Ministry of Human Resource Development

Presentation on

Teacher Education and the

Proposed National Mission on Teachers and Teaching (NMTT)
Issues of Convergence in Teacher Education

❑ **Revision of B.Ed Curriculum by Universities**

  • One of the key recommendations of the Justice Verma Commission pertains to the re-designing of the current Teacher Education Programs, in accordance with NCFTE, 2009.

  • As per information of NCTE, there are around 320 Universities in India that offer Teacher Education courses and around 95 Universities have revised the B.Ed. curriculum and 29 are in the process of revision.

  • Information from rest of the Universities is awaited and UGC may furnish updated information in this regard.

  • 21 States have aligned their D.El.Ed. program with NCFTE, 2009.

❑ **Issues related to Affiliating norms.**

❑ **NAAC Accreditation.**

  • At present, the NAAC is continuing with the accreditation of Teacher Education Institutions.
Issues of Convergence in Teacher Education

• Need for Universities to Institute Teacher Learning Centres as part of all Teacher Education Programmes.

• Teacher Education (TE) should be made a part of Higher Education System and duration of TE programmes may be enhanced:
  - bringing Diploma programmes (2 year D.El.Ed after +2) within the University system.
  - commencement of longer duration integrated programmes and enhancing duration of B.Ed/ M.Ed to 2 years would require collaboration between the University system and the NCTE.

• The Institutional capacity should be increased for preparation of Teacher Educators. Need to make the Masters in Education programme of 2-year duration with the provision for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education.

- Continuous professional up-gradation of teacher educators.
Proposed National Mission on Teachers and Teaching (NMTT) in XII Five Year Plan

- A National Mission on Teachers and Teaching would be launched.
- Issues of teacher education are dealt holistically
- Recognise the central role of teachers in improving academic quality,
- Sub-mission on higher education would pool all the ongoing initiatives and new initiatives on faculty development under one umbrella for their implementation and better monitoring
- Sub-mission on school sector would focus on expanding the capacity for preparation of teacher educators by setting up 40 Schools of Education in the university system
CABE Committee on NMTT

- The CABE Committee on National Mission on Teachers and Teaching under the Chairmanship of Dr. Shashi Tharoor, then Minister of State, MHRD submitted its Report giving recommendations on seven major thrust areas-
  - Enhancing the availability of teachers;
  - Ensuring continuing professional development opportunities;
  - Development of guidelines/frameworks for the improvement of the existing institutional structures and processes for professional development of teachers;
  - Formulating strategies for attracting and retaining talented youth into the teaching profession; significantly raising the social and professional status of teachers;
CABE Committee on NMTT

• Formulating strategies for attracting and retaining teachers from Scheduled Castes, Scheduled Tribes, OBCs and Minority communities;

• Formulating guidelines for recruitment of and provision of necessary facilities for differently-abled teachers in educational institutions to make education inclusive across all levels; and

• Enhancing quality of teaching, teacher education and teacher training and use of technology;
Existing Schemes and ongoing initiatives

• Under Department of School Education and Literacy, the Centrally Sponsored Scheme of Teacher Education Scheme revised for the XII Plan in March, 2012 and approved outlay is Rs 6305.45 cr. for XII Plan - Centre State sharing in the ratio of 75:25 (90:10 for NER).

• Under Department of Higher Education, several ongoing activities & initiatives by:
  – UGC, AICTE, IIM’s, TEQIP, Central Universities, NITTTR’s,
  – NMEICT Mission,
  – New CSS of RUSA.

• There are also schemes/initiatives undertaken for human resource development under Departments of Science and Technology and Information Technology.
Outcomes

• Create 40 Schools of Education;

• Create around 10,000 Ph.Ds;

• Create an additional mass of about one lakh school/college/university teachers as the critical pool of human resources; sector-wise and discipline-wise by 2020; so as to improve the faculty-student ratios;

• Within the one lakh ensure adequate numbers of SC, ST, OBC, Minorities and Women are inducted;

• Create a sufficient base of teacher educators and promote excellence in faculty for academic leadership positions;

• Create new institutional structures for specialized programmes and meet the gaps in capacity building for teaching learning development, curriculum, assessment, academic leadership, policy research and specialized inter-university centres;

• Create around 50 subject based networks in different disciplines.
Strategies

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 through existing and new institutional structures, new academic programmes & courses, strengthening post-graduate and doctoral programmes, pre-scheduling year long training calendars, online training;

Project based activities:
ICT based training, training of Maths, Science, Language teachers for schools, Core science & engineering courses in technical education, general courses in social science, humanities and vocational courses.
Integrated Model of Teacher Training

- RIE, Indian Institute of Teacher Education (IITE), and some State Universities offer Four-year integrated course on teacher education- B.Sc./BA + B.Ed.

- Each course has outlined Clear objectives with specific outcomes.

- Mode of transaction- Assignment, Project work, Face to face interaction with counselor, Group discussion and Survey study and List of Reference Books are also included.
Major Components

I. Institutional Oriented
• Creation of New Institutional Arrangements
  (i) Schools of Education (40 Nos.)
  (ii) Centres of Excellence in Teaching and Learning Development (55)
  (iii) Inter-University Centres for Teacher Education
• Rejuvenating Existing Departments of Education in State Universities

II. Individual Oriented
 (i) Increasing number of teachers/faculty - Target 10,000 Ph.Ds
 (ii) Innovations, Awards and Teaching Resource Grant/Support for faculty
Major Components

III. Networks and Alliances

(i) Subject Networks for Curricular Renewal and Reforms
(ii) National Resource Centre for Education /Higher Education Academy

IV. Academic Leadership

(i) Institutes of Academic Leadership (5 Nos.)
(ii) Centres of Education Management (5 Zonal centres)

V. Policy Research

(i) Centre for Policy Research
(ii) Research surveys and studies
(iii) Workshops & Seminars
Proposed Outlay

• It is a Central Sector Scheme, fully funded by the Government of India.

• In the Twelfth Five Year Plan, NMTT has an approved outlay of Rs.1700 crore.

• In the Annual Plan 2014-15, an amount of Rs.100 crore has been provided.
THANK YOU
INFRASTRUCTURE REQUIREMENTS OF NEW IITs, IIITs, NITs, IIMs, SPA
Infrastructure Issues of IITs

IIT-Indore:

• The Govt. of M.P. has allotted 501.42 acres of land for permanent campus, out which 200 acres is yet to be officially handed over by the Forest Department to the Institute.

• 2.12 acres yet to be mutated in the name of IIT-Indore.

• 96% boundary wall has been completed. The remaining could not be completed due to resistance and threat from unduly persons assisted by local political elements.

• Approval for Solid Waste Disposal is required from Indore Municipal Corporation.

• Clearance from M.P. Pollution Control Board required.

IIT-Mandi:

• Better and faster road connectivity through Mandi-Katindi-Kamand link road to the National Highway NH21 & NH20 with alternate road route to Mandi through Uhl valley. The agencies, Director (Technical Education), Forest Department (both at State & Center) have been approached repeatedly to expedite the matter.

• Delay in transfer of land allocated to the Institute resulting in wait for definition of Institutional area and enabling rights needed to restrain trespassers.
IIT-Bhubaneswar:

- Private land acquisition of about 21 acres under Jatni Tahasil covering Khudupur, Kansapada, Podapada, Goradharmasagar and Arugul under Jatni Tahasil;
- Dispute on lease of lands of about 2.80 acres and relocation of 15 houses constructed under Indira Awas Yojana;
- Identification of about 100 acres of land in Puri district for compensatory afforestation for Forest Land Diversion
- Finalization of regular lease in favour of the Institute for all the allotted land etc.

IIT-Gandhinagar:

- Institute has been given about 200 acres of land, of which a substantial part consists deep ravines that can not be utilized for construction and this puts a severe limit of the future expansion of the institute.
- More land in the vicinity of the allotted land is critically needed. IIT-GN is regularly pursuing with the Government of Gujarat for additional land.
Infrastructure Issues of IIITs

- IIIT Kottayam, Kerala has finalized the land, but the land has not yet been handed over to the IIIT Kottayam Society due to delay in acquisition by more than a year.

- MoA of IIIT Tripura not signed as the bank guarantees have not come from the Industry Partner(s).

- Goa, Orissa, Punjab, Bihar, Chhattisgarh and J&K not able to get industry partners; these states have not forwarded their DPR.

- **IIIT, Surat, Gujarat** – Despite two reminders, clarification regarding Industry Partner(s) has not been received.

- **IIIT Bhopal, Madhya Pradesh** – The State Govt. has been requested to find another private Industry Partner alongside Madhya Pradesh Mineral Development Corporation for fruitful industry academia partnership.

- Kerala, West Bengal, Haryana and Assam have demanded reservation for State students in the proposed IIIT in PPP mode.
Infrastructure Issues of New NITs

During 2009 (XI plan), 10 new NITs have been established, 08 in Non-NIT States and 02 in UTs of Delhi and Puducherry. Land for permanent campuses was earmarked for all. However, the physical transfer of land is yet to be done by the respective State Govts.

- **NIT - Delhi**: Government of Delhi already paid Rs.158 core to DDA for transfer of land earmarked at Narela for permanent campus of NIT – Delhi. DDA now demanded Rs.18 crore towards interest due to belated payment of premium amount by the Delhi Government.

- **NIT – Goa**: Government of Goa was requested repeatedly for transfer of land earmarked at Cuncolim. State Government of Goa not transferred the land due to its constant demand of exclusive 50% reservation for domicile of Goa State only.

- **NIT – Sikkim**: Government of Sikkim was requested repeatedly for transfer of land earmarked at Khamdong. The response of the State Government is still awaited.

- The issue of transfer of land has repeatedly been taken up with the State Government at Chief Secretary as well as Hon’ble CM level.
In addition to the issue of transfer of land in NITs – Delhi, Goa and Sikkim, there are some other issues in two NITs.

- **NIT – Arunachal Pradesh**:
  Govt. of Arunachal Pradesh is requested to provide smooth motorable road from Yupia (temporary campus) to Jote.

- **NIT – Mizoram**:
  Govt. of Mizoram is requested to provide road, electricity and water connections at the permanent campus located at Lengpui to further facilitate the construction activities.
Infrastructure Issues of IIMs

IIMs (7 new IIMs)

- **Rohtak:** Change of Land Use certificate issued on **09.06.2014**. The institute is submitting the Change of Land Use Certificate (CLU) to the SEIAA (the State Environment Impact Assessment Authority) for environment clearance.

- **Udaipur:**
  (i) The allotted land is under peripheral control belt as per master plan 2022 and to establish institute in periphery control belt the NOC from High Court, Jodhpur is pending since 1 year.
  (ii) State Government may intercede with UIT (Udaipur Improvement Trust) & Advocate General of Rajasthan for NOC for IIM Udaipur similar to already provided to IIT Jodhpur.

- **Ranchi:** Land not allocated. Government of Jharkhand has approved 94.36 Acre. 4.22 acre of Raiyati land still to be acquired
Infrastructure Issues of SPA - VIJAYAWADA

School of Planning and Architecture – Vijayawada (SPAV) was established on 07.07.2008 by the Ministry of HRD.

**Land Transfer Issue**
So far, land measuring 9.66 acres only has been transferred by the State Government against the projected land of 63.23 acres offered, initially.

**Solution**
Transfer of additional land measuring 73.29 acres identified near Gannavaram Airport, Vijayawada.

**Status**
A request has been made to the Government of Andhra Pradesh to expedite the proposal to allot 73 acres.
TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME (PHASE – II)

June 17, 2014
TEQIP (PHASE-II)

• “Centrally Sponsored Scheme” (CSS), aided by the World Bank

• 190 competitively selected engineering institutions are participating

• Duration of the Project : 4 years (Aug. 2010 – Dec 2014)

• **Project Objectives:**
  
  o To strengthen the Institutions to produce high quality engineers for better employability;

  o To scale-up postgraduate education and demand-driven Research & Development and Innovation;

  o To establish Centers of Excellence for focused applicable research;

  o To train faculty for effective Teaching; and

  o To enhance Institutional and System Management effectiveness.
Funding:

- **Total Outlay of the Project**: Rs. 2430 Crore
- **Project cost borne by MHRD and States**
  - Govt./Govt. aided Institutions: 75:25 - Regular States
    - 90:10 – Special Category States
  - Private unaided institutions: 60:20:20 (institutions share)

- **Budget Allocation for the year 2013-14**: Rs. 400 Crore
  - Fund released: Rs 399.71 Crore

- **Budget Allocation for the year 2014-15**: Rs. 450 Crore
  - Fund released: Rs. 86.40 Crore
  - Fund in Pipeline: Rs 41.58 Crore
### PROJECT INSTITUTIONS :

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<th>State participating in the project</th>
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<tbody>
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<td><strong>Total No. of Institutions selected</strong></td>
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<td><strong>Sub-component 1.1</strong></td>
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PERFORMANCE ASSESSMENT INDICATORS
FOR 3RD JOINT REVIEW MISSION BY THE WORLD BANK & GOVERNMENT OF INDIA HELD FROM 28TH APRIL TO 2ND MAY 2014

1. Autonomy (obtained or applied for)
2. Board of Governors (BoG) in existence
3. Minutes of Meeting of BoG published on institution's website
4. Governance Self Review done – it consists of a questionnaire to be filled by BoG about the contribution made by the BoG in the last year and the suggestions to make it more effective in the year ahead
5. NBA accreditation
6. Statutory audit completed – audit done by chartered accountant about the financial transactions
7. 1st round of Performance Audit & Data Audit completed – audit of academic performance and related data by an academician
8. MIS data entry consistent for 4 years – complete entry of data on institutions, students, faculty, staff, infrastructure etc consistently for 2010-11, 2011-12, 2012-13 and 2013-14
9. Actual expenditure (60% of 1st instalment) – Institutions should have utilized 60% of the funds released in 1st instalment
10. Committed expenditure (100% of total funds received) – Institutions should have commitment for the utilization of the total funds received by having action plan duly approved by the BoG
### PERFORMANCE ASSESSMENT

<table>
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<tr>
<th>S. No</th>
<th>Name of State</th>
<th>No. of Institutions</th>
<th>No. of Institutions meeting 8 out of 10 indicators</th>
<th>% of fulfillment</th>
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<td>Tripura</td>
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</table>
Details of the institutions which could not fulfill the following indicators

- **University College of Engineering, Kakatiya University, Kothagudem, Andhra Pradesh**
  - Have not applied for autonomous institution status
  - Not submitted Governance self review
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- **JNTU Institute of Science & Technology, Hyderabad, Andhra Pradesh**
  - Not submitted Governance self review
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- **Shri GS Institute of Technology & Science, Indore, Madhya Pradesh**
  - Not published Minutes of Meeting of BoG on institution’s website
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- **College of Agriculture Engineering and Technology, Punjab Agriculture University, Ludhiana, Punjab**
  - Not submitted Governance self review
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- **Guru Nanak Dev University, Amritsar, Punjab**
  - Not submitted Governance self review
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years
- M L V Textile & Engineering College, Bhilwara, Rajasthan
  - Not conducted academic performance auditing
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014

- College of Technology and Engineering, Maharana Pratap University of Agriculture and Technology, Udaipur, Rajasthan
  - Not applied for NBA accreditation
  - Not completed statutory audit
  - Not conducted academic performance auditing
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014

- Govt Engineering College, Ajmer, Rajasthan
  - Not completed statutory audit
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014

- Government Women Engineering College, Ajmer, Rajasthan
  - Not applied for autonomous institution status
  - Not completed statutory audit
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- Government Engineering College, Jhalawar, Rajasthan
  - Not applied for autonomous institution status
  - Not applied for NBA accreditation
  - Not completed statutory audit
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014
Veer Surendra Sai University of Technology, Burla, Sambalpur, Odisha
- Not published minutes of meeting on institution’s website
- Not submitted governance self review
- Not applied for NBA accreditation

Govt College of Engineering and Textile & Technology, Berhampore, West Bengal
- Not applied for autonomous institution status
- Not applied for NBA accreditation
- Not entered MIS data consistently for 4 years Faculty of Engineering & Technology, Deenbandhu Chhotu Ram University of Science & Technology, Murthal, Sonipat, Haryana
  - Not submitted governance self review
  - Not applied for NBA accreditation
  - Not entered MIS data consistently for 4 years

Bhagalpur College of Engineering, Bhagalpur, Bihar
- Not applied for NBA accreditation
- Not conducted academic performance auditing
- Not entered MIS data consistently for 4 years
- Not have 60% expenditure of 1st installment
- Not committed expenditure against total funds received till March 2014

Muzaffarpur Institute of Technology, Muzaffarpur, Bihar
- Not applied for NBA accreditation
- Not conducted academic performance auditing
- Not entered MIS data consistently for 4 years
- Not have 60% expenditure of 1st installment
- Not committed expenditure against total funds received till March 2014

Government Engineering College, Bilaspur, Chhattisgarh
- Not applied for NBA accreditation
- Not have 60% expenditure of 1st installment
- Not committed expenditure against total funds received till March 2014
- **Rungta College of Engineering & Technology, Bhilai, Chhattisgarh**
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years

- **Government Engineering College, Jagdalpur, Bastar, Chhattisgarh**
  - Not applied for autonomous institution status
  - Not applied for NBA accreditation
  - Not entered MIS data consistently for 4 years

- **Government Engineering College, Raipur, Chhatisgarh**
  - Not applied for autonomous institution status
  - Not applied for NBA accreditation
  - Not entered MIS data consistently for 4 years

- **Delhi Technological University, Delhi**
  - Not published minutes of meeting on institution’s website
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not entered MIS data consistently for 4 years
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014

- **Tripura Institute of Technology, Narsingarh, Tripura**
  - Not applied for autonomous institution status
  - Not applied for NBA accreditation
  - Not conducted academic performance auditing
  - Not have 60% expenditure of 1st installment
  - Not committed expenditure against total funds received till March 2014
Issues with States

- **Quality Initiatives**
  - Quality Circles” have been initiated in IITs (Kanpur, Hyderabad, Madras, Bombay, Delhi, Kharagpur & Gandhinagar) by establishing Knowledge Incubation Centre (KIT) for Project institutions.
    - 550 faculty members have been trained
  - Direct to Student programme in 73 project institutions under Quality Enhancement in Engineering Education (QEEE) programme
    - Top quality content and pedagogical resources provided to the students through technology
  - Capacity Development Programmes with IIMs
    - IIMs (Indore, Lucknow, Bangalore Kozhikode & Trichy) are conducting Training programmes
    - 640 senior faculty members /administrators benefitted.
    - IIM Udaipur & Raipur planning to conduct such programmes

- **Issues:**
  - Implementation of trainings received should be ensured in respective institutions
  - States may nominate more faculty members for the training by IITs and IIMs
  - More institutions should participate in QEEE
o Faculty position

✓ 66% regular faculty available vis-à-vis sanctioned posts
✓ States having < 50% filled post are Bihar (19%), Chhattisgarh (34%), Gujarat (47%), Himachal Pradesh (22%), Odisha (47%) and Uttarakhand (42%)

- Financial Issues

o Funds released by MHRD but not released by the States to Institutions

<table>
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<th>S.No.</th>
<th>Name of the State</th>
<th>Date of Release by MHRD</th>
<th>Amount (in Cr.)</th>
<th>Total amount (in Cr.)</th>
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<td>Grand Total</td>
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THANKS
MANDATORY ACCREDITATION

[Meeting of Secretaries of Higher and Technical Education of States & UTs with Hon’ble HRM]

Vigyan Bhawan

17th June, 2014
Accreditation – Ideal architecture

Regulator

Promoter ↔ Accrreditor / Assessor
Architecture of Assessment and Accreditation

Institutions

Accreditation Agency Regulator

NAAC

NBA

National Accreditation Board

State Assessment & Accreditation Agency
Assessment

Before commencement of academic operations

Accreditation

After passing out of two batches or six years in existence, whichever is earlier
Mandatory assessment and accreditation. Applies to all

- Central Universities
- State Universities (including State Private Universities)
- Deemed to be Universities
- all Colleges, including autonomous colleges

Assessment and Accreditation will be pre-requisites for recognition by the UGC.

The accreditation will be valid for a period of five years.
## Present Status of Universities Accredited by NAAC

<table>
<thead>
<tr>
<th>State/Union Territory</th>
<th>Nos.</th>
<th>State/Union Territory</th>
<th>Nos.</th>
</tr>
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### Present status

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State wise details of applications received by NAAC since Jan., 2013

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State wise details of Institutions accredited by NBA

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<th>Nos.</th>
<th>State/Union Territory</th>
<th>Nos.</th>
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</thead>
<tbody>
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<td>Andaman &amp; Nicobar Island</td>
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<td>Dadra &amp; Nagar Haveli</td>
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<td>Puducherry</td>
<td>04</td>
</tr>
<tr>
<td>Daman &amp; Diu</td>
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<td>Punjab/Chandigarh</td>
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<td>Delhi</td>
<td>21</td>
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</tbody>
</table>
Importance of accreditation

UGC/RUSA funding

UGC 2(f) & 12B recognition

Assessment and Accreditation
Penalties

- Repeal of recognition under 12 B
- Revoking Deemed to University status
- Proceeding against the Private University
- Withholding all grants from UGC/AICTE/RUSA
Role of State Governments

1. Monitor the State Higher Educational Institutions to undergo assessment and mandatory accreditation.

2. Adopt mandatory accreditation as one of the norms for deciding state funding / intervention.

3. Explore formation of credible Assessment and Accreditation Agencies.
Recognition of Assessment and Accreditation Agencies

- The Central Government has accorded approval to the UGC (Recognition and Monitoring of Assessment and Accreditation Agencies) Regulations, 2014 to regulate the work of Assessment and Accreditation Agencies by the UGC.

- The UGC is undertaking consequential action for notification of these regulations. Detailed requirements for Assessment and Accreditation Agencies (including State Quality Assurance Bodies) are being worked out by UGC.
Desirable attributes of a State Assessment and Accreditation Agency

- Registered as non profit entity in respective State.
- Academically and financially an autonomous body.
- Follow the methodology, criteria and procedure developed by NAAC and NBA. Have Executive Committee (EC) with Director and support Staff.
- Members of the EC to include 5 academicians within the state and 5 outside the state.
- EC should have nominees of NAAC and UGC as ex-officio members
- Appellate body should be defined.
- Adequate office space and training infrastructure.
Enhancement of capacity of NAAC and NBA

Creation of Assessment and Accreditation Agencies by all sector regulators

Reintroduction of NARAHEI Bill and formation of NARA

State Assessment and Accreditation Agencies with support from RUSA
Thanks
Technology Enabled Learning and Teaching in Higher Education in India

Praveen Prakash
JS(TEL) & Mission Director
26,000 Colleges / Universities / Research Labs connected

*In next 3 years. 250 thousand schools will be given Broad Band Connectivity (Project Cost: $4 Billion)
Campus LAN Connectivity
National Mission on Education Through ICT
(An Initiative of Government of India)

About NMEICT
This is a centrally sponsored Scheme to leverage the potential of ICT in providing high quality personalized and interactive knowledge modules over the internet/intranet for all the learners in Higher Education Institutions in any time anywhere mode. This scheme has two major components viz., (a) content generation and (b) connectivity along with provision for access devices for institutions and learners. More

Click here for Mission Document

Role of BSNL in NME-ICT
The Project requires to connect all the Universities and the Colleges of the country. The Universities are to be connected with NKN and the Colleges are proposed to be connected with Broadband Connectivity. More

Year Wise Schedule For Implementation
The project will be implemented in a phased manner over 3 years. More
# Content Developed in 4 Quadrants

<table>
<thead>
<tr>
<th>1st Quad</th>
<th>2nd Quad</th>
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<tbody>
<tr>
<td>e-Content</td>
<td>Video and Audio Content in an organised form, Animation, Simulations, Virtual Labs</td>
</tr>
<tr>
<td>PDF / e-Books / illustration, video demonstrations / documents &amp; Interactive simulations wherever required</td>
<td></td>
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<table>
<thead>
<tr>
<th>3rd Quad</th>
<th>4th Quad</th>
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</thead>
<tbody>
<tr>
<td>Web Resources</td>
<td>Self Assessment</td>
</tr>
<tr>
<td>Related Links, Wikipedia Development of Course, Open Content on Internet, Case Studies, Anecdotal information, Historical development of the subject, Articles</td>
<td>MCQ, Problems, Quizzes, Assignments &amp; solutions, Online feedback through discussion forums &amp; setting up the FAQ, Clarifications on general misconceptions</td>
</tr>
</tbody>
</table>
Consortium for Educational Communication

MODULES

1) Introduction to Eliot 05:38
2) The poem Journey of the Magi 03:06
3) Explanation of the Poem 03:14
4) Explanation of the Poem Contd… 03:19
5) Explanation of the Poem Contd… 04:58
6) Explanation of the Poem Contd… 05:59
Module II - Graphs of Functions

Introduction

To study the behaviour of a function we may need its graph. Graph of a function $f: X \rightarrow Y$, where $X$ and $Y$ are subsets of $\mathbb{R}$, is the set of points in the Cartesian plane whose co-ordinates are input-output pairs $(x, f(x))$ of $f$. In other words, graph of $f$ is the graph of the equation $y = f(x)$. Usually to draw the graph of a real valued function of real variable we follow the three steps:

1. Make a table of pairs $(x, f(x))$, where $x$ in $X$
2. Plot the points $(x, f(x))$ in a Cartesian Plane
3. Draw a smooth curve through the plotted points
Discovery of viruses cannot be attributed to a single person but it has been a joint contribution of a team of scientists including Dutch, German, and Russian Microbiologists. It was the Russian microbiologist Ivanovsky who in 1892 used the filter devised by Charles Chamberland in 1886 to trap smallest possible bacteria that were supposed to cause the disease in the tobacco plants called as tobacco mosaic disease. It was Beijerinck (1851-1932) who deserves the credit of first
Transcript
Awareness about the environment

It is needless to say that the very existence of the man depends upon the balance of Environment industrialization and economic problem have taken place at the cost of degradation of Environment. Poverty, population and pollution are the common problem faced by developing countries like India. Pure air and pure water are luxury for big cities. One has to pay a high
Transcript

History: The Term Photography

There are various schools of thoughts as to the use of the term Photography. The credit for development of modern photography goes to Daguerre of France and Fox Tolbot of London, who simultaneously invented photography in 1839. However it is John Herschel who is credited to have first introduced the word Photography which he applied in the terms of Negative and
4. Language

Language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained, and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meaning within a group or community.
2. Pastoralists

Can you tell us something about the second category - the Pastoralists? They were nomads. Their circuits varied in distances, meaning they travelled. Some travelled close by, some went a little further. Apart from this, they were also sometime semi-sedentary, meaning they also practised some amount of shifting cultivation. Another important role that they played, where they...
शैक्षिक संचार संकाय

NME-ICT, MHRD

प्रतिलिपि
समास और संधि में अंतर

संधि और समास परस्पर मिलती जुलती प्रकियाएँ हैं, किंतु दोनों में अंतर है, संधि में एक दो वर्णों का गेल होता है जब समास में दो पदों का गेल होता है। संधि जब दो वर्णों का गेल होता है, तो उसे गेल में निकार की संपानकारी भोली है। समास में यह आवश्यक नहीं कि जब दो पद मिलें तब उनमें व्यवहारिक विकार पदों से हो जाएं परंतु विकार के लिए आवश्यक है। यहीं पर विष्टा और वालम इन दो पदों में समास होता है और शब्द बना है विकार और इनके गया शब्द के लिए कारक तथाकथित का लोप हो गया है।
Virtual Labs

(Virtual Laboratories)

An Initiative of Ministry of Human Resource Development (MHRD)
Under the National Mission on Education through ICT

Objectives of the Virtual Labs:

- To provide remote access to Labs in various disciplines of Science and Engineering. These Virtual Labs would cater to students at the undergraduate level, postgraduate level as well as to research scholars.
- To enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation.

Participating Institutes:

- IIT Delhi
- IIT Bombay
- IIT Kanpur
### Scilab on Cloud

#### Book
- Statics And Strength Of Materials (J. Levinson)

#### Chapter
- Introduction

#### Example
- chapter 1 example 2

### Scilab Code
```plaintext
clc
// initialization of variables
a = 5
b = 12
angle = 60 // degrees
// CALCULATIONS
c = sqrt(2*a^2 - 2*a*b*cos(angle))
// RESULTS
printf ('c = %.1f ', c)
```

### Output
```
clc: This feature has not been implemented in this mode.
```
```plaintext
c = 5.
b = 12.
angle = 60.
c = 10.460307
c = 10.4
```
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CC-BY-SA

*Commercial usage permitted
N-LIST

Welcome to N-LIST Website
An Initiative of Ministry of Human Resource Development (MHRD) Under the National Mission on Education through ICT

Registered Member’s login
to get access to e-resources

Click here to Login >>

Important for the colleges under firewall, the port nos 2048-2231 required to be open for login. Please ask your Network Admin/ISPs.

If your college is not registered for the National Library and Information Services infrastructure for Scholarly Content (N-LIST) programme, ask your college authorities to get registered and obtain login ID and password.

If already Registered Check Status
Further Help/query ?
e-mail: college[at]inflibnet.ac.in

Total number of registrations (3498)
Number of 12B/2F Colleges: (2254)
Number of Non-aided Colleges: (943)
Total Number of Colleges: (3197)
Total Number of Users: (568126)
Today’s Registration: (1)

N-LIST Winner of The elearning Award under e-LEARNING Category
Watch Video

Announcement Besides 12B/2F colleges, NLIST Programme is now opened to Non-aided Colleges (except Agriculture, Engineering, Management, Medical, Pharmacy, Dentistry and Nursing). Please register online to get access to 97000+ ebooks and 6000+ ejournals.

As an authorised user from colleges registered under NLIST programme, you will have access for the e-resources (6000+ ejournals and 97000+ ebooks).

Top 10 College Users

What’s New? @NLIST Programme

N-LIST winner of Digital
SKCH

Sale Publications (1000 titles)
CONDUCTION OF DISSEMINATION & AWARENESS WORKSHOPS
The Sub-Mission on Polytechnics, inter-alia, has the following components:

- Setting up of new Polytechnics
- Strengthening of existing Polytechnics
- Construction of Women’s Hostels in Polytechnics
300 Polytechnics planned @ Rs. 12.30 crore per polytechnic.

291 polytechnics approved, total sanction of Rs. 2113.69 crore till 31.03.2014.

61 Polytechnics have since been operationalised till 31.3.2014.

Contd.....
### Top 3 performing states (in terms of Operationalization) (Rs. in crores)

<table>
<thead>
<tr>
<th>State</th>
<th>Polytechnic</th>
<th>Amount approved</th>
<th>Amount released</th>
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<td>221.40</td>
<td>160.48</td>
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</table>
STRENGTHENING OF EXISTING POLYTECHNICS

- To upgrade infrastructure facilities of existing Government Polytechnics.
- Financial assistance – Rs. 754.00 crores approved to 500 polytechnics @ maximum of Rs. 2.00 crore per polytechnic.
- Financial assistance of Rs.454.70 crore has been released till 31.03.2014.

Contd.....
### Top 3 performing states (in terms of grant utilization)
(Rs. in crores)

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<th>State</th>
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<td>70.92</td>
<td>51.40</td>
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<td>59.70</td>
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<td>Gujarat</td>
<td>19</td>
<td>37.25</td>
<td>27.90</td>
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</table>
CONSTRUCTION OF WOMEN’S HOSTELS IN POLYTECHNICS

- To enhance women enrolment in polytechnic education through one-time financial assistance @ maximum Rs.1.00 crore per polytechnic,
- to be provided to 500 existing AICTE approved Government / Government aided Polytechnics
- 496 Polytechnics have been provided assistance of Rs.343.30 crore till 31.03.2014
- 114 women’s hostels have been operationalized

Contd....
### Top 3 performing states (in terms of operationalisation)

<table>
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<th>State</th>
<th>Hostels</th>
<th>Amount approved</th>
<th>Amount released</th>
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<td>26.00</td>
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<tr>
<td>Kerala</td>
<td>41</td>
<td>15</td>
<td>41.00</td>
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COMMUNITY COLLEGE
SCHEME
Salient features of Community College Scheme

- CCs will provide modular credit-based courses with entry and exit flexibility that conforms to the National Skills Qualification Framework (NSQF)/NVEQF/National occupational standards (NOS).

- CCs will offer programmes leading to certificate, diploma, advance diploma or associate degrees with options to transfer to regular degree programmes.

- The curricula will include an appropriate mix of academic and vocational skills.

- The assessment of vocational skills and training provided by Community Colleges will be done by Skill Knowledge Providers (SKP) in accordance with guidelines developed by respective sector skill councils.

- Certification to be done by State Technical Boards and Universities for vertical mobility.
## CURRENT IMPLEMENTATION STATUS

<table>
<thead>
<tr>
<th>UGC</th>
<th>AICTE</th>
</tr>
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<tbody>
<tr>
<td>No. of Colleges approved</td>
<td>No. of Colleges received funds</td>
</tr>
<tr>
<td>98</td>
<td>34</td>
</tr>
</tbody>
</table>

Total CCs approved: 194
Total funds released: 4332.00 lakhs
States/UTs performance

- **Good performer**: Bihar, Andhra Pradesh & Maharashtra
- **Slow performer**: Uttarakhand, Madhya pradesh & Kerala
WELCOME

SCHEMES UNDER DIRECT BENEFIT TRANSFER
DIRECT BENEFITS TRANSFER (DBT)

- Direct Benefits Transfer (DBT) programme was launched on 1st January 2013.

- Credits the amount directly to Bank Accounts of the Beneficiaries.

- Ensures that benefits go to individuals’ bank accounts electronically.

- Speeds up payments, removes leakages, curbs pilferage and duplication.

- Minimizes Channel of funds flow.

- It enables monitoring of funds flow and implementation.
### Schemes under DBT

<table>
<thead>
<tr>
<th>Scheme</th>
<th>No. of Beneficiaries</th>
<th>Amount (Rs. In crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scholarship to Universities / College students</td>
<td>1,21,657</td>
<td>140.53</td>
</tr>
<tr>
<td>• Fellowship schemes of University Grant Commission (UGC)</td>
<td>29,115</td>
<td>239.24</td>
</tr>
<tr>
<td>• Fellowship schemes of All India Council for Technical Education (AICTE)</td>
<td>29,000</td>
<td>113.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,79,772</strong></td>
<td><strong>492.77</strong></td>
</tr>
</tbody>
</table>
SCHOLARSHIP FOR COLLEGE AND UNIVERSITY STUDENTS

- Financial assistance is provided to meritorious students who are above 80 percentile of successful candidates in the relevant stream for a particular Board of Examination, in class XII and,

- pursuing regular courses and having family income of less than Rs 6 lakh per annum.

- 82000 fresh scholarships per annum (41000 for boys and 41000 for girls).

- Rs. 1000/- per month for the first three years of college and university courses.
CONT'D.

- Rs. 2000/- per month in the 4th and 5th year for PG and Professional course.

- Scholarships paid for 10 months in an academic year.

- Scholarships has been divided amongst the State Boards /CBSE / ICSE
## UGC Schemes Under DBT

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of Schemes/ Ministry</th>
<th>No. of Beneficiaries</th>
<th>Grant released From</th>
<th>Grant (Rs. In crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Rajiv Gandhi National Fellowship for SC Candidates</strong> - (Ministry of Social Justice &amp; Empowerment) – for SC Candidates who wish to pursue higher studies.</td>
<td>3998</td>
<td>01.01.2013 to 23.05.2014</td>
<td>99.46</td>
</tr>
<tr>
<td>2</td>
<td><strong>Rajiv Gandhi National Fellowship for ST Candidates</strong> – (Ministry of Tribal Affairs) – for ST Candidates to pursue higher studies.</td>
<td>1333</td>
<td>31.19</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Maulana Azad National Fellowship for Minority Students</strong>- (Ministry of Minority Affairs) - for unemployed students from minority communities for pursuing regular and full-time M. Phil and Ph.D.</td>
<td>3019</td>
<td>61.30</td>
<td></td>
</tr>
<tr>
<td>Name of Schemes funded by Ministry Of Human Resource Development</td>
<td>No. of Beneficiaries</td>
<td>Grant released From 01.01.2013 to 23.05.2014 (Rs. in crores)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.G. Scholarship for Professional Courses for SC/ST Candidates- to provide opportunities to SC/ST candidate to undertake post-graduate level studies in professional subjects like engineering, management, pharmacy etc.</td>
<td>2241</td>
<td>6.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Doctoral Fellowship for SC/ST Candidates for SC/ST candidates for pursuing PG level studies in professional subjects like engineering, management, pharmacy etc.</td>
<td>267</td>
<td>7.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**P.G. Indira Gandhi Scholarship for Single Girl Child -**
The scheme is open to any single girl child of her parents, for admission to Post Graduate in non professional courses.

**P.G. Scholarship for University Rank Holders** – To first and second rank holder at UG level and admitted in any post graduate course and subject to a minimum of 60% marks at undergraduate level in selected streams.

**Dr. D.S. Kothari Post-Doctoral Fellowship in Sciences** – To encourage research work by young researchers who have received their PhD degree or have submitted their PhD thesis.
UGC-National Eligibility Test – JRF - To provide opportunities to NET qualified candidates to undertake advanced studies and research leading to M. Phil/PhD in humanities and social sciences including Languages and Sciences.

Emeritus Fellowship – To provide superannuated teachers to pursue active research in their respective field of specialisation.

Post-Doctoral Fellowship for Women - To women candidates holding PhD degree and take up advance studies and research in Science, Engineering, Technology, Humanities and Social Sciences.

TOTAL

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7779</td>
<td>13.78</td>
</tr>
<tr>
<td></td>
<td>230</td>
<td>2.53</td>
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<tr>
<td></td>
<td>304</td>
<td>1.44</td>
</tr>
<tr>
<td></td>
<td>29115</td>
<td>239.24</td>
</tr>
</tbody>
</table>
DBT Scheme under AICTE

- AICTE is implementing ‘PG Scholarship Scheme’ for engineering students who have qualified GATE.

- Applicants have to get themselves registered through AICTE portal.

- There are 29000 beneficiaries. The total amount transferred to beneficiaries during the period 1.01.2013 to 31.03.2014 is Rs.113 crores (apprx).
Issues

- Wide gap between the allotted Quota earmarked to each State versus actual utilization (Annexure III).

- Only 43458 scholarships were disbursed of the total quota of 82000 fresh scholarship during 2013-14.

- List of eligible students for the Academic year 2013-14 not received from States viz.
  - Bihar,
  - Jharkhand,
  - Mizoram,
  - Nagaland,
  - Rajasthan
  - Karnataka
  - West Bengal
ISSUES CONTD.

- Renewal process needs to be expedited by the Boards
- Preparatory work for 2014-15 scholarships need to be completed in time.
- Utilization Certificates to be sent by State Education Boards.
Request to the States

- Need to be proactive
- To take up wide publicity about the schemes
- Strengthening of the state machinery to handle the schemes effectively
- Concerted efforts for full utilization of their quota
- Expedite response on proposed modification on reservation quota.
- Monitor and supervise the schemes
- Suggest measures to improve the reach of the scheme.
THANK YOU
ALL INDIA SURVEY ON HIGHER EDUCATION (AISHE)

17.06.2014
AISHE

- First Web based portal was started in 2011 for 2010-11.
- Data is directly collected from the institutions of higher education.
- Nodal officers of the institutions are responsible for collecting and uploading the data in prescribed formats.
- Static reports are automatically generated using the data uploaded.
AISHE

- AISHE 2010-11 completed and final report is available on the webpage of the Ministry.
- AISHE is also 2011-12 completed and provisional report is available. Final report will be available within two months.
- Data uploading for AISHE 2012-13 is under progress and is expected to be completed by September, 2014.
- A scheme HEPSIS at an estimated cost of Rs.99 crore has been approved for implementation during the 12 Five Year Plan. AISHE is part of this scheme.
- AISHE 2013-14 will be started w.e.f. 17th June 2014.
### RESPONSE DURING AISHE 2011-12

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Colleges</th>
<th>Stand Alone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Forms Expected</strong></td>
<td>642</td>
<td>35232</td>
<td>11489</td>
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<tr>
<td><strong>Forms uploaded</strong></td>
<td>610</td>
<td>21277</td>
<td>5513</td>
</tr>
<tr>
<td><strong>Form Uploaded</strong></td>
<td>95%</td>
<td>60.4</td>
<td>48%</td>
</tr>
<tr>
<td>State</td>
<td>University</td>
<td>College</td>
<td>Stand Alone</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Andaman &amp; Nicobar Islands</td>
<td>6</td>
<td>3</td>
<td>50</td>
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<tr>
<td>Andhra Pradesh</td>
<td>47</td>
<td>21</td>
<td>1638</td>
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<td>Arunachal Pradesh</td>
<td>3</td>
<td>2</td>
<td>26</td>
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<tr>
<td>Assam</td>
<td>9</td>
<td>3</td>
<td>69</td>
</tr>
<tr>
<td>Bihar</td>
<td>20</td>
<td>17</td>
<td>85</td>
</tr>
<tr>
<td>Chandigarh</td>
<td>3</td>
<td>1</td>
<td>33</td>
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<td>Chhattisgarh</td>
<td>19</td>
<td>13</td>
<td>68</td>
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<td>Dadra &amp; Nagar Haveli</td>
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<td>Darjeeling</td>
<td>8</td>
<td>5</td>
<td>100</td>
</tr>
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<td>Delhi</td>
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<td>13</td>
<td>50</td>
</tr>
<tr>
<td>Goa</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Gujarat</td>
<td>4</td>
<td>39</td>
<td>53</td>
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<td>Haryana</td>
<td>25</td>
<td>20</td>
<td>80</td>
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<td>Himachal Pradesh</td>
<td>28</td>
<td>11</td>
<td>61</td>
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<tr>
<td>Jammu and Kashmir</td>
<td>11</td>
<td>2</td>
<td>18</td>
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<tr>
<td>Jharkhand</td>
<td>12</td>
<td>7</td>
<td>58</td>
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<td>Karnataka</td>
<td>26</td>
<td>11</td>
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<tr>
<td>Kerala</td>
<td>2</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>26</td>
<td>13</td>
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<td>Maharashtra</td>
<td>45</td>
<td>25</td>
<td>53</td>
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<td>Manipur</td>
<td>3</td>
<td>2</td>
<td>100</td>
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<td>Meghalaya</td>
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<td>5</td>
<td>50</td>
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<tr>
<td>Mizoram</td>
<td>3</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Nagaland</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Orissa</td>
<td>19</td>
<td>10</td>
<td>50</td>
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<tr>
<td>Puducherry</td>
<td>4</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Punjab</td>
<td>19</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>45</td>
<td>24</td>
<td>53</td>
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<tr>
<td>Sikkim</td>
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<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>50</td>
<td>30</td>
<td>84</td>
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<td>Tripura</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Uttar Pradesh</td>
<td>19</td>
<td>13</td>
<td>50</td>
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<td>Uttar Pradesh</td>
<td>26</td>
<td>17</td>
<td>85</td>
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<tr>
<td>West Bengal</td>
<td>26</td>
<td>24</td>
<td>90</td>
</tr>
<tr>
<td>All India</td>
<td>659</td>
<td>455</td>
<td>69</td>
</tr>
</tbody>
</table>

State - wise Progress of the Survey 2012-13

All India
Key Findings - AISHE 2011-12

• Total enrolment 2.86 crore (Male 1.59 crore & Female - 1.27 crore)
• GER 20.4, Male – 21.6, Female – 18.9
• Distance enrolment constitute 12.5% of the total enrolment
• Foreign students enrolled – 31,632
  ➢ Highest share from neighboring countries – Nepal (17%), Bhutan (7%)
• College density (No. of colleges per lakh eligible population (18-23 years) – 25
  ➢ Varies from 6 in Bihar to 64 in Puducherry.
Support from States/UTs expected

• Setting up of AISHE Unit at State level.

• States/UTs to ensure submission of mandate form for release of funds to AISHE UNITS.

• Effective coordination with all Institutions in the State in getting the data uploaded on the portal.

• All the nodal officers of the institutions to ensure uploading of their accounts details on the AISHE portal for release of remuneration.
Thank You
Rashtriya Uchchatar Shiksha Abhiyan

17th June, 2014
Institutional Density by State

<table>
<thead>
<tr>
<th>State</th>
<th>No of HEIs per 1000 sq kms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daman &amp; Diu</td>
<td>35.7</td>
</tr>
<tr>
<td>Dadra &amp; Nagar Haveli</td>
<td>2</td>
</tr>
<tr>
<td>Lakhishwadeep</td>
<td>93.8</td>
</tr>
<tr>
<td>Assam</td>
<td>6.6</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>3</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>7.2</td>
</tr>
<tr>
<td>Punjab</td>
<td>17.3</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>16.3</td>
</tr>
<tr>
<td>Bihar</td>
<td>7.2</td>
</tr>
<tr>
<td>Odisha</td>
<td>7.2</td>
</tr>
<tr>
<td>Tripura</td>
<td>4</td>
</tr>
<tr>
<td>West Bengal</td>
<td>10.9</td>
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<td>Kerala</td>
<td>27.8</td>
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<tr>
<td>Manipur</td>
<td>3.5</td>
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<tr>
<td>Madhya Pradesh</td>
<td>7.3</td>
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<tr>
<td>Arunachal Pradesh</td>
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</tr>
<tr>
<td>Meghalaya</td>
<td>3.3</td>
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<tr>
<td>Gujarat</td>
<td>9.5</td>
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<tr>
<td>Nagaland</td>
<td>3.6</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>15</td>
</tr>
<tr>
<td>Karnataka</td>
<td>16.3</td>
</tr>
<tr>
<td>J&amp;K</td>
<td>1.5</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>17.9</td>
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<td>20.9</td>
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<td>Chhattisgarh</td>
<td>4.9</td>
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<td>Maharashtra</td>
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</tr>
<tr>
<td>Sikkim</td>
<td>2.8</td>
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<td>A&amp;N Islands</td>
<td>0.7</td>
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<td>Mizoram</td>
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<td>Chandigarh</td>
<td>245.6</td>
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<td>Goa</td>
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<td>Puducherry</td>
<td>187.9</td>
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<td>Uttarakhand</td>
<td>7.1</td>
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<tr>
<td>Delhi</td>
<td>180.7</td>
</tr>
</tbody>
</table>
HE Expenditure as % of GSDP

Refer to Annexure I: States at a Glance
Share of Centre and State Expenditure

Year

Per cent

State

Union

Faculty quality and availability

Faculty Shortage in %

Student - Teacher Ratio in selected Countries

- Argentina: 16.3
- Brazil: 22.2
- Canada: 17.4
- China: 16.8
- India: 24
- Russian Federation: 18.1
- Sweden: 9.5
- United Kingdom: 18
- United States: 13.6
Student per capita expenditure

- Per capita expenditure for Central Educational Institutions (IIT, NIT, IIIT, IIM, IISER, CU) – Rs. 1.25 lakhs
SKewed Distribution of HEIs
Objectives

• Improve the overall quality of the existing state institutions - conformity to prescribed norms and standards and accreditation as a mandatory quality assurance framework.
• Usher transformative reforms - facilitating institutional structure for planning and monitoring at the state level, promoting autonomy and improving governance in institutions.
• Ensure academic and examination and affiliation reforms in the higher education institutions.
• Ensure adequate availability of quality faculty.
• Expand the institutional base by creating additional capacity in existing institutions and establish new institutions.
• Correct regional imbalances in access to higher education - facilitating access to high quality institutions in urban and rural areas by setting up institutions in un-served and underserved areas.
• Improve equity in Higher education in providing adequate opportunities of higher education to socially and educationally backward classes; women and differently abled persons.
Guiding Principles

- Incentivizing and dis-incentivizing
- Apolitical decision-making
- Norm based and outcome dependent funding
- Disclosure based governance
- Autonomy and accountability
- Equitable and inclusive development
- Quality and research focus
- Independent third party quality assurance mechanisms
## Prerequisites

### States
- State Higher Education Council
- State Perspective Plan
- State funding commitment
  - share and timeliness
- Filling faculty positions
- Affiliation and Exam reforms
- Governance and administrative reforms
- Academic reforms

### Institutions
- Institutional governance reforms
- Academic reforms
- Examination reforms
- Project Management Teams
- Equity Commitments
- Commitments on research and innovation efforts
- Faculty recruitment & improvement
- Regulatory compliance
Paradigm Shift

**Current system**
- Non-12B and non-2(f) Institutions excluded
- Can only fund institutions
- Ad-hoc funding/ demand based
- Weak quality assurance mechanisms

**RUSA**
- Non-12B and non-2(f) Institutions Included
- Can fund through States to facilitate holistic planning
- Norm-based and performance based, competitive funding
- Improvement in quality with robust monitoring and evaluation/accreditation mechanisms
Institutional Structure

National Level
- RUSA Mission Authority
- Project Approval Board
- Technical Support Group
- Project Directorate (in MHRD)

State Level
- State Higher Education Council
- Project Directorate (in State Government)
- Technical Support Group

Institutional Level
- Board of Governors
- Project Monitoring Unit
Twelfth plan outlay

Centre-State funding will be in the ratio of:

- 90:10 for special category States (NE states, Sikkim, J&K, Himachal Pradesh and Uttarakhand)
- 65:35 for other States and UTs
- 50% of state share can be mobilized through private participation/PPP

<table>
<thead>
<tr>
<th>Plan Period</th>
<th>Central Share</th>
<th>State Share</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12th Plan</td>
<td>16,227 Crores</td>
<td>6,628 Crores</td>
<td>22,855 Crores</td>
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</table>
### Components & Outlay (12th Plan)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Component</th>
<th>Unit cost (Rs Crores)</th>
<th>No of Universities/Colleges/States/Units</th>
<th>Outlay (Rs. Crores)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creation of Universities by way of upgradation of existing autonomous colleges</td>
<td>55</td>
<td>45 universities</td>
<td>2475</td>
</tr>
<tr>
<td>2</td>
<td>Creation of Universities by conversion of colleges in a cluster</td>
<td>55</td>
<td>35 universities</td>
<td>1925</td>
</tr>
<tr>
<td>3</td>
<td>Infrastructure grants to Universities</td>
<td>20</td>
<td>150 universities</td>
<td>3000</td>
</tr>
<tr>
<td>4</td>
<td>New Model Colleges (General)</td>
<td>12</td>
<td>60 colleges</td>
<td>720</td>
</tr>
<tr>
<td>5</td>
<td>Upgradation of existing degree colleges to model colleges</td>
<td>4</td>
<td>54 colleges</td>
<td>216</td>
</tr>
<tr>
<td>6</td>
<td>New Colleges (Professional &amp; Technical)</td>
<td>26</td>
<td>40 colleges</td>
<td>1040</td>
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<tr>
<td>7</td>
<td>Infrastructure grants to colleges</td>
<td>2</td>
<td>3500 colleges</td>
<td>7000</td>
</tr>
<tr>
<td>8</td>
<td>Research, innovation and quality improvement</td>
<td>60</td>
<td>20 States</td>
<td>1200</td>
</tr>
<tr>
<td>9</td>
<td>Equity initiatives</td>
<td>5</td>
<td>20 States/UTs</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>Faculty Recruitment Support</td>
<td>0.58</td>
<td>5000 positions</td>
<td>2900</td>
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</tbody>
</table>
## Components & Outlay (12\textsuperscript{th} Plan)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Component</th>
<th>Unit cost (Rs Crores)</th>
<th>No of Universities/ Colleges/ States/Units</th>
<th>Outlay (Rs. Crores)</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>Faculty improvements</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
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<tr>
<td>12</td>
<td>Vocationalisation of Higher Education</td>
<td>15</td>
<td>20 States/UTs</td>
<td>300</td>
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<tr>
<td>13</td>
<td>Leadership Development of Educational Administrators</td>
<td>5</td>
<td>20 States/UTs</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Institutional restructuring &amp; reforms</td>
<td>20</td>
<td>20 States/UTs</td>
<td>400</td>
</tr>
<tr>
<td>15</td>
<td>Capacity building &amp; preparation, Data collection &amp; planning</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
</tr>
<tr>
<td>16</td>
<td>Management Information System</td>
<td>10</td>
<td>20 States/UTs</td>
<td>200</td>
</tr>
<tr>
<td>17</td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td><strong>21976</strong></td>
</tr>
<tr>
<td>18</td>
<td>4% Management, Monitoring, Evaluation &amp; Research</td>
<td></td>
<td></td>
<td>879</td>
</tr>
<tr>
<td>19</td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>22855</strong></td>
</tr>
<tr>
<td>20</td>
<td>Central Share</td>
<td></td>
<td></td>
<td>16227</td>
</tr>
</tbody>
</table>
RUSA Footprint

States/UTs under RUSA
23 + 4

States/UTs not under RUSA
2 + 3

States indicated their willingness under RUSA 3
## Fund Equalisation Formula

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Base Funding</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Population (18-23)</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Institutional Density</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Spend on Higher Education (as a % of GSDP)</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Need (Gross Enrolment Ratio)</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Special problems</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Fund Equalisation explained

• With marks being assigned across the 6 criteria, Incentive - Disincentive Compatibility Framework is applied to determine allocation to states based on (1) willingness, (2) adherence to timelines and (3) submission of SHEPs.

• Entitlement of funds would be determined as follows

<table>
<thead>
<tr>
<th>Willingness</th>
<th>On time</th>
<th>SHEP Submission</th>
<th>Incentive/Disincentive</th>
<th>Entitlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>3 Yes</td>
<td>100%</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>2 Yes</td>
<td>66.7%</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>1 Yes</td>
<td>33.3%</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>0 Yes</td>
<td>0%</td>
</tr>
</tbody>
</table>
Funds released

- Total funds released under RUSA Rs. 279.05 crores
- Total amount released as preparatory grants – Rs. 74.09 crores
- Total amount released for MDC
  ✓ First installment – Rs. 177.08 crores for 45 proposals (out of a target of 60 in 12th Plan)
  ✓ Second installment - Rs. 20.68 crores for 23 proposals (under the norms of the erstwhile MDC scheme norms)
- Total amount released as MMER – Rs. 2.24 crores
- Rs. 4.00 crores for National Quality Renaissance Initiative to strengthen the accreditation system in the States to NAAC
- Rs 1.00 crores for Leadership Development and Capacity Building to TISS
## Funds released - States

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>State</th>
<th>Prep</th>
<th>MDC</th>
<th>MMER</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andhra Pradesh</td>
<td>3.25</td>
<td>25.55</td>
<td>0.28</td>
<td>29.09</td>
</tr>
<tr>
<td>2</td>
<td>Bihar</td>
<td>2.60</td>
<td>-</td>
<td>0.02</td>
<td>2.62</td>
</tr>
<tr>
<td>3</td>
<td>Chattisgarh</td>
<td>2.60</td>
<td>-</td>
<td>0.02</td>
<td>2.62</td>
</tr>
<tr>
<td>4</td>
<td>Goa</td>
<td>1.95</td>
<td>-</td>
<td>0.01</td>
<td>1.96</td>
</tr>
<tr>
<td>5</td>
<td>Gujarat</td>
<td>3.25</td>
<td>-</td>
<td>0.32</td>
<td>3.28</td>
</tr>
<tr>
<td>6</td>
<td>Haryana</td>
<td>2.60</td>
<td>-</td>
<td>0.02</td>
<td>2.62</td>
</tr>
<tr>
<td>7</td>
<td>Himachal Pradesh</td>
<td>3.60</td>
<td>-</td>
<td>0.03</td>
<td>3.63</td>
</tr>
<tr>
<td>8</td>
<td>J&amp;K</td>
<td>3.60</td>
<td>-</td>
<td>0.03</td>
<td>3.63</td>
</tr>
<tr>
<td>9</td>
<td>Jharkhand</td>
<td>1.95</td>
<td>-</td>
<td>0.01</td>
<td>1.96</td>
</tr>
<tr>
<td>10</td>
<td>Karnataka</td>
<td>3.25</td>
<td>-</td>
<td>0.32</td>
<td>3.28</td>
</tr>
</tbody>
</table>

Amount in crores of Rupees
# Funds released - States

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>State</th>
<th>Components</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prep</td>
<td>MDCs</td>
</tr>
<tr>
<td>11</td>
<td>Kerala</td>
<td>2.60</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Maharashtra</td>
<td>3.25</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Odisha</td>
<td>2.60</td>
<td>31.20</td>
</tr>
<tr>
<td>14</td>
<td>Punjab</td>
<td>2.60</td>
<td>14.68</td>
</tr>
<tr>
<td>15</td>
<td>Uttar Pradesh</td>
<td>3.25</td>
<td>101.40</td>
</tr>
<tr>
<td>16</td>
<td>Uttarakhand</td>
<td>3.60</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>West Bengal</td>
<td>2.60</td>
<td>-</td>
</tr>
</tbody>
</table>

Amount in crores of Rupees
## Funds released - States

<table>
<thead>
<tr>
<th>SI No</th>
<th>State</th>
<th>Components</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prep</td>
<td>MDCs</td>
</tr>
<tr>
<td>18</td>
<td>Arunachal Pradesh</td>
<td>2.70</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Assam</td>
<td>3.60</td>
<td>6.00</td>
</tr>
<tr>
<td>20</td>
<td>Manipur</td>
<td>2.70</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>Mizoram</td>
<td>2.70</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>Nagaland</td>
<td>2.70</td>
<td>-</td>
</tr>
<tr>
<td>23</td>
<td>Tripura</td>
<td>2.70</td>
<td>15.02</td>
</tr>
</tbody>
</table>

*Amount in crores of Rupees*
## Funds released – UTs

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>U.T</th>
<th>Component</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prep</td>
<td>MDC</td>
</tr>
<tr>
<td>1</td>
<td>A&amp;N Islands</td>
<td>1.95</td>
<td>3.90</td>
</tr>
<tr>
<td>2</td>
<td>Chandigarh</td>
<td>1.95</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Dadra &amp; Nagar Haveli</td>
<td>1.95</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Daman &amp; Diu</td>
<td>1.95</td>
<td>-</td>
</tr>
</tbody>
</table>

# Under process – to be released shortly
PAB Approvals (13th May)

J&K
- 36.6 cr for creation of 02 universities by conversion of colleges in a cluster.
- 20 cr for infrastructure grants to 02 Universities.
- 6 cr for upgrading 03 degree colleges to model degree colleges.
- 26 cr for 02 new professional colleges.
- 21.77 cr for infrastructure grants to 22 colleges.
- 3.735 cr for vocationalization of higher education to 20 colleges.

Himachal Pradesh
- 18.3 cr for creation of Universities by conversion of colleges in a cluster.
- 10 cr for Infrastructure Grants to Universities.
- 12 cr for new Model Colleges (General).
- 2 cr for upgrading Degree colleges to Model Degree colleges.
- 13 cr for new professional colleges.
- 25 cr for infrastructure grants to colleges.
- 2.34 cr for equity initiatives.

Punjab
- 20 cr for infrastructure grants to 02 universities.
- 26 cr for 02 new professional colleges.
- 12 cr for new 02 model degree colleges.
- 8 cr for upgrading existing 04 degree colleges to model degree colleges.
- 38 cr for infrastructure grants to 38 colleges.
- 2.35 cr for equity initiatives.
- 4.94 cr for vocationalisation of higher education. In 13 colleges.

Nagaland
- 6 cr for 01 new model colleges
- 15 cr for infrastructure grants to 15 colleges.
- 9.04 cr for faculty recruitment support
- 5 cr for vocationalisation of Higher Education. In 15 colleges.
- Total fund is 35.04 cr and Central share is 31.536 cr.

Gujarat
- 50 cr for infrastructure grants to 05 universities.
- 26 cr for 02 new professional colleges.
- 35 cr for infrastructure grants to 35 colleges.
- 1.66 cr for equity initiatives.
- 3.33 cr for faculty improvement.
- 5 cr for vocationalisation of higher education.

Manipur
- 25 cr for creation of 01 university by conversion of colleges in a cluster.
- 13 cr for 01 new professional college
- 20 cr for infrastructure grants to 20 colleges.
- 0.8 cr for vocationalisation of higher education. In 40 colleges.
- Total fund is 58.8 cr and Central share is 52.92 cr.
State Higher Education Plans

• Ten States have submitted their State Higher Education Plans (SHEPs).
• SHEPs of six States were appraised and placed for PAB’s approval; four SHEPs are works in progress with final versions likely to be submitted shortly.
• Remaining states also likely to submit first cut of their SHEPs soon.
State Higher Education Councils

- Prior to launch of RUSA – 08 SHECs in existence [Kerala, Karnataka, A.P, W.B, U.P, T.N, Maharashtra & Gujarat (called Knowledge Consortia)]
- After the launch of RUSA – 15 new SHECs have been set up [Assam, Bihar, Chattishgarh, Haryana, Himachal Pradesh, J&K, Manipur, Odisha, Punjab, Nagaland, Manipur, Mizoram, Tripura, Uttarkhand and A&N Islands]
- Total of 23 SHECs in the country
Expectation from States

- Formation of SHECs – as per RUSA norms
- Transfer of central share and state share to SHECs
- Formation of State Project Directorates
- Submission of SHEPs
- Adherence to timelines for fulfilling RUSA prerequisites
- Timely utilisation of funds and submission of UCs
- Monitoring of projects for which funds have been released
Thank you