Strategic Management Plan

University Grants Commission

2013-2017

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Chairperson's message

Sri Lanka is rapidly moving towards national development after the end of the three-decade-long terrorism. Reconciliation, development of trust and economic empowerment are vital in this process of national development which can be achieved through education and a knowledge-based economy. The rich intellectual resources and the high literacy levels of Sri Lanka along with its rich cultural heritage, ancient technologies, natural flora and fauna, combined with new knowledge, could steer our country towards becoming the "Knowledge Hub" of Asia. It is essential that developing countries such as ours move rapidly to join the fast-moving knowledge-based global economy while safeguarding our cultures that are essential environmental factors to express inherited genetic abilities. The successful transition to a knowledge economy depends on the key contribution from universities where a knowledge-based, skilled workforce is produced for the nation. Thus, universities as centres of knowledge-creation and dissemination are pivotal in guiding the country towards a knowledge economy assured of sustainable peace and harmony.

It is with this sense of responsibility that the Strategic Plan 2013-2017 of the University Grants Commission has been prepared, focusing on its significant role as the apex body of all the state universities in the country. The present Strategic Plan (2013-2017), to a large extent, is guided by the Mahinda Chinthana state policy document, the strategic plan of the MOHE (2012-2015) and the Corporate Plan (2011-2015) of the UGC.

As mentioned above, in Sri Lanka's journey towards a knowledge-based global economy, its fifteen state universities and seventeen higher educational institutions which produce around 22,000 graduates annually have a decisive role to play in creating the intellectual resources of the nation. Their knowledge, skills, abilities and attitudes are vital in transforming Sri Lanka into a knowledge hub and a country with high social and economic values. In a borderless globe, the aspects of university education have to be on a par with internationally accepted higher educational norms. Thus, eight goals are identified in the areas of equitable access, quality and relevance, research and innovation, good governance, financial management and sustainability, a conducive environment, socio-economic development and international cooperation and competitiveness.

My humble appeal to all higher educational leaders, including all staff, is to be genuinely committed, accountable and to play your own role in achieving the tremendous transformation in order to realize our common vision 'to be the knowledge hub in the region and a leader in higher education in Asia by 2020'. Sri Lankans will be the main beneficiaries.

Professor Kshanika Hirimburegama
Bsc (Hons), MPhil, PhD
(Professor of Botany, Senior Professor in the Department of Plant Sciences, University of Colombo)

The University Grants Commission (UGC) is the apex body of the University System in Sri Lanka which was established on 22nd December 1978 under the Universities Act No. 16 of 1978. The functions of the UGC are; planning and coordination of university education, allocation of funds to Higher Educational Institutions (HEIs), maintenance of academic standards, regulation of the administration of HEIs and regulation of admission of students to HEIs.

Abbreviations

GCE (A/L)	General Certificate of Examination (Advanced Level)
GER	Gross Enrolment Ratio
HE	Higher Education
HEIs	Higher Educational Institutions
ICT	Information and Communication Technology
IT	Information Technology
ITG	IT governance
MIS	Management Information System
MOHE	Ministry of Higher Education
MOU	Memorandum of Understanding
ODL	Open and Distance Learning
OUSL	Open University of Sri Lanka
QAA	Quality Assurance and Accreditation
R & D	Research and Development
TE	Tertiary Education
UGC	University Grants Commission
UNIDO	United Nations Industrial Development Organization
UNCTAD	United Nations Conference on Trade and Development
WEF	World Economic Forum

Higher educational institutions coming under the purview of the UGC
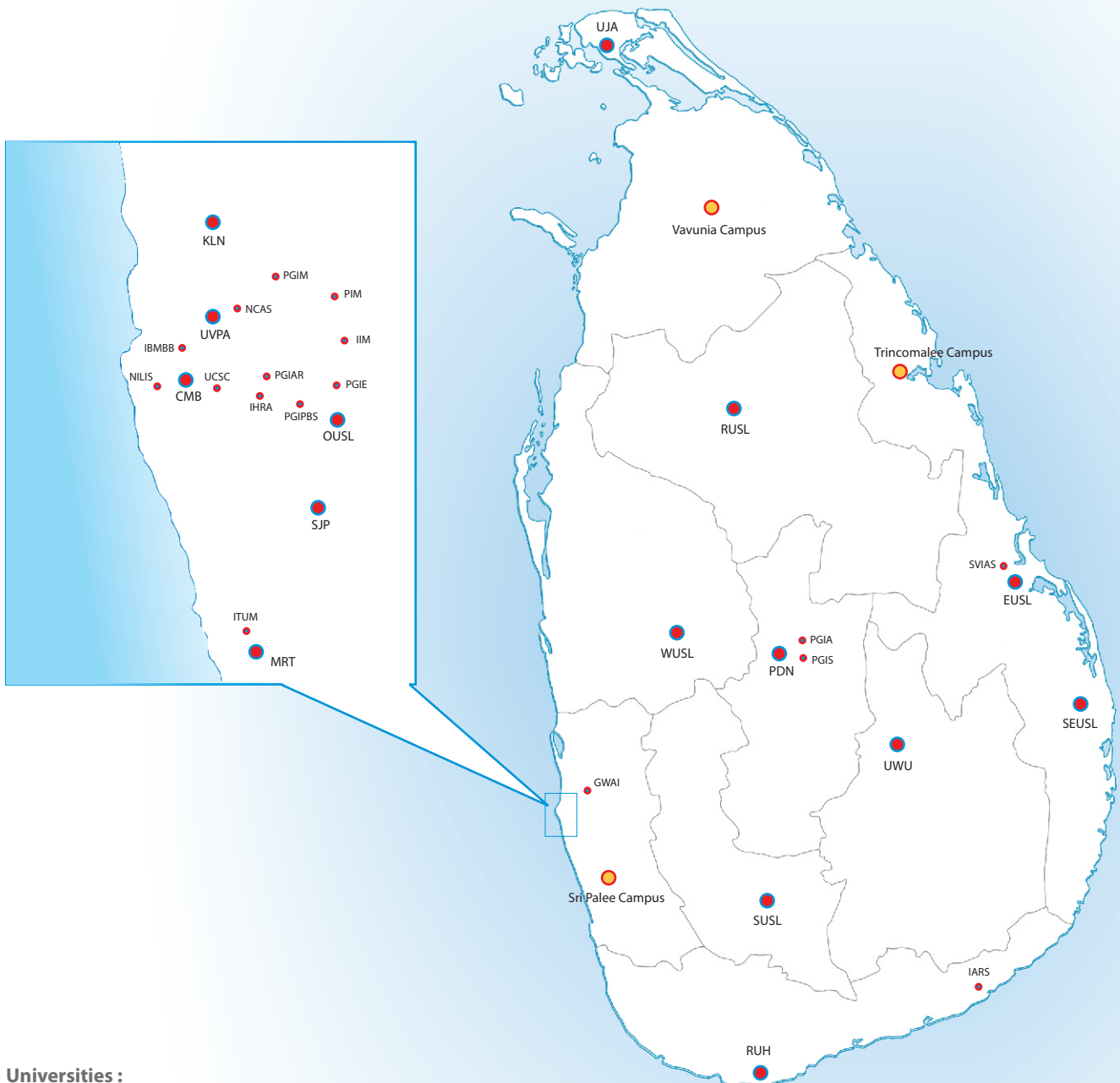

Universities :

CMB : University of Colombo, **EUSL** : Eastern University, Sri Lanka, **KLN** : University of Kelaniya, **MRT** : University of Moratuwa, **OUSL** : Open University of Sri Lanka, **PDN** : University of Peradeniya, **RUH** : University of Ruhuna, **RUSL** : Rajarata University of Sri Lanka, **SEUSL** : South Eastern University of Sri Lanka, **SJP** : University of Sri Jayewardenepura, **SUSL** : Sabaragamuwa University of Sri Lanka, **UJA** : University of Jaffna, **UVPA** : University of the Visual and Performing Arts, **UWU** : Uva Wellassa University of Sri Lanka, **WUSL** : Wayamba University of Sri Lanka

Postgraduate and other Institutes :

GWAI : Gampaha Wickramarachchi Ayurveda Institute, **IARS** : Institute for Agro-Technology and Rural Sciences, **IBMBB** : Institute of Biochemistry, Molecular Biology & Biotechnology, **IHRA**: Institute of Human Resource Advancement, **IIM** : Institute of Indigenous Medicine, **ITUM** : Institute of Technology University of Moratuwa,   **NCAS** : National Centre for Advanced Studies in Humanities and Social Sciences, **NILIS** : National Institute of Library and Information Sciences, **PGIA** : Postgraduate Institute of Agriculture, **PGIAR** : Postgraduate Institute of Archaeology, **PGIE** : Postgraduate Institute of English, **PGIM** :Postgraduate Institute of Medicine , **PGIPBS** : Postgraduate Institute of Pali & Buddhist Studies, **PGIS** : Postgraduate Institute of Science, **PIM** : Postgraduate institute of Management, **SVIAS** : Swami Vipulananda Institute of Aesthetic Studies, **UCSC** : University of Colombo School of Computing
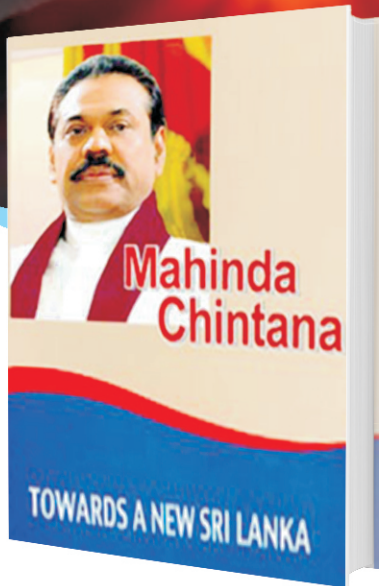
Sri Lanka to be
the knowledge hub
in the region and
a leader in higher education
in Asia by 2020

"The objective of our next massive leap forward is to transform Sri Lanka into a strategically important economic centre of the world. My determination, therefore, is to transform Sri Lanka into the Pearl of the Asian Silk Route once again, in modern terms, using our strategic geographical location effectively, I will develop our Motherland as a Naval, Aviation, Commercial, Energy and Knowledge hub, serving as a key link between the East and West."

HE the President Mahinda Rajapaksa, Mahinda Chinthana, Vision for the Future

Equitable access

Quality & relevance

International cooperation & competitiveness

Research & innovation

Socio economic development

Good governance

Conducive environment

Financial management & sustainability

GUARANTEED

Our promise is
to facilitate HEIs
to endow graduates with
world class recognition

while fulfilling social and global aspirations as

"Centres of Excellence"

To guide, establish and develop through good governance and management a sustainable, widely acclaimed and accessible higher education system dedicated to quality teaching-learning, high impact research, innovative enterprise, constructive community engagement, peace and harmony and strategic international cooperation in line with national development

In an era of globalization, rising world standards and intense competition between countries and among even providers of higher education, UGC has developed a vision and mission to drive higher educational institutions in conjunction with cordial partnerships towards a global knowledge economy in consonance with national policy.

Goals

1	Widened participation and equitable access to higher education
2	Improved quality and relevance of academic programmes
3	Strengthened research, innovation and entrepreneurship
4	Increased role of HEIs as strategic partners in socio-economic development and peace & reconciliation
5	Increased international cooperation and competitiveness
6	Improved physical & aesthetic environment and stakeholder satisfaction
7	Improved financial management and sustainability
8	Enhanced good governance and capacity

The first four strategic goals encompass four major aspects of centres of excellence so as to deliver a vital and multi-dimensional contribution to the well-being of the country and her people. The fifth strategic goal is to create a truly international university education sector as the country journeys towards becoming an international education hub in Asia. The last three strategic goals are to strengthen and enable HEIs to meet the challenges and provide leadership to achieve the first five goals.

Strategic approach towards making Sri Lanka a knowledge hub in the region and a leader in higher education in Asia by 2020

Building world class HEIs

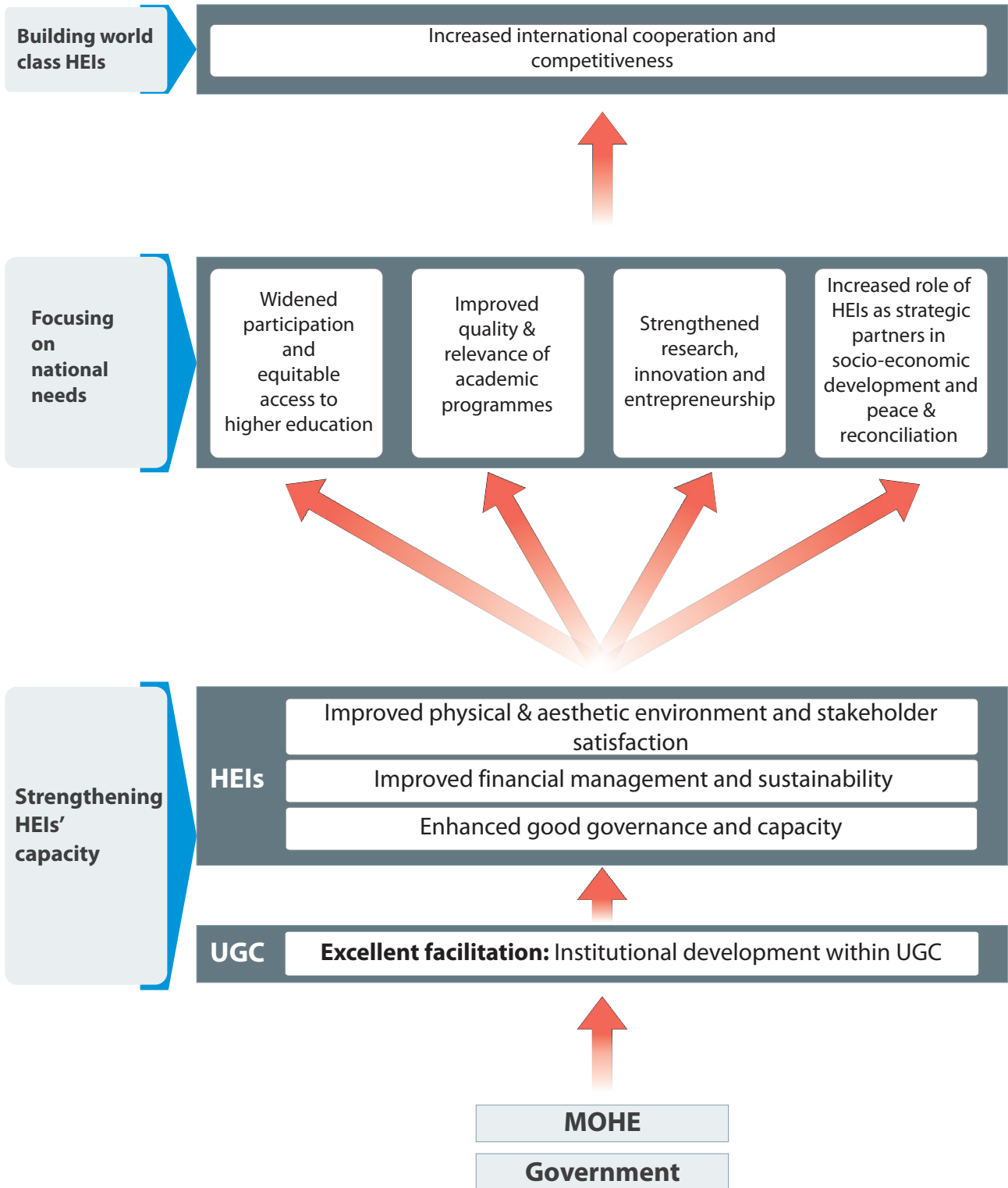Increased international cooperation and competitiveness

Focusing on national needs

Widened participation and equitable access to higher education

Improved quality & relevance of academic programmes

Strengthened research, innovation and entrepreneurship

Increased role of HEIs as strategic partners in socio-economic development and peace & reconciliation

Strengthening HEIs' capacity

HEIs

Improved physical & aesthetic environment and stakeholder satisfaction

Improved financial management and sustainability

Enhanced good governance and capacity

UGC **Excellent facilitation:** Institutional development within UGC

MOHE

Government

Objectives

1.1. Increase admission to undergraduate academic programmes of state universities by 5% annually

1.2. Increase intake to postgraduate programmes of state universities by 10% annually

1.3. Increase admission to the Open University of Sri Lanka by 5% annually

1.4. Increase admission under the open and distance learning (ODL) mode by 15% annually

1.5. Increase admission to quality regulated external degree programmes by 5% annually

1.6. Facilitate the establishment of at least one non-state, non-profit HEI in each of the disciplines of engineering and medicine by 2015

Participation in university education is vital for equipping our citizens with the skills, knowledge and attitudes needed to operate productively within a global economy. HEIs need to make measurable progress in increasing participation in university and higher education in keeping with international standards.

Widening participation

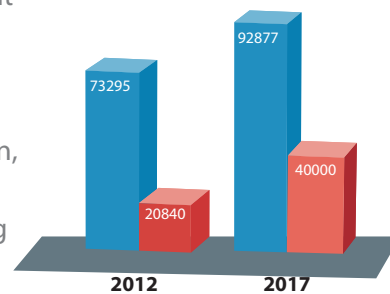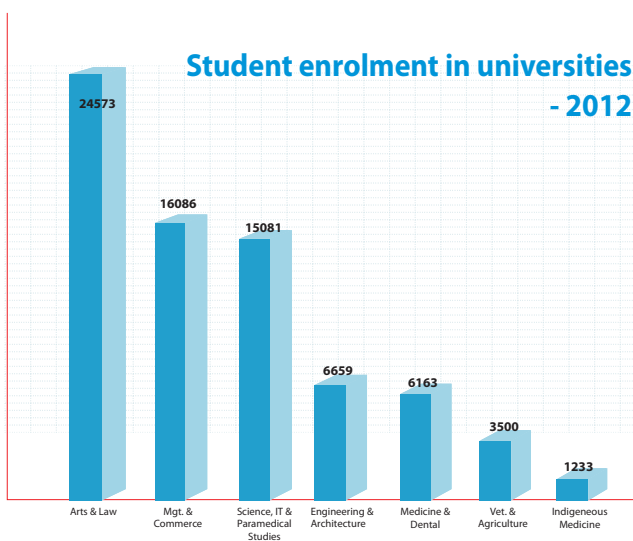Widening participation and equitable access to university education are vital for the success of the higher education sector. In the year 2012, of about 230,000 students who sit the GCE (AL) examination about 145,000 obtain the minimum qualification to be eligible for admission to a national university. Of the estimated demand for HE/TE from those who qualify at the upper secondary level (i.e. about 140,000 places per annum), it is estimated that about 60% pursue higher education in conventional universities, the open and distance learning mode including external degrees, other government institutions, private higher educational institutions and professional bodies.
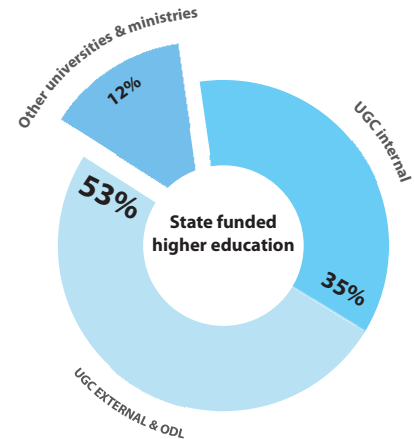
The balance 40% who are left out may seek HE/TE, provided affordable and flexible modes of education are made available to them. Similarly, HEIs at present are not able to provide adequate places for postgraduate education for personal career advancement and for national socio-economic needs. As the primary providers of higher education, the universities need to identify all potential strategies for widening participation and increasing access to HE in order to position Sri Lanka as a true 'knowledge hub' in Asia.

Other universities & ministries
12%

UGC internal

53%

State funded higher education

35%

UGC EXTERNAL & ODL

73295
92877
20840
40000

Enrolment in undergraduate & postgraduate programmes

2012   2017

Student enrolment in universities - 2012

24573
16086
15081
6659
6163
3500
1233

Arts & Law | Mgt. & Commerce | Science, IT & Paramedical Studies | Engineering & Architecture | Medicine & Dental | Vet. & Agriculture | Indigenous Medicine

Gross enrolment ratio (GER)

GER shows the general level of participation in a given level of education regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. GER in higher education in Sri Lanka increased from 9.9% to 17.5% from 2006 to 2012 with the increased intake of students to universities, which is the second highest in South Asia. It is planned to achieve an overall GER of 25% in the year 2020.

New degree programmes

New innovative and internationally recognized degree programmes will be introduced in order to produce employable graduates and to provide placements in universities for the increasing number of students that qualify at the GCE (A/L) Examination. The introduction of new degree programmes of relevance to the job market and of high quality would certainly widen the job opportunities available for graduates in the government and private sector and in self-employment.

Open & distance learning and life-long learning

The greatest asset of the Sri Lankan education system is the attitude and motivation of the people towards education. An educated person commands much respect in the Sri Lankan culture. Thus, educational opportunities are pursued with enthusiasm by almost the entire nation. One of the best indications of this attitude is the demand for external and postgraduate degree courses and life-long education mainly among people in full-time employment.

In recent years new emphasis has been placed on the development of Open and Distance Learning (ODL) systems , particularly with the establishment of a new nationwide network of OUSL study centres. Despite economic and family life difficulties and problems of time and transport, many who are employed find it worthwhile to embark on external courses leading to basic and postgraduate degrees and successfully complete them. ODL and life-long learning will be expanded to admit off-campus undergraduates and postgraduates with access to good teaching support systems. ODL systems will also assist and enrich the internal educational process in HEIs.

Open University of Sri Lanka

The University was set up by the Government for the purpose of providing higher educational opportunities to working adults and opening the road to academic success regardless of age, vocation, gender, race, ethnicity or religion. The university policy on admission would enable a person to register at the lowest 'level' with mere basic literacy and then climb up to postgraduate level.

OUSL functions through a dynamic network of regional study centres with multi-media access to knowledge. Employed students are able to pursue studies by interacting with specially designed self-instructional materials which function as a 'Tutor in Print'. This method provides the distance learner with the best possible learning opportunity enabling a balance between personal, work-related and academic obligations. OUSL will be strengthened as its role will be vital in widening education through ODL. OUSL functions under a main centre and 06 regional centres, 18 study centres, and 06 teaching centres located island-wide.

Quality vs external/ODL courses

Maintaining quality in ODL and external degree programmes has been a challenging issue. A large number of students register in external and ODL modes of courses due to their low cost and strong demand for higher education. To maintain effective and high quality ODL and external degree offerings, HEIs need to explore innovative technologies to disseminate learning in non-traditional ways. Furthermore, quality distance learning will result in a shift from teaching-centred to learning-centred education.

Widened participation and equitable access to higher education

	2013	2014	2015	2016	2017
Admission of students to undergraduate programmes	23200	24400	25600	26800	28000
Number of unfilled (student) vacancies in HEIs	4%	3%	2%	1%	0.5%
New courses of studies including those in the Technological streams	0	5	7	10	15
Synchronized academic calendar					
All faculties of individual HEIs			✓		
All HEIs					✓
Postgraduate Diploma/Master qualifications	7700	7800	8000	8200	8400
MD	250	275	300	325	350
PhD	45	50	60	75	125
PhD grants recipients	65	70	70	70	70
Postgraduate university		1			
Enrolment at Open University	14700	15400	16200	17000	17800
Admission to ODL programmes	600	650	750	860	1000
Admission to external degrees	41000	43000	45000	47000	49000
Non-state, non-profit HEIs in Engineering			✓		
Non-state, non-profit HEIs in Medicine			✓		

Synchronization of academic calendar

Synchronization of terms between universities will be achieved by 2017. Though this exercise was initiated in 2003, it could not be achieved due to the situation that prevailed in the country and disturbances that occurred from time to time. Synchronization will allow for the smooth flow of admissions and the timely filling of vacancies. When it is coupled with quality assurance and accreditation, synchronization will also facilitate the establishment of a common credit system, allowing for student mobility and more focused curriculum choices for students.

Objectives

2.1.	Establish the National Quality Assurance and Accreditation Council by 2014
2.2.	Improve quality & relevance of curricula, teaching & learning methods and environment to achieve an overall graduate employability rate of 95% by 2017
2.3.	Enhance capacity of HEIs to provide adequate training on 'generic skills' to all undergraduates by 2016
2.4.	Increase the proportion of PhDs among academics from 40% (in 2012) to 60% in 2017
2.5.	Provide internship programmes of at least 6-12 months' duration to 60% of students in Humanities and Social Sciences by 2017
2.6.	Introduce lateral and vertical mobility among students in HEIs to 30% by 2017
2.7.	Introduce a credit transfer system into academic programmes so that at least 40% of the study programmes will contain this facility by 2017

We need to produce graduates with wisdom, knowledge and competency in a chosen field of profession, discipline or study stream along with a wide array of skills required for the 'world of work'. To realize this goal, the quality and relevance of study programmes will be improved continuously and vigorously while inculcating values in the minds of academics and academic support staff in order to establish a 'quality culture' within HEIs.

Higher education quality assurance and accreditation council (QAAC)

It is time that the government looked at restructuring and infusing new ideas to re-direct higher education to be more locally relevant and globally competitive. A strong mechanism for implementing quality improvements, assurance and accreditation is critical for the success of university and higher education in any country. Having recognized that this has been the most complicated issue to be solved across university education in our country, an independent national QAAC will be established by 2014 with the following objectives:
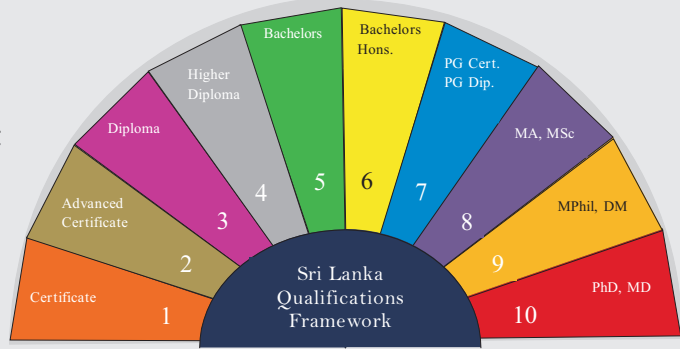
- To regulate higher education using:
    - I. Standards-based quality higher education and training services
    - ii. Principles relating to regulatory necessity, risk and proportionality

- To encourage and promote a higher education system that is appropriate to meet Sri Lanka's socio-economic needs for a highly capable and skilled population

- To protect students undertaking higher education in Sri Lanka by providing quality higher education

- To ensure that students pursuing higher education have access to information relating to higher education in Sri Lanka.

Sri Lanka Qualifications Framework diagram:
1. Certificate
2. Advanced Certificate
3. Diploma
4. Higher Diploma
5. Bachelors
6. Bachelors Hons.
7. PG Cert. PG Dip.
8. MA, MSc
9. MPhil, DM
10. PhD, MD

Employability of graduates

Enhancing the employability of graduates is a highly desired function of HEIs, which as centres of excellence provide facilities for the higher intellectual needs of a community in terms of both academic knowledge and professional training. 'Graduands' employability' can be achieved by identifying the critical elements in advance and implementing a relevant strategy for the purpose. HEIs need to respond strategically to the social aspirations for higher education and be responsive to social changes occurring locally and globally.

Generic skills

Producing graduates with generic skills has emerged as a vital and challenging issue to be considered by the HE sector. The term 'generic skills' is widely used to refer to a range of qualities and capacities viewed as important in higher education. They include skills such as communication, teamwork, leadership, planning and organizing, self and stress management, analytical thinking and enterprise skills. Our students are weak in the areas of English and IT. While focusing on core academic knowledge, HEIs need to launch specific programmes to increase generic skills to prepare student for the 'world of work'. This diverse collection of qualities and capacities will be blended with academic and technical knowledge such as ICT and industry experience that will result in graduates with demand in the labour market.
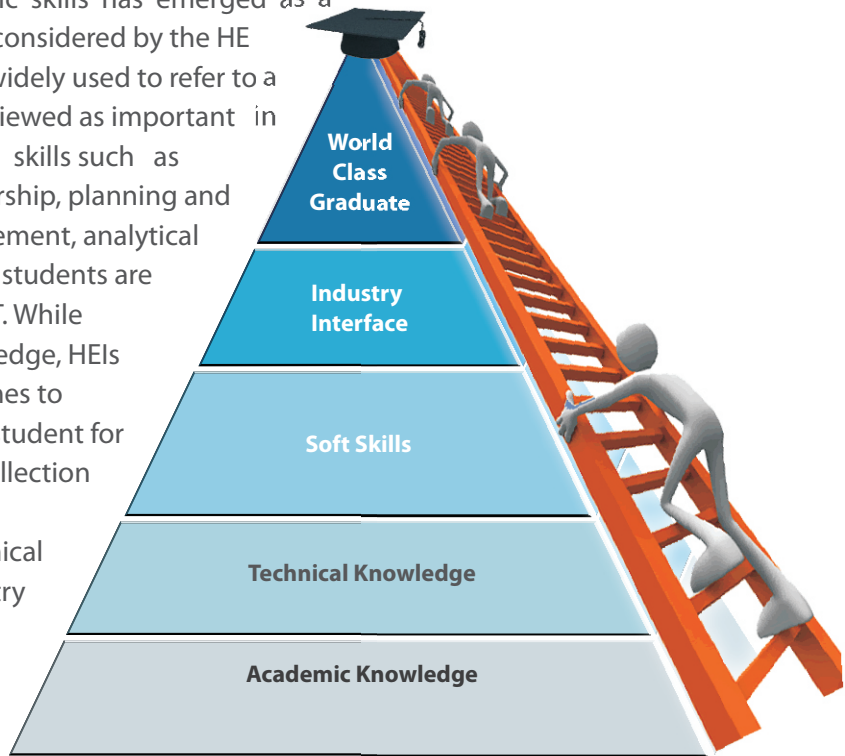
Leadership training to produce graduates with better mindset - SB

Higher Education Minister S B Dissanayake addressing a group of university students who attended a residential leadership programme at .... recently.(Right) Students working as one unit preparing their meals.

The leadership training given to university entrants is not intended to offer them any military training.

it is intended to give them many lessons in life, such as discipline, rectitude and courage by moving with war heroes who had fought the enemy face to face with a sense of humanism and decorum.

The leadership training programme will help produce graduates with a better mindset than those produced during the last 30 to 40 years, said Higher Education Minister S B Dissanayake. The Minister was addressing a group of university students who attended a residential leadership programmme at the Minneriya Army Camp recently.

The Minister who said that he considered the new entrants as the most intelligent crop of human resource produced in 2011 added that he intended to make them a valuable batch of children when they passed out from universities.

He said they should enter their faculties in a victorious mood without being dejected that they could not enter the faculty of their choice. He said it was mostly the Arts and Social Sciences and Humanities faculties that largely helped to produce philosophers and other learned men.

He would advise students to pursue their studies as much as possible in English within the university and

improve their knowledge to suit the job market.

"Every university had been provided with computer laboratories to enable them to improve their technical knowledge including IT. There was a time when undergraduates were prohibited from speaking in English, using library facilities and interacting with their lecturers. Such a situation did not exist in universities where ragging had been completely eliminated.

"Although our universities could not claim the Nobel Prize, lecturers had shown more interest in research work as the President had released the necessary funding directly to the

Key performance indicators

	2013	2014	2015	2016	2017
National Quality and Accreditation Council		✓			
Employability of graduates (overall)	60%	65%	70%	75%	95%
Engineering	94%	96%	100%	100%	100%
Medicine	92%	95%	98%	100%	100%
Science	72%	78%	85%	90%	100%
Agriculture	76%	80%	85%	90%	100%
Management	65%	67%	75%	90%	100%
Arts	35%	42%	55%	60%	80%
Quality assured subjects	90%	95%	100%	100%	100%
Student-centred teaching	15%	30%	50%	75%	90%
Softskills training programmes for students	40%	60%	80%	100%	100%
IT-based training for Arts students	10%	30%	50%	75%	100%
English language skills for students	25%	30%	40%	50%	75%
PhDs among academics	41%	43%	45%	50%	60%
Internship programmes for Humanities and Social Science students	1%	10%	25%	40%	60%
Internship programmes for Commerce students	70%	80%	90%	100%	100%
Courses with lateral entry	5%	10%	15%	20%	30%
Credit transfer based courses		10%	20%	30%	40%

Teaching is the primary role of higher learning. In order to be the leader in a worldwide paradigm shift from teaching to learning highly qualified PhD holders within the teaching staff are a fundamental need. Thus the capacity of the academic and academic support staff will be strengthened. Measures of staff-to-student and Doctorate-to-Bachelors ratio are considered important variables in university world ranking systems.

Business as usual is dead, University as usual is the past

Objectives

3.1.　Provide funding to create a vibrant research culture amounting to 10% of the annual capital budget of each HEI

3.2.　Establish a national digital library by 2014

3.3.　Encourage at least one of every four academics to produce an international publication by 2017

3.4.　Increase public-public and public-private partnerships (engaged in innovation, research & development and commercialization of new products) by 10% annually

3.5.　Encourage and facilitate HEIs to receive international awards amounting to at least 15 per year from 2015

3.6.　Establish at least 100 'Spinoff Graduate Companies' and 'Spinoff University Companies' by 2016

One of the key functions of a university is to develop and sustain a truly excellent dynamic research sector that promotes social, economic and national well-being, dissemination of knowledge which will position Sri Lanka among the world's educational leaders.

Conserve & use renewable energy

Recycle

Funding for research

Enabling and fostering excellent research has to be the foundation of any HE policy. Research spans the concepts of 'fundamental' to the 'real-world', through an inter- disciplinary approach to knowledge creation and enterprise. A flourishing and vibrant research sector requires timely and adequate funding and a critical mass of well-motivated researchers.

Our teaching staff need to be active in research at an internationally competitive level while creating a high academic culture in HEIs. HEIs need to invest at least 10% annually of its capital expenditure on 'research and inventions' to take the leadership in creating a vibrant research culture in Sri Lanka.

Other capital 90%

Research 10%

Funding for research and innovations
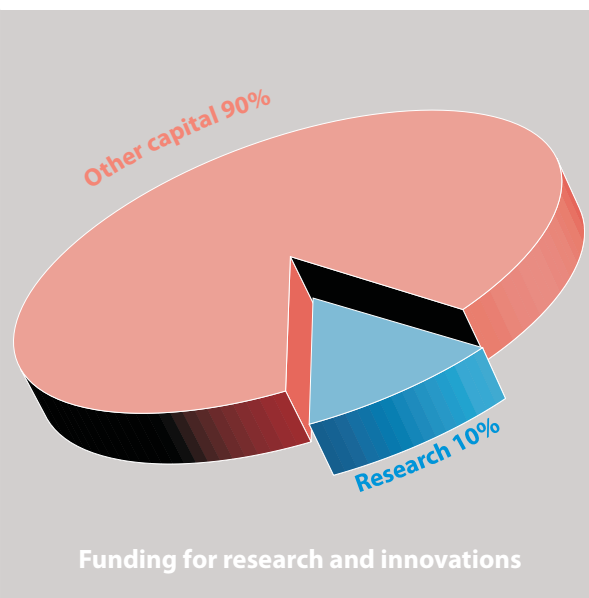
Vibrant research culture

The number of available R&D personnel in Sri Lanka is very low. At present, Sri Lanka has approximately 4500 researchers (with a full-time equivalent of 2700) in research-related jobs in the national research system (31 research institutes and 15 universities and a few private sector institutions). This number is far below that of the countries in the region and the world average of 894 researchers per million. According to estimates, Sri Lanka has to produce 1000 R&D personnel per year to reach the target of 7500 by the year 2016 and 1800 per year by the year 2021. The situation in HEIs is unsatisfactory with only about 200 consistently active international level researchers among an academic staff of over 4500. A significant contribution is needed from the entire academic population to create a vibrant and flourishing research culture.

To realize this ambition HEIs need to:

- Promote interdisciplinary fields of research providing economic and societal benefits,

- Strengthen strategic partnerships through national and international scholars and public-public and public-private research alliances,

- Facilitate research management through Research Centres comprising a high profile team of academics providing focus and identity to enhance research opportunities, performance and funding,

- Promote innovation and entrepreneurship in the creation of enterprise, i.e., 'Spinoff Graduate Companies' and 'Spinoff University Companies'.

University industry linkages

As of today Sri Lanka's literacy rate is 92%, which is the highest literacy rate in South Asia, and overall, one of the highest in Asia. Per capital income has increased over the last three years placing the country in the rank of middle income nations.

As indicated by the World Bank (2009), strong science, technology and innovation linkages between higher educational institutions and industry are vital in the transition from a low income country to a middle income country. At present public-public and public-private partnerships specifically in the areas of information technology, engineering processing, banking, finance and insurance are well below the average for similar developing and standard middle income countries.

UNCTAD - Innovation Capability Index
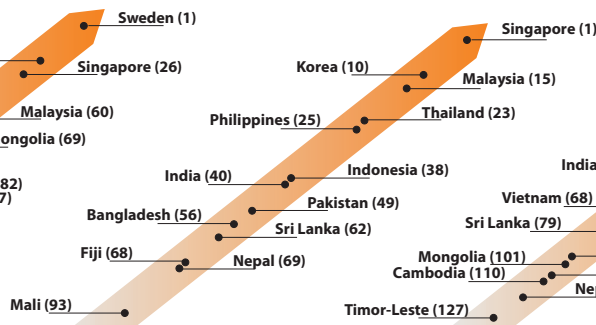
Sweden (1)
Korea (19)
Singapore (26)
Thailand (54)
Malaysia (60)
Philippines (64)
Mongolia (69)
Sri Lanka (79)
India (83)
Vietnam (82)
Indonesia (87)
Pakistan (100)
Bangladesh (106)
Angola (117)
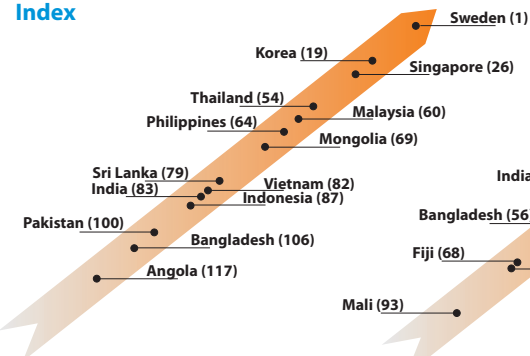
Source : UNCTAD World Investment Report 2005; Rankings out of 117 countries [The World Bank (2009)]

UNIDO - Competitive Industrial Performance Index

Singapore (1)
Korea (10)
Malaysia (15)
Thailand (23)
Philippines (25)
India (40)
Indonesia (38)
Pakistan (49)
Bangladesh (56)
Sri Lanka (62)
Fiji (68)
Nepal (69)
Mali (93)

Source : UNIDO Industrial Development Report 2004; Rankings out of 93 countries [The World Bank (2009)]

Global Competitiveness Rankings

USA (1)
Singapore (7)
Korea (11)
Malaysia (21)
Thailand (28)
India (48)
Indonesia (54)
Vietnam (68)
Philippines (71)
Sri Lanka (79)
Mongolia (101)
Pakistan (92)
Cambodia (110)
Bangladesh (107)
Nepal (114)
Timor-Leste (127)

Source: The Global Competitiveness Report 2007; Out of 131 Countries [The World Bank (2009)]

Developmental Research
Applied Research
Basic Research

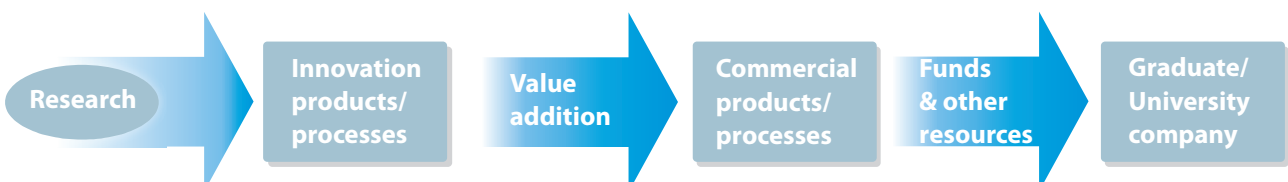State
Higher Education
Private
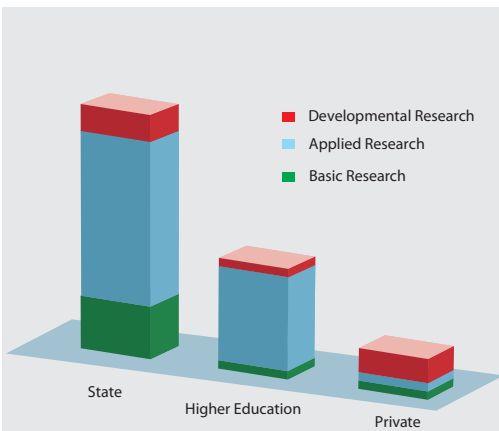
Source : Science, technology & innovation strategy for Sri Lanka (2013)

At the stage of transition from low income to middle income status HEIs have a pivotal role in elevating the R&D and innovation capacity of the country. According to the expenditure on basic, applied and developmental research, the greater percentage is spent by the industry sector followed by the HE sector. It has also been recognized that almost 50% of research facilities belonging to the national resource institutions have not been utilized by universities. While increasing R&D in HEIs, the ways and means of establishing healthy cooperation and collaboration among national universities and national research institutions will be pursued to complement postgraduate and research capacities that are relatively poorly resourced in the HE sector.

Graduate and university companies

As an initiative to enhance the contribution to the national economy and innovation by the HE sector, spinoff graduate and university companies will be introduced. This will be an opportunity for knowledge and technology generated in research laboratories to contribute to commercial products through value addition.

Research → Innovation products/ processes → Value addition → Commercial products/ processes → Funds & other resources → Graduate/ University company

	2013	2014	2015	2016	2017
Funds utilized for research (as a percentage of the capital budget)		10%	10%	10%	10%
e-Library system	20%	50%	80%	✓	✓
Articles to be produced in indexed journals as a percentage of the total academics in HEIs	5%	10%	15%	20%	25%
Number of filed patents			15	15	15
Units for research and international cooperation	✓				
Policy framework and guidelines for national and inter institutional cooperation		✓			
Projects/research in public-public partnerships - at least one by each HEI		15	15	15	30
Projects/research in public-private partnerships - at least one by each HEI		15	15	15	30
Number of products/inventions - at least two products with "market potential" by each HEI		30	30	30	30
International awards - at least one from each HEI		10	15	15	15
Spinoff university companies - at least one by each HEI		15	30	50	50
Spinoff graduate companies - at least one by each HEI		15	30	50	50

e-Library System

To raise the innovation index of the country as a knowledge economy, it is vital that researchers, especially university academics, are exposed to research and development information published in scholarly journals. Yet, the ever decreasing budgets, escalating journal prices, ever-decreasing rupee value and the necessity to allocate funds to develop much needed infrastructure facilities do not warrant continuous subscription to journals by individual universities. To create a viable environment for research a 'National e-library' will be established by 2016 with the following objectives: to provide access to thousands of journals bundled in the databases in a cost- effective manner; to increase the research productivity of participating universities with increased access to high quality research publications; and to provide a single entry point to databases / e-journals for all universities with their diverse research and academic interests.

Goal 4
Increased role of HEIs as strategic partners in socio economic development and peace & reconciliation

Objectives

4.1.   Transform the composition of the graduates produced by HEIs from the current ratio of Arts : Management : Science 3:2:5 to Arts: Management: Science: Technology 2:2:5:1 by 2016

4.2.   Encourage one research project annually by each HEI with emphasis on social issues and economic development

4.3.   Increase consultancy and advisory services to the industry and community by 10% annually

4.4.   Introduce mandatory course modules on peace and reconciliation studies in all degree programmes by 2015

4.5.   Establish a centre for fostering national harmony in each HEI by 2014

4.6.   Establish university townships in at least four universities by 2015

As centres of excellence,   HEIs need to ensure that the knowledge   created and accumulated is applied to the socio-economic development and well-being of the Sri Lankan community through sustained collaboration between all stakeholders. HEIs need to engage with their regional and local communities to contribute to economic and social development. Research and projects will be launched with emphasis on 'green' to find solutions to ever increasing environmental and health hazards.

Technological courses in universities

The technology stream was introduced by the government as the fifth stream of the Advanced Level curriculum from 2013 in keeping with modern trends. UGC is in the process of establishing technology courses in each university to meet the huge demand in the job market. Thereby, the current student ratio of Arts: Management: Science 3:2:5 will be transformed to Arts: Management: Science: Technology 2:2:5:1 in order to achieve greater economic relevance by 2016.
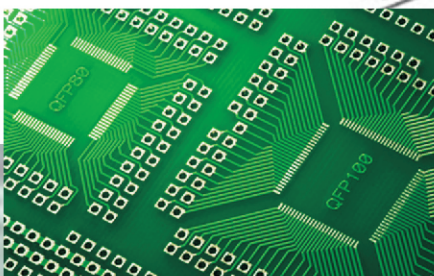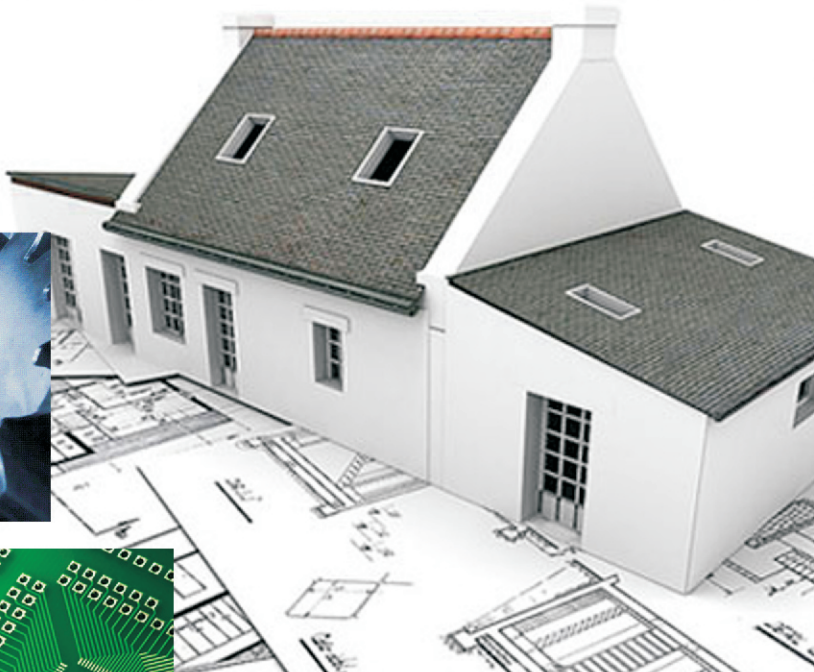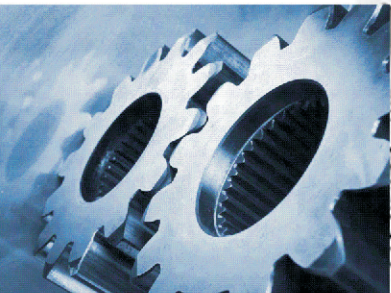
Knowledge economy and human capital

Sri Lanka has been transformed from a country in conflict to a country at peace. Higher educational institutions as strategic partners need to promote social, economic, ethical and cultural values in Sri Lanka's peaceful, multi-ethnic, multi-religious, multi-cultural society. In today's competitive global 'knowledge economy' the economy, social status and development of countries are strongly tied up with the quality of their 'human capital'.

Universities, way for ethnic harmony – *President*

DHARMA SRI ABEYRATNE

Universities will pave the way for ethnic harmony and peace, while creating a better environment for mutual relationship among all ethnic groups, President Mahinda Rajapaksa said.

The President was addressing the gathering at the South Eastern University, Oluvil after opening the newly constructed Engineering Faculty.

President Rajapaksa said the friendly and brotherly behaviour of students belonging to all ethnic groups in the South Eastern University is an exam-

ple to the country's other universities.

"Sinhala, Tamil and Muslim undergraduates engage in academic activities in a friendly manner in the university without considering ethnic, religious, language or other differences," the President said.

President Rajapaksa said considering the future requirement of the developing country, more engineers will be needed.

The government planned to produce more engineers by commencing two new Engineering Faculties in two separate universities.

One Engineering Faculty was started at the South Eastern University while the other will be started at the Jaffna University. These two new Engineering Faculties together with the other Engineering Faculties, will produce engineers, he said.

The university education needs changes in accordance with the trends in the world context, the President said. "The changes should be qualitative and result oriented. New undergraduate courses should be introduced in accordance with the requirements of the country and the future

world. The degree holder should be employable."

He said universities with facilities and the millions of government allocations to universities, have to be well utilised to create an effective and creative graduate armed with knowledge and skills.

"Practical and theoretical knowledge will help qualitative development," President Rajapaksa said.

The graduate should be job oriented and equipped to take up any challenge in the competitive environment, the President said.

He said education should provide people with a winning mentality.

"After liberating the country from terrorism, the government took steps to uplift university education to meet the present day needs," the President said.
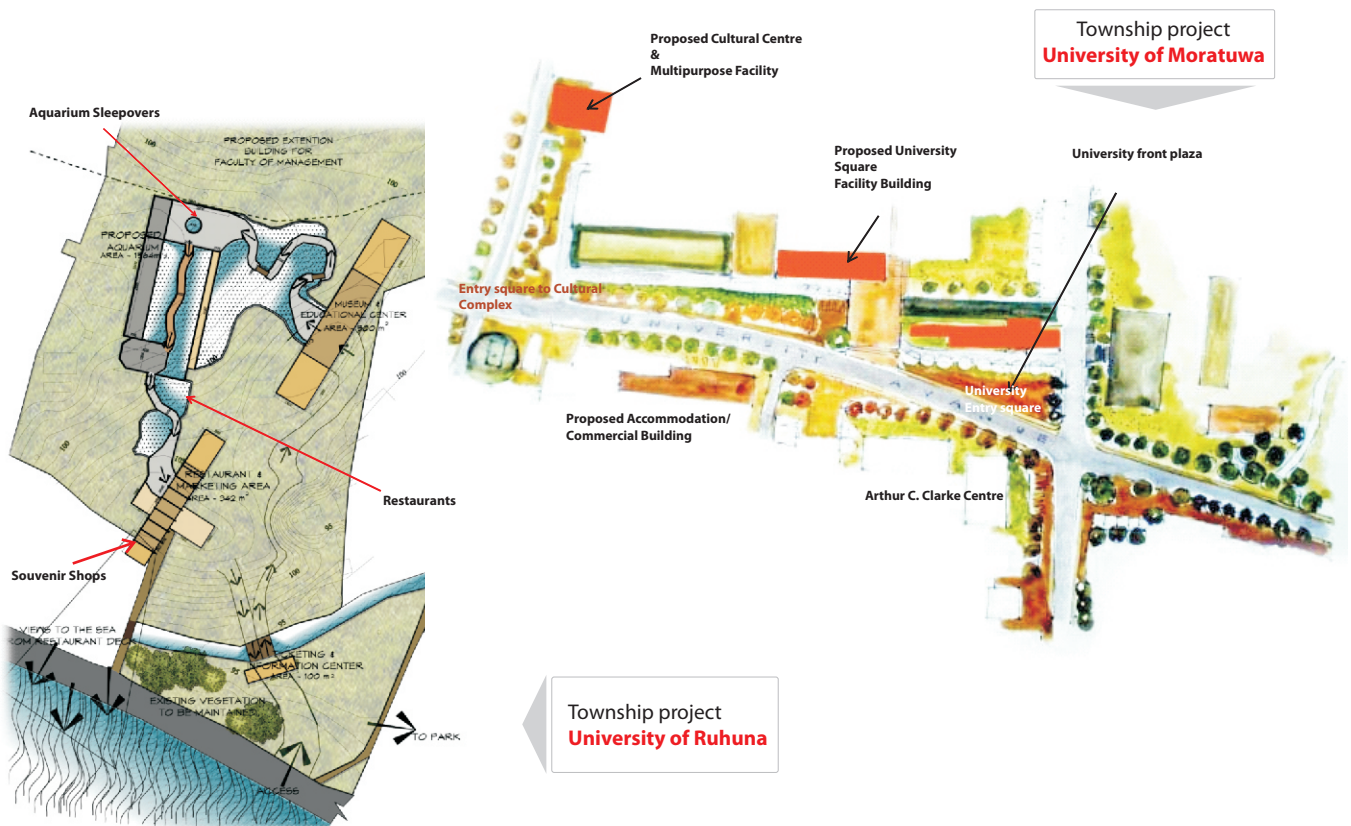
He said a graduate should be a person of quality, equipped with multiple skills and capable of taking the country forward. "The academic staff should also be dedicated to create a capable student community enriched with knowledge and skills," President Rajapaksa said.

University townships

The University Townships Development concept was launched by MOHE in 2012 as a novel planning approach to Sri Lanka targeting the development of a university and its surroundings for mutual benefits to both the local and university community. Through this mechanism universities can better conduct their activities with explicit links to the surrounding community. This approach can help link research and learning more directly to the community with identifiable mutual gains. Under this project, shopping malls, hospitals, banks, post offices, libraries, labs and research centres will be set up in the selected university. These facilities can be used by both the town community and the students.

The objective of the township project is to expand the infrastructure facilities of the universities and integrate the town community and the university. The University Township will be a place for higher education seekers and for private sector people to invest in higher education and research and development. In Phase I of the University Township Project, the Universities of Sri Jayewardenapura, Ruhuna, Moratuwa and Jaffna will   be converted into university townships.

Township project
University of Moratuwa

Proposed Cultural Centre & Multipurpose Facility

Proposed University Square Facility Building

University front plaza

Entry square to Cultural Complex

University Entry square

Proposed Accommodation/ Commercial Building

Arthur C. Clarke Centre

Aquarium Sleepovers

Restaurants

Souvenir Shops

Township project
University of Ruhuna

Key performance indicators

		2013	2014	2015	2016	2017
Share of graduates	Arts Management Science Technology	6960 : 4640 : 11600	7320 : 4880 : 12200	7680 : 5120 : 12800	5360 : 5360 : 13400 : 2680	5600 : 5600 : 14000 : 2800
Overall ratio (Arts : Management : Science : Technology)		3:2:5	3:2:5	3:2:5	2:2:5:1	2:2:5:1
Research on social and economic development - at least one by each HEI annually		15	15	15	15	30
Green projects or research in HEIs or for the public, at least one by each HEI annually			10	15	15	15
Consultancy provided to the community/industry - to be increased by 10% annually			10%	10%	10%	10%
National and regional projects - at least one by each HEI annually		15	30	45	60	100
Mandatory course modules on peace and reconciliation studies		✓				
Aesthetic cultural and social events conducted annually - at least two events by each HEI		30	30	30	30	30
Harmony clubs in universities for peace building and reconciliation			✓			
University Townships (total)			3	5	6	7

Peace building & reconciliation for social harmony

The entire world is facing a great challenge to live in a peaceful environment. In a connected world, although some people still fail to understand the importance of multi-culturalism and diversity, UGC as the apex body of university education spearheads reconciliation efforts of the university communities to strengthen the Sri Lankan spirit and contribute to the nation's stability through the establishment of Harmony Clubs and introduction of peace and reconciliation course modules into the university curriculum. They will be established in each university as relevant strategies at institutional level to create a society that understand and enjoys the diversity of people, multi-culturalism and multi-ethnicity.

Objectives

5.1.   Attract at least two international scholars of repute annually as visiting professors in each HEI

5.2.   Increase enrolment of at least 250 foreign students for undergraduate and post graduate level programmes in HEIs

5.3.   Promote academic and research collaboration with foreign HEIs   amounting to a 60% increase by 2017

5.4.   Upgrade the international ranking of state universities with at least five HEIs to be in the top 1000 in the TIMES and QS ranking list by 2017

'Human capital' is one of the key factors in determining the economic and social status of a country in today's competitive global knowledge economy. Educational institutions at all levels have a responsibility for building Sri Lanka's wealth and developing capacity in order to meet challenges and help the nation to compete in a global knowledge economy. From this perspective, HEIs in Sri Lanka have   high potential for globalization and to emerge as world class universities by building 'intellectual capital'. While strengthening the institutional and HR capacities, new strategies will be formulated to position Sri Lanka as a favourable destination for capturing emerging opportunities in an increasingly globalised environment.
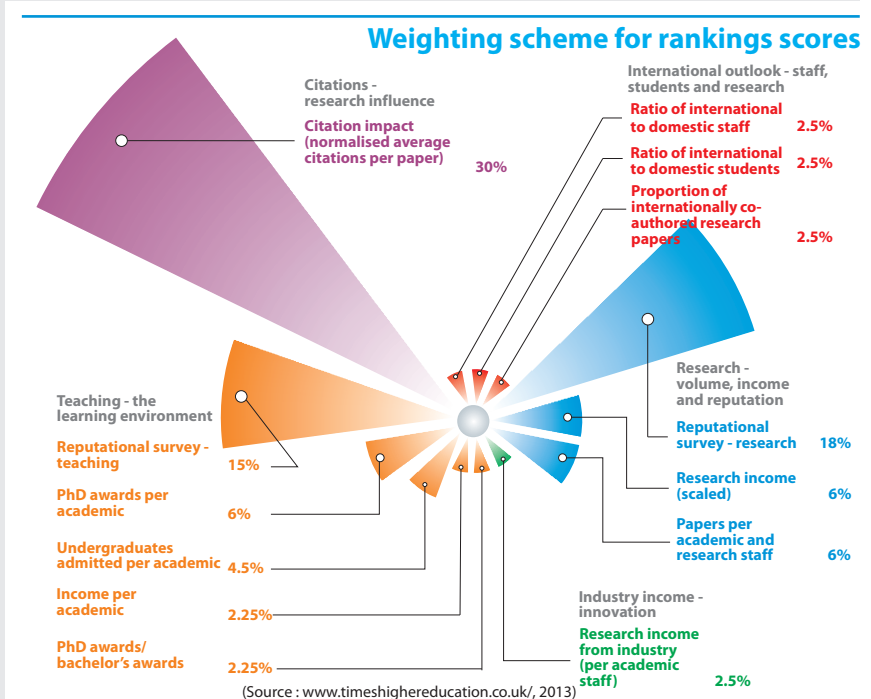
World class university

International university rankings provide broad-based benchmark comparisons of HEIs across national borders. Ranking of HEIs are usually based on several indicators such as academic and/or research performance, including highly cited researches, articles published, articles indexed in major citation indices, the academic measures for each institution, alumni and staff winning prizes and field medals, staff-to- student ratios and level of diversification, size of the student population and the quality of the educational process.

The Ranking Web or Webometrics is different to traditional ranking systems and is considered the largest academic ranking used to benchmark institutional performance based on the volume of the web content (number of web pages and files) and the visibility and impact of these web publications according to the number of external links (site citations) they receive.

UGC will implement a series of activities to achieve global excellence. Though some of the HEIs and activities are on a par with international standards, in general we have a long way forward in terms of achieving world standards. HEIs need to formulate and implement specific strategies to move up in the internal ranking indexes and become 'world class'.

Weighting scheme for rankings scores

Citations - research influence
Citation impact (normalised average citations per paper) — 30%

International outlook - staff, students and research
Ratio of international to domestic staff — 2.5%
Ratio of international to domestic students — 2.5%
Proportion of internationally co-authored research papers — 2.5%

Research - volume, income and reputation
Reputational survey - research — 18%
Research income (scaled) — 6%
Papers per academic and research staff — 6%

Teaching - the learning environment
Reputational survey - teaching — 15%
PhD awards per academic — 6%
Undergraduates admitted per academic — 4.5%
Income per academic — 2.25%
PhD awards/ bachelor's awards — 2.25%

Industry income - innovation
Research income from industry (per academic staff) — 2.5%

(Source : www.timeshighereducation.co.uk/, 2013)

Webometrics rank of South Asian top 1000 universities (July 2013)

Country	# of institutes in South Asian Top 1000	# of Institutes assessed by webometrics
Sri Lanka	20	30
Bangladesh	65	100
Bhutan	5	10
India	764	1604
Pakistan	137	300
Nepal	9	23
Maldives		1
Total	1000	2068

(Source : www.webometrics.info, 2013)

Centre for international affairs (CINTA)

Because of its strategic location, high academic standards, proficiency in English and IT, low cost of living and salubrious climate, Sri Lanka shows great promise of becoming an educational hub in the region through international alliances and strategic partnerships. CINTA will be established in all HEIs to achieve the following objectives:

- To create a world class educational experience for students and staff

- To promote and continue involvement and collaboration of international activities in all streams

- To ensure that the degrees and other qualifications offered by the HEIs are recognized internationally

- To facilitate international mobility for local undergraduate and postgraduate students

- To increase the presence of foreign students and scholars in academic and research degrees, (during the next five years the number of foreign students and visiting scholars will be increased significantly)

- To increase internationalization of research and knowledge exchange activities through collaboration and institutional partnerships

- To guide HEIs to achieve their competitive edge through international ranking

Sri Lanka study tour of La Trobe University

Memorandum of understanding between UGC and Jain University, India

Visit of Prof. Dr. Matthias Hühn from Kühne Logistics University, Germany

A hundred undergraduate and postgraduate scholarships for foreign students

MOHE has launched a special programme to offer 100 undergraduate and postgraduate scholarships to foreign students from 58 countries. HEIs are encouraged to explore new avenues to make a notable contribution to economic and social development while positioning Sri Lanka as a knowledge hub in the region.

Visit of Prof. Chunli Bai, President of the Chinese Academy of Sciences

Key performance indicators

	2013	2014	2015	2016	2017
Foreign scholars/Professors		15	30	30	30
Increased international student numbers in HEIs					
Undergraduate			250	350	500
Postgraduate	300	350	400	500	750
International conferences - at least one by each HEI		10	10	15	
MOUs signed between foreign universities/research institutions - at least two for each HEI		15	30	45	
Centres for international affairs for all HEIs (CINTA)			✓		
Universities in top 2000 webometrics world ranking list		4	5	6	8
Universities in South Asian Top 55		7	9	10	12
Universities in the top 1000 in the TIMES and QS ranking list				3	5

The University of Colombo recently entered into an agreement of cooperation with the Tianjin Medical University, China, to promote academic and cultural exchange between the two institutions.

Objectives

6.1.   Improve facilities for teaching-learning and research by constructing at least 125 new buildings by 2017

6.2.   Improve recreational facilities and the cultural and aesthetic environment by 10% in 2017 from the existing level

6.3.   Increase welfare facilities for staff and students by 10% in 2017 from the existing level

6.4.   Provide residential facilities to at least 50% of the student population by 2017

6.5.   Introduce new insurance and pension schemes with increased benefits by 2015

To maximize the contribution of HEIs to students, staff, employers and the community it is essential to create a congenial environment across the whole range of activities and stakeholders. Academic and research buildings, laboratories, equipment, information technology and other infrastructure will be improved and modernized to create a global experience of teaching and learning.

Development of Universities in North and East

Special attention is being paid to the development of universities located in the North and East which were affected by the 30 years of civil strife. Accordingly, various projects were launched by the UGC with the guidance of HE the President Mahinda Rajapaksa to help the civilian population and students. These efforts will be continued to upgrade the facilities to international standards.

Faculty of Islamic Studies, South Eastern University of Sri Lanka

Fifth Engineering Faculty in Sri Lanka

The fifth Engineering Faculty in Sri Lanka was declared open by His Excellency the President on February 5, 2013 at the South Eastern University of Sri Lanka at Oluvil.

Newly constructed building complex Department of Zoology, Faculty of Science, Eastern University, Sri Lanka

Proposed Faculty of Engineering, University of Jaffna, at Kilinochchi

100 hostels to be constructed by 2017 to increase accommodation for more than 17,000 students. This will provide a 100% accommodation facility for all 'eligible students' based on existing criteria, and an overall 60% of the total student population.
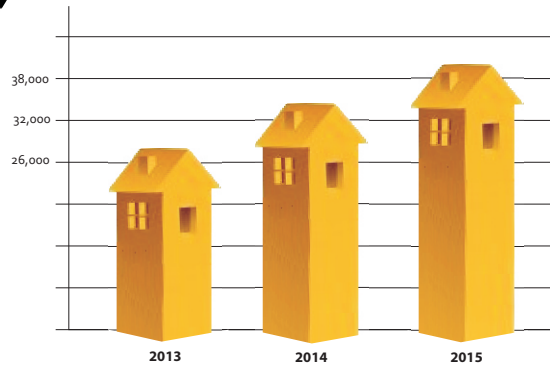
Proposed accommodation facilities for undergraduates students

38,000

32,000

26,000

| 2013 | 2014 | 2015 |

Physical & aesthetic environment and stakeholder satisfaction of HEIs

	2013	2014	2015	2016	2017
New academic buildings as per the "Comprehensive 10 year Medium Term Programme"	35	35	20	20	20
HEIs landscaped for beautification - at least 1 HEIs per year		1	1	1	1
Fully-fledged gymnasium - at least one per year		1	1	1	1
International level playground and pavilion - at least one per year		1	1	1	1
International standard swimming pool for RUSL as per the "Comprehensive 10 year Medium Term Programme"			✓		
Health centres– at least one per year	1	1	1	1	1
Fully fledged administrative facilities - at least one per year as per the "Comprehensive 10 - year Medium Term Programme"		1	1	1	1
100 new hostels (44 to be constructed under the "Comprehensive 10 - year Medium Term Programme"	8	30	22	25	15
Students with hostel facilities as a % of total undergraduate enrolments	36%	40%	44%	46%	50%
Insurance scheme for students			✓		
Insurance scheme for staff		✓			
Pension scheme with enhanced benefits			✓		

Staff and student satisfaction in the workplace and an educational environment are vital for achieving the strategic goals of higher education. In parallel with the physical and aesthetic improvements, insurance schemes and pension schemes will be introduced with increased benefits

STUDENT & STAFF PLUS

Objectives

7.1. Improve good governance in financial management by introducing Standard Reporting Formats (SRF) and Standard Operating Procedure (SOP) by 2016

7.2. Introduce employee-centred finance information systems for UGC and HEIs by 2016

7.3. Increase utilization of budgetary allocation from 80% (in 2012) to 100% by 2016

7.4. Ensure 3Es (economy, efficiency and effectiveness) by increasing resource utilization of HEIs by 5% annually

7.5. Increase revenue generation in HEIs by 10% annually

The capacity of HEIs will be strengthened to engage in financial planning on a rational basis and to utilise state funds prudently, transparently and efficiently.

Investment plan

Focused investment is proposed to deliver vital multi-dimensional contributions of HEIs to the well-being of society through increased and widened part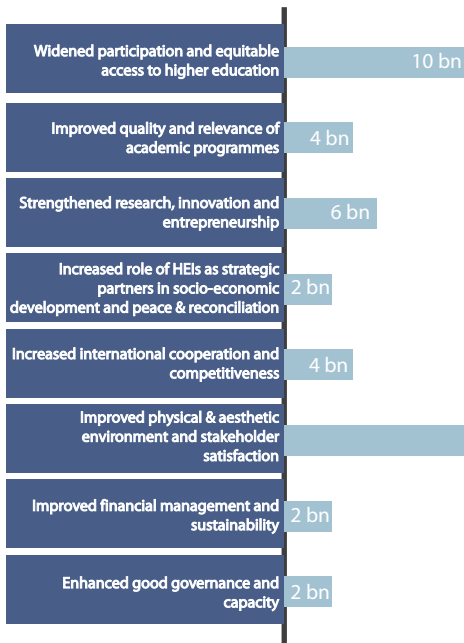icipation, quality and relevance of academic programmes, strategic partnership in socio-economic development and peace & reconciliation. With the support of the proposed investment in the period 2013-2017, all aspects of higher education with a strong emphasis on quality will be improved dramatically to reach world class standards in order to become the envisioned preferred destination of choice for foreign students and the academic community.
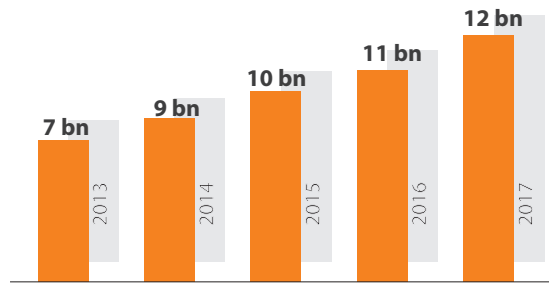
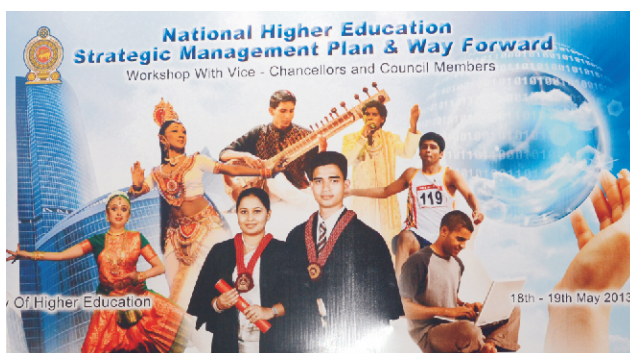**Capital grants for development of HEIs**

Year	Amount
2013	7 bn
2014	9 bn
2015	10 bn
2016	11 bn
2017	12 bn

Funds allocation per 8 Strategic goals 2013 -2017

Strategic goal	Allocation
Widened participation and equitable access to higher education	10 bn
Improved quality and relevance of academic programmes	4 bn
Strengthened research, innovation and entrepreneurship	6 bn
Increased role of HEIs as strategic partners in socio-economic development and peace & reconciliation	2 bn
Increased international cooperation and competitiveness	4 bn
Improved physical & aesthetic environment and stakeholder satisfaction	20 bn
Improved financial management and sustainability	2 bn
Enhanced good governance and capacity	2 bn

The investment plan is prepared for achieving the eight strategic goals for the period 2013-2017. A greater part of the total capital investment (about 40%) is allocated to uplift the physical and aesthetic environment for teaching and learning. Out of the total capital investment , Rs. 5Bn and Rs. 1.5Bn have been allocated to implement University Township projects in the Universities of Jaffna, Ruhuna and Sri Jayewardenepura for the period of 2013-2015 and for the year 2013 respectively. In addition to 138 ongoing construction projects (Rs 27.9 billion), 101 new construction projects have been planned to be implemented under the Medium Term Programme for 2011/2020 with the approval already granted by the Cabinet of Ministers/ Department of National Budget & Planning and the University Grants Commission.

Strategies will be formulated and 10% of the total capital will be utilized for research and development, in order to :

- Prioritize the research capacity of HEIs
- Strengthen the overall research base in country

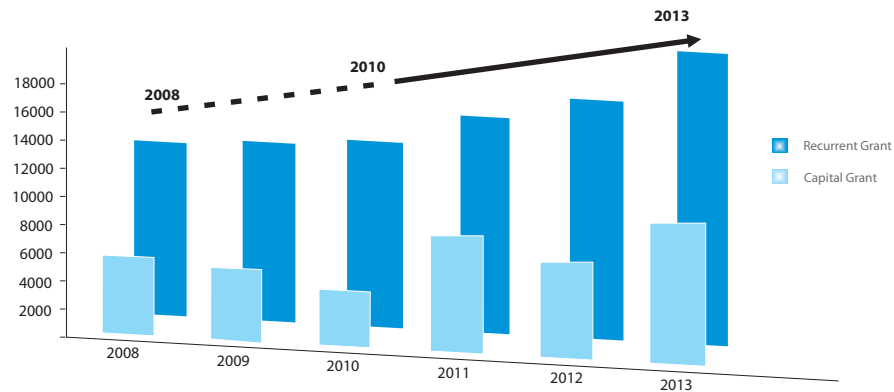National Higher Education Strategic Management Plan & Way Forward
Workshop With Vice - Chancellors and Council Members
Of Higher Education
18th - 19th May 2013

Discussion among senior officials of HEIs at the workshop on Strategic Management Plan & the Way Forward

35

Cost of producing an Engineering graduate

Rs. 1,100,000.00

Cost of producing a MBBS graduate
Rs. 2,100,000.00

Cost of producing an Arts graduate

Rs. 525,000.00

Cost of producing a Management graduate

Rs. 600,000.00

Government Investment in Higher Education 2008 - 2013 (Recurrent & Capital Grants)

Recurrent Grant

Capital Grant

Resource utilization

Key input/resources of the university system should be utilized in order to achieve the objectives set out in the strategic plan. Accordingly, resource utilization should be improved by ensuring economy, efficiency and effectiveness. While economy is concerned solely with the level of input used to achieve the objectives of HEIs, efficiency looks at the ratio between inputs and outputs of HEIs. With effectiveness in utilizing resources, it is necessary to address the exact/expected goals of the HEIs. The annual budget of the Government on construction of buildings and maintenance of the capital assets of all universities is approximately Rs 4 billion per year. This was the pattern during the last few years, out of which about Rs 500 million has been allocated annually for maintenance of buildings and equipment. By optimizing resource utilization in existing HEIs, access to higher education has been increased by 30% from 2005 to 2010 and this could be further enhanced. Maximum utilization of resources will pave the way for increasing student enrolments in HEIs while reducing the cost per graduate.

Key performance indicators

Improved financial management and sustainability

	2013	2014	2015	2016	2017
Unique financial format			✓		
Standard budgeting procedure			✓		
Standard operating procedure				✓	
Redesigned computerized UPF system			✓		
Redesigned computerized Pension system			✓		
Financial management information system (FMIS)				✓	
Web based cash forecast management system				✓	
Web based budgeting and monitoring system				✓	
Utilization of budgetary allocations	84%	88%	95%	100%	100%
Utilization of lecture halls and IT facilities (10% annual increase)		10%	10%	10%	10%
10% annual increase in generated revenue		10%	10%	10%	10%

Generated income

At present out of the total contribution of funds requirements of HEIs about 10% is earned through income generating activities. Though HEIs have opportunities for income generation to complement limited state funds, they have not given much effort to make use of them owing to the ambiguity of rules and regulations. The rules and regulations governing income generating activities will be streamlined. In parallel, new strategies will be formulated and implemented to achieve at least a 10% increase in contributions annually from the exiting level through 'earned income' by each HEI. This strategy will gradually reduce dependency on state funds/resources and facilitate the universities to become entrepreneurial universities through income-generating activities.

GOOD GOVERNANCE

CONSENSUS ORIENTED · ACCOUNTABLE · TRANSPARENT · RESPONSIVE · EQUITABLE AND INCLUSIVE · EFFECTIVE AND EFFICIENT · FOLLOWS THE RULE OF LAW · PARTICIPATORY

Goal 8
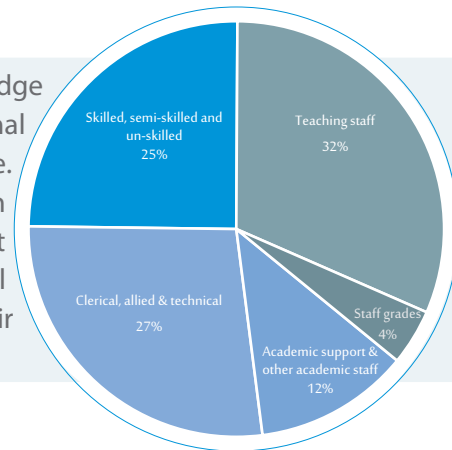Enhanced good governance and capacity of UGC and HEIs

Objectives

8.1.   Improve administrative competence and technical capabilities of the UGC Secretariat and HEIs

8.2.   Enhance use of IT through IT governance (measured by the IT maturity index) for improved managerial effectiveness and efficiency from its existing level of 1.00 by 25% annually

8.3.   Introduce a fully computerized and integrated MIS for improved strategic planning, monitoring and evaluation of HEIs by 2015

8.4.   Ensure a significant improvement in administrative and financial autonomy and accountability measures of HEIs by 2016

8.5.   Ensure that the human and physical resources in HEIs comply with accepted educational norms by 2016

Universities are driven by a complex set of cultural and motivational factors. Though the governance and management structures of universities are different from those of private sector organizations in many ways, the impact of HEIs on society is tremendous. To respond to the multi-faceted challenges emerging in the national and international arena, governance and capacity of HEIs will be further improved.
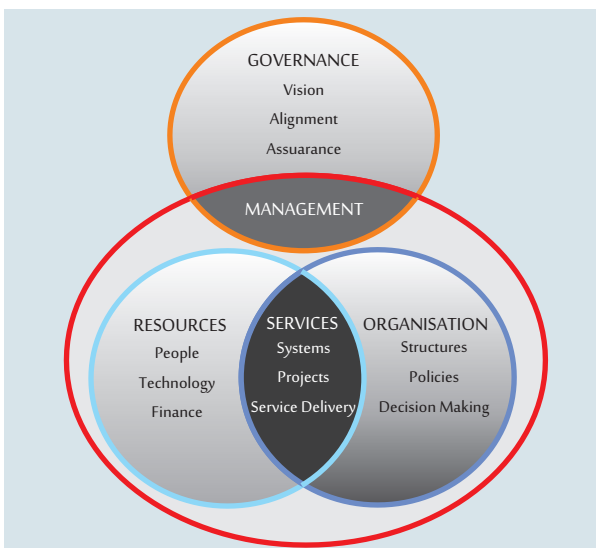
Capacity building of staff

In a constantly changing environment of the knowledge economy, higher education makes vital and many dimensional contributions to the well-being of the country and her people. In a knowledge-based sector the performance of the staff in HEIs is vital. They are the most significant asset and account for the highest segment of the cost. Training of staff at all levels will be regularized and continued throughout their career to create a healthy higher education sector.
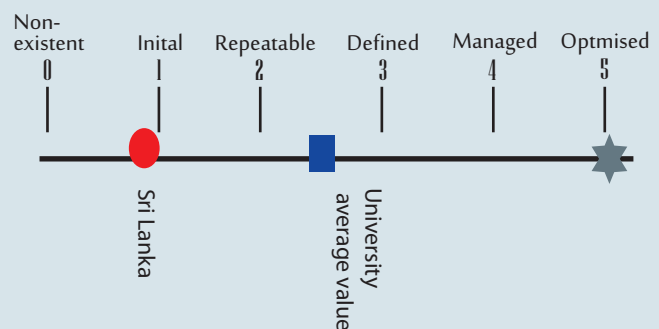

Pie chart segments:
- Teaching staff 32%
- Skilled, semi-skilled and un-skilled 25%
- Clerical, allied & technical 27%
- Staff grades 4%
- Academic support & other academic staff 12%

IT governance and maturity

GOVERNANCE
Vision
Alignment
Assuarance

MANAGEMENT

RESOURCES
People
Technology
Finance

SERVICES
Systems
Projects
Service Delivery

ORGANISATION
Structures
Policies
Decision Making

IT governance framework (Source: Joint Information System Committee, 2008)

IT has become one of the key factors to be considered in the present and the future of HE as the role of IT in organizational and national development is significant. Though we have invested significantly in information technology, we have little evidence to justify how IT spending leads to improved performance of universities. The existing IT governance structures in HEIs will be remodeled to align and integrate with the strategic plans to uplift their performance. A good ITG framework addressing the issues arising from internal and external forces can make a great contribution to the strategic achievements of HEIs.

IT governance has to be an integral part of corporate governance of HEIs. The success of IT governance could be measured with the 'capability maturity index'. The average maturity value of universities on a global level is around 2.5 (scale 0 to 5). According to a study done by UGC, the same in our HEIs is around 1.00. HEIs need to uplift the status of maturity of ITG. Centralized IT units will be established/strengthened in order to convert IT into a strategic partner from its present roll as 'hardware provider'.

Non-existent 0 | Inital 1 | Repeatable 2 | Defined 3 | Managed 4 | Optmised 5

Sri Lanka — University average value

Management information system

A comprehensive management information system that gives the staff easy access to information on students, faculty, staff, finances, and infrastructure will be set up at the UGC to monitor funds, production of outputs and their impact. A parallel graphical interface system mapping and integrating HEIs will be set up for planning and monitoring infrastructure development and environmental issues.

Award scheme for HEIs achievements of strategic plans

Best University

Award

2014

University Grants Commission

Enhanced good governance and capacity of UGC and HEIs

	2013	2014	2015	2016	2017
Induction training programmes for administrative and financial officers		80%	100%	100%	100%
Administrative and other executive officers with postgraduate and professional qualifications		30%	35%	40%	45%
Administrative and other executive officers with foreign exposure - 10% per year		10%	25%	35%	50%
Administrative and other executive officers with local training		20%	40%	60%	80%
Centralized IT units in HEIs			✓		
Status of IT governance maturity in HEIs	1.00	1.20	1.40	1.70	2.00
Web-based university admission and student portal				✓	
MIS for UGC and HEIs				✓	
'Annual UGC-University Event' Awards scheme for HEIs' achievements of strategic plans.		✓	✓	✓	✓
Universities (Amendment) Act				✓	
Manuals of procedure			✓		
Teacher: student ratio for Science- based courses	1:13	1:12	1:11	1:10	1:10
Teacher: student ratio for courses in the Humanities and Social Sciences	1:20	1:19	1:18	1:17	1:17
Teacher: student ratio for clinical courses	1:8	1:8	1:7	1:7	1:7
Vacant cadre positions (teaching staff)	30%	15%	10%	5%	2%
Vacant cadre positions (non-teachingstaff)	20%	15%	10%	5%	2%

New Universities Act

To strengthen the existing provisions in the Universities Act in accordance with the current policies of the Government and including new provisions to accommodate global changes in higher education, the present Universities Act will be amended or a new Universities Act will be introduced.

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