

Ministry of Human Resource Development

Department of Higher Education

Government of India

Strategic Plan

For the period

2010-11 to 2015-16

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“Over 50 percent of our population is below 25 years of age and their creative energy is our greatest strategic resource. The challenge is to invest in their education, employability and employment. India has the capacity to contribute to a fourth of the global work force if it invests in skill development of its youth. Education which provides employable skills holds the key for equal opportunities for Other Backward Classes, Scheduled Castes, Scheduled Tribes, and Minorities.”

Excerpts from President’s Address to Parliament, 2009

“Investment in education is critical for accelerated inclusive growth. My government is committed to bringing about a paradigm shift in our education infrastructure based on the three pillars of expansion, inclusion and excellence.”

Excerpts from President’s Address to Parliament, 2010

CHAPTER I

INTRODUCTION

1.1 Education is one of the most important elements of the national development effort. The activities of Department of Higher Education are focused towards developing India as a knowledge society. Department's constant endeavor is to improve and expand education in all sectors, with a view to eliminate disparities in access and lay greater emphasis on the improvement in the quality and relevance of education at all levels. The role of Department of Higher Education includes policy formulation, programme implementation, coordination with other stakeholders, knowledge management, research and creation of intellectual property, training and capacity building, and reaching the benefits of higher education to the disadvantaged sections of the society, women and minorities.

1.2 India is a nation of young people - out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 64 years, which is usually treated as the "working age population". It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major demographic dividend for India. In the year 2001, 11% of population of the country was in age group of 18-24 years which is expected to go up to more than 12% by the end of XI th Five Year Plan. This large population is an invaluable asset of human resources and needs to be provided the necessary skills so as to empower them to contribute to our national economy as also to the development of the entire world.

1.3 Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. Improvement of access along with equity and excellence are the main focus areas of the Department. The adoption of state-specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalisation, technology- enabled learning and distance education are some of the main policy initiatives of the higher education sector. The other important policy initiatives in higher education sector are programmes for general development of universities and colleges; special grants for the construction of hostels for women; scholarships to students, scheme to provide interest subsidy on educational loans for professional courses to ensure that nobody is denied professional education because he or she is poor and making interventions to attract and retain talent in the teaching profession in the higher and technical education. Emphasis

has been laid on expansion with equity, use of Information Communication Technology and promotion of quality education.

1.4 The National Policy on Education (NPE) 1986 modified in 1992 marked a significant step in the history of education in Independent India. The Policy aims to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It lays stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, cultivation of moral values and a close relation between education and the life of the people. As regards Higher Education, the NPE mentions as under:

“..... Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system. (para 5.24 of NPE)

In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas. (para 5.25 of NPE)”.

1.5 World Average of GER and India’s position

In spite of tremendous progress made in the higher education sector since Independence, the Gross Enrolment Ratio (GER) in higher education, which is the participation rate of the cohort in the age group of 17-23 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 (18%) and way behind that of developed countries (58%). The GER of different countries is estimated to be as under:

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

Thus, improvement of access along with equity and excellence are the important pillars around which the Department’s Strategy is based and a crucial challenge before the Department is to expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education to 15% by 2011-12, to 21% by 2016-17 and 30% by the year 2020.

CHAPTER II

VISION, MISSION, OBJECTIVES AND FUNCTIONS OF THE DEPARTMENT

The Vision, Mission, Objectives and Functions of the Department are as under:

2.1 Vision

To realize India's human resource potential to its fullest in the higher education sector, with equity and inclusion.

2.2 Mission:

- (i) Provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections.
- (ii) Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations / civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- (iii) Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private -- to engage in stretching the frontiers of knowledge.
- (iv) Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of the hitherto deprived communities.

2.3 Objectives:

- (i) To expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education to 15% by 2011-12, to 21% by 2016-17 and 30% by the year 2020.
- (ii) To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions,

establishing new institutions and incentivizing state governments and Non-Governmental Organizations / civil society.

- (iii) To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons.
- (iv) To remove regional imbalances in access to higher education by setting up of institutions in unnerved and underserved areas.
- (v) To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research.
- (vi) To create conditions for knowledge generation through improved research facilities in universities and colleges.
- (vii) To promote collaboration with International community, foreign governments, universities/institutions and regional and international institutions, for the advancement of universal knowledge and intellectual property rights.
- (viii) To promote development of Indian languages.
- (ix) To promote autonomy, innovations and academic reforms in institutions of higher learning.
- (x) To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education.

2.4 Functions

- (i) Enhancement of Gross Enrolment Ratio by expanding access through all modes;
- (ii) Promoting the participation of these sections of the society whose GER is lower than the national average;
- (iii) To improve quality and to promote academic reforms;
- (iv) Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions;
- (v) Use of Technology in Higher Education;
- (vi) Development of Vocational Education and Skill Development
- (vii) Development of Indian Language;
- (viii) International Collaboration in the field of education

CHAPTER III

ASSESSING THE SITUATION

3.1 As already mentioned, India is a nation of young people - out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 64 years, which is usually treated as the "working age population". While India has a comparatively very large percentage of young population, many countries of the world are facing the challenges of ageing population and shortage of work force. Thus our large population is an invaluable asset of human resources which needs to be provided with necessary skills so as to empower them to contribute to our national economy as also to the development of the entire world.

Constitutional Provisions

3.2 Indian Constitution is quasi federal and distribution of powers is on the basis of Central List, State List and Concurrent List. Education was in the state list till 1976. Education was brought under the concurrent list by the Constitution (42nd Amendment Act, 1976). Entry No. 25 in List III (Concurrent List) of the Seventh Schedule of the Constitution reads as under –

“25 Education, including technical education, medical education and universities, subject to the provision of entries 63, 64 65 and 66 of list I vocational and technical training of labour.

Entries 63, 64 and 66 of the Union List are as follows:

63. The institution known at the commencement of this Constitution as Benares Hindu University, the Aligarh Muslim University and other institution declared by Parliament by law to be an institution of national importance.
64. Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institution of national importance.
65. Union agencies and institutions for
 - a. Professional, vocational or technical training, including the training of police officers, or
 - b. the promotion of special studies or research, or

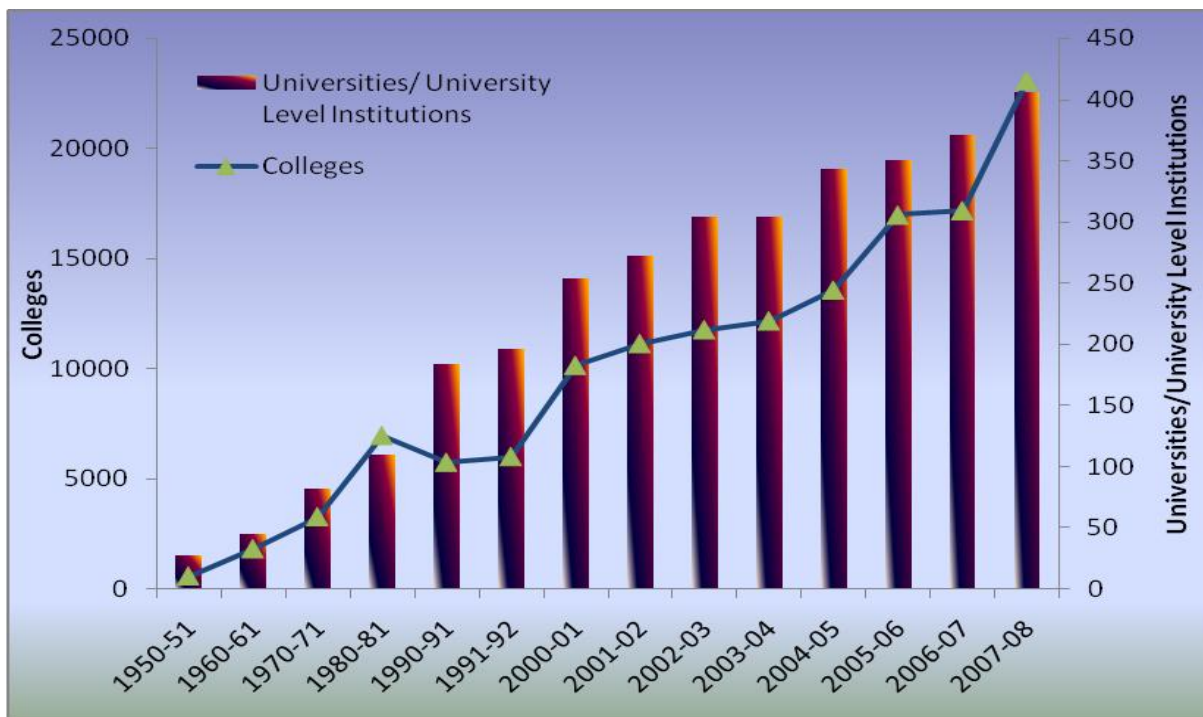
- c. scientific or technical assistance in the investigation or detection of crime
- 66. Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.”

Thus, while higher education is shared responsibility of both Centre and the States, the coordination and determination of standards is the constitutional obligation of the Central Government.

Development of Educational Institutions since 1951

3.3 Higher education sector has witnessed tremendous increase in the institutional capacity since Independence. At the time of independence in 1947, the size of higher education system in terms of number of educational institutions, and teachers was meager but since that time there has been an exponential increase. The number of universities/university level institutions has increased from 27 in 1950 to 504 in 2009 indicating an eighteen-fold increase. There are now 243 state universities, 53 State private universities, 40 central universities, 130 deemed universities, 33 institutions of national importance established under Acts of Parliament and 5 Institutions established under various State legislations. The number of colleges has increased from 578 in 1950 to 25951 in 2009 indicating a 45 fold increase.

Graph depicting development of Educational Institutions since 1951



3.4 Size of Higher Education System

Enrollment in Universities and Colleges	About 17million
Out of total enrollment, enrolled in Open Universities	About 3 million
Gross Enrolment Ratio	About 13.5 % (2007)
Intake in Technical Education	About 1.4 million in degree and 0.5 million in diploma programmes
Number of Universities /University Level Institutions	504
Number of Colleges	25,951
Faculty	5,89,000

Imbalances in Access to Higher Education

3.5 Though the overall demand for higher education in India is increasing, there are wide variations in Gross Enrolment Ratio (GER) across States. There are 23 States whose GER at the higher education level is below the national average. Similarly, in terms of spread of higher education institutions, there is a vast difference. There are 8 states which account for about 70% of the total no. of Universities & Colleges. There are also the challenges of improving the participation of disadvantaged communities like the Scheduled Castes and Scheduled Tribes as also improving the gender parity index. The imbalances in participation rate of access to higher education can be understood by the following:

- | |
|---|
| <p>Imbalances in access to Higher Education</p> <ul style="list-style-type: none"> • Gross Enrolment Ratio of Scheduled Castes – 11.6% • Gross Enrolment Ratio of Scheduled Tribes – 9.8% • Gender Parity Index – 0.7 • 23 States and UT’s have GER less than the national average of 13.5% • 8 states account for about 70% of the total no. of Universities & Colleges • 7 states account for about 70% of the total no. of Technical Institutions |
|---|

3.6 The Government has been steadily increasing the allocation of public resources to education to achieve the objectives. The budget expenditure on education as proportion of GDP has increased from 1.52 per cent in 1961-62 to about 3.67 per cent in 2007-08. As regards Higher Education, expenditure as %age of GDP has increased from 0.91% in 2001-02 to 1.12% (Budget estimate) in 2008-09.

3.7 As mentioned earlier, the co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions is the constitutional obligation of the Central Government as per 66 of the Union List of the Constitution. A number of statutory bodies exist in the higher education sector, some of which are mentioned below:

Higher Education: Statutory Bodies

- **University Grants Commission (UGC)**
- **All India Council for Technical Education (AICTE)**
- **Medical Council of India (MCI)**
- **Dental Council of India (DCI)**
- **Pharmacy Council of India (PCI)**
- **National Council for Teacher Education (NCTE)**
- **Rehabilitation Council of India (RCI)**
- **Indian Council for Agriculture Research (ICAR)**
- **Bar Council of India (BCI)**
- **Indian Nursing Council (INC)**
- **Central Council of Homeopathy (CCH)**
- **Central Council of Indian Medicine (CCIM)**
- **Distance Education Council (DEC)**

This large number of statutory bodies does create problems in co-ordination and determination of standards in institutions for higher learning and the National Knowledge Commission as also the Committee on Renovation and Rejuvenation of Higher Education (Yash Pal Committee) have advocated the creation of an overarching autonomous body for this purpose and the Department is working towards creation of a National Commission of Higher Education and Research.

CHAPTER IV

OVERVIEW OF THE CURRENT SCHEMES FOR PROMOTING ACCESS, EQUITY AND EXCELLENCE

4.1 The following steps have been taken during the years 2009-10/2010-11 for promoting access to higher education with equity and excellence.

Sub- Section I: Expansion

4.2 New Central Universities

To increase access, improve quality and to remove regional imbalances in higher education, XI Five Year Plan envisaged establishment of 16 Central Universities in hitherto uncovered States of Bihar, Jharkhand, Orissa, Gujarat, Haryana, Punjab, Rajasthan, Himachal Pradesh, J&K, Karnataka, Kerala, Goa, Chattisgarh, Madhya Pradesh, Uttarakhand and Tamil Nadu. Accordingly 15 new Central Universities, including three State Universities converted to Central Universities, were established under the Central Universities Act 2009. Three State Universities which have been converted into Central University are - Guru Ghasidas Vishwavidyalaya in the State of Chhattisgarh, Dr. Harisingh Gour Vishwavidyalaya in the State of Madhya Pradesh and Hemvati Nandan Bahuguna Garhwal University in the State of Uttarakhand. Thus, all states except Goa, which has not been included on the request of the State Government, now have at least one Central University. In addition, a new Central University has also been established in Jammu and J&K now has two Central Universities.

4.3 New Degree Colleges

A new scheme has been approved to provide central assistance for setting up of one model Degree College in each of the identified 374 Educationally Backward Districts where the Gross Enrolment Ratio (GER) of higher education is less than the national average.

4.4 Indian Institutes of Management (IIMs)

Indian Institutes of Management are the flagship institutions whose graduates are recognised the world over. As a measure of increasing access to these institutions of

excellence, four new Indian Institutes of Management have been established, namely, IIM Rohtak (Haryana), IIM Raipur (Chhattisgarh), IIM Ranchi (Jharkhand) and IIM Tiruchirapalli (Tamil Nadu). Two new IIMs at Kashipur (Uttarakhand) and Udaipur (Rajasthan) are likely to start function soon.

4.5 Indian Institutes of Technology (IITs)

Indian Institutes of Technology are another flagship institutions whose graduates are recognised the world over. Indian Institutes of Technology were established as ‘Institutions of National Importance’ under The Institutes of Technology Act, 1961. Students in Under Graduate programmes in IITs are admitted on the basis of Indian Institute of Technology-Joint Entrance Examination and in Post Graduate programmes through Graduate Aptitude Test in Engineering. In order to increase access to these institutions, new IITs have started functioning from the academic year 2009-10 at Indore in Madhya Pradesh and Mandi in Himachal Pradesh.

4.6 National Institutes of Technology (NITs)

The NITs are governed by the National Institutes of Technology Act 2007, which came into existence with effect from 15.08.2007. All the NITs are now declared as Institutions of National Importance. The total number of NITs has now gone up to twenty. During the XI Plan Period, it was decided to open ten new National Institutes of Technology (NITs) in those States/UTs which do not have an NIT as on date. Government of India has established 10 new NITs in the States of Sikkim, Arunachal Pradesh, Meghalaya, Nagaland, Manipur, Mizoram, Uttarakhand, Goa and Delhi, and in the UT of Puducherry.

4.7 Sub Mission on Polytechnics

There is a need to promote vocational education and skill development of our youth. Under the Sub-Mission on Polytechnics, the Government of India provides financial assistance to the State Governments / UTs for setting up of polytechnics in the un-served and underserved districts during the XI Plan. A sum of up to Rs. 12.3 crore per polytechnic is provided to the State/UTs, subject to the condition that the land and recurring cost shall be provided by the State Governments/UTs.

4.8 Open and Distance Learning

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

Sub- Section II: Equity and Inclusion

4.9 Education of Scheduled Castes and Scheduled Tribes

The share of Scheduled Castes and Scheduled Tribes enrolment as a percentage to total enrolment in higher education has been steadily increasing over the years. However, their enrolment share in higher education continues to be low in relation to their total population. The enrolment of SC and ST students as a percentage of total enrolment in higher education (Including Open Univ. & Polytechnics) is 13.7% and 5.6% respectively. At the doctoral level, the enrolment share of SC and ST is 9% and 3.8% respectively. Besides their enrolment in science courses both at the master and bachelor levels are also low.

Several schemes of UGC support the education of Scheduled Castes and scheduled Tribes e.g. remedial coaching at UG and PG level, coaching classes for preparation for National Eligibility Test (NET), coaching classes for entry in services, postgraduate scholarships, establishment of centres in universities for study of social exclusion and inclusive policy.

4.10 OBC Reservation

The policy of reservation is recognized as an important instrument of affirmative action in India. The Department initiated the Central Educational Institutions (Reservation in Admission) Act, 2006 and has made special provisions for reservation of seats for the Scheduled Castes, Scheduled Tribes, and the Other Backward Classes (OBCs) in admissions

to central education institutions. Reservation of 27% seats for the OBCs was implemented in all central educational institutions covered by the Central Educational Institutions (Reservation Admission) Act, 2006.

4.11 Education of Girls

Gender parity index has shown continuous improvement over the years as a result of Government's efforts to increase women participation. Women enrolment in higher education for the year 2007-08 is highest in the faculty of Arts followed by Science and Commerce/Management. Women representation is increasing, though still low in faculties like, law, medicine, education, veterinary science etc. UGC have launched a number of schemes to achieve gender parity. Day care centres in universities and colleges provide day care facility on demand basis for children of 3 months-6 years of age. There is the provision of Indira Gandhi Scholarship for single girl child for pursuing higher and technical education. Construction of girls' hostel for colleges is supported by UGC. There is also a scheme for the promotion of Women's Studies in universities and colleges. The primary role of these centres is to promote knowledge simulation and transmission through teaching and research.

4.12 Persons with Disabilities

The Department of Higher Education has taken several initiatives to promote higher/professional education among the persons with disabilities. UGC has integrated schemes such as Teacher Preparation in Special Education (TEPSE) and Higher Education for Persons with Disabilities (HEPSN) to support differently abled persons in higher education. All India Council for Technical Education (AICTE) also has a scheme of tuition fee waiver for physically challenged. UGC has furthermore issued several guidelines to the universities including 3 percent reservation, relaxation of marks etc.

Under the scheme for Upgrading Existing Polytechnics to Integrate the Physically Disabled in the Mainstream of Technical and Vocational Education, 50 existing Polytechnics in different locations of the country have been selected for up-gradation so as to enable them to introduce technical / vocational and continuing education programmes for the persons with disabilities. The Scheme is targeted to benefit around 1250 disabled students every year in formal diploma level courses and 5000 students in short duration technical / vocational courses.

4.13 Educational Advancement of Minorities

For inclusive development of higher education, educational advancement of students belonging to minority communities is a point of focus. New Model Degree Colleges being established in districts with Gross Enrolment Ratio (GER) lower than the national average in higher education, include 90 districts having minority concentration. Under the Sub-Mission on Polytechnics, the Government of India provides Central financial assistance to the State Governments / UTs for setting up of polytechnics in the un-served and underserved districts during the XI Plan. As per the Scheme criteria, 57 districts out of 90 Minority Concentration Districts are eligible for consideration under the Scheme.

Academies for Professional Development of Urdu Medium Teachers have been set up at three Central Universities viz. Aligarh Muslim University (AMU), Aligarh, Jamia Millia Islamia (JMI), New Delhi and Maulana Azad National Urdu University (MANUU), Hyderabad. Two new campuses of AMU are being established at Murshidabad in West Bengal and Mallapuram in Kerala.

National Commission for Minority Educational Institutions (NCMEI) has been established by an Act of Parliament with the key objective of ensuring that the true amplitude of the educational rights enshrined in Article 30 (1) of the Constitution is made available to the members of the notified religious minority communities. In order to make the procedure of giving minority status hassle free and protect their autonomy, National Commission for Minority Educational Institutions (NCMEI) has issued elaborate guidelines to be acted upon by the State Government.

4.14 Interest subsidy on educational loans

In order to ensure that talented students are not deprived of access to technical and professional education for want of financial resources, a scheme is in operation since the year 2009-10 to provide full interest subsidy during the period of moratorium on educational loans for students belonging to economically weaker sections, whose parental income is less than Rs.4.5 lakh per annum. Loans availed from Scheduled Banks under the Educational Loan Scheme of the Indian Banks' Association to pursue technical and professional courses of study are covered under the Scheme of Interest Subsidy.

Sub- Section III: Quality Improvement and Excellence

4.15 Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions is a constitutional obligation of the central government. It is necessary to involve all stakeholders to generate internal processes in favour of quality as an island of excellence cannot serve the massive requirement of higher education. Quality has to be the concern of all institutions and Excellence will flow from good quality institutions and appropriate governance structures. Academic reforms at the institutional level are the necessary conditions for the improvement in Quality. A number of academic reforms have been initiated which are as under:

Academic Reforms at Institutional Level

- Phase-wise introduction of credit system
- Semester system
- Continuous evaluation
- Updating of curricula to retain its relevance
- Interdisciplinarity in developing curricula
- Competitive admissions
- Innovations in Teaching Learning Methods
- Rewards to meritorious teachers and researchers
- Teachers to upgrade qualifications and knowledge

4.16 National Mission in Education through ICT

National Mission in Education through Information Communication Technology is a mission to provide connectivity, valuable content and low cost computing devices to all the Institutions of higher learning in the country. A National Knowledge Network will interconnect all universities, libraries, laboratories, hospitals and agricultural institutions for sharing data and computing resources across the country over a high-speed information network having gigabit capabilities.

4.17 Professional Development of Faculty

Availability of adequate and qualified faculty is a pre-requisite for quality education and Government has initiated short and medium term measures to mitigate the shortage of faculty, which is affecting most educational institutions.

The short term measures include increase in the retirement age up to 65 years as also improvement of salary structures, in central higher educational institutions. It also includes removing the restrictions on the recruitment of faculty and filling of the vacant position. Several states too have relaxed the restrictions and taken steps to fill the teaching post in colleges and universities.

The medium term steps include:-

- i. Increase in the number of research fellowships for M.Phil, PhD and Post Doctoral Program to create potential faculty for universities and colleges
- ii. Increase in the number of fellowships and amount through NET
- iii. Fellowships are given to sciences students in department/centre with special assistance program in the states and central universities, autonomous colleges and colleges with potential excellence.

The main objectives of Faculty Improvement Programme (FIP) are to provide an opportunity to the teachers of universities and colleges to pursue their academic/research activities leading to award of M.Phil/PhD degree, to provide an opportunity to the teachers to present papers in academic conferences/seminars or participating in workshops and exchange knowledge and ideas and to provide an opportunity to young faculty members to spend a short period of two weeks to two months at institutions of their choice for a better academic exposure.

At present there are 66 Academic Staff Colleges in the country which play an important role in professional development of teachers. They have been set up in the university system for conducting specially designed orientation programmes of four weeks duration for newly appointed teachers and Refresher courses of three weeks duration for in-service teachers.

4.18 Technical Education Quality Improvement Programme (TEQIP) -II

Technical Education Quality Improvement Programme (TEQIP) was conceived and designed as a long term project to support excellence and transformation in Technical Education in the country. TEQIP Phase-I was implemented with the assistance of World Bank as a centrally coordinated Central and State Sector Project with a total cost of Rs. 1339 crore from March 2003 to March 2009. Out of this Rs. 306 crores was Central Component and the remaining Rs. 1033 crores was State Component. The cumulative expenditure upto 31st March, 2009 was Rs. 1321.80 crores which is 99% of the total project allocation.

Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is to be implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of Rs. 2,430 crores out of which Rs. 1395.50 crores will be World Bank assistance, Rs. 500 crore Central contribution and Rs. 518.50 crore State contribution from the participating States and Rs 16 crore from the private unaided institutions. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States it will be 90:10.

4.19 Innovation Universities

A draft Cabinet Note on establishing 14 Innovation Universities, aiming at world class standards, across XI and XII Plan has been circulated for inter-ministerial consultation. The establishment of innovation universities would also include the brain gain initiative of the Government.

4.20 Review of Institutions Deemed to be Universities

The Department decided to review the functioning of the existing institutions deemed to be universities in 2009-10 through a committee of eminent academics. The review found that 44 institutions deemed to be universities were unfit to function as such. Presently the matter is before the Hon'ble Supreme Court.

4.21 National database of academic qualifications

A national database of academic awards (degree/certificates from school to graduate/postgraduate level including professional degrees) is proposed to be created and maintained in an electronic format by an identified, registered depository. This will be a major shift from the current practice, to a technology-based solution that would ensure confidentiality, authenticity and fidelity, enabling online verification and easy retrieval of academic qualifications.

4.22 Web portal of the All-India Council for Technical Education

A new Web portal has been hosted by the All-India Council for Technical Education (AICTE) which will act as a single window system for processing applications of institutions for approval. The AICTE will also issue an identification number (ID) to institutes and faculty members of AICTE-approved institutions, a mechanism that will help check the trend of certain faculties working in multiple institutions. It is expected that the portal will facilitate a citizen-friendly, interactive mode with a responsive public grievance redressal mechanism.

4.23 Amendment of Copyright Act, 1957

In the knowledge society in which we live today, it is imperative to encourage creativity for promotion of a culture of enterprise and innovation so that creative people realise their potential. The Copyright Act, 1957 was enacted to amend and consolidate the law relating to copyrights in India. The Act is now proposed to be amended with the object of making certain changes for clarity, to remove operational difficulties and also to address certain newer issues that have emerged in the context of digital technologies and the Internet.

A Bill to amend the Copyright Act, 1957 has already been introduced in Parliament on 19th April 2010 and the Report of the Parliamentary Standing Committee has since been received.

CHAPTER V

MAJOR REFORM INITIATIVES IN HIGHER EDUCATION

5.1 The President's Address to Parliament on 4th June, 2009 and reiterated in the Address to Parliament on 22nd February, 2010, has declared the intent of the Government to establish an over-arching policy body on the recommendations of the National Knowledge Commission and the Committee to advise on the Renovation and Rejuvenation of Higher Education under Prof. Yash Pal. The recommendations of the Yash Pal Committee and the National Knowledge Commission emanated from a realization that fragmentation of various fields of knowledge in higher education has been to the detriment of growth of inter-disciplinary subjects. Fragmentation of higher education has created boundaries embodying the development of newly emerging fields of knowledge at the boundaries of existing disciplines. The other foundational principle on which institutions of higher learning needs to be restructured, is that autonomy of such institutions is essential for the very pursuit of knowledge. The restructuring of the Higher Education sector, in the context of a knowledge economy that thrives on innovation, the ceaseless germination of new ideas and raising the consciousness of people, requires a new spirit of regulation that respects the autonomy of institutions amidst the need for accountability with opportunities for access to all. The establishment of a body with power, inter alia, to prescribe academic standards, norms of accreditation and mechanism for financing and governance of institutions, will enhance the endeavour to promote credible standards of higher education and research in the country. The Government constituted a Task Force to aid and assist in the establishment of a National Commission for Higher Education and Research, which has drafted a Bill after wide ranging consultation with prominent academics, educational administrators, Vice Chancellors, and Education Secretaries of State Governments.

5.2 There has been public concern that technical and medical educational institutions, and universities should not resort to unfair practices, such as charging of capitation fee and demanding donations for admitting students, not issuing receipts in respect of payments made by or on behalf of students, admission to professional programmes of study through non-transparent and questionable admission processes, low quality delivery of education services and false claims of quality of such services through misleading advertisements, engagement of unqualified or ineligible teaching faculty, forcible withholding of certificates and other documents of students. Responding to these concerns, a legislation that would prohibit and

punish such practices has been introduced in Parliament (3rd May 2010) to provide for prohibition and punishment for adoption of unfair practices.

5.3 Another legislation which has been introduced in Parliament aims at establishing Educational Tribunals to perform the role of providing an independent, enforceable, speedy, fast track adjudication of disputes in a quasi-judicial manner in regard to students, teachers and other employees, between institutions and between institutions and the regulator.

5.4 Assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education to provide a common frame of reference for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as international. Presently, accreditation is voluntary as a result of which less than one-fifth of the colleges and less than one-third of all universities have obtained accreditation. Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system. Legislation has been introduced in Parliament (3rd May 2010) to provide for mandatory accreditation and creation of an institutional structure for the purpose.

5.5 A legislative proposal to regulate entry and operation of foreign educational institutions has been introduced in Parliament on 3rd May 2010. This Bill would provide a regulatory framework in which reputed foreign educational institutions are able to enter and operate in terms of India's national policy, while at the same time sub-standard or 'fly-by-night' operators are checked and controlled.

CHAPTER VI

EXTERNAL FACTOR IMPACTING DEPARTMENT OF HIGHER EDUCATION

6.1 Education is in concurrent list and central government and state government both are mandated to make legislation on education. Many policies and programmes of the Department are either executed through state governments or they require extensive coordination and cooperation of the state governments and unless centre and state government work at tandem, their implementation would be difficult. Central government has to depend on State Government for a variety of support in setting up of central educational institutions, e.g. State share for funding of the scheme, provision of land, etc. Thus, implementation very much depends on the cooperation of State Governments. The policy intervention of the central government includes regulatory reforms, new ways of financing, educational development of backward regions, and issues relating to quality. Legislative proposals for educational reforms depend on responses from other Ministries/Departments/stakeholders and require much consultation. Financing of Higher Education depends on the cooperation from the banks/financial institutions as also participation of industry in PPP mode. Further, the Higher Education sector is presently fragmented amongst many Ministries and Departments. with a number of regulatory bodies. Thus, in a nutshell, Government policy and initiatives for improving higher education would require extensive collaboration from all stakeholders.

6.2 Economic Factors affecting activities of Department of Higher Education

The activities of Department of Higher Education are focused towards developing India as a knowledge society. Department's constant endeavor is to improve and expand education in all sectors, with a view to eliminate disparities in access and lay greater emphasis on the improvement in the quality and relevance of education at all levels. The role of Department of Higher Education includes policy formulation, programme implementation, coordination with other stake holders, knowledge management, research and creation of intellectual property, training and capacity building, reaching out to disadvantaged sections, women and minorities, in the higher education sector. For implementation of all these schemes/programmes, funds are mainly arranged through outlays provided by the Planning Commission and Ministry of Finance as also to some extent through multi-lateral institutions. The spurt in economic growth, with GDP growing by 8-9% per year not only has positive

impact on financing but also increases the demand for educated and skilled workforce. Unemployment in the country, shortage of technical manpower and cost of education are some of the other factors that influence the education.

Socio –Cultural factors including lack of opportunities, status of women, disparity in the society, rural-urban divide also affects the development of higher education sector. Rapid growth of information technology has a very prominent and beneficial effect on reaching out to the unreached areas and sections and ‘technology enabled learning’ would be a major instrument of strategy for increasing access to Higher education as also in improving Quality.

6.3 Our Stakeholders

- **Students & Parents** –They are the direct stakeholders and are affected the most. Aware, serious and committed students can be a major force in bringing improvements in the system.
- **Teachers/Faculty Members** – The backbone of the higher education system are the teachers/faculty members. Proper incentives must be provided to them in order to attract, retain and motivate good quality faculty.
- **Alumni** - The alumni can provide feedback to the system and can also be instrumental in extending all possible help towards development of their *alma-mater*.
- **States Governments** – Education in the concurrent list and therefore states are an important stake holders Educational institutions are setup in various parts of the country with the collaboration of state governments.
- **Apex Regulatory Bodies** – Regulatory Authorities like UGC, AICTE (or their successor organizations) are vital for expansion of education as also for maintenance of standards.
- **Civil Society** – The quality of higher education system directly affects development of our society and its sensitivity towards quality plays a critical role.
- **Other government organizations** – Various ministries/departments of Government of India are also stake holders of education sector along with the professional councils/ statutory bodies mentioned in para 3.7 earlier.
- **Industry** – The products of the higher education system are utilised by the industry, which seeks skilled, knowledgeable and hardworking work force. Industry and Academia linkage is particularly relevant for research. At the same time, it is

expected that industry should contribute in terms of training, live projects and sponsored research in institutions of higher learning as also through philanthropic contributions.

- **Private Investor** – There is a mismatch in demand and supply in higher education. In order to increase access to higher education, private investment would need to be encouraged in a major way in this sector.

6.4 Core Agenda of the Department

- To increase GER in Higher Education to 30% by the year 2020.
- To provide quality education of international benchmark.
- To emerge as global leader in higher and technical education, with skilled and world class work force.
- Foster quality research and innovation for transformation of India into a knowledge society.
- To develop India as an international education hub.
- To promote Indian languages.

6.5 SWOT analysis

Throughout the world there is a move towards higher education associated with great diversity of institutions and programmes and a large increase in the number and size of universities. Expansion of higher education which includes technical education and universities leading to different modes of course delivery, including delivery through ICT. All these developments pose challenges for the efficacy of institutional quality controls. Formal, transparent and credible systems of quality assurance will help guarantee a successful future for higher educational institutions in this environment. There is a strong move towards having rigorous, internationally recognized higher education quality assurance processes. In these circumstances it is necessary to understand the Strengths, Weaknesses, Opportunities and Threats facing the Indian Higher Education System.

6.6 Strengths of Indian Higher education system

- **Well established educational institutions** – Since independence, higher education sector has grown into a fairly large-sized system, offering opportunities for education and training in variety of disciplines at certificate, degree, diploma, postgraduate degree etc. Many of our institutions like IISc, IITs, IIMs as also some of our universities are reputed all over the world for their high quality education
- **Quality of faculty** – Although our education system is facing severe shortage of faculty, the quality of available faculty and researchers is very high.
- **Robust economic growth** - After the liberalization of economy, Indian economy has witnessed robust growth which has increased private investment in the education sector as also increased budgetary support by Government to the education sector.
- **Private participation** - Investment trend in education indicates that private sector is showing interest in investing in the education sector. Various initiatives taken by the private sector in opening new institutions have resulted in tremendous expansion of educational institutions, particularly in technical and professional education.
- **Alert civic society** - For educational development, civic society should be alert so as to monitor the development taking place in the education sector. India is a fortunate enough to have an alert civic society and this has resulted in maintaining the quality of education.
- **A large number of alumni organizations like Pan IIT network in India and abroad** – Alumni organizations are getting stronger and are contributing towards development of their alma-mater as also in development of new institutions of higher learning.

6.7 Weakness of Indian Higher education system

- **Shortage of faculty** - As per the conservative estimates more than 30% posts have remained vacant in the higher educational institutions for various reasons including non-availability of suitable candidates. This is posing a threat for quality of education imparted by educational institutions.

- **Existence of a number of regulators and fragmentation of higher education -** There are a large number of regulatory bodies in existence to regulate higher education, many of whom function in isolation. The regulatory provisions of the various Acts are substantially different from each other since they were created at different periods by different ministries. An over regulated system consisting of multiple agencies tends to increase inefficiency and breed malpractices.
- **Regional imbalances -** GER of 23 states and UTs is less than the national average of 13.5%. Eight states account for about 70% of the total number of the universities and colleges whereas, 70% of technical institutions are located in only 7 states.
- **Social Imbalances –** The participation of disadvantaged communities, minorities and women is low as compared to the national average.
- **Inadequate infrastructure facilities-** Higher education sector is facing acute shortage of adequate infrastructure facilities. This is a stumbling block in the endeavour of government for expansion of higher education.
- **Low emphasis on Research and disconnect between Universities and Research laboratories.**
- **Inadequate response to PPP mode-**As per Education policy,6% of the GDP is required to be invested in education. This has, however, not been done so far on account of financial constraints. National Knowledge Commission has suggested modifying trust laws and income tax laws so as to encourage private investment in education sector. There is a need to look for new ways of financing. And Public Private Partnerships.

6.8 Opportunities and Threats

Opportunities

- **Young working population -** India is a nation of young people - out of a population of above 1.1 billion, 672 million people are in the age-group 15 to 64 years. This young population is an invaluable asset, particularly when many countries of the world are facing challenges of an ageing population.

- **Sharp decline in dependency ratio-** It is predicted that India will see a sharp decline in the dependency ratio over the next 30 years, which will constitute a major demographic dividend for India
- **Vast scope for expansion of education-** Department of Higher is in the process of formulating strategies to enhance GER to 30% by 2020. The tentative investment would be more than Rupees 5 lakh crore to meet this target. This is vast scope for expansion of education in India is a tremendous opportunity for all stakeholders.
- **Global hub in education-** India has the potential to emerge as a global hub in education. Government has taken number of steps in academic and institutional reforms in higher education sector which marks a paradigm shift in the development of higher education.

Threats

- **Commercialization of higher education-** There has been public concern that technical and medical educational institutions and certain universities are charging enormously high tuition fees and also following unfair practices. Government has introduced a legislative proposal in the Parliament to prohibit and punish such unfair practices.
- **Deterioration in quality of education** The quality of higher education has been an area of concern, particularly with the large scale expansion being envisaged. Government has already introduced a legislative proposal for mandatory accreditation of all the institutions of higher education.

CHAPTER VII

OUTLINE OF THE STRATEGIC INITIATIVES

7.1 The Gross Enrolment Ratio (GER i.e. the percentage of population in the relevant age-group of 17-23 years, which is enrolled) for higher education, which has risen from 0.7% in 1950-51 to 1.4% in 1960-61, and 8% in early 2000 to about 13.5% as per 2007, is still very low compared to the world average of 26.7% and an average of 57.7% for developed countries. Apart from low access, the investment in research and innovation is also low. According to the available statistics, the expenditure on R&D in the field of Science & Technology as a percentage of gross domestic products (GDP) was only 0.8% during the year 2009-10 in India. For perspective, countries spending the most on S&T as a percent of their GDP were Israel (5.11%), Sweden (4.27%), Japan (3.11%), South Korea (2.95%), the United States (2.77%), Germany (2.74%) and France (2.27%). Among other countries, China (1.54%), Russia (1.74%), U.K. (1.88%) and Brazil (1.04%) have spent more than India.

7.2 Government aims to increase the Gross Enrolment Ratio (GER) to 15% by 2011–12 (XI Plan), 21% by 2016-17 (XII Plan) and to 30% by 2020 to achieve this, the enrolments in universities/ colleges need to be substantially raised at an annual rate of 8-9% to reach 21 million by 2011–12 and 42 million by 2020. The target of 30% GER is considered important for supporting India's growth process. Moreover, by the time, we achieve GER of 30% in the year 2020, the world average too would have gone up to nearly 30%.

7.3 A Preliminary Concept Note prepared by NUEPA indicates the following population and enrollment projections for achieving a GER of 30% by 2020.

Population and Enrolment Projection

Year	18-24 pop,(in mill.)	Enrolment 18-24 year (in mill.)	GER (%)
2006(10 th plan terminal)	133	15	11.7
2011 (11 th plan terminal)	143	22	15.4
2016(12 th plan terminal)	143	31	21.9
2020(13 th plan 4 th year)	138	41	30

7.4 The projections of number of universities and colleges required to meet the above enrollments are as under:-

Projection of Universities and Colleges during XI, XII and XIII Five Year Plans

	Additional Enrolment in Tech.&proff. In mill.	Additional Enrolment in General HE (in mill.)	Additional colleges in tech	Additional colleges in general	Total Additional colleges	Additional univ.
2006-11	2.58	3.96	2580	3960	6540	131
2012-2017	4.36	4.94	4360	4940	9300	186
2018-2021	3.57	6.63	3570	6630	10200	204

Note:

1. A college – technical or general - is assumed to have enrolment of 1000
2. A university is assumed to have 50000 enrolment in 50 colleges on an average

7.5 Total Estimated Financial Requirement in Rs (Crore) for Higher Education

	Tech. & Prof.	General	Total
11th plan	24226	44917	69143
12th plan	67931	114352	182283
13th plan (4 year)	87139	170876	258015
Total	179296	330145	509441

7.6 Some of the areas requiring strategic intervention are as under:-

7.7 **Expansion of Secondary Education with a Focus on Science Enrolment**

Achievement of enrolment targets in technical/professional and general higher education by 2020 would require that class XII enrolment of 8 million (in 2007-08) be raised to overall enrolment of estimated 16 million in 2020 and that in science stream in class XII be raised from 2.3 million (in 2007-08) to 6 million by 2020.

7.8 Attracting and Retaining Talent in Universities for Faculty Positions

Addition to higher education enrollment by over 26 million and class XII enrolment by an estimated 8 million requires, 1 million additional faculty in higher education and at least 1 million school teachers by 2020. Thus, a concerted strategy to retain best talents in universities for faculty positions and preparing secondary teachers needs to be formulated. It would also require changes in strategies relating to Open Learning and Technology Enabled Learning.

7.9 Technology Enabled Learning

The potential of ICT has to be utilized to its maximum to support expansion as also quality. Present endeavour in this direction has been mainly towards providing the infrastructure and network to the institutions of higher education. The digital resource development and utilizing the digital resource into quality certified programmes and courses need to be fully exploited by the universities.

7.10 Increased focus on Vocational Education

Even after achieving a GER of 30%, there would be 150 million or more youth who would require vocational education. Thus, a concerted strategy of vocationalisation with the following components would be necessary:-

- Vocationalisation through short and medium term training for skill formation with one and two year diplomas/associate degrees (sub degree or diplomas of various duration) may be considered in (a) degree imparting technical or general colleges, (b) polytechnics, community colleges, vocational colleges.
- A target of 50% enrolment in vocational education sector of higher education by 2020 may be attempted.
- A national level body to promote, maintain standards, define qualifications and issue guidelines to universities and colleges to maintain standardization for vocational courses may be established.
- Flexibility and mobility between diploma and degree needs to be encouraged through **National Educational Qualifications Framework.**

7.11 Strategic Participation of Government and Encouragement Private Investment

- In 2007-08 total enrolment in higher education is estimated at 17 million of which enrolment in government institutions account for 51%, government aided institutions account for 26% and private institutions account for 23% enrolment. In technical and professional courses, Government institutions account for much less percent enrolment (16%).
- Strategic role of government in creating additional institutions at degree and diploma level programmes to support expansion is warranted.
- Government intervention should be focused on disadvantages communities, minorities, women and educationally backward regions.
- Substantial role of private sector at diploma/degree programmes must be recognized. Barriers to entry should be overcome with standards and fair and equitable entry policies to be regulated by independent regulators.

7.12 Additional Infrastructure in Existing State Universities and Colleges

The bulk of enrollment in higher education takes place in universities and colleges supported by the state Governments. Therefore, an assessment of critical infrastructure and additional infrastructure for capacity creation (including branch campuses) in State universities and government and government aided colleges and support during XII and XIII Plan is absolutely necessary to support expansion.

7.13 Faculty Development

- Inner life of a university and a college centers on teachers. Teachers are active agents of change. Development strategy must take teacher development or professional growth into account.
- Different strategies may be formulated including Brain Gain Policy, attracting NRIs/PIOs;
- Attracting young Post-Graduates and Doctoral students to teaching;
- Enhancing autonomy of institutions in filling faculty positions and greater utilization of scientists and technologists available with Research Laboratories or in Industry;

- Human Resource Planning and Management Centre in Higher Education at the level of Centre with centres/departments at the level of universities with appropriate autonomy may be established with a view to assess teacher requirement and plan for the professional growth of teachers through research and faculty development programmes such as seminars, training, workshops, incentive and award schemes.
- The Academic Staff colleges may be subsumed within it or upgraded to the level of HRPM Centre.
- Extensive use of Technology must be made to supplement the face-to-face contact of teachers and students.

7.14 Strategy for Equity and Inclusion

- Expansion path requires that students from all social groups should be represented in different disciplines, particularly in science, technical and professional, in higher education. Besides regions with deficient institutions need to be focussed to ensure equity and regional balanced development in higher education. Appropriate strategy and action plan is required to achieve equity along the path of expansion.
- Special programmes for students belonging to SC/ST /OBCs/Minorities and Women, particularly, providing them hostel facilities and scholarships/loans to pursue higher education.
- Establishment of National Education Finance Corporation would be an important step towards financing at concessional rates.

7.15 Quality Enhancement and Excellence

Excellence along with expansion is the need of 21st century knowledge economy. In 21st century multi-disciplinarity and inter-disciplinarity are the basis of knowledge creation, though on strong foundation of disciplinary (basic) subjects. A careful choice of small core and periphery is now extremely necessary to encourage knowledge generation in frontal areas. Establishment of Innovation Universities will be a step in this direction.

Governance and academic reforms mentioned earlier in Chapter V and Section 4.15 respectively need to be carried forward. Some important interventions include;

- Creation of a National Commission of Higher Education & Research
- Mandatory Assessment & Accreditation of institutions
- Prohibition of unfair practices
- Entry and Operation of Foreign Education Providers
- Establishment of Education Tribunals
- Electronic Data Base of contents as also academic qualifications
- National Education Qualification Framework
- Academic Reforms at Institutional Level

There is a need to develop academic leaders for our universities and colleges. Wide ranging programmes for academic leadership development would need to be developed.

7.16 Research and Innovation

Innovation universities are already being planned and have been mentioned above. In addition, Composite research universities of small core and periphery with focus on research (but also teaching as necessary component of it) need to be promoted in India.

Sector Innovation Councils with focus on providing platforms for innovation right from school to higher education, need to be developed along with at least 50 centres of innovation in different institutions of higher learning.

There is a need for greater cooperation between the higher education system and different ministries and organizations involved in scientific research so as to take advantage of synergies amongst them.

Appropriate amendments should be made in the Copyright Law to foster creativity and to keep it in harmony with WIPO features.

7.17 Internationalisation of Higher education

Globalization has forced nations to exploit new opportunities where integration of economies is taking place through various market and non market forces. Internationalization of higher education is emerging as a new phenomenon to exploit new opportunities in the higher education sector and through its linkages in the labour, capital and product markets as

well. Need is felt to have a proper and proactive policy of internationalization in the higher education so as to support the process of production and distribution of knowledge in Indian universities and help nation building through application of knowledge. Given the high reputation of Indian institutions, new avenues of international cooperation need to be explored.

7.18 Book Promotion and Reading Habits

Books are a perennial source of information, knowledge, wisdom, pleasure and inspiration. That is why, they are considered an essential part of the civilized society. A National Book Promotion Policy would be developed with a vision to make our society a knowledge society, imbued with an awareness that comes from reading of books and by imbibing the positive ideas embedded in them.

7.19 Development of Indian languages

National Translation Mission will be strengthened and initiative would be taken for development of Sanskrit, Classical language, Tamil & Kannada and other Indian Languages.

CHAPTER VIII

IMPLEMENTATION OF PLAN

The strategic interventions have already been discussed in Section 7.6 to 7.18 of the preceding chapter. The ensuing Five Year Plans must address these challenges on a priority basis focusing on expansion with equity and excellence. They must address simultaneously the issues of increasing enrolment in universities and colleges especially the high end institutions like the IITs and IIMs. Access to high quality institutions is extremely important for equity since they also provide opportunities for the economically and socially disadvantaged to advance themselves. Problems of varying standards, outdated syllabi, inadequate facilities, and most of all the need to create an environment with appropriate structures that will attract top class faculty and stimulate research and innovation, needs to be addressed and met urgently. This will require a complete restructuring of existing systems of governance along with academic reforms. Achievement of these objectives will require a substantial increase in resources devoted to this sector and successive annual plans will have to provide rising levels of budgetary support. However, this must be accompanied by generation of internal resources. Simultaneously, efforts should be made to develop a wider merit-cum-means based loan and scholarship programmes through the banking system and other agencies. The involvement of private sector and philanthropy also needs to be encouraged.

The following implementation plan is proposed for translating the strategic plan of the Department of Higher Education into reality.

Initiative	Key Milestone	Timeline
Enhancing Gross Enrolment Ratio to 30%	Governance reforms in regulatory bodies and creation of National Commission for Higher Education and Research.	During XI Plan
	Extensive use of technology and open and distance learning	During XI, XII and XIII Five Year Plans
	Initiatives for Faculty Development	During XI, XII and XIII Five Year Plans
	Appropriate structural interventions to	-DO-

	encourage participation of private sector in higher education.	
	Encourage setting up of institutions under PPP mode	-DO-
	Intervention for attracting FDI in higher education	-DO-
	Pursuing the State Governments for active cooperation for setting up new institutions particularly in regions where GER is less than the national average.	-DO-
	Incentivisation of existing state universities and institutions	-DO-
	Increased focus on Vocational Education and Skill Development	-DO-
	Early finalization of proposal for establishing Education Finance Corporation and/or new ways of financing.	During XI Plan
Equity and Inclusion	Interventions for SC/ST/OBC/Minorities including scholarships and hostels	During XI, XII and XIII Five Year Plans
	Interventions for increasing participation of women including scholarships and hostels	-DO-
	Interventions directed at Differently Abled Persons	-DO-
	Covering more and more students under Education Loan	-DO-
Quality Enhancement, Research and Innovation	Setting up of Innovation Universities	During XI and XII Five Year Plans
	Vigorous follow up of ICT Mission and development and use of e-content.	-DO-
	Setting up of Sector Innovation Councils and Centres of Innovations	-DO-
	Active collaboration with scientific Ministries and research organisations	-DO-

	Encourage multi-disciplinary and inter-disciplinary studies in institutions of higher learning	During XI, XII and XIII Five Year Plans
	Review of existing Research Councils and making them more effective	During XI Plan
	Implementation of Technical Educational Quality Improvement Programme	DO
Governance and Academic Reforms	Governance reforms in regulatory bodies and creation of National Commission for Higher Education and Research.	-DO-
	Academic/governance reforms at the institutional level including greater autonomy to institutions, introduction of credit transfer system, curricular reforms, digitization of academic content, student mobility, modernization of libraries	Continuous process
	Legislation for Entry and Operation Foreign Educational Institutions	During XI Plan
	Mandatory Assessment and Accreditation in Higher Education institutions	-DO-
	Prohibition of Unfair Practices in Education	-DO-
	Setting up of Education Tribunals to settle the disputes in the educational institutions	-DO-
Vocational Education and Skill Development	National Vocational Educational Framework	-DO-
	Skill Development through community colleges	During XI, XII and XIII Five Year Plans
	Financial assistance for setting up of new polytechnics/community colleges	-DO-
	Financial assistance for upgradation of existing polytechnics	-DO-
	Setting up of polytechnics through PPP mode and private funding	-DO-

	Introduction of diploma courses in the evening shift	During XI Plan
Internationalisation of higher education	Promotion of Indian educational institutions abroad, linkages with higher educational institutions of other countries, equivalence of qualifications, membership of different international accords for qualification framework, mobility and welfare of students, pro-active role in UNESCO and setting up of international institutions in India including Mahatma Gandhi Institute of Education for Peace and Sustainable Development as a Category I institute of UNESCO and new Category-II institutes of UNESCO.	During XI and XII Five Year Plans
Book Promotion and Reading Habits	Formulation of National Book Promotion Policy and its implementation.	During XI Plan
Promotion of Indian Languages	Strengthening of National Translation Mission, Promotion of Sanskrit, Promotion of Classical Languages Tamil and Kannada, Special Programmes for endangered languages.	During XI and XII Five Year Plans

CHAPTER IX

REQUIREMENT OF RESOURCES

There is a mismatch between demand and supply in the education sector. The National Policy of Education, 1986 (as modified in 1992) states that in the interest of maintaining standards and for several other valid reasons, the commercialization of technical and professional education be curbed. However, Government favours active support and involvement of private participation for funding and management of educational institutions subject to reasonable surplus earned being ploughed back for development of the institutions.

2. Expenditure on education has shown a continuous upward trend with few ups and downs. As a percentage of GDP, the education budget has increased from 3.37% in 2004 to 2005 to 3.78% in 2008-2009. The educational expenditure as % of GDP is still below 6% and all stake holders must work together to raise this position to 6%. Education being a subject on the concurrent list, both central and state govt contribute in this sector.

3. National Knowledge Commission (NKC) has made suggestions to modify tax laws and Trust laws.

4. There is a need to promote private investment in higher education which can be attracted particularly in those educational programmes which offer greater employability. To attract private investment, it is necessary that regulatory barriers are minimized while at the same time maintaining quality standards.

5. In order to overcome the financial constraints for development of higher education sector, the following actions are proposed apart from enhancing public spending on education.

- (i) Setting up of National Education Finance Corporation
- (ii) Encouraging private initiatives in the educational fields
- (iii) Setting up institutions under PPP mode
- (iv) Attracting FDI in higher education
- (v) Initiatives to encourage contributions from Alumni and Philanthropic endowments

CHAPTER X LINKAGES BETWEEN STRATEGIC PLAN AND RFD

The implementation of the proposed strategic plan is broadly in tune with the Vision, Mission, Functions and Objectives of the Department of Higher Education, as stated in its RFD. However, the strategic plan goes beyond the scope of RFD, in view of its longer time horizon of 5 years instead of 1 year for RFD. The revised timelines as well as the priority levels of various policy options of the proposed strategic plan have been brought out in the Implementation Plan,

CHAPTER XI CROSS DEPARTMENTAL AND CROSS FUNCTIONAL ISSUES

Expansion, inclusion and rapid improvement in quality throughout the higher and technical education system by enhanced public spending and major institutional and policy reforms are the core factors for the Department of Higher Education.

Government has also proposed to give financial assistance for construction of women's hostel and to improve existing infrastructure facilities like libraries availability adequate books, hostels, teaching material availability of computers, etc.

Emphasis has also been laid on faculty development so that they are up to date and there should be no gap in the knowledge. Steps have also been taken for enhancing the retirement age of teachers in the universities from 65 to 70 years to enable to retain qualified personnel as well as to attract qualified persons from the open market.

As already mentioned, there is a great need for collaboration with scientific ministries and research organizations to promote synergies in the area of research and innovation.

Improving the secondary school enrollments and the quality of school education would be an important factor impacting the growth of higher education.

CHAPTER XII

MONITORING AND REVIEW

Successful and effective implementation of the strategy will depend on close and periodical review of the progress of attainment of the targeted results. This will depend on a monthly monitoring of the reports being filled up and submitted in the RFD format. The reporting in RFD format has to be computerized and uploaded on the intra-net system of the Department. A senior officer of the Department would be made specifically responsible for collecting, entering and updating the entries made in the online tracking and monitoring of the RFD format. She/he would also review every month, the actual performance as reflected in the overall monthly performance indicator data and take corrective steps where necessary.

The Annual Report to the Nation would be an important mechanism of communicating departments' endeavour to the people in order to get their feedback. The fora of Central Advisory Board of Education as well as State Education Minister's Conference would also be utilized for better coordination amongst stakeholders as also for review.

Since 2011-12 will be the terminal year of the current XI Five Year Plan, this Strategic Plan would be reviewed during the formulation of XII Five Year plan by the Planning Commission and necessary modifications in strategy would be made in keeping with the priorities of the XII Five Year Plan.
