



PARLIAMENT OF INDIA
RAJYA SABHA

DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE
ON HUMAN RESOURCE DEVELOPMENT

TWO HUNDRED SEVENTY NINTH REPORT

**Demands for Grants 2016-17 (Demand No. 52) of the
Department of Higher Education
(Ministry of Human Resource Development)**

(Presented to the Rajya Sabha on 27th April, 2016)

(Laid on the Table of Lok Sabha on 27th April, 2016)



Rajya Sabha Secretariat, New Delhi
April, 2016/Vaisakha, 1938 (Saka)

Hindi version of this publication is also available

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COMPOSITION OF THE COMMITTEE

(Constituted w.e.f. 1st September, 2016)

1. Dr. Satyanarayan Jatiya — *Chairman*

RAJYA SABHA

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

LOK SABHA

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

(i)

SECRETARIAT

Shri K.P Singh, Additional Secretary

Shri Mahesh Tiwari, Director

Shri Vinay Shankar Singh, Joint Director

Shri R.K Mecolt Singh, Assistant Director

P R E F A C E

I, the Chairman of the Department-related Parliamentary Standing Committee on Human Resource Development, having been authorised by the Committee to present the Report on its behalf, do hereby present this Two Hundred Seventy Ninth Report of the Committee on the Demands for Grants (Demand No. 52) of the Department of Higher Education for the year 2016-17.

2. The Committee considered the various documents and relevant papers received from the Department of Higher Education and also heard the Secretary and other Officials of that Department on the said Demands for Grants in its meeting held on 21st March, 2016.

3. The Committee considered the Draft Report and adopted the same in its meeting held on the 25th April, 2016.

NEW DELHI
April 25, 2016
Vaisakha 5, 1938 (Saka)

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

ABBREVIATIONS

1. AICTE : All India Council for Technical Education
2. CBES: Choice Based Credit System
3. CEC: Consortium of Educational Communications
4. EOC: Equal Opportunity Cells
5. GER: Gross Enrolment Ratio
6. ICT: Information and Communication Technology
7. GIAN: Global Initiative of Academic networks
8. HEFA: Higher Education Financing Agency
9. IIIT: Indian Institute of Information Technology
10. IIM : Indian Institute of Management
11. IISER: Indian Institute of Science Education and Research
12. IIPRS: Indian Institute of Intellectual Property Rights Studies
13. IIT: Indian Institute of Technology
14. IMPRINT: Impacting Research Innovation and Technology
15. MOOCS: Massive Online Open Courses
16. NIRF: National Institutional Ranking Framework
17. NIT: National Institute of Technology
18. NMEICT: National Mission On Education Through ICT
19. NQRI: National Quality Renaissance Initiative
20. NSQF: National Skill Qualification Frameworks
21. PMMMNT: Pandit Madan Mohan Malviya National Mission on Teachers and Teaching
22. PPP: Public Private Partnership
23. RUSA: Rashtriya Ucchatar Shiksha Abhiyan
24. SWAYAM: Study Webs Of Active-Learning For Young Aspiring Minds
25. UAY: Ucchatar Avishkar Yojana
26. UBA: Unnat Bharat Abhiyan
27. UGC: University Grants Commission

REPORT

I INTRODUCTION

1.1 The functions of the Department of Higher Education are to evolve educational policy in all its aspects and to coordinate and determine standards in higher education including research. The Department is also entrusted with the responsibility to expand and develop technical education, to administer scholarships, to foster and encourage studies and research in Sanskrit and other classical languages and to coordinate its functions with activities of UNESCO. The Department lays down the National Policy on education and oversee its implementation, planned development, including expansion of access and qualitative improvement in University Education & Technical Education with special attention to disadvantaged groups like scheduled castes, scheduled tribes and other backward classes, girls, minorities and disabled, development of all languages, scholarships, Promotion of Books and administration of copyright act.

1.2 The Department of Higher Education's mission is also to provide opportunity to access to higher education with equity to all persons, initiate policies and programmes for strengthening research and innovations and encourage institutions in both public and private to engage in stretching the frontiers of knowledge, skill development to reap benefits of demographic advantage of the country, promote quality of higher education by investing in infrastructure & faculty, promoting academic reforms, improving governance and institutional restructuring and engage with society, state governments and internal community in furtherance of knowledge, language & culture.

1.3 The Secretary in his presentation before the Committee on 21st March, 2016 stated that the Department's objective to increase the Gross Enrolment Ratio (GER) in higher education in 15% by 2011-12 and 21% by XII Plan and 30% by the year 2020. The Secretary further added that the Department was trying to improve quality of education by use of technology in teaching/learning and linking Higher Educational Institutions to industry/market requirements.

II BUDGETARY ALLOCATION

2.1 The proposed demand and the actual allocation for the Department of Higher Education for 2016-17 are shown below:

(Rs in crore)

Type	Projected Demand	Actual Demand
Plan	33929.71	16500
Non Plan	15787.12	12340

2.2 The Committee observes that the Annual Plan Allocation for 2016-17 Rs 16,500 core which is an increase of 4.1 per cent over the BE 2015-16 and an increase of 14.4 per cent over the RE 2015-16.

2.3 The Committee found that the projected demand in respect of NITs was to the tune of Rs 3000 crore (Rs 2000 crore for 20 old NITs and Rs 1000 crore for 10 new NITs) against which an allocation of Rs 1444.90 crore has been made available to NITs. The variations would be adjusted only after mid-year assessment and any additional requirements will be sought during the supplementary demands for grants. The demand raised for RUSA for 2016-17 was Rs 4000 crores and the BE allocated to the scheme is Rs 1300 crores for 2016-17. Funding under RUSA is norm based and outcome dependent. Future funds to states are linked to the past performance of States under the scheme.

2.4 The Committee was informed that the demand raised for UGC for 2016-17 was Rs 3698.71 crores and the BE allocated to the schemes is Rs 2105 crores for 2016-17. The UGC accords primacy to requirements for fellowships/scholarships over other schemes while disbursing the block grants receives from MHRD. Supplementary grants, based on UGC inputs, will be sought once the current allocation is exhausted.

2.5 The Committee was further informed that a new institute Jai Prakash Narayan National Centre for Excellence in Humanities was being established in Madhya Pradesh and for setting up the centre is being worked out and an expenditure of Rs 10 crore is going to be allocated.

2.6 The Department further added that under the scheme of Improvement of Salary of University and college Teachers, States have been paid complete amount of 80% Central share. Further, proposals from 10 states received by the Ministry have been found to be incomplete. The State concerned has been requested to provide necessary documents, confirmation of amount disbursed by the State, compliance with UGC regulations.

2.7 The Department gave the sector wise break up of Annual Plan as follow:

Name of Bureau/Major Head	Annual Plan 2016-17		Annual Plan Proposed outlay 2016-17	Annual Plan Actual Outlay 2016-17
	BE	RE		
University & Higher Education	5,655	4885	12107	5615
Student Financial Aid	2400	2188	4070	2220
Open & Distance Education & ICT	700	430	769	615
Book Promotion & IDR	17	32	43	33
Language Development	300	295	452	300
Planning, Admin & Global Engagement	78	64	92	69
Technical Education	6706	6534	16394	7649
Total	15855	14428	33927	16500

2.8 **The Committee notes with concern the huge gap between the proposed demand and the actual allocation. The actual allocation is less than half of what Ministry had proposed. Further, as per trend of expenditure in the past, it is reduced at RE stage and in the last it is combined with underutilization of whatever funds were made available. The Committee strongly feels this trend is certainly affecting the implementation of various schemes in the Ministry. This needs to be checked. The Committee therefore, recommends that the Department should reconsider/review its overall mechanism right from making the proposed demand till the final expenditure is incurred and also assess the impact thereof in so far as the implementation of various schemes is concerned.**

2.9 **The Committee feels that this is high time to show high achievements in the growth/development of Higher Education Sector, if India were to compete with advanced**

countries in this regard. We have to achieve equity, access and excellence in Higher Education to overcome the existing inequality prevailing in the country as well as to bridge the urban/rural divide. The Committee, however, also recommends to the Government to take seriously the growth and development of this sector and increase budgetary allocations keeping them closer to Twelfth Plan projections made by the Department of Higher Education as they are serving the needs of the society

III PANDIT MADAN MOHAN MALVIYA NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMIT)

3.1 The Department submitted that a new initiative Pandit Madan Mohan Malviya National Mission on Teachers and Teaching was launched on 25th December, 2014 with an outlay of Rs 900 crores. The Mission envisages addressing comprehensively all issues related to teachers, teaching, teacher preparation, professional development, curriculum Design, Designing and developing Assessment & Evaluation methodology and Research in Pedagogy. The Mission would address current and urgent issues such as supply of qualified teachers, attracting talent into teaching in schools and colleges. It is also envisaged that the Mission would pursue long term goals of building a strong professional cadre of teachers by setting performance standards and creating class institutional facilities for innovative teaching and professional development of teachers.

3.2 With the fast pace of expansion of the education system in the country, both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teacher holds the key for success of any effort in this direction. Attention, therefore, has to be focussed on the preparation of teachers and their working conditions in classrooms, schools and colleges, as also their continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

3.3 The Mission consists of the following components:

- (i) Schools of Education (in Central Universities)- 30
- (ii) Centres of Excellence for Curriculum and Pedagogy-50
- (iii) Inter-University Centres for Teachers' Educaiton-2

(iv) National Resource Centre for Education-1

A total of 30 proposals from various Universities/Institutes from all over country have been approved till now for setting up institutional arrangements under various components of the Scheme mentioned in para above, so far, a sum of Rs.1.00 crore was released in last financial year 2014-15 (to IISc, Bangalore) & Rs.57.04 crore has been release till now to various institutions during the current financial year to the 30 approved Universities/Institutes. Apart from this, Rs 0.55 crore has been released to Ed.CIL for administering TSG of PMMMMNMIT. Thus, a total of Rs.57.59 crore has been released in the current financial year 2015-16.

3.5 The details of Centres set up under each component of the Scheme till now was given:

- (i) Schools of Education (in Central Universities)-3 (out of proposed 30)
- (ii) Centres of Excellence for Curriculum and Pedagogy- 19 (out of proposed 50)
 - (a) Centres of Excellence in Science and Mathematics Education-3
 - (b) Teaching Learning Centres-13
 - (c) Faculty Development Centres -3
- (iii) Inter University Centres for Teachers' Education-1 set in BHU through UGC
- (iv) National Resource Centre for Education -1 proposed to be set up at NUEPA
- (v) Centres for Academic Leadership and Education Management-2 (out of 5)
- (vi) Innovations, Awards, Teaching Resource Grant, including Workshop & Seminar (5 institutes are conducting activities under this component)
- (vii) Subject Networks for Curriculum Renewal and Reforms-1

3.6 The Committee notes that proposed Mission seeks to address among other issues relating to teachers, teacher education and quality teaching such as teacher/faculty shortages and vacancies, recruitment policies. The Committee feels that although quite delayed, this is a step in the right direction. The Committee would appreciate if on a priority basis, an assessment of vacancies of teachers is made across the country in all categories of higher educational institutions. Similarly, a critical review of recruitment procedure along with eligibility criteria being followed by different university authorities is also made in consultation with all the stakeholders. This should be followed by corrective measures as and where required by the concerned authorities. The Committee also feels that teacher training

is one important area which should be given due priority if quality education is to be imparted to the students. The Committee hopes that the Department would take immediate steps in this regard.

IV GLOBAL INITIATIVE OF ACADEMIC NETWORKS (GIAN)

4.1 The Committee was informed that Global Initiative of Academic networks (GIAN) in Higher Education is a programme launched on 30th November, 2015 to garner the best international experience into systems of education, enable interaction of students and faculty with the best academic and industry experts from all over the world. Under this programme the international faculty would conduct one week or two week course an Indian institution.

4.2 The Committee was informed that GIAN in Higher Education was aimed at tapping the talent pool of scientists and entrepreneurs internationally to encourage their engagement with institutions of higher education so as to augment the country's existing academic resources, accelerate the pace of quality reform and elevate India's scientific and technological capacity to global excellence. GIAN is envisaged to catalyse higher education institutions in the country and that it will initially include all IITs, IIMs, Central Universities, IISc Bangalore, IISERs, NITs and IIITs, State Universities with 'A' grade and National Law Schools. GIAN is evolving scheme which will initially include participation of foreign faculty in institutes as distinguishing /Adjst/visiting faculty to participate in delivery short or semester wise courses.

4.3 GIAN is also envisaged to achieve the objectives of increasing the footfalls of reputed international faculty in Indian academic institutes, provide opportunity to our faculty to learn and share knowledge and teaching skills in cutting edge areas, to provide opportunity to our students to seek knowledge and experience from reputed international faculty, to create avenue for possible collaborative research with international faculty, to increase participation and presence of international students in academic institutes, provide opportunity for students of different Institutes/universities to interact and learn subjects in the niche areas through collaborative learning process, provide opportunity for the technical persons from Indian industry to improve understandings and update their knowledge in relevant areas, motivate the best international experts in the world to work on problems related to India, develop high quality course material in

nice areas, both through and print that can be used by a larger body of students & teachers and to document and develop new pedagogic methods in emerging topics of national and international interest.

4.4 The Committee appreciates this new initiative to invite distinguished academicians, entrepreneur's, scientists, experts from premier institutions from across the world to teach in higher educational institutions in India, hence promoting international collaborations and improvements in quality of higher education in India.

V IMPRINT INDIA

5.1 The Committee informed that the Impacting Research Innovation and Technology (IMPRINT) programme is a pan-IIT and IISc joining initiative to develop a roadmap for research to solve major engineering and technology challenges and it was launched by the Hon'ble President on 5 November, 2015. The programme is based on the suggestion to line the research done by institutions of national importance with that of the immediate requirements of the society at large. The ten themes that constitute the focus of the IMPRINT initiatives are health care, energy, sustainable habitat, water, IT, Manufacturing, Nanotechnology, Defence, Advance Materials and Environment Sciences and Climate Change.

5.2 The objective of this scheme of this programme is to identify areas which have immediate relevance to the society requiring innovation, direct the scientific research into identified areas, to ensure higher funding support for research effort with reference to impact on standard of living in the rural/urban areas.

5.3 The Committee observes that Innovation presuppose strong foundations of scientific research, whereas research has been the basis on which the knowledge base of IITs has been built over time. There is an urgent need to make the research focused on the needs of society. IMPRINT is an opportunity before the engineering fraternity of the country to integrate with the society by creating conducive environment for spreading innovative thinking in the educational institutions and providing viable engineering solutions, and thereby establishing the harmony. The Committee would like to know the progress made in

the implementation of this scheme, when Department of Higher Education submits its action taken replies.

VI STUDY WEBS OF ACTIVE-LEARNING FOR YOUNG ASPIRING MINDS (SWAYAM)

6.1 The Committee was informed that the web-portal where Massive Open On-Line Courses (MOOSs) will be available on all kinds of subjects. SWAYAM is the Indian electronic e-education platform which proposes to offer courses from the high school stage to Post graduate stage in an interactive electronic platform. The IT platform for SWAYAM is going to be built and is expected to be operationalized by 31st March, 2016 with a capacity to host nearly 2000 courses. This would provide the best quality education to more than three crore student across the country.

6.2 The system would allow 10 lakh students using the system concurrently. Once it becomes operational, students from the backward rural areas can access teaching from the best institutes in the country electronically, thereby, raising the overall standards of higher education in the country. SWAYAM-MODES project intends to address the needs of school level 9-12 to under-graduate and Post-graduate students, covering all disciplines.

6.3 **The Committee points out that SWAYAM is a platform for new India where quality education is affordable and self-learning is fruitful not only for enrolled but also for professionals and dropouts. With quality content, best online lectures, great discussions, knowledgeable assessment quizzes, SWAYAM will provide great opportunity to Indian students to learn without fearing from failure. It is a platform specifically designed to benefit students from remote area, working professionals as well as college dropouts. Students will get ‘Verified Certificate’ after successfully completion of courses. However, it is not clear if these certificates will be accepted for employment purposes. The Committee directs the Department of Higher Education to submit before the Committee the action plan, if any for implementing the SWYAM. MODES project.**

VII UNNAT BHARAT ABHIYAN AND UCCHATAR AVISHKAR YOJANA

7.1 The Committee was informed that another new initiative Unnat Bharat Abhiyan program was formally launched by Ministry of Human Resource Development in November, 2014 which aims to expedite the process of sustainable rural development with effective support from institutes of higher education.

7.2 Unnat Bharat Abhiyan is inspired by the vision of transformation change in rural development processes by leveraging knowledge institution to help build the architecture of an inclusive India. It is conceptualized as a movement to enable processes that connect institutes of higher education with local communities to address the development challenges of rural India through participatory processes and appropriate technology for accelerating sustainable growth. Under UBA professional and higher education institutions of the country are to be involved in the development of self-sufficient and sustainable village clusters in tune with the notion of Gram Samaj propounded by Mahatma Gandhi. UBA will strive to pursue the following:

- (a) Develop the necessary mechanism and proper networking among educational institutions, implementation agencies and the grass root voluntary organizations to enable effective intervention at the field level for rural transformation.
- (b) select suitable rural clusters and effectively participate in the holistic development of these clusters using eco-friendly sustainable technologies, local resources creating sufficient employment opportunities in the process, harnessing multi-famous government schemes as well as the efforts of voluntary organizations.
- (c) Simultaneously, reorient the ethos, academic curriculum and research programs in professional institutions to make these more compatible with the national needs including those of rural areas, thus contributing of capacity building towards indigenous development.
 - (i) **The amount of Rs 10.00 crore has been allocated for Unnat Bharat Abhiyan will be used for creation of basic infrastructure, office equipment and communication facilities etc. for UBA cell in IIT Delhi.** Printing & stationary, consumables and contingent expenses required for the office and remuneration to Secretariat and field staff appointed for UBA.

- (ii) Professional expenses/honorarium/remuneration to experts/consultants/advisors/faculty/staff involved, wherever required in UBA activities.
- (iii) Meeting the expenses of trainings, workshops, field visits to village clusters, expenditures relating to subject expert groups co-ordinating institutions, mentoring institutions.
- (iv) Travel expenses relating to UBA and publicity material for UBA.
- (v) Development of UBA portals and its maintenance, dedicated for UBA, print and video clips for training purpose.
- (vi) Funding for national service scheme volunteers association with UBA.

7.3 The Committee notes that UBA was launched on November 14, 2015 almost one and half year before. The Committee is keen to know the efforts made by the UBA Cell about making this scheme operational particularly, strategy if any and whether UBA has actually started and what progress it has made so far.

7.4 An Uchchar Avishkar Yojana has been launched with an annual investment of Rs.250.00crore with a view to promoting innovation of a higher order that directly impacts the needs of the Industry and thereby improves the competitive edge of Indian manufacturing. The Scheme would be applicable to the projects proposed by the Indian Institutes of Technologies initially. The projects should have collaboration between the academia and industry –within or outside India. The overall annual investment would be limited to Rs. 250.00 crore each year. The funding pattern of the projects selected would be 25% by Industry/industries; 25% by participating Department/Ministry; and, 50% by MHRD. The objectives of the project are as under:

- (i) To promote innovation in areas that is directly of relevance to the manufacturing and design industry.
- (ii) To spur innovative mindset in the students and faculty in premier technological institutes.
- (iii) To bring a coordinated action between academia and the industry.
- (iv) To strengthen the laboratories and research facilities in the premier technological institutions.
- (v) To have outcome-based research funding.

7.5 The Committee appreciates the objectives behind launching this educational and empowerment policy of Govt. As per the past studies, the students getting higher education in India are only having academic knowledge. But they lack the market exposure and are not participating in a result oriented program. Thus, they do not have a practical knowledge of the work that is really going on in the manufacturing units or the industrial plants. So UAY will make a bridge between the academics and the practical working field. The Committee may like to know the response from the stakeholders particularly the industry and the participating Ministries.

VIII FACULTY POSITION

8.1 The Committee was informed that the total number of sanctioned teaching posts in various Central Universities is 16600(2376 Professor, 4708 Associate Professors and 9521 Assistant Professor). Out of the total Sanctioned teaching posts of 16600, 5928 teaching posts are lying vacant (1277 Professor, 2173 Associate Professor, 2478 Assistant Professor).

8.2 As regards, the steps being taken to fill up the vacancies, it was informed that the age of super-annuation for teacher in Central Education Institutions has already been enhanced to sixty five years. The Department further added that besides, subject to availability of vacant positions and fitness, teachers can also be re-employed on contract appointment beyond the age of sixty five years up to age of seventy years. Re-employment beyond the age of Superannuation shall, however, be done selectively, for a limited period of 3 years in the first instance and then further for a period of 2 years purely on the basis of merit, experience, area of specialization and peer group review and only against available vacant positions. The Department further added that UGC requested all Vice Chancellors of Central Universities, State Universities and Deemed to be universities vide its letter dated 12/11/2014 to make a serious effort to ensure that all vacant positions are filled by University before the start of academic sessions.

8.3 The Department further added that UGC had initiated a scheme called Operation Faculty Recharge for augmenting the research and teaching resources of universities to tackle the shortage of faculty in university system. Under, this scheme the UGC recruited faculty through global

advertisement and posts them in different universities and so far, UGC had recruited 26 faculties under this scheme.

8.4 The Department further added that UGC had framed the guidelines for empanelment of Adjunct Faculty in Universities and colleges. They submitted that these guidelines enabled higher educational institutions to access the eminent teachers and researchers who have completed their formal association with the University/college, to participate in teaching to collaborate and to stimulate research activities for quality research at M.Phil and Ph.D levels and play mentoring and inspirational role. As per these guidelines, Adjunct faculty will be provided to travel cost, as per entitlement, from his/her institution o stay back, maximum six times per academic year. **No reimbursement of hiring accomodation will be permissible and he//she will be provided free lodging and boarding in the guest house. Besides above, an honorarium of Rs1000 per lecture to a a maximum , Rs4000/- per day subject to a maximum ceiling of Rs. 80,000/- per month will be provided and the adjunct faculty would work at host institution for a minimum of 2 days per visit.**

8.5 The Department further submitted that Central Universities have adopted different methods/process to address faculty shortages to order to ensure that studies of students are not affected, which inter-alia, include hiring and adhoc faculty, guest faculty, contrast faculty and reemployed.

8.6 The Ministry in its written reply to the questionnaire stated that the total number of teacher deployed in Central University was given below:

Adhoc	Guest Faculty	Central Faculty	Re-employed	Total
113	1499	767	5	2384

8.7 The Department submitted that the institutes were engaging faculty on contract and visiting faculty to tide over the shortage of faculty. Minimum qualification for faculty recruitment in IITs is a Ph.D and there is an acute shortage of Ph.D holders who prefer to take up teaching profession in IITs plan suitable strategies to attract and retain quality faculty members which inter alia include

year round open advertisements holding of selection committee meetings through video conferencing, invitation to alumni, scientists, faculty from India and abroad to reach out to potential candidates, advertisement in international journals to attract the attention of professionals abroad, introducing outstanding young faculty awards etc. Further, the government has decided to allow faculty working under the central Government or Central Autonomous Bodies, to join the newly set up Central Education Institutes on long term deputation for a period of ten years. The Institutes are also allowed to appoint Non-Resident Indians (NRIs) and Persons of Indian Origin (PIOs) to permanent faculty positions.

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

8.9 The Committee recommends that recruitment process should start well in advance before the post is vacated so that after retirement the newly recruited person takes up position immediately. The Ministry should work in tandem with Institutions to have this exercise on yearly basis and recruitment must be done in advance so that shortage does not develop into crisis.

8.10 The Committee appreciates the steps taken up by the Department for filling vacancies but recruitment of faculty is a continuous process. The Committee recommends that to make the teaching profession more attractive, the faculty should be encouraged to undertake consultancy and are given start-up financial support.

IX RASHTIRYA UCCHATAR SHIKHSHA ABHIYAN (RUSA)

9.1 RUSA was approved by the Cabinet in October, 2013. The implementation of RUSA began in June, 2014. The key achievement of RUSA is that states and UTs have responded very well to MHRD's request for participation in this scheme. As on date, 29 states, 5 UTs (except Lakshadweep) and the NCT of Delhi have been responded to participate in RUSA. After the formation of RUSA, 9 state Higher Education Councils were created by an Act of the legislature. The states joined RUSA with a commitment to create a State Higher Education Council within a stipulated time indicated by them. Till now, 24 additional states have already created State Higher Education Councils and it is now incumbent on them to have these approved by their State legislature within 2 years of their creation. The Committee were further informed that till date 33 states and UTs except Chandigarh, Delhi and Lakshadweep out of 36 states and UTs have submitted higher education plans.

9.2 **RUSA aims to improve overall quality of existing state higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework.** RUSA will enable reforms in the affiliating system and governance, academic and examination (and evaluation) reforms in the State higher educational institutions. It seeks to expand the institutional base by creating additional capacity in existing institutions and establishing new institutions in un-served area, to achieve enrolment targets and to address critical regional and social gaps. RUSA would ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of higher education and facilitate research and innovation. Regional imbalances would be corrected in access to higher education by facilitating access to high quality institutions in rural & semi-urban areas. RUSA would also improve equity in higher education by providing adequate opportunities of higher education to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons.

9.3 The scheme would be implemented throughout the country with the support of State Governments. The aim is to identify and fill up existing gaps in higher education, by augmenting and supporting the State Government's efforts and promoting a spirit of healthy competition amongst states and institutions to excel in quality higher education, research and innovation. Central funding will be in the proposed ratio of 60:40 for general category States and 90:10 for Special Category States (North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand) and cent per cent for Union Territories.

9.4 The Committee was informed that under State Higher Education Plan, till date 33 states and UTs except Chandigarh, Delhi and Lakshadweep out of 36 states and the UTs had submitted them annual higher education plan. Each state has to prepare a State Higher Education Plan through a bottom-up approach in consultation with their key stakeholders. One of the pre-conditions of RUSA has been to remove a ban on recruitment and fill up faculty positions which have been complied with by many of the participating states.

9.5 The Department further added the RUSA insists on the formation of the State Project Directorate (SPDs, for better implementation of RUSA at the State level, who could be a vital link between the State Higher Education Department and the State Higher Education Council. 32 States have made progress in setting up SPDs after the launch of RUSA.

9.6 The Department further added that RUSA also includes Accreditation reform, Affiliation reforms, Governance and Administrative Reforms and almost all of the states had begun the process of introducing various reforms in their higher education system. Many states have been working on the process of reducing affiliation and undertaking efforts to bring about changes to the University Act. States like Odisha, Maharashtra, Bihar, Madhya Pradesh, Gujarat, Chhattisgarh, Rajasthan and Uttar Pradesh have initiated the process of reforming their Public Grievances' Act to address some of the Governance and Administrative Reforms at the institutional and system level.

9.7 The Department gave Component Wise Support to States. Under RUSA, the Central State Share in Grants is 90:10, for Special Category States (Jammu & Kashmir, Himachal Pradesh, Uttarakhand and NER states and 60:40 for other States and 100% Central Assistance for UTs.

9.8 The Committee recommends that the yardstick for deciding the quantum of funds for the states should comprise the norms that reflect the performance in key result areas (access, equity and excellence). The State plans should capture the current position of the states with respect to these indicators, as well as the targets that need to be achieved. The State Higher Education Council should undertake this process of planning, execution and evaluation, in addition to other monitoring and capacity building functions and greater emphasis should be laid on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and PhDs.

X NATIONAL MISSION ON EDUCATION THROUGH ICT (NMEICT)

10.1 National Mission on Education through Information and Communication Technology (NMEICT) scheme is administered to leverage potential of ICT in providing high quality personalized and interactive knowledge modules over the internet/intranet for all the learners in higher education institutions. The Mission has two major components content generations and dissemination that includes providing connectivity along with provision for access devices for institutions and learners.

10.2 The Committee was further informed that the main objectives of NMEICT include the development of knowledge modules having the right content to take care of the aspirations and to address the needs of the learners, research in field of pedagogy for development of efficient learning modules for disparate groups of learner, standardization and quality assurance of contents to make them world class, building connectivity and knowledge network among and within institutions of higher learning in countries, availability of e-knowledge contents, spreading digital literacy for teacher empowerment, providing support for creation of virtual technological universities, certification of competencies of the human resources acquired with through formal or

non-formal means and evolution of legal framework and developing and maintaining the database with the profiles of our human resources.

10.3 The Secretary further submitted that NMEICT Mission was in the process of creating high quality e-content for budget groups covering all disciplines at higher education level. NPTEL (National Programme on Technology Enhanced Learning) is a joint initiative of IITs and IISc funded by this Mission and provide e-learning through online web and video based courses in engineering, science and humanities streams. The Department further added that 810 courses were complete and more than 1000 courses in various disciplines in engineering & science are getting generated in NPTEL. They further added that for undergraduate courses (UG), Consortium of Educational Communication (CEC) has been tasked for e-content generation. For 77 PG subjects, e-content generation activity has been assigned to University Grants Commission (UGC).

10.4 The Committee recommends that Knowledge modules based on the personalized needs of the learner would need to be delivered to him /her at the right time with the right content interactively to take care of his / her aspirations. In due course of time there would be a need to develop and maintain the knowledge and capability profile of every individual learner / worker. Such a system would have to be developed in a cost effective manner over a period of time. A proper balance between content generation, research in critical areas relating to imparting of education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. For this, what is needed is a critical mass of experts in every field working in a networked manner with dedication. Although disjointed efforts have been going on in this area by various institutions / organizations and isolated success stories are also available, a holistic approach is the need of the hour. This Mission should seek to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach.

XI GROSS ENROLMENT RATIO

11.1 The Committee was informed that inspite of the tremendous progress made in the higher education since independence, the Gross Enrolment Ratio (GER) in higher education since Independence, the Gross Enrolment Ratio (GER) in higher education, which is the participation

rate of age group of 18-23 years in higher education continues to be low and is estimated to be nearly 13.5% as of 2007. This is much below the world average of 24% two thirds of that of developing countries i.e. 18% and way behind that of developed countries i.e. 58%.

11.2 The GER for the three main relevant age groups are given below:

Age Group	Population	No. in School	GER
14-16	4.84	2.89	59.82
16-18	4.86	1.66	34.25
18-20	10.54	1.70	13.58

The GER of different developed/developing countries is estimated under:

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

The Committee was informed that as per the AISHE, the GER in higher education of scheduled caste (SC) and Scheduled Tribe (ST) students was as under:

Year	SC	ST	All categories
2011.12	14.9	11.0	20.8
2012-13	16.0	11.1	21.5
2013-14	17.1	11.3	23
2014-15	18.5	13.3	23.6

It can be seen from the GER that there is an increasing trend over the post four years in GER of SC/ST in higher education.

11.3 The Secretary informed that the Government has taken several measures to increase the enrolment of SCs and STs in higher education i.e. Rajiv Gandhi National Fellowship for SC/ST students, post-graduate scholarships for students belonging to SC/STs, post-doctoral fellowships, remedial coaching for SC/ST students, coaching for NET/SET, establishment of Residential Coaching Academies, establishment of equal opportunity cells, establishment of Special Cells, Coaching classes for entry in services for SC/ST Interest subsidy on educational loans and UGC Financial assistance to colleges with relatively higher proportion of SC/ST and minorities.

11.4 The Department added that the government had taken several measures to increase the enrolment of SCs and STs in Higher Education i.e. Rajiv Gandhi National Fellowships for SC/ST students, post-graduate Scholarships for Students belonging to SC/STs, post-doctoral fellowships for SC/ST students, remedial coaching for SC/ST students, coaching for NET/SET for SC/ST students, establishment of Residential Coaching Academies of SC/ST students, Establishment of Equal opportunity Cells for SC/ST students, establishment of Special Cells for SC/ST students, Coaching Classes for entry in services for SC/ST students, Interest Subsidy on Educational Loans and UGCs Financial assistance to Colleges with relatively higher proportion of SC/ST and minorities, etc.

11.5 The Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs have also various Scholarships scheme for the SC/ST student like Post Matriculation Scholarship for SCs/STs students, Central sector Scholarship Scheme of Top class Education for SCs/STs Students and National Overseas Scholarship for SCs/STs students.

11.6 The Committee was informed that the UGC has been constantly striving to develop a system of higher education of quality, appropriate to the national needs and aspirations and in tune with global trends. The prime objective of Commission is expanding higher education across the country in such a manner that it is accessed by a large number of students from different cross-sections of the society. The objective of qualitative expansion is achieved by financing development of the Central Universities, recognition of new State Universities and Colleges, regulation of private and deemed to be universities and establishment of Community Colleges.

11.7 The Committee was informed that the Higher Education in India has grown steadily since independence. One of the most evident indices of this growth and expansion is the increase of Universities/University level institutions & Colleges over a span of six decades. While the number of universities has gone up to 740 (about 34 times) from a meagre 20 since 1950, the number of colleges has also registered massive increase from just 500 to 1950 to as many as 40160 now. Give below are the details of the universities.

- Central Universities-46

- State Universities -342
- State Private Universities-227
- Institutions Deemed to be Universities-125

Under its major scheme called “General Development Assistance”, UGC provides financial assistance to eligible Central Universities, State Universities and colleges in each plan in order to enable institutions to create new as well as strengthen existing infrastructural facilities in the institutions. The financial assistance under the scheme is provided in accordance with the extant guidelines, taking into consideration the requirements of university/college and the overall budget made available for the purpose by the Government of India.

11.8 The Department further added that the UGC was implementing three schemes namely Community Colleges, B.Voc degree programme & Deen Dayal Upadhyay KAUSHAL Kendras for skill development based vocational courses. The institutions have been approved to offer Certificate/Diploma/Advance Diploma/B.Voc/M.Voc and Research level programme in identified streams of vocational education, as per the recommendation of the Expert Committee under the three schemes. So far UGC has approved the recommendation of the Expert Committee under the three schemes. So far UGC has approved 223 Community Colleges, 162 B.Voc Degree College and 48 DDU Kaushal Kendras.

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

XII SCHOLARSHIPS

12.1 UGC has implemented the following schemes for encouraging female students to studies/research/doctoral studies:

- **Post Doctoral Fellowship For Women (unemployed):** Scheme helps unemployed women candidates holding Ph.D undertake studies and research in different scholarly areas including sciences. The number of slots available under the scheme is 100 per year. The tenure of the award is five years with no provision for further extension. The financial assistance available under the scheme is Rs.25,000 per month which is increased to 30,00 after two year as well as a contingency grant of Rs.50,000 for the entire duration of award.
- **Swami Vivekanand Single Girl Child Scholarship for Research in Social Sciences:** The scheme seeks to provide an opportunity to single girl child for research in Social Sciences for pursuing Ph.D with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family.
- **Post-Graduate Indira Gandhi Scholarship for Single Girl Child:** The scheme aims to support Post-graduate education to single girl child in non-professional courses and to recognize the value of observance of small family norm. The value of Scholarship is Rs.3100/- p.m for a period of two years (10 academic months per year) for full duration of a PG courses. Total scholarship is Rs.62000/-.

There is no fixed allocation of funds in fellowship/scholarship schemes of UGC. The same is disbursed out of the plan grant received by UGC from MHRD. Further, UGC funds/recognizes the following ten universities in India which are set up exclusively for women. These universities have different department including various science, which are engaged in teaching and research activities.

12.2 The Committee was informed about the SAKSHAM scheme of AICTE aimed at providing encouragement and support to especially-abled children to pursue technical education. Under this scheme, there are total 1000 scholarships p.a. for those differently-abled students on merit basis whose family income is less than Rs 6 p.a. The students were given Rs 50,000 (30,000 tuition fee + 20,000 as incidental for 10 months). The Committee was further informed that the UGC has been implementing the scheme of Rajiv Gandhi National Fellowship for students with Disabilities since 2012.

12.3 The Department added that UGC runs three schemes Higher Education for Persons with Special Needs (HEPSN), Teacher Preparation in Special Education (TEPSE) and Financial Assistance to visually-handicapped Teachers-for PwDs. UGC has issued instructions to all the

universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students. The Department of Higher Education had also issued instructions at Secretary (HE) level, vide letter, dated 10.7.2014, to all the Centrally Funded Higher Educational Institutions for implementation of the provisions of the PwD Act like providing barrier free environment in the buildings, which would include provision of ramps, rails, lifts, adaptation of toilets for wheelchair users, brail signages and auditory signals tactile flooring etc and making the Institution's website accessible for PwDs

12.4 Apart from above, there are also following general schemes (for SCs, STs, OBCs and PwDs) which provide enabling environment for the PwD Students in the field of Higher Education:

- (a) **Central Scholarship Scheme for College and University Students:** Under this scheme, 3% slots, out of total 82,000 scholarships have been earmarked for PwD students.
- (b) **Establishment of Equal Opportunity Cells (EOC) In Universities:** To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged social groups, the UGC has financed Institutions to establish Equal Opportunity Cells to oversee the effective implementation of policies and programmes for disadvantaged groups and to provide guidance and counselling in academic; financial, social and other matters. One time grant of ₹2.00 lakhs for establishing the office of Equal Opportunity Cells will be provided. At present, as many as 128 EOCs are functioning in various universities.
- (c). **Relaxation provided by the UGC to Persons with Disabilities in the NET Examinations**
 - Relaxation of 5% marks for NET admission.
 - Relaxation of 5 years in age limit for Junior Research Fellowship.
 - 5% relaxation in marks while deciding cut off marks.
 - 3% reservation for the award of JRF.
 - Relaxation of the NET Examination Fee.
 - 30 minutes extra time for Paper-I & Paper-II and 45 minutes for Paper-III.
 - Providing the services of a writer, if they are not in a position to write the papers.
- (d) **Reservation in admissions:** UGC has issued instructions to all universities and colleges for providing 3% reservation (horizontally) in admissions for PwD students.
- (e) **Facilitating PwD students under Centrally Sponsored Scheme for Integrating PwDs the mainstream of Technical and Vocational Education:** The decision of the Ministry that the mainstream of Technical and Vocational Education: The decision of the Ministry that henceforth no fee of any kind should be charge from PwDs students, however, the Polytechnics, if required,

may charge only examination fee from these students that too when the students get their Scholarship amount, has already been issued to the Heads of all polytechnics covered under the above Scheme.

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

12.6 The Committee is happy to note that a number of initiatives have been taken for integrating the differently abled students towards mainstream higher education. These initiatives are indeed major steps for providing equal opportunities to such students. The Committee, however, feels that initiatives will have more impact if awareness about such facilities is there among the targeted students. Every conceivable effort has to be made to sensitize such students towards the kind of opportunities waiting for them. Details of all schemes for differently-abled students should be mandatorily displayed on the websites of UGC, AICTE and IGNOU and also all categories of universities. In addition, strict and constant monitoring at all level is also required so as to ensure that all such initiatives for differently abled students are being implemented in the real sense. For both these aspects, Department being the nodal authority for higher education in the country, will have to take the lead role.

XIII E-SHODH SINDHU

13.1 The Committee was informed by the Secretary that Department had set up e-shodh sindhu, a fully centrally funded scheme by merging three consortia i.e. UGC-INFONET Digital Library Consortium, INDEST-AICTE consortium and NLISY Programme. The Department submitted that INFLIBNET centre has been assigned that responsibility for execution and operation of e-shodh sindhu. They further added that e-shodh sindhu, would continue to serve more than 220 universities and 4400 colleges and 75 centrally funded technical institutions including IITs, IIS, NITs, IIMs, IISERs, IIITs etc. They further submitted that e-shodh sindhu would be subscribing to more than 12000 e-journalism, 12 bibliographic and 6 factual databases from 42 publication and aggregators. It was further submitted that e-shodh sindhu continues to provide access to more than 6500 electronic journals and one lakhs electronic books to colleges under the college component of e-shodh sindhu. Currently, IFLISNET was in the process of negotiating rate of e-resources for member institutions. They further added that Associate Membership Programme of e-shodh Sindhu would also be evolved to extend benefit of access to e-resources to private academia institutions on its negotiated by e shodh sinhu, and also provide metadata and full-text access to archives of journals subscribed under consortium for member institutions.

XIV SETTING UP OF NEW IIMS, IITs, IISERs, NEW CENTRAL UNIVERSITIES AND NITs.

IIMs

14.1 The Department submitted that there was a proposal of setting up of 6 new IIMs. Department further added that six IIM had started functioning in 2015-16 in temporary campus.

State	Andhra Pradesh	Bihar	Himachal Pradesh	Maharashtra	Odisha	Punjab
Location	Vishakhapatnam	Bodh Gaya	Sirmaus	Nagpur	Sambalpur	Amritsar
Student intake	54	30	21	55	49	45
Mentor Institute	Bangalore	Calcutta	Lucknow	Ahmedabad	Patna	Khozikode

The Department further added that societies for respective IIMs registered and the land for permanent campuses identified and in the process of handing over by the State Government.

IISERs

14.2 The Department further added that a new IISER was to be set up in Tirupati under Andhra Pradesh Reorganization Act, 2014. They further added that IISER Pune was designated as the mentor institution and a transit campus at Sree Rama Engineering College was set up. The first batch of 49 students had been admitted into 5 year Integrated BS-MS programme. The Department further submitted that State Government of Andhra Pradesh had allotted 255 acres of land at Srinivasapuram, Pangur and Chandepalli villages of Yerpedu Mandal for construction of permanent campus. The Department further added that another IISER in Behrampur was to be set up and temporary and permanent campuses had been identified. IISER Bhopal was identified as the Mentor institution.

IITs

14.3 The Department further added that six new IITs were to be set up in Andhra Pradesh, Chhattisgarh, Goa, Jammu, Kerala and Karnataka and ISM Dhanbad was being converted into an IIT. The Department further informed that academic session had started in IIT, Tirupati and IIT-Palakad. The academic session was to start in 2016-17 in IIT Chhattisgarh, Jammu & Karnataka. The necessary Bill for converting ISM, Dhanbad into IIT was likely to be introduced in this session of the Parliament.

NITs

14.4 The Department further added that a NIT in Andhra Pradesh was established consequent upon the bifurcation of Andhra Pradesh. The first Academic session of NIT-Andhra Pradesh has started from 26th August, 2015 and has an annual intake of 480 students in 8 disciplines. A temporary campus was located at Sri Vasari Engineering College, Tadepalligudem in West Godavari district.

NEW CENTRAL UNIVERSITIES

14.5 The Department submitted a new Central University i.e Mahatma Gandhi Central University is going to be set up in Motihari. The Vice Chancellor had been appointed and Rs 5 crores had been sanctioned as seed money but the state government had yet to provide land.

IITs

14.6 The Department informed the Committee that 19 IITs had been approved by the Ministry under PPP mode at Chittoor, Vadodara, Una, Bhopal, Pune, Kalyani, Ranchi, Kakinaela, Surat, Dhanbad, Kota, Nagpur, Senapati, Guwahati, Sonapat, Kottayam, Tiruchirapalli, Lucknow and Agartala. Out there are 12 IITs had already started their academic session at Kota, Chittoor, Guwahati, Vadodara, Tirucharapalli (in 2013-14), Sonapat, Kalyan Una (in 2014-15), Lucknow, Senapti, Dhanbad and Kottayam (in 2015-16). Another 5 IITs at Nagpur, Pune, Ranchi, Agartala and Bhopal.

14.7 The Committee was also informed that under AP Reorganization Act, 2014 one new AP Central University and Tribal University was being set up in Andhara Pradesh. The Site for Central University had been selected in Anantapur District and for the Tribal University site had been selected in Vizianagram district. Another Tribal University in Telangana was being set up.

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

XV SKILL DEVELOPMENT IN HIGHER EDUCATION

15.1 The Committee was informed that recognizing the high demand for skill in the country, Central Advisory Board of Education (CABE) emphasized the need for a National Vocational Education Qualification Framework (NVEQF) that provides a common reference framework for linking various vocational qualification system and standards.

15.2 To develop a complete architecture of effective integration of Skills in Higher Education, 'National Mission' has been launched by Hon'ble Prime Minister. To supporting the National Mission on Skill Development, the Ministry of Human Resource Development has launched Choice Based Credit System and Credit Framework for Skills in Education for vertical mobility of the students and started 04 schemes namely, Community College Scheme, Career Oriented Courses, B, Voc, and live schemes (language lab, computer lab etc.) for achieve the target given by Prime Minister Office.

15.3 The Development further submitted that a Skills Assessment Matrix for Vocational Advancement of Youth (SAMVAY) was a framework for recognizing skills and education as part of an integrated learning system with provisions of equivalence and mobility between formal education & vocational education, education being divided into levels, with each level having equivalence between formal and vocational education on NSQF norms (National Skills Qualification Framework with horizontal and vertical mobility. The Department further added that 70 new B. Vocational Courses, 111 community colleges, 65 Kaushal Kendras had been approved for NSQF complaint skill courses.

15.4 The Department further added that under the Pradhan Mantri Kaushal Vikas Yojana (PMKY) all 10,000 technical institutions are to train at least 100 unemployed youth. This Scheme envisages to provide engineering skills through part-time course of 6-8 months duration to be done after class hours using existing infrastructure and target is to train 10 lakh unemployed youth targeted to be trained. This scheme is funded by Central Government and the courses are certifies as per NSQF norms and aim to place the youth in nearby industries.

15.5 The Committee feels that a major concern is the lack of employable skills in our technical education students. We are looking at the country's large youth population as an

advantage point. But in order to leverage this demographic factor, we need to ensure that our youth are empowered with the right skills to meet the challenges of knowledge based market economy. The Committee observes that based on the identification of the skill gaps in different sectors, possible approaches, such as, setting up of finishing schools, offering courses for enhancing employability are proposed. Some strategies for increasing employability factor, which are either faculty-centric or student-centric are: Industry Institute Student Training Support, Industrial Challenge Open Forum, Long Term Student Industry Placement Scheme, Industry-Institute Continuous Interaction Scheme-Industry, Industry-Institute Continuous Interaction Scheme-Faculty, Intensive Interaction-Train the Teachers, Industry Training Programme and Support Scheme, Centre for Qualified manpower, National Employability Portal, tax Benefit for Teaching Laboratory Support. Some strategies for the Skills component with focus either on institution or students are: Skills Requirement Assessment Revitalizing the Diploma Education, Lateral Entry of ITIs to Diploma programme, Vocation based Certification Programme, Industrial Finishing Schools, Bridge Courses for Skill Enhancement, Special Manpower Development Programme. The Committee's concern is how all the above mentioned strategies/measures are translated in action in a structural and result oriented manner. The Committee desires that the Department of Higher Education apprise the Committee of the progress made in this regard.

XVI HIGHER EDUCATION FINANCING AGENCY (HEFA)

16.1 A Higher Education Financing Agency (HEFA) with an initial capital base of 1000 crores is proposed to set up. A digital depository of school leaving certificates, college degree, Academic Awards and Mark Sheets is proposed to be set up and enabling Regulatory Architecture will be provided to 10 Public and Private Institutions to emerge as world class teaching and research institutions.

XVII MISCELLANEOUS

17.1 The Department also submitted that a National Institutional Ranking Framework (NIRF) for higher educational institutions was launched on September 29, 2015. This framework outlines a methodology to rank institution across the country. This framework comprised of 5 parameters

which are (i) Teaching Learning and Resources , (ii) Research Professional Practice & collaborative Performance, (iii) Graduation outcome, (iv) Outreach and Inclusively and (v) Perception. The Department further added that there were separate categories for engineering, management, Pharma, Architecture and universities in the framework. The framework involved online data submission and verification of data by an independent agency. Till date 3600 institutions had applied for the ranking.

17.2 The Department further added that academic reforms in higher education sector were being carried out. The Committee was informed that the UGC guidelines on choice based credit system (CBCS) had been circulated to universities for adoption. They further added that UGC had designed syllabi templates for 89 mainline and 18 specialized courses which focussed on semesterization and modularization of course content. They added that this allowed universities to have flexibility to change the syllabus to extent of 30%.

XVIII STRENGTHENING OF UGC AND AICTE

18.1 UGC and AICTE are the two statutory agencies handling the higher and technical education sector in the country for the last so many years. Both these bodies which have been there for the last so many decades have carried out their mandated tasks very effectively. They have played a leading role in the massive expansion of higher education in the country through a large number of schemes and statutory regulatory framework. The Committee has been strongly advocating their cause, the need for their further strengthening in every respect. However, the Government has brought in a proposed legislation which envisages the setting up of an over-arching Commission whereunder both UGC and AICTE are to be subsumed. The Committee has given its Report on the Bill, thereby not accepting the proposal for doing away with these two bodies. In spite of their important role, the Higher Education and Research Bill, 2012 envisaged to subsume the two bodies within an over-arching body like the National Commission for Higher Education and Research. The Committee had strongly recommended for continuance of the existence of these vital bodies for effective regulation of higher and technical education. **The Committee reiterates once again that UGC and AICTE have to be strengthened. There should not be dearth of funds for these agencies in fulfillment of their objectives with all the problem-areas and constraints being removed. The Committee notes that much talked about**

legislation for an over-arching Commission yet to be brought before the Parliament. An element of uncertainty about the status of UGC and AICTE is being felt. With the passing of the time, the same may increase further. The Committee, therefore, strongly recommends that required action may be taken by the Government on an urgent basis, ensuring that both UGC and AICTE continue to function in a more organized and effective manner.

18.2 The Committee would like to highlight another area of concern regarding the quality of education being imparted in our universities, colleges etc. The Committee notes that at present there is no mechanism for ensuring the accountability and performance of teachers in the universities and colleges. The Committee finds that such a mechanism is a well established norm in foreign universities where the performance of college professors/ teachers is evaluated by their peers and students. The Committee feels that it is high time that such a mechanism is introduced in our University system. The Committee, accordingly, believes that in order to ensure quality teaching, as system of Performance Audit of teachers may be evolved which would be based on the feedback given by the students and peers of teachers. Gradually, other inputs like research papers, publication brought out by teachers should be added in the Performance Audit. This Committee is of the view that in this way, the faculty would also try to improve their quality of teaching which would be assessed periodically and improve upon their teaching methods.

XIX CONCLUSION

19.1 The Committee considers Higher Education as an increasingly global enterprise; hence Indian institutions should embrace internationalization that could provide them with new opportunities. While most of our universities and colleges are required to build human resources to reach desired levels of competence, we also need to go beyond this to ensure that the country has several institutions of higher education that strive to achieve excellence in both teaching and research. Universities and colleges should be encouraged to engage more intensively than before with wider society and contribute to local and regional development and provide intellectual leadership to society.

19.2 The Committee feels that few universities and constitution should be converted or upgraded by creating centres of excellence within the universities/institutions building on their existing strength. Accreditation should be at core of regulatory arrangement and must have clear incentives and consequences. There should be more funding for university based research and policies that create right incentives for quality research and promote collaboration among institutions.

OBSERVATIONS/RECOMMENDATIONS-AT A GLANCE

II BUDGETARY ALLOCATION

The Committee notes with concern the huge gap between the proposed demand and the actual allocation. The actual allocation is less than half of what Ministry had proposed. Further, as per trend of expenditure in the past, it is reduced at RE stage and in the last it is combined with underutilization of whatever funds were made available. The Committee strongly feels this trend is certainly affecting the implementation of various schemes in the Ministry. This needs to be checked. The Committee therefore, recommends that the Department should reconsider/review its overall mechanism right from making the proposed demand till the final expenditure is incurred and also assess the impact thereof in so far as the implementation of various schemes is concerned. (Para 2.8)

The Committee feels that this is high time to show high achievements in the growth/development of Higher Education Sector, if India were to compete with advanced countries in this regard. We have to achieve equity, access and excellence in Higher Education to overcome the existing inequality prevailing in the country as well as to bridge the urban/rural divide. The Committee, however, also recommends to the Government to take seriously the growth and development of this sector and increase budgetary allocations keeping them closer to Twelfth Plan projections made by the Department of Higher Education as they are serving the needs of the society. (Para 2.9)

III PANDIT MADAN MOHAN MALVIYA NATIONAL MISSION ON TEACHERS AND TEACHING (PMMMNMIT)

The Committee notes that proposed Mission seeks to address among other issues relating to teachers, teacher education and quality teaching such as teacher/faculty shortages and vacancies, recruitment policies. The Committee feels that although quite delayed, this is a step in the right direction. The Committee would appreciate if on a priority basis, an assessment of vacancies of teachers is made across the country in all categories of higher educational institutions. Similarly, a critical review of recruitment procedure along with eligibility criteria being followed by different university authorities is also made in

consultation with all the stakeholders. This should be followed by corrective measures as and where required by the concerned authorities. The Committee also feels that teacher training is one important area which should be given due priority if quality education is to be imparted to the students. The Committee hopes that the Department would take immediate steps in this regard. (Para 3.6)

IV GLOBAL INITIATIVE OF ACADEMIC NETWORKS (GIAN)

The Committee appreciates this new initiative to invite distinguished academicians, entrepreneur's, scientists, experts from premier institutions from across the world to teach in higher educational institutions in India, hence promoting international collaborations and improvements in quality of higher education in India. (Para 4.4)

V IMPRINT INDIA

The Committee observes that Innovation presuppose strong foundations of scientific research, whereas research has been the basis on which the knowledge base of IITs has been built over time. There is an urgent need to make the research focused on the needs of society. IMPRINT is an opportunity before the engineering fraternity of the country to integrate with the society by creating conducive environment for spreading innovative thinking in the educational institutions and providing viable engineering solutions, and thereby establishing the harmony. The Committee would like to know the progress made in the implementation of this scheme, when Department of Higher Education submits its action taken replies. (Para 5.3)

VI STUDY WEBS OF ACTIVE-LEARNING FOR YOUNG ASPIRING MINDS (SWAYAM)

The Committee points out that *SWAYAM* is a platform for new India where quality education is affordable and self-learning is fruitful not only for enrolled but also for professionals and dropouts. With quality content, best online lectures, great discussions, knowledgeable assessment quizzes, *SWAYAM* will provide great opportunity to Indian students to learn without fearing from failure. It is a platform specifically designed to benefit students from remote area, working professionals as well as college dropouts. Students will

get 'Verified Certificate' after successfully completion of courses. However, it is not clear if these certificates will be accepted for employment purposes. The Committee directs the Department of Higher Education to submit before the Committee the action plan, if any for implementing the SWYAM. MODES project. (Para 6.3)

VII UNNAT BHARAT ABHIYAN AND UCCHATAR AVISHKAR YOJANA

The Committee notes that UBA was launched on November 14, 2015 almost one and half year before. The Committee is keen to know the efforts made by the UBA Cell about making this scheme operational particularly, strategy if any and whether UBA has actually started and what progress it has made so far. (Para 7.3)

The Committee appreciates the objectives behind launching this educational and empowerment policy of Govt. As per the past studies, the students getting higher education in India are only having academic knowledge. But they lack the market exposure and are not participating in a result oriented program. Thus, they do not have a practical knowledge of the work that is really going on in the manufacturing units or the industrial plants. So UAY will make a bridge between the academics and the practical working field. The Committee may like to know the response from the stakeholders particularly the industry and the participating Ministries. (Para 7.5)

VIII FACULTY POSITION

No reimbursement of hiring accomodation will be permissible and he//she will be provided free lodging and boarding in the guest house. Besides above, an honorarium of Rs1000 per lecture to a a maximum , Rs4000/- per day subject to a maximum ceiling of Rs. 80,000/- per month will be provided and the adjunct faculty would work at host institution for a minimum of 2 days per visit. (Para 8.4)

The Committee has been voicing its concern from time to time on the acute shortage of faculty in higher educational institutions across the country. The Committee is anguished to find out that right from well established Central Universities to those set up recently, State universities as well as private universities, premier institutions like IITs, NITs and IIMs, this

problem has emerged as the biggest handicap for the development and growth of Higher Education vis-a-vis maintaining the quality of education. Situation continues to be grim with no improvement foreseen in the near future. The Committee points out that the availability of adequate and qualified faculty is a pre-requisite for quality education. The Committee appreciates the steps taken by Department like increase in the retirement age up to 65 years, improvement of salary structures. The Committee points out that there can be only two possibilities, either our young students are not attracted towards the teaching profession or the recruitment process is a prolonged one and involves too many procedural formalities. In either case, the Department being the nodal authority for the entire country so far as higher education sector is concerned has to take proactive role so as to expedite the filling up a existing vacancies.

(Para 8.8)

The Committee recommends that recruitment process should start well in advance before the post is vacated so that after retirement the newly recruited person takes up position immediately. The Ministry should work in tandem with Institutions to have this exercise on yearly basis and recruitment must be done in advance so that shortage does not develop into crisis.

(Para 8.9)

The Committee appreciates the steps taken up by the Department for filling vacancies but recruitment of faculty is a continuous process. The Committee recommends that to make the teaching profession more attractive, the faculty should be encouraged to undertake consultancy and are given start-up financial support.

(Para 8.10)

IX RASHTIRYA UCCHATAR SHIKHSHA ABHIYAN (RUSA)

RUSA aims to improve overall quality of existing state higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework. (Para 9.2)

The Committee recommends that the yardstick for deciding the quantum of funds for the states should comprise the norms that reflect the performance in key result areas (access, equity and excellence). The State plans should capture the current position of the states with respect to these indicators, as well as the targets that need to be achieved. The State Higher Education Council should undertake this process of planning, execution and evaluation, in addition to other monitoring and capacity building functions and greater emphasis should be laid on the improvement of the quality of teaching-learning processes in order to produce employable and competitive graduates, post-graduates and PhD (Para 9.8)

X NATIONAL MISSION ON EDUCATION THROUGH ICT (NMEICT)

The Committee recommends that Knowledge modules based on the personalized needs of the learner would need to be delivered to him /her at the right time with the right content interactively to take care of his / her aspirations. In due course of time there would be a need to develop and maintain the knowledge and capability profile of every individual learner / worker. Such a system would have to be developed in a cost effective manner over a period of time. A proper balance between content generation, research in critical areas relating to imparting of education and connectivity for integrating our knowledge with the advancements in other countries is to be attempted. For this, what is needed is a critical mass of experts in every field working in a networked manner with dedication. Although disjointed efforts have been going on in this area by various institutions / organizations and isolated success stories are also available, a holistic approach is the need of the hour. This Mission should seek to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach. (Para 10.4)

XI GROSS ENROLMENT RATIO

Committee's observes that the Twelfth Plan Approach Paper mentions that about 18 per cent of all Government education spending or 1.12 per cent of GDP be spent on higher education. This funding should be raised to 25 per cent and 1.5 per cent respectively. However, the overall scenario regarding the declining allocation over the years shows altogether a different picture. This is also reflected in low achievement of GER which is taken as an indicator of the growth and development of Higher Education Sector in the county. As may be seen from the comparative figures, India ranks at the bottom regarding GER amongst those nations. The Committee, therefore, reiterates that to achieve higher GER and for making India an educational hub globally, not only more allocations are required but the utilization of allocations also has to be more efficient. (Para 11.9)

XII SCHOLARSHIPS

The Committee observes that all these Schemes are meant for providing an opportunity to students belonging to marginalized sections to get proper coaching so as to enable them to compete for higher studies and become eligible for teaching in higher educational institutions and for getting gainful employment in Central/States/ private sector services. The objective behind all these Schemes is very laudable. The Committee can only emphasize that these schemes need to be administered in the real sense, with the benefit reaching the targeted beneficiaries. The Committee would like to have a status note on all the schemes. (Para 12.5)

The Committee is happy to note that a number of initiatives have been taken for integrating the differently abled students towards mainstream higher education. These initiatives are indeed major steps for providing equal opportunities to such students. The Committee, however, feels that initiatives will have more impact if awareness about such facilities is there among the targeted students. Every conceivable effort has to be made to sensitize such students towards the kind of opportunities waiting for them. Details of all schemes for differently-abled students should be mandatorily displayed on the websites of UGC, AICTE and IGNOU and also all categories of universities. In addition, strict and constant monitoring at all level is also required so as to ensure that all such initiatives for differently abled students are being implemented in the real sense. For both these aspects,

Department being the nodal authority for higher education in the country, will have to take the lead role. (Para 12.6)

XIV SETTING UP OF NEW IIMS, IITs, IISERS, NEW CENTRAL UNIVERSITIES AND NITs.

IIITs

The Committee observes that the country has done extremely well in the field of Information Technology, which has become an important tool in the development of manpower for various areas of knowledge. The Indian Information Technology manpower has emerged as a strong and credible force which is now highly acclaimed by the global information technology/services industry. The Committee understands that in order to provide manpower of global standards in the information technology to cater to the needs of emerging areas of knowledge and services, such premier institutes in information technology are an essential pre-requisite. There is also no denying the fact that the IT sector has a positive impact on our economy and governance which in turn has improved immensely every aspect of our society, be it education, health facilities, agricultural innovations or service sector. The Committee welcomes the objective behind the proposed institutions but feels concerned about certain visible gaps noticed in respect of the status of existing centrally funded IIITs, mode of setting up the new IIITs, their governance structure and likely impact on all the stakeholders that needs to be corrected urgently. (Para 14.8)

XV SKILL DEVELOPMENT IN HIGHER EDUCATION

The Committee feels that a major concern is the lack of employable skills in our technical education students. We are looking at the country's large youth population as an advantage point. But in order to leverage this demographic factor, we need to ensure that our youth are empowered with the right skills to meet the challenges of knowledge based market economy. The Committee observes that based on the identification of the skill gaps in different sectors, possible approaches, such as, setting up of finishing schools, offering courses for enhancing employability are proposed. Some strategies for increasing employability factor, which are either faculty-centric or student-centric are: Industry Institute Student Training Support, Industrial Challenge Open Forum, Long Term Student

Industry Placement Scheme, Industry-Institute Continuous Interaction Scheme-Industry, Industry-Institute Continuous Interaction Scheme-Faculty, Intensive Interaction-Train the Teachers, Industry Training Programme and Support Scheme, Centre for Qualified manpower, National Employability Portal, tax Benefit for Teaching Laboratory Support. Some strategies for the Skills component with focus either on institution or students are: Skills Requirement Assessment Revitalizing the Diploma Education, Lateral Entry of ITIs to Diploma programme, Vocation based Certification Programme, Industrial Finishing Schools, Bridge Courses for Skill Enhancement, Special Manpower Development Programme. The Committee's concern is how all the above mentioned strategies/measures are translated in action in a structural and result oriented manner. The Committee desires that the Department of Higher Education apprise the Committee of the progress made in this regard.

(Para 15.5)

XVIII STRENGTHENING OF UGC AND AICTE

The Committee reiterates once again that UGC and AICTE have to be strengthened. There should not be dearth of funds for these agencies in fulfillment of their objectives with all the problem-areas and constraints being removed. The Committee notes that much talked about legislation for an over-arching Commission yet to be brought before the Parliament. An element of uncertainty about the status of UGC and AICTE is being felt. With the passing of the time, the same may increase further. The Committee, therefore, strongly recommends that required action may be taken by the Government on an urgent basis, ensuring that both UGC and AICTE continue to function in a more organized and effective manner.

(Para 18.1)

The Committee would like to highlight another area of concern regarding the quality of education being imparted in our universities, colleges etc. The Committee notes that at present there is no mechanism for ensuring the accountability and performance of teachers in the universities and colleges. The Committee finds that such a mechanism is a well established norm in foreign universities where the performance of college professors/teachers is evaluated by their peers and students. The Committee feels that it is high time that such a mechanism is introduced in our University system. The Committee, accordingly, believes that in order to ensure quality teaching, as system of Performance Audit of teachers

may be evolved which would be based on the feedback given by the students and peers of teachers. Gradually, other inputs like research papers, publication brought out by teachers should be added in the Performance Audit. This Committee is of the view that in this way, the faculty would also try to improve their quality of teaching which would be assessed periodically and improve upon their teaching methods. (Para 18.2)

XIX CONCLUSION

The Committee considers Higher Education as an increasingly global enterprise; hence Indian institutions should embrace internationalization that could provide them with new opportunities. While most of our universities and colleges are required to build human resources to reach desired levels of competence, we also need to go beyond this to ensure that the country has several institutions of higher education that strive to achieve excellence in both teaching and research. Universities and colleges should be encouraged to engage more intensively than before with wider society and contribute to local and regional development and provide intellectual leadership to society. (Para 19.1)

The Committee feels that few universities and constitution should be converted or upgraded by creating centres of excellence within the universities/institutions building on their existing strength. Accreditation should be at core of regulatory arrangement and must have clear incentives and consequences. There should be more funding for university based research and policies that create right incentives for quality research and promote collaboration among institutions. (Para 19.2)