

# **CONFERENCE OF STATE HIGHER & TECHNICAL EDUCATION SECRETARIES**

## **AGENDA & BACKGROUND NOTES**

**Date:** 13.04.2012  
**Time:** 10.30 A.M.  
**Venue:** Vigyan Bhavan Annexe,  
New Delhi

**AGENDA & BACKGROUND NOTES FOR THE CONFERENCE OF  
STATE HIGHER & TECHNICAL EDUCATION SECRETARIES**

**13<sup>th</sup> April 2012 at 10.30 AM**

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## **AGENDA AND BACKGROUND NOTES FOR THE CONFERENCE**

### **AGENDA ITEM 1: NATIONAL MISSION ON TEACHERS AND TEACHING**

#### **1. Overview**

The proposed National Mission on Teachers and Teaching will be sub-divided into two components for better focus on the sector-specific issues;

- (i) School Education and
- (ii) Higher & Technical Education

Recent analysis made by the Department of Education shows that there are 5.23 lakh vacancies of school teachers at the elementary level and there would be additional requirement of around 5.1 lakh teachers to fulfill the provisions of Pupil Teacher Ratio specified in the Schedule of the Right to Education (RTE) Act. Moreover, around 7.74 lakh teachers are untrained, that is, they do not possess the prescribed qualifications. Under Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 1.79 additional teachers need to be appointed in secondary schools. Focus on English, Mathematics and Science teachers in secondary schools is also necessary.

In Central Universities, as per data is available upto 31.3.2010 in respect of 24 universities across 16 States on an average nearly 35% faculty position are lying vacant. As regards, State Universities, UGC has provided data in respect of faculty positions upto 1.5.2007 for 77 State Universities spread across 23 States. Of these, 19 universities have more than 50% posts lying vacant, whereas another 14 have over 40% posts vacant. In technical education also, there is a faculty deficit of around a lakh.

A National Mission on Teachers and Teaching is proposed so as to address the entire gamut of issues relating to teachers, teacher education and quality of teaching, such as, teacher/faculty shortages and vacancies; recruitment policies; capacity building of teachers for improvement in qualification, pedagogic skills, technology enabled teaching; continuous training and retraining; pre-service and in-service training; teacher absenteeism and accountability; revamping Academic Staff colleges; academic growth and development of university teachers and engineering/ technical teachers. The Mission will look at teacher education in a holistic manner and in a single continuum covering school to universities and suggest ways to strengthen the institutional mechanisms at all levels so that there are vertical and lateral linkages. The challenges

of technology interventions to enhance effectiveness of classroom transactions and how to equip teachers in its use, will be clearly spelt out.

2. The Mission goals are sought to be achieved through a combination of:

- **Policy measures:** facilitate recruitment and appointment, flexibility in engaging a variety of teachers, inter alia, such as part-time, contractual, adjunct, visiting etc., teaching assistantships, faculty mobility, incentivisation;
- **Programmatic and scheme based interventions;** pre-service & in-service training, new academic programmes & courses, pre-scheduling yearlong training calendars, online training;
- **Project based activities;** ICT based training, training of Mathematics, Science, Language teachers for schools, Core science & engineering courses in technical education, general courses in social science, humanities and vocational courses.

**3. Creating capacity in Central and State Universities for preparation of teacher educators and establishment of Schools of Education (SOEs) in Universities**

The Government has assessed the need for increasing the institutional capacity of preparing teacher educators for transacting the various teacher education courses run by institutions across the country. Table I below gives details of the number of teacher education courses recognized by the NCTE for the various teacher education courses, which indicates that at present 892 institutions with an approved intake of 28,957 students prepare teacher educators.

**Table I: Course-wise number of Institutions recognized by the NCTE**

<b>NCTE APPROVED TEACHER EDUCATION INSTITUTIONS (July, 2011)</b>				
<b>Stage</b>	<b>Institutions</b>	<b>Approved Seats</b>	<b>% Institutions</b>	<b>% Seats</b>
ECE	235	14,848	1.6	1.3
Elementary	5,591	3,47,367	40.5	31.5
Secondary	5,934	6,29,517	42.8	57.0
M. Ed. (Potential	892	28,957	6.4	2.6

Teacher Educators)				
Others	1,198	82,768	8.7	7.6
<b>Total</b>	<b>13,850</b>	<b>11,03,457</b>	<b>100</b>	<b>100</b>

3.1 Given the total intake capacity in the teacher education institutions for the elementary and secondary teacher education courses, there is a need to expand the capacity for preparing teacher educators, from the present 28,957 to around 40,000. UGC is taking steps to ensure that, to start with, all Central Universities take steps for developing institutional capacity to prepare teacher educators. However, even State Universities need to be requested to take action in this regard.

3.2. Moreover, the spatial spread of these institutions is uneven in relation to the demand for teacher educators. This is indicated in **Table II** which shows that for the entire NER and Eastern Region, there are only 171 institutions with intake capacity of 4,615.

**Table II: Capacity to prepare Teacher Educators in Eastern and NE Region**

<b>State</b>	<b>No. of Institutions</b>	<b>Intake capacity</b>
Bihar	3	75
Chhattisgarh	15	520
Jharkhand	4	100
Orissa	6	170
Uttar Pradesh	126	3,330
West Bengal	8	200
NER	9	220
<b>TOTAL</b>	<b>171</b>	<b>4,615</b>

3.3 The inadequacy of teacher educators in these States is borne out from the fact that these States together had a requirement of 9.8 lakh teachers (in 2010) while the institutional capacity to prepare teacher educators annually is only 4,615. Hence, in respect of these States, creating additional capacity in existing teacher education

institutions and establishing more such institutions would require a concomitant increase in the availability of teacher educators. Given a ratio of 1:20 for teacher educator to teacher (for the D. Ed programme), demand for around 9 lakh teachers converts into a requirement of 45,000 teacher educators or 22,500 teacher educators annually (since the programme is of 2 years). Thus, in these states there is an additional annual capacity requirement of around 17,885 teacher educators.

3.4 Yet another issue is the need to integrate Teacher Education with the Higher Education sector.

The rationale for the proposal is on the following grounds:

- Education as a discipline has been considered a multidisciplinary area in that it has to draw on other disciplines such as psychology, sociology and philosophy
- The critical engagement of university-based academics and professionals has been characteristic of the articulation of the NCF, 2005 and its precursor, the 21 position papers on critical areas of school education and the NCERT school textbooks.
- Academics from across different disciplines of central and state universities along with school practitioners have participated in this mammoth exercise through the aegis of the NCERT but without an enabling provision for an official and collective institutional mandate that such challenging tasks demand.
- In each of these engagements, whether it is the academic restructuring of elementary school textbooks, its associated orientation of teachers - Universities have a major institutional role to play, significantly now, even more at the national level.

3.5. The proposal is to establish Schools of Education (SoE) in select Universities to institute linkages between universities, teacher education institutions and schools. The proposed strategy is to identify 40 University Departments based in Central Universities, selected State Universities, Deemed Universities and other Centres of Higher Education, including the Regional Colleges of Education of the NCERT to establish Schools of Education. These institutions are envisaged to include several units/centres that would undertake in-depth work in specific areas that have remained neglected in teacher and school education. These would include concerted research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation apart from the responsibility of educating teachers. Each of the SOEs could have the following Centres: (a) Centre for Pre-Service Education; (b) Centre for Curriculum Research, Policy and Educational Development; (c) Centre for Learning and Pedagogic Studies; (d) Centre for Assessment and Evaluation; and (e) Centre for

professional development of Teacher Educators and teacher education curricula (f) Centre for Teacher Resource and Academic Support. The proposed functions of these Centres are enumerated below.

**a. Centre for Pre-service Teacher Education**

- Undergraduate four year integrated programme of Elementary Teacher Education (BEIEd) as per the framework and norms notified by the NCTE (in-take will vary as per the needs of each state)
- Two year BEd programme of Secondary Teacher Education, including a 6-8 months placement in schools during internship
- Undergraduate four year integrated programme of Early Childhood Education
- Separate units for early childhood, elementary and secondary education

**b. Curriculum Research Policy and Educational Development**

- Undertake content analysis of existing school curricula across national and international experiences
- Develop school curricula across various disciplines of the sciences, social sciences, language and mathematics within the frame of local contexts and needs
- Develop simple conceptual materials for teacher-trainees and teacher practitioners and link with SCERT Language Units for translation
- Undertake research in critical areas such as: tracing the educational divide: caste, class, gender and identity; gender differentiation and educational aspirations; social and political participation of women; social exclusion and education across cultures: cross cultural studies; sociological and anthropological perspectives on learning and diversity; the political economy of educational provision; programme and policy analysis from a human rights perspective; public and private schooling: comparative historical research on universalisation in different countries and the role of public education

**c. Centre for Learning and Pedagogic Studies**

- Undertake systematic and large scale research on children's thinking and learning processes; their conceptual understanding in specific areas of social sciences, sciences, languages and mathematics

- Undertake research and in-depth enquiry into teachers' conceptual levels in core disciplinary areas, their understanding of pedagogical content knowledge, assumptions about children, learning processes and strategies and notions of knowledge
- Undertake research on the construction and transmission of knowledge in different social systems; indigenous and unschooled knowledge; systems of apprenticeship; perspectives on curricula for out-of-school adolescents and adults
- Develop materials that enable an integrated understanding of pedagogy, knowledge domains and assessment

**d. Centre for Assessment and Evaluation**

- Undertake systematic and large scale research on children's cognitive attainment levels, scholastic achievement levels and social and interpersonal capacities in the context of school inputs, school ethos and culture
- Develop appropriate assessment models and methodologies towards achieving quality improvement
- Develop evaluation models for assessing programmatic inputs and their impact on issues of quality improvement

**e. Centre for the Professional Development of Teacher Educators and Teacher Education Curricula**

- Masters programme in Elementary Education with specialization in curriculum and pedagogic studies in mathematics education, social science and science education and assessment
- Masters programme in Secondary Education with specialization in curriculum and pedagogic studies in mathematics education, social science and science education and assessment
- Re-orientation of select secondary school teachers for elementary school teaching through an Advance Diploma in Elementary Education under a scheme of continuing education
- Redesign the DIET D.Ed course to bring it into the frame suggested in the NCFTE

- Focused programmes of professional development for the DIET and SCERT faculty across the state, including curriculum and pedagogic studies and disciplinary knowledge-base
- Periodic monthly academic enrichment activities for teacher educators including public lecture series, film and book discussion sessions and need based issues and concerns identified and initiated by teacher educators themselves
- Offer short-term orientation programmes/courses for teacher educators on teaching–learning skills, meta-learning strategies related to different curricular areas and child development; pedagogical aspects related to reading, writing, thinking and instructional design theories for curriculum developers.
- Institute teacher educator and teacher fellowships to enable young teachers and teacher educators to undertake research with provision of mentoring.

***f. Centre for Teacher Resource and Academic Support***

- Provision of teacher resources, children’s literature, variety of school curricula and textbooks, multimedia materials, internet access for use across different centres of the School of Education
- Platform for hands-on experience with materials, children, teacher practitioners (in-service teacher education and continued professional support) and teacher-trainees
- Platform for teacher interaction, teacher exchange, seminars and study sessions, academic support – face to face as well as through ICT
- Development of learning and teaching materials for use in schools and sharing across schools

**7. Establishing Regional Centres of Educational Management**

Another recommendation of the Working Group on Teacher Education is establishing four Regional Centres of Educational Management. This will be implemented by the Dept. of Higher Education. These Regional Centres are proposed to be established in the IIM’s to provide a Post-Graduate Diploma in Education Management for heads of DIETs, SCERTs and other in-service practitioners. These courses can be designed to include credit courses across institutions with specialisations in curriculum and pedagogic studies.

### **EXPECTED ACTIONS FROM STATE GOVTS.:**

- Programmes for developing institutional capacity to prepare teacher educators by having M.Ed Programmes in State Universities;
- Schools of Education to be opened in select State Universities;
- Summer and Winter Schools for faculty recharge;
- Capacity building amongst faculty of State Universities/Colleges for better utilization of e-content developed by the National Mission in Education through ICT (NMEICT).

## **AGENDA ITEM 2: COMMUNITY COLLEGES**

With the continuing demand-supply mismatch, where some colleges have cut-offs as high as 100% and setting impossible exclusion targets, while others struggle to get the minimum number of students, it is imperative to ensure a seat for a local student seeking higher education in a College / Institution in the district in which he / she resides, based on local need, employer satisfaction and student interest. Thus, the concept of Community College should be such that anybody who wants to go to Community College must be allowed and academic excellence should not be a barrier, although the level to which a student enrolls has to be decided on individual evaluation.

2.1 Community Colleges could be introduced through Regulations and Autonomous Colleges recognized by UGC to have Potential for Excellence could also commence operations as a Community College. Community Colleges may have a few or many disciplines based on the needs and employment potential. Some incentives from the Government could be provided to the institutions acting as Community Colleges in shifts, when normal Colleges do not utilize their laboratories / classrooms (infrastructure). These could be mandatorily accredited by the accrediting agencies on satisfaction of set norms and with mandatory disclosures.

2.2 Community Colleges could be operationalized from existing Colleges / Polytechnics near industries and /or where employment opportunities exist to take advantage of the local industry need and opportunity of employment. However, it would be better if Community Colleges are started on a pilot basis (about 100 or so) in 2012-13 and then after evaluation scaled up gradually rather than set them up in one go. Accordingly, in 2012-13, it is proposed that 80 Colleges from the UGC list of 12B recognized institutions and 20 Polytechnics in the Government System may be identified by UGC-AICTE in consultation with the respective State Governments for implementing the Community College Programme. Expression of Interest (EOI) may be floated thereafter by the three-Member Committee, UGC-AICTE-DEC, which can set up a mechanism for screening applications and for assistance based on set norms.

2.3 As a result of this, it is expected that around one lakh additional students can get access through these 100 Colleges/ Polytechnics and the number would rise as implementation progresses. This is expected to ensure an increase in GER.

2.4 This agenda was earlier discussed in the Conference of State Education Ministries held on 22<sup>nd</sup> February 2012 and a Committee of Ministers has been constituted under the Chairpersonship of Smt. Archana Chitnis, Hon'ble Education Minister of Madhya Pradesh.

**EXPECTED ACTIONS BY STATE GOVTS.:**

- Identification of at least 5 institutions where the above scheme could be taken up on pilot basis.

**AGENDA ITEM 3: INTRODUCTION OF VOCATIONAL EDUCATION UNDER THE NATIONAL VOCATIONAL EDUCATION QUALIFICATION FRAMEWORK**

**1. The Scheme**

The All India Council for Technical Education (AICTE) has formulated a scheme for Skill Knowledge Providers (SKPs) to provide competency-based skills and for such institutions as can be eligible to conduct vocational education programmes. The institutions which can be entrusted with this responsibility include Engineering Institutions, Polytechnics and UGC approved and University affiliated colleges.

In respect of higher education, a student can register with a UGC approved and university affiliated institution for a vocational diploma or a vocational degree. A student can also register with a Polytechnic affiliated to a university to acquire formal education credits. The sectors and specialization currently available for approval by the AICTE are given in **Annexure**.

The certification levels as required which will lead either to a vocational diploma or vocational degree are given in Table-1.

**Table-1: Certification Levels**

		Case-I		Case-II	
Certification level	Normal Qualification	Vocational Qualification	Certifying Body	Vocational Qualification	Certifying Body
7	3 <sup>rd</sup> yr bachelors	Advanced Diploma	Board of Technical Education	Degree	University
6	2 <sup>nd</sup> yr bachelors				
5.	1 <sup>st</sup> yr bachelors	Diploma	Board of Technical Education	Grade XII	School Board
4	Higher Secondary School Grade XII				
3	Higher Secondary School Grade IX				
2.	Secondary School Grade X	Grade X	School Board	Grade X	School Board
1	Secondary School Grade IX	Grade IX	School Board	Grade IX	School Board

## 2. Other Provisions of the Scheme

- The student completes the skill modules as required at various certification levels, one level at a time, acquires the necessary credits from the SKP, and submits the same to the Institute where he/she is registered for a Diploma or a Degree.
- The SKP shall assess/evaluate the skills acquired by the student and awards Skill Certificates along with Vocational skill credits.
- Vocational skill credits are transferred to the Technical Board or the University as the case may be, which compiles the Vocational Skill credits and the formal education credits and if all such credits are available as required at the respective certification level, then the Technical Board or the university shall award the certification at that level.
- Certification levels as required will entail the student for the award of a Vocational Degree or a Vocational Diploma as per Table 1.
- The candidates may enter the job market after each certification level or may continue to acquire additional credits in part time / full time mode in order to complete the requirements of Vocational Diploma or a Vocational Degree.
- In all seven certification levels or 'knowledge and Skill' have been prescribed. First two levels refer to standard IX and X at school level. These shall be with the schools affiliated to the Central Board of Secondary Education (CBSE) or schools affiliated to State Boards and other equivalent Boards.
- Each level requires approximately 1000 hours of education and training taken together per annum. For the vocational stream leading to a Degree or a Diploma, these hours shall have both vocational and academic component. The vocational component will go on increasing as the level of certification increases as per Table-2. The Skill modules or the Vocational content at a certification level could be a single skill or a group of skills of the no. of hours prescribed.

**Table-2: Provision of Instructional Time**

Qualification	Skill Level	Vocational Stream			Current formal higher education stream
		Contact Hours of education & training			
		Vocational	Academic		
Grade IX	1	200-300	700-800		
Grade X	2	200-300	700-800		
				a*→	
				d*←	
Grade XI	3	300-400	600-700		
Grade XII	4	300-400	600-700		
				b*→	
				e*←	
Diploma	5	400-500	500-600		
				c* →	
Advanced Diploma	6	500-600	400-500		
Degree	7	600-700	300-400		
				f*←	
Post-Graduate	8	900-1000			
	9				

- A candidate shall have freedom to choose either a vocational stream of a current conventional stream to reach graduation level.
- In addition, the candidates shall have freedom to move from vocational stream to current formal higher education stream or vice versa at various stages, as indicated by 'a' to 'f' in Table-2.

- The multi level entry and exit system shall allow the candidate to seek employment after any level and rejoin the education as and when feasible to upgrade qualifications/skill competency.
- In case a student wishes to pursue Vocational stream after having been in a current formal system then such students needs to acquire the pre requisite skill by enrolling with a SKP at the respective certification levels. For example, student competing formal + 2 in the current system, shall acquire skills from an SKP of certification levels 1, 2, 3, 4 before taking admission to level 5 of vocational stream.

### **3. Proposed Plan of Action**

- (1) The UGC will write to the universities to take up with the colleges affiliated to them to prepare themselves for offering Vocational programmes at certificate, diploma and degree levels in accordance with the sectors and specialization given in the Annexure.
- (2) The identified affiliated college will have to sign a Memorandum of Understanding (MoU) with an identified SKP in the vicinity of the affiliated college. The MoU will contain a format to decide on the skill schedule of operation, fees to be collected and shared between the two along with necessary clauses to protect the interest of the students along with that of all stakeholders.
- (3) Advertisement for the vocational programmes.
- (4) The mandate of the affiliated college to conduct VE programme shall be governed by the following provisions.
  - ❖ Register students for the VE Programmes and upload the same on the AICTE website
  - ❖ Register with the AICTE for conduct of VE Programmes
  - ❖ Announce the schedule of VE Programmess on offer for a calendar year
  - ❖ Conduct appropriate classes for the formal education part of the VE programmes

- ❖ Conduct examination / evaluate the student, award a grade indicating level of achievement in the formal VE and combine the credits of Skills acquired from SKP, submit the same to the Technical Board or the University as is applicable and upload the same on the AICTE website.
  - ❖ An Institute also may award Certificate at a certain level wherever such provisions are made within the Technical Board or the University. However, the final Diploma or a Degree can only be awarded by the Technical Board or the University as applicable.
  - ❖ Maintain record of registered students and certificates issued and upload the same on the AICTE website.
  - ❖ Submit details of students registered, evaluation conducted and the results to respective Technical Boards or the University and upload the same on the AICTE website.
5. In the identified area of vocational programme to be offered by the affiliated college exercise related to development of curriculum in the vocational area should commence in June, 2012.
  6. The identification of faculty and other infrastructural and related support for example, workshop, library will have to be simultaneously worked out.
  7. The vocational programmes should commence from the Academic Session 2012-13.

**ANNEXURE**

**Sectors and Specializations currently available for approval by the AICTE**

<b>No.</b>	<b>Sector</b>	<b>Specialization</b>
1	Automobiles	
		1 Engine Testing
		2 Vehicle Testing
		3 Vehicle Quality
		4 Auto Electricals and Electronics
		5 Farm Equipment and Machinery
2	Entertainment	
		1 Theatre and Stage Craft
		2 Contemporary Western Dance
		3 Theatre studies
		4 Acting
3	Information Technology	
		1 Software Development
4	Telecommunications	
		1 Mobile Communication
5	Marketing	
		1 Retail
6	Agriculture	
		1 Farm Machinery and Power Engineering
		2 Green House Technology
		3 Renewable Energy

		4	Processing and Food Engineering
		5	Soil and water Conservation
7	Construction		
		1	Building Technology
8	Applied Arts		
		1	Fashion Technology
		2	Interior Design
		3	Jewellery Design
9	Tourism		
		1	Tourism and Service Industry
10	Printing and Publishing		
		1	Printing Technology

**EXPECTED ACTION BY STATE GOVT.:**

- Identification of skill sectors and institutions which would offer courses in the identified skill sectors.
- Identified institutions will take further action as per clause (4), (5), (6) and (7) of Section 3: Plan of Action as mentioned earlier in this note.

## **AGENDA ITEM 4: STRENGTHENING STATE UNIVERSITIES AND TECHNICAL INSTITUTIONS**

1. The higher education sector has witnessed an unprecedented expansion of universities & colleges because of the increasing demands. Accordingly, the number of State Public Universities has gone upto 297 which constitutes 47% of the total number of degree awarding institutions in the country. Out of them, only 144 universities are recognized under Section 12 B of the UGC Act, which qualifies them to receive Central Assistance through the University Grants Commission.

2. **Autonomous Colleges:** UGC has been promoting the scheme of autonomous colleges for a long time. The basic idea behind the scheme is to provide greater autonomy to good institutions to innovate. These institutions have the freedom to design their own curricula, prescribe their own syllabi and evolve their own pedagogies and testing procedures. UGC has also been providing liberal funding to the autonomous colleges. However, some of the State Governments are not giving 'No Objection Certificate' to the Colleges to approach the UGC for autonomous status. Also, some of the States are not allowing the colleges to utilize the UGC grants in their own way and have been insisting for State Government concurrence to utilize the UGC grants. So far the UGC could grant autonomous status to hardly 400 colleges. There is a need to promote the scheme of autonomous colleges in the State system. The states are required to play a pro-active role in this regard.

3. **Expansion & up gradation of 200 states Engineering Institution:** The scheme for "expansion and upgradation of 200 State Engineering Institutions" was approved by NDC for the XI Five Year Plan.

3.1 The XI Five Year Plan working group of Technical Education had in its report recommended the following:

"The State Government Technical institutions attract the brightest students. However, most of such institutions suffer from server deficiencies in terms of academic infrastructure, equipment, faculty, library, accommodation, physical facilities etc. This aberration needs a correction to enable the bright students give a high level of performance. In order to set good models for higher educational institutions, the educational institutions under the responsibility of State Governments should conform to all norms for quality education. Otherwise, they lose their legitimate authority to insist on quality norms in private institutions. It should be mandatory for governmental educational institutions to ensure the quality norms. For the up-gradation of the State technical institutions, Central Government and State Government may make funding available in the ratio of 75:25. A suitable one-time grant may be made by the Central

Government for each of about 200 State level engineering colleges for modernization during the next five years. “

3.2. The details of the Scheme will be worked out in consultation with Planning Commission and the objective is to empower all such engineering colleges which suffer from deficiencies in terms of academic infrastructure, equipment, faculty, library, accommodation, physical facilities by providing them one time grant so as to ensure that all such institutes attain the quality norms. The purpose of the scheme is primarily to promote quality where it is already seeded and initiate it where it is not. The Draft EFC Memo of the scheme has recently been circulated. As per the Draft EFC, about 200 Engineering Institutions i.e. Centrally Funded Institutions, State Institutions and Private Institutions would be covered.

3.3. The purpose of the scheme is primarily to promote quality where it is already seeded and initiate it where it is not.

#### **4. Technical Education Quality Improvement Programme (TEQIP) Phase-III-Quality improvement Project for private unaided institutions**

##### **4.1 Introduction:**

A total number of 3,241 engineering institutions are established in India out of which more than 90% are private unaided institutions (PUIs).

In 2002-03, the Government of India with the financial assistance from the World Bank launched a Technical Education Quality Improvement Programme (TEQIP) as a long-term Programme of 10-12 years, to be implemented in three phases for systemic transformation of the Technical Education System. The first phase of TEQIP (2003-09), covered 127 institutions (including 22 PUIs). The second Phase of TEQIP (TEQIP-II) has also been initiated and will cover around 200 institutions. The total number of PUIs to be selected for participation in this phase is limited to about 20% of total project institutions.

Around 60 PUIs (22 Phase-I+ around 40 Phase-II) out of 3241 (less than 2%) are part of these reform oriented projects. There is a strong demand from remaining PUIs to be a part of the TEQIP. 263 PUIs had applied under TEQIP-II, out of which only 25 institutions could get selected. Based on the need to improve quality of engineering education in private unaided institutions and their eagerness, MHRD has planned a parallel project TEQIP-III solely for PUIs.

##### **4.2 Context:**

A key reason for the poor quality of education and graduates produced by the PUIs arises from the affiliating colleges' model. In India, more than 90% of the affiliated colleges are privately managed. The concerns for the private sector institutions are several:

- Complex and opaque governance structure with many stakeholders and for some colleges unclear trustee structure;
- Many recently established colleges that seemingly do not meet basic standards;
- Insufficient supervision and monitoring of quality (or in many cases, non-existent supervision and monitoring) by the affiliating universities due to the large number of colleges affiliated to one university;
- Little or no authority to improve key aspects of education, such as curricula and assessments.
- Lack of credible information disclosure by the colleges;
- Inadequately-qualified teachers

This is compounded by system weaknesses such as:

- Low capacity of accreditation bodies implying that few private colleges are accredited;
- Massive demand for engineering education, hence low quality institutions have still managed to attract students;
- National faculty shortage;
- Little or no incentives to invest in quality of engineering education; and
- Reduced capacity of affiliating universities to enforce strict quality standards.

#### **4.3 Project objectives:**

To strengthen the quality of Private unaided institutions (PUIs) to produce high-quality engineers for better employability through improvement in the quality of faculty and strengthening institutions.

The Project will also focus on:

- Pedagogical Training of faculty for effective Teaching; and
- Enhancing institutional and System Management effectiveness.

#### **4.4. Salient features:**

- Solely for private unaided institutions.
- No. of Institutions to be covered : 500

- Total outlay: Around Rs. 2400 crore.
- Assistance from World Bank.
- About Rs.4 crore per institution.
- Selection will be based on meeting the eligibility criteria and quality of proposals.
- Scrutiny of eligibility will be done at State level (responsibility of Sponsored Govt.).
- Evaluation of eligible proposals at National level (by NPIU).

#### 4.5 Project design :

The Project is composed of following Components

- Component - 1: Strengthening institutions to improve learning outcomes and employability of graduates
- Component - 2 : Pedagogical Training to faculty for Effective Teaching
- Component - 3: Improving System Management

#### 4.6 Project Strategy:

The Project will be implemented in pursuance of the National Policy on Education (NPE-1986 revised in 1992) through the Ministry of Human Resource Development (MHRD) of the Government of India as a “**Centrally Sponsored Scheme**” with matching contribution from the State Governments and Union Territories (UTs). The Project cost will be shared by MHRD and States and private unaided institutions.

Funding for selected private unaided institutions in all States for carrying out the envisaged activities in Component 1 will be in the ratio of 60:20:20 i.e. 60% funding as Grant from MHRD, 20% funding as Grant from State and 20% funding from institutions. Funding will be limited to about Rs.4 crore per institution. It is planned to select around 500 Private unaided institutions in this project.

Project cost in Components 2 & 3 will be shared between the Central Government and State Governments in the ratio of 75:25 by all States except the Special Category States for which the ratio will be 90:10.

A set of Eligibility Criteria for States will be enforced to achieve a high and sustained impact of the Project. The criteria will seek to give the project institutions adequate

decision making powers that will enable and encourage them to deliver quality education and undertake research in an efficient manner. A primary focus is to transform the Governments' traditional role of input-control towards a role of focusing on outcomes, and incentivizing improvements in Engineering Education.

Affiliating universities are expected to play an important role as evaluators and promoters of quality education. As part of the project, the affiliating universities will also receive financial support to strengthen their support and supervision of affiliating colleges. Notably, the affiliating universities could be asked to:

- Carry out a yearly evaluation of each affiliated college
- Streamline the application and evaluation process for granting academic autonomy
- Consider options for partial granting of academic authority to selected colleges (or clusters of colleges) as a stepping stone towards full academic autonomy
- Accelerate curricula and assessment updates

The Project will require the project institutions to implement academic and non-academic reforms for their self-conceived development programmes that focus on quality and relevance, excellence, resource mobilization, greater institutional autonomy with accountability, research and equity. All selected institutions should be authorized to apply for academic autonomy. However, it should be expected that the rigorous evaluation of institutional readiness for autonomy would not find all applying institutions ready for academic autonomy.

The Project intends to impart Pedagogical Training to faculty for making teaching effective and will cover maximum faculty members from the project institutions.

Professional development programmes for engineering-education policy planners, administrators and implementers at the Central, State and Institutional levels will be organized. The Project will also support development of an effective systemic governance model.

The Project will lay major emphasis on monitoring and evaluation. The prime responsibility of monitoring will lie with the institutions themselves. The management structure at the Institutional level i.e. the Board of Governors (BoG) will monitor the progress of Institutional projects on a regular basis and provide guidance for improving the performance of institutions in project implementation. The information from project institutions will be collected through a scalable web-based Management Information System (MIS). State Governments will also regularly monitor and evaluate the progress

of institutions. The Government of India and the World Bank will conduct bi-annual Joint Reviews of the Project with assistance from the National Project Implementation Unit (NPIU). The monitoring will be based on action plans prepared by each project institution and achievements made on a set of Key Performance Indicators (KPIs) which will be defined in the Institutional Development Proposals. The monitoring will focus on implementation of reforms by institutions, achievements in project activities under different Sub-components, procurement of resources and services, utilization of financial allocations and achievements in faculty and staff development and management development activities.

## **AGENDA ITEM 5: GOVERNANCE AND ACADEMIC REFORMS**

5.1 **Affiliation systems:** It has been a cause of concern that a large number of colleges, sometimes thousands, are affiliated to a university. Such universities, most of the times, are busy with admissions and conduct of examination and hardly find the time for quality interventions and innovations. Thus, affiliating system causes tremendous pressure on the universities and adversely affects the quality of higher education. In the Conference of Vice Chancellors of Central Universities and State Funded State Universities held in March, 2011, it was recommended that the number of colleges affiliated to the universities should be restricted to 50 – 60. Another Committee of Experts constituted by UGC to suggest reforms in the system of affiliation has suggested in its interim report that the number of colleges affiliated to a university should not go beyond 100. There is another dimension to affiliation problem. In certain cases the universities keep the colleges on temporary affiliation even if the college fulfils all the conditions for permanent affiliation. This cuts both ways. On the one hand the university keeps charging hefty affiliation fee from the colleges and on the other hand, the colleges are deprived of the UGC assistance as they cannot be recognized by UGC under Section 12-B for the want of permanent affiliation. The Governments and the universities need to address this issue.

5.2 There is a dire need to undertake reforms in the entire higher education sector beginning with regulatory structures and going down to the institution level. The following approaches would inform the entire reform agenda:

- **Independent quality assurance frameworks** are essential to address the quality deficit in the higher educational institutions. A comprehensive reform agenda has to be relentlessly pursued in the XII plan in order to bring the institutions at par with world quality institutions.
- **Creating a single over-arching authority:** XI Plan noted that an apex regulatory institutional mechanism should be created which must be at an arm's-length from the government and independent of all stakeholders. The main function of the regulatory mechanism would be setting and maintenance of standards as also to evaluate performance and outcomes. Recommendations on Independent Regulator have also been given by the National Knowledge Commission and for an overarching body for higher education & research by the Yash Pal Committee. Government has initiated the process for the establishment of such an apex body. A bill for the "National Commission for Higher Education and Research has been introduced in the Parliament for this purposes. The new structure would ensure that future needs of the country in terms of inter-disciplinary learning are met.

- **Autonomy of institutions:** It is also proposed to re-align the regulatory functioning in such a way as to promote autonomy of institutions. This approach envisages that we embrace a paradigm shift from to Facilitation rather than regulation; Single point clearances for grants and clearances; encourage global quality institutions. Autonomy of institutions would also be achieved by conferring degree granting powers to colleges and conferring autonomous status on colleges.
- In order to ensure horizontal and vertical mobility of students, we need to ensure that uniformity is achieved in terms of syllabi and curricula through a framework; Choice Based Credit System (CBCS) is adopted by all institutions.
- It is also proposed to move away from multiplicity of entrance and eligibility examinations to a single national test.
- Permitting foreign education providers in India for proper regulation and internationalization of education by enhanced collaborations.
- Norm based funding of higher education rather than subjective demand based inspection governed funding.
- Central Educational Institutions Reforms: the central universities and central institutions like IITs and IIMs would be further granted autonomy. The IIT Councils would be further strengthened to provide requisite support and guidance to all institutions.
- Creation of National and State Educational Tribunals to deliver speedy justice to all litigations arising in the higher education sector.
- Prevention and prohibition of unfair practices so as to ensure that only merit plays a role in admissions. Capitation fees and misleading advertisements to be punished severely.

#### **EXPECTED ACTION BY STATE GOVT.:**

- States may, in consultation with higher education institutions, take up Governance and Academic Reforms particularly reforms in the affiliation system.

**AGENDA ITEM 6: SCHEME OF SETTING UP OF 374 MODEL DEGREE COLLEGES IN DISTRICTS HAVING GROSS ENROLMENT RATIO LESS THAN THE NATIONAL AVERAGE: RASHTRIYA UCCHATAR SHIKSHA ABHIYAN (RUSA)**

**Background**

In his Independence Day speech on 15<sup>th</sup> August, 2007, the Hon'ble Prime Minister of India had announced, inter alia, "We will also ensure that adequate numbers of colleges are set up across the country, especially in districts where enrolment levels are low. We will help States set up colleges in 370 such districts."

2. The XI Plan document as approved by NDC provides as follows:-

"States like Bihar, Madhya Pradesh, and Orissa have low Gross Enrolment Rates. To ensure better access with equity, a new Centrally Sponsored Scheme (CSS) will be launched with a Central-State funding pattern of 1:2 (1:1 for Special Category States) for increasing intake capacity in the existing institutions or starting new institutions. Further, 370 new degree colleges will be established in districts with low GER based on careful selection."

3. The present Gross Enrolment Ratio in higher education, in relation to population in the 18-23 years age group, is about 12.4%. The present scheme for establishment of a Model Degree College in each of the low GER districts is a step to increase access with equity and quality.

4. The University Grants Commission had appointed an Expert Committee under the Chairmanship of Prof. S.P. Thyagarajan, former Vice-Chancellor, University of Madras. The Committee had identified 374 Educationally Backward Districts (EBDs) with GER less than national GER.

5. As per recommendations of the Committee –

- (i) Capital cost of each Degree College is estimated at Rs.8.00 crores.
- (ii) the expenditure towards hostels, estimated at Rs.1 crore per college, would be sanctioned through UGC Scheme.
- (iii) The colleges may be set up as constituent colleges of the respective universities - to eventually evolve as autonomous colleges, within a period of 5 years.

(iv)	Suggested minimum enrolment in Model Colleges –		
(a)	Metropolitan area	-	1,000
(b)	Non-Urban (backward area)	-	500
(c)	Women College in non-metropolitan area-		300
(d)	Women College in backward area	-	150

6. The modalities for funding under the proposed Scheme were discussed in the State Educational Ministers' Conference held on 23-24 July, 2008. There was no consensus. Some favoured direct funding to State Governments – some favoured funding through UGC.

### **Approval of New Centrally Sponsored Scheme**

7. The Government had on 21.1.2010 approved the introduction of a new Scheme to provide central assistance for setting up of a model degree college in each of the identified 374 educationally backward districts where Gross Enrolment Ratio (GER) for higher education is less than the national GER. The broad parameters of the scheme are:

(a) The Central Government shall provide assistance to the extent of one third of the capital cost for establishment of each college, limited to Rs.2.67 crore. For Special Category States, the Central share shall be 50% of the capital cost limited to Rs.4 crore for each college.

(b) The land shall be provided free of cost by the State Governments. The balance amount of the capital cost, and the recurring cost of running these new colleges shall be met by the concerned State Governments.

(c) During the remaining period of the 11<sup>th</sup> Five Year Plan, assistance shall be provided for establishing 200 model colleges in identified districts, with priority being given to special category states and districts having concentration of weaker sections and minorities as well as other districts in Schedule V and Schedule VI areas.

(d) Those colleges which have been established on or after 1<sup>st</sup> January, 2008 in identified districts shall also be eligible to be covered under this Scheme and proportionate Central assistance shall be provided.

(e) A clear Memorandum of Understanding (MOU) will be signed with each State Government before any release of funds is made.

(f) The Scheme shall be implemented both through the University Grants commission (which can release funds to the concerned affiliating university for establishment of the college as its constituent college) and also alternatively by way of direct release of funds by the Ministry of Human Resource Development to the concerned State Government, which may like to set up the college either as an affiliated or a constituent college.

8. The Ministry had written to all State Governments in June, 2010 to send their proposals to UGC. Education Secretary also wrote to all Chief Secretaries in July, 2010 to direct the concerned State Departments to expedite the proposals.

9. According to the UGC 142 proposals were received, out of which 78 have been approved, 31 are under process and 33 have been rejected. **(Annexure)**

**Additional efforts:**

10. In addition to these efforts, MHRD has also written to the Ministry of Minority Affairs and the Ministry of Development of North Eastern Regions soliciting their cooperation to incentivize NGOs representing minorities and the NER States to take advantage of this Scheme.

11. With the consent of Department of Expenditure, it has also been decided that DONER will also provide funds from its non-lapsable pool which would be treated in lieu of State share and matching Central assistance will also be released, thus giving a boost to the NER States to avail of the benefits of the Scheme.

**Feedback:**

**Measures taken to ease the State's burden: Revision of estimate cost from Rs. 8 crore to Rs. 4 crore.**

12. A suggestion was made by the UGC, to revise the estimated cost for setting up of a Model Degree College. The suggestion of the UGC has been accepted and it has now been decided that flexibility will be available within the existing norms and the estimated cost will range from Rs. 4 crore to Rs. 8 crore. However, the central share would continue unchanged and would be limited to the absolute ceiling of Rs. 2.67 crore (Rs. 4 crore in case of special category states) – where the project capital cost is Rs. 8 crore. In the case where the project capital cost is Rs. 4.00 crore, the central share will be Rs. 1.33 crore (Rs. 2 crore in case of special category states).

**Implementing Agency:**

13. The Scheme is being implemented both through the University Grants Commission (which can release funds to the concerned affiliating University for establishment of the college as its constituent college) and also alternatively by way of direct release of funds by the Ministry of Human Resource Development to the concerned State Government.

**RASGTRIYA UCCHATAR SHIKSHA ABHIYAN (RUSA)**

14. In the 12<sup>th</sup> Five Year Plan, there is a proposal for launch of a new scheme “Rashtriya Ucchatar Shiksha Abhiyan” (RUSA) (name only suggestive) with the aim to incentivise States for improving higher education.

15. The proposed scheme will subsume the present scheme of Model Degree College in the identified 374 EBDs. The object of RUSA is to achieve GER of 30% in higher education by 2020. By launching RUSA, it is expected (i) to expand the institutional base of higher education by creating additional capacity in existing institutions, establishing new institutions and incentivising State Governments; (ii) to provide opportunities of higher education to socially deprived communities and remove disparities by promoting inclusion of women, minorities, SC/STs and differently abled persons; and (iii) to remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas.

16. The strategy being adopted is to ensure one Degree College within every district and opening of new Universities and expansion/upgradation of existing universities.

17. Through RUSA, it is hoped to make all institutions conform to prescribed norms, improve pupil-teacher ratio and address reforms in examination, governance, accreditation issues and overhaul of the affiliation system.

18. Under the Scheme funding pattern is likely to be 75:25 for general and 90:10 for special category state, (50% of the state share could be mobilized through PPP) and the balance funds including recurring cost of the institutions will be met by the concerned state governments plus land will be provided free of cost by the state government.

\*\*\*

**Annexure**

Sl. No.	State/UTs.	EBDs	Proposals received	Proposals approved	Proposals under process	Proposals rejected
1.	Andhra Pradesh	11	7	5	-	2
2.	Arunachal Pradesh	11	6	6	-	-
3.	Assam	12	12	12	-	-
4.	Bihar	25	1	-	-	1
5.	Chattisgarh	15	5	-	5	-
6.	Goa	-	-	-	-	-
7.	Gujarat	20	20	19	-	1
8.	Haryana	7	10	-	1	9
9.	Himachal Pradesh	4	4	-	-	4
10.	Jammu & Kashmir	11	-	-	-	-
11.	Jharkhand	12	-	-	-	-
12.	Kanataka	20	20	6	3	11
13.	Kerala	4	4	3	1	-
14.	Madhya Pradesh	39	-	-	-	-
15.	Maharashtra	7	7	7	-	-
16.	Manipur	-	-	-	-	-
17.	Meghalaya	5	-	-	-	-
18.	Mizoram	7	-	-	-	-

19.	Nagaland	1	-	-	-	-
20.	Orissa	18	8	-	8	-
21.	Punjab	13	13	11	-	2
22.	Rajasthan	30	1	-	1	-
23.	Sikkim	4	2	-	2	-
24.	Tamil Nadu	27	7	3	1	3
25.	Tripura	4	4	-	4	-
26.	Uttar Pradesh	41	6	5	1	-
27.	Uttaranchal	2	-	-	-	-
28.	West Bengal	17	3	-	3	-
29.	Andaman & Nicobar	2	-	-	-	-
30.	Chandigarh	-	-	-	-	-
31.	Dadra & Nagar Haveli	1	1	1	-	-
32.	Daman & Diu	2	-	-	-	-
33.	Delhi	-	-	-	-	-
34.	Lakshadweep	1	1	-	1	-
35.	Pudducherry	1	-	-	-	-
	<b>Total</b>	<b>374</b>	<b>142</b>	<b>78</b>	<b>31</b>	<b>33</b>

## **AGENDA ITEM 7: NOTE ON RESEARCH & INNOVATION**

### **University for Research & Innovation**

1. A proposal to introduce a Bill by the name “Universities for Innovations Bill, 2011” in Parliament is under consideration of the Government. The present proposal is for an in-principle approval for establishing Universities for Innovation and to obtain approval of the Cabinet for introducing the “Universities for Innovation Bill, 2011” in Parliament.
2. The proposed Bill aims to provide for establishment and incorporation of Universities for Innovation which would be the fount of making India the global knowledge hub and set benchmarks for excellence for other institutions of higher learning through path-breaking research and promoting synergies between teaching and research to create institutions universally recognized for quality in teaching, learning and research.
3. The Bill provides a framework for establishment of Universities for Innovation, which will be set up in the public mode (14 Universities as mentioned earlier, across the two plane periods of 11<sup>th</sup> and 12<sup>th</sup> plans), purely privately funded, as well as Universities in the Public Private Partnership (PPP) mode. Universities for Innovations which are privately funded are proposed to be made eligible for public funding for research activities and student scholarships. The Bill provides a transparent procedure for establishment of such Universities through the execution of a Memorandum of Agreement (MoA) with approval of Parliament in each case. There is no central law at present which provides for the framework. Hence the need for a central legislation.
4. The power of Parliament to legislate on the matter is derived from entry 25 of List III (Concurrent List) of the Seventh Schedule of the Constitution of India concerning education.
5. While Government is seen to be prime mover in respect of these Universities, they would also be set up in the Private/Public-Private Partnership (P/PPP) mode, by promoters having significant interest in higher education and research.
6. The 14 Universities for Innovation which are going to be publicly funded will be directly established by the Government after following due process of financial appraisal and Cabinet approval.
7. The Bill deals with the protection and utilization of intellectual property emerging from public funded research. It provides that the concerned University shall disclose the fact of creation of intellectual property emerging out of public funded research for the Central Government or such authority as designated by the Government.

8. The XI Plan provided an outlay of Rs. 2800 crores for establishment of 14 publicly funded Universities for Innovation. National Development Council (NDC) had proposed to create these Universities over two plan periods of 11<sup>th</sup> and 12<sup>th</sup> plan.

9. The financial resources required for each such University will be worked out later and separate approval will be obtained after following the due process of appraisal and sanction. The present proposal is for in-principle approval of the Cabinet for introducing the “Universities for Innovation Bill, 2011” in Parliament.

10. Location of these 14 Universities have been decided which are as under.

I.No.	Name of the State	Location
1.	Andhra Pradesh	Vishakapatnam
2.	Assam	Guwahati
3.	Bihar	Patna
4.	Gujarat	Gandhinagar
5.	Karnataka	Mysore
6.	Kerala	Kochi
7.	Madhya Pradesh	Bhopal
8.	Maharashtra	Pune
9.	Orissa	Bhubaneswar
10.	Punjab	Amritsar
11.	Rajasthan	Jaipur
12.	Tamil Nadu	Coimbatore
13.	Uttar Pradesh	Greater Noida
14.	West Bengal	Kolkata

## Meta University

11. Hon'ble Prime Minister Dr. Manmohan Singh has announced that India plans to set up a 'meta-university', a countrywide network for higher education that will allow students the flexibility to design their own curriculum and combine subjects of their choice. The proposed interconnected web-based platform will enable students and teachers to access and share teaching material, scholarly publications, research, scientific work and virtual experiments. The internet will provide the communication infrastructure, while a network of universities will offer courses in various disciplines, facilitating more collaborative and multidisciplinary learning.

12. Meta Universities represent 2<sup>nd</sup> Generation Universities, free from physical boundary conditions and able to live operate in virtual space, taking advantage of the innovation and flexibility possible in such domains.

13. The Ministry of Human Resource Development plans to set up a Meta University at Delhi in which, Jamia Milia Islamia Institute, Delhi University, Jawaharlal Nehru University and Indian Institute of Technology New Delhi would participate. The main purpose of Meta Universities is to share learning resources by different universities by using latest technologies available in different institutions. Vice Chancellor, Jawaharlal Nehru University reported that in a meeting held between these institutions the areas of climate change, public health and education have been identified.

## Other Initiatives

**Cluster Innovation Centres** are proposed to be set up in universities, which will act as a resource, and a guide and an arm of the University to foster and further innovation culture and spirit in the University and the cluster. It will act as a consultative agency to create linkages between various stakeholders in the cluster.

The following activities are envisaged to be undertaken by the CIC –

- Entrepreneurship promotion
- IP portfolio management
- Technology transfer and commercialization

- Collaboration with: industry, other universities, regional and national stakeholders
- Creation of knowledge sharing mechanisms inside the University
- Training and mentoring
- Innovation in curriculum
- Innovation awareness and outreach
- University innovation strategy and roadmap

A model of **Design Innovation Centre** in twenty select locations is proposed to be included in the XII Plan. These could be;

- co-located in campuses of national repute to ensure maximum convergence, optimum utilization of existing resources and infrastructure, and to leverage a context of academia-industry interaction.
- located in IITs, new IITs where there is industry presence, the NITs, select Technical and Liberal Arts Universities.
- address issues of availability of land and faculty, save costs, enable horizontal transfer of knowledge, as well as offer a ready talent pool to enable timely execution of this initiative.
- Create faculty and incubate process of innovation and meet the needs of industry.

## **AGENDA ITEM-8: NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY (NMEICT)**

### **MISSION:**

The National Mission on Education through Information and Communication Technology has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in higher education institutions in any time anywhere mode. The Mission was launched by Ministry of Human Resource Development, Government of India in February, 2009 with an outlay of Rs.4612.00 crores.

The objective is to make the best use of ICT with the purpose of identification and nurturing of talent and lifelong learning as well as extend the education facility to a larger section of people. The NMEICT scheme comprises of 48 different components structured broadly around building e-content, enabling access and developing low cost access-cum-computing device.

The Mission also seeks to bridge the digital divide, i.e., the gap in the skill to use computing device for the purpose of teaching and learning among urban and rural teachers/learners in higher education domain and empowered those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy so that they can make best use of ICT for teaching and learning.

Mission also envisages promoting research with the objective to develop new and innovative ICT tools for further facilitation of online teaching and learning process. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments to virtual laboratories, online testing and certification, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

### **KEY OBJECTIVES:**

#### **SAKSHAT: One stop education portal**

Sakshat: One stop education portal was launched on 30.10.2006 by His Excellency, the then President of India to facilitate lifelong learning of the students, teachers and those in employment or in pursuit of knowledge free of cost to them. The portal would be main delivery portal for the contents developed under the National Mission on Education through ICT. The portal would also provide Mission related

information and facilitate public scrutiny, feedback and transparency for the projects undertaken by the Mission. In order to fulfill this goal, 'Sakshat' has been assimilated in NMEICT (<http://www.sakshat.ac.in>)

### **BUILDING CONNECTIVITY AND KNOWLEDGE NETWORK:**

The Mission aims to extend computer infrastructure and connectivity to over 25000 + colleges and 2000 polytechnics in the country including each of the department of 419 universities/deemed universities and institutions of national importance as a part of its motto to provide connectivity up to last mile. The three cardinal principles of Education Policy viz., access, equity and quality could be served well by providing connectivity to all colleges and universities, providing low cost and affordable access-cum-computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country. NMEICT encompasses all the three elements. Connectivity to universities and colleges is in progress and as on 31.1.2012, 391 universities and more than 14578 colleges in the country have been connected.

### **NATIONAL PROGRAMME ON TECHNOLOGY ENHANCED LEARNING (NPTEL):**

NPTEL provides e-learning through online Web and Video courses in engineering, science and humanities streams. The Mission of NPTEL is to enhance the quality of engineering education in the country by providing free online courseware. NPTEL is a joint initiative of IITs and IISc funded by this Mission. Over 250 courses are complete and made available in NPTEL phase-I and another 996 courses in various disciplines in engineering and science are getting generated in phase-II of NPTEL. (<http://nptel.iitm.ac.in>)

### **E-CONTENT GENERATION FOR UG AND PG COURSES:**

Numbers of projects have been sanctioned under the NMEICT scheme to various institutions of the country. For UG courses, Consortium of Educational Communication (CEC) has been tasked for e-content generation. In phase-I, e-content for 19 UG subjects and in phase-II e-content for 68 subjects will be generated (<http://www.sakshat.ac.in/cec>). For 77 PG subjects, e-content generation activity has been assigned to University Grants Commission (UGC).

### **AVAILABILITY OF LOW COST ACCESS DEVICE (LCAD) FOR USE OF ICT IN EDUCATION**

Even the best e-content cannot have a significant impact unless it reaches the vast majority of learners with ease, as and when they demand it. The Mission has funded

the development of Ultra Low Cost Computing Devices to enable students, wherever they may be access to education content. Indian Institute of Technology (IIT), Rajasthan has been released Rs.47.72 crores by the Ministry of Human Resource Development for the project pertaining to (a) Acquisition and Testing of Low Cost Access-cum-Computing Device and (b) Hardware and software optimization LCAD under the scheme of NMEICT.

The Low Cost Access-cum-computing Devices, 'AAKASH' was launched by Hon'ble HRM on 5.10.2011 at Vigyan Bhawan, New Delhi. Specifications of 'AAKASH' tablet PC are:

The 'AAKASH' tablet has 7" display with 800x480 pixel resolution. It runs on Android 2.2 Froyo Operating System and is powered by 700 MHz ARM Cortex A8 processor with Graphics accelator and HD Video processor. For internet connectivity it has inbuilt Wi-Fi support. The device has 2GB of storage memory, which can be extended upto 32 GB via micro SD. It has 256 MB RAM. The device supports document formats: DOC, DOCX, PPT, PPT, PPTX, XLS, XLSX, ODT, ODP and can run PDF viewer, Text editor. It has a 3200 mAh battery which can give 3 hours of backup depending upon usage. The device supports image viewer formats such as PNG, JPG, BMP and GIF. Supported audio formats are MP3, AAC, AC3, WAV and WMA. Supported video formats are MPEG2, MPEG4, AVI & FLV.

## **VIRTUAL LABS**

A strong laboratory component is at the heart of all the Engineering Disciplines. It is a challenging job to provide an effective lab experience to engineering students under several constraints, such as:

- Limited availability of costly equipment.
- Physical distances involved.
- Restricted, or no access to Labs beyond the regular lab-hours.
- Limited availability of expertise required to develop experiments and related study materials.
- Requirement for regular update of experiments as per current demand of the industry.

MHRD started Virtual Labs Project in 2009 under the National Mission on Education through ICT. The Virtual Labs project aims to address the above-stated issues and provide remote-access to laboratories in various disciplines of Science and Engineering through the Internet. These Virtual Labs are designed to cater to students at the undergraduate level, post graduate level as well as to research scholars of engineering and science.

## **EDUCATIONAL RESOURCE PLANNING**

ERP mission has been funded by MHRD. Its objective is to develop and then deploy the software services for the academic institutes of India. The system is built as set of loosely coupled software systems. Each of them allows authentication using openid server. Brihaspati-2 was taken and upgraded to Brihaspati-3 to provision for National LMS services. This service is currently operational at <http://brihasvn.iitk.ernet.in/>. Other services are available as Beta services at <http://brihwiki.iitk.ernet.in/>. The currently operational services include - Brihaspati-3 learning management system, Library Management System, Election Management System for students and other bodies within institutes. Some of the services have been built and tested within a institute and now under deployment phase as national service. These include online admission system, grant management system. Online examination system has been built and integrated as part of Brihaspati-3 and thus already deployed as National service. Currently, there are seventy one institutes having active account on Brihaspati-3 system. Also, five workshops have been conducted at different places in India and more will be done regularly to prepare key persons in every institute for further inducting the enterprise software systems for managing various academic and administrative activities.

## **NATIONAL LIBRARY AND INFORMATION SERVICES INFRASTRUCTURE FOR SCHOLARLY CONTENT (N-LIST)**

The "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", funded by the National Mission on Education through Information and Communication Technology (NME-ICT), provides for access to scholarly content to colleges, universities as well as centrally-funded technical institutions through its four distinct components, i.e. i) Subscription to UGC-INFONET e-resources for centrally-funded technical institutions (IITs, IISc, IISERs, NITs, etc.); ii) Subscription to INDEST e-resources for universities; iii) Access to e-resources for 12,000 Govt.-aided and non-aided colleges; and iv) National Monitoring Agency at the INFLIBNET Centre to manage access, monitor, promote and impart training to promote optimal usage of e-resources and for monitoring all activities involved in the process of providing effective and efficient access to e-resources to colleges.

The N-LIST project is being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre, Ahmedabad and the INDEST-AICTE Consortium, IIT Delhi under the overall guidance of Joint National Steering Committees of the two Consortia that guide and steer the activities of the N-LIST programme. The INFLIBNET Centre is also responsible for developing and deploying appropriate software tools and

techniques for authenticating authorized users so as to enable them to access e-resources.

The N-LIST programme provides access to more than 3,100 e-journals and 75,000 e-books to all degree colleges except colleges imparting education in engineering, management, medical, nursing, pharmacy and dentistry. As on 31<sup>st</sup> October, 2011, 2,096 colleges have registered themselves for the N-LIST programme including 1,920 eligible colleges. Log-in IDs and passwords have been issued to more than 2,17,729 individual users including faculty, students and researchers from the member colleges across the country. Registered users can access e-resources through proxy server installed at the INFLIBNET Centre. The project has since been honoured with three awards in the years 2010 and 2011, namely i) Jury Choice Award e-INDIA 2010; ii) The Manthan South Asia Award 2010 in Digital Learning Category for the year 2010; and iii) Skoch Digital Inclusion Award for Technology in Education for the year 2011.

### **PROVIDING e-BOOKS AND e-JOURNALS, HAPTIC DEVICES, e-LEARNING TOOLS**

The Mission supports the provision of free content in the form of premium e-books and e-journals over the net through 'Saakshat', the One Stop One Education Portal. This will empower students and learners to access the concepts on given topic across a large number of world class reference books and journals at the click of a button. Moreover, the Mission has special programme to encourage the development of vocational educational modules and use of haptic devices for 'Hands on' and online training.

### **EDUCATION SATELLITE (EduSAT) AND DIRECT TO HOME (DTH) PLATFORMS**

The aim of the Mission is to freely make available knowledge in the form of e-content to learners across the country. To do so, the Mission will harness the power and reach of all public channels such as Internet, Intranet, EduSAT for narrow casting TV signals and Direct to Home platform.

#### ***Points for Discussion:***

- 1. How could the States take a prominent role in content creation, translation and utilization?***
- 2. Issues in utilizing full provision for connectivity for Colleges and Universities – 25% contribution.***
- 3. Issues related to LCADs.***
- 4. Enhancing utilization of Virtual Labs, Nlist, ERP etc.***

## **AGENDA ITEM-9 : STATUS OF THE SUB-MISSION ON POLYTECHNICS FOR STATE**

In pursuance of Hon'ble Prime Minister's Independence Day speech on 15<sup>th</sup> August 2007, announcing the launch of a Mission on Vocational Education and Skill Development, Planning Commission had proposed that the Skill Development Mission would comprise four Sub-Missions including one on Polytechnics. The Sub-Mission on Polytechnics as approved by Cabinet is having the following components –

- i. Setting up of New Polytechnics
- ii. Strengthening of existing Polytechnics
- iii. Construction of Women's Hostels in Polytechnics
- iv. Scheme of Community Development through Polytechnics (CDTP)

The status of the Scheme at present is as follows –

### **1. Setting up of New Polytechnics**

#### **A) 300 Govt. Polytechnics**

Under this component, Government of India provides financial assistance to the State / UT Governments, limited to Rs.12.30 crores per polytechnic to meet the costs of establishing a Polytechnic in the unserved Districts i.e. which do not have any Government Polytechnic and also underserved districts, subject to the respective State / UT Governments providing land free of cost, meeting 100% recurring expenditure and also non-recurring expenditure beyond Rs.12.30 crores, if any.

#### **Present Status**

Out of 300 unserved / underserved districts to be provided financial assistance of Rs.12.30 crores during 11<sup>th</sup> 5 year Plan, 279 Districts have been provided partial financial assistance of Rs.1695.99 crores till 31.03.2012.

**Status of remaining 21 uncovered Districts (List at **Annex.1**) is as follows –**

- In respect of **2 Districts** of Andaman and **3 Districts** of Nagaland, the respective State Governments have expressed their inability to take up the Scheme.
- In respect of **5 Districts in Delhi**, the matter has been taken up with both the Lt. Governor of Delhi & Ministry of Urban Development for early allotment of land.
- The State Governments of the **remaining 11 Districts** in the States Manipur (**6**

**Districts)**, Arunachal Pradesh (**5 Districts**) of have yet to furnish their consent to implement the Scheme and meet recurring cost etc. Letters in this regard have been sent to Chief Ministers of the concerned States.

### **Action Points**

- State Governments to expedite the ongoing construction work for its early completion and submit expenditure & Physical progress in prescribed format to ministry to enable release further Installments.
- State Governments to initiate steps to sanction posts and recruit staff, and prepare a time table for start of classes if not already done and intimate progress to Ministry.
- States Governments/Administration of the 11 Districts & NCT of Delhi to indicate whether they would be able to take up the pending Polytechnics for establishment in the ensuing year.

### **B) 300 PPP Polytechnics**

300 Polytechnics are to be set in Public Private Partnership mode to be managed by an Institute Management Committee comprising representatives of State Governments private Partner & Central Government, after executing an MoU between the 3 parties. Preference is to be given to Industry partners in this project.

### **Action Points**

State Governments may kindly ensure that preference is given to Industry for selection of Private Partners while recommending proposals to AICTE under PPP mode.

## **2. Strengthening of existing Polytechnics**

Under this scheme, financial assistance is provided by Government of India to upgrade infrastructure facilities of 500 existing diploma level public funded polytechnics by (i) providing financial assistance for modern equipment and replacement of obsolete equipments, (ii) providing modern facilities for application of IT in teaching, learning and testing processes and (iii) introduction of new diploma courses. The Scheme provides financial assistance to 500 polytechnics during XI Plan period, subject to a maximum of Rs.2 crores per Polytechnics.

### **Present Status**

500 Polytechnics have been provided partial financial assistance of Rs.236.00 crores under the Scheme till 31.03.2012.

### **Action Points**

- State Governments to expedite the submission of UC which maybe pending from Polytechnics in their state which availed 1<sup>st</sup> Installment of grant in prescribed format, to enable release of 2<sup>nd</sup> Installment.
- State Governments may monitor the implementation of the Scheme in those Polytechnics where 2<sup>nd</sup> Installment of grant has been released and ensure implementation is done as per the list approved by the concerned regional NITTTRs. The funds for 2<sup>nd</sup> Installment have been transferred to State Governments for further release to Polytechnics in 2011-12.
- Ministry will organize further meeting to finalize the proposals for release of 2<sup>nd</sup> Installment in cases which have not been covered so far, subject to Polytechnics submitting the the progress of utilization of 1<sup>st</sup> Instalment already released alongwith UC. State Governments may if they desire, recast those proposals not covered so far for 2<sup>nd</sup> Instalment, before they are considered by the Evaluation Committee, keeping in view recent advancements and Technology upgradation.

### **3. Construction of Women's Hostels in Polytechnics**

In order to enhance women enrolment in polytechnic education, the Scheme of Construction of Women's Hostels envisages a one-time financial assistance subject to a maximum of Rs.1.00 crore for each polytechnic, to be provided to 500 existing AICTE approved Government / Government aided Polytechnics during the XI Plan Period for the construction of women's hostel in polytechnics.

### **Present Status**

487 Polytechnics have been provided partial financial assistance of Rs.219.45 crores under the Scheme till 31.03.2012 for construction of Women's Hostels at these Polytechnics.

### **Action Points**

- State Governments to expedite the submission of UC for 1<sup>st</sup> Installment which maybe pending from Polytechnics in their state in prescribed format, along with

Status of Building Construction, name of agency, Photographs etc to enable release of 2<sup>nd</sup> Installment. 2<sup>nd</sup> installment will be considered for all those Polytechnics which have utilized at least 50% of 1<sup>st</sup> installment and submit UC along with Physical progress data.

- State Governments may monitor the implementation of the Scheme in those Polytechnics where 2<sup>nd</sup> Installment of grant has been released The funds for 2<sup>nd</sup> Installment have been transferred to State Governments for further release to these Polytechnics in 2011-12.

#### **4. Scheme of Community Development through Polytechnics (CDTP)**

The Scheme of Community Development through Polytechnics (**CDTP**), aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses will be offered by the Polytechnics in its premises, as well as through extension centres, to be set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification.

##### **Present Status**

518 Polytechnics have been provided financial assistance of Rs.128.15 crores to implement the Scheme till 31.03.2012. As per available reports, 1.50 lakh persons have availed training under the scheme during financial year 2011-12 till 29.02.2012 against the target of 1.20 lakh trainees for the year. During the year 2012-13, a target of 1.50 Lakh Trainees has been fixed for the programme.

##### **Action Points**

- The grant for implementing the CDTP Scheme has been released to respective State Governments from 2011-12 for further release to Polytechnics. The State Governments may kindly ensure release of sanctioned funds to implementing Polytechnics in timely fashion to enable smooth implementation of the Scheme.
- Ministry has invited proposal from State Governments / Polytechnics interested in participating in the Scheme and having sufficient infrastructure. The letter & format for submitting proposal is given on the Ministry's web-site. **Last date for**

**submission of application is 16.04.2012.** State Governments may recommend and forward the proposals from their State at the earliest.

- The Prime Minister's Office is monitoring the monthly progress of the training programs under the CDTP Scheme. State Governments may kindly instruct the Polytechnics in their State to submit the data to respective NITTTRs of their region to enable compilation of a report in the matter.
- The State Governments may forward the utilization position and UC/Physical progress under the CDTP Scheme for grants released in 2011-12 from each implementing Polytechnic as per formats prescribed in the Scheme's guidelines.
- The 4 NITTTRs at Bhopal Chandigarh, Chennai & Kolkata are the regional resource Institutions for the CDTP Scheme and they will be organizing the annual workshops to plan the Scheme's activities for 2012-13. The State Governments may kindly co-ordinate with these Institutions and take required assistance from them to plan the activities of their State Polytechnics under CDTP Scheme and also collect required documents such as UCs etc.

**List of 21 out of 300 Districts not provided grants under Scheme of Setting up of Polytechnics**

	<b>DISTRICTS</b>
<b>DELHI</b>	
	North
	North East
	Central
	West
	New Delhi
<b>ARUNACHAL PRADESH</b>	
	Tawang
	East Kameng
	Upper Subansiri
	Upper Siang
	Dibang Valley
<b>NAGALAND</b>	
	Peren
	Longleng
	Kiphre
<b>MANIPUR</b>	
	Tamenglong
	Churachandpur
	Thoubal
	Imphal East
	Ukhrul
	Chandel
<b>ANDAMAN &amp; NICOBAR</b>	
	Nicobars
	Middle & North Andaman

## **AGENDA ITEM-10 : SCHOLARSHIPS AND STUDENT FINANCIAL ASSISTANCE**

Imperfections in capital markets limit the ability of individuals to borrow sufficiently for tertiary education, thereby hindering the participation of meritorious but economically disadvantaged groups. Hence, a large scale expansion of student financial assistance, so that all aspiring learners to be provided an opportunity to take up higher education irrespective of his or her economic status. In other words, no potential learner/student must be denied access to higher education because of his/her inability to afford it. Large scale expansion of student financial assistance through several interventions, such as, creation of a credit loan guarantee authority to provide student loans & guarantees thereof, subsidy on interest loans, student-driven scholarships with a means-blind approach are multi-pronged strategies needed.

NSSO 64<sup>th</sup> round (2007-08) estimated that 21% of the persons had cited financial constraints as reasons for not pursuing education beyond secondary class. This brings in sharp focus the fact that without demand side financing; our efforts at enhancing GER may not succeed.

### **Central Sector Scheme of Scholarship for College and University Students**

The Department of Higher Education, Ministry of HRD operates the Central Sector Scholarship Scheme for College and University Students. The aim of the Scheme is to provide financial assistance to meritorious students from poor families to meet their day to day expenses while pursuing higher studies and professional courses.

From the academic year 2010-11, the eligibility criteria has been revised from 80% to students who are above the 80<sup>th</sup> percentile in the relevant stream for a particular Board of Examination, in class XII of 10 + 2 or equivalent. Students belonging to families where income is below Rs.4.5 lakh per annum and pursuing degree/professional courses from recognized institutes/colleges are eligible to apply for scholarships under this scheme. Every year 82000 fresh scholarships are awarded, of which 50 % are reserved for girls. There will also be reservation as per Reservation Policy of the Government, subject to internal earmarking.

The rate of scholarship is Rs.10,000 per annum for the first three years of graduate level studies and Rs.20,000 per annum for post-graduate level studies and 4<sup>th</sup> and 5<sup>th</sup> year of professional courses. The scholarship will be paid for 10 months in an academic year. The scholarship is remitted directly into the bank accounts of the selected students.

**Action Point:** The **State Education Board** may be requested to send the Utilization Certificates for the funds sanctioned and also the Eligibility Lists for Fresh scholarships for the current year, if not already done.

\*\*\*\*\*

### **SPECIAL SCHOLARSHIP SCHEME FOR JAMMU & KASHMIR.**

An Expert Group was constituted under the Chairmanship of Dr. C. Rangarajan to formulate job plan for the State of Jammu & Kashmir. This Expert Group recommended four initiatives one of which is provision of the Special Scholarship Scheme for J&K (SSSJ&K). The aim is to encourage the J&K youths to take advantage of the education facilities in the rest of the country. One way to do this is to give financial support through a special scholarship scheme for J&K. On the one hand, the scholarships would enable the youths to optimize their full academic potential and turn to productive activity, while on the other, these would give the J&K youth an opportunity to interact and bond with their counterparts in the rest of the country. This scholarship scheme would be in addition to the existing scholarship schemes and would be applicable for courses in all government colleges/universities, engineering institutions, medical colleges and some select private institutions. The scholarship would be provided from bachelor level in general courses, up to the 4<sup>th</sup> year of studies in engineering and up to 5<sup>th</sup> year of studies in medical courses, i.e. the duration of scholarship would be 5 years. Five thousand fresh scholarships per annum will be awarded for the next five years. Out of these, 4500 scholarships (90%) would be for general degree courses, 250 for engineering (5%) and 250 for medical studies (5%). This scheme would benefit 25000 students at the end of 5 years.

Eligibility:- Students securing admission into institutions located outside the State of J&K, through normal selection process having parental income below Rs.4.5 lakh per annum, would be eligible.

**Action Point:** The scheme may be publicized so that students from J&K studying in the State may apply for this scholarship.

\*\*\*\*\*

### **Scheme of Scholarship for students studying Hindi in Non-Hindi Speaking States**

This Non-Plan Scheme was started since 1955-56 with the objective of encouraging the study of Hindi in Non-Hindi Speaking States and to make available to the Government of these States, suitable personnel to man teaching and other post where knowledge of Hindi is essential.

The Scheme was revised from 2004-2005.

Under the Revised Scheme, 2500 Scholarships are provided to meritorious students from Post-matric to Ph.D Level in recognized full-time courses with Hindi as one of the subjects. Each State /UT has been allocated a quota of scholarships.

Only those candidates whose mother tongue is NOT Hindi and who belong to any of the following Non-Hindi Speaking States/Union Territories will be eligible for the scholarship:

Andhra Pradesh, Assam, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Sikkim, Tamil Nadu, Tripura, West Bengal, Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Goa, Daman & Diu, Lakshadweep, Mizoram and Puducherry.

**Action Point:** Proposals may be sent by the States covered under this Scheme, for sanction of funds.

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## **AGENDA ITEM-11: ALL INDIA SURVEY ON HIGHER EDUCATION**

1.1 The Government has accorded high priority to the development of social sector and for this purpose a number of flagship programmes are being implemented to build the social infrastructure, especially in the area of education. However, in the absence of an effective institutional mechanism, the statistics reflecting the outcomes of these initiatives of the Government become available only after a considerable time lag and with a number of limitations.

1.2 In view of this an effective institutional system needs to be evolved to get the timely and quality data on the progress achieved in the social sector including education sector, which is having implications for human development. In view of this MHRD has initiated an All India Survey on Higher Education to build a database and to assess the correct picture of higher Education in the country.

1.3 A Task Force has been constituted under the chairmanship of Chief Secretary, Government of Chhattisgarh, with Representatives from MHRD, UGC, AICTE, MCI, IASRI, CSO, Universities, State Higher Education Departments etc as members, to lay out the modalities and proper conduct of the survey. The Task Force finalized the Data Capture Format, took the decisions to entrust the administrative, financial and organisational responsibility of Main Survey to National University of Education Planning and Administration (NUEPA) and finalized the format of reports to be generated from the data collected under the Survey. Statistics Division of MHRD has been given the responsibility for providing Technical support for the survey. Software support is being provided by NIC.

1.4 Through this survey an effort has been made to Standardize the data capture formats and remove the multiplicity of agencies for collection of data.

## **2. COVERAGE OF INSTITUTIONS**

2.1 All the Institutions of Higher Learning (i.e. all institutions offering courses or programmes of Study of a duration of 9 months or longer, leading to a Degree, Diploma or other awards) which includes

- Universities (Central, State, Private, Deemed) including Open Universities
- University Level Institutions - Institutions of National Importance/ Institutions established under State Legislature Act
- Colleges affiliated with Universities

- Stand-alone Institutions (not affiliated with Universities) e.g. IIMs, Polytechnics, Diploma Level Teacher Training Institutes, Nursing Institutes etc.

### 3 PREPARATION OF LIST

3.1 The most important and phenomenal task of the survey was to prepare the list of all the higher education institutions in the country. The list of all the Universities and Stand-Alone Institution (diploma level institution under control of various councils e.g. Polytechnics) has been prepared by MHRD by adopting the following methodology

- Consulting the websites of the States Departments, Ministries and Institutions.
- Writing to all the Central Ministries, Councils and State Governments for providing the list of Institutions under their control.

Thereafter an exhaustive list has been prepared by removing the duplication. The list is being updated during the survey also.

3.2 College list is being dynamically generated through University during the survey. **As soon as the university uploads its form on the portal, college list is automatically populated in the data-base which is an important feature of the survey.**

### 4. ORGANISATION OF THE MAIN SURVEY

4.1 A portal (<http://aishe.gov.in> or <http://aishe.nic.in>) has been developed for collection & compilation of the data.

4.2 UGC has written to all the Universities to nominate a nodal officer for the University as well as colleges. Main Survey has started in the month of August, 2011 with the letters issued by NUEPA to all the Universities to upload its data and facilitate data submission by its colleges.

4.3 All the Institutions covered under survey have to register on the Portal for downloading/ uploading of the form. Portal can be accessed only by authentic users.

4.4 Nodal department/officer has been identified in each State for coordinating the survey. He/ She can monitor the progress and give the registration approval (for accessing the portal) to stand-alone Institutions in the State. Under State nodal

department, there can be 3 nodal officers one each from Directorate of Technical Education (for Polytechnics), SCERTs (for DIETs) and State Nursing Council.

4.5 Nodal Officer appointed by the University has to upload the data in respect of University, co-ordinate and guide the colleges in uploading the data in DCF-II. University has the facility to download DCF-II in respect of its Colleges or Off-Campus centers and upload the same from its user id. In view of this, the role of University, particularly affiliating university, becomes more important.

4.6 Following documents have been prepared by MHRD for the ease of Institutions

- Item-wise Instruction Manual to fill up the Data Capture Formats (DCF). It includes concepts and definitions of various terms used in the survey.
- Guidelines for the three types of Institutions (Universities, colleges & Stand-Alone Institutions) and State Level Nodal Officers.
- Doubts and clarifications for quick reference for filling up the DCFs.
- Common Problem for accessing the Portal.
- Guidelines for the three types of Institutions (Universities, colleges & Stand-Alone Institutions) and State Level Nodal Officers were prepared.

All these documents have been placed on the AISHE portal.

4.7 An interesting feature of survey is that unlike other surveys, **the Data Capture Format is dynamic**. E-version of DCF expands according to the structure/size (Number of Faculties/Departments, Programmes, etc.) of the university. It has been tested in the field and the mandatory information required in the DCF, are available in the records of the university.

4.8 Since, such online survey is being undertaken for the first time, Institutions needs to be explained its purpose and procedure. These are explained through workshops. Technical details about the management of the Portal, downloading the form, filling up the form and uploading it on the portal are discussed in the workshop.

## 5. REPORT GENERATION

5.1 Reports are being prepared dynamically as soon as the data is uploaded on the portal. Two types of reports are generated, one with pre-defined format and other are custom Reports. List of Reports with Pre-defined format is given in Annexure-I.

5.2 There is a provision that all the States can see the State-specific reports and some general reports of All India level on the AISHE portal itself and can use it for their policy making.

## **6 PRESENT STATUS ON PROGRESS OF THE SURVEY**

6.1 As on 23.03.2012, 479 Universities, 3303 colleges and 3026 Stand-alone Institutions have registered on the AISHE portal which is mandatory for accessing the portal and uploading the filled in form. Out of these, 247 Universities, 1677 Colleges and 1345 Stand-Alone Institutes have uploaded data. A list of 14508 colleges has dynamically been prepared with the form uploaded by the Universities. State-wise details are given in Annexure-II.

6.2 Except one Private University, Mizoram has completed the Survey work. It may be appreciated that the nodal officer of Mizoram university took the responsibility of coordinating the survey in the State voluntarily and Mizoram is the first State where the Survey is completed. This has been done without any workshop in the State. Survey work of Polytechnics has been completed in Karnataka and Chhattisgarh.

## **7 ISSUES WITH STATES**

7.1 There is Very Good response from most of the States. Most of the States have nominated nodal department/ agency for coordinating the Survey. However, Madhya Pradesh, Jharkhand, Haryana, Punjab & Chandigarh have not yet assigned this task to any Department in the State.

7.2 A few States although nominated nodal Department/ Agency has not made much effort in completing the survey. These can be seen from the progress given in Annexure-II.

7.3 States are requested to make all efforts so as to complete the survey by 31<sup>st</sup> May, 2012.

## **LIST OF PRE-DEFINED REPORTS**

### **BASIC INFORMATION**

1. UNIVERSITY
2. COLLEGE
3. STAND ALONE INSTITUTION

### **LIST OF INSTITUTIONS**

1. STATE-WISE, DISTRICT-WISE LIST OF UNIVERSITIES & ITS ATTACHED INSTITUTIONS
2. STATE-WISE, DISTRICT-WISE LIST OF STAND-ALONE INSTITUTIONS

### **NUMBER OF INSTITUTIONS**

1. STATE-WISE NUMBER OF INSTITUTIONS
2. STATE-WISE NUMBER OF INSTITUTIONS-URBAN
3. STATE-WISE NUMBER OF INSTITUTIONS – RURAL
4. STATE-WISE SPECIALISATION-WISE NUMBER OF INSTITUTIONS
5. STATE-WISE NUMBER OF COLLEGES BY RECOGNISATION
6. STATE-WISE NUMBER OF STAND ALONE INSTITUTIONS BY RECOGNISATION
7. TYPE-WISE NUMBER OF INSTITUTIONS ATTACHED WITH UNIVERSITY
8. MANAGEMENT-WISE NUMBER OF INSTITUTIONS ATTACHED WITH UNIVERSITY
9. STATE-WISE NUMBER OF UNIVERSITY OFFERING EDUCATION THROUGH DISTANCE MODE

### **DISCIPLINE**

1. INSTITUTION-WISE LIST OF PROGRAMMES & DISCIPLINE

### **TEACHING STAFF**

1. STATE-WISE & POST-WISE NUMBER OF MALE & FEMALE TEACHER
2. STATE-WISE & CATEGORY-WISE NUMBER OF MALE & FEMALE TEACHER

3. POST-WISE NUMBER OF MALE & FEMALE TEACHER IN UNIVERSITY
4. CATEGORY-WISE NUMBER OF MALE & FEMALE TEACHER IN UNIVERSITY
5. POST-WISE NUMBER OF MALE & FEMALE TEACHER IN INSTITUTION
6. CATEGORY-WISE NUMBER OF MALE & FEMALE TEACHER IN INSTITUTION
7. POST-WISE NUMBER OF MALE & FEMALE TEACHER IN VARIOUS TYPES OF UNIVERSITIES
8. CATEGORY-WISE NUMBER OF MALE & FEMALE TEACHER IN VARIOUS TYPES OF UNIVERSITIES
9. FACULTY & DEPARTMENT-WISE NUMBER OF MALE & FEMALE TEACHER IN EACH INSTITUTION

### **NON-TEACHING STAFF**

1. STATE-WISE & POST-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
2. STATE-WISE & CATEGORY-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
3. UNIVERSITY-WISE & POST-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
4. UNIVERSITY-WISE & CATEGORY-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
5. INSTITUTION-WISE & POST-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
6. INSTITUTION-WISE & CATEGORY-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
7. UNIVERSITY TYPE-WISE & POST-WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF
8. UNIVERSITY TYPE-WISE & CATEGORY -WISE NUMBER OF MALE & FEMALE NON-TEACHING STAFF

### **STUDENT ENROLMENT**

1. STATE-WISE & LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT
2. STATE-WISE & LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT THROUGH DISTANCE MODE OF EDUCATION
3. STATE-WISE & LEVEL-WISE MALE & FEMALE STUDENT ON ROLL IN DISTANCE MODE OF EDUCATION
4. STATE-WISE & LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT IN SELF-FINANCING MODE

5. STATE-WISE & MANAGEMENT-WISE MALE & FEMALE STUDENT ENROLMENT
6. LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT IN UNIVERSITY
7. LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT IN VARIOUS TYPES OF UNIVERSITIES
8. INSTITUTION-WISE & LEVEL-WISE MALE & FEMALE STUDENT ENROLMENT
9. STATE-WISE & CATEGORY-WISE MALE & FEMALE STUDENT ENROLMENT
10. CATEGORY-WISE MALE & FEMALE STUDENT ENROLMENT IN UNIVERSITY
11. CATEGORY-WISE MALE & FEMALE STUDENT ENROLMENT IN VARIOUS TYPES OF UNIVERSITIES
12. INSTITUTION-WISE & CATEGORY-WISE MALE & FEMALE STUDENT ENROLMENT
13. STATE-WISE & LEVEL-WISE INTAKE AND STUDENT ENROLMENT IN 1ST YEAR
14. DISCIPLINE GROUP & LEVEL-WISE STUDENT ENROLMENT
15. DISCIPLINE GROUP & PROGRAMME-WISE STUDENT ENROLMENT
16. DISCIPLINE GROUP & PROGRAMME-WISE STUDENT ENROLMENT - MALE
17. DISCIPLINE GROUP & PROGRAMME-WISE STUDENT ENROLMENT - FEMALE

### **GENDER RATIO**

1. STATE-WISE & CATEGORY-WISE GENDER RATIO FOR STUDENT
2. STATE-WISE & LEVEL-WISE GENDER RATIO FOR STUDENT
3. STATE-WISE & LEVEL-WISE GENDER RATIO IN SELF-FINANCING MODE
4. STATE-WISE & MANAGEMENT-WISE GENDER RATIO FOR STUDENT
5. LEVEL-WISE GENDER RATIO FOR STUDENT IN UNIVERSITY
6. LEVEL-WISE GENDER RATIO FOR STUDENT IN VARIOUS TYPES OF UNIVERSITIES
7. INSTITUTION-WISE & CATEGORY-WISE GENDER RATIO FOR STUDENT
8. INSTITUTION-WISE & LEVEL-WISE GENDER RATIO FOR STUDENT
9. DISCIPLINE GROUP & LEVEL-WISE GENDER RATIO FOR STUDENT
10. PROGRAMME-WISE GENDER RATIO FOR STUDENT

### **OUT-TURN**

1. STATE-WISE & LEVEL-WISE OUT-TURN
2. LEVEL-WISE OUT-TURN IN UNIVERSITY

3. LEVEL-WISE OUT-TURN IN VARIOUS TYPES OF UNIVERSITIES
4. LEVEL-WISE OUT-TURN IN INSTITUTIONS
5. DISCIPLINE GROUP & LEVEL-WISE OUT-TURN
6. PROGRAMME-WISE OUT-TURN

### **FINANCIAL**

1. INSTITUTION-WISE RECEIPTS & EXPENDITURE
2. INSTITUTION-WISE EXPENDITURE PER STUDENT

### **INFRASTRUCTURE**

1. INSTITUTION-WISE AVAILABILITY OF INFRASTRUCTURE

### **PUPIL TEACHER RATIO**

1. STATE-WISE PUPIL TEACHER RATIO IN DIFFERENT TYPES OF INSTITUTIONS

### **GROSS ENROLLMENT RATIO**

STATE-WISE -- CATEGORY & SEX – WISE (To be calculated manually from the tables generated)

## Annexure II

as on 30/3/12, 12:44 PM

## State-wise Details of Filled-in Form

State	University	College	Stand-Alone	Total University	% Completion	Total Colleges*	% Completion
Andaman & Nicobar			1	0			
Andhra Pradesh	11		30	46	23.9	784	0.0
Arunachal Pradesh	1			3	33.3	17	0.0
Assam	4	24		9	44.4	443	5.4
Bihar	15	67	1	21	71.4	458	14.6
Chandigarh	1			3	33.3		
Chhattisgarh	5	9	28	15	33.3	181	5.0
Daman & Diu		1	1	0		3	33.3
Delhi	9	5	12	26	34.6	85	5.9
Goa			1	1	0.0		
Gujarat	32	1006	122	36	88.9	1987	50.6
Haryana	9	7	15	22	40.9	418	1.7
Himachal Pradesh	12	33	19	18	66.7	298	11.1
Jammu & Kashmir	3		1	11	27.3		
Jharkhand	3		1	12	25.0	36	0.0
Karnataka	25	180	529	43	58.1	2577	7.0
Kerala	5	19	125	16	31.3	633	3.0
Madhya Pradesh	10			27	37.0	192	0.0
Maharashtra	21	207	367	44	47.7	2258	9.2
Manipur	1			3	33.3	77	0.0
Meghalaya	3		5	9	33.3	60	0.0
Mizoram	1	28	9	3	33.3	28	100.0
Nagaland	1	13		4	25.0	77	16.9
Odisha	3			18	16.7	120	0.0
Puducherry	1	22	4	4	25.0	83	26.5
Punjab	8	3	15	17	47.1	284	1.1
Rajasthan	10		21	44	22.7	450	0.0
Sikkim	2	4	1	6	33.3	15	26.7
Tamil Nadu	20	60	106	59	33.9	1004	6.0
Tripura	1	4	1	3	33.3	35	11.4
Uttar Pradesh	22	105	13	58	37.9	2911	3.6
Uttarakhand	6			19	31.6	11	0.0
West Bengal	10	16	4	26	38.5	621	2.6
<b>Grand Total</b>	<b>255</b>	<b>1813</b>	<b>1432</b>	<b>626</b>	<b>40.7</b>	<b>16146</b>	<b>11.2</b>

\* Total Number of Colleges relates to only those universities which have uploaded their form on the Portal