

REPORT NO.

265



सत्यमेव जयते

**PARLIAMENT OF INDIA  
RAJYA SABHA**

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE  
ON HUMAN RESOURCE DEVELOPMENT**

**TWO HUNDRED SIXTY FIFTH REPORT**

**Demands for Grants 2015-16 (Demand No. 60)  
of the Department of Higher Education  
(Ministry of Human Resource Development)**

*(Presented to the Rajya Sabha on 23rd April, 2015)  
(Laid on the Table of Lok Sabha on 23rd April, 2015)*



**Rajya Sabha Secretariat, New Delhi  
April, 2015/Vaisakha, 1937 (Saka)**

Hindi version of this publication is also available

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COMPOSITION OF THE COMMITTEE  
(Constituted w.e.f. 1<sup>st</sup> September, 2014)

- #1. Shri Jagat Prakash Nadda — *Chairman*
- \*2. Dr. Satyanarayan Jatiya

**RAJYA SABHA**

- 3. Prof. Jogen Chowdhury
- 4. Prof. M.V. Rajeev Gowda
- 5. Shri Anubhav Mohanty
- 6. Dr. Bhalchandra Mungekar
- 7. Shri Vishambhar Prasad Nishad
- 8. Shri Basawaraj Patil
- 9. Shri Sharad Pawar
- 10. Shrimati Sasikala Pushpa
- 11. Shri Tiruchi Siva

**LOK SABHA**

- 12. Shrimati Santosh Ahlawat
- 13. Shri Bijoy Chandra Barman
- 14. Shri C.R. Chaudhary
- 15. Shrimati Bhawana Gawali Patil
- 16. Shrimati Kothapalli Geetha
- <sup>§</sup>17. Dr. Ramshankar Katheria
- 18. Prof. Chintamani Malviya
- 19. Shri Bhairon Prasad Mishra
- 20. Shri Chand Nath
- 21. Shri Hari Om Pandey
- 22. Dr. Bhagirath Prasad
- 23. Shri N.K. Premachandran
- 24. Shri K.N. Ramachandran
- 25. Shri Mullappaly Ramachandran
- 26. Shri Sumedhanand Saraswati
- 27. Shri M.I. Shanavas
- 28. Dr. Nepal Singh
- 29. Dr. Prabhas Kumar Singh
- 30. Shri P.R. Sundaram
- 31. Shri Ajay Tamta
- 32. Shrimati P.K. Sreemathi Teacher
- <sup>©</sup>33. Shri Anant Kumar Hegde

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# Shri Jagat Prakash Nadda was elevated to Minister of Health and Family Welfare on 9.11.2014.

\* Dr. Satyanarayan Jatiya nominated as a member and Chairman of the Committee w.e.f. 26.11.2014.

<sup>§</sup> Dr. Ramshankar Katheria was elevated to Minister of State, Human Resource Development on 9.11.2014.

<sup>©</sup> Shri Anant Kumar Hegde nominated as a member of the Committee w.e.f. 25.3.2015.

(ii)

**SECRETARIAT**

Shri N.K. Singh, *Additional Secretary*

Shri N.S. Walia, *Director*

Shri Vinay Shankar Singh, *Joint Director*

Shrimati Himanshi Arya, *Assistant Director*

## PREFACE

I, the Chairman of the Department-related Parliamentary Standing Committee on Human Resource Development, having been authorised by the Committee to present the Report on its behalf, do hereby present this Two Hundred Sixty-fifth Report of the Committee on the Demands for Grants (Demand No. 57) of the Department of Higher Education for the year 2015-16.

2. The Committee considered the various documents and relevant papers received from the Department of Higher Education and also heard the Secretary and other Officials of that Department on the said Demands for Grants in its meeting held on 26<sup>th</sup> March, 2015.

3. The Committee considered the Draft Report and adopted the same in its meeting held on the 17<sup>th</sup> April, 2015.

NEW DELHI;  
April 17, 2015  
*Chaitra 27, 1937 (Saka)*

DR. SATYANARAYAN JATIYA  
*Chairman,*  
*Department-related Parliamentary*  
*Standing Committee on Human Resource Development*



## ABBREVIATIONS

AICTE	– All India Council for Technical Education
CAGR	– Compounded Annual Growth Rate
CFEI	– Centrally Funded Educational Institutions
DEC	– Distance Education Council
GER	– Gross Enrolment Ratio
ICT	– Information and Communication Technology
IIIT	– Indian Institute of Information Technology
IIM	– Indian Institute of Management
IISER	– Indian Institute of Science Education and Research
IIIPRS	– Indian Institute of Intellectual Property Rights Studies
IIT	– Indian Institute of Technology
IQAC	– Internal Quality Assurance Cells
MDC	– Model Degree College
MOOCS	– Massive Online Open Courses
NIT	– National Institute of Technology
NQRI	– National Quality Renaissance Initiative
NSQR	– National Skill Qualification Frameworks
ODL	– Open and Distance Learning
PPP	– Public Private Partnership
RUSA	– Rashtriya Ucchatar Shiksha Abhiyan
TEQIP	– Technical Education Quality Improvement Programme
T&T	– National Mission on Teachers and Teaching
UGC	– University Grants Commission

## REPORT

### I INTRODUCTION

1.1 The functions of the Department of Higher Education are to evolve educational policy in all its aspects and to coordinate and determine standards in higher education including research. The Department is also entrusted with the responsibility to expand and develop technical education, to administer scholarships, to foster and encourage studies and research in Sanskrit and other classical languages and to coordinate its functions with the activities of UNESCO. The Department lays down the National Policy on Education and oversees its implementation, planned development, including expansions of access and qualitative improvement in University and Higher and Technical Education with special attention to disadvantaged groups *i.e.* Scheduled Castes, Scheduled Tribes, OBCs, Girls, Minorities and Disabled, development of all Indian Languages, scholarships to deserving students, Promotion of Books and administration of the Copyright Act.

1.2 The Secretary, in his presentation before the Committee on the 26<sup>th</sup> March, 2015 stated that the Department's objective was to expand the higher education sector in all its modes of delivery to increase the GER in Higher Education from 15% to 21% and then 30% by 2020. The Secretary further drew the attention of the Committee to expanding institutional base of higher education by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non Governmental Organizations to do so.

### II. BUDGETARY ALLOCATION

2.1 The total projected outlay of the Department of Higher Education for the Twelfth Plan is ₹386255.91 which is up by ₹27995.91 from the Eleventh Plan Outlay. The Committee took note of the allocation approved by Ministry of Finance for the Department of Higher Education for 2015-16 alongwith BE and RE of 2014-15 (Plan and Non Plan) as given below:

(₹ in crore)

	B.E. 2014-15	R.E. 2014-15	B.E. 2015-16
Plan	16900	13000	15855.26
Non Plan	10756	10700	11000
TOTAL:	27656	23700	26856.20

2.2 The Committee observes that there has been a decrease of ₹3900 crore on Plan at RE stage during 2014-15 and a decrease of ₹56.00 crore under Non Plan at RE stage during 2014-15. The Plan budget 2015-16 has shown a decrease of ₹1044.74 crore as compared to BE 2014-15. The Non Plan provision of the Department has increased from ₹10756 crore in 2014-15 to ₹11000 crore which is an increase of ₹244.00 crore. The Committee observes that as compared to the 2014-15 Budget of the Department, the Budget provision for 2015-16 has an overall decrease of ₹799.74 crore.

2.3 The Committee was informed about the Twelfth Plan Outlay and Projected Demand and actual allocation for the Department of Higher Education as per the table given below:

(₹ in crore)

Name of Scheme	XII Plan Approved Outlay	Annual Plan 2012-13		Annual Plan 2013-14		Annual Plan 2014-15		Annual Plan 2015-16	
		Projected Demand	B.E.	Projected Demand	B.E.	Projected Demand	B.E.	Projected Demand	B.E.
University and Higher Education	49005.00	34510.20	6497.80	7004.00	6504.75	12304.99	6373.03	9530	5328.03
Student Financial Aid	11000.00	2000	1050	1250	1450	1522.50	2326	4360	2400
Open and Distance Education and ICT	4700.00	4130	955	810	525	551.25	650	920	700
Book Promotion and IPR	300	64.50	25	26	26	27.30	29	44	17.26
Language Development	1200	428.57	200.50	246	304	319.20	249	370	300
Planning, Administration and Global Engagement	1995	184.40	54.70	94	101.25	106.31	134	226	78
Technical Education	42500	21457.18	6675	6948	7299	6928.95	7138.97	10358	7031.97
Total (Department of Higher Education)	110700	62774.85	15458	16378	16210	21760	16900	25808	15855.26

2.4 The Department submitted before the Committee **new initiatives** taken by them in this section. The details of the financial allocation in given below:

(₹ in crore)

Sl. No.	Scheme	2014-15		2015-16
		B.E.	R.E.	
1	2	3	4	5
1.	RUSA	2200	397.47	1155
2.	National Mission on Teachers and Training	100	15	100
3.	Student Finance Aid	2326	1801	2400
4.	Skill band higher education	1	0.01	216.97
5.	Establishment of Multi disciplinary research in frontier areas of S&T, Social Sciences and humanities	110	0.90	110.00

1	2	3	4	5
6.	Creation of centres for training and research in frontier areas of S&T, Social Sciences 7 Humanities	105	50	50
7.	National initiatives for design innovation and DICS	45	33	35
8.	National initiative for technology transfer, including setting up of research parks	35	22	25
9.	Setting up of IITs, IIMs, NIT, IISER, IIIT in AP	5.00	0.05	205
10.	Consortium for Higher Education Electronic Resource	225	5	250
11.	Setting up virtual universities and MOOCS	100.00	5.00	150

2.5 The Committee observes that there is a huge gap between the projected demands and actual allocations during the Twelfth Plan period *i.e.* 2012-17, and with only two years left, it would not be possible to cover this gap. Moreover, this reduced allocation of funds does not match with the objectives of Twelfth Plan regarding expansion and growth of Higher Education Sector in the country and that this is also in contrast with the main objective of the improvement of access alongwith equity and excellence in higher education. The allocation needs to be enhanced.

2.6 In the context of declining allocation to the Department of Higher Education, the Committee also observes that they are not able to spend whatever budgetary allocation have come their way. This is very vividly indicated in the statistics furnished to it regarding position of unspent balances, as on 1.4.2013, 1.4.2014 and 30.9.2014 as per table given below:

(₹ in crores)

Unspent balances in respect of implementing Agencies/Autonomous Bodies/Schemes	
As on 1.04.2013	1789.72
As on 1.04.2014	779.50
As on 30.09.2014	1393.58

2.7 The Committee is therefore, constrained to state that this unspent balances could be one of the factors for the declining budget allocations of the department. This declining allocations and under utilization of funds, it appears are turning into a vicious cycle. The Committee also noted that a large number of utilization certificates outstanding in respect of Grants/loans upto 31<sup>st</sup> December, 2014 as indicated in the table below:

(₹ in crore)

No. of UCs outstanding in respect of Grants released upto 1.04.2014	Amount Involved	No. of UCs received during 01.04.2014 to 31.12.2014	Amount Involved in respect of UCs received	No. of UCs outstanding as on 31.12.2014	Amount Involved in Outstanding UCs
4259	15153.04	920	2002.27	3339	13150.77

2.8 The Committee, in view of the declining allocations combined with underutilization of budget allocations, expresses its serious concerns and recommends that the Department should reconsider/review its overall mechanism in so far as the implementation of various schemes is concerned and bring in new ideas. This is high time to show high achievements in the growth/development of Higher Education Sector, if India were to compete with advanced countries in this regard. We have to achieve equity, access and excellence in Higher Education to overcome the existing inequality prevailing in the country as well as to bridge the urban/rural divide. The Committee, however, also recommends to the Government to take seriously the growth and development of this sector and increase budgetary allocations keeping them closer to Twelfth Plan projections made by the Department of Higher Education as they are serving the needs of the society.

### III. GROSS ENROLMENT RATIO (GER)

3.1 The Committee was informed that in spite of the tremendous progress made in the higher education sector since Independence, the Gross Enrolment Ratio (GER) in higher education, which is the participation in the age group of 18-23 years in higher education, continues to be low and is estimated to be nearly 13.5 %. This is much below the world average of 24%, two thirds of that of the developing countries *i.e.* 18% and way behind the developed countries (58%). The Committee also points out that while all India average of GER of 23 states and UTs is less than 13.5% of GER of 12 State and UT is more than 13.5%. The GER for the three main relevant age group is given below:

Age Group	Population	No. in schools	GER
14-16	4.84	2.89	59.82
16-18	4.86	1.68	34.25
18-24	10.54	1.7	13.58

The Committee was informed about the comparable position in this regard in developed/developing countries as per the table given below:

USA	UK	Sweden	Brazil	Japan	China	Russia	India
84	59	82	25	55	23	71	13.5

3.2 The Committee was also informed that the Indian higher education system has exhibited impressive growth over the last decade to become one of the world's largest systems of higher education. The number of institutions has grown at a compound annual growth rate (CAGR) of 11% while student enrolment has grown at a CAGR of 6%. While these positive trends augur well for higher education system, the GER in India has been around 20% which presumably will reach up to 30% by 2020. If this projection has to be translated into reality, the role of private sector has to be allowed for in a more liberal and encouraging manner.

3.3 The Committee was further informed that the expansion that took place in the Eleventh Plan was a logical response to the rising aspirations of young people, improved schooling, and the fact that jobs created through rapid economic growth and skill-based technical change require higher levels of education. During the Eleventh Plan, Indian higher education moved from 'elite' to 'mass' higher education (threshold of 15 per cent GER) and is now moving towards universal higher education (threshold of 50 per cent of GER). This must be accompanied by offering a wider,

diverse range of education—the student should be able to acquire skills in multiple disciplines while achieving a solid core set of skills and at a pace that is customised to individual’s capacity to learn. With this in mind, further expansion will require a re-examination of the design, organisation, definition, and purpose of higher education. The Twelfth Plan strives to create diverse education opportunities to cater to the growing number of students passing out of higher secondary classes on the one hand and the diverse needs of the economy had society on the other. Therefore, the four key principles that will drive the strategy for higher education expansion in the Twelfth Plan are as follows:

- (i) Expansion must focus on locations, States, subject areas/disciplines, and types of institutions where current capacity is low, instead of creation additional capacity across the board.
- (ii) Expansion must be aligned to the country’s economy. Therefore, a variety of HEIs offering innovative and relevant curricula designed to serve different segments of the job market or provide avenues for self-employment must be developed. Specific emphasis must be given to the expansion of skill-based programmes in higher education.
- (iii) The relative strengths of different types of institutions must be harnessed to serve different needs. Central institutions must be assisted to become quality-leading institutions. State institutions must be supported to expand further and simultaneously address equity issues and improve quality. The philanthropic sector should be invited and incentivised to infuse more funds and build larger, sustainable and higher quality private institutions. New models of Public Private Partnership (PPP) in higher education must be encouraged not only for technology intensive education but also for multidisciplinary and research-based education. Open and distance learning must be used to widen access in a cost-effective and flexible manner.
- (iv) Overall, expansion will carefully planned to provide better access to the poor and disadvantaged social groups and first generation learners from backward areas.

**3.4 Committee’s attention has been drawn by the Twelfth Plan Approach Paper which mentions that about 18 per cent of all Government education spending or 1.12 per cent of GDP be spent on higher education. This funding should be raised to 25 per cent and 1.5 per cent respectively. However, the overall scenario regarding the declining allocations over the years as discussed in preceding paras shows altogether a different picture. This is also reflected in low achievement of GER which is taken as an indicator of the growth and development of Higher Education Sector in the county. As may be seen from the comparative figures, India ranks at the bottom regarding GER amongst those nations. The Committee, therefore, reiterates that to achieve higher GER and for making India an educational hub globally, not only more allocations are required but the utilization of allocations also has to be more efficient.**

#### **IV. RASHTRIYA UCHATAR SHIKSHA ABHIYAN (RUSA)**

4.1 The Rashtriya Uchhatar Shiksha Abhiyan is one of the flagship schemes of the Department of Higher Education. It was launched to provide assistance to State Universities and Colleges so as to improve their overall infrastructure etc. The Committee was informed that ₹2500 crores Plan outlay was approved in the Twelfth Plan. However the allocations under this scheme have been much below what was approved. The table below indicates the targets obtained *w.r.t.* the allocations made under RUSA:

Sl. No.	Targets set for the year 2014-15	Targets Achieved
1	6 new MDC	11 MDCs approved in 2014-15.
2	10 new Professional colleges	16 new professional colleges approved
3	creation of 5 universities by conversion of colleges in cluster	5 universities approved to be created by conversion of colleges in cluster
4	Infrastructure grants to 24 Universities	38 Universities approved for infrastructure grants
5	infra grants to 192 colleges	385 colleges approved for infrastructure grants
6	Upgradation of 16 existing degree colleges to MDC	25 degree colleges approved for upgradation to MDC
7	Support for Vocationalization of HE to 7 States	5 States approved for Vocationalization
8	Equity initiatives support to 5 States	3 States approved for Equity Initiatives grants
9	Faculty Improvement support to 3 States	3 States approved for Faculty improvement support
10	Faculty Recruitment support for 179 teachers	119 faculty positions approved for Faculty recruitment support.
11	Supporting Internal Quality Assurance Cells (IQACs) under National Quality Renaissance Initiative (NQRI)	Following activities were undertaken under this initiative: <ul style="list-style-type: none"> <li>a. Awareness building, population and promotion of quality assurance mentoring higher education institutions</li> <li>b. Building Collegium of Assessors</li> <li>c. Support to Internal Quality Assurance Cells (IQACs)</li> </ul>
12	Other Achievements	1 Autonomous college approved for upgradation to University  Released Preparatory Grants to 5 States and 2 UTs in 2014-15.

However, to a specific query, the Committee was informed that during 2013-14 B.E for RUSA was ₹500 crores which was reduced to ₹300 crores at RE stage whereas the actual expenditure was only ₹273.20 crores. For the financial year 2014-15, BE was ₹2200 crores which was reduced to ₹397.47 crores at RE stage and actual expenditure being ₹340.54 crores (till 1<sup>st</sup> March, 2015). It has been allocated ₹1155crores for 2015-16.

4.2 The Committee was informed that RUSA (Rashtriya Uchhatar Shiksha Abhiyan) was aimed at achieving 25% national level GER as also upgradation of autonomous colleges, college with potential for excellence and NAAC- A grade accredited as university level institution, introduction

of undergraduate programmes in universities as integrated UG/PG, enhancing intake capacity of existing colleges, developing the college cluster Universities regionally and establishing “Meta University complexes” in association with Public Private sector undertaking.

4.3 The Committee was further informed that there were certain academic, administrative and governance reforms as precondition for receiving funding. They further added that the bulk of enrolment takes place in universities and colleges supported by the State Government. Therefore, the assessment of critical infrastructure requirements and additional infrastructure for capacity creation in State universities, government and government aided colleges as also in engineering and technical institutions was essential. This would also help to address regional imbalances and quality gaps.

4.4 The Committee was also informed that under the RUSA in 2014-15, 11 Model degree colleges and 16 new professional colleges were approved. 5 universities were approved to be created by conversion of colleges in cluster, 38 universities and 385 colleges were approved for upgradation to Model Degree Colleges (MDC). The Department further added that under RUSA, support to Internal Quality Assurance Cells (IQAC) under National Quality Renaissance Initiative (NQRI) was given. The Department further informed that under this initiative awareness building, popularisation and promotion of quality assurance, mentoring higher education and Building Collegium of Assessors was undertaken.

**4.5 The Committee appreciated the launching of the RUSA and hopes that the objectives of the Scheme to help the State Universities and colleges to upgrade themselves both in terms of academics and physical infrastructure would go a long way in improving the standard of Higher Education in the country. The Committee, however, expresses its concern over declining allocation and reduction of RE stage to this scheme since its inception as well as under-utilization. The Committee therefore, recommends that this scheme may be implemented more efficiently and enhanced allocations may be made for achieving desired results.**

## V. NATIONAL MISSION ON TEACHERS AND TEACHING

5.1 The Committee was informed that new scheme “National Mission on Teachers and Teaching (T&T)” was launched. The Secretary informed that this mission would address a gamut of issues like 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 aid engineering/technical teachers. The Secretary further added that 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 mechanism at all levels so that there is vertical and lateral linkages. The Secretary gave the details of the approved costs on the National Mission on Teachers and Teachings:

Sl. No.	Details of Components	Costs
1	2	3
1.	30 Schools of Education (in Central Universities)	350.00
2.	50 Centres of Excellence for Curriculum and Pedagogy (with necessary emphasis on maths and sciences)	330.00
3.	2 Inter-University Centres for Teacher Education	40.00



1	2	3
4.	National Resource Centre for Education	45.00
5.	5 Centres for Academic Leadership and Education Management	45.00
6.	Innovations, Awards, Teaching Resource Grant, including Workshop and Seminar	40.00
7.	Subject Networks for Curricular Renewal and Reforms	5.00
8.	Administration and Incidental Expenses @ 5%	45.00
9.	TOTAL:	900.00

**5.2 The Committee feels that although quite delayed, this is a step in the right direction. The Committee would appreciate if an assessment of vacancies of teachers in all categories is made across the country on a priority basis. Similarly, a critical review of recruitment procedure along with eligibility criteria being followed by different university authorities also needs to be made in consultation with all the stakeholders. This should be followed by corrective measures as and where required by the concerned authorities. The Committee also feels that teacher-training is one of the most important area which should be given due priority if quality education is to be imparted to the students. The Committee recommends that the Department should take immediate steps in this regard.**

## **VI. SETTING UP OF NEW IITs, IIMs, IISERs, NITs and IIITs**

### **A IITs**

6.1 The Secretary informed the Committee that a scheme for establishment of the 8 new IITs was approved by the Union Cabinet on 17.07.2008 at a total cost of ₹ 6080 crore at ₹760 crore for each IIT over a period of six years. This amount included ₹388 crore for construction work, ₹141 crore for equipment and ₹231 crore for recurring expenditure. Six of the IITs viz. Hyderabad, Patna, Rajasthan, Bhubaneswar, Ropar, and Gandhinagar started functioning from the temporary campuses from academic year 2008-09 and remaining two, viz. Indore and Mandi started functioning from the academic year 2009-10. All the new IITs are presently functioning from the temporary premises. Land for the permanent campus for each IIT has been allotted by the respective State Governments, free of cost. The dates on which land was transferred by concerned State Governments are given below:

Sl. No.	Name of the IIT	Date of transfer of land
1.	IIT-Hyderabad	06.10.2008
2.	IIT-Indore	27.06.2012
3.	IIT-Ropar	12.06.2009
4.	IIT-Mandi	18.01.2011
5.	IIT-Bhubaneswar	10.02.2009 & 15.09.2010
6.	IIT-Gandhinagar	30.07.2012
7.	IIT-Jodhpur	07.03.2011
8.	IIT-Patna	19.04.2011

6.2 The Committee notes that the current status of construction of permanent campus of the 8 new IITs is as tabulated:-

Sl. No.	Name of IIT	Partial Shifting	Permanent Shifting
1.	IIT Hyderabad	01.05.2015	01.01.2016
2.	IIT Patna	—	15.05.2015
3.	IIT Ropar	—	April, 2017
4.	IIT Indore	15.03.2015	01.03.2016
5.	IIT Gandhinagar	—	15.07.2015
6.	IIT Mandi	1st year, 3rd year and 4th Year B.Tech students most of the MS and Ph.D scholars have already shifted. B.Tech students shall be shifted to permanent campus by March, 2015.	By end of the year 2015
7.	IIT Bhubaneswar	First Phase Shifting by June, 2015	1st June, 2015
8.	IIT Jodhpur	May, 2015	September, 2016

6.3 The Committee was further informed that five new IITs were proposed to be set up, one each at Jammu, Chhattisgarh, Andhra Pradesh, Goa and Kerala. Accordingly, steps have been taken to set up these IITs. The Committee notes that for IIT Tirupati (Andhra Pradesh) Government of Andhra Pradesh has identified land measuring 589.55 acres at Merlapaka Village, Yerpedu (Mandal), Chittor District (Near Tirupathi). On the recommendation of the Site Selection Commission, both the land and the temporary campus identified have been approved by the Hon'ble HRM. IIT Madras has been decided to be the Mentor Institute of IIT Tirupati. For the IIT Kerala, the State Government had identified two locations at Pudukkottai Central Village and Pudukkottai West Village in the Palkkattal Taluka of the State. The Site Selection Committee constituted by the Ministry had visited the sites as well as the temporary campus identified by the State Government, on January 17, 2015. Based on the recommendations of the Site Selection Committee, and with the approval of the Hon'ble HRM, the site situated at Pudukkottai West in the Palakkad District, having an area of 400 acres has been finalized for permanent campus, and Ahalia Integrated Campus, situated at village Kozhipara, Palakkad District of Kerala for temporary campus of IIT, Kerala. The State Government has also been requested to acquire additional land measuring 100 acres since some part of the land is not suitable for construction and IIT Madras has been named as the Mentor Institute.

6.4 The Committee was informed that for the IIT Chhattisgarh, the State Government has identified two sites measuring 267 and 264 acres at Newai and Sankara (Patan) in the District of Durg (Bhilai). Government Engineering College, Raipur has been identified as temporary campus. The Site Selection Committee has visited the sites and the temporary campus on January 10, 2015 and the Report is awaited and IIT Hyderabad has been nominated as the Mentor Institute.

6.5 The Committee was further informed that for IIT Goa, the State Government has identified a new site measuring 227.33 acres at Village Dargalim, Pernem. The Site Selection Committee has visited the site on January 21, 2015. The Site Selection Committee recommended that the State Government be asked to acquire additional land, adjacent to the site identified, since the shape of the stretch of land identified is not conducive for an IIT. A communication in this regard has been

sent to the State Government. The Site Selection Committee has recommended Goa Engineering College for temporary campus of the Institute and IIT Bombay has been nominated as the Mentor Institute. The Maiden Academic Session of the Institute is to commence from 2015 and necessary instructions, in this regard have also been issued to the JAB (Advanced), 2015.

6.6 In the case of IIT Jammu, the State Government has informed about having identified six sites for the IIT Jammu but the details are still awaited. There is no communication from the State Government with regard to temporary campus. The Site Selection Committee has been constituted with the approval of the Hon'ble HRM and IIT Delhi has been named as the Mentor Institute for IIT Jammu. The Department further added that all these new Institutes will commence their first academic session from 2015-16. It was also announced to set up a new IIT in the State of Karnataka and to convert the Indian School of Mines, Dhanbad into a full-fledged IIT.

**6.7 The Committee notes with serious concern the delay in shifting of the new IITs to their own buildings. As informed, the acquisition of lands for new IITs is at various stages and some of these lands are likely to be required at an early date. The Committee is of the view that since the brand name of IITs carries international standards and this standard and brand name may be maintained at any cost. The Committee therefore, recommends that all-out efforts be made to expedite the land acquisition and construction of new buildings so that academic activities could be started and carried out in organized and focussed manner.**

## B IIMs

6.8 The status of each of the 6 new upcoming IIMs being established by the Government was given:

Sl. No.	State	Mentor Institute	Land
1.	Bihar	IIM Calcutta	The State Government of Bihar has offered land in Bodh Gaya.
2.	Odisha	IIM Indore	The State Government of Odishah as offered land near Bhubaneswar.
3.	Maharashtra	IIM Ahmedabad	The State Government of Maharashtra has offered land in Nagpur which has since been accepted by the Central Government.
4.	Punjab	IIM Kozhikode	The State Government of Punjab has provided land near Amritsar which has been accepted by the Central Government.
5.	Himachal Pradesh	IIM Lucknow	The State Government of Himachal Pradesh has offered land in Sirmaur.
6.	Andhra Pradesh	IIM Bangalore	The State Government of Andhra Pradesh has provided land in Visakhapatnam which has since been accepted by the Central Government. Foundation stone of IIM Visakhapatnam has also been laid on 17 <sup>th</sup> January, 2015.

6.9 The Department further added that the Mentor Institutes have already been requested to proceed to take admission to the upcoming IIMs. Besides, these 6 new upcoming IIMs, 7 new IIMs are also functioning in the country, details of which were given below:

Sl. No.	Name of the IIM	Temporary Campus
1.	RGIIM Shillong	Mayurbhanj Complex, Nongthymmai, Shillong, Meghalaya.
2.	IIM Rohtak	M.D. University, Rohtak
3.	IIM Raipur	Government Engineering College Campus, Sejbahar, Raipur.
4.	IIM Trichy	NIT Trichy Campus Trichy.
5.	IIM Ranchi	Suchna Bhawan, Meur's Road, Ranchi.
6.	IIM Kashipur	Office of the Commissioner, Sugar Cane Development and Sugar Industries, Kashipur
7.	IIM Udaipur	MLSU Campus, Udaipur

**6.10 The Committee, like in the case of IITs reiterates its recommendations that all out steps be taken on priority basis to acquire land for these institutes of higher learning so that they start functioning from their campuses at the earliest.**

#### C NITs

6.11 The Department further submitted before the Committee that the Government of India has established ten new National Institutes of Technology (NITs) in the eleventh Five Year Plan. At present, except NIT – Nagaland all other 09 new NITs were functioning in their respective temporary campus. Land earmarked for permanent campus in NITs – Goa and Sikkim is yet to be handed over by their respective State Government. The Committee notes that the new NITs should get their own campuses in near future.

#### D IISERs

6.12 Indian Institutes of Science Education and Research (IISERs) were created by the Government of India as a group of premier institutes to promote education and research in science on a global quality standard. With a view to meet the need for strengthening science education by integrating Under-graduate (UG), Post-graduate (PG) and research, on the recommendation of the Scientific Advisory Council to the Prime Minister (SAC-PM), the Ministry of Human Resource Development, Department of Higher Education, set up five Indian Institutes of Science Education and Research (IISERs) at Kolkata, Pune, Mohali, Bhopal and Thiruvananthapuram (TVM). Since, 2012 five IISERs have been declared as Institution of National Importance under NITSER (National Institutes of Technology, Science Education and Research) Act, 2007 (29 of 2007). Initially, in October, 2005, the approval of the Cabinet was for setting up of two IISERs at Kolkata and Pune. Subsequently, in 2007, the SAC-PM recommendation for setting up of three more IISERs in the Northern, Central and Southern Regions of the country were accepted by the Government of India and three IISERs were set up at Mohali, Bhopal and Thiruvananthapuram. Original cost estimate for setting up of all five IISERs was approved by the Cabinet as ₹2500 crore, *i.e.*, ₹500 crore for each. This has since been revised by the EFC to ₹4788 crore. The approved built up area for construction was 117000 square metre (sqm.) consisting of 34000 sqm. of academic complex and 83000 sqm. of residential complex. The RCE is to be submitted to the Cabinet for approval.

6.13 The construction of the permanent campuses of the IISERs are expected to be completed by the Twelfth Plan period except for IISER TVM which will be completed by 2018-19. Meanwhile, classes are being held in the temporary campuses. The Institutes offer BS-MS/Ph.D./

Integrated Ph.D. programmes. Admissions to BS-MS level and total students and faculty strength during the academic year of 2014-15 in respect of the five IISERs are shown below:

Institute	Total strength		Total BS-MS level strength during the academic year of 2014-15
	Faculty	Students	
IISER, Pune	89	973	599
IISER, Kolkata	87	788	497
IISER, Mohali	78	706	499
IISER, Bhopal	77	650	457
IISER, TVM	57	558	435

6.14 **The Committee while welcoming the setting up of new IISERs expresses its concern on the delay in construction of permanent campuses where they would shift. The Committee observed that these IISERs have been envisaged not only as institutes of higher education but also to carry out research in various fields which would bring obvious benefits to the country. Any delay, therefore, would impact the research activities adversely as it requires not only facilities like labs, libraries and other related infrastructure but also an appropriate ambience to do so. The Committee notes that the Department of Higher Education and the Government should work for this purpose with synergy to get best of the results.**

#### **E IITs**

6.15 The Ministry of Human Resource Development (MHRD) is setting up 20 new Indian Institutes of Information Technology (IIITs) to address the increasing skill challenges of the Indian IT industry on Public Private Partnership (PPP) basis. As per the approved scheme, the partners in setting up the IIITs would be the Ministry of Human Resource Development, Government of the respective States where each IIIT will be established, and the industry. The capital cost of each IIIT would ₹128.00 crore to be contributed in the ratio of 50:35:15 by the Central Government, the State Government, and the industry respectively. The project is targeted to be completed in nine years from 2011-12 to 2019-20. During the current year it is expected that 5 such institutions would be set up.

6.16 **The Committee observes that the country has done extremely well in the field of Information Technology, which has become an important tool in the development of manpower for various areas of knowledge. The Indian Information Technology manpower has emerged as a strong and credible force which is now highly acclaimed by the global information technology/services industry. The Committee understands that in order to provide manpower of global standards in the information technology to cater to the needs of emerging areas of knowledge and services, such premier institutes in information technology are an essential pre-requisite. There is also no denying the fact that the IT sector has a positive impact on our economy and governance which in turn has improved immensely every aspect of our society, be it education, health facilities, agricultural innovations or service sector. The Committee welcomes the objective behind the proposed institutions but feels concerned about certain visible gaps noticed in respect of the status of existing centrally funded IIITs, mode of setting up the new IIITs, their governance structure and likely impact on all the stakeholders that needs to be corrected urgently.**

## VII. FACULTY POSITION

7.1 The Committee was informed that the total number of sanctioned teaching posts in various Central Universities is 16339 (2363 Professor, 4660 Associate Professor, 9316 Assistant Professor). Out of the total sanctioned teaching posts of 16339, 6107 teaching posts were lying vacant (1273 Professor, 2193 Associate Professor, 2641 Assistant Professor). The Department further added that as there is no ban on filling up the teaching positions and UGC had sent several letters to the universities to expedite the filling up of vacant teaching positions. In the UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the maintenance of standards in Higher Education, UGC has clearly mentioned that all the sanctioned/approved posts in the university system shall be filled up on an urgent basis. While approving the Budget Estimate (Non-Plan) and Revised Budget Estimate (Non-Plan), from the year 2010-11 onwards twice in a year, all the Central Universities have been requested by the UGC to fill up the teaching positions at the earliest. Further, in order to meet the situation arising out of shortage of teachers in universities and other teaching institutions and the consequent vacant positions therein, the age of superannuation for teachers in Central Educational Institution has already been enhanced to sixty five years.

7.2 The UGC, Chairman further added that besides, subject to availability of vacant positions and fitness, teachers shall also be re-employed on contract appointment beyond the age of sixty five years upto the age of seventy years. Re-employment beyond the age of superannuation shall, however, be done selectively, for a limited period of 3 years in the first instance and then for another further period of 2 years purely on the basis of merit, experience, area of specialization and peer group review and only against available vacant positions. The Chairman UGC, informed that all Vice Chancellors of Central Universities, State Universities and Deemed to be Universities have been requested to make a serious effort in ensuring that all vacant positions are filled by the University before the start of the next academic session, well in time for the selected persons to be available for the instructional programs of the new academic session.

7.3 The Chairman, UGC further added that UGC has been continuously monitoring the progress of filling the vacancies of teachers in Central Universities. The issue was last discussed in the Conference of Vice-Chancellors of the Central Universities held on 4<sup>th</sup>-5<sup>th</sup> February, 2015 under the chairmanship of the Hon'ble President of India, in which Vice-Chancellors were exhorted to fill up the vacancies in a time bound manner. The Ministry has recently constituted a Committee to suggest measures for filling up teaching posts expeditiously, appointment of *ad-hoc* teachers and measures for minimizing the vacant positions of teaching staff in Central Universities.

7.4 The Department submitted that the total number of sanctioned non-teaching posts in various Central Universities is 33993 (2022 Group A, 5227 Group B, 27744 Group C). Out of the total sanctioned non-teaching posts 10778 non-teaching posts are lying vacant (720 Group A, 1597 Group B, 8461 Group C). Further, with regard to filling up of non-teaching positions, UGC/ Government of India have prescribed the norms for teaching to non-teaching ratio at 1:1.1. Therefore, UGC has instructed all Central Universities that the vacancies available against sanctioned nonteaching positions can be filled up by the University if the teaching to non-teaching ratio is less than 1:1.1 as prescribed by Govt. of India with the prior approval of UGC.

7.5 The Department further added that the UGC has drawn up a scheme to involve academics from outside the university system to enhance faculty resources of universities, particularly at the post-graduate and research levels. In particular, the UGC was eyeing research organizations, research and development units of Central and State public-sectors undertakings and business corporations, Non-Resident Indians and Persons of Indian Origin working with academic, research and business organizations overseas, and foreign academicians and researchers having a demonstrated interest in Indian studies.

7.6 The Department further submitted that the two modalities had been evolved for their engagement with the university system: The “Adjunct faculty” route for younger and mid-career professionals within the target groups, and the ‘scholar-in-residence’ avenue for senior professionals and specialists. The UGC has sanctioned 706 adjunct faculty positions for the entire university system in the country, with Central universities allowed five such positions each, State universities two, and deemed universities one each. Adjunct faculty positions will be tenure appointments for one academic year or two semesters, and such individuals will be offered a token honorarium of upto ₹1,500 per teaching hour/session, subject to a maximum of ₹30,000 a month. In the case of scholar-in-residence, there will be 512 faculty positions. Each Central university will be allowed two such positions, while State universities and deemed universities can have one position each. The Department further added that the main reason for the shortage of faculty in Central Universities was the expansion of the capacity of existing Centrally Funded Educational Institutions (CFEIs) due to implementation of the Central Educational Institutions (Reservation in Admission) Act, 2006, the establishment of new CEFIs and their operation from temporary campuses, the slow pace of development of permanent campus of the newly established CEFIs, the lack of space in temporary campuses to expand academic activities, the remoteness of the new locations of some of the CFEIs and non-availability of suitable candidates.

7.7 The Department further added that the Central Universities were adopting different methods/process to address faculty shortages in order to ensure that studies of students are not affected, which *inter-alia*, include hiring *ad-hoc* faculty, Guest Faculty, Contract Faculty and Reemployed. The details of faculty employed in 39 Central Universities under the purview of UGC on *ad-hoc* basis, Guest Faculty, Contractual and Re-employed is as under:-

Ad-hoc	Guest Faculty	Contract Faculty	Re-employed	Total
235	1975	576	136	2922

7.8 The Department further pointed out the faculty position in IITs.

Sl. No.	Name of Institute	Student strength	Faculty Strength (sanctioned)	Total	Vacant	Student/Faculty ratio
1	2	3	4	5	6	7
1.	IIT Bombay	9728	904	620	284	16 : 1
2.	IIT Delhi	7827	776	435	341	18 : 1
3.	IIT Guwahati	5105	494	356	138	14 : 1
4.	IIT Kanpur	6439	648	402	246	16 : 1
5.	IIT Kharagpur	10686	1069	579	490	18 : 1
6.	IIT Madras	8719	800	566	234	15 : 1
7.	IIT Roorkee	8035	820	460	360	17 : 1
8.	IIT BHU	5003	557	233	324	21 : 1
9.	IIT Bhubaneswar	925	170	99	71	9 : 1
10.	IIT Gandhinagar	937	90	89	1	11 : 1
11.	IIT Hyderabad	1675	166	134	32	13 : 1

1	2	3	4	5	6	7
12.	IIT Indore	780	90	78	12	10 : 1
13.	IIT Jodhpur	736	90	48	42	15 : 1
14.	IIT Mandi	612	90	66	24	9 : 1
15.	IIT Patna	925	90	75	15	12 : 1
16.	IIT Ropar	572	90	68	22	8 : 1
TOTAL:		68704	6944	4308	2636	16 : 1

7.9 The Department also informed the Committee about the faculty position in NITs which indicates that against the 6529 sanctioned strength faculty, at present 4659 faculties are engaged in NITs. Further, the recruitment of faculty is a continuous process and the vacancies keep arising due to retirement, resignation and additional requirements on account of enhanced students' strength. The Institutions are engaging contract, adjunct and visiting faculty as well as using the online mode of teaching to overcome these shortages. To make the teaching profession more attractive, the faculty are encouraged to undertake consultancy and are given start-up financial support. Recently, the Government has decided to allow the faculty, working under the Central Government or Central Autonomous Bodies, to join the newly set-up Central Educational Institutes on a long term deputation basis. The Institutes are engaging Lecturers on a contract basis with M.Tech. qualification to make up for shortages. These contract Lecturers are expected to complete their Ph.D. and then join as regular faculty after following due selection procedures.

7.10 The Department further added that the UGC has initiated a scheme called "Operation Faculty Recharge" for augmenting the research and teaching resources of universities to tackle the shortage of faculty in university system. UGC has also framed the guidelines for empanelment of Adjunct Faculty in Universities and Colleges. These guidelines enable higher educational institutions to access the eminent teachers and researchers who have completed their formal association with the University/College, to participate in teaching, to collaborate and to stimulate research activities for quality research at M. Phil and Ph.D. levels; and to play mentoring and inspirational role. As per this guideline, Adjunct faculty will be provided travel cost, as per entitlement, from his/her institution/place of stay and back, maximum six (06) times per academic year. No reimbursement for hiring accommodation will be permissible. However, she/he will be provided free lodging and boarding in the guest House. Beside above, an honorarium of ₹1000/- (Rs. One Thousand only) per lecture to a maximum, of ₹4000/- (Rs. Four Thousand Only) per day of service subject to a maximum ceiling of ₹80,000/- (Rs. Eighty Thousand Only) per month. The Adjunct Faculty will work at the host institution for a minimum of 02 days per visit. There is a little shortage of permanent teaching faculty at SPAs. However, provisions have been made for appointment of visiting and adjunct faculty as per the Minimum standards of Architectural Education, 1983 which provides for 25% of the teaching load allotted to the visiting faculty.

7.11 **The Committee has been voicing its concern from time to time on the acute shortage of faculty in higher educational institutions across the country. Right from well-established Central Universities to those set up recently, State universities as well as private universities, premier institutions like IITs, NITs and IIMs, this problem has emerged as the biggest handicap for the development and growth of Higher Education *vis-a-vis* maintaining the quality of education. Situation continues to be grim with no**



improvement foreseen in the near future. The Committee points out that the availability of adequate and qualified faculty is a pre-requisite for quality education. The Committee appreciates the steps taken by the Department like increase in the retirement age up to 65 years, improvement of salary structures, etc. The Committee feels that there can be only three possibilities, either our young students are not attracted towards the teaching profession or the recruitment process is a prolonged involving too many procedural formalities or the quality of candidates is not upto the required level. In either case, the Department being the nodal authority for higher education sector has to take a proactive role so as to expedite the filling up of the existing vacancies.

7.12 The Committee also feels that to tackle the shortage of faculty in the Higher Educational Institutions (HEIs) there should be an increase in the number of research fellowships and new schemes for teaching assistantship should be introduced. The Committee further points out that there should be appropriate linkages with S&T institutions, joint appointment of teachers and researchers as faculty and promotions should be linked with performance. The Committee further adds that the Department should take steps to enhance the prestige of the teaching profession. The Committee is also of the view that in case the stricter norms for the appointment of faculty is coming in the way then UGC and other regulatory bodies should review them on regular basis and bring in necessary changes so as to fill up the vacant posts at the earliest.

7.13 The Committee would like to have a evaluation report, if any, about the quality and standard of Ph.D holders across the country to understand why suitable candidates are difficult to find for the vacant positions. May be we need to reorient the entire system of evaluation of Ph.D and other research scholars.

## VIII. SCHOLARSHIP

8.1 The Department pointed out that under the Central Sector Scheme of Scholarship for College and University Students, 50 % of the total scholarship of 82000 are already earmarked to girl students which is 41000. In addition, UGC has undertaken several schemes for the benefit of girls and women to enhance their accessibility as well as to promote excellence. Some of the schemes are given below:

### (i) **Post-Graduate Indira Gandhi Scholarship Scheme for Single Girl Child.**

The objectives of the scheme are (i) to support Post-graduate education of single girl child in non-professional courses and (ii) to recognize the value of observance of small family norms.

### (ii) **Post Doctoral Fellowship for Women**

The scheme of Part Time Research Fellowship was initiated in 1998 and now it is renamed as Post Doctoral Fellowship for Women. The objective is to provide an opportunity to the unemployed women with Ph.D. degrees, and with an aptitude for research, but unable to pursue the research work on regular basis due to personal or domestic circumstances.

### (iii) **Development of Women's Studies in Indian Universities and Colleges**

Women's Studies Centres have been established in the University System to develop field action projects for action, research, evaluation and enhancement of knowledge and partnership

across boundaries of caste/class/religion, community and occupations and to involve many more people and many more organizations in the network as well as to ensure the focus and the quality of this newly emerging discipline are maintained. The main objective of this programme is to strengthen and sustain the Universities Women's Studies Centers by establishing them as Statutory Departments in the University System, as also to facilitate their own capacity to network with other constituents, such that they are mutually reinforcing as well as synergizing one another.

8.2 The Secretary further added that the All India Council for Technical Education (AICTE) has launched a Scholarship named as **PRAGATI** for girls aimed at providing encouragement and support to girl child to pursue technical education. Under this scheme, 4000 girl children will be benefited every year with the restriction that only one girl child per family where family income is less than 6 lakhs/annum will be considered. The candidates will be selected on merit at the qualifying examination to pursue technical education form amongst such candidates and implemented by the authorized admission centre of the respective State Governments. The scheme envisages to provide ₹30000 or tuition fees or at actual whichever is less and ₹2000/month for 10 months as incidentals in a year until the duration of the course. AICTE has relaxation of ₹1.5 lakh in processing Fee (*i.e.* ₹3.5 lakh out of ₹5 lakh) for setting up new Technical Institute offering Technical Programme at Degree/Post Graduate Degree, Diploma, Post Graduate Diploma and Post Diploma Level exclusively for women.

8.3 The Committee pointed out that it may be seen that the physical scholarship targets under Central Sector Scheme of Scholarship for College and University Students could not be achieved. This is because of the reason that there is a wide gap between the quota of 82000 (fresh) scholarship per annum allotted to various State Education Boards/CBSE/ICSE and its actual utilization. Only around 60 % quota is utilized. The reasons for low utilization of Scholarship are as follows:

- (i) Low amount of scholarship.
- (ii) Only day to day expenses are covered and the beneficiaries of this Scheme are debarred from availing the benefits of the other scholarship schemes.
- (iii) Other lucrative scholarship schemes are already available for SC,ST, OBC, Minorities etc., which cover meeting of major expenses of their course fee and living expenses.
- (iv) The scheme is coordinated by State Education Boards which hardly have convergence with Higher Education Institutions.

8.4 The Department further added that the Central Sector Scheme of Scholarship for College and University Students have been brought under the Direct Benefit Scheme *w.e.f.* 5<sup>th</sup> January, 2013. Since 1<sup>st</sup> January, 2013, the scholarships are being disbursed directly into the bank accounts of the beneficiaries throughout the country. The Department further added that the Direct Benefit Transfer has brought in transparency and minimized tiers involved in fund flow thereby reducing delay in payment, ensuring accurate targeting of the beneficiary. Many of the problems faced in disbursement of funds to the beneficiaries through State Education Boards prior to DBT like lack of effective mechanism, checking of duplication of name, whether the amount reached the beneficiaries, whether the funds sanctioned were utilized properly, whether timely disbursement of funds took place, problem of ghost beneficiaries, fake names, delay in submission of utilization certificate etc, have, to a large extent, been solved. To further streamline the process, an Online renewal application portal have been launched on 17.11.2014 in which the

eligible students would be applying directly online for renewal of their scholarships. The payment to the eligible beneficiaries is made through DBT after verification of the online application of the beneficiaries by the respective Universities /Colleges/Institutes where the beneficiary is studying. This has curtailed the precious time previously taken by the State Education Boards for verification of particulars.

8.5 The Department further added that All India Council for Technology Education (AICTE) has launched a Scholarship on 11.11.2014 named as SAKSHAM for differently abled student to provide encouragement and support to 1000 differently-abled students to pursue technical education in a year. The amount of scholarship is tuition fee of ₹30000/- or at actual, whichever is less and ₹2000/- per month for 10 months as incidentals. This scholarship is for those differently abled students whose family income is less than ₹6 lakh per annum. The candidates will be selected on merit at the qualifying examination to pursue technical education from amongst such candidates. The candidates should have been admitted to 1<sup>st</sup> year of the Degree or Diploma programme in any of the AICTE approved institute during the academic year 2014-15 through centralized admission process of the State/Central Government. The Department further added Special scholarship scheme for students of North East Region from 2014-15. 10,000 scholarships to students from North East Region whose parental income is below ₹4.5 lakh per annum. Scholarship ranging from ₹3500 to 5000 per month for studying at under graduate level in Colleges/Universities of the country.

**8.6 The Committee observes that all these Schemes are meant for providing an opportunity to students belonging to marginalized sections to get proper coaching so as to enable them to compete for higher studies and become eligible for teaching in higher educational institutions and for getting gainful employment in Central/States/private sector services. The objective behind all these Schemes is very laudable. The Committee can only emphasize that these schemes need to be administered more effectively to bring its benefit to the targeted beneficiaries. The Committee would like to have a status note on all these schemes.**

## **IX. SKILL DEVELOPMENT**

9.1 The Department submitted that a major concern was the lack of employable skills of our students. The Department submitted that there was need for adoption of the National Skill Qualification frameworks (NSQR) and Choice Based Credit System (CBCS) in colleges and State Public Universities. The Department further pointed out that 100 Kaushal Kendras were set up to become centre for Excellence for Skill Development in specialized areas and for co-ordination between the higher education system and industry. The Department further added that Unnat Bharat Abhiyan had been launched where IIT, IISER and NIT were to adopt villages and develop appropriate rural technologies for sustainable development through peoples participation and focus on water management, organic farming, renewable energy, frugal technology, infrastructure and livelihood.

**9.2 The Committee appreciated the efforts of the Department to enhance the skill and employability of the youth. The Committee pointed out that in order to leverage the demographic dividend that India enjoys, we need to ensure that our youth are empowered with right skills to meet the challenges of the knowledge based economy. The Committee recommends that some strategies for the skill development like skills requirement assessment, Diploma Education, lateral entry from ITIs to Diploma programmes, Industrial training finishing schools and Special Manpower Development Programme should be taken up. The Committee points out this area should be accorded the highest**

**priority as it will impact our development strategies in other areas as well. Skill Development, in fact is not confined to one Ministry/Department; many of them including State Governments and Private Sector would be involved. Although we have a separate Ministry for coordination in this regard, the Committee hopes that such schemes are implemented with proper synergy/coordination without any duplication of efforts/resources.**

## **X. OPEN AND DISTANCE LEARNING**

10.1 Distance education system is emerging as an important means to cater to the increasing demand for higher education. Open and Distance Learning (ODL) is recognised and accepted as an important mode for achieving enhanced access, developing skills, capacity building, training, employability, life-long education and continuing education. Open and distance Learning has contributed significantly in development of education structure of India. It provides avenues to those students who are not able to leave their jobs or are not able to attend regular classes due to some reasons. Our distance education system consists of one National Open University namely, Indira Gandhi National Open University (IGNOU) and 14 State Open Universities. In addition, many Central/State Universities also offer courses through distance mode.

10.2 Distance Education Council of India (DECI) deals with the Open Distance Learning (ODL) education in higher education system. It has been envisaged for providing a transparent, affordable and accessible, flexible, diversified, cost effective and learner centered quality education through distance mode and also regulation of the ODL education in higher education system in the country. The Department submitted that the proposed DECI Bill has been uploaded on MHRD's website for seeking views/comments from general public/stakeholders. The Department informed that the views/comments so received from general public/stakeholders have been forwarded to the Chairman of the Working Group on ODL education and (Hon'ble HRM has constituted a Working Group on ODL education to look into the various aspects of the ODL education including the proposed DECI Bill. The Working Group is expected to submit its report by the end of 2<sup>nd</sup>/3<sup>rd</sup> week of March, 2015. Once the report is received from the Working Group, necessary action will accordingly be taken for seeking the approval of the Cabinet to introduce the proposed DECI Bill in the ensuing session of Parliament.

10.3 The Committee notes that the DECI, which was mandated to regulate distance education in the country, had come into existence as an authority of IGNOU. The Committee does not find any merit or justification in the kind of initiative taken by the Department in dissolving a statutory body functioning since 1991.

10.4 Committee's attention was also been drawn by the issue of closing of 532 community colleges and its resultant impact on all the stakeholders particularly the student community. The Committee observes that the scheme of community colleges was a well-conceived scheme having the required bodies and monitoring mechanism in place. The Committee also takes note of the fact that this schemes, was introduced in the country, keeping in view the major contribution of community colleges in different parts of the world to extend access to post secondary studies for students who would otherwise not have the desired opportunity.

**10.5 The Committee is also aware of the fact that the primary mandate of IGNOU is introduction and promotion of Open University and distance education systems. However, there are several provisions that do not restrain the University from using classroom engagement as a means to fulfil its mandate. The Committee has been informed that there are as many as 164 programmes in the face-to-face mode on IGNOU campus and**

at partner institutions across the country. The Committee would like to point out that the Scheme of Community Colleges that was launched in July, 2009, had run for about two years only and has since been scrapped. It was too short a time to take a final view about the status of the Scheme, especially in view the level of pre-introduction exercise undertaken by the University. The rational approach would have been to suggest measures for strengthening the Scheme. The Committee strongly feels that the High Powered Committee had nowhere recommended scrapping the Scheme; instead, it had recommended restructuring of the Scheme by having an appropriate statutory mechanism for the Scheme along with certain other modifications. The only restriction placed by the Committee was that no new colleges should be admitted to the Scheme of Community Colleges till such restructuring.

10.6 The Committee reiterates its recommendations to give DEC a statutory status to regulate distance learning in the country. The present arrangement of transferring DEC with UGC is neither practicable nor legally tenable. Therefore, the DECI Bill should be brought before Parliament as soon as possible.

## **XI. STRENGTHENING PRIVATE TECHNICAL INSTITUTIONS IN THE COUNTRY**

11.1 The Committee points out that a total number of 3,241 engineering institutions are established in India out of which more than 90 percent 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 per cent of total project institutions. Based on the need to improve quality of engineering education in private unaided institutions and their eagerness, MHRD proposed a parallel project, TEQI-III, solely for PUIs. 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 and also challenges with respect to achieving 'Quality' in private engineering education have to do with the need to strengthen faculty, provide colleges with more academic autonomy, enhance transparency in governance and regulation of these institutions and improve their finances.

11.2 The Committee is concerned about the issues such as quality of faculty and its shortage in general and in private universities/institutions in particular. Last year, the Committee had recommended that an assessment may be made about the quality of faculty and its positions in private universities and institutions. However, the Committee is at loss to find that no action has been taken in this regard so far. The only feedback made available to the Committee is that UGC conducted a comprehensive review of 124 Deemed Universities in 2009 which included availability of faculty and its quality. It was found that the faculty was inadequate in 17 Deemed to be Universities and needed further augmentation in 8 Universities. No status about the follow-up action taken has been shared with the Committee. With regard to private Universities, the Committee has been given to understand that out of 53 such universities 17 were inspected by the Expert Committees of UGC and faculty status was part of this exercise. No specific information

about the availability of faculty has been given. With regard to technical institutions, the Committee has been simply informed that faculty norms are verified at the time of establishment of new institutions and thereafter, every year institutions are required to maintain the faculty norms on a self disclosure basis on the AICTE portal. The Committee therefore, stresses that apart from other parameters which have been required faculty position should be given more priority and that communication should be sent to States in this regard. The existing mechanism for this purpose, the Committee feels, needs revisiting for making it more regular and effective leaving settle scope for corruption/favouritism.

## **XII. MASSIVE ONLINE OPEN COURSES (MOOCs)**

12.1 The Secretary, Department of Higher Education submitted that Massive Online Open Courses (MOOCs) an integrated national platform with comprehensive academic structure offering courses covering engineering, Humanities and social sciences had been launched. Under Massive Online Open Courses (MOOCs), 50 courses have already been done. The Secretary submitted that the whole idea is provide quality teaching material to be delivered and available in the open for everyone to enhance his knowledge. He further added that there was aim to leverage the potential of ICT for teaching and learning process through National Mission on Education through Information and Communication Technology (ICT).

12.2 **The Committee is also of the view that other technological interventions, such as the one based on MOOCs (Massive Open Online Courses) run by IITs can prove to be helpful especially in view of its likely immediate impact. The Committee reiterates that this aspect has to be given top priority. The other viable option likely to show immediate results would be to utilize the services of available teachers to the maximum by means of information technology like video-conferencing having a single teacher teaching the students of more than one IITs at the same time.**

## **XIII. STRENGTHENING OF UGC AND AICTE**

13.1 UGC and AICTE are the two statutory agencies handling the higher and technical education sector in the country for the last so many years. Both these bodies which have been there for the last so many decades and have carried out their mandated tasks very effectively. They have played a leading role in the massive expansion of higher education in the country through a large number of schemes and statutory regulatory framework. The Committee has been strongly advocating their cause, the need for their further strengthening in every respect. However, the Government in the past has brought in a proposed legislation which envisages the setting up of an over-arching Commission where under both UGC and AICTE are to be subsumed.

13.2 The Committee recommends for continuance of existence of these vital bodies for effective regulation of higher and technical education. The Committee reiterates once again that UGC and AICTE have to be strengthened. These should not be dearth of funds for these agencies in fulfilment of their objectives with all problem areas and constraints being removed. The Committee therefore, strongly recommends that required action may be taken by Government on a urgent basis, ensuring both UGC and AICTE continue to function in a more organized and effective manner.

13.3 The Committee welcomed a proposal for setting up an Indian Institute of Intellectual Property Rights Studies. The Department submitted that the scheme envisaged ten Ph.D

scholarships to students from different streams. The vision of the Institute is to promote IPR studies by way of interdisciplinary research. The main objectives of IIIPRS would be:

- (i) to provide for collecting and storing materials to help scholars from different disciplines to acquire information on IPR;
- (ii) to offer postgraduate courses in the area of intellectual property and development in association with Universities in India and abroad;
- (iii) to undertake research and development activities in the field of intellectual property rights and development;
- (iv) to undertake studies and consultancy services for State and Central Government, public and private sectors;
- (v) to conduct lectures, seminars, study groups, workshops etc in the area of intellectual property and development;
- (vi) to institute and maintain libraries;
- (vii) to institute Chairs, fellowships and award them to deserving scholars and persons of professional attainments;
- (viii) to publish research papers, treatises, books and periodicals and other literature relating to intellectual property and development;
- (ix) to design and develop trainer modules for teaching intellectual property rights in Engineering/Science Colleges and other educational institutions;
- (x) to encourage taking up projects which will motivate young researchers for undertaking research linking intellectual property to economic and social development;
- (xi) to develop training modules and to undertake training in the area of intellectual property right to professionals in the field of law industry, R&D institutions and other educational institutions;
- (xii) to do all such other things as may be incidental or conducive to the attainments of the above objectives; and
- (xiii) without prejudice to the generality of the above and for the effective carrying out of those objects, the Institute shall have the power to acquire, hold and receive property of any kind, including securities and negotiable instruments, to construct and maintain buildings, including the right to alter and improve them and to equip them suitably, to manage, sell, transfer any kind belonging to the Centre, to enter into contracts for and in connection with any of the purposes of the Centre and on its behalf to raise moneys and funds in such manner as may be deemed fit for and on behalf of the Centre.

**13.4 The Committee takes this opportunity to observe that for quite some time, increasing number of students have been opting for technical and professional courses for future employability thus leaving the fields of social sciences and humanities neglected. The Committee would appreciate if steps are initiated to attract students to the fields of social sciences and humanities also as these subjects address vital social issues and public policies. Further, the Committee would like the Department to give more focus to the**

three language formula in the education system as it would also strengthen the concept of national integration in our society.

#### XIV. CONCLUSION

14.1 The Committee considers that development, expansion and growth of Higher Education, both in the public and private sector, especially in view of our demographic dividend in the form of young population available in the country which is at present highest in the world requires highest attention of the Government. The youth of the country deserves the best of education to realize its dreams. India has got all the ingredients to become an international education hub as in the IT sector. The Committee recommends that paucity of funds should not be allowed to come in the way of India acquiring the status of leader in this field. All the stakeholders be it government regulatory bodies like UGC/AICTE, Institutions of Higher Education and Research like IITs, IIMs, IISERs, NITs, IIITs, private sector should galvanize to achieve the dreams of our young population.

14.2 There are large number of complaints about working of our Regulatory bodies in higher education, particularly UGC and AICTE, which needs to be looked into seriously. They sometimes in some cases fail to measure upto the probity and transparency expected from them. As a result, we get to hear about sub-standard institutions getting necessary approval. This the Committee feels is the root cause for declining standards in Higher Education. The Committee, therefore, emphasizes the need for improving the working of such bodies by making them more responsive, accessible and transparent.



## RECOMMENDATIONS/OBSERVATIONS OF THE COMMITTEE — AT A GLANCE

### II. BUDGETARY ALLOCATION

The Committee observes that there is a huge gap between the projected demands and actual allocations during the Twelfth Plan period *i.e.* 2012-17, and with only one more year left *i.e.* 2016-17, it would not be possible to cover this gap. Moreover, this reduced allocation of funds does not match with the objectives of Twelfth Plan regarding expansion and growth of Higher Education Sector in the country and that this is also in contrast with the main objective of the improvement of access alongwith equity and excellence in higher education. The allocation needs to be enhanced. The Committee is therefore, constrained to believe that this unspent balances could be one of the factors for the declining budget allocations of the department. This declining allocations and under utilization of funds, it appears are turning into a vicious cycle. (Para 2.5)

The Committee, in view of the declining allocations combined with underutilization of budget allocations, expresses its serious concerns and recommends that the Department should reconsider/review its overall mechanism in so far as the implementation of various schemes is concerned and bring in new ideas. This is high time to show high achievements in the growth/development of Higher Education Sector, if India were to compete with advanced countries in this regard. We have to achieve equity, access and excellence in Higher Education to overcome the existing inequality prevailing in the country as well as to bridge the urban/rural divide. The Committee, however, also recommends to the Government to take seriously the growth and development of this sector and increase budgetary allocations keeping them closer to Twelfth Plan projections made by the Department of Higher Education as they are serving the needs of the society. (Para 2.8)

### III. GROSS ENROLMENT RATIO (GER)

Committee's attention has been drawn by the Twelfth Plan Approach Paper which mentions that about 18 per cent of all Government education spending or 1.12 per cent of GDP be spent on higher education. This funding should be raised to 25 per cent and 1.5 per cent respectively. However, the overall scenario regarding the declining allocations over the years as discussed in preceding paras shows altogether a different picture. This is also reflected in low achievement of GER which is taken as an indicator of the growth and development of Higher Education Sector in the country. As may be seen from the comparative figures, India ranks at the bottom regarding GER amongst those nations. The Committee, therefore, reiterates that to achieve higher GER and for making India an educational hub globally, not only more allocations are required but the utilization of allocations also has to be more efficient. (Para 3.4)

### IV. RASHTRIYA UCHATAR SHIKSHA ABHIYAN (RUSA)

The Committee appreciated the launching of the RUSA and appreciates the objectives of the Scheme which would help the State Universities and colleges to upgrade themselves both in terms of academics and physical infrastructure. The Committee understands that this scheme would help the State universities/colleges to upgrade this infrastructure which would go a long way in improving the standard of Higher Education in the country. The

Committee, however, expresses its concern over low allocation to this scheme since its inception as well as under-utilization. The Committee therefore, recommends that this scheme may be implemented more efficiently and enhanced allocations may be made for achieving desired results. (Para 4.5)

## V NATIONAL MISSION ON TEACHERS AND TEACHING

The Committee feels that although quite delayed, this is a step in the right direction. The Committee would appreciate if, an assessment of vacancies of teachers in all categories on a priority basis is made across the country. Similarly, a critical review of recruitment procedure along with eligibility criteria being followed by different university authorities is also made in consultation with all the stakeholders. This should be followed by corrective measures as and where required by the concerned authorities. The Committee also feels that teacher-training is one important area which should be given due priority if quality education is to be imparted to the students. The Committee hopes that the Department would take immediate steps in this regard. (Para 5.2)

## VI SETTING UP OF NEW IITs, IIMs, IISERs, NITs and IIITs

### A IITs

The Committee notes with serious concern the delay in shifting of the new IITs to their own buildings. As informed, the acquisition of lands for new IITs is at various stages and some of these lands are likely to be required at an early date. The Committee is of the view that since the brand name of IITs carries international standards and this standard and brand name may be maintained at any cost. The Committee therefore, recommends that all-out efforts be made to expedite the land acquisition and construction of new buildings. (Para 6.7)

### B IIMs

The Committee, like in the case of IITs reiterates its recommendations that all out steps be taken on priority basis to acquire land for these institutes of higher learning so that they start functioning from their campuses at the earliest. (Para 6.10)

### D IISERs

The Committee while welcoming the setting up of new IISERs expresses its concern on the delay in construction of permanent campuses where they would shift. The Committee observed that these IISERs have been envisaged not only as institutes of higher education but would also carry out research in various fields which would bring good name to the country. Any delay would impact the research part heavily as it requires not only facilities like labs, libraries and other related infrastructure but also an appropriate ambience to do so. The Committee notes that the Department of Higher Education and the Government should work for this purpose with synergy to get best of the results. (Para 6.14)

### E IIITs

The Committee observes that the country has done extremely well in the field of Information Technology, which has become an important tool in the development of manpower for various areas of knowledge. The Indian Information Technology industry has emerged as a strong and credible force which is now recognized as a major constituent of

the global information technology services industry. The Committee understands that in order to provide manpower of global standards for the information technology industry to cater to the needs of emerging areas of knowledge, economy, education and training, information technology is a pre-requisite. There is also no denying the fact that the IT sector has a positive impact on our economy and governance which in turn has improved immensely every aspect of our society, be it education, health facilities, agricultural innovations or service sector. The Committee welcomes the objective behind the proposed legislation but highlights visible gaps so far as status of existing centrally-funded IITs, mode of setting up the new IITs, their governance structure and likely impact on all the envisaged stakeholders is concerned. (Para 6.16)

## VII. FACULTY POSITION

The Committee has been voicing its concern from time to time on the acute shortage of faculty in higher educational institutions across the country. Right from well-established Central Universities to those set up recently, State universities as well as private universities, premier institutions like IITs, NITs and IIMs, this problem has emerged as the biggest handicap for the development and growth of Higher Education *vis-a-vis* maintaining the quality of education. Situation continues to be grim with no improvement foreseen in the near future. The Committee points out that the availability of adequate and qualified faculty is a pre-requisite for quality education. The Committee appreciates the steps taken by Department like increase in the retirement age up to 65 years, improvement of salary structures. The Committee points out that there can be only two possibilities, either our young students are not attracted towards the teaching profession or the recruitment process is a prolonged one and involves too many procedural formalities. In either case, the Department being the nodal authority for the entire country so far as higher education sector is concerned has to take proactive role so as to expedite the filling up a existing vacancies. (Para 7.11)

The Committee recommends that to tackle the shortage of faculty in the Higher Educational Institutions (HEIs) there should be an increase in the number of research fellowships and new scheme for teaching assistantship should be introduced. The Committee further points out that there should be appropriate linkages with S&T institutions, joint appointment of teachers and research as faculty and promotions should be linked with performance. The Committee further adds that the Department should take steps to enhance the prestige value of the teaching profession. The Committee is also of the view that in case the stricter norms for the appointment of faculty is coming in the way then UGC and other regulatory bodies should review them on regular basis and bring in necessary changes so as to fill up the vacant posts at the earliest. (Para 7.12)

The Committee would like to have a evaluation report, if any, about the quality and standard of Ph.D holders across the country to understand why suitable candidates are difficult to find for the vacant positions. May be we need to recommend entire system of evaluation of Ph.D and other research scholars. (Para 7.13)

## VIII. SCHOLARSHIP

The Committee observes that all these Schemes are meant for providing an opportunity to students belonging to marginalized sections to get proper coaching so as to enable them to compete for higher studies and become eligible for teaching in higher educational institutions and for getting gainful employment in Central/States/ private sector services. The objective behind all these Schemes is very laudable. The Committee can only

emphasize that these schemes need to be administered in the real sense, with the benefit reaching the targeted beneficiaries. The Committee would like to have a status note on all the schemes. (Para 8.6)

## IX SKILL DEVELOPMENT

The Committee appreciated the efforts of the Department to enhance the skill and employability of the youth. The Committee pointed out that in order to leverage the demographic dividend that India enjoys. We need to ensure that our youth are empowered with right skills to meet the challenges of the knowledge based market economy. The Committee recommends that some strategies for the skill component like skills requirement assessment, Diploma Education, lateral entry of ITIs to Diploma programme, Industrial finishing schools and Special Manpower Development Programme should be taken up. The Committee points out this area should be accorded the highest priority as it will impact the development strategies. Skill Development, in fact is not confined to one Ministry/Department; many of them including State Governments and Private Sector would be involved. Although we have a separate Ministry for coordination in this regard, the Committee hopes that such schemes are implemented with proper synergy/coordination without any duplication of efforts/resources. (Para 9.2)

## X. OPEN AND DISTANCE LEARNING

The Committee is also aware of the fact that the primary mandate of IGNOU is introduction and promotion of Open University and distance education systems. However, there are several provisions that do not restrain the University from using classroom engagement as a means to fulfil its mandate. The Committee has been informed that there are as many as 164 programmes in the face-to-face mode on IGNOU campus and at partner institutions across the country. The Committee would like to point out that the Scheme of Community Colleges was launched in July, 2009. The programme had run for about two years only. It was too short a time to take a final view about the status of a Scheme, especially keeping in view the level of pre-introduction exercise undertaken by the University. The reasonable approach would have been to suggest measures for strengthening the Scheme. The Committee strongly feels that a High Powered Committee had nowhere recommended scrapping the Scheme. Instead, it had recommended restructuring of the Scheme by having an appropriate statutory mechanism for the Scheme along with certain other modifications. The only restriction placed by the Committee was that no new colleges should be admitted to the Scheme of Community Colleges till such restructuring. (Para 10.5)

The Committee reiterates its recommendations to give DEC a statutory status to regulate distance learning. The present arrangement with UGC is neither practicable nor legally tenable. Therefore, the DECI Bill should be brought before Parliament as soon as possible. (Para 10.6)

## XI. STRENGTHENING PRIVATE TECHNICAL INSTITUTIONS IN THE COUNTRY

The Committee is concerned about the issue such as quality of faculty and shortage are very acute so far as private universities/institutions are concerned. Last year, the Committee had recommended that an assessment may be made about the faculty positions in private universities and institutions. However, the Committee is at loss to find that no action has been taken in this regard so far. The only feedback made available to the Committee is that UGC conducted a comprehensive review of 124 Deemed Universities in

2009 which included availability of faculty, and its quality. It was found that the faculty was inadequate in 17 Deemed to be Universities and needed further augmentation in 8 Universities. No status about the follow-up action taken has been shared with the Committee. With regard to private Universities, the Committee has been given to understand that out of 53 such universities 17 were inspected by the Expert Committees of UGC and faculty status was part of this exercise. No specific information about the availability of faculty has been given. With regard to technical institutions, the Committee has been simply informed that faculty norms are verified at the time of establishment of new institutions and thereafter, every year institutions are to maintain the faculty norms on a self disclosure basis on the AICTE portal. The Committee therefore, stresses that apart from other parameters which have been required faculty position should be given more priority and that communication should be sent to States in this regard. The existing mechanism for this purpose, the Committee feels, needs revisiting for making it more regular and effective leaving settle scope for corruption/favouritism. (Para 11.2)

## XII. MASSIVE ONLINE OPEN COURSES (MOOCs)

The Committee is also of the view that other technological interventions, such as the one based on MOOCs (Massive Open Online Courses) run by IITs can prove to be helpful especially in view of its likely immediate impact. The Committee can only reiterate that this aspect has to be given top priority. The other viable option likely to show immediate results would be to utilize the services of available teachers to the maximum through means of information technology like video-conferencing by having the facility of a single teacher teaching the students of more than one IIT at the same time. (Para 12.2)

## XIII. STRENGTHENING OF UGC AND AICTE

The Committee takes this opportunity to observe that for quite some time, increasing number of students have been opting for technical and professional courses for future employability thus leaving the fields of social sciences and humanities neglected. The Committee would appreciate if steps are initiated to attract students to the fields of social sciences and humanities also as these subjects address vital social issues and public policies. Further, the Committee would like the Department to give more focus to the three language formula in the education system as it would also strengthen the concept of national integration in our society. (Para 13.4)

## XIV. CONCLUSION

The Committee considers that development, expansion and growth of Higher Education, both in the public and private sector, especially in view of the demographic dividend in the form of young population available in the country which is at present highest in the world requires highest attention of the Government. The youth of the country deserves the best of education environment to realize its dreams. India has got all the ingredients to become an international education hub as can be seen in the growth of the IT sector. The Committee notes that paucity of funds should not be allowed to come in the way of India acquiring the status of leader in this field. All the stakeholders be it government regulatory bodies like UGC/AICTE, Institutions of Higher Education and Research like IITs, IIMs, IISERs, NITs, IIITs, private sector and most importantly the society at large should galvanize to achieve the dreams of our young population. (Para 14.1)

There are large number of complaints about working of our Regulatory bodies in higher education, particularly UGC and AICTE, which needs to be looked into seriously.

**They sometimes in some cases fail to measure upto the probity and transparency expected from them. As a result, we get to hear about sub-standard institutions getting necessary approval. Thus, the Committee feels is the root cause for declining standards in Higher Education. The Committee, therefore, emphasizes the need for improving the working of such bodies by making them more responsive, accessible and transparent. (Para 14.2)**









XII  
TWELFTH MEETING

The Committee on Human Resource Development met at 11.00 A.M. on Wednesday, the 26<sup>th</sup> March, 2015 in Committee Room 'A', Ground Floor, Parliament House Annexe, New Delhi.

**MEMBERS PRESENT**

**RAJYA SABHA**

1. Dr. Satyanarayan Jatiya — *Chairman*
2. Prof. M.V. Rajeev Gowda
3. Prof. Bhalchandra Mungekar
4. Shri Vishambhar Prasad Nishad
5. Shri Basawaraj Patil
6. Shri Sharad Pawar
7. Shrimati Sasikala Pushpa
8. Shri Tiruchi Siva

**LOK SABHA**

9. Shrimati Santosh Ahlawat
10. Shri Bijoy Chandra Barman
11. Shri C.R. Chaudhary
12. Shrimati Kothapalli Geetha
13. Shri Bhairon Prasad Mishra
14. Dr. Bhagirath Prasad
15. Shri Sumedhanand Saraswati
16. Shri M.I. Shanavas
17. Dr. Nepal Singh
18. Dr. Prabhas Kumar Singh

**SECRETARIAT**

Shri N.K. Singh, *Joint Secretary*

Shri N.S. Walia, *Director*

Shri Vinay Shankar Singh, *Joint Director*

Shrimati Himanshi Arya, *Assistant Director*

**LIST OF WITNESSES**

**I Department of Youth Affairs**

- (i) Shri Rajeev Gupta, Secretary
- (ii) Ms Sujato Prasad, Joint Secretary & FA
- (iii) Sri L.K. Gupta, Joint Secretary (Y A)
- (iv) Dr. Latha Pillai, Director (RGNIYD)

- (v)Dr. Prabhakant, Director General (NYRS)
- (vi)Shri J.K. Tuteja, Programme Adviser(Nss)
- (vii)Shri Gaurav Aggarwal, Director (RGNYS/IC)
- (viii)Shri D.C.S. Rao, Consultant (Finance)

## II Department of Higher Education

- (i) Shri Satyanarayan Mohanty, Secretary
  - (ii) Shri Amarjeet Sinha, Additional Secretary
  - (iii) Shri S.S. Sandhu, Joint Secretary
  - (iv) Shri Rakesh Ranjan, Joint Secretary
  - (v) Shri S.P. Goyal, Joint Secretary
  - (vi) Ms. Ishita Roy, Joint Secretary
  - (vii) Shri Yogendra Tripathi, Joint Secretary
  - (viii) Shri Ved Prakash, Chairman, UGC
  - (ix) Prof. J.S. Sandhu, Secretary, UGC
  - (x) Shri Avinash K. Pant, Acting Chairman, AICTE
  - (xi) Prof. Nageshwar Rao, Vice Chancellor, IGNOU
  - (xii) Shri Sudhir Budakoti, Registrar, IGNOU
  - (xiii) Prof J.B.G. Tilak, Professor, NUEPA
  - (xiv) Shri Amit Shukla, Director
  - (xv) Shri Harpreet Singh, Director
  - (xvi) Shri Rajesh Singh, Director
  - (xvii) Shri Alok Mishra, Director
  - (xviii) Shri Raju Srinivasan, Director
  - (xix) Shri Sanjeev Sharma, Director
  - (xx) Shri Gaya Prasad, Director
  - (xxi) Prof. S.K. Mahapatra, Director
2. At the outset, the Chairman welcomed the Members of the Committee to the meeting.
  3. Then, the Committee interacted with the Secretary, Department of Youth Affairs on Demand for Grants 2015-16 and sought to know about the activities and achievements of the Department, expenditure pattern and budgetary allocation for various schemes/programmes, problems faced in the implementation of schemes/programmes and remedial measures taken by the Department. The Chairman and members raised queries which were replied to by the Secretary and other officials of the Department.
 

*(The witnesses then withdrew)*
  4. Thereafter, the Secretary, Department of Higher Education made his presentation before the Committee on the Demands for Grants 2015-16 of the Department with special emphasis on the reasons for budgetary allocations for various schemes/programmes of the Department, performance of schemes/programmes, problem areas faced in the implementation of schemes/programmes and remedial steps taken by the Government. The Chairman and members raised queries which were replied to by the Secretary and other officials of the Department.
  5. A verbatim record of the proceedings was kept.
  6. The Committee then adjourned at 2.30 P.M.

**XIII**  
**THIRTEENTH MEETING**

The Committee on Human Resource Development met at 3.00 p.m. on Friday, the 17<sup>th</sup> April, 2015 in Room No. 63, First Floor, Parliament House, New Delhi.

**MEMBERS PRESENT**

**RAJYA SABHA**

1. Dr. Satyanarayan Jatiya — *Chairman*
2. Prof. Bhalchandra Mungekar
3. Shri Vishambhar Prasad Nishad
4. Shri Basawaraj Patil
5. Shri Sharad Pawar

**LOK SABHA**

6. Shrimati Kothapalli Geetha
7. Shri Anant Kumar Hegde
8. Shri Bhairon Prasad Mishra
9. Shri Chand Nath
10. Shri Hari Om Pandey
11. Shri N.K. Premachandran
12. Shri Mullappaly Ramachandran
13. Dr. Nepal Singh

**SECRETARIAT**

Shri N.K. Singh, *Joint Secretary*

Shri N.S. Walia, *Director*

Shri Vinay Shankar Singh, *Joint Director*

Shrimati Himanshi Arya, *Assistant Director*

**WITNESSES**

**Department of Sports**

- (i) Shri Ajit Mohan Sharan, Secretary (Sports)
- (ii) Dr. G.S.G. Ayyangar, Joint Secretary (Development)
- (iii) Ms. Sujata Prasad, Joint Secretary and Financial Adviser
- (iv) Shri Vivek Narayan, Director (Sports)
- (v) Shri R.D. Chouhan, Director (Schemes)

- (vi) Shri Injeti Srinivas, Director General, Sports Authority of India
- (vii) Shrimati Meena Bora, Regional Director (Coordination), SAI
- (viii) Shrimati Radhica Sreeman, Regional Director (Coaching Development), SAI
- (ix) Shri S.S. Roy, Regional Director (Academics), NIS, Patiala
- (x) Shri Sanjay Baranwal, Director (Infra), SAI
- (xi) Shri Kartik, Programmer, SAI
- (xii) Dr. Shila Jain, Principal Scientific Director
- (xiii) Dr. Alka Beotra, Scientific Director, (NDTL)

2. At the outset, the Chairman welcomed the Members to the meeting of the Committee convened to hear the presentation by the Secretary, Department of Sports on the Demands for Grants 2015-16.

3. The Secretary, Department of Sports, briefed the Committee on the Demands for Grants 2015-16 of the Department, budgetary allocations for various schemes/programmes; problems encountered in the implementation of schemes/programmes; and remedial measures taken by the Department. The Committee was also informed about the achievements and the new initiatives taken by the Department in promoting sports in the country. The Chairman and Members raised a number of queries which were replied to by the Secretary and other officials of the Department.

4. The Committee, then, considered the draft 265<sup>th</sup> Report on the Demands for Grants 2015-16 of the Department of Higher Education and the draft 266<sup>th</sup> Report on Demands for Grants 2015-16 of the Department of Youth Affairs and adopted the two Reports after some discussion. The Committee decided to present/lay the above mentioned Reports in both the Houses of Parliament on 23<sup>th</sup> April, 2015.

5. A verbatim record of the proceedings was kept.

6. The Committee then adjourned at 4.55 P.M.

