.81	154.53
1999-2000	52.49	46.09	21.45	12.64	6.32	8.08	3.81	4.38	3.75	4.15	16.22	179.38
2000-01	59.51	62.23	23.04	14.68	7.90	8.77	3.81	4.38	3.81	4.15	17.61	209.89
2001-02	59.51	51.42	23.04	14.68	6.32	8.77	3.81	4.38	3.81	4.25	16.81	196.80
2002-03	66.00	57.00	30.00	16.00	11.00	11.00	5.00	5.20	5.60	4.25	21.64	232.69
2003-04	66.00	57.00	30.00	16.00	11.00	11.00	5.00	5.20	5.60	4.00	21.64	232.44
2004-05	67.32	58.47	31.89	16.32	11.24	11.2?	5.10	5.30	5.71	4.08	20.04	236.69
Rate of Growth (%)	1.10	1.11	1.10	1.11	1.13	1.11	1.12	1.12	1.09	0.99	1.07	1.10
Source: AP State Council on Higher Education												

As a consequence of the data limitations, it is not possible to provide a reasonable estimate of even total expenditure or total income of each University. *So the estimates presented and the conclusions drawn here need to be treated as tentative and have to be interpreted with caution. Nevertheless we expect broad trends presented may not be far from the actual situation.*

5.10   Like in the rest of the country, State universities in Andhra Pradesh rely upon State government for their core financial needs. Universities rely on block grants from State Government for most part of the salary expenditure, UGC for development grants, UGC and other organisations like ICSSR, CSIR, DST etc., for grants for research projects, and student fees for all other purposes including a huge part of maintenance activities.

5 11   A majority of universities in the State are in a financial crisis, with continuous budget deficits. The deficit is based on total income and total expenditure of the universities. While deficits are very large in Sri Venkateswara, and Sri Krishnadevaraya, Osmania and the Ambedkar Universities also are in deficit. The surpluses in Andhra University and the Kakatiya University are very small.[2]

Table 5.2: Financial Health of the Selected Universities
Surplus (Income-Expenditure) as % of Expenditure)

University	2201-02	2002-03	2003-04	2004-05	Average
Andhra	3.37	8.42	5.54		5.94
Kakatiya	10.30	1.56	9.62		7.27
Nagarjuna	-22.36	-14.53	-13.46		-16.24
Osmania	-14.56	5.30	-1.77		-3.49
SKDRU	-42.64	-24.29	-6.96	-4.55	-17.37
SPMV	-7.82	-9.44	-11.03		-9.49
SVU	-22.99	-29.68	-36.92	-51.75	-35.78
BRAOU	0.44	-8.48	2.66		-1.44
JNTU	-13.82	-11.72	-8.48		-11.34

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[2]   Comprehensive and consistent data are not available on other universities, and hence they are not mentioned in some Tables in the following pages

5.12 *The State grants.* State government has been rather conservative in providing adequate funds to the universities. In recent years the block grants were frozen in nominal prices, which meant they declined in real prices. However, grants – block and other assistance, provided by the state Government have shown marginal changes during the last three years. The grants increased very modestly in some, declined in some and remained constant in some universities. However, we do not find any systematic pattern with respect to the State grants. No systematic differentiation can be seen in grants to the old universities versus the young universities or the infant universities (Table 5.3).

Table 5.3: State Government Grants to Universities per Student

	State Government Grant (Rs Lakhs)					Enrolment*	Grant per Student Rs
	2201-02	2002-03	2003-04	2004-05	Average		
Old Universities							
Andhra	5183.68	5176.96	5719.12		5359.92	9106	58861.41
Osmania	6667.68	6600.00	6890.49		6719.39	36402	18458.85
Sri Venkateswara	3125.05	3000.00	3000.00	3188.52	3078.39	6073	50689.82
'Young' Universities							
Kakatiya	1552.51	1661.62	1672.28		1628.80	8686	18752.05
Sri Krishna Devaraya	870.71	1099.99	1100.00	1122.00	1048.18	7896	13274.76
Nagarjuna	737.54	1130.29	1100.00		989.28	2516	39319.42
Infant Universities							
Dravidian	420.00	430.00	400.00		416.67	523	79668.58
Special Universities							
Sri Padmavati	820.39	754.73	867.54		814.22	1095	74357.99
PSR Telugu	399.74	560.00	716.95		558.90	1001	55833.83
Open University							
BR Ambedkar Open	405.12	500.00	500.00		468.37		

* includes UG, PG, M.Phil and Ph.D. students
Sri Venkateswara, Nagarjuna, and Mahila Universities: no UG enrolment.

5.14. As shown in Table 5.4, the infant University, viz., Dravidian University and the Sri Padmavati Mahila University get nearly or above 90 per cent of their requirements from the State government, followed by Sri Krishandevaraya University that gets about three fourths. The remaining universities depend upon the State for less than 60 per cent of their requirements; it is less than 50 per cent in case of Nagarjuna University. Understandably, Ambedkar University depends upon the State government for only less than one-fifth of its requirements.

Table 5.4: Sources of Income of the Selected Universities
(% of 'Total' Expenditure)

University	Public Sources			Internal Sources		
	State	Other	Total	Fee	Others	Total
Andhra	60.73	10.20	70.93	13.86	14.58	28.44
Osmania	56.39	7.00	63.39	25.33	10.75	36.08
SVU*	61.93	6.44	67.86	4.54	6.00	10.53
Kakatiya	56.73	8.41	65.13	3.90	30.96	34.87
SKDRU*	75.40	11.94	87.34	7.56	5.10	12.66
Dravidian	93.49	0.00	93.49	2.61	1.37	3.98
SPMV	82.37	1.50	83.87	16.13	0.00	16.13
PSTU	56.55	9.57	66.12	3.03	1.07	4.10
JNTU	..	..	27.90	..	..	60.70
BRAOU	17.27	1.70	18.72	74.42	6.75	81.16

Note: Some expenditure is not accounted by the public or private sources; hence totals do not necessarily add up to 100.
++'Total' includes only Salaries and pensions, maintenance, development, research and scholarships. This may not necessarily be the total expenditure of the University.
* average of 2001-02 to 2004-05

5.15. The contribution of fee and related income to total expenditure of the universities is quite high in many universities (Table 5.5). Tuition fee rates seem to have increased steeply in many cases. But more importantly other types of fees have also increased. In many universities 'other' fee income (non-tuition) is several times higher than total tuition fee income. In all, the overall percentage share of fee income in total income/expenditure has increased considerably in recent years.

5.16. All universities have launched self financing courses in a majority of departments. They have found it convenient to introduce self financing courses even in disciplines such as Economics, Political Science, Social Work, Anthropology, Botany, Zoology, Bio-Technology, Hindi, etc., most of which are expected to be provided in any University as normal courses. All universities also view distance education programmes as lucrative and resource generating.

5.17. Very few universities have developed strong University-industry linkages; and wherever they are developed, many are not much helpful either academically or financially. They can in fact, be described as

'pseudo' linkages. 'Others' in Table 5.5 include such contributions and also sources as income from rent, press and publications,

Table 5.5: Internal Resource Generation by the Universities
(Average 2001-02--2003-04) (% of 'Total' Expenditure)

		Sources of Internal Income								
		Regular			Self Financing			Distance Education	Others	Total
		Tuition Fee	Other	Total	Tuition	Other	Total			
1	Andhra	3.08	8.74	11.82	2.07		2.07	2.91	4.87	21.67
2	ANU	3.27	20.28	23.55	9.72	18.35	28.07	4.83	5.64	62.09
3	Dravidian	2.53	0.24	2.77			0.00		1.45	4.22
4	Kakatiya	2.33	0.00	2.33	0.00	0.38	0.38	1.50	33.39	37.60
5	Osmania	0.43	14.06	14.49	0.75	0.00	0.75	9.24	10.39	34.87
6	PSTU	0.62	0.55	1.17	0.05	0.04	0.08	1.35	0.92	3.52
7	SKDRU*	2.79		2.79	3.30		3.30	0.84	4.68	11.60
8	SVU*	1.78	0.52	2.30	0.32		0.32	1.86	5.92	10.40
9	BRAOU	54.02	19.34	73.36			0.00		6.65	80.01

'Total' includes only Salaries and pensions, maintenance, development, research and scholarships. This may not necessarily the total expenditure of the University
* average of 2001-02 to 2004-05

5.18. In all, the share of internal sources – fees from all sources and other internal sources – are somewhat high in many universities.

5.19. The pattern of expenditure by the universities (Table 5.6) is far from satisfactory. Relative spending by the universities on research is very limited. Relative amounts spent on scholarships are insignificant. In this context, it may be noted that the UGC (1993) committee also suggested changes in the pattern of spending of resources by the universities. The committee suggested a normative pattern of spending resources on various activities: 60-65 percent on teaching and research, 10-12 percent on academic administration, and 20-25 percent on auxiliary services, and other activities. Except in the case of Dravidan, Telugu and the Open University, in all other universities, two-thirds to above four-fifths of the total expenditure is accounted by salaries and pensions. The pattern of expenditure in the universities in the State thus calls for improvement.

Table 5.6: Expenditure Pattern of the Universities on Select Activities
(Average 2001-02—2003-04)(% of 'Total' Expenditure)

		Salaries & Pensions	Maintenance	Development	Scholarships	Research	Total*
1	Andhra	80.93	14.10	0.67	1.49	1.52	100
2	ANU	79.24	10.61	8.54	0.00	1.67	100
3	Dravidian	12.49	36.15	51.36			100
4	Kakatiya	67.35	5.48	2.01	0.05	0.10	100
5	Osmania	62.94	7.30	26.08	0.56	3.12	100
6	PSTU	43.83	8.61	23.69	0.35	0.62	100
7	SKDRU	87.30	12.70				100
8	SPMU	68.13	13.92	16.94	0.25	0 78	100
9	SVU*	68.75	17.19	4.03	0.35	9.68	100
10	JNTU	97.83	2.17				100
11	BRAOU	36.07	11.05	52 78	0.00	0 09	100

Total includes only Salaries and pensions, maintenance, development, research and scholarships This may not necessarily be the total expenditure of the University.
* average of 2001-02 to 2004-05

C.   Recommendations on Financing Universities: General Principles

5.20. State government has to raise its allocation to education – at all levels, including specifically higher education, so that it reaches the national goal of allocating six per cent of national income to education.

5.21. State government largely provides only the block grant for salaries. A block grant system that is inelastic to the genuine needs of the system may not be able to help in promoting development of higher education, and its proper maintenance. A proper mix of block grants, maintenance grants and matching grants has to be evolved that would promote excellence, support innovations, reward efficiency, being performance-linked, and at the same time meet all the important needs of the higher education system. It is desirable that in addition to the block grant, the State government provides a development grant for (a) promotion of research, (b) development of libraries, and (c) provision of scholarships.

5.22. In making the estimates, the Committee has rounded the faculty numbers (towards the upper side), which will also allow for small

margins of error in the data reported by the universities. Broad magnitudes of amounts do not change much, even if there are marginal changes in student and faculty numbers.

(i) Block Grants:

5.23   As a rule of thumb, the block grant may include (a) salary grant, covering 100% expenses on the salaries and pensions (of regular and temporary staff), (b) maintenance grant - additional 20 per cent of the salary grant for maintenance (5 per cent for repairs, replacements, renovations of buildings, furniture and equipment, and the remaining 15 per cent for regular running expenditures such as expenses on electricity, water, telephones, vehicles, laboratory consumables, etc.), (c) scholarship grant, equivalent to about 5 per cent of the salary grant, and (d) research grant, equivalent to another 5 per cent. Presently the block grant covers not even the total salary expenses in all universities.

5.24   At a time of rising student numbers and increase in prices, freezing of block grants will result in decline in real (and even nominal) expenditure per student, causing fall in quality of higher education. It may be necessary to ensure that per student expenditure in the universities does not decline over the years, at least in nominal terms.

(ii) Development Grant:

5.25   Development' component of the universities is an important item that has to be strengthened. Presently very small amounts are being spent on 'development.'   It is desirable that 1.5 per cent of the State's total revenue expenditure is earmarked as a development grant for overall higher education sector, as in Tamil Nadu.   Of that amount half should be allocated to the State universities -- 10 per cent of this amount should be earmarked for promotion of excellence in universities, and the rest should be allocated to development projects of importance to effective teaching and quality research and to promote innovations and

creativity in various universities.[3] Instead of providing it as an automatic grant to all universities, it is felt that the grant should be available to the universities based on competitive proposals. The basic principle is: development expenditure in a University should be raised considerably in such a way that it forms something like 40 per cent of the total expenditure.

5.26 In each University, at least one area of study, which is having comparative advantage and locational advantage, should be nurtured and encouraged to become a unique centre of excellence at the State and national levels, if not at global level. For this purpose, special grants need to be promised to the universities by the Government out of the development grant.

(iii) Matching Grant and Resource Generation by the Universities

5.27 To encourage universities to generate resources from collaboration with industries (and not necessarily from student fees) or to generate resources from public and private bodies for research and consultancy, a small matching incentive grant (equivalent to about 20 per cent of the amount generated above ten per cent of the total financial requirements may be provided. It may be noted that only those institutions that enjoy high-level of governmental support and recognition generally tend to attract private funds and alumni support as well. Whenever institutions appear to be loosing sources of governmental funding, unfortunately, the private endowments also decline, leading to downward spiral of academic standards and reputation.

(iv) One-Time Grant

5.27 It is also necessary that the State provides a one time grant for provision of basic infrastructure to all universities, for renovation of buildings and facilities, and technological up gradation of all libraries,

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[3] Development includes (a) infrastructure (b) new and innovative programmes, (c) new training programmes in specialized areas, and (d) special programmes of promotion of talent and skills of students in such areas as communicative skills and software.

laboratory and computer equipment. Outdated equipment and dilapidated buildings and other facilities cannot provide an academically encouraging ambiance for study and research. Recognising that old universities need to be funded more than the young ones, as the buildings and infrastructure in old universities need more funds for renovation, it is felt that all universities which are older than ten years may be given a one-time grant equivalent to Rs.5,000 per student enrolled and other universities Rs.2,000 per student.

(v) Cost Recovery: Fees

5.28   Cost recovery rates in higher education are already fairly high in many universities, and the scope for any further increase in cost recovery is extremely limited, and it will be highly regressive in effect. Earlier committees have recommended raising of resources through fees and other sources to the extent of about 20 per cent of the recurring requirements of the universities. This may be considered as a *desirable upper* level. Revenue generation through student fees beyond 20 per cent may seriously affect access to higher education. The erratic increases in fee rates needs to be discouraged, as they promote neither efficiency nor equity in the system. It is also recommended that all self financing courses need to be restructured in such a way that no complete self financing course exists and instead all courses should be regular ones, with 20 per cent super numerary seats for self financing students.

(vi) Utilisation of Resources

5.29   It would be desirable to see that the expenditure, specifically the non-plan or the recurring expenditure on higher education is distributed rationally between academic and other activities in the universities and other institutions of higher education. Core academic activities that include teaching and research may be allocated 60-65 per cent of the total, academic administration 10-20 per cent and others including auxiliary services and maintenance 20-25 per cent (Table 5.7).

Table 5.7: Desired Pattern of Expenditure in the Universities
(% of Total Non-Plan Expenditure)

Core Academic Activities	60-65
Administration	10-20
Auxiliary Services	20-25
Total	100

5.30 To improve the utilization of resources, and the overall efficiency, an attempt should be made to consolidate all the unviable units (departments, centres, schools and even PG centres) in terms of enrolments, staff strength, and number of programmes. Proliferation of unviable departments and centres will help neither financially nor academically, as they are academically also unviable, besides being managerially, economically and technically unviable. There is much scope for improving efficiency in utilization of resources, through de-fragmentation (or consolidation) of closely related departments. While teacher pupil ratios may not be relied upon as a sole basis of teacher planning and correspondingly allocation of funds to universities, alarmingly low pupil teacher ratios in teaching departments may not be a healthy sign – economically as well as academically. In this context, it is worth mentioning that the Dr Justice Punnayya Committee has suggested a pupil teacher ratio of 1:12 in post graduate courses.

(vii) Other Recommendations

5.31 Industrial sector in the State should recognise that skilled qualified manpower required by the industrial sector can be produced by universities only if the universities are well endowed with finances. Voluntary donations and contributions by private corporate sector to higher education institutions is an important feature of some of the advanced countries.

5.32   There is need to regulate the growth of self financing courses in higher education institutions. Only those departments in universities and colleges that have excess staff and expertise may offer some self financing courses that may be in demand and are not normally offered in the universities. As such courses tend to be offered at the cost of normal courses, the tendency to start more and more self financing courses needs to be curbed. In fact, no self-standing self financing course may be allowed to continue; all courses should be made regular normal courses, with allocating 20 per cent supernumerary seats as self financing seats.

5.33   Following from the above, it is also clear that the tendency on the part of the universities to start post graduate centres with very few departments and with sub-critical staff and all being run as self financing basis should not be allowed to continue.

5.34   Growth in distance education programmes also needs to be monitored and regulated, as universities tend to offer more and more programmes in distance education mode, as they generate substantial revenues. Laboratory and even extensive library based courses may not be offered through distance mode, as this defeats the very purpose of offering courses in distance mode to those who cannot afford to go to full time formal education. Distance education is certainly not the best way of providing laboratory and library based study and research programmes. Revenue generation cannot be the main objective of distance education programmes.

5.35   Measures like imposing ban on recruitment of teachers, and appointment of contractual staff may save financial resources in the short term, but will be counter productive leading to erosion in the quality of higher education and can prove to be very costly in the long run.

D.   Block Grants: Financial Implications of Staff Rationalization

5.36   Based on the norms discussed above, an estimate is made on the quantum of grants that needs to be provided to the universities in the State.   As described earlier in Chapter 4, the following are the size of the teaching and non-teaching staff recommended after attempting a careful rationalization of the staff.

5.37   Keeping in view the present level of enrolments, programmes being offered and proposed and research activities, it is felt that about 1,000 additional teaching staff have to be recruited, of whom 70 per cent are to be recruited at the level of Lecturers and 30 per cent at the level of Readers (Table 5.8).

Table 5.8: Teaching and Non-Teaching Staff

Category	Sanctioned	Existing	Vacant	Total Recommended	Extra to be filled (Rounded)
Teaching Staff	4200	2831	1413	3835	1004 (1000)
of whom					
Lecturers					700
Readers					300
Non-Teaching Staff		6765		9250	2485 (2500)
Figures in ( ) are rounded					

5.38   With respect to non-teaching staff, it is felt that given the present level of non-teaching staff in relation to the teaching staff, it is proposed that the ratio between teaching and non-teaching staff can be 1:2.5, though the desirable norm can be 1:2.   Accordingly, it is estimated that the total non-teaching staff in the ten universities can be of the order of 9250, which means that additionally 2500 vacant posts need to be filled.

5.39   Assuming the average salary and pension commitments for the new and existing teaching and non-teaching staff separately, based on the current salary structure, the total financial requirements are estimated and they are given in Table 5.9. [4] University-wise details are given in Annexes

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[4]   The Total does not include grant to the Open University.   It was recommended that the open university may continue to receive the same block grant (of about Rs.5 crores per

(Tables A.5.1 and A.5.2). According to the suggested pattern, development grants would form a little over 40 of the total annual grant.

Table 5.9: Summary of Grants Recommended (Rs crores)
(for Ten Universities)

Grant per Annum (2005-06)	Rs.
Salary Grant for Teachers	129.14
Salary Grant for Non-teaching staff	125.34
Total Salary/pensions	254.48
Rounded Total Salary/Pensions	260.00
Maintenance Grant	50.00
of which	
Renovations, Replacement, Repairs of Buildings, Furniture, equipment etc.	12.5
Standard Running Expenditure (Water, electricity, phones etc)	37.5
Scholarship Grant	12.70
Research Grant	12.70
Total Block Grant	330.80
Development Grant	
Fund/Grant for Promotion of Excellence	47.14
Residual Development Grant	188.56
Total Development Grant	235.70
Total Annual Grant Required	566.52
Total Annual Grant (Rounded)	570.00
Plus	
One-Time Grant	40.00

5.40   The figures given in Table 5.9, though called grants, should be in fact considered as the recommend pattern of expenditure. Though it looks right for the universities to be given a choice in reallocating the grants between several needs, the Committee strongly feels that universities should be required to ensure that the broad principles of the suggested pattern are adhered to, so that items like research, scholarships etc., do not get traded off in favour of some other apparently urgent needs. Allocation for separately for research and scholarships is expected to be at least equivalent to 5 per cent of the salary grant; and that maintenance

annum, that the university presently recieves), until the open university system is thoroughly recognised as suggested in Chapter 6.

expenditure is expected not to account for more than 20 per cent of the same. Similarly on the whole, development expenditure has to be gradually raised to nearly 40 per cent of the total – development plus maintenance – expenditure.

5.41 Since it has been recommended that universities should be encouraged to generate revenues from fees and other sources up to 20 per cent of their total financial requirements, the funding pattern could be revised as shown in Table 5.10.

Table 5.10: Sources of Funds for Universities (Rs crores)

Government	455
Per cent	(80)
Fees and other Internal Sources	115
Per cent	(20)
Total	570
Per cent	(100)

5.42 Thus the State government should raise its grant to the University system to a minimum level of Rs.570 crores for a sound and sustainable higher education system. It must be reiterated that this is the minimum level recommended. If some universities are not able to raise internal resources to the extent suggested, it would also be necessary for the State government to raise its grant further. Further, it is also suggested that universities that generate internal revenues beyond ten per cent may be given a matching grant as an additional incentive equivalent to 20 per cent of such resources generated.

5.43 Finally, the Committee recommends that the government grant has to be continuously revised every year taking into account additional requirements of the universities, including normal increases in dearness allowances and inflation.

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6. DISTANCE EDUCATION

A. Introduction

6.01 One of the fast growing features of higher education in India has been the availability of a large number of post-secondary education programmes through the distance mode. This is in response to the demand from a large section of population to acquire higher qualifications but not able to do so through the formal system of higher education. Initially these programmes were sought after by those who are employed and would like to enhance their qualifications through correspondence.

6.02 Since the number of colleges and Universities offering higher educational qualifications were not sufficient to meet the growing demand, especially from those who do not live in metropolitan and semi-urban areas, the distance education programme provided a viable alternative. Until the early eighties, distance education programmes were available in correspondence mode. Several Universities in India embarked on offering these programmes, essentially for degrees and diplomas in Arts and Humanities subjects and later expanding to many scientific, engineering and professional disciplines. Enrolment in distance education programmes has been growing rapidly, especially in those disciplines, which have ready career prospects.

6.03 With a view to assist the students in their programmes, the institutions establish study centers and resource centers at convenient locations and provide them with opportunities to interact with subject teachers periodically. Formal qualifications are essential to enroll in the correspondence education programmes. Generally the curricular structure and content of these degrees and diplomas through

correspondence mode are very similar to the equivalent programmes offered through formal classroom education.

6.04   In the early eighties, opportunities were enlarged through the open University system to acquire higher educational qualifications even for those who have not acquired any formal educational qualifications. The first initiative for the open University system was taken with the establishment of the Andhra Pradesh Open University in 1982 by an Act of A.P. Legislature (later renamed as Dr.B.R.Ambedkar Open University in 1991). Subsequently the Indira Gandhi National Open University was established, paving the way for creating 12 more State Open Universities in India. The establishment of open Universities demonstrated that it was possible to provide higher education of quality comparable to conventional education through the distance mode.

B. Possible Strategies

6.05   In the face of large scale proliferation of distance education programmes in the country, and their penetration in the A.P. market, there is a need to adopt a forward looking strategy to take maximum competitive advantage possessed by the A.P. Universities funded by the State. The strategy should not address merely the resource raising potentials of distance education, which may be fluctuating, and elusive if adequate care is not taken in their content and reach.

6.06   The Committee noted that there is a wide variation in the quality of content, presentation and delivery of distance education courses among the different Universities ranging from very good to unacceptably poor. There were many curricular courses with small enrolments and low pass rates. The persons engaged for content preparation in some courses were not the best available in the system. Many courses suffered from avoidable duplication. The printed resource materials in some cases were unreadable and confusing.

6.07   Persistence of these shortcomings in the highly competitive distance education system will be a severe handicap to match the programmes offered from other institutions in the country or from abroad. The growing competition through virtual mode and e-courses will be a challenge that should be faced effectively with high quality programmes.

6.08   Given these considerations, it is essential to adopt the following elements in a new strategy. The State Council may organize a consortium of institutions (Section D gives more details) under its purview engaged in distance education programmes with the following imperatives taken into account.

- Distinguish between high-demand and low-demand courses and encourage more institutions to offer the former and persuade fewer institutions to offer low-demand courses.
- Prescribe common fee structure for the same programme offered by different institutions across the State.
- Develop course contents as a joint enterprise among the members of the consortium making use of (a) the best expert in their institutions to develop the contents; (b) to organize the pedagogic structure of the lessons keeping in view the learning capabilities of the student; (c) arrange the learning resource materials of acceptable quality; (d) adopt course material prepared by other renowned Universities such as the IGNOU and (d) establish resource centers and study centers as joint facility.
- Develop critical norms for providing programmes in natural sciences and engineering which require well development lab facilities and discourage the general tendency to offer distance education programmes in such areas, where it is not possible to organize such facilities.

6.09 These considerations will go a long way in saving the costs associated with the salaries and management of the distance education programme, reduce the cost burden of the students and provide sector wise better quality education, as well as reduce the drop-out and failure rates. If the distance education courses are of sufficiently high quality, regular students for credit can take them as well, thereby reducing the investments in colleges and Universities to that extent.

C. Faculty Structure in Distance Education Programmes

6.10 While reviewing the faculty structure in the various schools and centers offering the distance education programme including the B.R.Ambedhkar Open University, the Committee realized that the norms for determining the faculty strength of the distance education institutions will have to be drastically different from those applicable to the departments and programmes of conventional Universities. The Committee noted that an expert committee had recommended that each department of the Open Universities should have a faculty strength of four persons. However, this suggestion would have to be considered in the light of the actual role and responsibilities of the faculty in the distance education institutions. Their main function is to identify the best possible experts to prepare the contents of a course, have it reviewed by other experts, determine the pedagogic and structural configuration of the lessons in a particular course and organize the lessons in print and or multimedia for delivery. In other words, a large part of the responsibility of the faculty for a particular programme is organization/coordination and quality control.

6.11 Much of the responsibility of distance education rests with the study centers where contact classes are held between the students and experts. A major part of expenses connected with distance education programmes, to the extent of nearly 90% of the total outlay, consists of the activities of the non teaching staff including learners support, production of learning material, and maintenance of infrastructure. In

the light of these considerations the Committee could not arrive at specific faculty strength for the B.R.Ambedhkar Open University as also for the distance education centers of other Universities. On the other hand, *the Committee wishes to propose a restructuring exercise of the distance education programmes offered by the State funded institutions.*

D. Imperatives of Consortium

6.12   There are several compelling reasons for a State level policy to restructuring the distance education programmes offered by State funded Universities. *Firstly,* there is an urgent need to bridge the vast differences in the quality of the learning materials and the learners support offered by the 14 institutions in Andhra Pradesh. This could be achieved only by insisting a minimum acceptable quality and lesson structure for the course from different institutions. *Secondly*, the multiplicity in the number of courses in the same discipline offered by several institutions in the State is generally wasteful especially in those courses where the enrolment is relatively low. *Thirdly,* the availability of a large number of distant learning programmes offered by institutions from other States as well as private institutions cannot be stopped. The joint effort of the Andhra Pradesh institutions could evolve a strategy to meet the outside competition both by offering superior content and format of the learning material as well as availability of Telugu medium lessons to the students in Andhra Pradesh which cannot be offered by outside institutions. *Fourthly,* the Andhra Pradesh institutions must try and market their distant learning programmes aggressively in other States and in other countries. Individual institutions will find it extremely difficult to undertake marketing. A consortium would be a very valuable instrument for this purpose. Finally, the day is not far off when e-learning will be available even in the remote parts of the country through the various developments in broad band wireless and satellite technologies. A

consortium could take early initiatives to move in this direction in a concerted manner which will not be possible for individual Universities.

6.13 The Committee is of the view that unless a policy orientation to the distance education programme is in place, recommendation on the staff structure whether faculty or non faculty is premature. There is also considerable scope for optimizing the administrative and technical staff of the distance learning programmes by induction of computer based data and record systems.

6.14 The B R Ambedkar Open University which has a very high reputation in the State for its academic programmes as well as quality of the material could be a nodal point for servicing the proposed consortium. The Committee wishes to commend the initiatives taken by the University in promoting quality assurance. These efforts will penetrate other institutions only if there is a partnership approach.

6.15 The principle of equitable sharing of the responsibilities associated with distant learning among the State funded Universities along with a proportionate share of the revenue would be helpful in forging the partnerships. The Committee does not wish to underestimate the obstacles that may be encountered in trying to evolve a policy for restructuring the existing distance learning systems. However, the continued operation of the distance education programmes in the present manner would not be desirable.

6.16 Finally, the Committee wishes to affirm that distance education is here to stay, and quality assurance is possible only when a regulatory and supervisory mechanism is put in place.\

6.17 Until a strategic policy for distance education by A P State Universities is evolved and promotional efforts undertaken, BRAOU should be supported with the same level of Block Grant as at present.

7. TOWARDS EXCELLENCE

7.01   It is an accepted fact that knowledge is contributing continuously for the economic growth of society. Application of knowledge and creation of new knowledge that lead to development of technology and well-being of society is the domain of higher education. This does require our universities to be strong centres for (a) training young minds to acquire skill, critical thinking and abilities to learn and (b) conducting research at the frontier areas of science and technology and also in areas of societal concern. Such centres of excellence can be built only if there is willingness and determination to provide inputs of modern infrastructure and competent faculty that would attract the best students leading to high visibility and fruitful interaction with society and industry. They could become a brand name and be recognized for their performance and credibility of their programmes.

7.02   It must be added that attracting excellent faculty and keeping them requires special efforts/provisions that would generate an invigorating atmosphere for work and an appreciation for performance. Ultimately the excellence of any centre is decided by the excellence of faculty and their potential for growth.

7.03   It is necessary for all the universities to maintain quality in teaching and research across the board. Then and then alone, the departments that have potential for excellence can grow and become excellent. If the ambience of the University is poor, it would be difficult for one or two departments to become excellent. Therefore, the university has to have quality to support excellence in these departments and areas that have potential. Once identified, they should be supported fully. A half-hearted approach can lead to deleterious effect.

7.04.   With this thinking, effort is made to analyse the functioning of the Universities to identify departments with potential for excellence.

7.05 Our review of the situation in the 11 Universities has revealed the strengths of the Universities at least in part and their major weaknesses as well the basic underlying causes that seem to affect their functioning. It is gratifying that about a third of the departments and their programmes in every University have the inherent capabilities to measure up to the expectations of healthy academic standards and practices denoting commitment to quality and relevance. At the same time there are number of departments that are not able to perform well.

7.06 The shortage of faculty due to freeze on fresh appointments is an obvious reason. The cumulative effect of continued shortage affects the performance. Depletion of competent academic leadership by the retirement of senior faculty members not replaced by the next level of persons seriously erodes the capacity to do effective teaching and research expected of a post-graduate department. The motivation to establish reputation by scholarly publications and the ability to attract substantial external resources are diminished. This results in relatively low profile departments.

7.07 The tendency to sub-divide and fragment departments on flimsy grounds robs the academic synergy and compounds the problems of sub-critical sizes, causes duplication of efforts and resources and creates unfortunate rivalries. The ability to attract and retain competent faculty members is diminished.

7.08 Some departments have adequate enrolment and faculty strength with overall satisfactory performance deserving further strengthening. Some of them have potential for excellence. Some offer programs in important and emerging areas with adequate enrolment with scope for better performance if sufficient faculty strength is available. As a matter of priority, Universities may also

identify the areas of critical importance relevant to their region and the State and the feasibility of attracting personnel and funds to develop a first rate programme appealing to the prospective students and the community. The easy way opted by some departments to offer diploma and certificate courses, which can be done by any other second level institution should be resisted. Such easy options will not only take away available time and resources from more important programmes but also will lead to adverse comparisons.

7.09 We find considerable need and substantial scope for focusing attention in the teaching and research endeavours in several post graduate disciplines relating to relevant and or emerging areas, so that the reputation of the AP Universities can be recognized world wide. Some of these are

- Micro Biology
- Genetics
- Marine Sciences
- Material Sciences
- Nano Science and Technology
- Herbal Medical Sciences
- Pharmaceutical Sciences
- Area Development Studies
- Oriental Studies
- Buddhist Studies
- Telugu Language and Literature, and Linguistics

7.10 Among the various departments in the Universities which have high level of all-round capabilities, the Committee recognized some, which have potential for developing into centres of excellence.

i) Andhra University

- Departments of Economics, Cooperation and Applied Economics, Agro Economic Research Centre (merged together)
- Pharmaceutical Sciences
- Departments of Marine Living Resources, to which Centre for Marine Archaeology is to be attached

ii) Nagarjuna University

- Centre for Mahayana Buddhist Studies

iii) JNTU

- Institute of Science and Technology, consisting of four centres, viz., Bio-Technology, Environment, Spatial Information Technology and Water Resources

iv) Kakatiya

- Department of Pharmacy
- Department of Telugu

v) SPMU

- Department of Music and Fine Arts
- Department of Education / IASE

vi) Sri Venkateswara

- Oriental Research Institute

vii) Osmania

- Department of Genetics, Inst for Genetics, and Cenre for Plant Molecular Biology (merged together)
- Department of History and Ancient History (merged together) with focus on South Indian History
- Department of Economics

7.11   The departments with potential for excellence should make proposals for building up excellence in teaching, research and consultancy indicating the infrastructural, faculty and other requirements with financial needs. The departments should specify the goals in teaching (new programmes, modifications etc.) and research and the road map (including time schedule) for recruitment, training and possibilities of branching off. Indicative details of the proposal could be (these are not exhaustive)

a) Faculty Required – distribution amongst different levels and sub disciplines should be balanced and should include those who are already there.

b) Equipment Needed - additional, up gradation, use of equipment by other departments, if any.

c) Collaboration with related departments and/or institutions/industry/ outside University.

d) Research programmes with anticipated henefits

e) Incentives

    (i)   For attracting eminent faculty

    (ii)   For attracting talented students from all socio economic strata.

f) Funding prospects through projects by agencies outside Universities.

g) Employment generation.

h) Any other facility needed.

i) Infrastructure needs.

j) Funding needed – priorities in spending and time frame be provided to help financial management.

k) Goal/s should be explicitly spelled out and related to excellence in training and/or research.

l) The proposal should be evaluated by a peer committee of eminence   in the subject.

8. CONCLUSIONS

8.01. Over the past several decades Andhra Pradesh had the distinction of having many prestigious Universities which produced eminent scholars, administrators, doctors and other professionals of world wide reputation. Many of them had distinct brand names in higher education owing to the dedication and commitment of great many visionaries. The task of preserving and sustaining the prestige levels is not easy in the face of unprecedented changes taking place in the knowledge system in the University domain, besides the extraordinary competitive environment. This situation is both an opportunity and a challenge. The review launched by the APSCHE on different aspects of the higher education system is a right beginning towards a bright future.

8.02 Our review of the situation in the 11 Universities has revealed the strengths of the Universities at least in part and their major weaknesses as well the basic underlying causes that seem to affect their functioning. It is gratifying that about a third of the departments and their programmes in every University have the inherent capabilities to measure up to the expectations of healthy academic standards and practices denoting commitment to quality and relevance. At the same time there is a significant number of departments that are not able to perform as well as expected.

8.03 The shortage of faculty is an obvious reason. The cumulative effect of continued shortage affects the performance. Depletion of competent academic leadership by the retirement of senior faculty members not replaced by the next level of persons seriously erodes the capacity to do effective teaching and research expected of a post-graduate department. The motivation to establish reputation by scholarly publications and the ability to attract substantial external resources are diminished. This results in relatively low profile departments.

8.04 The tendency to sub-divide and fragment departments on flimsy grounds robs the academic synergy and compounds the problems of sub-critical sizes, causes duplication of efforts and resources and creates unfortunate rivalries. The ability to attract and retain competent faculty members is diminished.

8.05 Our review has suggested the directions for possible actions at the Department and University levels wherever serious situation is sensed. The Committee has identified some departments, which can rise to level of global excellence if special incentives and support are provided. One important aspect that emerged in this exercise is that there should not be long periods of recruitment freeze, causing disruption in University development.

8.06 Some departments have adequate enrolment and faculty strength with overall satisfactory performance deserving further strengthening. Some of them have potential for excellence. Some offer programs in important and emerging areas with adequate enrollment with scope for better performance if sufficient faculty strength is available. As a matter of priority, Universities should identify the areas of critical importance relevant to their region and the State and the feasibility of attracting personnel and funds to develop a first rate programme appealing to the prospective students and the community. The easy way opted by some departments to offer diploma and certificate courses, which can be done by any other second level institution should be resisted. Such easy options will not only take away available time and resources from more important programmes but also will lead to adverse comparisons.

8.07 Some departments are performing at sub-critical level but can improve the performance if they are combined with other compatible departments. There are departments with low enrollment and low faculty strength with no scope for improved performance even if more faculty is provided. These aspects may be taken into account in filling up positions by the Universities according to local-specific considerations.

8.08 The PG Centers and Units of some Universities have insufficient faculty and indifferent programs. As a rule each centre/campus should offer a minimum of five PG programmes, and each department should have a critical core faculty of 5 persons.

8.09 We find considerable need and substantial scope for focusing attention in the teaching and research endeavours in several post graduate disciplines relating to relevant and emerging important areas, so that the reputation of the AP Universities can be recognized world wide. Some of these are

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8.10 Among the various departments in the Universities which have high level of all-round capabilities, the Committee recognized some, which have potential for developing into centres of excellence.

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vii) Osmania

- Department of Genetics, Inst for Genetics, and Cenre for Plant Molecular Biology (merged together)
- Department of History and Ancient History (merged together), with a focus on South Indian History
- Department of Economics

8.11. Some of the Universities established with special goals are likely to loose their mandated identities by offering run of the mill programmes. They should review their programmes in relation to the original objectives set out at the time of their establishment. In this context, the Committee has the following recommendations in respect of three of the Universities:

- JNTU is a premier Technological University in the State. There is a danger of its sliding down to an undergraduate engineering institution unless it has vigorous post graduate and research programmes and its curricular features are comparable to those in IITs, aimed at training technology graduates of broad based knowledge rather than stereotyped engineering graduates.

- The Dravidian University is embarking upon many conventional UG courses available in plenty elsewhere. On the other hand, the University should endeavour to offer programmes that would enhance its stature as a centre of excellence for research in Dravidian studies.

- Potti Sriramulu Telugu University was established 1985 to function as a research centre in Telugu Language, literature, fine arts and culture at State, National and International levels. With the new campus of 105 acres and past achievements the University needs to review its current programmes to be in consonance with its mandate.

8.12. In view of the differing pattern in the role of the faculty and other staff in the Open University and in the Centres for Distance Education in other Universities, the norms adopted for conventional Universities do not apply to them. The full potential of distance education system in Andhra Pradesh either in the regular Universities or in the open University cannot be availed and rise up to the intensity of competition from other States and abroad, unless the whole system is totally revamped on a consortium basis sharing the tasks and resources.

8.13. A⁺ present about 1400 teaching positions are vacant in the ten universities. The Committee, in all, recommends filling up of about 1,000 teaching positions.

8.14. The existence of a large number of contract staff is due to freeze in recruitment of faculty or difficulty in getting faculty of required qualification or in the appropriate reservation category. This situation has also arisen due to the proliferation of self-financing courses mainly to mobilize additional resources. This is one of the reasons for the declining academic quality.

The levels of financial support for the Universities in the State suggested by the Committee are based on several factors, such as recommended levels of faculty strength, desirable levels of non-teaching staff (assumed as 2.5 times the faculty strength), the maintenance costs, the need for research funds and scholarships. They are also based on certain assumed norms. In addition, allocation of a 'development grant' is recommended for planned development of new programmes and facilities of critical importance in higher education at 1.5 percent of the total revenue expenditure of the State, 50 per cent of which

should be allocated to the Universities (and the remaining 50 per cent to the colleges). On this basis, the total outlay for the running expenditure of the ten Universities is Rs.330 crores and the development grant will be Rs.236 crores. It is assumed that the availability of development grant will not be automatic, but on a justifiable and application basis. In addition, a one-time grant to all Universities to restore their deteriorating buildings and facilities is also suggested.

8.15. Large numbers of full time programmes on a self-financing basis, by contract teachers who are not of required competence will lead to a severe loss of credibility of the programmes of the University besides depriving the students from lower income groups the opportunity to enroll in important disciplines. All self financing programmes should be discontinued as early as possible and instead, Universities should offer all programmes on a regular basis with an additional provision of 20% of supernumerary seats available at a fee level higher than the regular fees. This will ensure that the quality of education will be the same both for regular as well as higher fee paying students delivered by qualified and competent regular staff.

8.16. The Committee observes that there are very large variations in the fee structure between the programmes and the departments in the same University and for the same programmes across the Universities in the State. There is need to adopt one schedule of fee structure for similar groups of programmes in all Universities of the State with a prescribed difference between the regular and supernumerary (self-financing) seats.

8.17. The physical and academic infrastructure and living facilities in some Universities are in a very unsatisfactory condition. Many libraries are functioning without modern facilities and many are not taking advantage of the emerging technological options in running a modern library. This will reduce the reputation of the University further. A one-

time grant to restore them to reasonable level of acceptability is necessary.

8.18. The Committee used the data provided by the universities, but nevertheless found that the database is weak. This may also reflect the low capacity of the staff of the Divisions of the Planning and Statistics in the universities in the state. Every university should develop a comprehensive reliable statistical database on all aspects of the university, to serve as an important tool for decision making. The format for such a database has to be common for all universities in the state to facilitate useful exchange of information and comparative analysis. The Committee reiterates the recommendation made by the UGC Committee on central Universities a few years ago, for utilization of the capacity building and training facilities offered by the National Institute of Educational Planning and Administration to university administrators in this regard.

8.19. On the whole, the present situation in the Universities is critical but not alarming. Remedial measures should be taken at the earliest before the present conditions deteriorate to such levels where their redemption to high level of prestige will be far too expensive.

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Annexure 2.1.

BRIEF PROFILES OF UNIVERSITIES

Osmania University established in the year 1918 in the city of Hyderabad and accredited with 5 star status by NAAC is one of the oldest and largest universities of higher learning in India. It has a vast sprawling campus of 1600 acres covering 6 districts: Ranga Reddy, Medak, NiZamabad, Nalgonda, Mahaboobnagar apart from the twin cities of Hyderabad. It is offering more than 200 programs covering Under Graduate, Post Graduate,Post Graduate Diplomas, Certificate Courses, M.Phil and Ph.D in Science, Technology, Arts, Commerce, Engg, Law and Education. Presently it has 13 constituent colleges, 500 affiliated and 8 PG colleges with 1100 faculty catering to the needs of nearly 2 lakh students enrolled.

Andhra University spread over 500 acres was established in 1926 presently catering to the educational needs of the districts of Visakhapatnam, East Godavari, West Godavari, Vizianagaram and Srikakulam offering more than 117 programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph.D in Science, Technology, Arts, Commerce, Engg, Law and Education. It has 5 constituent colleges, 400 affiliated and 2 PG colleges with 860 faculty catering to the needs of nearly 10000 students enrolled.

Sri Venkateswara University, the third largest university in Andhra Pradesh was established in 1954 in Tirupati to meet the educational needs of Chittor and Nellore districts. Being a well equipped and full fledged University with 2 constituent colleges, 2 PG Colleges and 275 affiliated colleges the institution of higher learning offers 55 Programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph.D in Science, Technology, Arts, Commerce, Engg, Law and Education with 800 faculty catering to the needs of nearly 6000 students enrolled.

Jawaharlal Nehru Technological University was established in 1972 merging the than existing three Govt. Engineering colleges at Anantapur, Hyderabad and Kakinada along with Govt. college of Fine Arts & Architecture at Hyderabad Jawaharlal Nehru Technological University as its constituent college while Oil and Technological Research Institute at Anantapur was subsequently transferred to it. It became an affiliating university in 1995 as Engineering colleges set up after 1995 got affiliation from JNTU. At present it has 11 constituent colleges and 218 affiliated colleges with 278 faculty offering UG, PG, Ph.D in Engineering, Technology, Fine Arts, Architecture, Planning etc. to 51500 students enrolled.

Acharya Nagarjuna University established in 1976 covering the districts of Krishna, Guntur and Prakasam offers 37 programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph.D in Science, Technology, Arts, Commerce, Engineering, Law and Education with strength of nearly 2000 students. It has 2 PG centers and 287 affiliated colleges. NAAC committee recently accredited it with B++ status.

Kakatiya University established in Warangal as a PG in 1967 and upgraded to a university status in 1976 was catering to the educational needs of Karimnagar, Khammam, Adilabad and Warrangal. It has 11 constituent colleges and 298 affiliated colleges offering 22 Programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph D in Science, Technology, Arts, Commerce, Engineering, Law and Education to 4921 students enrolled with 213 faculty.

Sri Krishnadevaraya University a Post Graduate of Sri Venkateswara University in 1968 acquired the University status in 1981. Initially it was unitary in nature but became an affiliating university in 1987. Presently it is catering to the educational needs of the 2 districts of Anantapur and Kurnool offering 22 programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph D in Science, Technology, Arts, Commerce, Engineering, Law and Education with 4921 students enrolled. It has 157 affiliated colleges.

Dr. B.R. Ambedkar Open University formerly known as Andhra Pradesh Open University was established in 1982 and renamed in 1992. It offers 27 programs: 4 Bachelor, 8 Masters, 5 Professional, 3 Research, 6 PGD, 1 CC all with 325 combinations in 6 Regional Coordinating centers and 144 study centers with 56 regular faculty to 1.32 lakh enrolled students.

Sri Padmavathi Mahila Visvavidyalayam established in 1983 at Tirupati in an area of 138.43 acres is exclusively devoted to women's education. The UGC recognized the University as a non-affiliating unitary type of institution. It has 2 schools namely the school of social sciences, languages and fine arts with 8 departments and the school of sciences, technology and management with 6 departments offering 33 programs covering Under Graduate, Post Graduate, Post Graduate Diplomas, Certificate Courses, M.Phil and Ph.D in Science, Technology, Arts, Commerce, Engineering, Law and Education. The university has a total strength of about 1200 students.

Potti Sri Ramulu Telugu University is the second University in the Country to be based on a regional language, has its headquarters in Hyderabad with four out station campuses in Rajahmundry, Srisailam, Warangal and Kuchipudi. The University started to function as a for Research and to impart training in Telugu Language, Literature and culture. The university is organized in five schools: School of Fine Arts, School of Language and Literature Development, Vignan Vikas Peetam (Hyderabad), School of Literature (Rajahmundry) and school of History, culture, and Archeology (Srisailam). The University has research centers at Hyderabad Srisailam, Warangal and Rajahmundry.

Dravidian University was conceived as a collaborative academic venture involving the four Southern States of Andhra Pradesh, Karnataka, Kerala and Tamilnadu apart from the Union Territory of Pondicherry. The University has been established as a center for inter-disciplinary studies and research of literary and cultural facets of Dravidian languages, literature, Philosophy, Archeology, History, Culture, Rural Development, Indigenous science, Technology, Anthropology, Folklore, Medicine etc. It has 12 faculty members on regular basis.

Note: The tables in Annex 2.2 provide a succinct summary of the State Universities.

Annexure 2.2

Data on Education Sector Growth

Table 1: Growth of Educational Institutions in Andhra Pradesh – 1956-57 To 2003-04

Year	Number of Educational Institutions						
	Primary	Secondary	High/ Hr.Secondary	Junior Colleges	Degree Colleges	Colleges for Professional Education*	Universities
1956-57	29076	329	705	NA	57	NA	3
1966-67	36906	2784	2614	NA	152	NA	4
1976-77	37720	4044	3293	303	218	NA	9
1986-87	44299	5672	5340	636	385	NA	13
1996-97	48899	7733	7738	1964	750	197	14
2003-04	63362	15110	15110	3084	1295	1373	23**

*ENG, MBA, MCA, B.Ed, Medical Pharmacy and Law Colleges ** Including Deemed Universities.

Table 2: Enrolment by Stages in Educational Institutions in Andhra Pradesh – 1956-57 To 2003-04

Year	Junior Colleges			Degree Colleges		
	Boys	Girls	Total	Boys	Girls	Total
1956-57	NA	NA	NA	48635	6331	54966
1966-67	NA	NA	NA	75784	15826	91610
1976-77	46576	13706	60282	110401	36261	146662
1986-87	211560	44042	255602	212981	95757	308738
1996-97	477577	262497	740074	299798	165982	465780
2003-04	726436	470635	1197071	354804	243344	598148

Table 3: Teachers Employed by Type of Educational Institution in Andhra Pradesh – 1956-57 to 2003-04

Year	Junior Colleges			Degree Colleges		
	Men	Women	Total	Men	Women	Total
1956-57	NA	NA	NA	4924	467	5391
1966-67	NA	NA	NA	6048	986	7034
1976-77	3346	641	3987	6960	1896	8856
1986-87	14596	3081	17677	8981	888	9869
1996-97	26632	3247	29879	13382	4943	18325
2003-04	27879	6603	34482	17922	6993	24914

Table 4: Area and Population University wise, Census - 2001

Name of the University	Area '000 Sq. Kms.	Total Population			Number of Literates			SC/ST Population		
		persons	Males	Females	Males	Females	Total	SC	ST	Total
Osmania	58	19,182,515	9,770,081	9,412,434	5,855,195	3,943,221	9,798,416	2,821,658	1,102,263	3,923,921
Andhra	42	15,741,038	8,679,436	8,644,684	5,321,172	4,162,835	9,484,007	2,369,464	1,211,880	3,581,344
Venkateswara	43.7	9,016,236	4,552,718	4,463,518	3,007,969	2,112,639	5,120,608	1,698,969	431,713	2,130,682
Kakatiya	56.8	12,204,756	5,949,364	5,855,392	3,420,606	2,216,361	5,636,967	2,089,537	1,647,443	3,736,980
Nagarjuna	37.7	11,712,408	5,920,012	5,792,396	3,732,145	2,795,920	6,528,065	2,216,335	434,009	2,650,344
Krishna Devaraya	36.8	7,169,972	3,655,802	3,514,170	2,107,701	1,258,559	3,366,260	1,143,533	196,796	1,340,329
Andhra Pradesh	275.0	76,210,007	38,527,413	37,682,594	23,444,788	16,489,535	39,934,323	12,339,496	5,024,104	17,363,600

Table 5: Junior Colleges, University wise in Andhra Pradesh: 1976-77 to 2003-04

Name of the University	2003-04			1996-97			1986-87			1976-77		
	Number of Colleges			Number of Colleges			Number of Colleges			Number of Colleges		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Osmania	726	144	870	474	131	605	128	25	153	94	14	108
2. Andhra	552	60	612	283	44	327	122	13	135	77	5	82
3. Sri Venkateswara	333	39	372	210	34	244	82	11	93	58	6	64
4. Kakatiya	464	62	526	246	35	281	76	9	85	10	2	12
5. Acharya Nagarjuna	425	66	491	291	56	347	96	14	110	30	7	37
6. Sri Krishnadevaraya	184	29	213	133	27	160	52	8	60	0	0	0
Andhra Pradesh	2,684	400	3,084	1,637	327	1,964	556	80	636	269	34	303

Table 6: Students Enrolled in Junior Colleges in Andhra Pradesh 1976-77 To 2003-04

Name of the University	2003-04			1996-97			1986-87			1976-77		
	Students Enrolled			Students Enrolled			Students Enrolled			Students Enrolled		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1. Osmania	202,887	140,727	343,614	131,748	81,637	213,385	64,520	25,610	90,130	14,477	4,420	18,897
2. Andhra	144,649	94,002	238,651	89,893	51,021	140,914	38,023	14,629	52,652	13,251	3,312	16,563
3. Sri Venkateswara	79,419	50,087	129,506	59,269	29,760	166,338	27,168	9,336	36,504	11,689	2,909	14,598
4. Kakatiya	132,149	82,456	214,605	73,514	35,107	108,621	34,817	10,172	44,989	2,624	345	2,969
5. Acharya Nagarjuna	114,936	73,117	188,053	83,483	46,314	129,797	27,927	14,514	42,441	4,535	2,720	7,255
6. Sri Krishnadevaraya	52,396	30,246	82,642	39,670	18,658	58,328	19,105	6,870	25,975	0	0	0
Andhra Pradesh	726,436	470,635	1,197,071	477,577	262,497	740,074	211,560	44,042	255,602	46,576	13,706	60,282

Table 7: Teachers Employed in Junior Colleges in Andhra Pradesh: 1976-77 To 2003-04

Name of the University	2003-04			1986-87			1976-77		
	Teachers Employed			Teachers Employed			Teachers Employed		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. Osmania	7,060	2,267	9,327	3,457	1,075	4,532	1,275	311	1,586
2. Andhra	5,671	1,141	6,812	2,927	563	3,490	850	106	956
3. Sri Venkateswara	3,487	603	4,090	2,268	453	2,721	727	86	813
4. Kakatiya	4,538	809	5,347	2,169	249	2,418	158	23	181
5. Acharya Nagarjuna	5,079	1,287	6,366	2,388	545	2,933	336	115	451
6. Sri Krishnadevaraya	2,044	496	2,540	1,387	196	1,583	0	0	0
Andhra Pradesh	27,879	6,603	34,482	14,596	3,081	17,677	3,346	641	3,987

Table 8: Degree Colleges, University wise in Andhra Pradesh 1966-67 To 2003-04

Name of the University	Management	2003-04 Number	1996-97 Number	1986-87 Number	1976-77 Number	1966-67 Number
Andhra University	Government	39	34	34	19	
	Aided	36	0	0	0	
	Unaided	221	108	113	65	
	Total	296	142	107	84	54
Nagarjuna University	Government	18	17	18	3	
	Aided	57	0	0	0	
	Unaided	148	122	58	14	
	Total	223	139	76	17	0
Sri Venkateswara University	Government	29	30	29	18	
	Aided	22	0	0	0	
	Unaided	111	60	24	17	
	Total	162	90	53	35	31
Sri Krishnadevaraya University	Government	25	25	19	0	
	Aided	11	0	0	0	
	Unaided	39	32	12	0	
	Total	75	57	31	0	0
Osmania University	Government	34	32	26	21	
	Aided	47	0	0	0	
	Unaided	292	218	54	54	
	Total	373	280	80	75	67
Kakatiya University	Government	31	29	20	2	
	Aided	8	0	0	0	
	Unaided	127	43	9	5	
	Total	166	72	29	7	0
Grand Total	Government	176	167	149	63	
	Aided	181	0	0	0	
	Unaided	938	583	200	155	
	Total	1295	750	385	218	152

Table 9: Students Enrolled in Degree Colleges In Andhra Pradesh – 1976-77 To 2003-04

University	Management	2003-04			1996-97			1986-87			1976-77		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Andhra	Government	13,421	9,266	22,687	17,415	9,140	26,555	17,128	6,575	23,703	10,373	2,613	12,986
	Aided	35,508	23,520	59,028	0	0	0	0	0	0	0	0	0
	Unaided	32,486	20,279	52,765	50,040	26,047	76,087	32,296	15,613	47,909	37,558	10,114	47,672
	Total	81,415	53,065	134,480	67,455	35,187	102,642	49,424	22,188	71,612	47,931	12,727	60,658
Nagarjuna	Government	4,139	5,208	9,347	6,048	6,094	12,142	5,507	5,194	10,701	1,807	1,842	3,649
	Aided	46,334	22,912	69,246	0	0	0	0	0	0	0	0	0
	Unaided	16,988	17,365	34,353	57,521	27,826	85,347	45,561	18,496	64,057	12,434	4,554	16,988
	Total	67,461	45,435	112,946	63,569	33,920	97,489	51,068	23,690	74,758	14,241	6,396	20,637
Venkateswara	Government	12,020	8,516	20,536	13,512	7,597	21,109	14,123	6,091	20,214	9,487	3,530	13,017
	Aided	18,028	8,933	26,961	0	0	0	0	0	0	0	0	0
	Unaided	11,904	6,779	18,683	25,946	11,581	37,527	18,036	6,310	24,346	13,738	3,331	17,069
	Total	41,952	24,228	66,180	39,458	17,178	56,636	32,159	12,401	44,560	23,225	6,861	30,086
Krishnadevaraya	Government	11,000	6,412	17,412	11,443	6,125	17,568	8,828	3,690	12,518	0	0	0
	Aided	9,730	4,060	13,790	0	0	0	0	0	0	0	0	0
	Unaided	8,239	5,098	13,337	14,521	5,194	19,715	7,082	1,518	8,600	0	0	0
	Total	28,969	15,570	44,539	25,964	11,319	37,283	15,910	5,208	21,118	0	0	0
Osmania	Government	18,846	12,360	31,206	22,134	9,643	31,777	17,367	4,618	21,985	7,632	1,123	8,755
	Aided	26,733	22,817	49,550	0	0	0	0	0	0	0	0	0
	Unaided	45,692	43,015	88,707	50,644	42,661	93,305	27,816	19,416	47,232	15,617	8,322	23,939
	Total	91,271	78,192	169,463	72,778	52,304	125,082	45,183	24,034	69,217	23,249	9,445	32,694
Kakatiya	Government	15,807	11,493	27,300	16,558	8,373	24,931	12,676	5,529	18,205	241	745	986
	Aided	5,188	3,760	8,948	0	0	0	0	0	0	0	0	0
	Unaided	22,741	11,551	34,292	14,016	5,701	19,717	6,561	2,707	9,268	1,514	87	1,601
	Total	43,736	26,804	70,540	30,574	14,074	44,648	19,237	8,236	27,473	1,755	832	2,587
Grand Total	Government	75,233	53,255	128,488	87,110	46,972	134,082	75,629	31,697	107,326	29,540	9,853	39,393
	Aided	141,521	86,002	227,523	0	0	0	0	0	0	0	0	0
	Unaided	138,050	104,087	242,137	212,688	119,010	331,698	137,352	64,060	201,412	80,861	26,408	107,269
	Total	354,804	243,344	598,148	299,798	165,982	465,780	212,981	95,757	308,738	110,401	36,261	146,662

Table 10: Teachers Employed in Degree Colleges in Andhra Pradesh – 1976-77 To 2003-04

Name of the University	Management	2003-04			1996-97			1986-87			1976-77		
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Andhra	Government	683	146	829	703	138	841	811	148	959	766	153	919
	Aided	1,179	576	1,755	0	0	0	0	0	0	0	0	0
	Unaided	2,481	758	3,239	2,371	866	3,237	1,423	505	1,928	2,173	422	2,595
	Total	4,343	1,480	5,823	3,074	1,001	4,075	2,234	653	2,887	2,939	575	3,514
Nagarjuna	Government	253	124	377	307	141	448	329	123	452	114	92	206
	Aided	2,024	654	2,678	0	0	0	0	0	0	0	0	0
	Unaided	1,315	603	1,918	2,854	812	3,666	2,284	396	2,680	714	199	913
	Total	3,592	1,381	4,973	3,161	953	4,114	2,613	519	3,132	828	291	1,119
Sri Venkateswara	Government	523	115	638	529	96	625	587	103	690	659	158	817
	Aided	734	201	935	0	0	0	0	0	0	0	0	0
	Unaided	1,173	293	1,466	1,112	273	1,385	821	226	1,047	732	182	914
	Total	2,430	609	3,039	1,641	369	2,010	1,408	329	1,737	1,391	340	1,731
Sri Krishnadevaraya	Government	376	105	481	423	107	530	388	86	474	0	0	0
	Aided	384	98	482	0	0	0	0	0	0	0	0	0
	Unaided	534	193	727	675	170	845	344	32	376	0	0	0
	Total	1,294	396	1,690	1,098	277	1,375	732	118	850	0	0	0
Osmania	Government	747	164	911	753	160	913	656	130	786	672	104	776
	Aided	750	762	1,512	0	0	0	0	0	0	0	0	0
	Unaided	2,647	1,669	4,316	2,399	1,914	4,313	904	665	1,569	969	540	1,509
	Total	4,144	2,595	6,739	3,152	2,074	5,226	1,560	795	2,355	1,641	644	2,285
Kakatiya	Government	611	103	714	547	69	616	547	71	618	0	21	21
	Aided	184	73	257	0	0	0	0	0	0	0	0	0
	Unaided	1,324	355	1,679	709	197	906	225	86	311	35	125	160
	Total	2,119	531	2,650	1,256	266	1,522	772	157	929	35	146	181
Grand Total	Government	3,193	757	3,950	3,262	711	3,973	3,027	276	3,303	2,240	541	2,781
	Aided	5,255	2,364	7,619	0	0	0	0	0	0	0	0	0
	Unaided	9,474	3,871	13,345	10,120	4,232	14,352	5,954	612	6,566	4,720	1,355	6,075
	Total	17,922	6,992	24,914	13,382	4,943	18,325	8,981	888	9,869	6,960	1,896	8,856

Table 11: Expenditure on Education as percent of Total Revenue Expenditure

Year	Percent in Total State revenue Expenditure					Total RE of AP
	Primary	Secondary	Higher	others	Total	(Rs. Crore)
1961-62	10.01	6 08	4 35	3 10	23.53	55.11
1966-67	7.68	5.64	4 40	0.17	17.89	184.68
1976-77	9.61	6.50	3.20	2.66	21.97	616.98
1986-87	7.97	4.82	3.61	0.83	17.23	3244.50
1996-97	4.91	3.95	2 78	0.87	13.50	14392.36
2004-05						

Table 12: Expenditure on Education in Andhra Pradesh as percent of Net State Domestic Product

Year	Percent in NSDP at Current Prices					NSDP
	Primary	Secondary	Higher	others	Total	(Rs. Crore)
1961-62	0.84	0.51	0.36	0.26	1.98	1080
1966-67	0.80	0.58	0.46	0.02	1.85	1782
1976-77	1.39	0.94	0 46	0.38	3.17	4276
1986-87	1.82	1.10	0.82	0 19	3.92	14242
1996-97	0.87	0.70	0.49	0.15	2.21	81517
2004-05 RE	1.50	0.81	0.50	0 13	2.94	178122

Table 13: Higher Education in Andhra Pradesh : Institutional Growth, University wise

Status				
Law Colleges			2003-04	
University	Govt./Univ.coll.		Ptivate	
		Non-Minirity	Minority	Total
OU	1	8	1	10
KU	2	10	2	14
AU	2	11	2	15
NU	2	15	3	20
SVU	4	6	0	7
		2	C	3
			5	69

Table 13 (Continued)

Engineering Colleges			2003-04		
			Private		
University	Govt./Univ.coll.	Non-Minority	Minority	Women	Total
OU	5	56	34	3	98
KU	6	75	43	3	127
AU	2	30	4	1	37
NU	2	52	8	1	63
SVU	1	21	2	0	24
SKU	1	8	2	0	11
Total	17	242	93	8	360

Table 13 (Continued)

MCA Colleges			2003-04		
			Private		
University	Govt./Univ.coll.	Non-Minority	Minority	Women	Total
OU	9	51	67	7	134
KU	10	67	75	8	160
AU	1	36	6	2	45
NU	0	23	7	1	31
SVU	3	21	4	1	29
SKU	1	6	0	0	7
Total	24	204	159	19	406

Table 13 (Continued)

MBA Colleges					
			Private		
University	Govt./Univ.coll.	Non-Minority	Minority	Women	Total
OU	11	55	33	6	105
KU	6	18	2	0	26
AU	3	29	1	0	33
NU	1	13	3	1	18
SVU	2	16	2	0	20
SKU	2	5	0	0	7
Total	25	136	41	7	209

Table 13 (Continued)

Pharmacy Colleges					
			Private		
University	Govt./Univ.coll.	Non-Minority	Minority	Women	Total
OU	0	5	4	1	10
KU	1	4	0	0	5
AU	1	1	0	0	2
NU	0	5	1	0	6
SVU	1	3	0	0	4
SKU	0	0	0	0	0
Total	3	18	5	1	27

Table 13 (Continued)

Medical Colleges			Private	
University	Govt./Univ.coll.	Non-Minority	Minority	Total
OU	2	5	1	8
KU	1	3	0	4
AU	2	3	0	5
NU	2	3	0	5
SVU	1	2	0	3
SKU	2	0	0	2
Total	10	16	1	27

Table 13 (Continued)

Colleges of Education (B.Ed.)		Private Aided		Private Unaided		
University	Govt./Univ.coll.	Non-Minority	Minority	Non-Minority	Minority	Total
OU	4	2	2	70	12	90
KU	2	0	0	32	4	38
AU	2	1	0	50	16	59
NU	0	1	2	25	7	35
SVU	5	0	0	24	2	31
SKU	1	0	0	18	3	22
Total	14	4	4	219	44	275

Table 13 (Continued)

Degree Colleges						
University	Govt.	Aided	Unaided	Total	Co-Education	Women
OU	34	47	292	373	293	80
KU	31	8	127	166	148	18
AU	39	36	221	296	258	38
NU	18	57	148	223	185	38
SVU	29	22	111	162	148	14
SKU	25	11	39	75	63	12
Total	176	181	938	1295	1095	200

Table 13 (Continued)

Post Graduate Colleges						
University	Govt.	Aided	Unaided	Total	Co-Education	Women
OU	25	28	65	118	84	34
KU	15	3	26	44	42	2
AU	12	21	41	74	66	8
NU	6	32	22	60	52	8
SVU	7	6	15	28	26	2
SKU	5	5	8	18	16	2
Total	70	95	177	342	286	56

Annex 4.1
4Existing Staffing Pattern in University Departments
ACHARYA NAGARJUNA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1.Computer Sci & Engg.	9	4	5	1TA	240	MCA,PGDCA,M.Tech
2 University Comp. Centre	5	5	0	1	0	Assists CSE
3.Physics	10	5	5	1	64	M.Sc
4 Electronics & Instru. Tech	2	2	0	0	32	M Sc
5 Mathematics	9	8	1	0	80	M.Sc
6.Statistics	9	8	1	0	80	M.Sc.
7.Botany	12	6	6	0	80	M.Sc
8.Environmental Science	3	1	2	4TA	68	M.Sc
9 Centre for Disaster Mangmt	2	1	1	0	NA	M.Phil, Ext.work
10.Centre for Rural Devt	0	0	0	0	NA	Extension work
11. Microbiology	NA	5	NA	0	56	M.Sc.
12 Centre for Biotechnology	10	1	9	1	88	M.Sc. M Tech
13.Biochemistry	NA	4	NA	0	48	M Sc
14.Foods & Nutritional Science	NA	1	NA	5	56	M.Sc(FS).(CN&Dietrics)
15.Zoology	13	7	6	0	80	M.Sc
16.Chemistry	13	4	9	0	84	M Sc
17.Geology	6	4	2	0	36	M Sc
18. Ambedkar Centre	No regular faculty					Nil
19.Adult & Cont Education	2	2	0	0	NA	3month Beauty course
						5day fruit preservation course
20 Phy. Edn	NA	3	NA	0		Nil
21 Comm.& Busi. Mangmt	15	11	4	0	200	M Com, MBA
22.Economics & A. Eco.	9	7	2	0	120	M A (Eco)&(A. Eco)
23.English	11	5	6	0	80	M A
24.History	9	5	4	0	80	M.A(His)& (AIHA)
25.Mahayana Buddist Studies	5	3	2	0	28	M A
26.Journalism& Mass Commu	No regular faculty				25	M.A
27.Bommidala HRM	No regular faculty			3TA	60	MHRM

ACHARYA NAGARJUNA UNIVERSITY (CONTINUED)

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
28.Pol. Sci & Pub. Admn.	13	9	4	0	80	M.A (Pol.)& (Pub.Admn)
29.Legal Studies	12	7	5	0	46	LLM
30.Rural Devt.,Sociology,S.W	No regular faculty			2	150	M.A
31.Centre for Socialism	2	2	0	0	Nil	Nil
32.Telugu& Oriental studies	12	6	6	0	90	M.A (Tel)& (Sanskrit)
33.Centre for Women's Std.	1	1	0	0	Nil	Nil
Total	194	127	80	10	2051	36

PG Centre at Nuzvid

The Centre offers PG programs in Physics. Chemistry,& Applied Maths. The Centre has produced 5,3 and 2 Ph.Ds
respectively. The sanctioned faculty strength in the three departments are 6 each while the existing strength in physics
Is 1, , chemistry is 2 and Applied Maths is 2. A self financing M.Sc Program is run in Biochemistry
It is recommended that all the 4 depts be provided with a faculty strength of 6 each with no contract staff and no SF programs
except 20 percent supernumerary SF seats in these four depts .

Centre for Distance Education	2004-05	Programs Offered
UG- Arts	4045	B.A
UG-Commerce	2047	B.Com
Economics	258	MA
English	982	MA
History	162	MA
Politics	343	MA
Sociology	296	MA
Telugu	382	MA
Commerce	1433	M.Com
Management	224	MBA
Maths	1597	M.Sc
Botany	831	M.Sc
Chemistry	2019	M.Sc
Microbiology	470	M.Sc
Physics	1056	M.Sc
Zoology	806	M.Sc
Total	17305	16

SRI VENKATESWARA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1.AIHCA	9	6	3	0	32	MA
2.History	10	9	1	0	40	MA
3.C.F.S. on Indo China&.pacific	11	4	7	0	NA	MA His&S.E Asian studies
4.Economics	22	19	3	0	130	MA, MBE
5.Econometrics	5	3	2	0	30	MA
6.Commerce	11	10	1	0	170	M.Com, MFM
7 Management Studies	17	7	10	0	340	MBA,MSBM,
8.computer Science	6	0	6	G F	209	MCA, MSc (IS)
9.Education	6	4	2	1TA	64	MA
10 Adult Edn.	NA	7	NA	0	26	MA
11.IASE	0	15	NA	NA	55	B.Ed.
12.Human Rights & Social Devt.	NA	1	NA	4	70	MA, PGD
13.Sociology	9	9	0	0	54	MA
14 Psychology	20	10	10	0	54	MSc.PGD
15.political Sci& Pub.Admn.	9	9	0	0	82	MA
16.Library & Information Science	NA	4	NA	0	40	MLISC
17.Law	5	3	2	0	12	ML
18. Hindi	9	4	5	3	50	MA
19. Linguistics & Foreign Languages	6	3	3	0	12	MA, PGD
20.English	6	6	0	0		MA
21.Philosophy	13	13	0	0	42	MA
22.Population Research Centre	12	9	3	0	40	MA
23.Arabic, Persian &Urdu	5	3	2	0	16	MA
24.Telugu	18	16	2	0	80	MA
25.Sanskrit	9	6	3	0	26	MA
26.Tamil	6	4	2	2TA	16	MA
27.Anthropology	14	10	4	0	42	MSc
28.Geography	8	6	2	1TA	40	MSc
29.Oriental Research Institute	No regular staff				Nil	Nil

SVU (CONTINUED)

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
30.Centre for Stu.in Peace &.violence	No regular staff				Nil	Nil
31.Chemistry	27	14	13	0	160	MSc (Che),Med.Che,A.chem
32Env. Science	4	4	0	0	28	MSc
33.Maths	15	7	8	0	200	MSc maths, a.maths,Com.sci
34.Physics	26	18	8	0	120	MSc,M.tech
35.Statistics	11	9	2	3TA	84	MSc Stat, A. stat
36.Biochemistry	6	5	1	0	44	MSc
37.Biothechnology	0	5	5	0	42	MSc
38.Botany	13	6	7	0	88+NA+NA	MSc, 2 PGDs
39.Fishery Science	2	1	1	0	22	MSc
40.Geology	15	11	4	0	40	MSc
41.Home Science	15	7	8	8TA	60	MSc, 2 PGDs
42Vvirology	7	2	5	3TA	44	MSc Microbio, Virology
43.Zoology	20	12	8	0	86	MSc Zoo, Sericul
44.Univ. Computer Centre	5	3	2	0	80	MSc(IS)
45.Academic Staff College	3	2	1	0	Nil	Nil
46.CERDAT Civil Engg	0	8		0	Nil	Nil
47.Civil Engg	29	12	17	17TA	180	B.Tech, M.Tech
48.Chemical Engg	10	6	4	0	180	B.Tech, M.Tech
49.Ele.& Electronics Engg.	18	16	2	0	392	B.Tech,M.Tech
50.Mechanical Engg.	23	8	15	0	472	B.Tech,M.Tech
51 Com.Sci. & Engg.	8	5	3	0	160	B Tech
SVU PG Centre , Kavali						
Economics	5	5	0	0	68	MA
Commerce	5	4	1	0	100	M.Com,
Physics	5	3	2	0	46	MSc
Zoology	5	1	4	0	42	MSc
Total	**523**	**374**	**194**	**7**	**4422**	**75**

SRI PADMAVATHI MAHILA VISVAVIDYALAYAM

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1.Applied Maths	2	4		0	82	MSc
2.Applied Microbiology	3	6		0	42	MSc
3.Computer Science	5	5	0	0	180	MSc,MCA
4.Food & Nutrition Sci.	2	5		0	48	3 MSc s
5.Human Devt.&family Studies	2	5		0	45	MCHDFS, PGD
6.Sericulture	0	6		0	40	MSc
7.Insti.of Pharma. Tech.	2	15		0	156	B.Pharm, M.Pharm
8.Biochemistry	5	7		5	30	MSc
9.Zoology	1	4		0	40	MSc
10.Biotechnology	0	2		0	42	MSc
11.Physics	0	3		0	40	MSc
12.Women Studies	8	6	2	0	50	MA (WS)
13.English Lan.&Litt.	8	7	1	0	92	MA (ELL)
14.Telugu	7	6	1	0	60	MA (TLL)
15.Social Work	7	6	1	0	84	MSW
16.Comm.& Journalism	8	5	3	0	70	MCJ,PGD in PR
17.Law	1	5		0	180	LB, LLM
18.IASE	13	14		11	160	B Ed, M.Ed
19. Management	5	2	3	4	120	MBA
20. Music & Fine Arts	NA	3	NA	NA	NA	2 MA s

POTTI SRIRAMULU TELUG UNIVERSITY

Department	Faculty Situation				Total	Programs Offered
	Sanctioned	Existing	Vacant	Contract	Enrolment	
School of Fine Arts						
1.Theatre Arts	17	1		0	80	MA, 2 PGDs, 1 CC
2.Music	13	0		0	70	MA, PGD,CC
3.Dance	4	3	1	0	28	MA,CC
4.Folk Arts	4	3	1	0	22	MA
5.Sculpture & Painting	14	0		0	110	BFA
6.Culture& Tourism	0	1		0	10	2 PGD
School of History, Culture & Archeology						
7.Archeology & architecture	3	3	0	0	NA	MA,PGD
8.His.&cul.of Telugu Speaking People	3	4		0	NA	MA,PGD
School of social & other Sciences						
9.Comm.& Journalism	5	2	3	1	287	BCJ,MCJ
10.Jyothisha	16	3	13	2	126	2 PGDs,CC
School of Language &devt.						
11.Lan.Planning&Modernisation	4	5		0	140	MA,PGD
12.Lexicography	5	8		0		M.Phil/Ph.D
School of Folk &Triballore						
13.Folklore	7	1	6	0	Nil	Nil
14.Triballore	7	1	6	0	Nil	Nil
15.Centre for Encyclopaedia	5	4	1	2	Nil	Nil
16.International Tel.Centre						
17.Publication Division						
18.Museums						
19.Video Rec.Division						
20.Univ. Library						
21. Centre for Distance Edn.						

DRAVIDIAN UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1 Com. Dravidan Litt.&Philo.	8	7	1	4	50	MA
2.Education & HRD	7	3	4	2	170	B.Ed,TPT
3.Folklore&tribal Studies	7	6	1	0	NA	MA
4.His.Archeology&Culture	7	5	2	1	50	MA,PGD
5.Computer Science	7	2	5	0	115	BSc,MSc, CCA
6. UG Courses	The services of concerned depts are utilised				705	BA,BSc B Com, BBM

OSMANIA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1.English	61	34	27	13	84	MA
2.ELTC	0	1	0	0	NA	Prelim&adv.CC
3.Centre for Adv. Linguistics	17	9	8	0	80	MA, PGD
4.Persian	8	2	6	6	40	MA
5.German	3	2	1	0	120	Jr,Sr,Adv.Diplomas
6.French	5	2	3	3	126	Jr,Sr,Adv.Diplomas ,MA
7.Russian	3	1	2	0	90	Jr,Sr,Adv.Diplomas
8.Islamic Studies	6	4	2	0	84	MA
9.Hindi	0	12		5	104	MA.PGD
10.Urdu	16	10	6	2	92	MA,PGD
11.Arabic	12	7	5	4	200	Jr,Sr.Dip& CC
12.Telugu	22	18	4	5	160	MA
13.Sanskrit	10	6	4	4	60	MA
14.Kannada	7	3	4	1	30	MA
15.Tamil	7	7	0	0	30	MA
16.Marathi	6	4	2	0	30	MA
17.Psychology	12	6	6	10	60	MA
18.Sociology	16	14	2	6	60	MA
19.political Sci	33	23	10	7	84	MA
20Pub.Admn	18	11	7	8	84	MA
21.History	21	13	8	8	84	MA
22.AIHCA	5	5	0	0	84	MA,2 PGDs
23.Economics	47	30	17	0	84	MA
24.Philosophy	16	9	7	0	84	MA
25.Comm.& Journalism	9	9	0	0	94	BCJ, MCJ
26.Commerce	44	27	17	0	1600	Mcom,3 PGDs
27.Business Mangmt.	34	21	13	0	830	MBA Reg, Eve, Tech Mangt.
28.Education, IASE	23	12	11	4	193	B.Ed.M.Ed.

OSMANIA UNIVERSITY(CONTNUED)

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
29.Library & Information Sci	8	4	4	3	86	BLISC,MLISC
30.Univ.Coll.Of Physical Edn	13	2	11	0	64	MPEd.
31.Law	24	15	9	17	640	LLB, LLM, PGD
32 Chemistry	109	78	31	40	736	UG,PG
Hospital for genetic Diseases						
36.Centre for plant& Mol.Biology	5	4	1	0	Nil	Nil
37.Food& Nutrition	3	3	0	8	1068	B.Sc,MSc
38.Centre for Indian Ocean Studies	9	8	1	0	Nil	Nil
39.Geography	22	13	9	0	80+NA	MSc,PGD
Department	Sanctioned	Existing	Vacant	Contract		
40.Astronomy		3			64	2 MScs
41.Applied Geochemistry	6	5	1		66	MSc
42.Applied Maths	50	30	20	40	650	3 MScs
43.Statistics	70	8	62	30		2 MScs
44.Botany	47	29	18	16	188	MSc
45.Biochemistry	11	9	2	3		MSc
46.Geology	21	15	6	2	92	MSc
47.Microbiology	7	3	4	9		BSc, MSc
48.physics	73	55	18	24	280	MSc
49.Zoology	51	30	21	19	374	MSc
50.College of Tech	42	27	15	15	212	2B.Techs,2 Techs
51.Ele.Engg.	21	14	7	8	344	B.Tech, M.E
52.Com.Sci. & Engg	18	16	2	4	190	BE, M.Tech, MCA, PGDCA
53.Civil Engg.	34	19	15	11	298	BE, 2Mes
54.Bio.Medl Engg	7	3	4	2	116	BE
55.Electronics & Comm.Engg.	24	16	8	0	200	BE, ME
56.Mech. Engg	19	19	0	8	640	BE,ME

KAKATIYA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
Faculty of Social Sci.						
1.Sociology	7	5	2	1	36	MA
2.Economics	28	19	9	8	300	MA at 5 places
3.History	9	9	0	16	136	MA, MTM
4.political Science	8	8	0	3	72	MA
5.Pub.Admn.	18	13	5	4	266	2MAs, 2MHRMs
Faculty of Commerce & Business Management						
6.Commerce & Bus.Mangmt.	48	28	20	7	366	MBA (7),M.Com(5), MFA, B.Com & BBM (1)
Faculty of Arts						
7.English	23	17	6	6	168	MA(3)
8.Telugu	12	6	6	2	74	MA
9.Hindi	3	1	2	2	44	MA
10.Urdu	2	1	1	0	NA	NA
Faculty of Education						
11.Education/IASE	4	4	0	6	128	B.Ed, M.Ed
Faculty of Law						
12.Law	9	8	1	4	300	LLB, LLM
Faculty of Science						
13.Botany	21	14	7	13	74	MSc
14.Biotechnology	0	1 Depu		2	96	MSc
15.chemistry	24	16	8	9	63	2 MScs
16.Geology	12	4	8	0	46	MSc
17.Informatics	3	0	3	15	598	MCA (6),MSc CS(2),MSc IS(1) PGDCA(1)
18.Mathematics	16	11	5	3	122	MSc (Maths, Sats)
19.Physics	32	12	20	6	174	MSc (3)
20.Zoology	21	14	7	5	78	MSc
21.Pharmacy	22	16	6	10	160	B.Pharm M.Pharm
Faculty of Engineering						
College of Engg (Kothagudem)	30	9	21	17	1700	B.Tech (EEE,CSE,Mining), MCA,MBA

JNT UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs Offered
	Sanctioned	Existing	Vacant	Contract		
Hyderabad Campus						
1.Electronics& Comm.Engg	17	9	8	10	300	2B.Techs, 4 M.Techs
2.Civil Engg	24	18	6	7	350	3B.Techs, 6M.Techs
3.Metallurgical Engg	5	6		1	160	2B.Techs
4.Electrical &Electronics Engg	16	12	4	0	300	3B.Techs, 5M.Techs
5.Computer Science &Engg.	29	13	16	9	37.	3B.Techs, 4M.techs, 1MCA
6.Mechanical Engg	24	20	4	5	300	3B.Techs, 7M.Techs
7.School of Information Technology	Nil	8		2	175	5M.Techs, 2MSITs, 1MCA
8.School of Planning & Architecture	13	10	3	0	600	3 Bachelor&1Masters Program
9.Humanities&Social and Basic Sci.	37	6	31	0	-	HSS to all 1st Year Engg. Students
10 Institute of Science and Technology	18	12	6	18	600	MSC/M.Tech in Biotech, Env ,Spa Infor, W.R
11 School of Distance Education	27	-	-	-	380	B.Tech(Civil,Ele, Electro, Com, Mechanical)
Kakinada Campus						
12 Mechanical Engg.	24	10	14	0	300	1 B.tech, 2M.tech
13.Electrical &Electronics Engg	18	12	6	7	300	1B Tech
14 Electronics& Comm Engg	18	20		0	300	2B Tech, 4M.Tech
15.Civil Engg	24	16	8	0	300	1B.Tech
16.Computer Science & Engg.	8	12		0	375	1 B.Tech, 1M.Tech,1MCA
17. Sciences & Humanities	29	-	-	-		

JNT UNIVERSITY (CONTINUED)

Department	Faculty Situation				Total Enrolment	Programs Offered
	Sanctioned	Existing	Vacant	Contract		
Anantapur Campus						
18.Civil Engg	24	12	12	6	350	2B.Tech, 3M.Tech
19.Electrical Engg	19	11	8	6	350	2B Tech, 4M.Tech
20.Mechanical Engg	24	9	15	10	300	2B.Tech, 4M.Tech
21.Electronics& Comm.Engg	15	7	8	11	300	2B.Tech, 3M.Tech
22.Computer Science &Engg.	8	11		11	375	2B.Tech, 2M.Tech
23.Chemical Engg.	5	6		5	250	2B Tech, 2M.Tech, 1MCA
24.Chemistry	6	2	4	1		
25.Physics	7	0	7	3		
26.Maths	9	1	8	3		
27.Humanities & Social Sciences	5					HSS to all 1st Year Engg. Students
28 Oil Technology	nil				50	

B.R AMBEDKAR OPEN UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs Offered
	Sanctioned	Existing	Vacant	Contract		
Faculty of Arts						
1.Telugu	5	3	2	0	NA	Fc in Telugu
2.English	4	2	2	0	2026	MA, FC in English
3.Hindi	5	2	3	0	NA	FC in Hindi
4.Urdu	5	2	3	0	NA	FC in Urdu
5.writing for Mass Media	1	0	1	0		
Faculty of Commerce						
6.Business Mangmt.	4	3	1	0	3240	MBA, BHM, PGDMM
7.Commerce	8	5	3	0	650	B Com, PGDBF,M COM
Faculty of Science						
8.Maths	4	2	2	0	1449	MSc
9.Physics	4	2	2	0	NA	MSc
10.Chemistry	4	2	2	0	NA	M.Sc
11.Geology	4	2	2	0	NA	M Sc
12.Botany	4	2	2	0	NA	MSc
13.Zoology	4	2	2	0	NA	MSc
14.FC Science&Tech	1	0	1	0	NA	Fc in science &Tech
15.Environmental Science	1	0	1	0	13	PGDES
16.Food &Nutrition	1	0	1	0	78	CPFN
Faculty of Social Sci.						
17.Economics	4	3	1	0	709	MA
18.Public Admn.	4	3	1	0	646	MA
19.Political Science	4	1	3	0	611	MA
20.History	3	1	2	0	375	MA
21.Sociology	4	2	2	0	595	MA
22.Library Science	3	1	2	0	545	BLISC,MLISC, PGDWMMT
23.Public Relations	4	1	3	0	29	BPR
24.FC Social Sciences	1	0	1	0	NA	FC Social Sciences
25.Human Rights	1	0	1	0	13	PGDHR
26.Women Rights	1	0	1	0	5	PGDWR
27.Women Studies	1	0	1	0	5	PGDWS

ANDHRA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
College of Engineering						
1.Mechanical Engg.	31	17	14	4	1960	3UG, 4PG
2.Com.Sci.& systems Engg.	32	13	19	7	750	4PG
3.Electronics & Comm.Engg	13	7	6	5	720	1UG
4.Instrumentation Tech	15	7	8	5	1960	1UG, 1PG
5.Metallurgical Engineering	9	2	7	0	320	1UG
6.Civil Engineering	41	27	14	6	1500	2UG, 1PG
7.Marine Engineering	14	10	4	3	512	2UG, 1PG
8.Chemical Engineering	41	27	14	1	1510	3UG, 3PG
9.Electrical Engg.	24	7	17	5	600	1UG, 2PG
10.Geo Engg.	8	7	1	0	84	3PG
11.Pharmaceutical Sciences	29	18	11	0	700	3UG, 1PG
12.Engg Chemistry	10	5	5	1	30	1PG
13.Engg Physics	7	3	4	2	Nil	Nil
14.Engg. Mathematics	9	6	3	0	NII	Nil
15.Humanities & Social Sciences	5	2	3	0	Nil	HSS Courses to 1st year Engg Students
16.Architecture, 5 year Course	1	1	0	11	625	B Arch
17.Futurology	3	1	2	0	Nil	Nil
College of Science &Technology						
1.Applied Maths	12	9	3	0	80	1PG
2.Biotechnology	0	0	0	4	48	1PG
3.Biochemistry	24	7	17	5	600	1UG, 2PG
4. Botany	28	22	6	0	170	2PG
5 Environmental Sciences	6	6	0	0	48	1PG
6. Geophysics	17	12	5	0	160	3PG
7. Geology	26	19	7	0	67	3PG

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
8. Geography	7	7	0	0	66	2PG
9. Human Genetics	6	5	1	8	100	2PG,PGD
10. Meteorology & Oceanography	18	10	8	2	106	3PG
11. Inorganic & Analytical Chemistry	14	7	7	4	100	4PG
12. Marine Living Resources	9	8	1	0	120	3PG
13. Mathematics	13	9	4	0	160	MA/MSc
14. Micro Biology	0	0	0	2	52	1PG
15.Nuclear Physics	19	9	10	1	68	2PG
16. Organic Chemistry, Foods, Drugs & Water	9	4	5	3	48	2PG
17. Physics (1928)	35	23	12	1	280	5PG
18. Physical & Nuc.Chem.& Chem.Oceano.	14	9	5	1	56	3PG
19. Statistics	15	8	7	1	120	2PG
20. Zoology	25	20	5	3	92	3PG
21. Agricultural Sciences	Interdiscip.			2	55	1PG,PGD
22. Forestry Sciences	Interdisciplinary			0	48	1PG
23. Basic Medical Sciences	Interdisciplinary			3		1PG,PGD
24. Center for Studies on Bay of Bengal	Interdisciplinary					
25. Center for Nuclear Techniques (1982)	3	0	3	0		
26. University Science Instrumentation Centre		1		0	10	PGD
USIC-1976						
27. Centre for Marine Archeology		1		0		
28. Center for Hydrology and Groundwater						
Resources Management (CHAGWARM)						
Dr. B.R. Ambedkar College of Law						
1.Law		19		4	290	LLB, LLM

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
College of Arts and Comm						
01. Anthropology	16	13	3	0	12	MA
03. Commerces and Mangt. Studies	47	41	6	0	280	3PG
04. Center for Criminal Justice	0	1		3		1PG
05. Co-operation & Applied Economics	16	7	9	1	108	1PG,PGD
06.Economics	21	18	3	0	150	MA/MSc
07. English	18	10	8	0	100	1PG
07. Fine Arts		7			95	BFA
08.Hindi	11	10	1	2	100	MA,PGD
09. History and Archaeology	9	8	1	0	28+NA+NA	2MA,MTM, PGD
10.IR& PM	11	7	4	1	100+NA	MA, PGD
11. Journalism & Mass Communications	4	2	2	2	NA+30	BCJ, MCJ
12. Library and Information Science	9	6	3	0	80	BLISC, MLISC
13. Linguistics	2	1	1	0	NA	PGD
14. Philosophy	15	12	3	0	112	2PG
15. Politics & Public Administration	18	12	6	1	200	2PG
16. Psychology & Parapsychology	12	11	1	0	170	2PG,PGD
17. Social Work	12	9	3	1	70	1PG
18. Sociology	10	4	6	6	40	2PG
02. Adult and continuing Education	7	5	2	1	NA	2PG,PGD
20. Education/Special Education	11	8	3	0	116	1PG
21. Sanskrit	11	4	7	2	40+NA	1PG+PGD
22. Telugu	13	10	3	1	120	1PG
23. Urdu		1		0	NA	CC,Dip
24. Music and Dance		4		1	18	MA
25. Institute of Trans. Mang	Interdiscip				50	PGD
26. Language Laboratory						

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
27. Center for women's studies	1	2		0	Nil	Nil
28. Institute for Yoga & Consciousness	4	2	2	1	NA	PGD,CC
29. Theatre Arts	5	1	4	0	76	BFA,Dip
30. Center for Social Science Research		1			Nil	NIL
31. Center for SAARC Studies	2	1	1	0	Nil	Nil
32.School of Distance Education 32 courses		23		0	10756	B.Com
					152	BSc
					3110	MSc
					478	Dip
PG CENTRE, KAKINADA						
1.POL.&PUB.Admn		4		2	NA	2PG
2Commerce		1		4	80	1PG
3.English		6		0	NA	1PG
BRA PG CENTRE						
1Commerce&Mangt.				6		
2.Law						
3Rural Devt		4		1		

SRI KIRSHNADEVRAYA UNIVERSITY

Department	Faculty Situation				Total Enrolment	Programs offered
	Sanctioned	Existing	Vacant	Contract		
1.Commerce 1971	11	8	3	0	57	1PG
2.SK Institute of Mangt.	18	14	4	0	110	3PG
3.English & Comparative Litt.-1967	10	7	3	0	46	PG
4.Telugu & Comparative Litt.1967	11	3	8		45	1PG,3CC,4Dip
5. Law	12	10	2	3	110	LLB,LLM
6. Bio-Chemistry	6	6	0	0	18	1PG
7. Biotechnology	0	3		0	17	
8. Botany	5	4	1	0	18	1PG
9. Geography	6	5	1	0	20	1PG
10. Microbiology	6	6	0	0	17	1PG
11.Sericulture	3	2	1	0	10	1PG
12. Zoology	6	4	2	0	17	1PG
13. Chemistry	15	10	5	0	50	2PG
14. Comp.Sci & Tech	11	6	5	0	60	MCA/MSc
15. Electronics	0	0	0		20	1PG
16. Inst&Univ.Sci.Inst.Cen	12	7	5	0	22	1PG
17. Mathematics	11	8	3	0	48	2PG
18. Phy.Ed	0	0	0	0	38	M.Ped.
19. Physics	13	7	6	0	48	1PG
20. PolymerSci.&Tech.	6	5	1	0	14	1PG
21. Stastics	7	3	4	0	14	1PG
22. Adult,Cont.Edu&Ext.	3	1	2	0	8	1PG
23. Economics	12	10	2	0	72	2PG
24. Education	0	1Hon D		5	62	M.Ed
25. History	6	4	2	0	30	1PG
26. Lib&INF.Sci	3	2	1	0	30	MLISC
27. Pol.Sci& Pub.Admn	7	4	3	0	55	2PG
28. Rur.Dev.&Soc.Work	10	8	2	2	45	2PG
31.Sociology	6	6	0	0	30	1PG
30. Operations Research & Statistics QTY - 1977	5	5	0	0	20	1PG

DEPARTMENT-WISE RECOMMENDATIONS - ANDHRA UNIVERSITY

Arts, Commerce and Law

Politics and Public Administration

Given the large enrolment, the sanctioned staff (of 18) is essential; but only 12 are in place. All the vacant (6) posts need to be filled.

Anthropology

This is a strong department in terms of staff strength with 13 existing faculty, but small in size in terms of enrolments of 12 . As it is, there no case for additional staff. If some of the staff in the Department of Anthropology have specialization in areas such as Human Genetics, it might be necessary to consider shifting them to the relevant departments.

Sociology and Social Work

Sociology department is at present sub-critical in staff size (4 regular and 6 contractual appointments) and enrolment of 40 in MA (Sociology). The department also offers an SF MA Programme in Human Rights and Duties.

The department of Social-work has 9 regular and 1 contract faculty with an enrolment of 70 offering MA (Social-work).

For synergy, the University may consider merger of the two departments or at least close collaboration in teaching and research.

The combined strength of the two departments should be 17 distributed as per requirements.

Cooperation and Applied Economics - Economics - Agro Economics Centre

Department of Cooperation and Applied Economics is a strong department with sufficient staff (7 in place) for the current enrolment. As it is, there no case for additional staff.

Department of Economics has 18 staff members in place and has been a long-standing and reputed department both for teaching and research. As such there is no need for additional staff.

Given the interrelationship between the courses offered by Departments of Economics and Applied Economics, and the commonality in research it will be

desirable to have a merger of the two Departments and the Agro Economic Centre. That would give even more scope for evolving itself as a department of excellence.

History & Archaeology

The present staff strength of more than 8 is sufficient for current enrolment.

Philosophy

The present staff of 12 is adequate.

Psychology and Para Psychology

For the current enrolment, the required staff strength is seven, while the staff in place is 11. The vacant sanctioned post of one need not be filled. If any surplus staff is relevant for Department of Commerce/Management, they may be shifted.

Commerce and Management Studies Inst of Transport Management

The Department of Commerce and Management Studies has substantial staff and enrolments. There is no need for additional staff. Inst of Transport Management which has one staff member has to be made a part of the Department Commence and Management Studies. There is no need for additional staff for the combined department.

Industrial Relations and PM

The present staff strength of 7 is sufficient for current enrolment. There is no need for additional staff.

Centre for Criminal Justice

The staff strength is sub-critical (with only one staff member); closure is recommended. However, the research objectives can be accomplished by making the center a part of the Department of Law or Sociology

Journalism and Mass Communication

For the regions served by AU, and given the importance of the subject area, the present staff strength of 2 is highly inadequate. *The Department should be provided with a core staff of at least five.*

English - Linguistics

The Department of English with staff strength of 10 has been known for its excellence. There is no need for any additional staff (vacant posts of 8 need not be filled). The Department of Linguistics has only one staff member. Its merger

with the Department of English recommended. The combined staff strength of 11 may need to be reviewed depending upon future needs.

Hindi

The present staff strength of more than ten is sufficient for current enrolment. There is no need for additional staff.

Sanskrit

As against 11 sanctioned staff, there are four in place, with a modest enrolment of 40.

Recommend a core faculty of at least five. Only one vacant post is to be filled.

Telugu

The present staff strength of 10 is sufficient for current enrolment. There is no need for filling up the 3 vacancies.

Language Lab

The lab which received a project grant of 3 lakhs under the tenth plan, has to be evolved into a common service centre facility for all languages departments. It needs to be strengthened with appropriate technical staff.

Department of Urdu

The Department is sub critical in terms of staff strength and unviable in terms of enrolments. There is no active research programme in the Department. The viability of the department should be reviewed
As a matter of policy, the programmes offered by the Department may be located and strengthened in fewer universities in the State (e.g., National Urdu University or Osmania University) which have locational and other comparative advantages.

Fine Arts - Music and Dance - Theatre Arts

AU had a commendable reputation in theatre arts. The city and the environs had a good reputation of excellent musicians and dancers. Presently the Department has seven staff members; the other two departments do not have any regular staff.

Merger of the three is recommended and also a minimum of one academic staff in Music, dance and theatre arts should be appointed, keeping however the total staff strength of the combined department at no more than ten.

Library & Information Science

The present staff of 6 is adequate. No additional staff is required.

Education - Adult and Continuing Education - Special Education

Adult and Continuing Education has 5 staff members; Education 6 and Special Education 2. Combining them into a Department of Education would provide a combined staff strength of 13, making it a very strong and possibly high quality department.

The combined department need not have any additional staff, the vacant five posts need not be filled.

Centre for Women's Studies - Centre for SAARC studies

The research focus of the Centres is conceptually sound. To achieve the desired objectives, and on a larger and inclusive scale, All the social science departments should together have a large Social Science Research Centre (SSRC) drawing faculty from all the concerned departments, as per the research needs that arise from time to time.   The SSRC will not have a faculty of its own other than 2 co-ordinators.

Yoga Institute

The present staff is sub critical. However, the infrastructure and the sprawling campus are of high quality. If the Institute can serve the whole university community and the city, then it may be strengthened with a core staff of 5.

Health Centre

There is a contingent of both regular and visiting specialists along with the required para medical staff. The infrastructure, however, is far from satisfactory. Facilities need to be substantially strengthened.

PG Centres

The centre in Kakinda is sub-critical with three departments offering four programmes, and using six contract staff. It should have a core faculty of 15. PG Centre at Sri Kakulam is also not a viable centre, with five departments. It should have a core faculty of 45.

Law

The total staff of 15 is adequate for the current enrolments and activities. The four vacant posts may not be filled.

College Of Engineering

Mechanical Engineering

The sanctioned faculty strength is 31 and the existing strength is 17. . The department has UGC-SAP. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies (14) be filled.

Computer Science and Systems Engineering:

Total sanctioned faculty strength is 32 while the existing strength is 13 Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies (19) be filled.

Electronics and Communication Engineering

The sanctioned faculty strength is 13. Existing strength is 7. The six vacancies should be filled.

Instrumentation Technology

The department has a total sanctioned faculty strength of 15, while the existing strength is 7. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies of 8 be filled.

Metallurgical Engineering

The sanctioned faculty strength is 9. While the existing strength is only 2 Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies of seven be filled.

Civil Engineering

The sanctioned faculty strength is 41 and existing strength is 27. It has produced 13 Ph. Ds in last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies of 14 be filled.

Marine Engineering

The department has total sanctioned faculty strength of 14, existing strength of 10 and 3 contract staff. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies of 4 be filled.

Chemical Engineering

The sanctioned faculty strength is 41 and existing strength is 27. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies of 14 be filled.

Electrical Engineering

The department has total sanctioned faculty strength of 24 and existing strength is 7. It has produced no Ph. Ds in last 5 years. The 17 existing vacancies may be filled.

Geo Engineering

The department has a total sanctioned faculty strength of 8 and existing strength of 7 with no contract staff. Considering the size of enrolment of 84 and the need to upgrade the research and development work in the department, it is recommended that the one existing vacancy be filled.

Pharmaceutical Sciences

The sanctioned faculty strength is 29 and existing strength is 18. It has produced 34 Ph. Ds in last 5 years. The existing 11 vacancies should be filled.

Engineering Chemistry

The department has the responsibility to offer chemistry courses to other engineering programmes. The sanctioned faculty strength is 10 and existing strength is 5 in addition to 1 contract staff. Considering the size of enrolment and its college-wide role, it is recommended that the existing vacancies of 5 be filled.

Engineering Physics

The sanctioned faculty strength of the department is 7 and existing strength is 3. The four vacancies should be filled.

Engineering Mathematics

The sanctioned faculty strength is 9 and existing strength is 6. The 3 vacancies have to be filled.

Humanities and Social Sciences

The department offers no UG or PG programmes. It has the responsibility to offer HSS courses to other engineering programmes. The sanctioned faculty strength is 5, existing strength is 2 with no contract staff. It has produced no Ph.Ds in the last 5 years. Besides the core staff of 5, the required faculty should be drawn from the relevant departments in the Arts College.

Architecture

The department offers 5 year programme with a total enrolment of 625. It has one sanctioned faculty position, one regular faculty and manages with 11 contract staff. Considering the enrolment and the need to produce quality graduates it is necessary to have regular faculty strength of 15.

Futurology

The department offers no UG or PG programmes. Against a sanctioned strength of 3 faculty positions, it has one person in place. The department may be phased out.

Science And Technology

Applied Mathematics

The sanctioned faculty strength is 12 and existing strength is 9 with no contract staff. It has produced 11 Ph.Ds in last 5 years. Considering the size of enrolment the existing vacancies of 3 need not be filled.

Bio-Technology

The department has a total enrolment, in one PG SF course of about 48. It has no sanctioned faculty strength. It functions with 4 contract staff. It has produced 2 Ph.Ds in the last 5 years. The programme should be run by regular staff to sustain long-term growth. A core staff of five regular faculty is recommended.

Biochemistry

Considering the size of enrolment, the sanctioned faculty strength of 24 should be adequate. The existing strength is only 7. This implies that the 17 vacancies have to be filled. The department has good research credentials.

Botany

The sanctioned faculty strength is 28 and existing strength is 22. The department has produced 23 Ph.Ds in the last 5 years. It has good research credentials. The existing staff is adequate to meet the current needs. The departments of Agricultural Sciences and Forestry Sciences currently with no regular staff should be merged with this Department. After merger the department should have a total strength of 28.

Environmental Sciences

The department has a total sanctioned faculty strength of 6 and existing strength is 6 with no contract staff. It has produced 16 Ph.Ds in the last 5 years. It has

attracted good funding. Considering the size of enrolment the existing staff strength may be maintained. There is no need for additional staff.

Geophysics - Centre for Hydrology& Ground Water Resources

The department of Geophysics has 12 staff in place, against a sanctioned faculty strength of 17. Considering the size of enrolments, the five vacancies should be filled. It is further recommended that the Centre for Hydrology& Ground Water Resources functioning with no regular staff merged with the department.

Geology

The department of Geology has a total sanctioned faculty strength of 26, and the existing strength is 19. It has attracted good funding. Considering the size of enrolment, it is considered that the existing faculty strength is adequate. The department should collaborate more closely with the dept. of Geophysics.

Geography

The department has a total enrolment of about 66 in 2 PG programmes. The sanctioned faculty strength is 7 with no vacancies and no contract staff. It has produced 1 Ph.D in last 5 years. it is considered that the existing faculty strength is adequate.

Human Genetics

The sanctioned faculty strength is 6 and the existing strength is also 6. The Department employs 8 contract staff. It is recommended that the existing faculty strength be increased by three and be eliminated contract staff.

Meteorology and Oceanography

The department has a total enrolment of about 96 in 3 PG programmes, including self financing. The sanctioned faculty strength is 18 and existing strength is 10, with 2 contract staff. It has mobilized substantial research funding. Considering the size of enrolment and the research efforts, existing faculty strength should be increased by 3. The department should collaborate more closely with the dept. of Marine living Resources.

Inorganic and Analytical Chemistry

The sanctioned faculty strength is 14 and existing strength is 7 with 4 contract staff. The department has attracted good funding. Existing faculty strength should be increased by 3 at the level of assistant professor and eliminated contract staff. The department should collaborate more closely with the Dept. of Environmental Sciences.

Marine Living Resources - Centre for Marine Archeology

The sanctioned faculty strength is 9 and existing strength is 8 with no contract staff. It has attracted good funding. The Centre for Marine Archeology should be merged with this department. Considering the size of enrolment, the existing faculty strength should be increased by 3 bringing the total strength to 12. The department should collaborate more closely with the departments offering programmes in Marine Geology, marine biology, Marine Chemistry etc.

Mathematics

The sanctioned faculty strength is 13 and existing strength is 9. The existing faculty strength should be increased by 3 more.

Microbiology

The department has no regular sanctioned faculty. A core faculty strength of 5 is recommended.

Nuclear Physics - Centre for Nuclear Techniques

The sanctioned faculty strength is 19 and existing strength is 9. The Centre for Nuclear Techniques should be located in the Nuclear Physics department. The total faculty strength should be 12.

Physics

The sanctioned faculty strength is 35 and existing strength is 23. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing faculty strength be increased by 5.

Organic Chemistry

The sanctioned faculty strength is 9 and existing strength is 4. A minimum of 2 more staff are recommended to serve the teaching and research needs of the department.

Physical and Nuclear Chemistry

The sanctioned faculty strength is 14 and existing strength is 9. Existing Faculty strength should be increased by 1, to bring the total to 10.

Statistics

The sanctioned faculty strength is 15 and the existing strength is 8. It is recommended that the existing faculty strength be increased by 2.

Zoology

The sanctioned faculty strength is 25, while the existing strength is 20. There is no case for addition to the existing strength.

Basic Medical Sciences

The M.Sc programme in Nuclear Medicine should be shifted to Nuclear Physics and the PG diploma in Genetic Counseling should be shifted to Dept. of Human Genetics.

Centre for Study of Bay of Bengal

This Centre should have one full time Director with three regular research faculty and draw upon the faculty from various related departments as collaborating scientists and function as a model multi disciplinary centre relevant to the Bay of Bengal studies.

University Science Instrumentation Centre

This Centre should be provided with a core staff of 5 and draw upon the faculty of Dept. of Instrumentation Technology and its facilities and services as needed.

DEPARTMENT-WISE RECOMMENDATIONS
- NAGARJUNA UNIVERSITY

Ambedkar Centre - Disaster Mitigation Center - Centre for Socialism - Centre for Women's Studies

Ambedkar Centre is an unviable centre (no regular faculty at all). Disaster Mitigation centre has just one staff member. Centre for Women's Studies also has one staff member. The three centres are unviable centres with sub-critical size of staff. Their viability should be examined.

Centre for Socialism has presently two staff members; but the size is sub critical. It could be part of the Department of Economics.

To achieve the desired objectives of these various centres of research, and on a larger and inclusive scale, the University's social science departments should together have a large Social Science Research Centre (SSRC) drawing faculty from all the concerned departments, as per the research needs that arise from time to time. The SSRC will not have faculty of its own. It can have one or two administrative staff.

Centre for Mahayana Buddhist Studies

The Centre has the potential to evolve itself into a national research centre of excellence on Buddhist studies. It has local advantage in the area. Close collaboration with the Department of History is recommended. Presently it has three staff members. Recommended provision is for core staff of at least five.

Commerce and Business Management - Bommidala HRM

The Department of Commerce and Business Management has a total Staff in place of 11, while the total staff sanctioned is 15. It is recommended that all the four vacant posts should be filled.

Bommidala HRM has no regular staff. It offers only a self financing course with three teaching assts. Merger with department of commerce and management is recommended and the course should be offered as a regular course with 20% supernumerary SF Seats.

Economics and Applied Economics

The Department is a strong one with a total staff of 7 in place. The sanctioned staff is 9. Given the enrolments and research programmes, it is recommended to fill three additional posts.

History

The department has a sanctioned staff of 9, while in place there are only 5. The Department is doing very good work. It is recommended to fill up at least two vacancies. The Department should have close collaboration with the Centre for Mahayana Buddhist studies and offer one special paper on Budddhist studies in MA History

Social Work - Rural Development

The two departments offer only self financing courses with no regular staff. Merger of the two into a Department of Social Work is recommended with a core staff of five. The new department should offer regular courses with 20% supernumerary SF seats.

Sociology

The department of Sociology should have a core faculty of five. The new department should offer regular courses with 20% supernumerary SF seats.

Political Science and Public Administration

The Department has a total sanctioned staff of 13, but 9 are in place. Given the enrolment, there is no need to fill up vacant posts.

Journalism and Mass Communication

It has no full time regular staff; enrolments are small and dwindling. Closure of the Department is recommended.

Legal Studies

This Department of Legal Studies can be renamed as Department of Law and can continue to offer research and teaching programmes as it does now. It has a total staff of 7 in place, though the total staff sanctioned is 12. Given the low enrolments, no additional staff needs to be appointed at the present time.

English

The Department has a staff strength of 5, but the total sanctioned staff is 11. At least two vacant posts have to be filled.

Telugu & Oriental Languages

The Department has total sanctioned staff of 12; but only 6 are in place. Given the enrolment needs and research activities, it is recommend that two vacant posts be filled at senior level.

Physical Education

It's one of the strong units of the university. If deserves strengthening in order to potentially serve a larger area with a core staff of five.

Adult and Continuing Education

The centre has presently two staff members and the sanctioned size is also two. The extension work oriented centre does not seem have a clear perspective on the future work. For instance, among others, it plans to offer 3-month Beauty culture course. In its present form, it has no case for continuation. So closure is recommended. But if liberally funded by the State or UGC, it may be strengthened with five core staff, and could offer relevant quality programmes in adult education. The proposed course on human rights and duties does not fit here; it may be placed in the Department of Political Science/Public Admn.

PG Centres at Nuzvid and Ongole

The two centres at present are unviable. They offer totally self-financing courses with no regular staff. Each of these centres should have a minimum of three regular deprtments and a minimum core faculty of 5 per department.

Computer Science and Engineering

The sanctioned faculty strength is 9 and existing strength is 4 in addition to 1 contract staff. Though established in 1987-88, the activities are of low key in this high demand area. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing vacancies be filled up to the sanctioned strength, eliminating the contract staff. SF programmes should be converted to regular programmes with 20% supernumerary SF seats.

University Computer Centre

The Computer Centre assists the CSE department, besides looking after computer support services of the University. The sanctioned faculty strength is 6, existing strength is 5 and there is 1 contract staff member. It is recommended that the Centre be staffed with persons of appropriate knowledge and skill to perform university wide computer services as required.

Physics - Electronics and Instrumentation Technology

Sanctioned faculty strength in Physics is 10, existing strength is 5 and in addition there is 1 contract staff. The department has SAP II, a few patents and collaboration with universities abroad.

Electronics and Instrumentation Technology has a sanctioned faculty strength of 2 and existing strength is 2. Department is sub-critical in enrolments also. These two departments may be merged. Considering the size of enrolment and the

need to upgrade the research and development work is recommended that after merger, the Physics department should have a total faculty of 12.

Mathematics

Sanctioned faculty strength is 9 and existing strength is 7. Considering the size of enrolment and the current level of activity in the department, it is recommended that the existing strength be maintained.

Statistics

Sanctioned faculty strength is 9 and existing strength is 8. Considering the size of enrolment and the current level of activity in UGC – Cosist / DSTFISTin the department, it is recommended that the existing vacancy be filled.

Botany

Sanctioned faculty strength is 12 and existing strength is 6. Three out of 6 vacancies should be filled.

Environmental Sciences

The department has sanctioned faculty strength of 3, existing strength of only one and is managing with 4 TAs. For its M Sc programme and research activity, the department should have a core staff of 5 positions and 4 are to be filled.

Microbiology

The department has existing strength of 5 staff. Its faculty strength should be maintained at 5.

Centre for Biotechnology

There is no sanctioned faculty strength for the department, the size of enrolment and the need to upgrade the research and development in department, it is recommended that core staff of 5 (1+2+2) is recommended.

Biochemistry - Food and Nutrition

The existing faculty strength in Biochemistry is 4. Existing faculty strength Food and Nutrition is 1 with 5 contract staff. This department and the department of Biochemistry could be merged in which case the faculty strength be raised to 6 with no contract staff.

Zoology + Aquaculture

Sanctioned faculty strength is 13 and the existing strength is 7 with no contract staff. The department of Aquaculture should be merged with Zoology staff strength after merger may be 11.

Chemistry

Sanctioned faculty strength is 11 and existing strength is 4. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the strength be increased to 11.

Geology

Sanctioned faculty strength is 6 and existing strength is 4. The department should have a core staff of 5.

USIC

USIC should have a regular staff of 3 and attached to Physics Dept.

CDC

The outstanding work of the College Development Council should be recognized and supported.

DEPARTMENT-WISE RECOMMENDATIONS
- DRAVIDIAN UNIVERSITY

Comparative Dravidian Literature and Philosophy

The department offers MA Telugu. Intake in 2003 was 25. There are 7 staff members in place equal to sanctioned strength. There is no need for increase in staff.

Folklore and Tribal Studies

MA enrolment is not known. On board is one professor. Sanctioned strength is 7. If the MA programme is viable, core strength of 5 academics is recommended. If the programme has a nominal intake of less than 20 and total enrolment less than 40, the closure of the department is suggested.

History, Archaeology and Culture

MA intake was 25. Academics in place are 5 and sanctioned strength is 7. There is presently no need to fill the 2 vacancies.

Other UG and PG Programme

The University may examine if it should also offer normal UG courses. The University should be essentially be a Centre for Research in Dravidian Studies.

Computer Science

B Sc intake was 31. M Sc intake was 11. Staff strength in place was 2 and sanctioned strength 7. Core staff of 5 is recommended. Thus, 3 of the 5 vacant posts should be filled.

UG Courses

BA, B Sc, B Com intake in 2003 was 234. There were no sanctioned posts and hence instructors were hired on temporary basis. Proper departments with requisite staff should be appointed. A minimum of about 15 regular staff members should be in place.

Education and HRD

B Ed enrolment was 98 and TPT enrolment was 68. There are 3 staff members in place as against a sanctioned strength of 7. The 4 vacancies should be filled.

DEPARTMENT-WISE RECOMMENDATIONS - JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY

General Observations

The Faculty strengths of all engineering departments are far below AICTE norms. This may pose problems of Accreditation. The HSS and Basic Science contents in the engineering curriculum are very weak.

Hyderabad Campus

Electronics and Communication Engineering

The department has produced 3 Ph.Ds in last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased to 15 eliminating the contract staff.

Civil Engineering

The department has produced 13 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased 20 eliminating the contract staff.

Metallurgical Engineering

The department has produced 10 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing faculty strength be increased upto 7 eliminating the contract staff.

Electrical and Electronic Engineering

The department has produced 8 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased upto 15 eliminating the contract staff.

Computer Science and Engineering

The department has produced 6 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the

department, it is recommended that the existing strength be increased upto 22 eliminating the contract staff.

Mechanical Engineering

The department has produced 10 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased up to 23 eliminating the contract staff.

School of Information Technology

The school has produced 6 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased upto 15 eliminating the contract staff.

School of Planning and Architecture

The school has produced 6 Ph.Ds in the last 5 years. Considering the size of enrolment and the need to upgrade the research and development work in the department, it is recommended that the existing strength be increased upto 15 eliminating the contract staff.

Humanities and Social Sciences and Basic Sciences

The HSS department offers no UG or PG programme. It has the responsibility to offer HSS courses to other engineering programmes. It has produced no Ph.D in the last 5 years. This is a service department. The curricular structure and the thrust of the engineering programmes at B.Tech and and M.Tech level do not give sufficient importance to HSS courses. Similarly the presence of basic science courses in the curricular structure of the University was negligible.

In the context of current trends in engineering education this will be a major weakness of the JNTU graduates. The University should revamp its curricula providing for greater HSS and basic science courses. The committee recommended a total staff strength of 30.

Institute of Science and Technology

This is a new innovation of JNTU comprising four Centres and one Director offering M.Sc, M.Tech and Ph.D programmes in emerging areas, all on a self financing basis. The Centre for Biotechnology offers one M.Sc course and one M.Tech; The Centre for environment offers 3 M.Sc and 2 M.Tech the Centre for Spatial Information Technology offers two M.Tech and the Centre for Water Resources one M.Sc and one M.Tech. Considering the enrolment and the importance of the areas dealt with by the Institute as well as the scope for further strengthening the R&D and consultancy the Institute may be provided with a total faculty strength of 20 eliminating the contract staff.

School of Fine Arts

The total enrolment is 380. The sanctioned faculty strength is 27. The Committee recommends a faculty strength of 24.

School of Distance Education

The School offers B.Tech programmes in 5 disciplines: Civil, Electrical, Electronics, Computers and Mechanical Engg. These programmes are offered to Diploma holders working in Andhra Pradesh. For want of sufficient details on the organization, management and quality of these programmes the Committee does not wish to offer any recommendations.

College Of Engineering, Kakinada

Mechanical Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the strength varied to 15.

Electrical and Electronics Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities, it is recommended that the existing strength be increased to 15 eliminating the contract staff.

Electronics and Communication Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, and it is recommended that the existing strength be maintained at 20.

Civil Engineering

The department has produced 9 Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the existing strength be maintained at 16.

Computer Science and Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the exist strength be varied to 20.

Science and Humanity
The strength of 25 should be filled up.

College Of Engineering, Anantapur

Mechanical Engineering

The department has produced no Ph.Ds in the last 5 years.Considering the size of enrolment and current level of activities in the department, it is recommended that the existing strength be increased to 15 eliminating the contract staff.

Electrical and Electronics Engineering

The department has produced 5 Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities, it is recommended that the existing strength be increased to 16 eliminating the contract staff.

Electronics and Communication Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities, it is recommended that the existing strength be increased to 16 eliminating the contract staff.

Civil Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the existing strength be increased to 16 eliminating the contract staff.

Computer Science and Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the existing strength be increased to 20 eliminating the contract staff.

Chemical Engineering

The department has produced no Ph.Ds in the last 5 years. Considering the size of enrolment and current level of activities in the department, it is recommended that the existing strength be increased to 15 eliminating the contract staff.

Basic Sciences and HSS

These departments have no UG or PG Programmes of their own. They take care of the basic sciences and HSS courses in the UG and PG programmes. The HSS and Basic Science department should have a total strength of 25 and positions filled up.

Oil Technology
A core staff if 5 should be filled up eliminating contract staff.

DEPARTMENT-WISE RECOMMENDATIONS
- KAKATIYA UNIVERSITY

Faculty of Social Science

Sociology

The department has adequate staff. There is no need for additional staff.

Economics

Research activity is good with UGC SAP program and others. Department could be considered for support for higher academic quality. It is recommended that the 4 vacancies be filled with suitable specialization.

History

Given the historical and cultural importance of the region, the department needs to be strengthened. The department could be considered to become a center for regional History and Archeology. Two additional faculty positions are recommended.

Political Science

Considering the enrolment, the existing strength of 8 is adequate.

Public Administration

Since the programmes of the department are offered in the main campus as well as the PG Centre, two of the 5 vacant positions may be filled.

Commerce & Business Management

For the regions served by the University, and given the importance of the subject area, the present staff strength is inadequate. The research activity is robust. The courses do offer good employment opportunity. 5 faculty positions at senior level are recommended. Entrepreneur Development Cell and Rural Development Cell should be established. Faculty should be so distributed to see that the PG Centres have regular senior faculty.

Faculty of Arts

Sericulture

Recommended staff strength is Two

Bio-Chemistry

Recommended staff strength is Three

Library Science

Recommended staff strength is Four

Faculty of Education

IASE (Institute of Advanced Study in Education)

Research activity is reasonable. Considering the courses offered, and the NCTE norms, one additional position of reader and one additional position of Lecturer are recommended in the 1st instance. Bringing the total staff strength to 6.

Faculty of Law

Law

Given the size of enrollment the sanctioned staff is essential. All the vacant posts need to be filled.

Faculty of Engineering

College of Engineering, Kothagudem :

Taking into account the large enrolment and variety of programmes in the 3 B. Tech courses, the College needs a total strength of 30. Emphasis should be given to R & D. In filling new positions, the needs of the different spatiality should be evaluated.

DEPARTMENT-WISE RECOMMENDATIONS
- OSMANIA UNIVERSITY

English - English Language Teaching Center

Based on the present enrolment, the sanctioned staff of 61 may be filled in. Presently the department is managing with a large number of contract staff. ELTC presently has one staff member, with no sanctioned posts. The department of English and English Language Teaching Center should be merged.

Center of Advanced Study in Linguistics

Considering the enrolment and the level of activities, the present staff strength of 9 should be maintained. There is no need to fill additional staff. However, the research Programs had to be strengthened.

Urdu ; Arabic ; Persian

Considering the enrolment in the three departments, Urdu, Arabic and Persian departments should be merged into a single department. After the merger the current strength of 19 is adequate and there is no need for additional staff.

German; French; Russian

Considering the enrolment in the three departments, it is recommended that a Department of Foreign Languages be created by merging German, French and Russian departments. There is no need for additional staff beyond the existing 5 faculty in the three departments together. Any further increase in staff may be examined, if there are significant increases in enrolments.

Islamic Studies

Considering the enrolment the sanctioned staff of 6 should be filled.

Hindi

Considering the enrolment size, the strength of 12 faculty may be maintained subject to the following conditions: (a) Concentrate on high quality research, and (b) discontinuation of PGD

Telugu

Based on the current enrolment all the 22 sanctioned posts may be filled.

Sanskrit

Considering the enrolment, there is no need to fill any additional posts beyond the existing 6 faculty.

Kannada; Tamil; Marathi

Considering the enrolment in the three departments, a department of Indian Languages may be created by merging Kannada, Tamil and Marathi departments. The existing strength of 14 in the three departments will be adequate. There is no need for additional staff.

Psychology

The present staff of 6 based on current enrolment of 60 is adequate. There is no need for additional staff.

Sociology

Considering the enrolment the existing staff of 14 is more than adequate. Possible downsizing is suggested unless high quality research programmes are undertaken.

Political Science

Considering the PG enrolment, the department has excess strength. However the department has the responsibility to teach UG courses in the constituent colleges. Hence the vacant positions may be filled up to the sanctioned level of 33 as per the requirements of the UG and PG programmes taken together.

Public Administration

Based on the enrolment of 84 the present staff strength of 11 is adequate. There is no need for additional staff.

History; Ancient Indian History

Considering substantial overlaps and the need for synergy, as well as their active research at present the departments of History and Ancient Indian History should be merged into one, continuing the present programmes. For History the staff in place are 13 while the sanctioned capacity is 21. For Ancient History the sanctioned posts are 5 and in place are 5. However the department has the responsibility to teach UG courses in the constituent colleges. Hence the vacant positions may be filled up to the sanctioned strength of 26 as per the requirements of the UG and PG programmes taken together. *The merged department has the potential for excellence*.

Economics

Considering the PG enrolment, the department has excess strength. However the department has the responsibility to teach UG courses in the constituent colleges. Hence the vacant positions may be filled up to the sanctioned level of 47 as per the requirements of the UG and PG programmes taken together. The department has enough core staff to focus on high quality research.

Philosophy

The department has 9 staff in place while its sanctioned strength is 15. The current enrolment in the department is 84. Based on the current enrolment, status quo may be maintained and there is no need for additional srtaff.

Communications & journalism

Communications & journalism has 9 staff in place while its sanctioned strength is also 9. There is no need for additional posts.

Commerce

Commerce has in place 27 staff of while its sanctioned strength is 23. Subject to the work load for UG and PG programmes in the university and the constituent colleges, the existing strength of 27 may be retained .

Business Management

The staff in place for Business Management is 21 while its sanctioned strength is 34. Considering the enrolment all sanctioned posts should be filled.

Education

The staff in place is 12 while the sanctioned posts are 23. Considering the enrollment, six more positions may be filled taking the strength to 18.

Library & information Science

Staff in place is 4 and sanctioned strength is 8. Considering the student enrollment all the sanctioned posts may be filled.

Physical Education

The staff in place is only 2 while the sanctioned strength is 13. The existing strength should be increased to 5 providing a critical mass.

Law

Staff in place is 15. The sanctioned posts are 13 besides 17 contract staff. Given the nature of courses, and the large number of students, the sanctioned strength may be increased to 20. Contract staff may be engaged only where specific expertise is required and is unavailable from regular faculty essential fir teaching.

Chemistry

Considering high level of enrolment (about 1980) in UG and PG and active research programs the department should fill up the 31 vacancies in the sanctioned strength (109). While recruiting for the vacant posts, persons with proven research competence should be appointed.

Geo-Physics

Considering the enrolment of students and the UGC/DRS and DST programmes and high level of Ph.D enrolment, the existing strength of 10 should be augmented by additional 5 faculty members. The areas of specialization of the additional staff should be based on the thrust areas of the department.

Genetics Institute of Genetics Centre for Plant Molecular Biology

The department of Genetics is offering two M.Sc programmes and one advanced diploma in Bio-Informatics. The Institute of Genetics and Centre for Plant Molecular Biology do not have teaching programs but propose to introduce them. All the three have attracted considerable external funding. Taking into account the emerging nature of these disciplines and considerable overlap as well as quality of research, it is recommended that all three are brought under one roof and designated as a single institute. The sanctioned strength of the three is 43 while their existing strength is 23. The Institute after merger should have a total strength of 33 initially. ***Such an institute has the potential for excellence in the emerging areas. The strength may be further augmented upto the sanctioned level if performance justifies.***

Food and Nutrition

Considering the large student enrollment (1068) in UG and PG the existing/sanctioned faculty strength of 3 is highly inadequate. It is recommended that the existing strength of the department be raised to 10. With the additional strength the department should be able to undertake research and extension work.

Geography and Centre for Indian Ocean Studies

The department of Geography is offering one M.Sc and one PG diploma programmes and has attracted considerable external funding and UGC-SAP. The Centre for Indian Ocean Studies has no teaching activity. Both are active in research. The combined faculty strength of the two is 31 while existing faculty is 21. Taking into account the complementary character of the two and their proven

research competence, it is recommended that the Centre be merged with the Geography Department with a total strengthof 25 faculty. Active collaboration with other departments such as Economics, and Political Sciences will strengthen its research.

Astronomy

Considering the total enrolment of 64 students in the 2 M.Sc programmes and taking into account the fact that this is one of the few departments in the country offering courses in Astronomy and Astro-Physics, it is desirable to strengthen the department further. The existing strength of there faculty members may be increased to 7. The new recruits should have proven competence to deal with emerging trends in the subjects.

Applied Geo-chemistry

Considering the enrolment, the sanctioned faculty strength of 6 should be maintained by filling the one vacant position at a senior level.

Applied Mathematics

The department offers 2 regular M.Sc. courses and one self-financing course. The total enrolment in all is about 550 students. The sanctioned faculty is 50, existing faculty is 30 and contract staff is 40. Given the student strength as well as the responsibility for teaching Mathematics in other departments and colleges, it is recommended that the vacancies should be filled up with no one on the contract basis. Also the SF arrears should be transferred into a regular course with 20% supernumerary SF seats.

Statistics

The department offers two regular M.Sc programs. Considering the enrolment as well as the proposal by the department to offer the programs in Actuarial Science, Bio-Statistics and Bio-informatics and their responsibility to teach statistics for students of other department the existing vacancies may be filled up.

Botany

Considering the enrolment as well as the UGC-SAP II program and its record of 3 patents and its plans for homeopathic standards and unique herbarium, it is recommended that the total strength of the department be raised to 40. Since some senior and experienced faculty are to retire soon, the new recruitment should be with persons with capability to replace the retiring faculty.

Bio-chemistry

The department offers a regular program in M.Sc. and also has 30 research students under NET-JRF. The sanctioned faculty is 11, existing faculty is 9 and contract faculty is 3. The department should fill up the existing vacancies and eliminate conduct staff.

Geology

The department offers one M.Sc. program with an intake of 92 students. It receives DST-FIST funds. The sancticned faculty is 21, existing faculty is 15 and contract faculty is 2. The department faculty strength may be limited to 17 eliminating the contract staff. The new staff should be at the level of professor with qualifications complementary to the existing staff.

Micro-Biology

The department offers a B.Sc. in one of the constituent colleges and M.Sc. in Micro-biology. The sanctioned faculty is 7, existing faculty is 3 and contract faculty is 9. The department should fill up the existing vacancies by appointing persons at senior level and eliminate the contract staff.

Physics

The department offers one regular M.Sc. program with an enrolment of 280 students. The department also takes care of Physics courses for other departments of the University. The sanctioned faculty is 73, existing faculty is 55 and contract faculty is 24. Considering the enrolment as well as the strength of the department in solid state Physics and Material Science and its ability to attract substantial research grants, it is recommended that 15 more position be filled up bringing the total faculty strength to 70 and eliminate the contract staff. The new faculty should be in areas such as Nano-materials complementing existing faculty.

Zoology

The department offers a regular M.Sc. program with an enrolment of 374 students. Its sanctioned faculty is 51, existing faculty is 30 and contract faculty is 19. Considering the enrolment level as well as its special competence in Molecular Taxonomy, the department may augment its existing strength by 10 more faculty bringing the total to 40 and eliminate the contract staff. The new faculty should complement the existing staff in interdisciplinary areas.

COLLEGE OF TECHNOLOGY

The college offers 2 B.Tech and 2 M.Tech with a total enrolment of 212 students. The sanctioned faculty is 42, existing faculty is 27 and contract faculty is 15. The strength of the department may be limited to existing size of 27 faculty and eliminate the contract staff.

COLLEGE OF ENGINEERING

Department of Electrical Engineering

The department offers one B.Tech and one M.E program with a total enrolment of 344 students. The sanctioned faculty is 21, existing faculty is 14 and there are some contract staff. The department may fill up the existing vacancies and eliminate contract staff.

Computer Science Engineering

The total enrolment in B.E., M.Tech, MCA and PGDCA is 190. The sanctioned faculty is 16, existing faculty is 16 and contract faculty is 4. The strength of the department may be limited to the existing size and be the contract staff.

Civil Engineering

The department offers one B.E. and one M.E. and one M.E. in the self-financing mode. The total enrolment including self-financing is 298 students. The sanctioned faculty is 34, existing faculty is 19 and contract faculty is 11. The department has high reputation and standing. Existing strength may be increased to 25 and contract staff. In place of the SF course, regular course thus be offer with 20% supernumerary SF seats.

Bio-Medical Engineering

The department offers one B.E. program with a total enrolment of 116. The sanctioned faculty is 7, existing faculty is 3 and contract faculty is 2. The department may fill up the existing vacancies of 4 and eliminate the contract staff.

Electrical and Communication Engineering

The department offers one B.E. program and one M.E. program with a total intake of 200 students. The sanctioned faculty is 24, existing faculty is 16 and no contract staff. The department should fill up the existing vacancies.

Mechanical Engineering

The department offers one B.E program and one M.E. program with a total enrolment of 640 students. The sanctioned faculty is 19, existing faculty is 19 and contract staff is 8. The strength of the department may go up to 25.

Navigation Electronic Research and Training Unit

It offers only training programs and short-term courses with 5 contract staff. It is funded by department of Electronics. It has Navigational Electronics Lab. This unit should work in collaboration with the department of Electronic and Communication Engineering. It should be provided with 3 regular staff members with appropriate qualification and experience.

DEPARTMENT-WISE RECOMMENDATIONS
- POTTI SRIRAMULU TELUGU UNIVERSITY

Theatre Arts

The department offers an MA, 2 diplomas and one certificate courses. For MA, the sanctioned intake is 20. Actual enrolment in PGD in Acting/Mimicry was 9. Enrolment in Dip Padyanatakam was 9 and in CC in Mimicry was 19. Sanctioned staff strength was put as 17 and could be inclusive of non-teaching positions. Staff in place was only one. A core staff of 5 could be provided for Theatre Arts.

Music

PGD (Harikatha and L. Music) have enrolment of 15. Dip and Certificate courses are relatively more popular with enrolments of 11 and 39 respectively. Actual staff in place is given as zero. Core staff of 5 should be in place.

Dance

MA/PGD in Kuchipudi and a CC are offered with enrolment of 8 and 16 respectively. Presently there are 3 staff members against a sanctioned strength of 4. The sanctioned strength should be 5 and two more appointments should be made.

Folk Arts

MA/PGD has an enrolment of 11 students. Staff shown in place was 4. Enrolments should be raised and core staff increased to 5.

Sculpture and Painting

The only Bachelor programme (BFA) is in sculpture and painting. Sanctioned intake was 55 and actual was 21. There are no regular academic staff members. Core staff of 5 should be provided.

Culture and Tourism

The department offers PGD in Travel and Tourism with an enrolment of 8 and with just one academic on board. The department as well as enrolment are totally minimal and hence the department should be closed.

History, Culture and Archaeology, Srisailam

The school, with a total of 7 academics in place, has no PG/PGD programmes except M Phil and Ph D programmes. There is any number of universities offering the programme at PG level. The viability of the Srisailam centre should be examined.

Communication & Journalism

The department offers BCJ and MCJ taught in Telugu medium. Admissions in 2003 were 29 and 14 respectively. There were only 2 academics on board and one visiting faculty as against the sanctioned strength of 5. On the basis of BCJ three years and MCJ two years, an estimate of total enrolment would be 115. Sanctioned strength should be raised to 10. Thus 8 positions are to be filled.

Jyothisha

The department offers PGD, Diploma and Certificate courses, with enrolments of 23, 25 and 63 respectively. It has 3 academics in place. It is a sub-critical department in regard to staff strength. Core staff strength of 5 is recommended. Two more positions thus need to be filled.

Language Planning and Modernisation

The department offers MA and PGD. In 2003, respective admissions were 20and 5. There are 5 staff members in place. The activity should continue with the present strength.

Lexicography

The department offers only M Phil and Ph D programmes. Staff strength is shown as 8. There is no need for any additional staff.

Folk and Tribal Lore

The school does not offer regular PG courses. There is one staff member in folk lore and one in tribal lore. Depending on the needs of research and related activities staff increase could be considered. No addition is recommended at this time.

Dept of Telugu Literature at Rajahmundry

MA admission was 23 in 2002-03 and 31 the year after. Presently there are 6 academics. There are 18 non-teaching staff members. The department should be brought to Hyderabad and be part of the main campus. There will be saving on non-teaching staff.

Overall Assessment

The main aim of the University, established in 1985, is to function as Research Centre in Telugu Language, Literature, Fine Arts and Culture, with activities within state, within country and internationally. Government has given a 100 acre site for the university to have a new campus. There is a need to review the programme goals and vision for the University.

DEPARTMENT-WISE RECOMMENDATIONS
- SRI KRISHNADEVARAYA UNIVERSITY

Commerce

The sanctioned faculty is 11 and existing faculty is 8. They offers M.Com with in take of 57 students. It is recommended 2 Lecturers be appointed taking into account of retirements and bringing the total to 10.

S.K. Institute of Management

The sanctioned faculty is 18 and regular faculty is 14. They offer regular and SF Programmes. It is recommended to appoint 2 Lecturers and bring the total strength to 16. The SF programme should be replaced by regular courses with 20% supernumerary SF seats.

English & Comparative Literature

The sanctioned faculty is 10, regular faculty is 7 and 2 lecturerappointments are recommended , bringing the total strength to 9.

Telugu & Comparative Literature

The sanctioned faculty is 11, existing faculty is 3. They offer M.A with an intake of 45 students in Telugu and certificate courses offers in Tamil, Kannada and Sanskrit and diploma in Tamil, Music, Kannada and Foke performing Arts. It is recommended to fill up 3 lecturer vacancies and bring total strength to 6.

Law

The sanctioned faculty is 12, 10 are working on regular basis and there are 3 teaching assistants. They offer LLB with an intake of 80 students and LLM (15 for constitution Law plus 15 for Criminal Law). One faculty vacancy is recommended to be filled bringing total strength to 11.

Bio-Chemistry

The sanctioned faculty is 6, existing faculty is 6 are working. The department offers M.Sc. Bio-chemistry with an intake of 17 students. The department has good research activity and the subject is an emerging area. Therefore One Professor plus One Lecturer are recommended to bring the total to 8.

Bio-technology

No. Sanctioned faculty is nil, but there are 3 persons working. They offer courses M.Sc. Bio-technology with an intake of 17 students. The discipline

being important, regular faculty of One Professor, 2 Readers and 2 Lecturers are recommended.

Botany

Sanctioned faculty is 5 and existing faculty is 4. Research activity is good. There is no faculty at the lecturer level. Taking future needs into account, 2 Lecturers are recommended bringing the total staff to 6.

Geography

Sanctioned faculty is 6 and, 5 are working. They offers M.Sc. with an intake of 20 students. There is a fair aments of research activity. One vacancy should be filled up.

Micro-Biology

Sanctioned faculty is 6 and faculty in place is 6. Status quo should continue.

Sericulture

Sanctioned faculty is 3 and 2 are in place. They offers M.Sc. program (Intake of 10). Filling up of the one vacancy is recommended.

Zoology

Sanctioned faculty is 6 and 4 are working,. They offers M.Sc. program with an intake of 17 students. The department has good research activity. It is recommended to fill up one lecturer and bring total staff 5.

Chemistry

Sanctioned faculty is 15, existing faculty is 10. The department offers M.Sc. Chemistry and M.Sc. Medicinal Chemistry with intake of 50 students. Research activity is good with major projects. One Reader plus 2 Lecturers to be filled to have up for a total staff of 13.

Computer Science & Technology

Sanctioned faculty is 11 and existing faculty is 6. They offer MCA and M.Sc (Comp. Science) with 30 intake in each. One Professor position is recommended to be filled to provide leadership and bringing the total strength to 7.

Electronics

There is no sanctioned faculty. The department offers M.Sc program with an intake of 20 students. The program should be adequately staffed with One Professor, 2 Readers and 2 Lecturers.

University Science Instrumentation Centre

Sanctioned faculty is 11 and 7 are in place. Research activity is satisfactory. The department offer M.Sc. program with an intake of 22 students. It is recommended to fill up 2 positions at reader / professor level and bringing the strength to 9.

Mathematics

Sanctioned faculty is 11 and existing is 8. The department offers M.Sc.(Maths) and M.Sc. (Applied Mathematics) with an intake of 24 each. They have some research activity, and expect to introduce computer skills. 2 faculty posts should be filled bringing the total strength to10.

Physical Education

There are no sanctioned faculty and no existing faculty. They offer M.Phy.Ed self-financing course with an intake of 38 students. It is recommended to be provide 3 core staff. Also the course should be offered a regular basis with 20% supernumerary SF seats.

Physics

Sanctioned faculty is 13 and existing faculty is 7. The department offers M.Sc. program with an intake of 48 students. Research activity is good. It is recommended to fill up 2 Lecturer and 1 Reader posts, bringing total strength to 10.

Polymer Science & Technology

Sanctioned faculty is 6 and 5 regular staff are working. The department offers M.Sc. program with an intake of 14 students. This department is very active in research. The Professor vacancy should be filled and an additional post of a lecturer sanctioned to bring total strength to 7. The department has *potential for excellence.*

Statistics

Sanctioned faculty is 7 and existing faculty is 3. The department offers M.Sc. program with an intake of 14 students. It is recommended to fill up 1 Professor and 1 Lecturers and achieve critical size 5 staff members.

Education

Adult, Cont. Education & Extension

Sanctioned faculty in Adult and Cont. edn is 3 and existing faculty is 1. The department runs M.A program with an intake of 8 students, but this program may not justify an independent department. Therefore it is reasonable to

merge with Dept of education which seems to have no regular sanctioned faculty. The Department (post merger) should be provided with core staff of 1 Professor, 2 Readers and 2 Lecturers.

Economics

Sanctioned faculty is 12 and, 10 are in place. The department offers M.A. (Economics) and M.A. (Applied Economics) with instance of 37 and 36 respectively. Status quo may be maintained.

History

Sanctioned faculty is 6 and existing faculty is 4. it offers M.A. program with an intake of 30 students. Research activity is reasonably good. The 2 vacancies may be filled up with suitably competencies.

Library and Information Science

Sanctioned faculty is 3 and, 2 are in place. The department offers MLISC program with an intake of 30 students. Research activity is not much. The one vacancy may be filled

Rural Development & Social Work

Sanctioned faculty is 10 and existing faculty is 8. The department offers M.A. (R.D.) with an intake of 34 students and M.A. (Social Work) with an intake of 9 students. Research activity is good. It is recommended that the 2 vacancies be filled.

Sociology

Sanctioned faculty is 6 and existing faculty is 6. The department offers M.A. program with an intake of 30 students (5 of which are SF Seats). Research activity is good. The department strength should be maintained at 6.

Operations Research

Sanctioned faculty is 5 and existing faculty is 5. The department runs M.Sc. program with 50 including self-financing intake. It is a good department and it may strengthened with one Reader added and total strength brought to 6..

PG Centre, Kurnool

Core staff of 5 for each department is recommended.

Department-wise Recommendations
- S.P. MIHILA VISWAVIDYALAYAM

Humanities, Law and Management

Women's Studies

The department offers an MA (WS) with a of 6 staff against a sanctioned strength of 8. There is no immediate need for staff increase. Actual enrolment as well job opportunities for the graduates in WS should be monitored carefully. If unviable, the MA programme should be phased out and the department should become a full fledged research centre specializing in the study of contemporary problems of rural and urban women in the State.

English Language & Literature

The department has presently 7 staff against a sanctioned strength of 8. The one vacant position should be filled soon. The department is promising in all respects.

Telugu Studies

The department has presently 6 staff against a sanctioned strength of 7. The department has a vibrant research culture and staff members have achieved various honours and awards. The one vacant post should be filled.

Social Work

Present staff strength is 6 and sanctioned posts are 7. Given the actual enrolment the vacant post should be filled.

Communication & Journalism

The department should evolve into a Centre for Training Women Journalists and Media Personnel in the State. Department is seeking Rs. 50 lakh for AV studio. Future plans include Master/PGD in TV production. As a matter of policy the department should be required to offer a PGD in place of MCJ and various certificate courses of short duration for working women journalists. The department could be the catalyst in promoting responsible journalism with more and more emphasis on development reporting. It has staff of five; and the three vacant posts have to be filled.

Law

SPMU is the only women's university offering Law. Department should have a core staff of 5 and should be strengthened if actual enrolments were on the rise. PGD track has not been attracting students and should be discontinued

Education

There are 14 regular academic staff in the Dept.   The present regular staff should be raised 20.

Management

The department is run by 2 regular academics and 4 contract staff. Given the importance of the area, appointing 5 regular staff is recommended and contract staff eliminated.

Music and Fine Arts

There are 2 MA programmes. Department has three staff in all, but their work speaks well about their enthusiasm. The Committee was impressed with the performances by the Department. The Dept should be provided with a core staff of five, i.e., filling up of additional two posts. The department has *Potential for Excellence.*

Faculty of Science

Applied Mathematics

The Dept has a staff strength of 4, but the sanctioned staff is only 2. Two MSc courses are being offered. There are no contract teachers. There is need to fill another 3 giving a core strength of 5.

Applied Microbiology

The Department offers MSc Micro Biology with a sanctioned of three. But six faculty members work in the Department. Good research is being conducted with a few good projects. Given the level of research, the department should be strengthened to the existing level of **six** regular staff

Computer Science

The department offers M.Sc. and MCA. In all the sanctioned staffs is 5 and staff in place is 5. Given the enrolment, the staff strength may be increased to 8.

Food and Nutrition Sciences

While the sanctioned staff strength is only two, five are in place. The Department offers three MSc courses. Since the number of students is very small in each, it may be advisable to consolidate all the courses into one M.Sc. course with special optional papers. Sanctioned staff has to be raised to the core level of 5.

Human Development and Family Studies

Against a sanctioned strength of two, there are five in place. The Department offers one M.Sc course and one PG Diploma course. There is no immediate need for any additional staff.

Sericulture

Though started in 1983, it has no sanctioned staff at all, but 6 are in place. There is no need for additional staff if the 6 are maintained.

Institute of Pharmaceutical Technology

A big department with 15 staff members, but with a sanctioned staff of only 2. The sanctioned staff has to be raised to the present actual level of 15.

Bio-Chemistry

Against a sanctioned staff of 7, there are 5 in place. Given the importance of the course it offers, it may be made a regular course with 20% supernumerary SF seats. The present staff strength of 5 has to be maintained.

Zoology

The department started in 2003, has a sanctioned staff of one with and current staff of 4. The M.Sc. course in Zoology needs to be made a regular course, with 20% supernumerary SF seats. Critical size of five staff members is recommended.

Bio-Technology

According to the data available, the department is working with two staff. It is offering M.Sc. A critical minimum level of 5 staff members should be provided.

Physics

There is no sanctioned strength, but 3 are working. The M.Sc. course in Physics needs to be made a regular course with 20% supernumerary SF seats. Course strength of five staff members is recommended.

General Observations

In quite a few departments, the filled in positions (excluding contract teachers) exceed the sanctioned strength. In some departments (e.g., Sericulture, Physics) sanctioned strength is nil, while several are already working. These practices require serious attention. A department may not be allowed to function and start programmes with no sanctioned staff at all.

Standard courses like M.Sc. Zology, M.Sc., Physics, etc., have to be offered as regular courses. Number of self-financing students in any department should not exceed 20% supernumerary. No complete self-financing course is to be encouraged.

DEPARTMENT-WISE RECOMMENDATION
- SRI VENKATRESWARA UNIVERSITY

Ancient Indian History, Culture & Archeology History Centre for Studies on Indo- China and South Pacific

The three departments put together had a sanctioned strength of 30 teachers and 19 are in place. Merger of the two departments and the centre are recommended to gain synergy in teaching and research. Vacancies in the sanctioned strength however, should not be filled unless a significant need is demonistrated.

Economics and Econometrics

Current staff strength of 22 is more than adequate for the present enrolments.

Commerce and Management Studies

The department should be transformed into a School of Commerce and Management. For the current enrolment in Commerce and Management, required staff strength is 35 while the present staff strength is 28. Additional 7 are to be filled. It is important that the center University Computer Centre functions as a dedicated service center for all the computer functions of the University and the qualifications of the staff be accordingly determined.

Department of Computer Science (New)

Presently MCA and M. Sc are offered exclusively on SF basis. These two courses should be converted into regular courses. Present sanctioned posts are 11 and filled are only 3. Requirement for the proposed Computer Science department is 18 academic staff members. Thus it is necessary to fill 15 posts with regular staff.

Education ; Adult & Continuing Education

The departments should be merged into a single Department of Education. The post-merger sanctioned strength of 13 should be filled up.

Human Rights and Social Development ; Sociology

The two departments should be merged into one Department of Sociology. The post-merger sanctioned strength of 10 should be filled up. The PGD (SF) may be converted into a regular course with 20% supernumerary SF seats.

Psychology

Currently the sanctioned strength of the department is 20 and 10 are already in place. On the basis of the current enrolment, there is no need for any additional staff.

Political Science and Public Administration

Based on the current enrolment the department requires 7 academics. It already has 9 and there is no need for any additional staff.

Library and Information Science

Based on the current enrolment the sanctioned strength of 5 is adequate.

Law

Based on the current enrolment, the sanctioned strength of 3 teachers seems to be adequate. However the current strength of 3 has to be raised to core strength of 5 so as to maintain an adequate teaching and research tempo in the department.

Hindi

Based on the present enrolment, the sanctioned strength should be 5 instead of 9. Present staff in place is 4 and 1 position must be filled.

Linguistics & Foreign Languages : English

The two departments should be merged into one.. Based on the current combined enrolment, required faculty strength is 9 while the sanctioned strength is 12. The number of staff in place is 9. There is no case for additional staff.

Philosophy

Based on the current enrolment, a core staff of 5 academics should be adequate but it has 13 teachers. The department should utilize the current excess faculty in strengthening serious research and publications rather then starting new PGD courses.

Population Research Centre

Status quo may be maintained with the present actual staff strength of 9, even though the required staff strength for the current enrolment is only 5. Excess staff should be justified on the basis of excellent quality of research output.

Arabic, Persian and Urdu

Presently enrolment (16) and staff strength (3) are sub critical. There is no active research programme in the Department. Viability of the Department should be examined. As a matter of policy, programmes offered by the Department may be located and strengthened in fewer universities in the State (e.g., National Urdu University or Osmania University) which have locational and other comparative advantages.

Telugu

The current sanctioned strength of 18 and the actual strength of 16 may be allowed to continue in view of the high quality of research work and continuation SAP phase-III.

Sanskrit

Based on the current enrolment, the department should have staff strength of 5. Sanctioned strength is 9 and the actual number is 6. The existing strength may continue and there is no need for further recruitment.

Tamil

Enrolment and staff strength at present are low. The viability of the department may be examined and if adequate number of students do not enroll the department may have to be closed.

Anthropology

Department's sectioned staff strength is 14 and the existing strength is 10. For the current enrolment, requirement is only around 5. There is no case for additional staff. Moreover, research quality and quantity should be improved given the present staff strength.

Geography

Sanctioned strength is 8. Staff in place is 6. For the current enrolment there is no need for further increase in the staff. Vacancies need not be filled.

Oriental Research Institute

The oriental Research Institute established by TTD in 1937 and taken over by SVU in 1956 is engaged in very valuable and high level research and publications relating to ancient palm leaf and other rare manuscripts. However, ORI does not have core staff but runs mainly with temporary or contract staff. *The Institute must be provided with 5 core faculty members to enable it to be a center of excellence.*

Center for Studies in Peace and Non-violence

The Center has hardly any faculty. Its research agenda and output are just average. The center should be phased out.

PG Centers- Kavali and Kadapa

In four of the 8 departments at PGC Kavali, filled positions are 13 and sanctioned are 20. At the rate of 5 core staff for each, the requirement is a total of 40 staff members.

PGC, Kadpa has only three departments, with filled positions of 7 and sanctioned posts 15. As it is, the Centre is sub-critical. A core staff of 15 should be provided. SF courses should be converted into regular programmes.

Performing Arts

It is sub critical and could be phased out in view of similar programs being offered in neighbouring institutions in and around Tirupati.

Chemistry

Based on the current enrolment the staff required is 14. The current sanctioned strength is 27 and the staff in position is 14. The department needs to be strengthened by inducting senior faculty (4 more) in view of the advanced research programs being carried out.

Environmental Science

Based on the current enrolment the department is sub critical in staff. Core strength of 5 may be provided particularly at the middle level.

Mathematics

For the current enrolment, the required staff is 19. The sanctioned strength is 15. The strength should be raised to 19 and all vacant posts filled.

Physics

Based on the existing enrolment, the required staff is 10. Sanctioned staff is 26. Actual in place is 18. Considering the research output of the department and the funds generated, the department may continue with the existing strength and aim for high quality research.

Statistics

Based on the current enrolment, staff strength required is 7. Sanctioned is 11 and in place are 9. Current strength may be maintained without any further additional recruitment.

Biochemistry

Considering the present enrolment and importance of the area and in view of their research and ample funding from UGC, the Departments of Biochemistry should have a faculty strength of 6.

Biotechnology

Considering the present enrolment and the emerging nature of the discipline, the department should have a core staff of 5. The self-finance courses may be converted into regular courses with 20% supernumerary SF seats..

Botany

Considering the current enrolment and research programs the department may be allowed to continue with the present strength of 10.

Zoology; Fishery Science

Considering the present students strength in the two departments, and the sub-critical strength of Fisheries Science, the two should be merged and provided with a total faculty strength of 15.

Geology

The status quo may be maintained with 11 faculty and vacant positions need not be filled.

Home Science

The status quo of 10 faculty should be maintained. Vacant positions need not be filled.

Virology

The department has a sanctioned strength of 7 but only are 2 in place. Core staff of 5 is recommended and three posts should be filled.

Civil Engineering

Considering enrolment and merger of CERDAT with the department a faculty strength of 20 is recommended.

Chemical Engineering

Considering the enrolment and the courses offered a faculty strength of 10 is recommended.

Electrical and Electronics

Considering the enrolment and the courses offered the sanctioned faculty strength of 18 should be filled up.

Mechanical Engineering

Considering the enrolment and the courses offered the sanctioned faculty strength of 23 should be filled up.

Computer Science and Engineering

Considering the enrolment and the courses offered and the employment potential the sanctioned faculty strength should be 10 and five positions should be filled up.

Table A 5.1

	Total Salary	Maintenance	Scholarship	Research	Total Block		Total Annual Grant		One-time Grant
AU	58.61	11.72	2.93	2.93	76.19	52.73	128.92		4.55
SV	32.16	6.43	1.61	1.61	41.81	28.95	70.76		3.04
OU	67.35	13.47	3.37	3.37	87.56	63.24	150.80		18.20
NU	15.99	3.20	0.80	0.80	20.79	14.07	34.86		1.26
KU	22.67	4.53	1.13	1.13	29.48	20.04	49.51		4.34
SKDU	15.96	3.19	0.80	0.80	20.75	13.95	34.70		3.95
JNTU	24.00	4.80	1.20	1.20	31.20	27.96	59.16		2.79
PSTU	4.54	0.91	0.23	0.23	5.91	3.75	9.65		0.50
SPMV	10.65	2.13	0.53	0.53	13.85	8.60	22.45		0.55
DU	2.54	0.51	0.13	0.13	3.30	2.40	5.69		0.10
Total	254.48	50.90	12.72	12.72	330.82	235.70	566.52		39.28

*Total(1 5% Revenue Expenditure of the state) Rs 235.7 cores distributed based on faculty Because of rounding the errors, the university-wise totals are not necessarily equivalent to the totals for the university systems as a whole given in the text.

Table A 5.2

	Sources of Funds(Rs. in cores)		
	Government	Fees and Other Internal	Total
AU	103.14	25.78	128.92
SV	56.61	14.15	70.76
OU	120.64	30.16	150.80
NU	27.89	6.97	34.86
KU	39.61	9.90	49.51
SKDU	27.76	6.94	34.70
JNTU	47.33	11.83	59.16
PSTU	7.72	1.93	9.65
SPMV	17.96	4.49	22.45
DU	4.55	1.14	5.69
Total	453.21	113.30	566.52

Because of rounding errors, the university-wise totals are not necessarily equivalent to the totals for the university systems as a whole ,given in the text

Table A.5.3
Rates of Fee per Student per annum (Rs) 2004-05

	AU		OU		SVU		SKDU		ANU		KU	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Regular Courses												
Arts, Humanities & Languages	1550	3220	1100	1855			865	1130	1300		2150	
Commerce & Management	3020	7710	1100	22405	7980	18160	865	1130	1630	32700	3480	8000?
Education	2775	3800	1810	3800	5450		865	2140	2200	5000		
Engineering & Tech	8000	27495	8000									
Law	7385	7865	1376	1555	5450		965		1700			
Sciences	3710	4800	1100	1855	8640	31250	865	1014	10820	11520	1250	9350
Social Sciences	2415	4265	861	3700			865	1140	1300	8400		
Self Financing Courses												
Arts, Humanities & Languages	1590	18020	3505				17495		10850	15850	2950	9850
Commerce & Management	5720	81260	6205	42150	30000		21865				7600	22150
Education	8380	10175			20000		11495					
Engineering & Tech	91570	13645	15000						121700	151700		
Law	16410						965	11465				
Sciences	12300	49950	5705	36605	8640	108302	11495	51495	8850	75850	9350?	
Social Sciences	4200	12870	5005	6105			13865		8850	16700		

	SPU		PSTU		DU		BRAOU		JNTU	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
Regular Courses										
Arts, Humanities & Languages	1730	3530	500	27495	1600	1900	500	5000		
Commerce & Management					1900	2200	2200	13500		
Education	3722	12122			5700	7200				
Engineering & Tech	10533	77722							8000	33300
Law	3842									
Sciences	3722				3900	13900	2000	5000		
Social Sciences	3722		960		1600	1900	2000	5000		
Self Financing Courses										
Arts, Humanities & Languages	16950									
Commerce & Management	22438									
Education	24950									
Engineering & Tech									9200	33000
Law	6422	8722								
Sciences	23590	81530								
Social Sciences	8450									