

REPORT OF THE UGC COMMITTEE TO PREPARE DETAILED PROJECT REPORT (DPR) FOR ESTABLISHING THE PROPOSED MODEL COLLEGES IN LOW GROSS ENROLEMENT RATIO (GER) DISTRICTS IN INDIA

EXECUTIVE SUMMARY

In pursuance of the announcement of the Honourable Prime Minister of India that the Central Government would help the States to set up Model colleges in 370 districts in the Country where enrolment level in higher education is low, the UGC has constituted an Expert Committee with Prof.S.P.Thyagarajan (Chennai) as Chairman, Prof. Anil Wilson (Shimla), Prof. K.P.S.Unny (Palakkad), Prof.Sachidanand Sinha (New Delhi), Prof. T.Chinnaraj Joseph Jaikumar (Madurai) as Members and Dr.(Mrs.) Pankaj Mittal (UGC, New Delhi) as Member Secretary to prepare a Detailed Project Report (DPR) for this purpose with a built-in structure and mechanism to provide high quality of higher education through these Model Colleges in various programmes of study with an emphasis on courses which are in demand by the society in general and the economy in particular.

Gross Enrolment Ratio (GER), which is a gross measure that includes all enrolled in higher education proportionate to population in the 18-23 years age group, is applied for identification of Educationally Backward Districts (EBDs) for the purpose of planning and allocation of funds for higher education under this Scheme. Since enrolment in higher education is significantly influenced by the availability of educational infrastructure and facilities, College-Population Index (C-PI) has been calculated as a measure of college availability. C-PI represents the number of colleges per lakh population in the age group of 18-23 years in a given district.

Accordingly, 374 districts have been identified as EBDs and categorized as A with GER of >3.0 ($n=11$); B with GER range of 3.01-6.00 ($n=79$); C with GER range of 6.01-9.00 ($n=143$) and category D with GER range of 9.01-12.4 ($n=140$). In order to facilitate phase-wise prioritization plan of establishing the Model Colleges in the identified EBDs, in case of limited yearly financial allocation by Government of India for this project under the XI Plan, a scientific approach of using C-PI as the parameter is suggested. Thus Phase-I EBDs are 86 with C-PI equal to or below 4.0; Phase II EBDs are 114 with the C-PI range of 4.01-8.0 and Phase III EBDs are 172(?) with C-PI range of 8.01-12.4.

As envisioned by Honourable Prime Minister of India, it is proposed to develop the colleges as 'Model colleges' for the country in teaching-learning and evaluation processes. Hence they are recommended to be established as "Constituent Colleges" of the respective Universities in whose jurisdiction the colleges might come under, and are to be maintained and nurtured by the respective university academically, administratively and financially facilitating flexibility and freedom for the colleges in all their academic functions. It is modeled in such a way that the Constituent colleges established across the country would

eventually evolve as “Autonomous Colleges” of the respective university within a period of five years.

The physical and academic infrastructure requirements for each of these colleges are prescribed in the Report. Since the Curricula to be developed should be effectively related to the educational objectives of higher education, the Committee developed a “Contextual Curriculum” as a model along with the required governance structure and mechanism for the successful implementation of the Scheme and functioning of these colleges.

The budgetary requirements for each of these 374 proposed model colleges were objectively worked out and presented. It is projected that the total financial requirement for the entire scheme of establishing the 374 ‘Model Colleges’ across the country during the XI Plan period would be Rs.2992.00 crores as onetime non-recurring budget and Rs.561.00 crores per annum under the recurring budget, based on the projection of Rs.8.00 crores per college as the non-recurring cost and Rs.1.50 crores per annum per college under the recurring expenses required for salaries & hiring charges (Rs.1.00 crore/college) and college running and maintenance requirement of Rs.50.00 lakhs/college.

In view of the poor take-off of majority of the earlier Central/UGC schemes for the State Universities with equal cost sharing between Central and State Governments and dismal performance of the “Taken-over schemes” in higher education under Plan grants for State Universities, the Committee is fully convinced in recommending the following funding pattern between Central and State Governments for establishing these ‘Model Colleges’ as Government supported Constituent Colleges:

The Committee recommends that 100% of the non-recurring cost of establishing the Model Colleges may be met by the Central Government and the State Government may commit that the required land for the colleges 100% of the annual recurring expenditure will be met by it, to be channelised through the respective university.

Since the ‘Model colleges’ are structured as Constituent colleges of Universities, the Committee felt that the Public Private Partnership (PPP) in this scheme might not fit in smoothly as the private partners would not be inclined either to establish colleges in such EBDs or their management to come under the major control of the State Government/university. The Committee is of the opinion that a new scheme, different in structure and administrative mechanism, could be developed to provide opportunities to private parties to establish higher education institutions in EBDs, since there is greater need than 374 colleges to be established in these districts.

In case of a limited budget allocation for the year 2008-2009 for this Model college project which was announced by Honourable Prime Minister of India in his Independence day speech, it is suggested that to start with, the

number of colleges could be limited and the prospective EBDs for location of the Model colleges could be identified from the Phase I list provided in this report which prioritizes low C-PI districts among the low GER districts. The Committee is of the opinion that the above model suggested could be taken up for adoption, since the State Government liability in this model is significant in providing the required land and in meeting the entire recurring annual expenditure for maintaining these Colleges. This type of funding pattern will facilitate greater success in the implementation of this prestigious and innovative higher education expansion-project of establishing "Trend- Setting Colleges" by the State Governments and Universities.

CHAPTER 1: INTRODUCTION

1.1. Preamble:

The three focal themes on Indian higher education for the XI Plan are Expansion, Inclusion and Excellence. The schemes that address the above themes include strategies for increasing the enrolment in Higher Education, ensuring quality at global standards to enhance employability of the educated youth and providing equitable access to the socially underprivileged and weaker sections.

The Expansion of Indian Higher Education is to be achieved by providing increased 'access' to higher education so as to raise the Gross Enrolment Ratio (GER) by 5% by the end of XI Plan period which amounts to increasing the enrolment from the present 10.4 million to 21 millions. Even though India has attained the economic growth of over 9% of GDP in spite of the present low GER, to sustain such a rate of economic growth and to remain competitive in the globalised economy, the country has to have GER of at least 25%.

In order to achieve this target, several approaches are being considered. A daunting task, to begin with, is creation of institution-based-infrastructure to enroll another 10 million eligible youth at the tertiary level. Notwithstanding the initiative to start new universities, the 'bottom-up' pragmatic approach would be to start new colleges to facilitate accelerated and substantial increase in the GER. Therefore, there is a definite need to plan and find resources for establishing at least 10,000 more colleges across the country based on the GER of the constituent States of the country. Parallely, it has to be borne in mind that for accelerated growth in higher education enrollment, strengthening of school education is extremely important, since it is presently characterized by poor national level pass out ratio and high drop out ratio at every level. Thus Expansion of Indian Higher Education involves an integrated development of schools, colleges and universities.

Although "Expansion" may normally have an element of "Inclusion", experience reveals that every instance of expansion does not necessarily ensure access to multitudes of marginalized sections of the society. Therefore, "Inclusion" in this context refers to creating enabling conditions for enhanced access to educationally, geographically, socially and economically backward segments of the society.

Excellence in Higher Education has emerged as an equally important requirement in view of the globalization process and the basic need of every youth securing higher education in any part of the county to become employable in any part of the world, besides in our own country. Hence increasing access by expansion and inclusion has to go hand in hand with instilling "Effectiveness" in higher education by converting the 'additive' (stacked) knowledge provided

currently to 'adoptive'(skill based) knowledge to all higher education seekers across the country. Such knowledge can be facilitated only if our higher education system is transformed into "learner-centric teaching, analytical learning and objective evaluation process" from the present "teacher-centric memory cramming examination process". Even though several attempts are being made at the national and state levels, proactive and holistic transformation has to take place across the country to provide activity based participatory learning and evaluation environment which alone can inculcate skills, capacity, psychological stability, employability and societal accountability for the youth of our country.

1.2. Background of the Government of India initiatives

In order to bring about integrated quality enhancement as envisaged above, inclusion of the underprivileged and the weaker sections within the targeted ambit of increased Gross Enrolment Ratio (GER) in higher education is pivotal. The University Grants Commission has been implementing policy innovations and schemes like special grants for universities and colleges in educationally backward districts, coaching schemes for disadvantaged groups, establishing SC/ST Cells, etc., to achieve all the above three dimensions of higher education themes, especially in respect of 'inclusion'.

As one of the strategies to achieve the above three focal themes, the Honourable Prime Minister of India had, inter alia, made the following announcements in his Independence Day speech on 15/08/2007:

- (i) The Central Government will help the States to set up colleges in 370 districts in the Country where enrolment levels in higher education is low;
- (ii) The Central Government will set up 30 new central universities in the country. Every State that does not have a Central University will now have one Central University.

1.3. Constitution of the Expert Committee:

Accordingly, in pursuance of the above, the Chairman, UGC, has constituted an Expert Committee consisting of the following experts, through its letter D.O.No.F.5-17/2007 (XI Plan) dated 4th October, 2007 with the following members to prepare a Detailed Project Report (DPR) for the setting up of the proposed 370 Model Colleges in Low Gross Enrolment Ratio (GER) districts of the country;

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| 2) Dr. Anil Wilson,
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| 4) Prof. Sachidanand Sinha,
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| 6) Dr.(Mrs.) Pankaj Mittal
Joint secretary,
University Grants commission.
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1.4. Term of References for the Committee:

To prepare a Detailed Project Report (DPR) for the establishment of the 370 proposed Model College in Low Gross Enrolment Ratio (GER) districts in the country to provide high quality of Education in various programmes of study with an emphasis on courses which are in demand by the society in general and the economy in particular.

CHAPTER 2 EDUCATIONALLY BACKWARD DISTRICTS (EBDs):

DEFINITION & METHODOLOGY

2.1. UGC's Definition of EBDs during X Plan:

The UGC adopted overall literacy rates as the single indicator for disbursement of funds under the educationally backward areas scheme during the X plan. Districts that had overall literacy rates below the national average (i.e. 65.4 per cent) were identified as educationally backward. Accordingly, the number of such districts, as per the Census 2001, was 294 for the country as a whole.

2.2. Why Literacy Rate based criterion is not appropriate

On close examination of the literacy-rate-based criterion, it was observed that although the relationship between literacy and enrolment levels was close, the single indicator of literacy did not capture the complexities of educational backwardness in general and higher education in particular. It was noted that in a developing country such as India there is high rate of illiteracy, low enrolment rates and high drop out rate at the higher secondary school level.

It is equally important to note that literacy as defined by the census is largely and more significantly a function of educational attainments in school education. A small proportion, roughly 7 per cent of all literates, can be identified as having attained post-matric education. Further as per the NSSO (61 Round; 2004-5) only about half of those having completed higher secondary education in the age group 18-23 enrolled themselves for higher education. This figure varied significantly across the States as well as the districts. Hence, districts that have been doing better in school education may not necessarily be doing well at the level of higher education. In this study one observed a number of instances where districts with higher levels of literacy rates had low GER in higher education. At least 127 such districts distributed all over the country could be identified. These districts as per the UGC's X Plan criterion were excluded from the list of educationally backward districts, which also included a large number of districts with GER as low as 3.0. It also excluded some districts of Kerala where enrolment in higher education was far below the national average, while literacy rates were far above the national average. On the contrary, one may also observe about 50 districts, which had higher enrolments in higher education, but literacy rates were lower than the national average.

2.3. New criterion for identifying educationally backward districts (EBDs) : Gross Enrolment Ratio (GER)

GER is a gross measure that includes all enrolled in higher education proportionate to population in the relevant age group (18-23 years). It will be instructive to note that literacy is stock variable, whereas GER indicates the current status of enrolment in higher education. It is therefore in fitness of things that literacy rates are substituted by GER in higher education for identification of the EBDs for the purpose of planning and allocation of funds in the context of higher education. The following formula defines GER (Higher education):

$$\text{GER} = \frac{\text{All enrolled in post higher secondary classes}}{\text{Total population in 18-23 age group}} \times 100$$

It may further be noted that GER at the district level is only obtainable from the Census data (Series C: Social & Cultural Tables; Tables C8-C10). The Census uses the following definition in order to arrive at the relevant figures, i.e. population attending higher education:

“A person attending college or university education or any such private (recognised or unrecognised) institution that ultimately result in awarding a Graduate Degree or Post Graduate Degree as recognised by government or university or any other agency authorised by government will be considered as attending college. This will include the study of Arts, Science, Commerce, Home Science, Modern Indian/European languages, Theology, Public Administration, Statistics and other similar subjects.” Persons attending distance education find the same probability of getting reported in the census figures.

“Persons receiving vocational training or attending vocational and professional courses will come under the category of vocational institutions. It includes the study of courses which prepare students for various vocations/ professions such as Agriculture, Teacher Training, Physical Education, Engineering and Technology, Architecture, Fine Arts (Music, Dancing, Sculpture, etc.), Journalism, Library Science, Law, Medicines, Business Management, etc. Therefore all persons attending vocational or professional courses such as electrician, plumber, carpenter, motor mechanic, fitter, stenography, typing, architecture, engineering, computers, nursing, midwifery, pathology, courses of ayurvedic, unani & other system of medicines; agriculture, dairying, forestry, black smithy, dyeing, tanning, textile, teaching (JBT, B.Ed, M.Ed., etc.); physical education, journalism, library science, art, fine art, dress making, visual communication, etc. will be considered as attending Vocational Institutes. Persons attending computer and similar courses offered by different private institutions will also be covered under this category. Engineering Colleges, Medical colleges, IIT’s,

Institutes of Business Management, professional courses such as Company Secretary, Chartered Accountant, Law Colleges, etc. are also included under this category.”

It is easily obtainable from the above definition that vocational education includes a variety of diploma and certificate courses for which passing higher secondary examination may not be a necessary qualification. A large number of those enrolled in vocational institutions such as ITI, and others are thus clubbed with degree level vocational and professional courses that require post-higher secondary certificate. It was also observed that enrolment in such vocational courses varied significantly across the districts, which may distort the enrolment figures. It was therefore, resolved to consider only degree-level college education and exclude enrolment in vocational institutions for the purpose of identifying EBDs. Exclusion of enrolments in vocational institutions accounted for only for about 1.5 to 2.25 per cent of total enrolment and thus was not likely to affect inter-district patterns of GER in any significant way.

2. 4. Identification of EBDs:

There are mainly three sources of educational statistics on higher education, namely Selected Educational Statistics (SES), various rounds of National Sample Survey Organization (NSSO) and the Census of India. Out of this, the Census is the only source which covers the entire population and also provides enrolment data at the district level for higher education. The EBDs, in this exercise, have been identified as those with GER below the national average of 12.4. On the basis of this criterion 374 districts out of 593 (as per the configuration of 2001 census) have been identified as EBDs.

The Committee is aware of the fact that, post-2001, more districts have been carved out of the existing ones and the total number of districts in the country has gone up. However authentic data about the exact number as of 2008 is not readily available. Table 1 shows the distribution of EBDs by States based on GER 2001.

Table 1: State-wise Distribution of Educationally Backward Districts based on GER (2001)

States/UTs	GER 2001	Total Districts	Educationally Backward Districts (GER based)				
			All (Below 12.4)	Category A (< 3.0)	Category B (3.1 – 6.0)	Category C (6.1- 9.0)	Category D (9.1 – 12.4)
India	12.4	593	374	11	79	144	140
ANDHRA PRADESH	14.19	23	11	0	0	0	11
ARUNACHAL PRADESH	7.01	13	11	4	6	0	1

ASSAM	15.28	23	12	0	0	2	10
BIHAR	11.95	37	25	0	3	12	10
CHHATTISGARH	8.91	16	15	0	4	8	3
GOA	14.96	2	0	0	0	0	0
GUJARAT	8.94	25	20	0	8	9	3
HARYANA	12.83	15	7	0	0	1	6
HIMACHAL PRADESH	16.12	12	4	0	0	2	2
JAMMU & KASHMIR	12.58	14	11	0	2	4	5
JHARKHAND	14.76	18	12	0	2	5	5
KARNATAKA	12.04	27	20	0	0	8	12
KERALA	17.6	14	4	0	0	1	3
MADHYA PRADESH	8.92	45	39	0	16	18	5
MAHARASHTRA	17.33	35	7	0	0	1	6
MANIPUR	33.37	9	0	0	0	0	0
MEGHALAYA	14.97	7	5	0	0	4	1
MIZORAM	9.0	8	6	0	4	2	0
NAGALAND	24.55	8	2	1	1	0	0
ORISSA	13.66	30	18	0	2	7	9
PUNJAB	11.12	17	13	0	0	5	8
RAJASTHAN	8.23	32	30	1	11	12	6
SIKKIM	6.24	4	4	2	1	0	1
TAMIL NADU	9.5	30	26	0	4	13	9
TRIPURA	6.24	4	4	1	2	1	0
UTTAR PRADESH	12.57	70	41	0	5	18	18
UTTARANCHAL	17.81	13	2	0	1	0	1
WEST BENGAL	8.63	18	17	0	5	8	4
Union Territories							
ANDAMAN & NICOBAR ISLANDS	7.42	2	2	1	0	1	0
DADR & NAGAR HAVELI	3.30	1	1	0	1	0	0
DAMAN & DIU	3.91	2	2	0	1	1	0
DELHI	18.21	9	0	0	0	0	0
LAKSHADWEEP	2.67	1	1	1	0	0	0
PONDICHERRY	18.15	4	1	0	0	0	1

As the table suggests, the GER varied significantly among the states, and districts. The highest GER was observed in Manipur (33.4) followed by a few other States in the North-East. Among the major States Kerala had the highest GER followed by Maharashtra, while the lowest was found in Sikkim (6.3). Gujarat, West Bengal, Rajasthan and Tamilnadu registered lower than

the national average. The spatial pattern of disparity across the districts was even wider. The lowest GER was observed in Tawang (1.7) and the highest in Imphal West (43.3); both are located in the North East having small population size. Among the districts of the major States Hyderabad was way ahead with GER of 32.7 followed by Kottayam (27.3) while the lowest was reported from Dindori (3.2), Barmer (3.7) and Nabarangapur (3.5): districts preponderantly tribal and suffering from high degree of inaccessibility.

Some of the economically and educationally (with respect to literacy rate and school enrolment) backward States such as Orissa, Assam, Jharkhand and Andhra Pradesh have shown significantly higher enrolments in higher education in comparison with relatively better off States such as Tamil Nadu and Karnataka. There could be a number of factors responsible for this pattern. The foremost factor is the grossness of enrolment ratio, which includes those enrolled in higher education irrespective of the age. Since GER is a gross and not a net measure it could be safely assumed that the extent of grossness on account of over aged persons attending colleges in the relatively backward areas (as is generally observed in rural areas), may be responsible for inflating the enrolment ratio. Besides, one may not ignore the fact that Assam and Orissa in spite of their relative backwardness have been doing fairly well especially in the context of higher education. One may also observe that Tamil Nadu and Karnataka, among several other States, reported lower college level enrolment among persons having completed higher secondary education. It was around 52 per cent for the country as a whole, the relevant figure for Tamil Nadu was about 40 per cent, while Bihar, Orissa, and Assam reported higher figures. It needs to be understood that higher education has essentially been the prerogative of the relatively better-off sections: salaried and self-employed in urban areas and landed upper classes (as well as castes) in rural areas. These sections irrespective of their place of residence have always found means to access opportunities in higher education. This coupled with the overall scenario of educated unemployment in India may have different implications for different sections of population. While the better-offs may still continue to wait and carry on education until such a time they found employment of their choice, for others poverty may force them to join the workforce in any capacity without waiting for further education or better job prospects. Enrolment in higher education thus is significantly influenced by class dynamics, which varies significantly across the States and districts. Table II below identifies the EBDs on the basis of GER, classified into four categories.

Table II

Identification of EBDs classified by GER categories

Table II						
Distribution of Educationally Backward Districts Classified by College-Population Index Categories						
State	Districts	College - Population Index (CPI) (college per lakh pop in 18-23 age)	Number of colleges 2003-2004	Average enrolment per college (Actuals)	GER All 2001	Remarks:Abbr: T= Tribal; B=Border; H=Hilly; F= Forested
1	2	3	4	5	6	7
CPI below 4.0 (N=83)						
ARUNACHAL PR.	Tawang	0.0	0	0	1.7	TBHF
ARUNACHAL PR.	Upper Siang	0.0	0	0	2.1	BHF
ANDAMAN & NICOBAR	Nicobars	0.0	0	0	2.5	Tribal
SIKKIM	North Sikkim	0.0	0	0	2.7	TBH
SIKKIM	West Sikkim	0.0	0	0	3.0	BHF
DADAR & NAGAR HAVELI	Dadar & Nagar Havelli	0.0	0	0	3.3	T
ARUNACHAL PR.	East Kameng	0.0	0	0	3.4	TBHF
ARUNACHAL PR.	Upper Subansiri	0.0	0	0	4.3	BHF
ARUNACHAL PR.	Dibang Valley	0.0	0	0	4.4	BHF
BIHAR	Sheohar	0.0	0	0	6.0	
MEGHALAYA	South Garo Hills	0.0	0	0	6.3	THF
BIHAR	Supaul	0.0	0	0	6.7	
BIHAR	Jamui	0.0	0	0	7.1	
CHATTISGARH	Koriya	0.0	0	0	8.2	TF
BIHAR	Banka	0.6	1	158555	8.4	
RAJASTHAN	Karauli	0.8	1	125000	6.5	
JHARKHAND	Garhwa	1.0	1	101708	5.8	
UTTAR PR.	Balrampur	1.2	2	83333	4.7	
BIHAR	Lakhisarai	1.2	1	80404	10.1	
RAJASTHAN	Barmer	1.5	3	66667	3.7	T
UTTAR PR.	Rampur	1.5	3	66667	6.4	
MADHYA PR.	Sheopur	1.7	1	58824	3.9	T
WEST BENGAL	Uttar Dinajpur	1.7	4	58824	4.7	B
RAJASTHAN	Hanumangarh	1.7	3	58824	6.7	
RAJASTHAN	Baran	1.8	2	55556	6.8	T
ORISSA	Malkangiri	1.9	1	52632	3.9	T
TAMIL NADU	Virudhunagar	2.2	8	45882	7.2	
RAJASTHAN	Jalor	2.2	3	45455	2.8	
RAJASTHAN	Nagaur	2.3	7	43478	5.3	
RAJASTHAN	Tonk	2.3	3	43478	7.9	
BIHAR	Kishanganj	2.4	3	42247	4.0	

PUNJAB	Mansa	2.4	2	41667	6.1	
ORISSA	Baudh	2.4	1	41667	6.8	
UTTAR PR.	Shrawasti	2.5	3	40000	4.7	
JHARKHAND	Chatra	2.6	2	38931	6.8	TF
TAMIL NADU	Ariyalur	2.6	2	38663	7.5	
NAGALAND	Mon	2.6	1	38462	3.7	TBHF
UTTAR PR.	Chitrakoot	2.6	2	38462	8.6	
BIHAR	Sitamarhi	2.6	7	38060	7.5	
WEST BENGAL	Maldah	2.7	9	37037	5.0	B
UTTAR PR.	Mahoba	2.7	2	37037	7.7	
UTTAR PR.	Sonbhadra	2.7	4	37037	11.4	
BIHAR	Pashchim Champaran	2.7	8	36957	6.3	
RAJASTHAN	Bundi	2.8	3	35714	6.7	
PUNJAB	Nawanshahr	2.8	2	35714	10.0	
UTTAR PR.	Kushinagar	2.8	8	35714	10.5	
UTTAR PR.	Hathras	2.8	4	35714	12.3	
GUJARAT	Dohad	2.9	5	34543	5.5	T
JHARKHAND	Pakaur	2.9	2	34483	4.0	T
UTTAR PR.	Bahraich	2.9	7	34483	5.8	
JAMMU & KASHMIR	Anantnag	3.0	4	33628	11.4	H
TRIPURA	Dhalai	3.0	1	33333	2.9	TB
RAJASTHAN	Rajsamand	3.0	3	33333	5.1	
RAJASTHAN	Jhalawar	3.2	4	31250	5.2	
WEST BENGAL	South Twenty Four Parganas	3.2	25	31250	6.5	
UTTAR PR.	Kaushambi	3.2	4	31250	8.9	
WEST BENGAL	Murshidabad	3.3	21	30303	5.3	B
UTTAR PR.	Kheri	3.3	11	30303	7.0	
BIHAR	Araria	3.4	7	29761	5.2	
WEST BENGAL	Medinipur	3.4	37	29412	7.0	
WEST BENGAL	Nadia	3.4	18	29412	7.7	B
UTTAR PR.	Maharajganj	3.4	7	29412	8.0	
RAJASTHAN	Jaisalmer	3.5	2	28571	4.1	TB
RAJASTHAN	Pali	3.5	6	28571	5.8	
UTTAR PR.	Etah	3.5	10	28571	11.5	
BIHAR	Katihar	3.6	8	28002	7.7	
MADHYA PR.	Dindori	3.6	0	27778	3.2	T
BIHAR	Purba Champaran	3.6	14	27610	6.9	
CHATTISGARH	Kawardha (Kabirnagar)	3.6	2	27508	3.9	
TAMIL NADU	Tirunelveli	3.6	12	27398	7.4	
MADHYA PR.	Barwani	3.7	1	27027	4.2	T
UTTAR PR.	Lalitpur	3.7	4	27027	5.6	
TAMIL NADU	Viluppuram	3.7	16	26782	4.9	
JHARKHAND	Palamu	3.8	8	26316	9.9	TF
JHARKHAND	Pashchimi Singhbhum	3.8	8	26316	11.5	T
WEST BENGAL	Dakshin Dinajpur	3.9	6	25641	5.3	B
RAJASTHAN	Dhaulpur	4.0	4	25000	4.4	

UTTARANCHAL	Bageshwar	4.0	1	25000	5.7	HF
WEST BENGAL	Jalpaiguri	4.0	15	25000	5.9	
UTTAR PR.	Barabanki	4.0	11	25000	7.3	
UTTAR PR.	Unnao	4.0	11	25000	7.9	
UTTAR PR.	Bijnor	4.0	14	25000	10.5	
BIHAR	Gopalganj	4.0	8	24809	7.5	
Phase II: CPI 4.1-8.0 (N=107)						
JHARKHAND	Gumla	4.1	5	24506	11.2	T
DAMAN & DIU	Daman	4.1	1	24390	4.2	
RAJASTHAN	Chittaurgarh	4.1	8	24390	5.6	T
UTTAR PR.	Shahjahanpur	4.1	11	24390	7.3	
WEST BENGAL	North Twenty Four Parganas	4.1	42	24390	12.2	B
JAMMU & KASHMIR	Kupwara	4.1	3	24388	7.4	BH
UTTAR PR.	Budaun	4.2	13	23810	5.3	
TAMIL NADU	Cuddalore	4.3	12	23257	8.9	
WEST BENGAL	Koch Bihar	4.3	11	23256	6.2	B
UTTAR PR.	Sant Kabir Nagar	4.3	6	23256	7.7	
UTTARANCHAL	Champawat	4.4	1	22727	10.9	BHF
MADHYA PR.	Jhabua	4.5	1	22222	4.2	T
WEST BENGAL	Haora	4.5	23	22222	8.9	
RAJASTHAN	Sirohi	4.6	4	21739	4.6	
RAJASTHAN	Dungarpur	4.6	5	21739	6.1	T
UTTAR PR.	Bulandshahr	4.6	15	21739	9.3	
BIHAR	Khagaria	4.6	6	21700	9.0	
JHARKHAND	Giridih	4.7	9	21285	6.1	
ANDAMAN & NICOBAR ISLANDS	Andamans	4.7	2	21277	8.0	
ORISSA	Kandhamal	4.7	3	21277	8.2	T
UTTAR PR.	Kannauj	4.7	7	21277	8.6	
BIHAR	Aurangabad	4.7	10	21210	12.2	
BIHAR	Nawada	4.7	9	21177	10.4	
BIHAR	Vaishali	4.8	13	20857	12.3	
RAJASTHAN	Bhilwara	4.8	10	20833	6.6	
MEGHALAYA	Ri Bhoi	4.8	1	20833	7.1	THF
JHARKHAND	Godda	4.9	5	20565	8.7	
JHARKHAND	Deoghar	4.9	6	20390	11.2	
KARNATAKA	Chamarajanagar	5.0	6	20028	7.5	
RAJASTHAN	Dausa	5.0	7	20000	9.6	
HARYANA	Jind	5.1	7	19621	10.5	
UTTAR PR.	Pilibhit	5.1	9	19608	8.1	
WEST BENGAL	Bankura	5.2	18	19231	6.8	
RAJASTHAN	Jodhpur	5.2	17	19231	10.1	
HARYANA	Fatehabad	5.3	5	18957	7.6	
RAJASTHAN	Banswara	5.3	8	18868	5.9	T
JAMMU & KASHMIR	Doda	5.4	4	18650	5.4	H
MADHYA PR.	Dhar	5.4	2	18519	5.0	T
UTTAR PR.	Sitapur	5.4	20	18519	6.6	
RAJASTHAN	Alwar	5.5	18	18182	8.9	
WEST BENGAL	Hugli	5.5	31	18182	9.8	

JAMMU & KASHMIR	Badgam	5.6	4	17883	12.2	BH
TAMIL NADU	Nagapattinam	5.6	10	17846	7.1	
BIHAR	Begusarai	5.6	14	17835	12.0	
TAMIL NADU	Dharmapuri	5.7	19	17665	6.6	
GUJARAT	The Dangs	5.7	1	17546	4.3	TF
TAMIL NADU	Thiruvarur	5.7	8	17466	6.5	
HIMACHAL PR.	Chamba	5.7	3	17459	8.2	T
GUJARAT	Kachchh	5.7	11	17450	4.5	TB
GUJARAT	Narmada	5.8	3	17378	7.3	T
UTTAR PR.	Siddharthnagar	5.8	11	17241	6.2	
WEST BENGAL	Puruliya	5.8	15	17241	6.8	
TRIPURA	North Tripura	5.9	4	16949	4.7	TBHF
WEST BENGAL	Barddhaman	5.9	47	16949	9.9	
BIHAR	Siwan	5.9	15	16944	10.4	
MAHARASHTRA	Hingoli	6.0	6	16758	11.7	
UTTAR PR.	Rae Bareli	6.0	18	16667	10.3	
UTTAR PR.	Fatehpur	6.0	14	16667	11.5	
MADHYA PR.	Tikamgarh	6.1	2	16393	4.5	
BIHAR	Purnia	6.1	15	16378	8.9	
CHATTISGARH	Bastar	6.2	8	16221	4.9	TF
MADHYA PR.	Shajapur	6.2	2	16129	4.2	
UTTAR PR.	Hardoi	6.3	22	15873	6.5	
UTTAR PR.	Gonda	6.4	18	15625	6.6	
MEGHALAYA	West Khasi Hills	6.4	2	15625	7.2	TBHF
BIHAR	Kaimur (Bhabua)	6.4	8	15598	11.2	
ARUNACHAL PR.	Lohit	6.5	1	15385	5.1	BHF
TAMIL NADU	Pudukkottai	6.6	12	15209	5.8	
GUJARAT	Banas Kantha	6.7	19	15013	4.1	
MADHYA PR.	West Nimar	6.7	2	14925	5.3	T
PUNJAB	Firozpur	6.7	14	14925	8.1	B
JHARKHAND	Dumka	6.7	12	14886	7.1	T
JAMMU & KASHMIR	Leh (Ladakh)	6.8	1	14734	11.9	TBH
TAMIL NADU	Karur	6.8	7	14688	8.7	
TRIPURA	West Tripura	6.9	12	14493	8.0	TBHF
UTTAR PR.	Bareilly	6.9	27	14493	9.3	
JAMMU & KASHMIR	Kargil	7.0	1	14300	11.0	TBH
TAMIL NADU	Tiruvannamalai	7.0	15	14205	4.0	
ARUNACHAL PR.	Changlang	7.1	1	14133	2.9	BHF
TRIPURA	South Tripura	7.1	6	14085	5.3	TBHF
WEST BENGAL	Birbhum	7.1	23	14085	6.8	
KERALA	Palakkad	7.2	23	13954	10.6	
MIZORAM	Champhai	7.2	1	13889	5.4	TBHF
DAMAN & DIU	Diu	7.2	0	13889	8.3	
CHATTISGARH	Mahasamund	7.2	6	13870	6.0	T
ASSAM	Sonitpur	7.4	14	13591	10.9	
MADHYA PR.	Rajgarh	7.4	2	13514	5.2	
UTTAR PR.	Moradabad	7.4	31	13514	7.4	
UTTAR PR.	Saharanpur	7.4	24	13514	12.0	
HARYANA	Sirsa	7.4	10	13495	9.3	

JAMMU & KASHMIR	Punch	7.5	3	13422	6.3	TBHF
GUJARAT	Patan	7.5	11	13413	6.6	
ORISSA	Nuapada	7.5	4	13333	6.7	T
MADHYA PR.	Shivpuri	7.6	2	13158	5.3	
MADHYA PR.	Seoni	7.6	9	13158	6.5	T
RAJASTHAN	Bharatpur	7.6	17	13158	6.8	
GUJARAT	Porbandar	7.6	5	13089	5.3	
GUJARAT	Panch Mahals	7.7	17	12994	6.8	T
PUNJAB	Amritsar	7.7	29	12987	9.6	B
TAMIL NADU	Vellore	7.7	21	12932	6.7	
ASSAM	Darrang	7.9	13	12726	12.3	
MADHYA PR.	Guna	7.9	3	12658	5.6	
MADHYA PR.	Neemuch	7.9	2	12658	7.1	
PUNJAB	Sangrur	7.9	19	12658	8.8	
KERALA	Malappuram	7.9	39	12584	8.4	
CHHATTISGARH	Surguja	8.0	15	12504	6.5	TF
JHARKHAND	Kodarma	8.0	4	12500	9.3	TF
Phase III: CPI 8.1 - 12.4 (N=184)						
MADHYA PR.	Dewas	8.2	3	12195	6.2	
MADHYA PR.	Mandla	8.2	1	12195	6.2	TF
ASSAM	Bongaigaon	8.2	8	12155	12.3	
CHATTISGARH	Dantewada	8.3	6	12064	3.3	TF
MADHYA PR.	Balaghat	8.3	13	12048	7.9	
JAMMU & KASHMIR	Udhampur	8.4	7	11954	5.6	H
MADHYA PR.	Damoh	8.4	2	11905	5.9	
ASSAM	Marigaon	8.5	7	11807	11.5	
MADHYA PR.	Sidhi	8.6	2	11628	6.0	T
MADHYA PR.	Narsimhapur	8.6	2	11628	7.5	
BIHAR	Madhepura	8.6	13	11587	8.3	
ORISSA	Nabarangapur	8.7	9	11494	3.5	T
MADHYA PR.	East Nimar	8.7	5	11494	6.2	T
MADHYA PR.	Katni	8.7	2	11494	6.8	T
PUNJAB	Gurdaspur	8.7	22	11494	10.5	B
JHARKHAND	Sahibganj	8.8	8	11364	7.7	T
UTTAR PR.	Farrukhabad	8.8	15	11364	10.7	
CHATTISGARH	Kanker	8.8	6	11337	6.6	TF
UTTAR PR.	Muzaffarnagar	8.9	34	11236	11.6	
TAMIL NADU	Ramanathapuram	8.9	13	11231	7.1	
JAMMU & KASHMIR	Rajauri	8.9	5	11181	6.2	TBH
KERALA	Wayanad	9.0	9	11113	12.0	
UTTAR PR.	Sultanpur	9.0	30	11111	11.6	
HARYANA	Karnal	9.0	14	11098	11.7	
BIHAR	Samastipur	9.0	31	11056	8.8	
MADHYA PR.	Mandsaur	9.1	3	10989	5.3	
RAJASTHAN	Sikar	9.1	23	10989	8.8	
GUJARAT	Amreli	9.2	15	10882	5.1	
MADHYA PR.	Morena	9.2	16	10870	7.3	
ASSAM	Dhubri	9.3	16	10759	10.7	B
ORISSA	Gajapati	9.3	5	10753	7.0	T

PUNJAB	Muktsar	9.3	9	10753	8.2	
HARYANA	Panipat	9.4	11	10642	11.2	
RAJASTHAN	Churu	9.4	20	10638	4.6	
MADHYA PR.	Ratlam	9.4	4	10638	6.8	T
ARUNACHAL PR.	West Siang	9.4	1	10638	9.1	BHF
TAMIL NADU	The Nilgiris	9.6	9	10417	9.1	
MADHYA PR.	Chhatarpur	9.6	4	10417	6.1	
UTTAR PR.	Jyotiba Phule Nagar	9.6	15	10417	7.4	
WEST BENGAL	Darjiling	9.6	19	10417	10.4	BHF
UTTAR PR.	Hamirpur	9.7	10	10309	10.8	
MADHYA PR.	Chhindwara	9.8	19	10204	9.7	T
HARYANA	Kaithal	9.9	11	10125	9.5	
GUJARAT	Surendranagar	9.9	18	10094	4.4	
TAMIL NADU	Dindigul	10.0	22	10045	7.4	
GUJARAT	Surat	10.0	67	10016	7.2	T
ASSAM	Karimganj	10.0	11	10007	8.1	
ORISSA	Koraput	10.1	12	9901	8.1	T
PUNJAB	Moga	10.1	11	9901	8.8	
TAMIL NADU	Salem	10.2	36	9794	9.1	
GUJARAT	Jamnagar	10.3	25	9722	6.4	
MADHYA PR.	Sagar	10.3	8	9709	9.6	
PUNJAB	Faridkot	10.3	7	9709	10.2	
ASSAM	Cachar	10.4	17	9650	11.9	F
ASSAM	Tinsukia	10.4	14	9612	9.1	F
ASSAM	Nagaon	10.4	26	9595	11.2	
ARUNACHAL PR.	Tirap	10.8	1	9259	2.4	BHF
ANDHRA PR.	Adilabad	10.9	31	9159	11.4	Adilabad, Kinwat, Boath, Asaifabad, Rajura, Sirpur Scheduled Areas
TAMIL NADU	Erode	11.0	31	9116	9.6	
MIZORAM	Lawngtlai	11.0	1	9091	4.5	TBHF
GUJARAT	Bhavnagar	11.0	32	9085	5.5	
JAMMU & KASHMIR	Baramula	11.0	15	9078	10.3	BH
MEGHALAYA	East Garo Hills	11.3	3	8850	8.2	TBHF
RAJASTHAN	Bikaner	11.3	23	8850	8.8	TB
HIMACHAL PR.	Kinnaur	11.3	1	8849	10.4	TBH
HARYANA	Gurgaon	11.4	20	8794	10.3	
CHATTISGARH	Janjgir - Champa	11.4	15	8782	8.8	
ASSAM	Goalpara	11.4	10	8745	9.5	
ORISSA	Sonapur	11.5	7	8696	10.5	
PUNJAB	Bathinda	11.5	17	8696	10.5	
MADHYA PR.	Datia	11.6	8	8621	7.0	
GUJARAT	Kheda	11.7	28	8514	8.3	
ARUNACHAL PR.	West Kameng	11.8	1	8475	5.0	THF
SIKKIM	South Sikkim	12.0	2	8333	4.4	HF
MIZORAM	Kolasib	12.0	1	8333	5.8	THF
PUNJAB	Fatehgarh Sahib	12.0	8	8333	9.5	
RAJASTHAN	Udaipur	12.1	34	8264	9.9	T

TAMIL NADU	Theni	12.2	15	8215	5.5	
KARNATAKA	Koppal	12.2	16	8206	7.3	
ASSAM	Karbi Anglong	12.3	11	8136	8.8	THF
ORISSA	Bargarh	12.3	19	8130	10.9	
JAMMU & KASHMIR	Kathua	12.4	8	8089	7.9	HF
TAMIL NADU	Kanniyakumari	12.4	26	8086	11.1	
MADHYA PR.	Panna	12.4	2	8065	5.4	
RAJASTHAN	Sawai Madhopur	12.4	15	8065	9.9	
KERALA	Kasaragod	12.5	20	8002	10.5	
KARNATAKA	Haveri	12.7	22	7858	7.7	
MADHYA PR.	Raisen	13.0	3	7692	6.7	
ORISSA	Debagarh	13.0	4	7692	9.7	TF
TAMIL NADU	Thiruvallur	13.2	47	7598	12.1	
BIHAR	Darbhanga	13.4	45	7472	11.3	
BIHAR	Saharsa	13.4	21	7468	10.6	
MIZORAM	Mamit	13.4	1	7463	3.0	TBHF
UTTAR PR.	Banda	13.4	21	7463	10.2	
UTTAR PR.	Basti	13.4	28	7463	11.1	
CHATTISGARH	Jashpur	13.5	9	7420	8.4	T
RAJASTHAN	Ganganagar	13.6	29	7353	7.8	TB
MADHYA PR.	Sehore	13.7	3	7299	7.4	
MADHYA PR.	Satna	13.8	6	7246	9.8	
ASSAM	Hailakandi	13.8	8	7221	9.5	F
KARNATAKA	Mandya	13.9	30	7214	8.8	
BIHAR	Madhubani	14.1	50	7081	10.7	
TAMIL NADU	Perambalur	14.2	8	7060	10.4	
MADHYA PR.	Vidisha	14.2	5	7042	7.7	
ORISSA	Kalahandi	14.2	19	7042	8.7	T
MAHARASHTRA	Raigarh	14.3	36	7010	10.9	TH
RAJASTHAN	Ajmer	14.3	35	6993	11.2	
KARNATAKA	Bellary	14.3	34	6980	10.5	
TAMIL NADU	Sivaganga	14.6	20	6852	9.1	
MADHYA PR.	Bhind	14.6	22	6849	8.9	
ORISSA	Balangir	14.6	21	6849	11.4	
ANDHRA PR.	Nizamabad	14.6	41	6848	12.2	
ANDHRA PR.	Anantapur	14.6	62	6833	11.8	
ANDHRA PR.	Kurnool	14.7	60	6807	11.4	
CHATTISGARH	Dhamtari	14.7	11	6794	6.4	T
KARNATAKA	Kolar	14.9	44	6723	11.4	
GUJARAT	Sabar Kantha	15.0	37	6676	10.6	
MIZORAM	Serchhip	15.1	1	6623	4.3	THF
MADHYA PR.	Shahdol	15.1	7	6623	8.2	T
PUNJAB	Patiala	15.1	35	6623	11.9	
KARNATAKA	Bangalore Rural	15.2	36	6578	9.2	
KARNATAKA	Chikmagalur	15.5	22	6448	10.2	
MADHYA PR.	Ujjain	15.6	13	6410	9.6	
ORISSA	Anugul	15.7	21	6369	10.9	F
GUJARAT	Bharuch	15.8	24	6334	7.6	T
GUJARAT	Junagadh	15.9	48	6302	7.2	

GUJARAT	Valsad	15.9	26	6284	9.1	T
CHHATTISGARH	Rajnandgaon	16.0	21	6269	6.7	TF
RAJASTHAN	Jhunjhunun	16.2	35	6173	9.3	
MADHYA PR.	Harda	16.4	2	6098	7.1	T
ANDHRA PR.	Mahbubnagar	16.6	68	6021	9.7	
TAMIL NADU	Thanjavur	16.9	45	5931	8.3	
ANDHRA PR.	Srikakulam	17.0	48	5888	9.6	
HIMACHAL PR.	Sirmaur	17.0	9	5884	9.7	HF
CHATTISGARH	Raigarh	17.2	21	5819	7.6	T
UTTAR PR.	Kanpur Dehat	17.2	28	5814	12.1	
KARNATAKA	Hassan	17.3	37	5764	9.9	
GUJARAT	Rajkot	17.4	71	5749	8.4	
ORISSA	Rayagada	17.6	15	5682	6.7	T
MAHARASHTRA	Ratnagiri	18.0	31	5566	8.0	
ANDHRA PR.	Medak	18.2	56	5505	9.5	
ORISSA	Kendujhar	18.2	31	5495	11.5	T
MAHARASHTRA	Jalna	18.3	30	5476	11.4	
ORISSA	Ganjam	18.3	63	5464	11.5	
MADHYA PR.	Betul	18.5	6	5405	9.7	T
MAHARASHTRA	Sindhudurg	18.6	17	5363	10.2	HF
CHATTISGARH	Bilaspur	18.7	39	5339	12.2	
PUNJAB	Kapurthala	18.8	17	5319	12.3	
ANDHRA PR.	West Godavari	19.0	89	5270	10.8	West Godavari Agency Area
MAHARASHTRA	Buldana	19.3	47	5190	12.1	
ORISSA	Nayagarh	19.3	19	5181	9.6	T
ANDHRA PR.	Prakasam	19.4	70	5149	12.3	
ANDHRA PR.	East Godavari	19.6	117	5106	9.5	East Godavari Agency Area
CHATTISGARH	Durg	19.6	58	5105	12.0	
CHATTISGARH	Raipur	19.7	63	5088	11.4	
ORISSA	Dhenkanal	19.8	25	5051	11.3	
KARNATAKA	Udupi	19.9	29	5031	11.6	
KARNATAKA	Bagalkot	20.0	39	4998	10.1	
KARNATAKA	Raichur	20.4	37	4908	8.3	
ARUNACHAL PR.	Lower Subansiri	20.4	2	4902	4.8	TBHF
KARNATAKA	Belgaum	20.4	97	4891	9.2	
MADHYA PR.	Umari	20.7	2	4831	5.6	TF
KARNATAKA	Uttara Kannada	20.8	35	4809	9.0	
MEGHALAYA	Jaintia Hills	21.0	7	4762	9.6	TBHF
KARNATAKA	Kodagu	21.9	14	4558	8.9	
TAMIL NADU	Madurai	22.1	70	4530	10.6	
MIZORAM	Lunglei	22.3	4	4484	7.0	TBHF
KARNATAKA	Bijapur	22.9	45	4367	10.3	
TAMIL NADU	Kancheepuram	23.1	86	4332	9.4	
KARNATAKA	Tumkur	23.3	71	4298	9.6	
UTTAR PR.	Mathura	23.4	51	4274	11.7	
HIMACHAL PR.	Lahul & Spiti	23.6	1	4246	7.1	TBH
GUJARAT	Mahesana	23.7	55	4214	11.4	
ANDHRA PR.	Vizianagaram	24.2	60	4136	10.2	

TAMIL NADU	Coimbatore	25.0	127	4003	8.9	
KARNATAKA	Chitradurga	27.0	48	3710	12.0	
MAHARASHTRA	Gadchiroli	27.3	28	3657	10.8	TF
KARNATAKA	Gadag	27.9	32	3581	8.4	
LAKSHADWEEP	Lakshadweep	28.6	2	3497	2.7	TF
SIKKIM	East Sikkim	29.3	10	3413	9.1	BHF
MIZORAM	Saiha	40.1	3	2494	6.3	TBHF
PONDICHERRY	Yanam	47.8	2	2093	10.1	
KARNATAKA	Dakshina Kannada	50.2	127	1991	10.7	
TAMIL NADU	Thoothukkudi		0	0	7.7	

2.5. Prioritization of Districts where Model Colleges are to be established:

In the absence of any pilot project of establishing such Model Colleges, it is advisable to set up these Colleges in a phased manner. It is necessary, therefore, to identify norm-based criteria for prioritization of districts and implementation of this Scheme.

Enrolment in higher education is a function of a variety of social, cultural, institutional and economic processes. Other things remaining the same, enrolment is significantly affected by the availability of educational infrastructure and facilities. In this context, one may say that availability of colleges and institutions of higher education, their quality and institutional capacity influences enrolment to a great extent, although the relationship between the two is not linear.

2.5.1. Index for prioritization:

The objective of identifying some rational basis for prioritization may be met by developing an index of college availability in form of College-Population Index (C-PI). The index represents the number of colleges per lakh population in the relevant age-group (i.e. 18-23 years) in a certain district.

College-Population Index (C-PI) per lakh population is defined as under:

$$\text{C-PI} = \frac{\text{No of educational institutions offering post Higher Secondary Degree/Diploma in the 'X' district}}{\text{Total Population in 18-23 years age in 'X' district}} \times 100,000$$

The significance of GER and C-PI is very well captured as the two have revealed a reasonably high degree of rank correlation ($r = 0.403$). The degree of association was observed to be stronger in case of GER for the Scheduled Castes ($r = 0.507$) while it was found to be weak for the

Scheduled Tribes ($r = 0.265$). The weak correlation coefficient for the STs is indicative of low GER among the STs and low variation across the districts with respect to the two indicators.

The Committee recommends that EBDs with very low C-PI may be allocated new colleges in the first phase followed by others in a similar fashion with higher C-PIs. The phase-wise prioritization is as follows:-

Phase-I: EBDs with C-PI equal or less than 4.0.

Phase-II: EBDs with C-PI between 4.01 and 8.01

Phase-III: EBDs with C-PI between 8.01 and 12.4

Table-III below gives the phase-wise prioritization of EBDs.

TABLE-III

Table III						
Phase wise* distribution of EBDs as per College Population Index						
State	Districts	Number of colleges 2003-2004	College - Population Index (CPI) (college per lakh pop in 18-23 age)	Average enrolment per college (Actuals)	GER All 2001	Remarks:Abbr: T= Tribal; B=Border; H=Hilly; F= Forested
1	2	4	5	6		7
GER below 3.0 (N=11)						
Phase I (N=7)						
ANDAMAN & NICOBAR	Nicobars	0	no college reported	0	2.5	Tribal
ARUNACHAL PR.		0	no college reported	0	1.7	TBHF
ARUNACHAL PR.	Upper Siang	0	no college reported	0	2.1	BHF
SIKKIM	North Sikkim	0	no college reported	0	2.7	TBH
SIKKIM	West Sikkim	0	no college reported	0	3.0	BHF
RAJASTHAN	Jalor	3	2.2	45455	2.8	
TRIPURA	Dhalai	1	3.0	33333	2.9	TB
Phase II (N=1)						
ARUNACHAL PR.	Changlang	1	7.1	14133	2.9	BHF
ARUNACHAL PR.	Tirap	1	10.8	9259	2.4	BHF
C-PI above national average						
MIZORAM	Mamit	1	13.4	7463	3.0	TBHF
LAKSHADWEEP	Lakshadweep	2	28.6	3497	2.7	TF
GER 3.1 - 6.0 (N=79)						
Phase I						

ARUNACHAL PR.	East Kameng	0	no college reported	0	3.4	TBHF
ARUNACHAL PR.	Upper Subansiri	0	no college reported	0	4.3	BHF
ARUNACHAL PR.	Dibang Valley	0	no college reported	0	4.4	BHF
BIHAR	Sheohar	0	no college reported	0	6.0	
DADAR & NAGAR HAVELI	Dadar & Nagar Havelli	0	no college reported	0	3.3	T
JHARKHAND	Garhwa	1	1.0	101708	5.8	
UTTAR PR.	Balrampur	2	1.2	83333	4.7	
RAJASTHAN	Barmer	3	1.5	66667	3.7	T
MADHYA PR.	Sheopur	1	1.7	58824	3.9	T
WEST BENGAL	Uttar Dinajpur	4	1.7	58824	4.7	B
ORISSA	Malkangiri	1	1.9	52632	3.9	T
RAJASTHAN	Nagaur	7	2.3	43478	5.3	
BIHAR	Kishanganj	3	2.4	42247	4.0	
UTTAR PR.	Shrawasti	3	2.5	40000	4.7	
NAGALAND	Mon	1	2.6	38462	3.7	TBHF
WEST BENGAL	Maldah	9	2.7	37037	5.0	B
GUJARAT	Dohad	5	2.9	34543	5.5	T
JHARKHAND	Pakaur	2	2.9	34483	4.0	T
UTTAR PR.	Bahraich	7	2.9	34483	5.8	
RAJASTHAN	Rajsamand	3	3.0	33333	5.1	
RAJASTHAN	Jhalawar	4	3.2	31250	5.2	
WEST BENGAL	Murshidabad	21	3.3	30303	5.3	B
BIHAR	Araria	7	3.4	29761	5.2	
RAJASTHAN	Jaisalmer	2	3.5	28571	4.1	TB
RAJASTHAN	Pali	6	3.5	28571	5.8	
MADHYA PR.	Dindori	0	3.6	27778	3.2	T
CHATTISGARH	Kawardha (Kabirnagar)	2	3.6	27508	3.9	
MADHYA PR.	Barwani	1	3.7	27027	4.2	T
UTTAR PR.	Lalitpur	4	3.7	27027	5.6	
TAMIL NADU	Viluppuram	16	3.7	26782	4.9	
WEST BENGAL	Dakshin Dinajpur	6	3.9	25641	5.3	B
RAJASTHAN	Dhaulpur	4	4.0	25000	4.4	
UTTARANCHAL	Bageshwar	1	4.0	25000	5.7	HF
WEST BENGAL	Jalpaiguri	15	4.0	25000	5.9	
Phase II						
DAMAN & DIU	Daman	1	4.1	24390	4.2	
RAJASTHAN	Chittaurgarh	8	4.1	24390	5.6	T
UTTAR PR.	Budaun	13	4.2	23810	5.3	
MADHYA PR.	Jhabua	1	4.5	22222	4.2	T
RAJASTHAN	Sirohi	4	4.6	21739	4.6	
RAJASTHAN	Banswara	8	5.3	18868	5.9	T
JAMMU & KASHMIR	Doda	4	5.4	18650	5.4	H
MADHYA PR.	Dhar	2	5.4	18519	5.0	T
GUJARAT	The Dangs	1	5.7	17546	4.3	TF

GUJARAT	Kachchh	11	5.7	17450	4.5	TB
TRIPURA	North Tripura	4	5.9	16949	4.7	TBHF
MADHYA PR.	Tikamgarh	2	6.1	16393	4.5	
CHATTISGARH	Bastar	8	6.2	16221	4.9	TF
MADHYA PR.	Shajapur	2	6.2	16129	4.2	
ARUNACHAL PR.	Lohit	1	6.5	15385	5.1	BHF
TAMIL NADU	Pudukkottai	12	6.6	15209	5.8	
GUJARAT	Banas Kantha	19	6.7	15013	4.1	
MADHYA PR.	West Nimar	2	6.7	14925	5.3	T
TAMIL NADU	Tiruvannamalai	15	7.0	14205	4.0	
TRIPURA	South Tripura	6	7.1	14085	5.3	TBHF
MIZORAM	Champhai	1	7.2	13889	5.4	TBHF
CHATTISGARH	Mahasamund	6	7.2	13870	6.0	T
MADHYA PR.	Rajgarh	2	7.4	13514	5.2	
MADHYA PR.	Shivpuri	2	7.6	13158	5.3	
GUJARAT	Porbandar	5	7.6	13089	5.3	
MADHYA PR.	Guna	3	7.9	12658	5.6	
Phase III						
CHATTISGARH	Dantewada	6	8.3	12064	3.3	TF
JAMMU & KASHMIR	Udhampur	7	8.4	11954	5.6	H
MADHYA PR.	Damoh	2	8.4	11905	5.9	
MADHYA PR.	Sidhi	2	8.6	11628	6.0	T
ORISSA	Nabarangapur	9	8.7	11494	3.5	T
MADHYA PR.	Mandsaur	3	9.1	10989	5.3	
GUJARAT	Amreli	15	9.2	10882	5.1	
RAJASTHAN	Churu	20	9.4	10638	4.6	
GUJARAT	Surendranagar	18	9.9	10094	4.4	
MIZORAM	Lawngtlai	1	11.0	9091	4.5	TBHF
GUJARAT	Bhavnagar	32	11.0	9085	5.5	
ARUNACHAL PR.	West Kameng	1	11.8	8475	5.0	THF
MIZORAM	Kolasib	1	12.0	8333	5.8	THF
SIKKIM	South Sikkim	2	12.0	8333	4.4	HF
TAMIL NADU	Theni	15	12.2	8215	5.5	
MADHYA PR.	Panna	2	12.4	8065	5.4	
Above national average						
MIZORAM	Serchhip	1	15.1	6623	4.3	THF
ARUNACHAL PR.	Lower Subansiri	2	20.4	4902	4.8	TBHF
MADHYA PR.	Umaria	2	20.7	4831	5.6	TF
GER 6.1 - 9.0 (N=144)						
Phase I						
BIHAR	Supaul	0	no college reported	0	6.7	
BIHAR	Jamui	0	no college reported	0	7.1	
CHATTISGARH	Koriya	0	no college reported	0	8.2	TF
MEGHALAYA	South Garo Hills	0	no college reported	0	6.3	THF
TAMIL NADU	Thoothukkudi	0	no college reported	0	7.7	

BIHAR	Banka	1	0.6	158555	8.4	
RAJASTHAN	Karauli	1	0.8	125000	6.5	
UTTAR PR.	Rampur	3	1.5	66667	6.4	
RAJASTHAN	Hanumangarh	3	1.7	58824	6.7	
RAJASTHAN	Baran	2	1.8	55556	6.8	T
TAMIL NADU	Virudhunagar	8	2.2	45882	7.2	
RAJASTHAN	Tonk	3	2.3	43478	7.9	
ORISSA	Baudh	1	2.4	41667	6.8	
PUNJAB	Mansa	2	2.4	41667	6.1	
JHARKHAND	Chatra	2	2.6	38931	6.8	TF
TAMIL NADU	Ariyalur	2	2.6	38663	7.5	
UTTAR PR.	Chitrakoot	2	2.6	38462	8.6	
BIHAR	Sitamarhi	7	2.6	38060	7.5	
UTTAR PR.	Mahoba	2	2.7	37037	7.7	
BIHAR	Pashchim Champaran	8	2.7	36957	6.3	
RAJASTHAN	Bundi	3	2.8	35714	6.7	
UTTAR PR.	Kaushambi	4	3.2	31250	8.9	
WEST BENGAL	South Twenty Four Parganas	25	3.2	31250	6.5	
UTTAR PR.	Kheri	11	3.3	30303	7.0	
UTTAR PR.	Maharajganj	7	3.4	29412	8.0	
WEST BENGAL	Medinipur	37	3.4	29412	7.0	
WEST BENGAL	Nadia	18	3.4	29412	7.7	B
BIHAR	Katihar	8	3.6	28002	7.7	
BIHAR	Purba Champaran	14	3.6	27610	6.9	
TAMIL NADU	Tirunelveli	12	3.6	27398	7.4	
UTTAR PR.	Barabanki	11	4.0	25000	7.3	
UTTAR PR.	Unnao	11	4.0	25000	7.9	
BIHAR	Gopalganj	8	4.0	24809	7.5	
Phase II						
UTTAR PR.	Shahjahanpur	11	4.1	24390	7.3	
JAMMU & KASHMIR	Kupwara	3	4.1	24388	7.4	BH
TAMIL NADU	Cuddalore	12	4.3	23257	8.9	
UTTAR PR.	Sant Kabir Nagar	6	4.3	23256	7.7	
WEST BENGAL	Koch Bihar	11	4.3	23256	6.2	B
WEST BENGAL	Haora	23	4.5	22222	8.9	
RAJASTHAN	Dungarpur	5	4.6	21739	6.1	T
BIHAR	Khagaria	6	4.6	21700	9.0	
JHARKHAND	Giridih	9	4.7	21285	6.1	
ANDAMAN & NICOBAR ISLANDS	Andamans	2	4.7	21277	8.0	
ORISSA	Kandhamal	3	4.7	21277	8.2	T
UTTAR PR.	Kannauj	7	4.7	21277	8.6	
MEGHALAYA	Ri Bhoi	1	4.8	20833	7.1	THF
RAJASTHAN	Bhilwara	10	4.8	20833	6.6	
JHARKHAND	Godda	5	4.9	20565	8.7	
KARNATAKA	Chamarajanagar	6	5.0	20028	7.5	
UTTAR PR.	Pilibhit	9	5.1	19608	8.1	

WEST BENGAL	Bankura	18	5.2	19231	6.8	
HARYANA	Fatehabad	5	5.3	18957	7.6	
UTTAR PR.	Sitapur	20	5.4	18519	6.6	
RAJASTHAN	Alwar	18	5.5	18182	8.9	
TAMIL NADU	Nagapattinam	10	5.6	17846	7.1	
TAMIL NADU	Dharmapuri	19	5.7	17665	6.6	
TAMIL NADU	Thiruvarur	8	5.7	17466	6.5	
HIMACHAL PR.	Chamba	3	5.7	17459	8.2	T
GUJARAT	Narmada	3	5.8	17378	7.3	T
UTTAR PR.	Siddharthnagar	11	5.8	17241	6.2	
WEST BENGAL	Puruliya	15	5.8	17241	6.8	
BIHAR	Purnia	15	6.1	16378	8.9	
UTTAR PR.	Hardoi	22	6.3	15873	6.5	
MEGHALAYA	West Khasi Hills	2	6.4	15625	7.2	TBHF
UTTAR PR.	Gonda	18	6.4	15625	6.6	
PUNJAB	Firozpur	14	6.7	14925	8.1	B
JHARKHAND	Dumka	12	6.7	14886	7.1	T
TAMIL NADU	Karur	7	6.8	14688	8.7	
TRIPURA	West Tripura	12	6.9	14493	8.0	TBHF
WEST BENGAL	Birbhum	23	7.1	14085	6.8	
DAMAN & DIU	Diu	0	7.2	13889	8.3	
UTTAR PR.	Moradabad	31	7.4	13514	7.4	
JAMMU & KASHMIR	Punch	3	7.5	13422	6.3	TBHF
GUJARAT	Patan	11	7.5	13413	6.6	
ORISSA	Nuapada	4	7.5	13333	6.7	T
MADHYA PR.	Seoni	9	7.6	13158	6.5	T
RAJASTHAN	Bharatpur	17	7.6	13158	6.8	
GUJARAT	Panch Mahals	17	7.7	12994	6.8	T
TAMIL NADU	Vellore	21	7.7	12932	6.7	
MADHYA PR.	Neemuch	2	7.9	12658	7.1	
PUNJAB	Sangrur	19	7.9	12658	8.8	
KERALA	Malappuram	39	7.9	12584	8.4	
CHHATTISGARH	Surguja	15	8.0	12504	6.5	TF
Phase III						
MADHYA PR.	Dewas	3	8.2	12195	6.2	
MADHYA PR.	Mandla	1	8.2	12195	6.2	TF
MADHYA PR.	Balaghat	13	8.3	12048	7.9	
MADHYA PR.	Narsimhapur	2	8.6	11628	7.5	
BIHAR	Madhepura	13	8.6	11587	8.3	
MADHYA PR.	East Nimar	5	8.7	11494	6.2	T
MADHYA PR.	Katni	2	8.7	11494	6.8	T
JHARKHAND	Sahibganj	8	8.8	11364	7.7	T
CHATTISGARH	Kanker	6	8.8	11337	6.6	TF
TAMIL NADU	Ramanathapuram	13	8.9	11231	7.1	
JAMMU & KASHMIR	Rajauri	5	8.9	11181	6.2	TBH
BIHAR	Samastipur	31	9.0	11056	8.8	
RAJASTHAN	Sikar	23	9.1	10989	8.8	
MADHYA PR.	Morena	16	9.2	10870	7.3	
ORISSA	Gajapati	5	9.3	10753	7.0	T

PUNJAB	Muktsar	9	9.3	10753	8.2	
MADHYA PR.	Ratlam	4	9.4	10638	6.8	T
MADHYA PR.	Chhatarpur	4	9.6	10417	6.1	
UTTAR PR.	Jyotiba Phule Nagar	15	9.6	10417	7.4	
TAMIL NADU	Dindigul	22	10.0	10045	7.4	
GUJARAT	Surat	67	10.0	10016	7.2	T
ASSAM	Karimganj	11	10.0	10007	8.1	
ORISSA	Koraput	12	10.1	9901	8.1	T
PUNJAB	Moga	11	10.1	9901	8.8	
GUJARAT	Jamnagar	25	10.3	9722	6.4	
MEGHALAYA	East Garo Hills	3	11.3	8850	8.2	TBHF
RAJASTHAN	Bikaner	23	11.3	8850	8.8	TB
CHATTISGARH	Janjgir - Champa	15	11.4	8782	8.8	
MADHYA PR.	Datia	8	11.6	8621	7.0	
GUJARAT	Kheda	28	11.7	8514	8.3	
KARNATAKA	Koppal	16	12.2	8206	7.3	
ASSAM	Karbi Anglong	11	12.3	8136	8.8	THF
JAMMU & KASHMIR	Kathua	8	12.4	8089	7.9	HF
Above national average						
KARNATAKA	Haveri	22	12.7	7858	7.7	
MADHYA PR.	Raisen	3	13.0	7692	6.7	
CHATTISGARH	Jashpur	9	13.5	7420	8.4	T
RAJASTHAN	Ganganagar	29	13.6	7353	7.8	TB
MADHYA PR.	Sehore	3	13.7	7299	7.4	
KARNATAKA	Mandya	30	13.9	7214	8.8	
MADHYA PR.	Vidisha	5	14.2	7042	7.7	
ORISSA	Kalahandi	19	14.2	7042	8.7	T
MADHYA PR.	Bhind	22	14.6	6849	8.9	
CHATTISGARH	Dhamtari	11	14.7	6794	6.4	T
MADHYA PR.	Shahdol	7	15.1	6623	8.2	T
GUJARAT	Bharuch	24	15.8	6334	7.6	T
GUJARAT	Junagadh	48	15.9	6302	7.2	
CHHATTISGARH	Rajnandgaon	21	16.0	6269	6.7	TF
MADHYA PR.	Harda	2	16.4	6098	7.1	T
TAMIL NADU	Thanjavur	45	16.9	5931	8.3	
CHATTISGARH	Raigarh	21	17.2	5819	7.6	T
GUJARAT	Rajkot	71	17.4	5749	8.4	
ORISSA	Rayagada	15	17.6	5682	6.7	T
MAHARASHTRA	Ratnagiri	31	18.0	5566	8.0	
KARNATAKA	Raichur	37	20.4	4908	8.3	
KARNATAKA	Uttara Kannada	35	20.8	4809	9.0	
KARNATAKA	Kodagu	14	21.9	4558	8.9	
MIZORAM	Lunglei	4	22.3	4484	7.0	TBHF
HIMACHAL PR.	Lahul & Spiti	1	23.6	4246	7.1	TBH
TAMIL NADU	Coimbatore	127	25.0	4003	8.9	
KARNATAKA	Gadag	32	27.9	3581	8.4	
MIZORAM	Saiha	3	40.1	2494	6.3	TBHF
GER 9.1 - 12.3 (N=140)						

Phase I						
BIHAR	Lakhisarai	1	1.2	80404	10.1	
UTTAR PR.	Sonbhadra	4	2.7	37037	11.4	
PUNJAB	Nawanshahr	2	2.8	35714	10.0	
UTTAR PR.	Kushinagar	8	2.8	35714	10.5	
UTTAR PR.	Hathras	4	2.8	35714	12.3	
JAMMU & KASHMIR	Anantnag	4	3.0	33628	11.4	H
UTTAR PR.	Etah	10	3.5	28571	11.5	
JHARKHAND	Palamu	8	3.8	26316	9.9	TF
JHARKHAND	Pashchimi Singhbhum	8	3.8	26316	11.5	T
UTTAR PR.	Bijnor	14	4.0	25000	10.5	
Phase II						
JHARKHAND	Gumla	5	4.1	24506	11.2	T
WEST BENGAL	North Twenty Four Parganas	42	4.1	24390	12.2	B
UTTARANCHAL	Champawat	1	4.4	22727	10.9	BHF
UTTAR PR.	Bulandshahr	15	4.6	21739	9.3	
BIHAR	Aurangabad	10	4.7	21210	12.2	
BIHAR	Nawada	9	4.7	21177	10.4	
BIHAR	Vaishali	13	4.8	20857	12.3	
JHARKHAND	Deoghar	6	4.9	20390	11.2	
RAJASTHAN	Dausa	7	5.0	20000	9.6	
HARYANA	Jind	7	5.1	19621	10.5	
RAJASTHAN	Jodhpur	17	5.2	19231	10.1	
WEST BENGAL	Hugli	31	5.5	18182	9.8	
JAMMU & KASHMIR	Badgam	4	5.6	17883	12.2	BH
BIHAR	Begusarai	14	5.6	17835	12.0	
WEST BENGAL	Barddhaman	47	5.9	16949	9.9	
BIHAR	Siwan	15	5.9	16944	10.4	
MAHARASHTRA	Hingoli	6	6.0	16758	11.7	
UTTAR PR.	Rae Bareli	18	6.0	16667	10.3	
UTTAR PR.	Fatehpur	14	6.0	16667	11.5	
BIHAR	Kaimur (Bhabua)	8	6.4	15598	11.2	
JAMMU & KASHMIR	Leh (Ladakh)	1	6.8	14734	11.9	TBH
UTTAR PR.	Bareilly	27	6.9	14493	9.3	
JAMMU & KASHMIR	Kargil	1	7.0	14300	11.0	TBH
KERALA	Palakkad	23	7.2	13954	10.6	
ASSAM	Sonitpur	14	7.4	13591	10.9	
UTTAR PR.	Saharanpur	24	7.4	13514	12.0	
HARYANA	Sirsa	10	7.4	13495	9.3	
PUNJAB	Amritsar	29	7.7	12987	9.6	B
ASSAM	Darrang	13	7.9	12726	12.3	
JHARKHAND	Kodarma	4	8.0	12500	9.3	TF
Phase III						
ASSAM	Bongaigaon	8	8.2	12155	12.3	
ASSAM	Marigaon	7	8.5	11807	11.5	
PUNJAB	Gurdaspur	22	8.7	11494	10.5	B
UTTAR PR.	Farrukhabad	15	8.8	11364	10.7	
UTTAR PR.	Muzaffarnagar	34	8.9	11236	11.6	

KERALA	Wayanad	9	9.0	11113	12.0	
UTTAR PR.	Sultanpur	30	9.0	11111	11.6	
HARYANA	Karnal	14	9.0	11098	11.7	
ASSAM	Dhubri	16	9.3	10759	10.7	B
HARYANA	Panipat	11	9.4	10642	11.2	
ARUNACHAL PR.	West Siang	1	9.4	10638	9.1	BHF
TAMIL NADU	The Nilgiris	9	9.6	10417	9.1	
WEST BENGAL	Darjiling	19	9.6	10417	10.4	BHF
UTTAR PR.	Hamirpur	10	9.7	10309	10.8	
MADHYA PR.	Chhindwara	19	9.8	10204	9.7	T
HARYANA	Kaithal	11	9.9	10125	9.5	
TAMIL NADU	Salem	36	10.2	9794	9.1	
MADHYA PR.	Sagar	8	10.3	9709	9.6	
PUNJAB	Faridkot	7	10.3	9709	10.2	
ASSAM	Cachar	17	10.4	9650	11.9	F
ASSAM	Tinsukia	14	10.4	9612	9.1	F
ASSAM	Nagaon	26	10.4	9595	11.2	
ANDHRA PR.	Adilabad	31	10.9	9159	11.4	Adilabad, Kinwat, Boath, Asaifabad, Rajura, Sirpur Scheduled Areas
TAMIL NADU	Erode	31	11.0	9116	9.6	
JAMMU & KASHMIR	Baramula	15	11.0	9078	10.3	BH
HIMACHAL PR.	Kinnaur	1	11.3	8849	10.4	TBH
HARYANA	Gurgaon	20	11.4	8794	10.3	
ASSAM	Goalpara	10	11.4	8745	9.5	
ORISSA	Sonapur	7	11.5	8696	10.5	
PUNJAB	Bathinda	17	11.5	8696	10.5	
PUNJAB	Fatehgarh Sahib	8	12.0	8333	9.5	
RAJASTHAN	Udaipur	34	12.1	8264	9.9	T
ORISSA	Bargarh	19	12.3	8130	10.9	
TAMIL NADU	Kanniyakumari	26	12.4	8086	11.1	
RAJASTHAN	Sawai Madhopur	15	12.4	8065	9.9	
C-PI Above national average						
KERALA	Kasaragod	20	12.5	8002	10.5	
ORISSA	Debagarh	4	13.0	7692	9.7	TF
TAMIL NADU	Thiruvallur	47	13.2	7598	12.1	
BIHAR	Darbhanga	45	13.4	7472	11.3	
BIHAR	Saharsa	21	13.4	7468	10.6	
UTTAR PR.	Banda	21	13.4	7463	10.2	
UTTAR PR.	Basti	28	13.4	7463	11.1	
MADHYA PR.	Satna	6	13.8	7246	9.8	
ASSAM	Hailakandi	8	13.8	7221	9.5	F
BIHAR	Madhubani	50	14.1	7081	10.7	
TAMIL NADU	Perambalur	8	14.2	7060	10.4	
MAHARASHTRA	Raigarh	36	14.3	7010	10.9	TH
RAJASTHAN	Ajmer	35	14.3	6993	11.2	
KARNATAKA	Bellary	34	14.3	6980	10.5	

TAMIL NADU	Sivaganga	20	14.6	6852	9.1	
ORISSA	Balangir	21	14.6	6849	11.4	
ANDHRA PR.	Nizamabad	41	14.6	6848	12.2	
ANDHRA PR.	Anantapur	62	14.6	6833	11.8	
ANDHRA PR.	Kurnool	60	14.7	6807	11.4	
KARNATAKA	Kolar	44	14.9	6723	11.4	
GUJARAT	Sabar Kantha	37	15.0	6676	10.6	
PUNJAB	Patiala	35	15.1	6623	11.9	
KARNATAKA	Bangalore Rural	36	15.2	6578	9.2	
KARNATAKA	Chikmagalur	22	15.5	6448	10.2	
MADHYA PR.	Ujjain	13	15.6	6410	9.6	
ORISSA	Anugul	21	15.7	6369	10.9	F
GUJARAT	Valsad	26	15.9	6284	9.1	T
RAJASTHAN	Jhunjhunun	35	16.2	6173	9.3	
ANDHRA PR.	Mahbubnagar	68	16.6	6021	9.7	
ANDHRA PR.	Srikakulam	48	17.0	5888	9.6	
HIMACHAL PR.	Sirmaur	9	17.0	5884	9.7	HF
UTTAR PR.	Kanpur Dehat	28	17.2	5814	12.1	
KARNATAKA	Hassan	37	17.3	5764	9.9	
ANDHRA PR.	Medak	56	18.2	5505	9.5	
ORISSA	Kendujhar	31	18.2	5495	11.5	T
MAHARASHTRA	Jalna	30	18.3	5476	11.4	
ORISSA	Ganjam	63	18.3	5464	11.5	
MADHYA PR.	Betul	6	18.5	5405	9.7	T
MAHARASHTRA	Sindhudurg	17	18.6	5363	10.2	HF
CHATTISGARH	Bilaspur	39	18.7	5339	12.2	
PUNJAB	Kapurthala	17	18.8	5319	12.3	
ANDHRA PR.	West Godavari	89	19.0	5270	10.8	West Godavari Agency Area
MAHARASHTRA	Buldana	47	19.3	5190	12.1	
ORISSA	Nayagarh	19	19.3	5181	9.6	T
ANDHRA PR.	Prakasam	70	19.4	5149	12.3	
ANDHRA PR.	East Godavari	117	19.6	5106	9.5	East Godavari Agency Area
CHATTISGARH	Durg	58	19.6	5105	12.0	
CHATTISGARH	Raipur	63	19.7	5088	11.4	
ORISSA	Dhenkanal	25	19.8	5051	11.3	
KARNATAKA	Udupi	29	19.9	5031	11.6	
KARNATAKA	Bagalkot	39	20.0	4998	10.1	
KARNATAKA	Belgaum	97	20.4	4891	9.2	
MEGHALAYA	Jaintia Hills	7	21.0	4762	9.6	TBHF
TAMIL NADU	Madurai	70	22.1	4530	10.6	
KARNATAKA	Bijapur	45	22.9	4367	10.3	
TAMIL NADU	Kancheepuram	86	23.1	4332	9.4	
KARNATAKA	Tumkur	71	23.3	4298	9.6	
UTTAR PR.	Mathura	51	23.4	4274	11.7	
GUJARAT	Mahesana	55	23.7	4214	11.4	
ANDHRA PR.	Vizianagaram	60	24.2	4136	10.2	
KARNATAKA	Chitradurga	48	27.0	3710	12.0	
MAHARASHTRA	Gadchiroli	28	27.3	3657	10.8	TF

SIKKIM	East Sikkim	10	29.3	3413	9.1	BHF
PONDICHERRY	Yanam	2	47.8	2093	10.1	
KARNATAKA	Dakshina Kannada	127	50.2	1991	10.7	

* Districts with C-PI above the national average may be taken up after the III phases are over.

2.6. Location of Model Colleges within the identified districts:

It has to be noted that one of the objectives of opening new colleges in the EBDs is to improve supply constraints on account of paucity of adequate number of colleges. It was construed that geographical availability of colleges and institutions of higher education in EBDs, which are predominantly rural in nature and suffer from poor transport facilities may have, among several other factors, a establishment of new college, therefore, acquires significance so that the proposed colleges may not be appropriated by relatively better off areas, as is generally the case when it comes to disbursement of public services.

The criteria for identification of location within the district may be the following:

- a. The college has to be located in an area of the district having no college in the vicinity of 10 km radius.
- b. Predominantly rural location where the proportion of rural population in area is higher than the State average
- c. A new college as an additional one in the vicinity shall be permitted only if the existing college has more than 1000 students, or there is no separate college for women in the area of 10 km. radius.
- d. Accessibility : The location of the college should be such that it is accessible, i.e. reasonably well connected by transport facilities so that the college may serve a larger catchments area.
- e. Population density: The proposed college should be located subject to fulfillment of the above-mentioned criteria in locations having higher population density in comparison with other contending locations.

CHAPTER.3

CHARACTERISTICS OF THE PROPOSED MODEL COLLEGES

3.1. Nature of model colleges :

3.1.1. Why the Model Colleges to be “Constituent Colleges” of the Universities

The 1964-66 Education Commission pointed out that ‘the exercise of academic freedom by teachers is a crucial requirement for

development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system'. The affiliating system of colleges was originally designed when their number in a university was small. The university could then effectively oversee the working of the colleges, act as an examining body and award degrees on their behalf. The system has now become unwieldy and it is becoming increasingly difficult for a university to attend to the varied needs of individual colleges. Colleges that have the potential for offering programmes of a higher standard do not have the freedom to offer them. The only safe and effective way to improve the quality of undergraduate education is to delink most of the colleges from the affiliating structure. It is to satisfy these academic requirements that the UGC has introduced the system of "Autonomous Colleges".

Certain universities across the country have been nurturing the constituent college system to satisfy the above requirements. The constituent colleges are defined as colleges established, maintained and nurtured by universities themselves academically, administratively and financially. The advantages of the constituent college system are autonomy, flexibility and freedom of introduction of innovation in curriculum development, teaching-learning process and in examination/evaluation methodology without significant time lag. The constituent colleges would also have the horizontal mobility of students and the teachers between the university departments and the colleges to have the benefit of best of infrastructure and teaching expertise. All the student and faculty development programmes are also automatically made available for the students and teachers of these colleges, thus resulting in imparting high quality higher education.

Since it is proposed to develop the colleges as 'Model colleges' for the country in teaching-learning and evaluation processes, it is preferable that they are established as constituent colleges of the respective universities in whose jurisdiction the colleges might come under, to facilitate academic and administrative freedom. In such a situation, they may have to be established by the State Government in the university concerned, and would eventually evolve as "Autonomous colleges" of the respective university within a period of five years.

3.1.2. Public Private Partnership in the establishment of 'Model Colleges':

The issue of establishing such Model Colleges with private participation under the Public - Private- Partnership (PPP) system

was examined in detail by the Committee. The role of private initiatives in the field of higher education, especially in professional education, is already well recognized. Private higher educational institutions are either totally independent of the Central/State Government aid, or are under 'aided' category pattern where the concerned State government provides land and recurring financial support for only the approved teaching and non teaching personnel. In view of this, the Committee felt that such a partnership is possible in principle, and even desirable. At the same time, the Committee is aware of the following basic differences between the 'model' colleges envisaged in the present DPR and the 'PPP' colleges:

- a) The proposed 'model' colleges are to be 'constituent' colleges of the universities concerned (as mentioned in 3.1.1 above), so that they are endowed with accelerated growth potential to become 'autonomous' colleges within a stipulated period of time, whereas the 'PPP' colleges have to be 'affiliated' ones. This difference in the nature of relationship between the college and the university concerned ('constituent' versus 'affiliated') makes a vast difference in their functioning, especially in academic matters, as brought out in 3.1.1. above.
- b) Establishing colleges under the PPP system will necessitate a different model of governance than the one drawn up in this DPR, as in such colleges the private trust/society concerned will claim a greater control in the policies/decision making process of the college, including recruitment of teachers and other staff, and also in the day to day functioning of the college. So it is doubtful whether in such colleges the management would agree to be under major control of the State Government/university concerned, as planned here.
- c) The 'model' colleges are to be set up in EBDs with low GER, particularly in remote/hilly/tribal/border areas, where the prime motive is to facilitate accessibility for higher education, and not making profits. It has to be carefully considered whether private parties would risk investing in such areas, unless there is sufficient scope for reasonable returns on their investments.
- d) The funding pattern in the PPP colleges, where the private trusts/societies, the State Government concerned and the Central Government have to invest, will need a different set of procedures for the flow of funds requiring decision on whether the funds should converge in the university concerned and be made available to the college, or whether they should converge in the college itself (as part of the funds from the

private party), requiring only submission of accounts to the university, etc.

In view of the above, the Committee felt that opening the doors to private parties to set up such model colleges at least at the initial stages of implementation of the Scheme may cripple the Scheme itself, as there may not be many private parties willing to establish colleges in such EBDs, that too where the management would have to be under the major control of the State Government/ university. It is, therefore, desirable to think of a new Scheme, different from the present one, to give opportunities to private parties to establish higher educational institutions in EBDs, at the same time safeguarding the interests and aspirations of the students and their parents.

3.1.3. Model colleges to become Autonomous Colleges:

The new colleges are to be modeled in such a way that they would eventually evolve as autonomous colleges within 5 years of their establishment for which the university shall provide the hand holding guidance for the initial period of the same five years and to proactively help the college to attain autonomy subsequently.

3.2. Curriculum development for the proposed 'model colleges':

3.2.1. Contextual Curriculum:

The Curricula developed should be effectively related to the anticipated educational objectives of higher education and the committee developed this "Contextual Curriculum" as a template for adoption by universities to be implemented in the proposed model colleges.

3.2.2. Specific Objectives of Contextual Curriculum:

3.2.2.1. Bridging:

Bridging are methods of teaching and innovative pedagogical practices which build linguistic skills, cognitive and analytical abilities, personality resources and social competencies in individual students which are the required prerequisites for effective participation and mainstreaming of students belonging to all sections of the society as a whole. The details are provided under 3.2.7.2.

3.2.2.2. Progressive Induction:

By recognizing the heterogeneity of student interests and competencies, methods are to be adopted such as streaming and grading of curriculum that would allow smoother induction of students into collegiate education.

3.2.2.3. Vocationalisation:

Courses of study that would appropriately match local aspirations with demands of global employment market have to be developed.

3.2.2.4. Disciplinary Excellence:

State of the art knowledge in core disciplines are to be provided to build competencies in students that would allow them to join places of higher education and premier institutions for advanced studies and research if they so choose.

3.2.2.5. Value Orientation:

Facilitating Conditions and appropriate designing of courses are to be developed to impart non-instrumental life-skills which would involve acquisition of intellectual resources and moral/ social values that are necessary for leading a meaningful and purposive life.

3.2.3. Need for Contextual Curriculum:

3.2.3.1. Meaning of Curriculum: In essence, the key challenge posed by the objectives is 'providing of highest quality education' across all universities in the country. It is obvious that mere establishment of colleges, provision of physical and technical infrastructure and ensuring of enrollment alone, would not automatically facilitate the achieving of the above objectives. Much depends on the suitability of curriculum and their effective delivery. Curriculum here means the totality of learning, which is planned by the college and university, whether it takes place in the class room or outside or in the community, impinging on the individual and collective learning of the students.

3.2.3.2. Learning Disabilities: For various reasons that can be enumerated, sheer adoption of 'syllabi' for various courses and programmes of study, would certainly fall short of meeting the challenges posed. The issue that needs to be problematized is the kind of 'learning disabilities' the students

coming from rural and disadvantaged groups are prone to suffer from. Educationally less endowed homes, poor feeder schools, economic and social marginalization and cultural oppression are factors that come in the way of effective participation in higher education by students. Such “learning disabilities” are specifically taken care in the contextual curriculum.

3.2.3.3. Limitations of the Existing Curriculum: The syllabi for various programmes of study in the affiliating system are normally conceived in abstract and justified in terms of ‘universal standards’ and ‘disciplinary rigour’. The pivotal issue here is the ‘imagined student’ who possesses all the prerequisites for effective participation in higher education. The choice of programmes is also very often directed by teacher-expertise or by the dominant discourse within the academia. Its heavy reliance on public system of examination, impersonality and secrecy, separation of teaching from curriculum planning and testing -- all do very little in terms of overall growth and reflexivity of the student. Such a curriculum, which is described as ‘heavier than richer’, will obstruct less endowed students from getting mainstreamed and can only help in ‘mark’ generation and memory cramming.

3.2.3.4 Contextual Curriculum: Contextual curriculum is a very comprehensive and need based curriculum where need is pluraly understood and contextually nuanced. There are at least three important dimensions to ‘student need’ in curriculum making. First, it is the interest and competency level of the student who seeks education, Second, the professional standards required in terms of academic disciplinary rigour and third, the skills and competencies demanded by the employment market. The conventional curriculum which is prone to be uni-dimensional, ignores very often the first aspect. Contextual Curriculum, in the first place, not only recognizes equal importance of these three aspects of curricular needs, but also brings a balance between all the three. The second aspect of contextual curriculum is nuancing the needs in terms of each milieu. The quality of feeder institution in a given district, the historical experience of a community or communities under question, social and cultural capital of the community or communities, proximity to the employment market -- all decide in a complicated manner both the competency level of the student and the choice and aspiration expressed for a particular programme of study. Any mismatch between the ‘context bound need’ and the curriculum -- its content, emphasis, mode of delivery and

evaluated consequences -- will yield very little to the overall improvement of the higher education standards of the given geographic region of the country.

3.2.4. Protocol for Developing Contextual Curriculum:

3.2.4.1. **Balanced Curriculum:** Mainstreaming of students from all sections of the society and from educationally backward areas has the twin objective of enhancing employability and maximizing opportunities for further education by designing appropriate undergraduate programmes. The new global spaces of work and life demand new life-skills and intellectual and moral resources to handle challenges posed by issues of personal identities and cultural alienation triggered by mobility, increasing loss of support from traditional institutions like family and community, cultural and religious inclusiveness and containment of violence. Irrespective of his or her core competencies, every student needs to draw heavily from liberal disciplines for equipping himself or herself for the new cosmopolitanism and global citizenry. The undergraduate curriculum proposed therefore, must take these aspects into account and bring a balance in every individual in terms of vocational-technical education and liberal arts education. This alone can mean proper mainstreaming.

3.2.4.2. **Learner-centered approach to curriculum development :** The existing practice of making choices of programmes through administrative decisions of the universities/colleges and drawing the syllabi in the centralized Boards of Studies make the curriculum largely teacher/expert-centered. Very often, the relevance in the context of a disadvantaged student is not readily addressed.

Hence it is recommended to adopt a learner-centered approach to curriculum design, which would give the learner, the required knowledge, skills and attitude that are assessable, transferable and relevant to living standards. The learner-centered approach places emphasis on 'Learning communities', curriculum integration and clearly defined learning outcomes. The benefits of a learner-centric approach to curriculum design are: (i) Informed learners who can know what they can expect to achieve from a program/course so that they can organize time and efforts. (ii) It helps to determine the extent to which learning has been accomplished (iii) It helps curriculum committees/Boards of Studies to

determine programs/courses of study and course offerings within resource constraints (iv) It communicates curriculum/program goals to a broader community (v) It informs the faculty, when they are designing the objectives and contents, about the delivery and assessment strategies as well.

Following five-step model is recommended for Learner-centric curriculum development for these proposed 'Model colleges':

- (1) **Composition of Boards of Studies :** A 12 member Board of studies for each discipline and for each of the specialized/interdisciplinary program/course may be constituted by the university in the following manner:
 - (a) Three subject experts in the said discipline/area drawn from the respective university department and colleges affiliated to the said university.
 - (b) Three subject experts in the said discipline/area drawn from universities, outside the host university.
 - (c) Three subject experts in the said discipline/area drawn from universities outside the State.
 - (d) Two experts from industries/management/corporate/consultancy agencies and other sectors who could be possible stake holders for employment of the students program and
 - (e) One student representative from the discipline concerned who could be a final year Master level student for a UG program and a final year Ph.D scholar for the PG program curriculum development. In addition, experts could be co-opted as special invitees by the Board upon the recommendation of the Chairperson of the Board of Studies.
- (2) **Needs Assessment:** The Boards of Studies in the first place must launch a needs assessment. Needs assessment might involve curricular survey, studies on individual and community aspirations, special cultural and educational disabilities endemic to the area under reference, job descriptions for the program/course, national standards and the local/regional employment market with a focus on assessment as required in

the employment sector. The needs assessment survey teams could also hold focused group discussions and workshops with stakeholder groups – students, parents, teachers and managers of feeder institutions, potential employers, representatives of the industries and leading civil society organizations, development officials – which will help contextualizing the curriculum in terms of choice of programmes of undergraduate study, content of syllabi and pedagogical practices demanded.

- (3) **Draft Syllabi:** Once the choices of the programmes/courses are made, the tentative syllabi can be drawn for various courses of study, keeping in mind the central concepts of contextual curriculum like, anticipated outcomes, current relevance, employability, use of a variety of teaching techniques, student-centered team & individual learning practices and creation of learning communities. The boards of studies should also look into the other considerations like existing course materials, time allotment in hours per week, faculty expertise required and the targeted student population for the course/program.

- (4) **Curriculum Development Workshops for teachers of the colleges:**

The curriculum development workshops by Colleges and the Universities can be coordinated by the curriculum development centers of the universities for each of the disciplines. The workshop could be made as a participatory type with the first part to be devoted for sensitizing the concept of 'learner-centric contextual curriculum development' and the next part to discuss a case study of a draft syllabus prepared for a specific discipline to launch a new program/course. For this part of the workshop, the chairperson of that Board of Studies could also be a participant/co-ordinator to take back the suggestions for possible inclusion in the syllabus formulated by that Board of Studies for finalization.

- (5) **Formal Adoption:** After necessary modifications and incorporations, the syllabi can be taken up for formal adoption and passing by statutory bodies of the university. The entire process should be completed within a year so as to enable its introduction in the ensuing academic year. Flexibility need to be inbuilt for introduction of new courses and withdrawal of existing courses as per the Choice-Based Credit System.

3.2.5 Choice Based Credit System (CBCS) :

The learner centric contextual curriculum recommended and the desired learner outcomes proposed can be achieved only through **Choice Based Credit System (CBCS)**. It is a flexible, cafeteria-type learning system with an inbuilt horizontal mobility for students to all desired units of education in the colleges with provision for even inter institutional mobility for students. CBCS operates on modular pattern based on module/units called “credits” wherein ‘credit’ defines the quantum of contents/syllabus prescribed for a course/paper and determines the minimum number of teaching-learning hours required.

CBCS permits students to (i) learn at their own pace; (ii) choose electives from a wide range of elective courses offered by the colleges; (iii) undergo additional/value added courses and acquire more than the required number of credits, depending upon the learner aptitude; (iv) adopt an interdisciplinary approach in learning; (v) make best use of the expertise of faculty across the college besides the particular department faculty and (vi) acquire knowledge, skill and attitude of learning outcomes through participatory teaching & learning and continuous evaluation process.

In CBCS, the usual expression ‘course’ [eg., BA(Economics) or BSc (Chemistry)] is replaced by the term, ‘program’. A program consists of a number of courses. A ‘course’ is a component (a Paper) of a program. Every course offered by any college is identified by a unique course code. A course may be designed to involve lectures/tutorials/laboratory work/ seminar/ problem-based learning sessions/project work/ report writing/field studies/ quiz/viva-voce, etc., or a combination of these to meet effectively the teaching and learning needs, and credits are assigned suitably.

In CBCS, an academic year consists of two semesters: odd semesters and even semesters. Thus, normally in each of the courses, credits will be assigned on the basis of number of lectures and other forms of teaching-learning required to complete the course contents within a 15 week period. In this concept, one credit means 1 hour of lecture per week or 90 minutes of other forms of participatory learning as mentioned above. The number of credits are assigned depending upon the nature of courses like ‘core courses’(which are back bone courses of that discipline mandatorily offered by the host department); ‘electives’ which could be ‘allied/supportive’ and/or ‘applied/innovative’ (offered by host/other departments of the college); and ‘life skill courses’ which could be ‘job-oriented/value-oriented’ (always offered by other units/departments of the college)

3.2.6. Structuring the Undergraduate Curriculum:

Though the job of preparing the specific curriculum for each context is left to the individual Board of Studies, a template is given in Table IV and V for maintaining certain unity of purpose in addressing the issue. It will also guide easy operationalisation of the curricular plan.

3.2.6.1. The entire UG curriculum is divided into three streams namely Language Curriculum, Major Curriculum and Life Skill Curriculum weighted in the ratio 8:29:8 . If the entire UG programme is rated for a total of 180 credits, a student is expected to acquire 32 credits in Language, 116 in Major and 32 in Life Skill Courses.

3.2.6.2. Sufficient flexibility and choices can be built into each stream depending upon the local needs and availability of expertise.

3.2.6.3. In the language stream, there can be more than one Indian language that could be offered. This would contextually vary.

3.2.6.4. In English Language Teaching, streaming can be one possible method through which students can be taught courses that match their English language competencies. If a graded programme of increasing difficulty is developed, students can choose to start at any level. If a better endowed student starts at a higher level course and finds foundation courses or bridge course redundant, he/she can use the time for studying additional Life-skill courses. A flexibility of this type can meaningfully induct students into language learning programmes.

3.2.6.5. It is recommended that the major curriculum has a positive slant towards vocationalisation. But it is not at the cost of core competencies in a given field or proper grounding in that discipline. The core and allied/supportive (Ancillary) curriculum should only aim at that. A 4 hr/week slot throughout the I and II years and 8 hr/week slot in the III year are given for the promotion of job skills which are field-specific and technical. Students can be given not only exposure to applied areas relevant to a particular major but also can be given on-the-job trainings, field-study exposures, and independent study projects through different types of field-placements including industrial placements.

TABLE – IV
Proposed Structure Of Undergraduate Curriculum

Year of Study	Subject	No. of hours Per Week
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I Year of Study	I. LANGUAGE CURRICULUM <i>A. Indian Language</i> <i>B. English</i> II. MAJOR CURRICULUM <i>A. Major (Core)</i> <i>B. Major (Supportive)</i> <i>C. Major (Applied / Innovative)</i> III. LIFE-SKILL CURRICULUM <i>A. Job Oriented Soft skills</i> <i>B. Value Oriented Courses</i> <div style="text-align: right;">Total</div>	4 4 10 4 4 2 2 <hr/> 30
II Year of Study	I. LANGUAGE CURRICULUM <i>A. Indian Language</i> <i>B. English</i> II. MAJOR CURRICULUM <i>A. Major (Core)</i> <i>B. Major (Supportive)</i> <i>C. Major (Applied / Innovative)</i> III. LIFE-SKILL CURRICULUM <i>A. Job Oriented Life skills</i> <i>B. Value Oriented Courses</i> <div style="text-align: right;">Total</div>	4 4 10 4 4 2 2 <hr/> 30
III Year of Study	I. LANGUAGE CURRICULUM <i>A. Indian Language</i> <i>B. English</i> II. MAJOR CURRICULUM <i>A. Major (Core)</i> <i>B. Major (Supportive)</i> <i>C. Major (Applied / Innovative)</i> III. LIFE-SKILL CURRICULUM <i>A. Job Oriented Life skills II</i> <i>B. Value Oriented Courses</i> <div style="text-align: right;">Total</div>	Nil Nil 10 4 8 4 4 <hr/> 30

TABLE – V

Distribution Of Total Credits Between Various Streams Of Curriculum*

SL. No.	Curricular Stream	Total No. of Credits in Three Years	Percentage
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I	Language Curriculam A. <i>Indian Language (16 hrs)</i> B. <i>English (16 hrs)</i>	32	17.8
II	Major Curriculum A. <i>Core (60 hrs)</i> B. <i>Allied / Supportive (24 hrs)</i> c. <i>Applied / Innovative (32 hrs)</i>	116	64.4
III	Life-Skill Curriculum A. <i>Job Oriented (16 hrs)</i> B. <i>Value Oriented (16 hrs)</i>	32	17.8
	Total	180	100

- In making the above calculations, 1 hr/week of lecture of 90 minutes of other participatory learning methods as teaching –learning inputs given in a course is converted into 1 credit. An undergraduate normally works for 30 hrs/week and 15 weeks (90 working days) in a semester or 30 weeks (180 working days) in an academic year.

3.2.6.6. Life-Skill curriculum is not only made part of the main curriculum, but also given a space comparable to language studies. This is in order to avoid any peripheralisation of the issue. This has very special relevance for students coming from disadvantaged backgrounds. Unlike under the major curriculum, here the focus is on general soft-skills. Again, a balance is brought between highly instrumentalized, market driven soft-skills and a value oriented and general life-enhancing skills. Under the job oriented life-skills, courses in Communicative abilities, Leadership skills, Public relations, Event management, Language Transcription, Additional Foreign Languages, Computer and IT skills, Office Management, Basic Accounting, Basic Marketing, Media Management, Advertising, Cultural Tourism and numerous other courses can be thought about depending upon the local needs and available expertise.

3.2.6.7. Value Oriented courses can be visualized under three broad categories :

- (a) Courses that would promote reflexive social outlook,
- (b) Courses that would present Indian History and culture,
- (c) Courses that would promote aesthetic self expression.

Under category 'a'; Basic courses in Environment studies (with different perspectives), Human Rights and Social Justice, Social orientation, Gender Studies, Child and Youth studies, Poverty and Marginalisation Under Globalization etc., can be thought about.

Under category 'b'; Local and regional histories, Ideals of freedom struggle, civilizational backdrop of India, Development History of India, Folklore and folk history, cultural, religious and communal harmony in India, Peace and conflict resolution etc. can be thought about.

Under category 'C'; Practical exposure and training in local performing arts like music, dance, theatre and other expressive arts like painting, sculpting etc., can be thought about.

3.2.7. Enabling Curricular Strategies and Pedagogical Practices:

Left to itself, higher education by its own virtues, can be very alienating and disempowering for a less endowed student. A contextual curriculum therefore, calls for certain enabling curricular strategies and special pedagogical practices.

3.2.7.1. **Streaming:** Mention has already been made about streaming as a strategy. This strategy of curriculum making can be tried not only in language studies but also in other areas of teaching-learning where heterogeneity of competency is a major problem. Streaming is meant for easy coping for weak students.

3.2.7.2. **Bridging:** It is almost universal that there is a wide gap that exists between what higher secondary schools build as competencies and what is a pre-requisite for a successful beginning of collegiate education. This problem is prone to be very acute in educationally backward districts where the feeder channels are likely to be very weak. Bridge Courses can be organized for students immediately after admission

and before the starting of the formal curriculum. The duration for effective bridging can be three to four weeks. The focus for bridge courses can be linguistic skills, analytical abilities and working knowledge in a given major. If time constraint is a problem, the bridge-component can be built into the structure of the syllabus itself as a prelude wherever necessary. In order to increase the comfort level of new students entering higher education institutions from higher secondary schools of diverse nature, an orientation program can be conducted to all new entrant students to familiarize them about the courses, academic and administrative facilities, student mentoring services, student counseling services, bridge/remedial course available, types of pedagogic methods available, etc.

3.2.7.3. Process Curriculum: This is a very enabling method of pedagogy which centre stages the learners' experience and allows the learner to personally explore. Independent study projects, field-study exposure and on-the-job-training are experience based and are the suitable methods for evoking more creative articulation from students. The process curriculum can largely help students who have serious handicaps in formal use of language in employment market and would enhance their communication skills. It is recommended that innovative/applied courses can profitably employ the suitable methods to improve communication skills.

3.2.7.4. Monitoring and Remediating: It is important that the departments concerned monitor the performance of the students on a semester by semester basis or on a half yearly basis and organize remedial courses for students who lag behind.

3.3. Governance

The mission to mainstream students from backward areas and creating conditions for academic excellence amidst backwardness can be realized only by creating structures for good governance in these 'Model colleges'.

3.3.1. Good Governance:

3.3.1.1. Governance Defined: Governance is the totality of policy environment, structures and processes that facilitate demarcation of authority, sharing of responsibilities, information flow and decision making and those day-to-day formal and informal work processes that help realizing the stated mission of an organization in terms of its standards and values.

3.3.1.2. **Governance in Higher Education:** Though there are certain common elements seen among public governance, corporate governance and educational governance, there are considerable differences seen in terms of emphasis, strategic preferences, use of means and ultimate values served. Neither the impersonal rules of bureaucracy nor the reduced principles of commercial enterprise should govern higher education.

3.3.1.3. **Good Governance in Education:** It is important to explicitly recognize certain parameters that characterize good governance in higher education. This not only helps realizing higher purposes of education but also helps developing proper tools of governance.

3.3.1.3.1. **Academic Freedom:** The most important cause served by good governance in higher education is the guarantee of rights to teachers and students for pursuing teaching, learning, research and publishing without unnecessary control or interference from the administration or supervising agency. This alone can allow these model colleges make creative and productive responses in the mainstreaming of students from backward areas, and on a sustainable basis.

3.3.1.3.2. **Financial Freedom:** Financial freedom here means not only the availability of funds on a consistent basis, but also the freedom given to the local administration of the college headed by the Principal in making timely and efficient use of such funds for the purpose of realizing / stated goals. The proposed colleges cannot be treated as another set of departments strictly ruled by the finance departments of the universities.

3.3.1.3.3. **Shared Governance:** It is important that the faculty and the faculty- administrators like heads of departments participate significantly in matters relating to formulation of general policies, curriculum making, pedagogical practices, admissions, faculty appointments, maintenance of standards and operationalisation of work processes. While this helps anchoring decisions in professional values of educational management, it also simultaneously allows the colleges to build capacity for academic and

organizational autonomy. Shared governance removes the perils of top-down bureaucratic and arbitrary-authoritarian decisions.

- 3.3.1.3.4. **Merit and Professional Leadership:** The mainstreaming of students from backward areas being a special pedagogical task, it becomes imperative that an academically strong and socially committed cadre of faculty and administrative leadership is built. It is important to uphold the principle of merit and professional accomplishment in the process of their selection and promotion.
- 3.3.1.3.5. **Maintenance of Quality:** Expanding access need not and should not result in dilution of standards. 'Contextual Curriculum' and innovative pedagogy should constantly aim at mainstreaming and benchmarking with mainstream institutions.
- 3.3.1.3.6. **Accountability:** Academic and administrative autonomy must certainly be tempered by proper accountability of the colleges. Accountability is an exercise in transparency and is an honest attempt to explain periodically actions of the college, their successes and failures in terms of stated mission and goals. Effective mechanisms need to be established for ensuring accountability at different levels and of different constituencies like students, faculty and administrative leadership. Besides accountability to the sponsors (UGC) and the controlling agency (university), there has to be accountability to other stakeholders. The accountability to the immediate community served, the potential employers and the State government are of particular relevance.
- 3.3.1.3.7. **Promotion of Collegiality and Collaboration:** Good governance in higher education specifically requires conscious cultivation and promotion of a culture where academic fellowship and collaboration of different constituencies - academic and administrative leadership, faculty, non-teaching staff and students - are ensured. This will also imply a

sense of belonging, commitment and ownership inculcated among all sections of the college community.

3.3.1.3.8. **Building Capacity for Growth:** The collegiality and corporateness promoted should imbue certain self-consciousness that will make the colleges 'learning organizations'. This calls for capacities to be built in the faculty and the academic/administrative leadership to understand changing environments, articulate policy instruments, develop material and human resources and continuously take fresh challenges. This premise is very relevant here as these colleges would commit to the mission of becoming autonomous colleges in five years from the date of their inception.

3.3.2. Tools of Good Governance:

Realization of good governance needs development of appropriate tools of governance. Though each context would provide specific challenges, it is possible to recommend certain structures and processes that would effectively facilitate the realization of the above principles of good governance in education.

3.3.2.1. Governing Council:

Though the constituent colleges come under the direct supervision of the universities concerned, it is important to ensure the administrative autonomy of the constituent colleges. For this, an apex body of the college called the Governing Council, needs to be created which would not only interact with the university and the external agencies including the policy makers, but also provide the focus and direction for the internal administration of the college. The Governing Council shall be the nodal point where the vision and mission of the college are effectively articulated and realized. It represents needs to project the innovative administrative leadership of the college to the outside world, faculty and students in a meaningful way. It ensures overall accountability of its constituencies and become accountable to its supervisory agency, namely, the university.

3.3.2.1. 1. Recommended Composition:

- A nominee of the Vice chancellor not below the rank of Professor in the university shall be the Chairperson of the Governing Council ;
- Three members from among educationists, industrialists and professionals nominated by the Vice chancellor of the University out of a panel prepared by the faculty council.
- The joint Director of Collegiate Education or a person of equal rank shall be an Ex-officio member representing the State government;
- One member shall be nominated by the UGC ;
- .Two teachers of the college shall be co-opted by the Governing Council based on seniority, one each representing the science faculty, and humanities out of a panel prepared by the Principal of the college and approved by the Vice Chancellor;

- The Principal of the College shall be the Ex-officio Secretary;
- The tenure of membership shall be for TWO years or until the date of retirement, whichever is earlier, as applicable.

3.3.2.1.2. **Charter of Rules:** A charter of rules on the manner and functioning of the Governing Council of the said constituent college shall be drawn up by each university depending on the local context and get it duly approved.

3.3.2.2. **Executives of the College:** There shall be three offices with clear demarcation of functions recognized, namely the Office of the Principal, the Office of the Dean of Academic Affairs and the Office of the Finance Officer.

3.3.2.2.1. **Principal:** As the chief executive of the college he/she is directly accountable to the Governing Council. He/She shall have the overall responsibility of running the college on a day-to-day basis.

3.3.2.2.2. **Dean of Academic Affairs:** It is a senior position in the administration responsible for efficient management of the academic programmes of the college. He/She by direction and in consultation with the Principal shall effectively operationalise the academic policies of the college, articulate policies on curriculum development from within, monitor quality of teaching, organize academic counseling and other special programmes meant for mainstreaming of students and promote capacity development in teachers. He/She shall be responsible for timely conduct of continuous assessment and maintenance of all examination related records. He/she shall report to the Principal.

3.3.2.2.3. **Finance Officer:** The Finance Officer shall be responsible for the management of funds allocated to the college and for the upkeep of accounts as provided by rules of the university concerned. He/she shall report to the Principal and function under his/her direction.

3.3.2.3. **Faculty Council:** The best way to promote shared governance is to constitute a Faculty Council, which will be responsible for making recommendations on important academic policies and programmes of the college. This might include issues relating to courses of study, pedagogical practices, student admissions, performance standards and general articulation of curricular policy. Any recommendation made to the Boards of Studies in the university can be forwarded only after deliberation and approval by this body. Its role in decision making is largely recommendatory in nature. This forum should be effectively used by the executive administration as a touchstone for making and administering policies. Certain number of meetings in a year can be made mandatory. The Principal shall be the Chairman of the Faculty Council and the Dean of Academic Affairs shall be the Secretary of the council.

3.3.2.3.1. **Recommended Composition:** The Faculty Council shall be constituted by including all the Heads of Departments, one member from each Department on rotation by seniority for a period of two years and three members, one each from Sciences, Humanities and Commerce, elected by the entire faculty for a period of two years.

3.3.2.4. **Department:** The Department shall be the basic administrative unit for the effective delivery of the academic programmes and teaching and evaluation of courses. It serves as a platform for developing the professional peerage and academic fellowship. Its function has to be essentially democratic and based on team work and dialogue. It should also serve as the primary interface with students. Apart from the classroom contact with students, the Department should serve as a platform for effective teacher-student interaction and informal learning through discussions and mentoring.

3.3.2.4.1. **Head of the Department:** Holding the administrative responsibility at the unit level, the Head of the Department has to build a strong leadership in the team. He/she is to be appointed on the basis of seniority and merit is accountable for the overall performance of the Department in terms of learning outputs of the students, teaching efficiency of the Department, general discipline of the students under him/her and a healthy student-teacher relationship. He/She shall effectively coordinate with the administration in the interest of the Department.

- 3.3.2.4.2. **Department Meeting:** The Head of the Department shall regularly convene the Department Meeting for taking important decisions. As a tool of governance the Department Meeting will effectively promote democratic and participatory decision making, build long term vision, mission and academic policies, strengthen team work and ensure teacher autonomy, transparency and accountability at the basic level. It also provides opportunity for professional sharing and mutual development. The minutes of these meetings shall be duly recorded.
- 3.3.2.4.3. **Student – Faculty- Forum:** Every Department of the college shall have a Student-Faculty- Forum as an active interface of students and teachers. This Forum shall meet as frequently as necessary, but at least once in a month, to discuss matters of students’ interests like curriculum, teaching-learning processes, policy matters pertaining to evaluation, career building, professional development and social and cultural activities of the Department. This Forum is conceived as a platform of free expression, professional sharing, planning of student-centered activities and conflict resolutions. The Forum will not have any role or voice on matters pertaining to faculty appointments, promotions and other service matters, or on actual process of evaluation. All the members of the faculty of the Department and five student representatives selected shall constitute this Forum. The Head of the Department shall chair the meetings of the Forum.
- 3.3.2.5. **Appointment Committee:** Faculty appointments and the appointments of the Principal, the Dean of Academic Affairs and Heads of the departments shall be made by independent appointment committees constituted in accordance with the prevailing norms of the University concerned.
- 3.3.2.6. **Finance Committee:** Every college shall have a Finance Committee to device finance policies and recommend such policies to the Governing Council, identify major expenses and get them approved by Governing Council, monitor infrastructure development and scrutinize accounts. The Annual Budget of the college must be placed before the Finance Committee before it is recommended to be placed before the Governing Council.

3.3.2.6 .1 **Recommended composition:**

- The Principal shall be the Ex-officio Chairperson
- The Dean of Academic Affairs shall be Ex-officio Member
- One Head of the Department shall be nominated by the Principal by rotation by seniority
- One member shall be nominated by the Vice-Chancellor
- One member shall be nominated by the Directorate of Collegiate Education
- The Finance Officer shall be Ex-officio Member Secretary
- The tenure of the nominated members shall be for TWO years.

3.3.3. **Committees for :** Faculty participation in decision making is very essential especially at different levels of programme implementation and maintenance of standards. This would anchor decisions in professional expertise and values appropriate for the management of higher education. This would also promote ownership and build leadership capacities at all levels of college organization. Faculty committees are the best tools for ensuring shared governance.

3.3.3.1. **Recommended Committees:**

- I. Committee on Student Discipline
- II. Calendar Committee
- III. Library Committee
- IV. Games and Athletic Committee
- V. Committee for Extension and Community Services
- VI. Committee for Expressive Art and Culture
- VII. Committee for Career Guidance and Placement
- VIII. Committee for Bridge Courses and Remedial Education
- IX. Committee for Hostel Management

3.3.4. **Other Tools of Internal Governance:** Apart from the various committees, there are other mechanisms of information dissemination, communication, processes and procedures that promote, good governance internally.

3.3.4.1 **Institutional Charter and Hand Book:** Student Hand book, as the Academic calendar, must provide the stated mission and purposes of educational programmes offered, academic requirements and rules governing the administration of the programmes, including the conduct of examinations. The Handbook must also contain information that define the academic and non-academic responsibilities of the students in upholding the general ethos of the college. Clear

communication of educational expectations and transparency of rules can strengthen internal governance.

- 3.3.4.2. **Campus Information System:** Each college must develop its own system of information processing and dissemination, taking advantage of the information technology along with a dynamic web-site. A student and faculty centered information processing and dissemination can enhance speedy decision making, provide easy access and ensure transparency and accountability of various actions taken.
- 3.3.4.3. **Psychological Counseling & Guidance services:** In view of the increasing stress for the students from parents, peers, teachers and community resulting in pressure for them on the educational and employment sectors, reports on psychological breakdowns among students, sometimes leading to suicides are not a rare occurrence. In addition, adolescent physiology induced problems of students are also to be handled carefully, sensitively and scientifically. The issues of slow learners, rural/tribal students are also to be addressed not only educationally by bridge/remedial courses but also through psychological counseling and guidance services. To cater to these requirements in a professional way, a psychological counseling & guidance centre needs to be established in each of these colleges.
- 3.3.4.4. **Grievance Resolution:** Taking into account the local circumstances, a need-based grievance resolution mechanism must be developed in the colleges, separately for teachers, non-teaching staff and students. In the case of students, a very sensitive system of appeal and grievance redressal must be set up in the college specifically to address issues of academic victimization, prevention of ragging, sexual harassment, etc., This is a *sine qua non* for the transparent and effective administration of Continuous Assessment (Internal Assessment) System.
- 3.3.4.5. **Budgeting:** The individual Departments and other units of the college must be encouraged to develop their own annual budget. The annual budget must be prepared incorporating the activity-oriented and outcome-based projections evolved by the various sections of the college system. Budgeting process of this kind, will bring greater efficiency in resource management as it is need-based. Such processes would open up greater scope for dialogue, transparency and mutual accountability.

3.3.4.6. **Internal Monitoring:** Continuous internal monitoring of the working of the college is very essential. This is for making course-correction, if needed and for effective realization of the goal of mainstreaming of disadvantaged students. Context specific performance parameters need to be developed.. Internal Quality Assessment Cell (IQAC) as per standard guidelines specified by NAAC must function from the beginning.

3.3.5.**Stakeholder interests and Interfacing:** Unlike in the past, it is recognized now that no academic institution can grow without the active support of different stakeholders. Apart from the state agencies, there are other stakeholders like parents, employers, professional organisations, and the larger community. The college should take active steps in promoting different types of interfaces with the stakeholders. Parent-teacher association, Alumni association, Industry-academia collaboration projects, training and placement MOUs with industrial/professional organizations, and social projects and community outreach work are some of the existing modalities of tapping stakeholder supports. The colleges must certainly innovate beyond this.

3.3.6. **Student Council:** It is absolutely necessary to recognize that a student-centered curriculum will not come to fruition, without recognizing the agency of the students. The college must provide for representative structures in the college in the interest of the overall development of the students and for the purpose of channelising leadership potentials in them Lyngdoh Committee recommendations are more than adequate in this regard.

3.4. Infrastructure and other requirements for the proposed 'model' colleges

3.4.1.Physical Infrastructure:

3.4.1.1.Land:

Each college shall have undisputed possession of land measuring not less than 5 acres if the college is located in non-metropolitan urban areas, or 10 acres if it is located in non-urban areas.

3.4.1.2.Buildings:

Each college shall have administrative, academic and other buildings with sufficient accommodation to meet the academic

and other space requirements specified by the university of which the college is a constituent unit, with adequate scope for future expansion. In particular, the college shall have:

3.4.1.2.1.Administrative building with built up area of at least 500 sq. mts.;

3.4.1.2.2.Academic building large enough (built up area of at least 3000 sq. mts) to accommodate the faculties, lecture/ seminar rooms, library, laboratories, etc. with a minimum of

a) 20 sq. ft. per student in lecture/ seminar rooms and library,

b) 50 sq. ft. per student in laboratories;

3.4.1.2.3.Residences and hostels for at least 75 % of the students, in the ratio of 40:60 for boys and girls, and for at least 50% of the faculty and staff;

3.4.1.2.4.Common facilities like auditorium, canteen, sports, health, etc. commensurate with the size and strength of students and staff (both teaching and non-teaching).

3.4.2. Other facilities:

3.4.2.1.Adequate civic facilities for essentials like water, electricity, ventilation, toilets, sewerage, in conformity with the norms laid down by the State PWD;

3.4.2.2.Appropriate furniture in the auditorium, lecture/ seminar rooms, library, laboratories, rooms of faculty, Principal and administrative staff, in common rooms for boys and girls, and in boys' and girls' hostels, etc.

3.4.3. Academic infrastructure:

3.4.3.1.Faculty: For multi-faculty co-education college: at least 50 faculty members; For multi-faculty women's college: at least 25 faculty members.

3.4.3.2.Books in the Library: At least 1000 books, or 100 books in different titles on each subject, whichever is more, and at least two journals per subject.

3.4.3.3.Lab. Equipment: costing at least Rs. 20 lakh (for basic courses) and Rs. 10 lakh (for innovative courses);

3.4.3.4.Language (communication) Lab. with at least 20 computer work stations with required soft wares and trained personnel;

3.4.3.5.Computer Centre: with internet and intranet facility, and enough number of computers to provide for at least 1 computer hour per day per student.

3.4.3.6. Students: if the college is in non-metropolitan urban area: at least 1000Students;;if the college is in non-urban (backward) area: at least 500 students;if the college is a women's college in non-metropolitan urban area: at least 300 students; if the college is a women's college in backward area: at least 150 students.

3.4.3.7. Teacher - Student ratio: preferably 1: 20

3.4.3.8. Teaching – non-teaching staff ratio: preferably 1:1

CHAPTER 4.

BUDGET REQUIREMENTS FOR ESTABLISHING THE MODEL COLLEGES:

4.1. Non- recurring Budget requirements:

4.1.1. Land : Since the Model colleges are to be established in rural, hilly, forest, tribal and other priority areas as per the criteria already described in chapter.2., a minimum of 10 acres of land need to be provided by the State Government concerned to each of the college in the identified low GER district.

4.1.2. Non recurring infrastructure requirements per college:

4.1.2.1. Academic & administrative buildings (3000 sq.mtrs)	: 2.5 crores
4.1.2.2. Campus development	: 2.0 crores
4.1.2.3. Hostels for 100 students	: 1.0 crores*
4.1.2.4. Teachers'/Non teaching quarters – 20 each;	: 2.5 crores
4.1.2.5. Laboratories	: 0.2 crore
4.1.2.6. Library	: 0.2 crore
4.1.2.7. Computer Centre	: 0.2 crore
4.1.2.8. Health centre	: 0.1 crore
4.1.2.9. sports facilities	: 0.1 crore
4.1.2.10 Miscellaneous	: 0.2 crore

Total per College Non-recurring :9.0 Crores.

- * **the expenditure towards hostel could be sanctioned through the UGC special scheme for “ hostels”. The net Non-recurring requirements would thus be Rs.8.0. crores per college.**

4.1.2. Recurring Budget requirement:

It would involve the salary requirements for 25 teaching and 25 non-teaching personnel for each college and the college maintenance expenditure of Rs.50.0 lakhs per annum to be provided by the State government concerned.

4.1.4. Pattern of funding support by Central & State Governments.

Ideally, the proposed Model colleges should be fully funded by the Government of India. However, the copy of the minutes of the meeting taken by Shri. R.P. Agrawal, Secretary, M/HRD dated 3rd March, 2008 communicated by UGC to the committee has indicated limitation of the liability of Central government to only Rs.2.67 crores out of the total non-recurring requirements of Rs.8.0 crores per college. In view of the poor take-off of majority all the earlier Central/UGC schemes for the State Universities with similar funding pattern and dismal performance of “taken over schemes” in higher education at state universities under Plan Schemes, the following pattern is suggested for sharing the funding between the Central Government and the State Governments.

4.1.4.1. Model I: Fully Government supported Colleges:

Non-Recurring : 100 % by Central Government, while the required land for the colleges has to be provided by the State Govt. (This pattern of financial support by Central Govt. is

necessary to motivate the State Governments to establish these model colleges in the Low GER districts adhering to the criteria suggested for actual location of these Colleges within the LOW GER districts)

Recurring : 100% by the State Government;

4.1.4.3. Alternate Methodology:

In case of a limited budget allocation for the year 2008-2009 for this Model college project which was announced by Honourable Prime Minister of India in his Independence day speech, it is suggested that to start with, the number of colleges could be limited and the prospective EBDs for location of these Model colleges could be identified from the Phase I list provided in this report which prioritizes low C-PI districts among the low GER districts. The committee is of the opinion that the above model suggested could be taken up for adoption, since the State Government liability in this model is significant in providing the required land and in meeting the entire recurring annual expenditure for maintaining these Colleges. This type of funding pattern will facilitate greater success in the implementation of this prestigious and innovative higher education expansion-project of high quality by the State Governments and Universities.
