

Higher Education

Report of Task Force on Higher Education



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Department of Higher Education
Govt of Odisha



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“The challenge is immense, but the potential gains are commensurate with the challenge. Through their research, teaching, and institutional citizenship, a new set of great universities will strengthen this society, and the people of India - and of the rest of the world - will reap the benefits.”

*Keynote address by Prof Richard C. Levin,
President, Yale University, USA at FICCI Higher Education
Summit November 6, 2009, New Delhi*

PREFACE

Task Force on Higher Education was constituted by the Government of Orissa on 7th October 2009. During a short period of four months the Task Force has completed eighteen interactive sessions, two State Level Workshops and five Regional workshops, one each in North, South, East, West and Central Regions of the State. In addition to this, sectoral consultations were organized for stakeholders of School and Mass Education, Industry, Medical, Agriculture and Management sectors. The suggestions of the members of the Task Force and citizens from all sectors of the civil society were received through emails, surface mails, written submissions and discussions across the table. The Task Force has taken into consideration all these in the preparation of the Report.

The Report embodies the collective endeavour of the members of the Task Force and the stakeholders of regional consultations and the key recommendations of the Task Force is in three major areas, namely - Restoration, Expansion and consolidation covering the periods of 2010-12, 2012-17 and 2017-22 respectively. The principles of expansion, inclusion and excellence as suggested by the prime minister and other have been the guiding basis of the deliberations and the outcomes.

It is needless to say that our Hon'ble Chief Minister Shri Naveen Pattnaik has initiated this great endeavour for which people of Orissa will be grateful to him. The Task Force is thankful to all those who have taken part in its work. Special thanks are due to Hon'ble Minister of Higher Education Shri Debi Prasad Mishra whose dynamic leadership has created wide awareness in the whole State about the role of Education in bringing about social transformation and to Shri Madhusudan Padhi, Commissioner-cum-Secretary, Dept. of Higher Education and Member-Convener, Task Force for his keen interest and participation in most of the workshops.

We wish to express our deep sense of gratitude and thankfulness to Dr. Sam Pitroda, Chairman of the Knowledge Commission and Advisor to Prime Minister of India on Public Information, Infrastructure and Innovations for his valuable suggestions during his address to the Task Force members on 16th January 2010.

The Task Force also expresses its thankfulness to Hon'ble Ministers Shri Prafulla Ch. Ghadei and Shri Prasanna Acharya, the Commissioner-cum-Secretary, Dept. of Industry Shri Saurav Garg, the Commissioner-cum-Secretary, Health & Family Welfare Mrs. Anu Garg and Mrs. Vandana Kumari Jena, Principal Secretary to Govt., Dept. of School & Mass Education for taking part in consultative meetings and evincing keen interest in the deliberations. The Task Force acknowledges the support of infrastructural facilities provided by Shri Pratap Chandra Acharya, Director and Mrs. Soundarya Manjari Das, Secretary, Orissa State Bureau of Text Book Preparation and Production

The deliberations of the Task Force would not have been possible without the support base provided by the team of Human Development Foundation (HDF). In particular our thanks are due to Shri Dharendra K. Roy, Prof. Dhanada Kanta Mishra and Shri Sudarsan Das for their expertise and cooperation.

We would like to thank the Vice-Chancellors of all the universities of the State who have given valuable suggestions for planning Higher Education in Orissa. They have also done a commendable job as hosts for the State-level and Regional Consultative workshops. We also thank Prof. M. Chakrabarty of IIT, Bhubaneswar, Prof. T. Chandrasekher of NISER and Dr. B.K. Mishra of IMMT for their interest and cooperation.

Prof. D.K. Ray, Secretary of the Task Force has been coordinating and organizing various activities with the research support provided by Dr. Pranay K Swain, Senior Consultant and support from Shri Ajit Dash, Shri Narayan Ch. Barik and Shri Dillip Sabat. We have a word of praise for them.

We wish to thank all the members of the Task Force and the special invitees for their candid views on higher education. The research and inputs of Prof. Chitta Baral of Arizona State University, USA have been spectacular. We are thankful to him for his keen interest in our endeavour.

Prof. L.N. Mishra, Prof. D.V. Ramana, Dr. D.P. Ray, Prof. Bhagbanprakash, Prof. Abani Baral, Prof. K L Chopra, Prof. Damodar Acharya, Prof. Priyambada Mohanty Hejmadi, Prof. Gokulanand Das, Mr Rajib Sahoo, Prof. Susmit Pani, Prof. Faizan Mustafa and members of the Inspection Teams deserve special thanks for their continuous help and cooperation. We wish to thank the print and electronics media for their sustained interest in the deliberations of the Task Force.

Prof. (Dr) Trilochan Pradhan, Padmabhusan
Chairman, Task Force on Higher Education
Government of Orissa.

Acronyms

AICTE	All India Council for Technical Education
CSIR	Council for Scientific and Industrial Research
DAE	Department of Atomic Energy
DHE	Department of Higher Education
DIT	Department of Information Technology
DRDO	Defence Research and Development Organization
EDB	Education Development Bank
GER	Gross Enrolment Ratio
GDP	Gross Domestic Product
GSDP	Gross State Domestic Product
GoO	Government of Orissa
HE	Higher Education
HEC	Higher Education Council
ICSSR	Indian Council for Social Sciences Research
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IISc	Indian Institute of Science
IISER	Indian Institute of Science Education and Research
IIT	Indian Institute of Technology
IIIT	Indian Institute of Information Technology
ITI	Industrial Training Institute
KIIT	Kalinga Institute of Industrial Technology
MCL	Mahanadi Coalfields Ltd.
MoHRD	Ministry of Human Resource Development
MoU	Memorandum of Understanding
NALCO	National Aluminium Company

NCHER	National Council for Higher Education and Research
NHEFC	National Higher Education Finance Corporation
NISER	National Institute of Science Education and Research
NIT	National Institute of Technology
NLUO	National Law University, Orissa
NPTEL	National Programme on Technology-enhanced Learning
NSS	National Sample Survey
NTPC	National Thermal Power Corporation
OPEPA	Orissa Primary Education Programme Authority
OPSC	Orissa Public Service Commission
OSHEC	Orissa State Higher Education Council
OUAT	Orissa University of Agriculture and Technology
PG	Post Graduate
PPP	Public Private Partnership
PVC	Pro Vice Chancellor
RBI	Reserve Bank of India
RMP	Rural Medical Practitioner
SC	Scheduled Caste
SIT	State Institute of Technology
SPA	School of Planning and Architecture
ST	Scheduled Tribe
UG	Under Graduate
UGC	University Grants Commission

Contents

Executive Summary		1
Chapter I		5
Introduction		5
1.1	The Great Tradition	5
1.2	Progress of Education	5
1.3	Present Scenario of Higher Education	6
1.4	New Initiative in Higher Education	7
1.5	Key Challenges	8
1.6	Thrust Area	9
1.7	Action Plan	9
Chapter II		12
Process of Task Force : Consultation		12
2.1	Regional Consultation Workshops	12
2.2	Brainstorming Sessions	13
2.3	Consultation with Different Stakeholders	13
2.4	Sectoral Consultations	14
2.5	Interactive Session with Dr Sam Pitroda	15
Chapter III		16
Recommendations		16
3.1	Plans for Restoration and Preparation for Expansion	17
3.2	Plans for Expansion	18
3.2.1.	Creation of New Universities and Institutes of Higher Learning	18
3.2.2.	Creation of New Unitary Universities through Upgradation	18
3.2.3	Creation of New Colleges	18
3.2.4	Dispersal of Existing Universities and Restructuring Autonomous Colleges	20
3.2.5.	Creation of Research Centres (Centres of Excellence)	22
3.2.6	Technical and Professional Education	25
3.2.7	Other Recommendation	27
3.2.8	Rejuvenating the Doctoral Programmes	27

3.2.9.	Governance	28
3.2.10	Finance	29
3.2.11.	Training of College Teachers/Teaching-Learning Transaction	33
3.2.12.	Technology Enabled Learning : Improvement of Quality i Higher Education	34
3.2.13.	Syllabus	35
3.2.14.	Examination	35
3.2.15.	Physical Education in Institutions of Higher Learning	35
3.2.16.	School Education	36
3.2.17.	Create Special Education/Knowledge Corridor	36
3.3.	Plans for Consolidation	37
3.3.1.	Enhancement of Quality of Education	37
3.3.2.	Quality Assurance Cell	38
3.3.3.	Need for Value Orientation of Higher Education	38
Chapter IV		39
Conclusion: The Road Ahead		39
Annexure		
Appendix		
I.	Perspective Plans : 2010-2022	
II.	Draft Higher Education Policy	
III.	Govt. Notification on the Task Force on Higher Education	

Executive Summary

Task Force on Higher Education was constituted by the Government of Odisha on 7th October 2009 under the chairmanship of Prof. Trilochan Pradhan as requested by the Minister of Higher Education, Tourism and Culture, Sri Debi Prasad Mishra. The mandate of the Task Force was to prepare two annual plans for years 2010-11 and 2011-12, two five year perspective plans corresponding to the 12th and 13th plan periods respectively as well as a draft higher education policy. During a period of four months the Task Force completed eighteen interactive sessions, two State Level Workshops and five Regional workshops, one each in North, South, East, West and Central Regions of the State. In addition to this, sectoral consultations were organized with stakeholders of School and Mass Education, Technical, Medical, Agriculture and Management sectors. The suggestions of the members of the Task Force and citizens from all sectors of the civil society have been received through email, surface mail, written submission and discussions across the table. The Task Force has taken into consideration all these in the preparation of the report. The report embodies the collective endeavour of the members of the Task Force and the stakeholders of regional consultations.

The key recommendations of the Task Force are in three major areas, namely Restoration, Expansion and Consolidation covering the periods of 2010-12, 2012-17 and 2017-22 respectively. Expansion, inclusion and excellence have been the guiding principles of the deliberations of the consultations.

Key Recommendations

- 1. State Council of Higher Education (OSCHE):** A State Council of Higher Education, in the lines of the NCHER, needs to be created. Financial provision must be made in the budget for creation of the council in the coming financial year. Many of the recommendations of the Task Force would be implemented by the OSCHE.
- 2. Delinking Higher Secondary (+2) from the ambit of Higher Education:** The +2 classes need to be separated from the degree colleges. Budgetary support to augment infrastructure and funding from Rastriya Madhyamit Sikhsya Abhiyan (RMSA) may be used to make this a smooth transition.
- 3. Degree Colleges:** All degree colleges should adopt semester system and choice based credit programmes. All vacant posts must be filled with permanent staff. Selected autonomous colleges may be made into branch campuses of universities. Teachers should be regularly evaluated to ensure accountability.

4. Universities: Model University Act. Statutes should be drafted so that universities may use their autonomy for better governance. All regular vacant positions of the universities should be filled up on a priority basis. Faculty need to be regularly evaluated to ensure accountability. Programmes of the universities need to be revamped and choice based credit system may be followed. Each university campus should have about 50 affiliated colleges and a few identified research centres. Each university must have up-to-date web site with all information about the university.

5. New State Universities and Branch Campuses: A number of new affiliating universities, unitary universities, branch campuses of existing universities, a new University of Management Education and a new State Open University have been recommended. Suggestions for locations of these institutions have been received in the consultation process after assessing the educational need. An expert committee may be formed to look in to these and come up with final locations based on the detailed project report based on feasibility.

6. Attract Private Edupreneurs: Private universities should be established through Acts passed by the state legislatures.

7. Set up Research Centres: Establishment of research centers of excellence in various areas of local relevance must be pursued and these should be affiliated with the existing universities and institutions of national importance such as IIT, NISER, IIIT etc. Central funding for the same must be vigorously pursued to strengthen the existing and planned research centers.

8. Enhance Quality of Education: All plans for expansion must have a major thrust on enhancing quality of education. Hence due care must be taken for developing skills of teachers for enhancing teaching-learning transaction, creating conducive academic environment, improving the learning infrastructure, putting technology enabled learning into practice wherever possible, reforming examination systems, need-based revision of curriculum, etc.

9. Engineering Colleges: The existing state funded engineering colleges need to be revamped and their vacant positions need to be filled at the earliest. In addition 5 new State Institutes of Technologies have been proposed in the model of NIT with a focus on post-graduate education to mainly cater to the faculty needs in the state.

10. Medical Education: By 2022 each of the 13 undivided districts of Odisha should have one operational medical college, be it private, state funded, or PPP based. The three major medical colleges of the state should be upgraded to affiliating Health University status so that institutions in medical and allied subjects such as nursing and pharmacy etc. can be brought under their fold. A Rural Health Practitioner (RMP) program should be introduced in conjunction with all district hospitals to address the critical shortage of medical practitioners in the rural areas of the state.

11. Skill and Vocational Education: Odisha should create a community college system imparting skills that are in demand and providing opportunities for distance education, non-conventional career progression, developmental education, and continuous learning.

12. Education Development Fund: Financial mechanisms need to be devised so that all deserving students can access the opportunity to pursue higher education and finance should not be a constraint. Similarly no educational institution should suffer from lack of long-term low interest capital to pursue their goals of development. For this purpose, Education Development Fund should be set up along the lines of the Educational Financing Corporation being contemplated by the central government to enable infrastructure development as well as provide study loans.

13. From Mineral Resources to Human Resources: All private and public sector companies that are using Odisha's mineral resources must be encouraged to contribute in creating higher education institutions.

14. Public Private Partnership: Encourage public-private partnership mode to set up institutes of higher learning. The proposed OSCHS needs to have a mechanism to monitor and regulate such efforts for the larger interest of all the stakeholders.

15. Financial Implication: The Task Force proposes that the State funding for Higher Education must increase to meet the cost of proposed expansion. The Task Force has estimated resource requirement of about 55000 crores over a period of 12 years to implement its recommendations at current prices. Similarly it is estimated that similar amounts may be generated through private sector projects and centrally funded projects.

16. Taking advantage of the Central Government Schemes: Taking advantage of the central government's ambitious plan to achieve 30% GER by 2020, the state should seek all available resources under different schemes such as those for establishment of National Innovation University, IIM, National Institute of Design, Model colleges in Educationally Backward Districts, Tribal University etc. Besides all effort must be made to emphasize the special need of the state to develop its infrastructure in the remote tribal areas and priority funding must be.

Phases of Implementation

The Task Force proposes the following plan for implementation of the above recommendations:

- i. Restoration and Preparation for Expansion (2010-12)**
 - a. Separation of +2 from higher education and integration in School Education
 - b. Filling up of vacancies in regular positions
 - c. Setting up of Model colleges in educationally backward districts
 - d. Initiate the establishment State Council of Higher Education and other legislative actions needed to carry out the recommendations.

- e. Set up communication laboratories and high speed broad band internet access
- f. Set up Management Information System and e-admission
- g. Prepare ground for rapid expansion

ii. Rapid Expansion (2012-17)

- a. Set up new affiliating Universities and institutions
- b. Set up Unitary Universities by up-gradation of existing institutions
- c. Set up branch campuses
- d. Take initial steps for setting up research centres

iii. Consolidation (2017-22)

- a. Expand Technology Enabled Learning
- b. Strengthen quality initiatives
- c. Strengthen governance through State Council (OSCHE)
- d. Mobilisation of additional resource

The Task Force has taken note of the hopes and aspirations generated through the whole process of its activities. The major recommendations based on the inputs received from the stake-holders centre around three important areas: i) Creation of new institutions, ii) financing of higher education and iii) bringing governance reforms. Hence the Task Force recommends to set up a committee to advise the Government to work out further details.

Chapter I

Introduction

1.1 *The Great Tradition*

Odisha is a land of art, architecture and culture. It has a rich history of maritime trade. It has a tradition of educational activities that speak of its pursuance of excellence. The ruins of the sixth century Puspagiri University with its campuses at Lalitgiri, Udayagiri and Ratnagiri, believed to be bigger than Nalanda, stands witness to this. The magnificent temples of Bhubaneswar, Puri, Konark and different places throughout Odisha speak of great centres of civil engineering, art, architecture and sculpture.

At the time of British occupation of Odisha, in 1803, there existed about 3000 pathshalas with 25,000 students in Cuttack and Balasore districts alone and large number of such centers in remote Godjat areas.

1.2 *Progress of Education*

In modern times (19th & 20th century), the British government and Christian missionaries established schools and colleges culminating in the prestigious Ravenshaw College with highly qualified teachers. The college produced graduates who manned administration in Odisha and other states of India, became artists and poets, scientists, teachers and public figures. Subsequently, many other colleges came up in semi-urban and rural areas enabling economically poor students to get access to higher education and climb up the social ladder. The progress of Higher Education got a new impetus with the opening of Utkal, Sambalpur and Berhampur Universities which promoted quality education. Regional Universities such as North Odisha University and FM University have been added. Now new Universities for technical and management education are making a significant contribution to Higher Education. In fact, Biju Pattnaik University of Technology (BPUT) is a step in this direction. Today bright students from Odisha join the Central Universities at Hyderabad, Delhi and Bangalore. Post-graduates and Ph.Ds from Odisha are in great demand in research laboratories of DAE, DRDO, CSIR etc. They have made a name in these institutions. Students from Odisha have built up their reputation as research-scholars, scientists, doctors and engineers in USA, UK and other Western countries. They are also contributing their expertise to the industrial and other allied sectors.

Recently several institutions have come up. Therefore, it is necessary to keep up the tempo of academic growth through expansion of education at all levels in the State to create opportunities of growth in the global competitive environment. Odisha offers vast potentialities for growth and development of the quality of Higher Education. For instance, Bhubaneswar, the State Capital is emerging as a preferred educational and industrial hub. In reality, Odisha's greatest strength lies in its multiculturalism enhanced by eco-tourism, rich mineral resources, industrial development and the ethical substratum for integrating a diverse society. Its salubrious climate, eco-friendly environment and hospitality have attracted a good number of private sector investments in the industrial sector.

These are positive factors for the fast development of the state. This will spur the state to stride new heights of development through quality education and technology innovation. The large inflow of investment in various sectors also has a strong impact on growth prospects of Higher Education.

1.3 Present Scenario of Higher Education

At present there are 12 State Universities, one Central University, 3 Institutes of National importance (IIT/ NIT/ NISER), 2 Private Deemed Universities, 43 Govt. Colleges, 262 Aided Non- Govt. Colleges, 308 Unaided Colleges, 142 professional colleges, 164 Sanskrit Colleges and 31 Law Colleges (Dept of Higher Education, Govt of Odisha, 2009¹). In addition to these state has AICTE approved 68 Engineering/ Technology, 29MBA,37 MCA,10 Agriculture and allied, 15 pharmacy and 15 PGDM Colleges (<http://pib.nic.in>) detail list of funding wise type wise degree colleges has been put in the annexure. The enrolment scenario in Odisha stands at 2,81,686 at junior level, 1,96,287 at degree level, 3,496 at Post-graduate level and 3,347 in professional colleges (Department of Higher Education, Govt. of Odisha, 2010). These numbers put tremendous pressure on the existing institutes of higher education thereby calling for a careful assessment of the existing situation and measures to expand the scope of Higher Education with its essential parameters of **excellence, equity and inclusion**.

Table 1.1: Existing Affiliating Universities in Odisha

University	No. of Affiliated/ Constituent College	District under its jurisdiction
Utkal University	332	Angul, Cuttack, Dhenkanal, Jajpur, Jagatsinghpur, Kendrapara, Khurda, Nayagarh, Puri
Berhampur University	91	Ganjam, Gajapati, Koraput, Malkangiri, Nawarangpur, Phulbani, Rayagada
Sambalpur University	177	Baragarh, Bolangir, Boudh, Deogarh, Jharsuguda. Kalahandi, Nuapada, Sambalpur, Sundergarh, Sonepur, Athamallik Sub-Division of Angul
Fakir Mohan University	63	Balasore, Bhadrak
North Odisha University	69	Mayurbhanj, Keonjhar
Biju Pattnaik University of Technology (BPUT)	149	All 30 District
Jagannath Sanskrit University Puri	165	All 30 District
Utkal University of Culture	37	All 30 District
Odisha University of Agriculture and Technology, Bhubaneswar	9	-

Unitary Universities:

Ravenshaw University, Cuttack
 VSS University of Technology, Burla
 National Law University, Cuttack

Deemed Universities:

KIIT University, Bhubaneswar
 Siksha O Anusandhan University, Bhubaneswar

Central Universities and other Institutes of Importance :

Central University, Koraput
 Indian Institute of Technology, Bhubaneswar
 National Institute of Scientific Educational Research, Bhubaneswar
 National Institute of Technology, Rourkela
 Institute of Physics, Bhubaneswar
 Institute of Life Sciences, Bhubaneswar
 Institute of Minerals and Materials Technology, Bhubaneswar
 Regional Institute of Education, Bhubaneswar
 Central Institute of Freshwater Aquiculture, Bhubaneswar
 Regional Medical Research Center, Bhubaneswar

As the national priorities for expansion of education for social transformation are gaining ground, Odisha should be in the frontline of educational expansion. In view of this, the Task Force recommends the following actionable steps for rejuvenating and reforming Higher Education

1.4 New Initiatives in Higher Education

Keeping in view Government of India's recent focus on all sectors of education, Government of Odisha constituted the Task Force on 7th October 2009 with the objective of preparing a State "Perspective Plan Document for Higher Education" which would (a) take into account the present scenario in all sectors including Industries, Agriculture and Medical and suggest ways and means to improve the situation to bring it at par with international standards, keeping in view Equity, Excellence and Inclusion (b) suggest draft Higher Education Policy for the state and (c) prepare two annual action plans (for 2010-11 and 2011-12) and two Five Year perspective plans for the state corresponding to the 12th and 13th Five Year Plans up to 2021-22.

In preparing the "Document" the Task Force has kept in mind the "Knowledge Commission" initiatives which are contained in its note to the Prime Minister of India on November 29, 2006. In this note, the Commission has recommended (a) Creation of 1500 Universities in the next 8 years, (b) Establishment of 50 National Universities in the next 3 years

(C) Establishment of Independent Regulatory Authority for Higher Education and (d) Development of comprehensive Deprivation Index that would ensure benefits to deserving SC, ST and OBC students. In addition to this, we have taken into consideration the initiatives suggested in Kothari Commission report and the latest report of Yashpal committee on 'Renovation and Rejuvenation of Higher Education'.

The Task Force has also taken a note of Government of India's Eleventh Five Year Plan provision for education which encompasses among other initiatives that include establishment of (a) 370 new colleges in districts with low Gross Education Enrolment (b) 30 new Central unitary universities (c) 8 new IITs (d) 7 new IIMs (e) 5 new IISERs (f) 2 SPAs (g) 10 NITs (h) 20 IIITs (i) 50 centres for research and training in frontier areas.

The Task Force also recognises that the State of Odisha has so far got one Central University, one IIT, one NISER and one NIT.

These are certainly welcome steps for the expansion of Higher Education in Odisha. In addition to these, the State Government should try to attract a large chunk of Central Government's new educational institutions in Odisha. In this context, an analysis of the present state of Higher Education in the State needs to be made for giving a new thrust to the educational policy planning, funding and expansion programmes.

1.5 Key Challenges

Following key challenges have been identified to be addressed by the task force process:

- ✎ Shortage of Faculty and Staff
- ✎ Dilution of focus on higher education and research
- ✎ Burden of rapidly increasing affiliating colleges
- ✎ Lack for innovation, research and capacity building of teachers
- ✎ Employability of graduates
- ✎ Outdated governance systems
- ✎ Financial constraints for infrastructure
- ✎ Revision of Syllabus
- ✎ Examination System
- ✎ Quality of education

1.6 Thrust Areas

It is important for us to recognize that there is a crisis in higher education in Odisha which runs deep. The Gross Enrolment Ratio for Higher Education in Odisha is reported to be 13.66% (Knowledge Commission Report, 2006) and the time has come to address this crisis in a systematic and forthright manner. As has been mandated by the Govt. of India and subsequently the State Govt., the Task Force aims to propose means and ways to improve the situation and bring it at par with International Standard, keeping **Equity, Excellence and Inclusion** as focus areas. Therefore, as envisaged by the Government, the thrust areas are:

Expansion: It is essential to expand the scope of higher education in Odisha so that all eligible students have a fair opportunity to get access to higher education. We should also aim at improving the Gross Enrolment Ratio which is currently 13.66%. This should increase by 5% in the 11th Plan and to 30% by the year 2020.

Excellence: All out effort should be made to ensure that all the quality parameters laid by relevant accreditation authorities are met by the colleges, universities and institutions of higher education in the State so that the quality of teaching, learning and research becomes nationally and internationally competitive.

Inclusion: The State has to ensure that access to education for economically disadvantaged and socially underprivileged students is enhanced in an effective manner.

As we look at the existing situation, the sanctioned faculty strength in university departments has been reduced to almost half and in some departments to one. That is also the situation in government run colleges. Moreover, in private and aided colleges there is no positioning of staff as per sanctioned strength. The administrative staff strength has also dwindled. The appointment of laboratory assistants has also been discontinued over the years. Before one plans to expand the education sector, it is necessary to take resort to restoration of existing situation. That is, there should be positioning of staff as per the existing yardstick. This is absolutely essential as a prerequisite for achieving excellence in higher education.

1.7 Action Plans

The Task Force recommends a three-phase plan for rejuvenating the academic ambience through specific action plans.

The three phases of the action plans are quick Restoration(2010-2012),Rapid Expansion (2012-2017) and steady consolidation. These should be carefully planned monitored and adequate financial provision be made for effective implementation. In addition to this, at every stage need - based institutional growth should be supported for maintaining excellence across all sectors.

Table 1.2 : Concerns, Challenges and Recommendations

Summary of Concerns, Challenges and Recommendations		
Areas of Concern	Key Challenges	Key Recommendations
Restoration	Dilution of focus on Higher education and research	Separating 10+2 from the ambit of Higher Education and clubbing it with School Education
	Shortage of faculty and staff	All categories of vacant positions in Universities and Colleges be filled up through regular appointment as per sanctioned strength
Expansion	Burden of affiliating colleges	Creation of new affiliating Universities, a University of Management Education and Open University. Creation of new Medical, Engineering, Agriculture, Veterinary and Dairy Colleges across the State
		Creation of new Unitary Universities through Upgradation of some Autonomous Colleges
		Upgrading the three govt medical colleges to affiliating universities Upgrading other autonomous colleges to become branches/ campuses of their parent universities
	Providing Room for Innovation, research and capacity building of teachers	Set up Institutes and Research Centres at different/appropriate places. Introduce Technology Enabled Learning to increase the scope and coverage of higher education. Revamp the Doctoral Programmes. Improve ICT infrastructure and leverage ICT to develop skills of the teachers.
	Ensuring Employability of students	Introduction of new/ job-oriented courses in colleges and Universities. Provision for imparting Communicative English and Soft Skills
Consolidation	Providing Good Governance	Set up Odisha State Higher Education Council and Set up a Separate Accreditation Authority
		Create model university statute for State Universities.

		Strengthen mechanism for management of information systems (e-governance)
		Democratic and transparent governance be ensured.
	Financing Higher Education	Increase public spending and diversify sources of funding. Encourage Public Private Partnership. Educational Development Bank (can be pursued at the Centre for the initial fund) to assist deserving students and also self-financing institutes with low-interest loans.
Excellence/Quality	Keeping the Syllabus up-to-date	Continuous assessment and revision of curriculum.
	Reform in Examination System	Fixed academic calendar and uniform curriculum across the State Semester system across all the colleges/ universities. Introduction of grading system and provision for credit transfer
	Enhanced Quality of Education	Recruitment of teachers be made by a recruitment Board. Service Selection Board must be revamped and strengthened. Depoliticizing Educational Campuses. Attract and retain best talents in the teaching profession. Evaluation of courses and teachers by the Students. Create conducive environment for research and strengthen the alumni associations of institutions. Recruitment of faculties on contract to be done away with. Maintaining good teacher-student ratio. Upgradation of infrastructure with special emphasis on improving libraries and laboratories. Nurturing young talented teachers and providing training on modern pedagogy and innovative research. New initiatives should be taken for Industry-Academia Interface.
Inclusion		Tutorial and remedial classes for the disadvantaged. Liberal scholarship to deserving students from the disadvantaged and underprivileged sections

Chapter II

Process of Task Force: Consultations

The Task Force has been constituted by the Hon'ble Chief Minister of Odisha, Shri Naveen Pattnaik with the initiatives of the Hon'ble Minister of Higher Education Shri Debi Prasad Mishra. The Task Force has sought suggestions from all stakeholders through regional workshops, from academics in humanities, sciences, agriculture, medicine, law, engineering, management, administrators, people's representatives, financial experts, and the public through newspaper advertisements. It has also held discussions with representatives of teachers and their associations. Suggestions have also been received in written form. The State-level workshops were held to deliberate and discuss several issues of concern. In addition, five expert-led fact finding teams with one each from arts, science, engineering/ management, agriculture and medicine have visited selected colleges in Western, Southern, Eastern, Central and Northern Odisha to assess and ascertain the present status of different colleges. This first-hand experience has been immensely fruitful and rewarding.

2.1 Regional Consultation Workshops

Since the needs of different parts of the State vary significantly, the urgency of the requirement was felt to have wider consultation with regional stakeholders to cater to the needs of different regions of the state. Consequently, five regional workshops were held (table-1) to elicit opinion of the intelligentsia and other stakeholders.

Table 2.1: Regional Consultation workshops

Date	Zone	Host
20 October 2009	Sambalpur	Sambalpur University
22 October 2009	Koraput	Vikam Dev College, Jeypore
24 October 2009	Berhampur	Berhampur University
26 October 2009	Cuttack	Ravenshaw University
28 October 2009	Balasore	Fakir Mohan University & North Odisha University

The Hon'ble Minister of Higher Education, the Chairman of the Task Force, the Commissioner-cum-Secretary, Director of Higher Education and some members of the Task Force attended the regional consultation workshops and participated in the deliberations.

Table 2.2: State Level Workshops

Date	Venue	Host
19 October 2009	Pustak Bhavan, Bhubaneswar	Task Force
23-24 December 2009	OUAT Conference Hall	Odisha University of Agriculture and Technology
10 January 2010	Pustak Bhavan, Bhubaneswar	Task Force

2.2 Brainstorming Sessions

The Chairman and the Secretary of the Task Force also held several brain storming sessions with the members of the Task Force and special invitees, at regular intervals, to discuss the progress of the Task Force and gain inputs. One such input was to constitute technical teams to visit different geographical zones and capture the realities of universities and colleges to reinforce the feedback received from the regional workshops. The different sub-committees were formed to examine the aspects of structural configurations, quality parameters, curricular concerns (including teacher-training) and governance issues (including autonomy and regulatory system).

Table 2.3 : Fact Finding Teams

Zone	Convener/Team Leader
East	Prof. (Dr.) Gokulananda Das
West	Prof. (Dr.) L N Mishra
North	Prof. (Dr.) Basudeb Kar
South	Prof. (Dr.) B K Saraph
Central	Prof. (Dr.) Chakradhar Satapathy

The reports and observations of the visiting teams have been further analysed and relevant suggestions have been incorporated in the report.

2.3 Consultation with Different Stakeholders

Further to the regional consultations, a State Level Consultation with Teachers' organizations of Govt. Colleges, Private colleges, Technical colleges and Universities was held at the Task Force secretariat on 18 November 2009. The Presidents and other office-holders from an array of University and College teachers unions and associations participated to flag their concerns and suggest possible solutions. The 2nd Task Force Meeting was held on 21 November at the Task Force Secretariat in which the discussions centred around inputs received from the previous consultations and the going-forward. This was followed by two workshops- Consultative Workshop with School and Mass Education at OPEPA, Bhubaneswar on 27 Nov 2009 and Demonstration by IBooks Institute on Technology Enabled Learning at Pustak Bhawan, Bhubaneswar on 30 Nov 2009. These workshops enriched the Task Force with fresh ideas for upgrading and revamping higher education in the state.

2.4 Sectoral Consultations

The Task Force also envisaged holding sectoral consultations with experts from various technical areas such as: Medical, Engineering, Management, Law, Agriculture, Veterinary, Fishery, Forestry, etc., Resource Persons, Entrepreneurs, Academic Researchers, etc. In addition to these, efforts were made to hold consultations.

Table 2.4 : Sectoral Consultations

Sl. No	Date	Name of consultation	Venue
1.	18.11.09	Consultative Workshop with leaders of Teachers Associations	Pustak Bhawan, Bhubaneswar
2.	27.11.09	Consultative Workshop for Revamping and Rejuvenating Education Sector: Primary, Secondary and Higher Education	OPEPA Conference Hall
3.	9.12.09	Consultative Workshop on Management Studies	Xavier Institute of Management, Bhubaneswar
4.	11.12.09	Higher Education in Orissa Interactive Session on Innovation in Agriculture Sector in Orissa	OUAT, Bhubaneswar
5.	28.12.09	Public-Private Partnership for functioning Higher Education	Hotel New Marion, BBSR
6.	31.12.09	Consultative Workshop on Research and Development & "Academia-Industry Partnerships"	IMMT Conference Hall, BBSR
7.	7.1.2010	Consultative Workshop on Formulation of prospective plans & draft policy on Higher Education Vision Document-2020 Plan strategies in Medical Education & Health Sector.	NRHM Conference Hall, BBSR

A two-day State level Consultative Workshop was held at OUAT, Bhubaneswar during 23-24 December 2009 which witnessed presentations made by eminent academicians, people's Representatives, leaders of various teachers' unions, present and former Vice-Chancellors of various Universities of the state, media persons and intellectuals. The inputs received from different consultations were shared. Subsequently, the Task Force proposed a draft outline of the report and also a drafting committee to finalize the report. Consolidated inputs of various consultations have been placed in the appendix.

2.5 Consultation with Dr Sam Pitroda

The Task Force hosted an interactive session with Dr Sam Pitroda, Advisor to the Prime Minister on Public information, infrastructure and innovations on 16th January 2010. Dr Pitroda shared his candid thoughts and underlined that building infrastructure for knowledge was the very first step towards inclusive growth. He called for a radical approach and out-of-box thinking to turn things around and suggested the functionaries to begin to question the existing paradigm. The Task Force tried its best to incorporate his suggestions on quality education, convergence of research and teaching, encouragement of public-private partnership, use of technology, allowing more autonomy, flexibility and freedom to all vice-chancellors.

The Department of Higher Education through a public notification in leading dailies, appealed to the private citizens to send across their suggestions and inputs for the perspective plan by post and also by email (to hetaskforce@gmail.com). In addition, the official website of the department of Higher Education www.dheorissa.in hosted a dedicated link to the Task Force where a space was created for people to feed in their suggestions.

The response has been overwhelming and the people at the Task Force secretariat have made great efforts to pull out relevant and valuable suggestions. Taking into consideration the suggestions through these consultations, the Task Force has embarked on the preparation of the Perspective Plan Document.

Taking into consideration the suggestions through these consultations, the Task Force has embarked on the preparation of this report

Chapter III

Recommendations

3.0 Introduction

A young population and improvements in school education have put pressure on the Higher Education to expand. Over the past 60 years, it is unplanned proliferation of universities and colleges, rather than proactive, intelligent interventions that have expanded access to higher education. With the recent focus on inclusive growth, there is now a clear direction to the expansion of access (Agarwal, 2009). The existing number of universities, colleges and institutions of higher education is not adequate to meet the varying needs of higher education in different parts of the state. The expansion of the provision of new Institutions will enhance the students' capability and access to Higher Education, research and competitive advantage. It is pertinent that most of our universities are too large to ensure academic standards and providing good governance. Therefore, we need to create more universities in appropriate locations so that these universities are relieved of the burden of larger number of affiliating colleges imparting undergraduate education. In addition to this, innovative initiatives of qualitative expansion should be supported and initiated for transforming Higher Education in Odisha.

In reality, this road map for Higher Education encompasses a long stretch of 12 years' vision for growth. If we are to raise our enrolment to national and international levels, we need to have at least 30 Universities in the State (one per each district). This should be achieved not only by creating new universities but also by upgrading and restructuring the existing undergraduate affiliated college system to create smaller universities and campuses of old universities which would be responsive to change and easier to manage. The concept of small universities is internationally recognized for ensuring excellence at all levels of academic ambience. Moreover, the pressure of growing urban population necessitates creation of new metropolitan institutions.

The number 30 is a long-term goal, and is to be achieved in a phased manner. These would be in addition to universities that could be formed by creating branch campuses of old universities and allowing autonomous colleges to expand into universities.

The Task Force recommends the following initiatives to cater to the needs of demography, demands of access to higher education, Odisha's role in educational leadership, bridging regional disparities and equipping the State with world-class educational leaders in teaching, research and industry-academic interface. Moreover, these initiatives would help creation of a talent pool of skilled professionals for gaining competitive advantage in the global job market. This expansion of facilities is necessary in the larger context of India's demographic profile. It needs to be tapped with courage, vision and patriotism. Odisha should take a leap forward.

The Task Force stresses the need for expansion of the system to facilitate greater access, improvement of the quality of education and inclusion in the interest of equity. This is especially crucial given out current Gross Enrolment Ratio (GER) for Higher Education in the State (percentage of the 18-24 age group enrolled for Higher Education)- 13.66% (Knowledge Commission, 2009, Ministry of HRD and UGC) which is closer to the National average but much lower than 45% in Japan, 52% in UK and 92% in USA. As stated by the Hon'ble Minister of HRD, Govt. of India, " we need to take the

3.1 Plans for Restoration and Preparation for Expansion (2010– 12)

- i. Higher Secondary (10+2) should be delinked from the ambit of Higher Education. This step would enable the Universities and Colleges to concentrate on higher education and pursue teaching and research only. The problems of plus two teachers arising out of separation should be addressed properly. The separation is necessary in the view of the national scenario, preferably the +2 stream should be merged with the school education in a phased manner. The issues of separation of personal, infrastructure and other facilities have to be decided in an amicable manner so as to minimise litigation
- ii. All categories of vacant posts in universities and colleges should be filled up within next two years through regular appointment of teachers, laboratory assistants and other categories of supporting staff as per sanctioned strength/AICTE/UGC norms.
- iii. Provision of funds has to be enhanced through necessary budgetary provisions to meet the increased costs on account of separation and filling up vacancies.
- iv. Initiation of plans for Expansion: Govt has to initiate strategic plans and programmes during 2010-11 and 2011-12 for implementing the expansion programmes recommended by the Task Force.
- v. Initiate action to fill up vacant sanctioned seats in colleges to increase GER.
- vi. Initiate legislative action to set up Odisha State Higher Education Council.
- vii. Initiate Stapes to form Education Development Bank.
- viii. Leverage Technology enabled learning by ensuring broadband connectivity to at least one centre for excellence per District to Start with.
- ix. Set up Language laboratory in college in stages to improve communication skills and employability.
- x. Set up UGC model Colleges in low GER districts
- xi. Take stapes to attract central institutes (IIM, National Teachers Training Institute, Tribal University etc.)
- xii. Encourage private sector investment in remote , tribal and low GER. District
- xiii. Implement management information system to continuously collect data on colleges, students, faculty and unable e- admission etc.
- xiv. Initiate stapes for standardization of approval and accreditation.
- xv. Set up a infrastructure development and a quality monitoring cell by co- opting members from outside and providing budget.

3.2 Plans for Expansion

3.2.1. Creation of New Universities and Institutes of Higher Learning

The following new affiliating Universities are suggested to reduce the burden of large numbers of affiliating colleges on existing Universities. The Suggested Locations have been received through consultations are mentioned in the annexure. It is proposed that a separate expert committee should examine the same and help prepare detailed project reports.

Affiliating Universities

1. South Odisha University
2. West Odisha University
3. South Western University
4. South Eastern Odisha University
5. Central Odisha University
6. Metropolitan University
7. Affiliating Medical Universities
 - SCB Medical College, Cuttack to be upgraded
 - VSS Medical College, Burla to be upgraded
 - MKCG Medical College, Berhampur to be upgraded
8. University of Management Education

New Unitary Universities

9. State Open University

Autonomous Institutes

1. Five State Institutes of Technology (SITs) along the lines of National Institute of Technology except that SITs will have only Post-graduate education and research
2. Institute for Tribal Art and Culture
3. Institute for College and University Teachers' Training
4. Institute of Textile Technology

The new Universities will attract requisite funding from the Central Government, UGC and other central bodies. For instance, an Open University would cater to the needs of regional requirements. This is a function which IGNOU may not address.

3.2.2. Creation of New Unitary Universities through Upgradation

The infrastructure, student enrolment, academic ambience and qualitative growth of some of the leading autonomous colleges over the years qualify them for further upgradation. We envisage that in future these institutions will excel in teaching, research and extension activities.

- Upgrade Gangadhar Meher Autonomous College, Sambalpur to a Unitary University
- Upgrade Khallikote Autonomous College, Berhampur to a Unitary University
- Upgrade Rama Devi Women's Autonomous College, Bhubaneswar to a Unitary Women's University

3.2.3 Creation of New Colleges

Numbers of government colleges in districts with GER less than National average

Sl. No.	District	Population (2001 Census)	GER ³	No. of Govt.Colleges
1	Angul	1140003	10.9	1
2	Balasore	2024508	NA	2
3	Baragarh	1346336	10.9	1
4	Bhadrak	1333749	NA	1
5	Bolangir	1337194	11.4	3
6	Boudh	373372	6.8	-
7	Cuttack	2341094	NA	3
8	Dhenkanal	1066878	11.3	2
9	Deogarh	274108	9.7	-
10	Gajapati	518837	7.0	1
11	Ganjam	3160635	11.5	5
12	Jagatsinghpur	1057629	NA	-
13	Jajpur	1624341	NA	1
14	Jharsuguda	509716	NA	-
15	Kalahandi	1335494	8.7	2
16	Kandhamal	648201	8.2	2
17	Kendrapada	1302005	NA	-
18	Keonjhar	1561990	11.5	2
19	Khurda	1877395	NA	3
20	Koraput	1180637	8.1	3
21	Malkangiri	504198	3.9	-
22	Mayurbhanj	2223456	NA	2
23	Nuapada	530690	6.7	-
24	Nayagarh	864516	9.6	-
25	Nawarangpur	1025766	3.5	-
26	Puri	1502682	NA	2
27	Rayagada	831109	6.7	-
28	Sambalpur	935613	NA	2
29	Sonepur	541835	10.5	-
30	Sundergarh	1830673	NA	5
	Total	36804660		43

NA- Not applicable

In view of this, the Task Force has made an attempt to correlate deprivation while recommending the following. The whole idea is to promote inclusive growth of Higher Education through a large chunk of public spending.

- a. Eight Government/ Private Medical Colleges
- b. Ten Government Engineering colleges
- c. Ten Government General Education Degree Colleges

Districts such as Boudh, Deogarh, Jharsuguda, Malkangiri, Nayagarh, Nuapada, Nawrangpur, Rayagada and Sonepur where there is no Government College at present must have at least one Govt. General Education Degree College each. These districts have already been identified by the UGC as Educationally Backward Districts (EBDs) which plans to facilitate phase-wise prioritization plan of establishing the Model Colleges. As envisioned by Hon'ble Prime Minister of India, it is proposed to develop the colleges as 'model colleges' in teaching-learning and evaluation processes. It is recommended that 100% of the non-recurring cost of establishing the colleges may be met by the Central Government and the State Government may commit that the required land for the colleges and 100% of the annual recurring expenditure will be met by it. As stated earlier, the Task Force feels that it is essential to provide public funding to the education sector for the benefit of the poor and underprivileged sections who cannot afford higher cost of education in private institutions.

3.2.4 Dispersal of Existing Universities and Restructuring Autonomous Colleges

(a) Dispersal of existing universities

In this context, 'dispersal' suggests that the load of large-scale affiliation will be redistributed for better governance. For most of the Universities in Odisha, the number of affiliated colleges is too many to handle. It is absolutely necessary to open campuses like those of State University of New York and State University of California (USA) system. Some of the existing autonomous colleges are recommended to become branches or campuses of their parent universities, each campus to be headed by a Director. Director's Council will be a body with a Pro-Vice Chancellor as Chairman.

Table No.4.2 **Branch Campuses of existing Universities**

College	Parent University	Proposed Campus of
SCS Autonomous College, Puri	Utkal	Utkal
Narsingha Choudhury Autonomous College, Jajpur	Utkal	Utkal
Dhenkanal Autonomous College, Dhenkanal	Utkal	Utkal
Bhadrak Autonomous College, Bhadrak	Utkal	FM University
Dharanidhar Autonomous College, Keonjhar	Utkal	Norht Odisha
SVM Autonomous College, Jagatsinghpur	Utkal	Utkal
SKCG Autonomous College	Berhampur	Berhampur
P.N. Autonomous College, Khurda	Utkal	Utkal
Nayagarh Autonomous College, Nayagarh	Utkal	Utkal
Banki Autonomous College, Banki	Utkal	Utkal
Kendrapara Autonomous College, Kendrapara	Utkal	Utkal
Government Autonomous College, Phulbani	Berhampur	Berhampur
Rayagada Autonomous College, Rayagada	Berhampur	Berhampur
Upendranath Autonomous College, Adaspur	Utkal	Utkal
BJB College, Bhubaneswar	Utkal	Utkal
Sailabala Women's College, Cuttack	Utkal	Utkal

b) Introduction of Undergraduate Courses in the Existing Universities

It is necessary to catch the students at a younger age. This is an essential requirement for five-year integrated courses. Thereby students will get the benefits of more qualified teachers of higher classes than they usually get in the undergraduate colleges.

Table 4.3

Suggested New Centers

	New Centre
Biju pattanaik University of technology	Branch Campuses across the state
Orissa University of Agriculture and Technology	Colleges of Animal Husbandry
	Colleges of Diary Science and Technology
Sri Jagannath Sanskrit University	Advance Centre of Sanskrit Language and Literature
Utkal University of Culture	Centre for Promotion of Art Music and Dance
	Centre for Translation Studies

Proposed location have been put in the annexure as they emerged from various consultations

Proposed Administrative Structure:

At present the parent universities do not have any administrative control over the autonomous colleges. Hence when upgraded to campus status, these should be empowered adequately to handle the affiliating colleges under their jurisdiction. The parent universities have to manage the would-be campuses by appointing a Director, Registrar, Finance Officer, Controller of Examinations and other relevant staff at the initial stage. The identified college campuses should also be provided with or allowed to acquire land to expand their campuses, if required, and to start PG courses or/and 5-year integrated courses in newly emerging areas of arts, science & commerce and to start with 2-3 PG departments. They should have autonomous functioning within the ambit of their parent universities. The parent universities should have required administrative control over the autonomous-colleges-turned-campususes. There must be separate budgetary support to activate these campuses.

3.2.5. Creation of Research Centers (Centers of Excellence)

To reverse the trend of brain-drain, there is a strong need for attracting, retaining and nurturing the local

talents and gearing up research and innovation to accelerate the pace of development. Odisha has many different agro-climatic zones and is witnessing shift in seasonality of crops and river system, hence there is an urgency of research and development in the local context. Academic research needs improvement in networking and sharing of knowledge in the leading R&D set-ups in the state. This should be supplemented by industry-academia interface and the R&D community of Odisha should be able to develop prototypes in the laboratories for the industries to gain and also appropriate technology to address the livelihood needs of the people of the State. After the state, the centers can initial investment by other institutions of excellence such as IIT and NISER etc. get funding from DST, CSIR and other central agencies In this context, we recommend setting up the following centers of research with super-specialized focus. These Centers should be attached to the three oldest Universities of the State depending on their geographical proximity.

Centers of Research

Fundamental research is being carried out in the State in areas listed below except in the areas of Astronomy, Astrophysics, Oceanography, Geophysics, Archaeology, Physics based Economics, Financial Market Theory, Laser Technology in the state universities and Central Gov, institutes of research without much collaboration between them. In today's world frontiers of subjects have merged and cross-disciplinary research has been the order of the day. The research centres listed below have been recommended keeping this in view. For example, Chemistry and Physics deal with atoms, molecules and nuclei although from a slightly different perspective. Of late development in biology has led us to the molecular level and today molecular biology is at the root of biological research. All the three subjects need mathematics as a tool. Information Science today has reached the quantum level and the subjects of research in this area are quantum computation and quantum cryptography. Transmission of information today takes place through optical fibres for which very advanced quantum physics is needed. Laser Technology is essential for fibre optic communication. We are therefore clubbing these subjects into once cross-disciplinary area of research and recommending one research centre at Bhubaneswar. Similarly subjects of geology, Geophysics, Geography, Astrophysics and Climatology are intimately connected and in today's scientific community clubbed under Earth System Sciences. We therefore are recommending an Earth System Sciences centre at Bhubaneswar.

Although oceans, rivers and lakes are included in Earth System science, we are recommending a separate Oceanography centre at Puri in view of 500 kms long Bay of Bengal coastline of Odisha, very large number of rivers which carry one-tenth of water that falls on the Indian subcontinent to the bay of Bengal and only one of its kind large lagoon- the Chilika lake. The cyclones that devastate the coastal region of Odisha originate in this bay.

In the area of Social Sciences, Economics, Sociology, History, Anthropology, Political Science, etc. are interconnected. We are therefore, recommending a Social Sciences Centre at Sambalpur. In view of the rich mineral resources of Odisha we are recommending a research centre for Minerals and Materials Science at Keonjhar. Other research centres recommended are applied sciences which can do research on specific needs of the state

Fundamental Research

1. Natural Sciences (Physics, Chemistry, Biology, Medicine, Mathematics & Information Science)
2. Marine Biology
3. Mineral and Material Sciences
4. Astronomy and Astrophysics
5. Earth System Sciences (Geology, Geophysics, Climatology, Atmospheric & Geography)
6. Oceanography (Oceans, Lakes and Rivers)
7. Archaeology
8. Social Sciences (Economics, Sociology, Political Science, History etc.)
9. Laser Technology

Applied Research

1. Arid Zone Cultivation
2. Animal Husbandry & Fishery
3. Forest Research
4. Environmental Sciences
5. Disaster Management
6. Dairy Technology
7. Bio-Medical Engineering
8. Food Processing and Agro Research

Appropriate places for these research centres can be identified taking into account the local needs and availability of supporting infrastructure. However, the proposed places which emerged during the regional consultations have been annexed for reference and further discussions on their appropriateness. Each centre should be headed by a Director appointed by the parent universities like those of the campuses. There should be a Directors' Council to be headed by a Pro-Vice Chancellor (PVC). Thus there is a need for fundamental restructuring of the University system by having the following two bodies.

- Campus Directors' Council headed by a PVC and
- Research Centre Directors' Council headed by a PVC

In addition to Government initiatives, funds for setting up these research institutes should be sought from industrial houses, central government agencies such as DAE, DIT, DRDO, CSIR, ICSSR, Dept. of Space, UGC, etc. In the context of Odisha there should be expansion of facilities for research in Science and all other subjects to have a technical edge over other competitors nationally as well as internationally. We recommend reforms to improve adequate funding and monitoring of the quality of research in Institutes of higher learning such as Universities, colleges and technical institutes. Periodical assessment of performance of these institutions would certainly ensure quality. More significantly it should be innovative enough to cater to the needs of industries.

3.2.6 Technical and Professional Education

3.2.6.1 Engineering Education:

Currently Odisha has state funded engineering colleges in Bhubaneswar, Talcher, Keonjhar, Berhampur and Bhawanipatna in addition to the oldest VSSUT in Burla. It also established IIIT in Bhubaneswar. The existing state funded engineering colleges need to be revamped and their vacant positions need to be filled up at the earliest. In addition, as mentioned earlier, 5 new State Institutes of Technology need to be created. The details may be worked out by the Technical Education Commission.

More than one hundred private Engineering colleges are meeting good part of the needs of the state. But most of these colleges are concentrated in limited locations. We recommend that private entrepreneurs should not be allowed to set up new colleges in these areas and be encouraged to set up engineering colleges in locations where facility for engineering education is not available or inadequate. The Engineering colleges should also impart skills to their students to make them industry-ready and employable. In view of this, a proper mapping of the location of engineering colleges is recommended.

3.2.6.2 Medical Education:

VSS Medical College, Burla has already been upgraded to a unitary university on a pilot basis. Taking a cue from the Hon'ble Health Minister who indicated in a sectoral consultative meeting that upgrading the other two Government Medical Colleges to Universities would be a part of the State Government's mandate, the Task Force proposes that SCB Medical College, Cuttack and MKCG Medical College, Berhampur be upgraded to Universities. These three medical universities should be affiliating universities and their areas of jurisdiction should be worked out depending on the geographical proximity of the medical colleges. We also recommend eligible private entrepreneurs be encouraged to set up medical colleges in self-finance or PPP mode.

The Task Force recommends that Odisha develop a Rural Medical Practitioner (RMP) program on the lines of one such institute in Mahatma Gandhi University at Kottayam, Kerala, which would enhance the paramedical and nursing programs. These programs should be offered in conjunction with all the district hospitals. For admissions to this program special preference should be given to students of rural background.

3.2.6.3 Skill Development:

Odisha should create a community college system imparting skills that are in demand and providing opportunities for career preparation, developmental education, economic development, and continuous learning. These will be modelled after community colleges that are prevalent in the US. The proposed Skills University will be the apex body of these community colleges. The existing vocational colleges and institutes and the ITIs should be part of this set up. An expert committee should examine the idea of the Skill University to bring together the vocational colleges in +2 colleges ITIs and also the distance education Council to maximize the no. of school graduates getting skill training

3.2.6.4 Management Education:

All management institutions shall be under the banner of the proposed University for Management Education. The structural framework for setting up the university should be on par with other first rate institutions on Management in the country. The university should diversify its course patterns to meet the global market demands. As most of the management institutes are in the private sector, the university should have a clear policy for maintaining the quality as well as the dimensions of management studies in particular research, industrial interface and employability of students shall be the focus of innovation. Since Odisha has maximum number of management institutes of the country both the university and private players should groom the institutions for reaching new heights of excellence.

3.2.6.5 Legal Education:

The quality of legal education in the state has been in poor shape rendering most of the law graduates unemployable. The establishment of National Law University, Odisha (NLUO) at Cuttack is a welcome move. The university is gradually assuming a national character with its quality teachers and students. Hence NLUO must be groomed and entrusted with the responsibility of training the law teachers in the state. In the long run, the state Govt, should also consider an independent Law University to affiliate all law colleges of the state. Both human and material resources at NLUO can be leveraged by having faculty exchange programmes, research collaborations, etc. Sufficient budgetary provisions must be made for the infrastructural development and filling up of the vacant positions in the law colleges of the State. In addition to this, new and demand-driven areas of study in the state, national and global law institutions should be introduced for revamping law education in the state. The views of experts on legal profession will go a long way in giving innovative ideas for implementation at the institutional level.

3.2.7 Other Recommendations

3.2.7.1 *Ensuring Employability of Students*

An understanding of implications of employability instils in our minds a sense of urgency and direction. When companies employ people, they look for usable knowledge. They do not generally look for students who possess bookish knowledge only because when they join a company, they cannot relate the same to the job or the industry. Therefore, it is not safe to mug up information. Which means that- students should be able to apply what they learn in classrooms to the work place situation. They need skills to use their knowledge and become employable. Their subject knowledge, technical knowledge, soft-skills, body language, leadership qualities, etc. should develop effectively. In addition, the students should develop communicative skills to fit into multi-cultural environments of the job market. They are also expected to develop their emotional quotient to fit into corporate team work at workplaces around the globe, especially in multi-national and multi-cultural environment. A language laboratory must be set up in all colleges in phages for communication skill training

3.2.7.2 *Introduction of new/emerging job-oriented courses and programmes*

As stated in the previous section, employability of our graduates assumes utmost significance in present day context. Hence, there is an urgent need to redesign existing courses and also introduce new ones to meet the demands of the present time. Recognizing that in the new economic ecology, market forces are calling the shots and emphasis being given to technical and professional education, we should reap the benefit in a balanced manner and also give due importance to repackaging and diversifying general/conventional disciplines. We recommend introduction of need-based and job-oriented courses suited to the socio-economic background of the State, such as; Risk Management, Banking and Finance, insurance IT etc. Students should also have the opportunity of pursuing non-core courses on computer applications, development of soft skills, leadership development and spoken English. The Colleges may also introduce courses related to agriculture, such as soil-testing and seed technology. A short programme/course on entrepreneurship may also be helpful to the graduating students.

3.2.7.3 *Introduction of Five-year Integrated Courses*

In addition to these, 5-years integrated courses should also be introduced wherever possible. Five-year integrated courses in Humanities and Science subjects such as Astronomy, Astrophysics, Earth System Sciences, Archaeology, History of Science, International Law, Disaster Management, etc. should be introduced right from the undergraduate level of the integrated courses.

3.2.8 *Rejuvenating the Doctoral Programmes*

The quantity and quality of PhD inputs and outputs need to be looked at carefully by the universities and by the institutes admitting students in doctoral programmes. The Task Force proposes raising the entry barriers for doctoral admissions through a State Eligibility Test in line of UGC-National Eligibility Test. It also recommends introducing doctoral course works and increasing academic rigour in way of making publications mandatory before awarding the degree. There should be also an attempt to create an atmosphere where teachers can get more time for research and research scholars get sufficient opportunity to teach as they do their doctoral research.

3.2.9 Governance

3.2.9.1 *Odisha State Higher Education Council*

Over the years, the higher education scenario in the state has had a dramatic transformation from an elitist environment towards universalization of higher education. With exponential growth of private entrepreneurship in education and inability of the State to provide and sustain the ever increasing needs of educational institutions, the paternalistic regulatory system has failed to ensure good governance and to regulate the institutions for purpose of delivering quality output. In order to create a 21st century higher education system in the state it is necessary to discard the command and control method of regulation exercised by Government Departments in favour of an independent regulatory authority. We have taken note of the recommendations of the National Education Policy (1986) that “state level planning and co-ordination of Higher Education will be done through Councils of Higher Education, ...the Council will develop coordinative methods in keeping a watch on standards”. The aforesaid policy was further elaborated in the program of Action.

It may be noted that a State Council of Higher Education was set up in Andhra Pradesh in 1988 through an Act of the State Legislature to advise the Government of Andhra Pradesh in matters relating to Higher Education and to oversee the development with perspective planning and allied matters. Subsequently, State Councils of Higher Education have been set up in West Bengal, Kerala and Karnataka. Given the federal nature of our polity it is necessary for the government of Odisha to set up its own institutions which will develop state specific policy and keep close coordination with the National Council of Higher Education and Research, the UGC and other central government and regulatory bodies.

The Odisha State Higher Education Council will insulate the state universities from outside interference. We recommend that the said council (OSHEC) is set up as a statutory body through an Act of legislature. The council should oversee university education, technical education as well as medical education.

It needs to be emphasized that OSHEC must operate independently from the government and the stakeholders. An expert committee will recommend the structure and functions of OSHEC such as;

- The OSHEC would have to be established by an Act of the State Assembly and modelled after the National Council for Higher Education and research.
- It would be responsible for monitoring standards and setting disputes,
- It would apply the same norms to public and private institutions, just as it would apply the same norms to domestic and international institutions,
- It would separate the functions of approving and giving accreditation to higher education institutions which may be done through accreditation agencies to be licensed by it for the purpose.
- The role of Higher Education Department of Government of Odisha should be redefined to focus on setting broad government policies, disbursement of grants and setting up new government colleges and institutions taking into account the recommendations of OSHEC.

3.2.9.2 *Need for revision of Odisha Education Act*

The Odisha Education Act, 1969 was modified by the Govt. of Odisha up to 31st May 1995. Many of the provisions have been out of date. During last 15 years, a lot of changes have taken place. In view of this, a

committee may be constituted to revise the provisions of the Act. In particular, the provisions of the constitution of the managing committees of different institutions be examined and revised for purpose of promoting managerial efficiency while preserving the autonomy of the Institutions.

3.2.9.3 *Model University Act and Statutes*

The Higher Education Council should enact a model university act and statutes to be adopted with suitable provisions to suit technical/medical universities and to deal with the changed environment. The Government should set up of a supervisory authority for regular inspection, monitoring and periodic review of colleges, universities and Institutes of higher learning.

3.2.9.4 *Information Management Information System*

As part of governance reform in preparation for rapid expansion, a robust management information system to have information and data related to higher education system must be implemented taking advantage of generous central government schemes for computerisation and internet connectivity. At present most of the colleges/institutes cannot provide data for planning and information for the purpose of e-governance. Therefore, steps should be taken for maintaining data banks at all institutions of higher learning.

3.2.9.5 *Rationalizing the scale of pay for Teachers*

Many college teachers are aggrieved that they have been deprived of UGC scales of pay due to different interpretations of their eligibility. Therefore, this may be examined by a Committee empowered for the purpose in consultation with the representatives of various teachers unions of the State. The college teachers have represented that anomaly in pay scales is adversely affecting their motivation for teaching. Their grievances and the existing anomalies should be resolved. Rationalization of the scale of pay in comparison to other services would motivate experienced teachers to stick to their profession for enhancing their contribution to teaching and learning and also to attract deserving young talents to the profession. Performance evaluation to ensure accountability should be instituted to ensure that performing teachers are rewarded

3.2.10 *Finance*

Odisha's education system has expanded significantly over the past five decades and there has been a considerable increase in the spread of educational institutions along with significantly higher enrolment at every stage. However, the issues and problems of access, equity, quality, relevance and inclusiveness in education, especially higher and professional education still persist. Future growth is constrained by limited access to higher education of Quality. Hence the real challenge is to provide access to minimum acceptable quality/relevant higher education alongside creating centres of excellence. Owing to constraints of investment, the education sector is unable to cope with growing market demand and global competition. Increased public spending in education is imperative particularly in the underdeveloped economy of Odisha so as to meet the objectives of the emerging policy in the education sector. However, in spite of increased government allocation, it is also imperative to mobilise private investment for the purpose of expanding infrastructure and providing greater access to quality education. PPP mode of education could be an effective mechanism for attracting much needed investment in the Indian Higher education system without diluting the regulatory oversight of the Government and other regulators. Use of Government infrastructure to offer self-financing programmes by non-profit Educational organization has the potential to be beneficial to students, college and Government. This may be expanded.

3.2.10.1 *Increased public spending and diversify sources of financing.*

The state is ranked 11th most populous in the country with 3.58% of the country's population (Census of India, 2001). The expansion of our system of higher education in the state is not possible without enhanced levels of funding for capital as well as revenue expenditure. Funds for capital expenditure must necessarily come from both public and private sources. Since government financing will remain the cornerstone, government support for higher education must increase. Recent policy of Government of India is reflected in three-fold increase in the budgetary provision on higher education in the central budget. They also envisage similar increase of budgetary allocation by the State Governments. It is hoped that policy decisions will be taken by the Government of Odisha for increased emphasis on education and for enhancement of budget allocation for higher education.

The expenditure on Higher Education Department of Govt. of Odisha for the last six years is reflected in the three Tables as below:

Table 1. Expenditure on Higher Education Department

Rupees in Crores

Year	Deptt. Exp.	Total State Exp.	Deptt. Exp. as % of State Exp.	GSDP	Deptt. Exp as % of GSDP
2004-05	311.95	17336.27	1.80	71428	0.44
2005-06	357.43	15746.36	2.27	78953	0.45
2006-07	440.03	19345.99	2.27	93374	0.47
2007-08	524.92	22844.33	2.30	106466	0.49
2008-09 RE	661.32	31625.36*	2.09	122165	0.54
2009-10 BE	973.00	32797.55*	2.97	135603	0.72

Includes ways & Means advance and overdraft from RBI
Source: Budget at a Glance and Demand for Grants, different years, GoO.

Table 2: Plan and Non- Plan Expenditure in Higher Education Department

*

Rupees in Crores

Year Exp	Plan Exp.	As % of Dept. Exp.	Non- Plan	As % of Dept. Exp.
2004-05	86.79	27.82	225.17	72.18
2005-06	116.04	32.46	241.40	67.54
2006-07	157.63	35.82	282.40	64.18
2007-08	176.45	33.61	348.47	66.39
2008-09 RE	54.45	8.23	606.87	91.77
2009-10 BE	92.19	9.47	880.81	90.53

Table - 3: Revenue and Capital Expenditure in Higher Education Department

Rupees in Crores

Year Exp	Revenue Exp.	As % of Deptt. Exp	CapitalExp.	As % of Deptt. Exp.
2004-05	310.75	99.62	1.20	0.38
2005-06	356.23	99.66	1.20	0.34
2006-07	440.03	100.00	0.00	0.00
2007-08	524.92	100.00	0.00	0.00
2008-09 RE	660.12	99.82	1.20	0.18
2009-10 BE	965.83	99.26	7.17	0.74

Source: Demand for Grants, different years, GoO.

The following inferences emerge from the three tables:

1. Percentage of expenditure on higher education with reference to percentage of total expenditure of the state government has always been below three per cent and the percentage with reference to GSDP has varied from 0.44 to 0.54.
2. Allocation on plan expenditure has hovered around 30% of total expenditure of the HE Department for 04-05 to 07-08 and is less than 10% for 08-09 and 09-10. It appears that bulk of expenditure is meant for maintenance of existing establishment. For the year 09-10 there has been higher allocation at 973 crores of rupees. But more than 95% of the allocation has been earmarked for salary.
3. Allocation for Capital expenditure never exceeded 1% of total department expenditure; and in fact, for two years it has been nil implying that practically no new investment was planned for infrastructure.

We strongly recommend budget provision on higher education is increased to the extent of 5 per cent of total state expenditure.

3.2.10.2 Public Private Partnership

Notwithstanding higher government funding our recommendation would be to allow and encourage setting up institutes and universities in public-private partnership mode to set up educational enterprises. The PPP mode may be adopted for all purposes such as formation of Universities, setting up Training Centres, Skill Development centres, Vocational Education, Distance Education Institutes, etc. However, the State must have a mechanism/committee to monitor and regulate such efforts for the larger interest of all the stakeholders.

3.2.10.3 Other Modes of Resource Mobilization

In addition to generous state funding of higher education, the state should also explore various other modes for mobilizing resources such as; donations from industries, philanthropists, endowments, alumni, non-resident Oriyas, MPs (from MPLAD) etc. The state should also consider diverting certain percent of mining cess for higher education.

It is essential to explore other possibilities that can supplement the increase in public expenditure. In a major step aimed at attracting serious players in higher education and ensuring that existing ones do not face financial constraints for expansion, the Ministry of Human Resource Development, Govt. of India has mooted the idea of a National Higher Education Finance Corporation (NHEFC).

NHEFC, proposes to directly finance any university duly recognized under law for its creation or for improvement of infrastructure of existing universities and colleges. It will grant loans and advances to any scheduled public sector bank or such other financial

institutions approved by the corporation for refinancing of educational loans to students. It will also provide venture capital to universities to incubate any scientific or technological idea or product that has emerged as an outcome of any research undertaken by the university. The proposed NHEFC will also set up an endowment and corpus management fund of higher educational institutions which can manage the endowment funds of the universities and higher educational institutions and provide a higher return than bank deposits. Aimed at philanthropy, NHEFC will directly support at concessional rate establishment of any higher educational institution that has raised at least 25% of its project cost through charitable donations or contributions. The Task Force looks forward to this initiative and the State could explore a possibility of setting up a finance corporation on similar line.

3.2.10.3.1 From Mineral Resources to Human Resources

All private and public sector companies that are using Odisha's mineral resources must be persuaded to contribute in creating higher education institutions. The contribution of these companies should be commensurate with the amount of minerals they have been and will be using. For example, NALCO should be incentivized to establish a medical college, an IIT level institute, a management institute and several quality ITIs. Same effort should be made for SAIL, MCL and NTPC in the public sector and Tata Steel, Birlas, Jindal etc. in the private sector. In general, this should be part of any new MOUs that are signed.

3.2.10.4 Education Development Bank

It is obvious that start-up institutions need resources to meet the capital cost of land, buildings and equipment. Borrowing from commercial banks has become the only means for financing start-up institutions, and also for enabling the students through loans. Hence it is imperative that society creates a mechanism for providing funds for promotion of higher education and to provide access to higher education by enabling the students to pay. This can be in the form of an Educational Development Bank or Odisha State Education Finance Corporation which can finance educational institutions and students at lower than commercial rates priority should be given to the districts with low "GER" and high SC/ ST Population

3.2.11 Training of College Teachers/Teaching-Learning Transaction

Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on research and development activities (Sobhana, 20094). In this regard, the Task Force recommends the following:

- One year M.Phil in the model of the Pre-doctoral course of the Institute of Physics,

Bhubaneswar, in each Department of the Universities should serve as good training.

- Rapid Expansion would essentially require a large scale employment of teachers in different institutions of higher education. To supplement the process, satellite based and technology enabled learning should be put into effect. Lectures of good teachers from reputed universities and colleges can be made accessible to places where teacher-students ratio is low. Necessary infrastructural and training support must be provided to ensure that as many areas as possible can be brought under technology enabled learning.
- Access to Information and Communication Technology (ICT) and development of skills: As Information superhighway is regarded as technology of tomorrow, Odisha should develop designated departments for developing skills in computer science and IT, so that our students can be globally competitive and emerge as first rate professionals. It is significant that the internet momentum is shifting from western countries to nations like India, China, Indonesia, etc. Most of the professionals in Asia will drive internet in an innovative way. In this context, Odisha should pick up a great competitive edge by developing skills in IT. Thereby we can increase the employability of our graduates in the job market.

3.2.12 Technology Enabled Learning : Improvement of Quality in Higher Education

The country has embarked on a path of success in IT enabled solutions for building an information society. Odisha state is also the inheritor of this tradition of excellence in software, hardware and telecommunications. Consequently, it has the vision of pursuing a better tomorrow through technology enabled learning, professionalism, training, software skills and business solutions. Odisha should speed up and promote competitive dynamics through these IT innovations. For this purpose it is essential to build up suitable action plans.

Our National Vision on ICTs in Education is very clear and transparent. It seeks to build up e-competencies in conducting educational programs and policies. In this context, the quality of Higher Education can be enhanced with the use of digital competencies which will result in paradigm shift in the teaching and learning process. It is argued that digital competence can be achieved only when we can address the changes of quantity and quality in our education system, issues of poor infrastructure, absence of good and trained teachers, and absence of relevance/ context.

ICT in classroom enhances cognitive learning process significantly improving engagement in the classroom and retention of knowledge. Moreover, the thrill of technology is an added attraction for the learner.

In view of this, stress should be on IT-enabled learning strategies. There should be an effort to promote and implement e-learning for building, networks of virtual classrooms through Edu-Sat and other programmes.

Eklavya Technology Channel, the distance learning joint initiative between the IITs and IGNOU which is dedicated to technical education and runs programmes generated at different IITS can be leveraged to bring to the audience the actual classrooms virtually at their doorsteps. Also the a programme along the line of the National Programme on Technology-enhanced Learning (NPTEL) being carried by the seven first generation IITs and IISc-Bangalore can be mooted at the State level to enhance the quality of engineering education in the State by developing curriculum based video and web services

3.2.13 Syllabus

The syllabus should be well-defined preferably through books written for the subject concerned. Curriculum renewal, improved text book publication and reference resources should be built up within the system. The curriculum inputs should be part of an on-going process.

3.2.14 Examination

Entrance Examination for Doctoral programmes should be in the pattern of the UGC-CSIR NET Test and NEST of NISER-Bhubaneswar. Class Examinations are to be conducted by the College Examination Bodies. We also recommend the following:

- fixed academic calendar
- Semester system across all the colleges/universities
- introduction of grading system
- provision for credit transfer
- uniform curriculum across the state

3.2.15 Physical Education in Institutions of Higher Learning

Odisha Govt. should pursue a comprehensive sports policy which should include the existing facilities provided by the Sports and Youth Affairs Department. These steps would enable the talented sports persons to find opportunities in the job market. The Task Force recommends the followings for encouraging physical education in institutions of higher learning.

- ◆ To promote health related fitness among all the members of an institution as well as to instil skill related fitness of the skilled sports men and women.
- ◆ Physical education activities shall be helpful for fruitful use of leisure time of the youth which in turn would not only help to eliminate student unrest in the campus but also go a long way in promoting creativeness and better understanding of the institution.
- ◆ To provide the right kind of leadership in all walks of life, to identify gifted youths and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes, moral and intellectual values and confidence within themselves.

- ◆ To identify talented sports persons and training them to excel in National as well as in International sports arena.
- ◆ To maintain discipline in the campus and inculcate sportsmanship spirit among the students.
- ◆ Every institution of higher learning must have a qualified lecturer in physical education and other supporting staff.
- ◆ Existing Institutions should be asked to develop good playgrounds.
- ◆ Universities and Institutions should give due attention to Physical Education, sports, games and athletics.
- ◆ Practice of Yoga should be encouraged.
- ◆ Adequate provision should also be made for indoor and outdoor games, gymnasium etc.

3.2.16 School Education

Expansion of Higher Secondary, Secondary and Primary Education should be commensurate with that of Higher Education so that quality education shall be the main thrust of all four educational streams. In line with the goals of Rastriya Madhyamik Siksha Abhiyan, all efforts need to be made to check drop out rate beyond class vii and viii by strengthening High School system. Bringing Junior colleges with good infrastructure and faculty will also help in the same. Select school in the pattern of Science Magnet Schools should be setup in each district to start with and expanded to all blocks subsequently. Skills Education should be made an integral part of all High Schools.

3.2.17 Create Special Education hub / Knowledge Corridor

The concentration of universities and institutions of higher learning and research and the proposed ones in and around the state capital can be further strengthened by marking the stretch of Cuttack-Bhubaneswar-Khurda-Puri as a special educational corridor. The corridor if realised will make excellent progress by attracting funds from the centre and private investors under PPP mode. There should also be powerful implementation bodies to accentuate the growth and prosperity of the area. Attractive tax benefits can be mooted to invite edupreneurs to contribute to the growth of the corridor. With the Foreign University Bill getting the nod from the parliament, the State should also be proactive in inviting foreign players to set up world class institutions.

To encourage investment in the education sector and distribute such investment more widely, it is proposed that other geographical areas of the state having promise to emerge as educational hubs and corridors such as the greater Berhampur area, Rourkela - Sambalpur - Jharsuguda corridor in the west, the Jeypore-Koraput area in the south and Baripada area in the north may be further promoted with appropriate incentives. Such incentives may be proportionately greater for areas in remote, tribal districts with low GER. The details of such incentive scheme may be worked out by the State Council for Higher Education once it comes in to being.

3.3 *Plans for Consolidation (2017-22)*

Plans for expansion of teaching and research have to start from scratch and will face all the difficulties associated with new endeavours. These include physical as well as academic infrastructure which will be built step by step in a phased manner depending on the availability of funds and manpower. By 2017 all the institutions recommended in the plans for expansion would have come up to certain level. This is the time to consolidate what has been achieved in order to have full success of the expanded system by making a full-scale review. In particular consolidation has to look at things like enhancement of quality of education.

3.3.1 *Enhancement of Quality of Education*

Yashpal Committee points out that all first rate institutions must develop institutional culture and ethos and maintain connectivity with the real world outside. Expansion of Higher Education would not serve the real purpose if it does not encompass excellence/quality as its essential element. Therefore, the major thrust here shall be on total quality management. For this purpose due care should be taken for developing skills of teachers for enhancing the inputs of teaching-learning transaction, creating conducive academic ambience and improving the learning infrastructure in the colleges, universities and institutions of higher education. In addition to these, teachers should be in pursuit of research and research scholars should be engaged to teach classes so that students can have access to new frontiers of knowledge in their respective fields of study. Hence we recommend the following:

- Recruitment of teachers of all categories of private and aided colleges should be made by a recruitment Board. The present Service Selection Board must be further revamped and strengthened. For Govt. colleges regular appointments should be through Odisha Public Service Commission (OPSC).
- Depoliticizing Educational Campuses.
- Attract and retain best talents in the teaching profession.
- Democratic and transparent governance be ensured.
- Create conducive environment for research and strengthen the alumni associations of institutions which will keep track of all former students and teachers.
- Recruitment of faculties on contract to be replaced by appointment of visiting professors
- Maintaining proper teacher-student ratio.
- Upgradation of infrastructure with special emphasis on improving libraries and laboratories.
- Encouraging teachers to attend Refresher courses, workshops, seminars and conferences.
- Collaboration with leading specialized institutes from outside to develop curriculum for

training, research and sharing of knowledge.

- Nurturing young talented teachers and providing training on modern pedagogy and innovative research.
- English language laboratories should be set up in all colleges to strengthen the oral/communicative skills of students and teachers.
- Technology enabled learning must be put into practice wherever possible.
- Reforming the existing examination system and allowing teachers to design courses, set question papers and evaluate the students.
- Continuous assessment of the curriculum and need-based revision/renewal.
- New initiatives should be taken for proactive Industry-Academia Interface.
- Teachers should be encouraged to carry on research leading to publication of research papers in standard journals

3.3.2 Quality Assurance Cell

Both at the State level and the Institutional level there should be Quality Assurance Cells to streamline measures taken for ensuring quality. This may be enforced through statutes/administrative orders.

A built-in system of regular supervision of the working of Universities and Colleges should go hand-in-hand with systematic state sponsored accreditation of Institutions by empowered Academic Bodies.

3.3.3 Need for Value Orientation of Higher Education

Members of Task Force are concerned about decline of humanities as subjects of study and the rapid erosion of human and universal values in the tertiary education sector. This could be arrested by revamping the existing curriculum for both teacher and students through a strategic integration of human and social capital. Odisha can set up a centre for value education in the SCERT in line with the National Resource Centre on Value Education established by the HRD Ministry of Human Resource Development. The Universities should also be encouraged to set up Centres of study and Extension on Peace Education, Training and

Chapter IV

Conclusion: The Road Ahead

The detailed inputs on revamping Higher Education in Odisha have been included in this report with the main thrust to recommend visionary planning strategies through concrete plans for the welfare and prosperity of the people of Odisha seeking opportunities of Higher Education.

Proper attention to education in general and higher education in particular, determines the quality of a society. With social economic and industrial development of Odisha, demand for higher education is increasing. The State should seriously consider investment in higher education as an investment into the future human, socio-economic and cultural capital. As a result, the higher education system in Odisha is currently affected by deteriorating standards, chronic under-funding, poor management, mushrooming of private technical and general colleges beset with inadequate faculty. For a systematic reform, the perspective plan of higher education in Odisha should be guided and implemented by a long-term vision to produce and disseminate quality higher education so as to build an efficient, flexible, innovative and inclusive knowledge society in the State by stimulating academic environment through promotion of quality of teaching-learning and research. And for this purpose the Centre and State government funding should go up substantially.

The Task Force on Higher Education recommendations in the report encompass the expansion plans for reforming higher education. It is pertinent that empowerment of higher education requires liberal funding by both the State and Central Governments. In reality, the success of Higher Education plans will depend on the execution of the mega plan through micro-level monitoring at all stages.

An Advisory Body with eminent academicians and Govt. officials should be constituted to gear up implementation strategies. This report of the Task Force, Higher Education only embodies the essence of expansion strategies for reform and development of Higher Education in Odisha. In the presence context, political will and commitment to state's welfare richly reflect a historic reform agenda for revamping and reforming higher education. Thus, Odisha shares the vision of leadership in the global competitive environment and remains committed. Therefore, action-oriented educational plans should be finalized. That moment is today.

Key Recommendations

- 1. State Council of Higher Education (OSCHE):** A State Council of Higher Education, in the lines of the NCHER, needs to be created. Financial provision must be made in the budget for creation of the council in the coming financial year. Many of the recommendations of the Task Force would be implemented by the OSCHER.
- 2. Delinking Higher Secondary (+2) from the ambit of Higher Education:** The +2 classes need to be separated from the degree colleges. Budgetary support to augment infrastructure and funding from Rastriya Madhyamit Sikhsya Abhiyan (RMSA) may be used to make this a smooth transition.
- 3. Degree Colleges:** All degree colleges should adopt semester system and choice based credit programmes. All vacant posts must be filled with permanent staff. Selected autonomous colleges may be made into branch campuses of universities. Teachers should be regularly evaluated to ensure accountability.
- 4. Universities:** Model University Act. Statutes should be drafted so that universities may use their autonomy for better governance. All regular vacant positions of the universities should be filled up on a priority basis. Faculty need to be regularly evaluated to ensure accountability. Programmes of the universities need to be revamped and choice based credit system may be followed. Each university campus should have about 50 affiliated colleges and a few identified research centres. Each university must have up-to-date web site with all information about the university.
- 5. New State Universities and Branch Campuses:** A number of new affiliating universities, unitary universities, branch campuses of existing universities, a new University of Management Education and a new State Open University have been recommended. Suggestions for locations of these institutions have been received in the consultation process after assessing the educational need. An expert committee may be formed to look in to these and come up with final locations based on the detailed project report based on feasibility.
- 6. Attract Private Edupreneurs:** Private universities should be established through Acts passed by the state legislatures.
- 7. Set up Research Centres:** Establishment of research centers of excellence in various areas of local relevance must be pursued and these should be affiliated with the existing universities and institutions of national importance such as IIT, NISER, IIIT etc. Central funding for the same must be vigorously pursued to strengthen the existing and planned research centers.

- 8. Enhance Quality of Education:** All plans for expansion must have a major thrust on enhancing quality of education. Hence due care must be taken for developing skills of teachers for enhancing teaching-learning transaction, creating conducive academic environment, improving the learning infrastructure, putting technology enabled learning into practice wherever possible, reforming examination systems, need-based revision of curriculum, etc.
- 9. Engineering Colleges:** The existing state funded engineering colleges need to be revamped and their vacant positions need to be filled at the earliest. In addition 5 new State Institutes of Technologies have been proposed in the model of NIT with a focus on post-graduate education to mainly cater to the faculty needs in the state.
- 10. Medical Education:** By 2022 each of the 13 undivided districts of Odisha should have one operational medical college, be it private, state funded, or PPP based. The three major medical colleges of the state should be upgraded to affiliating Health University status so that institutions in medical and allied subjects such as nursing and pharmacy etc. can be brought under their fold. A Rural Health Practitioner (RMP) program should be introduced in conjunction with all district hospitals to address the critical shortage of medical practitioners in the rural areas of the state.
- 11. Skill and Vocational Education:** Odisha should create a community college system imparting skills that are in demand and providing opportunities for distance education, non-conventional career progression, developmental education, and continuous learning.
- 12. Education Development Fund:** Financial mechanisms need to be devised so that all deserving students can access the opportunity to pursue higher education and finance should not be a constraint. Similarly no educational institution should suffer from lack of long-term low interest capital to pursue their goals of development. For this purpose, Education Development Fund should be set up along the lines of the Educational Financing Corporation being contemplated by the central government to enable infrastructure development as well as provide study loans.
- 13. From Mineral Resources to Human Resources:** All private and public sector companies that are using Odisha's mineral resources must be encouraged to contribute in creating higher education institutions.
- 14. Public Private Partnership:** Encourage public-private partnership mode to set up institutes of higher learning. The proposed OSCHE needs to have a mechanism to monitor and regulate such efforts for the larger interest of all the stakeholders.
- 15. Financial Implication:** The Task Force proposes that the State funding for Higher Education must increase to meet the cost of proposed expansion. The Task Force has estimated resource requirement of about 55000 crores over a period of 12 years to implement its recommendations at current prices. Similarly it is estimated that similar amounts may be generated through private sector projects and centrally funded projects.

16. Taking advantage of the Central Government Schemes: Taking advantage of the central government's ambitious plan to achieve 30% GER by 2020, the state should seek all available resources under different schemes such as those for establishment of National Innovation University, IIM, National Institute of Design, Model colleges in Educationally Backward Districts, Tribal University etc. Besides all effort must be made to emphasize the special need of the state to develop its infrastructure in the remote tribal areas and priority funding must be.

Phases of Implementation

The Task Force proposes the following plan for implementation of the above recommendations:

- i. Restoration and Preparation for Expansion (2010-12)**
 - a. Separation of +2 from higher education and integration in School Education
 - b. Filling up of vacancies in regular positions
 - c. Setting up of Model colleges in educationally backward districts
 - d. Initiate the establishment State Council of Higher Education and other legislative actions needed to carry out the recommendations.
 - e. Set up communication laboratories and high speed broad band internet access
 - f. Set up Management Information System and e-admission
 - g. Prepare ground for rapid expansion

- ii. Rapid Expansion (2012-17)**
 - a. Set up new affiliating Universities and institutions
 - b. Set up Unitary Universities by up-gradation of existing institutions
 - c. Set up branch campuses
 - d. Take initial steps for setting up research centres

- iii. Consolidation (2017-22)**
 - a. Expand Technology Enabled Learning
 - b. Strengthen quality initiatives
 - c. Strengthen governance through State Council (OSCHE)
 - d. Mobilisation of additional resource

The Task Force has taken note of the hopes and aspirations generated through the whole process of its activities. The major recommendations based on the inputs received from the stake-holders centre around three important areas: i) Creation of new institutions, ii) financing of higher education and iii) bringing governance reforms. Hence the Task Force recommends to set up a committee to advise the Government to work out further details.

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Annexure

Existing Colleges in Odisha as per different type of education/ degree

Table A-1

Sl. No.	Name of the District	Total no. of college	Junior	Junior women	Degree	Degree women	Sanskrit	Auto	Prof.
1.	Angul	54	30	2	15	2	1	1	3
2.	Balasore	133	52	19	29	5	21	1	6
3.	Baragarh	74	43	3	21	3	2	0	2
4.	Bhadrak	77	29	8	21	2	13	1	3
5.	Bolangir	85	53	4	21	3	1	1	2
6.	Boudh	13	8	1	4	0	0	0	0
7.	Cuttack	148	63	15	40	9	8	1	12
8.	Deogarh	21	11	1	7	1	1	0	0
9.	Dhenkanal	67	36	5	19	3	0	1	3
10.	Gajapati	24	14	1	4	2	1	1	1
11.	Ganjam	161	78	14	38	4	6	2	19
12.	Jagatsinghpur	72	27	12	17	1	12	1	2
13.	Jajpur	115	46	10	28	7	21	1	2
14.	Jharsuguda	31	16	3	8	1	0	0	3
15.	Kalahandi	61	37	3	15	2	1	1	2
16.	Kandhamal	29	15	2	9	1	1	1	0
17.	Kendrapara	102	35	10	23	2	30	1	1
18.	Keonjhar	75	39	5	23	3	3	1	1
19.	Khurda	199	89	5	33	3	8	3	58
20.	Koraput	41	21	3	10	2	1	1	3
21.	Malkanagiri	14	9	1	4	0	0	0	0
22.	Mayurbhanja	128	69	5	39	4	8	1	2
23.	Nawarangpur	17	10	1	4	1	1	0	0
24.	Nayagarh	56	27	6	16	1	4	1	1
25.	Nuapada	21	13	1	6	0	0	0	1
26.	Puri	100	41	9	25	5	16	1	3
27.	Rayagada	29	13	2	7	1	1	1	4
28.	Sambalpur	61	40	3	16	1	0	1	0
29.	Sonepur	35	20	3	9	1	1	0	1
30.	Sundargarh	100	53	6	26	4	3	1	7
	Total	2143	1037	163	537	74	165	25	142

Existing Colleges of the State in terms of Funding pattern

Table A-2

Sl. No.	Name of the District	Total no. of college	Govt. Colleges	Aided colleges	Unaided Colleges	Block Grant Colleges	Self financing Colleges	Other Govt. Dept. Colleges
1.	Angul	54	2	22	24	3	3	0
2.	Balasore	133	4	48	61	11	9	0
3.	Baragarh	74	2	28	36	5	3	0
4.	Bhadrak	77	2	23	42	5	5	0
5.	Bolangir	85	8	22	42	4	9	0
6.	Boudh	13	0	4	7	2	0	0
7.	Cuttack	148	5	52	59	14	18	0
8.	Deogarh	21	0	6	15	0	0	0
9.	Dhenkanal	67	4	11	40	9	3	0
10.	Gajapati	24	3	7	12	0	2	0
11.	Ganjam	161	10	38	61	13	39	0
12.	Jagatsinghpur	72	0	24	45	1	2	0
13.	Jajpur	115	2	41	59	11	2	0
14.	Jharsuguda	31	0	8	16	3	4	0
15.	Kalahandi	61	4	13	30	7	5	2
16.	Kandhamal	29	4	8	15	1	1	0
17.	Kendrapara	102	0	39	52	10	1	0
18.	Keonjhar	75	5	26	34	8	1	1
19.	Khurda	199	6	39	47	6	99	2
20.	Koraput	41	7	4	18	2	7	3
21.	Malkanagiri	14	1	2	9	2	0	0
22.	Mayurbhanja	128	5	40	66	13	4	0
23.	Nawarangpur	17	0	4	10	1	0	2
24.	Nayagarh	56	0	19	34	2	1	0
25.	Nuapada	21	1	8	9	1	1	1
26.	Puri	100	4	21	59	8	8	0
27.	Rayagada	29	0	10	12	1	6	0
28.	Sambalpur	61	6	16	29	3	6	1
29.	Sonepur	35	0	11	18	3	2	1
30.	Sundargarh	100	11	25	44	4	14	2
	Total	2143	96	619	1005	153	255	15

Funding Vs Type of Colleges in Orissa (May 2010)

Table A-3

Funding/Type Colleges	Govt.	Aided	Unaided	Block Grant	Self Finance	Govt (other Dept)	Total
Junior	33	410	439	29	109	13	1033
Women Junior	17	38	96	11	2	0	164
Degree	10	123	286	120	0	2	541
Women Degree	14	9	46	5	0	0	74
Sanskrit	3	22	141	0	0	0	166
Autonomous	19	6	0	0	0	0	25
Professional and Law	0	0	0	0	142	0	142
Total	96	608	1008	165	253	15	2145

	Dist	Population	New Universities	Branch Campuses (unitary and affiliating) Universities	Research Centres of Existing	Govt. Degree Colleges	SIT*/Others Medical, Agriculture, Veterinary, etc.
1	2	3	4	5	6	7	8
1	Angul	1140003	Central Odisha University (Affiliating)-Govt. College, Angul to be upgraded				
2	Balasore	2024508		FM College to be branch campus of Fakir Mohan University	Centre for Disaster Management at Balasore		Medical College, Balasore
3	Baragarh	1346336					Institute of Textile Technology
4	Bhadrak	1333749		Bhadrak College to be branch campus of Fakir Mohan University	Centre for Environment Sciences at Bhadrak		
5	Bolangir	1337194	West Odisha University (Affiliating)-Rajendra College, Bolangir to be upgraded	Branch Campus of BPUT at Bolangir			Medical College, Bolangir
6	Boudh	373372				Govt Degree College	
7	Cuttack	2341094	SCB Medical University (affiliating)	Banki College to be branch campus of Utkal UniversityUN College Adaspur to be branch of Utkal UniversityCentre of Utkal University of Culture for promotion of art, music and dance at Cuttack	Centre for Bio-medical Engineering at Cuttack		

	Dist	Population	New Universities	Branch Campuses (unitary and affiliating) Universities	Research Centres of Existing	Govt. Degree Colleges	SIT*/Others Medical, Agriculture, Veterinary, etc.
1	2	3	4	5	6	7	8
8	Dhenkanal	1066878		Dhenkanal to be branch campus of Utkal University			
9	Deogarh	274108				Govt Degree College	
10	Gajapati	518837	South Eastern Odisha University(Affiliating)-SKCG College, Parlakhemundi to be upgraded				Medical College, Parlakhemundi College of Dairy Science and Technology at Parlakhemundi
11	Ganjam	3160635	Khallikote Unitary University MKCG Medical University (Affiliating)	Branch Campus of BPUT at Berhampur Centre of Utkal University of Culture for promotion of art, music and dance at Berhampur	Centre for Marine Biology, Berhampur Centre for Animal Husbandry and Fishery at Berhampur		College of Animal Husbandry and Veterinary Sciences at Bhanjanagar
12	Jagatsinghpur	1057629		SVM College to be branch campus of Utkal University		Govt Degree College	
13	Jajpur	1624341		NC College to be the branch campus of Utkal University Advanced Centre of Sanskrit Language and Literature at S G College, Jajpur	Centre for Archaeology at Jajpur		
14	Jharsuguda	509716				Govt Degree College	

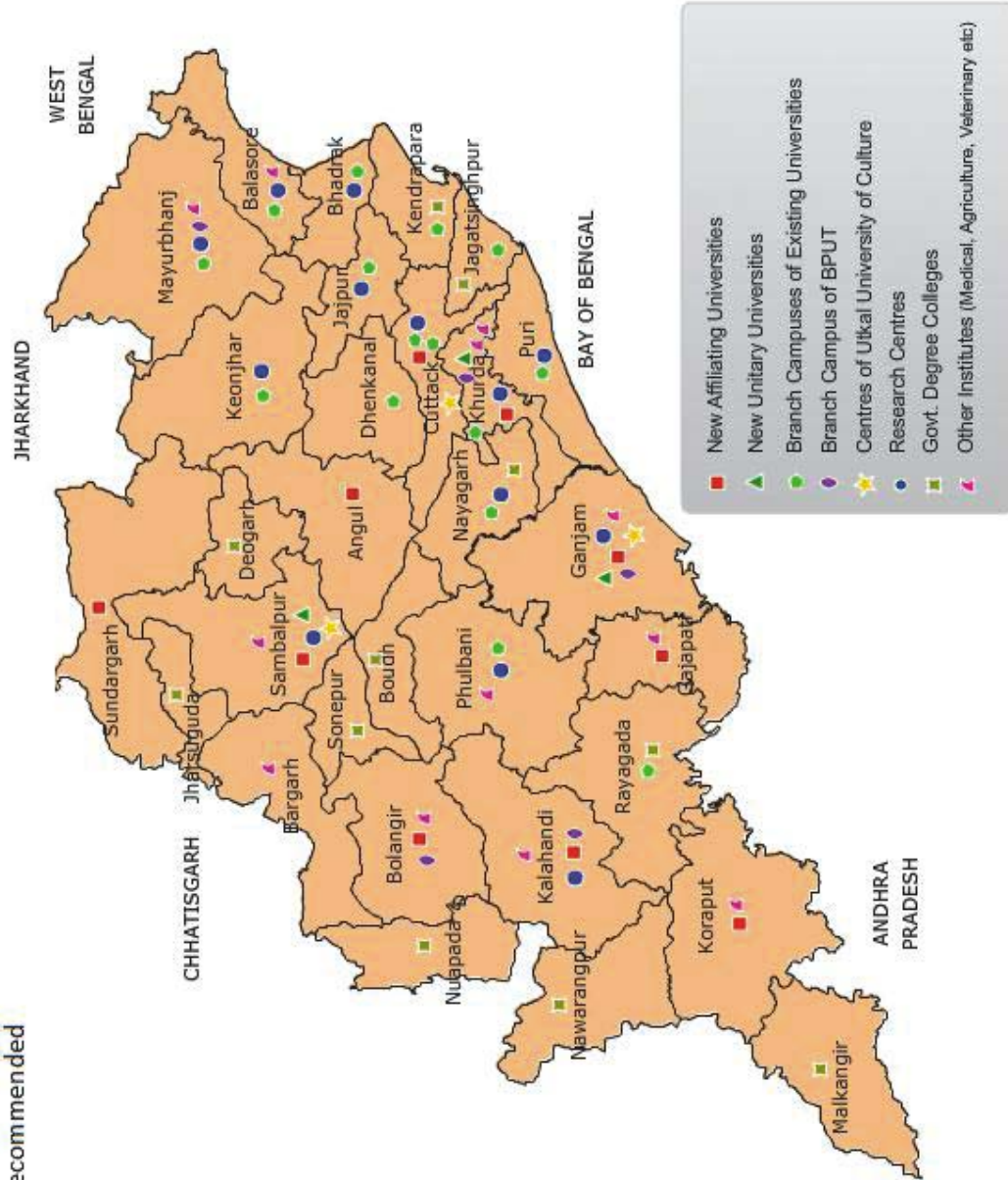
	Dist	Population	New Universities	Branch Campuses (unitary and affiliating) Universities	Research Centres of Existing	Govt. Degree Colleges	SIT*/Others Medical, Agriculture, Veterinary, etc.
1	2	3	4	5	6	7	8
15	Kalahandi	1335494	South Western Odisha University (Affiliating)- Govt College, Bhawanipatna to be upgraded	Branch Campus of BPUT at Bhawanipatna	Centre for Arid Zone Cultivation at Bhawanipatna		Medical College, Bhawanipatna
16	Kandhamal	648201		Govt College Phulbani made branch campus of	Centre for Forest Research at Phulbani Berhampur University		Institute for Tribal Art and Culture, Phulbani
17	Kendrapada	1302005		Kendrapada College to be branch campus of Utkal University		Govt Degree College	
18	Keonjhar	1561990		DD College to be branch campus of North Odisha University	Centre for Mineral and Material Sciences, Keonjhar		
19	Khurda	1877395	University of Management Education, State Open University Rama Devi Women's College to be upgraded to a unitary Women's University	PN College to be branch campus of Utkal University Branch Campus of BPUT at Bhubaneswar Centre of Utkal University of Culture for promotion of art, music and dance at Sambalpur	Centre for Applied Sciences, Bhubaneswar Centre for Earth Sciences at Bhubaneswar Centre for Laser Technology at Bhubaneswar, Centre for Translation Studies at BJB College, Bhubaneswar		Institute for Colleges and University Teachers' Training, Khurda Medical College, Bhubaneswar

	Dist	Population	New Universities	Branch Campuses (unitary and affiliating) Universities	Research Centres of Existing	Govt. Degree Colleges	SIT*/Others Medical, Agriculture, Veterinary, etc.
1	2	3	4	5	6	7	8
20	Koraput	1180637	South Odisha University (Affiliating)-Vikram Dev College to be upgraded				Medical College, Koraput
21	Malkangiri	504198				Govt Degree College	
22	Mayurbhanj	2223456		MPC College-Baripada to be branch campus of North Odisha University Branch Campus of BPUT at Baripada	Centre for Dairy Technology at Baripada Centre for Food processing and Agro Research at Baripada		Medical College, Baripada, College of Dairy Science and Technology at Baripada
23	Nuapada	530690				Govt Degree College	
24	Nayagarh	864516		Nayagarh College to be branch campus of Utkal University	Centre for Astronomy and Astrophysics at Khandapada	Govt Degree College	
25	Nawarangpur	1025766				Govt Degree College	
26	Puri	1502682		SCS College to be campus of Utkal University	Centre for Oceanography at Puri		
27	Rayagada	831109		Rayagada College to be branch campus of Berhampur University		Govt Degree College	

	Dist	Population	New Universities	Branch Campuses (unitary and affiliating) Universities	Research Centres of Existing	Govt. Degree Colleges	SIT*/Others Medical, Agriculture, Veterinary, etc.
1	2	3	4	5	6	7	8
28	Sambalpur	935613	G M College to be upgraded to a Unitary University VSS Medical University (Affiliating)	Centre of Utkal University of Culture for promotion of art, music and dance at Sambalpur	Centre for Social Sciences at Sambalpur	Govt Degree College	College of Animal Husbandry and Veterinary Sciences at Chipilima
29	Sonepur	541835					
30	Sundergarh	1830673	Metropolitan University, Rourkela (Affiliating)				
Total	30		14	25	18	13	13

Besides, the Task Force recommends branch campuses of Biju Pattnaik University of Technology in Bhubaneswar, Berhampur, Kalahandi, Bolangir and Baripada. For Odisha University Agriculture and Technology, we recommend setting up two colleges of Animal Husbandry and Veterinary Sciences: one each at Chipilima (in the campus of State Livestock Breeding Farm) and Bhanjanagar (in the campus of District Livestock Breeding Farm) and two colleges of Dairy Science and Technology one each at Baripada (in the campus of District Livestock Breeding Farm Kathpal on NH-5 and Parlakhemundi. The Task Force also recommends opening of centres of Utkal University of Culture for promotion of Art, Music and Dance in Berhampur, Sambalpur and Cuttack and an Advanced Centre of Sanskrit Language and Literature at S G College, Jajpur mentored by Sri Jagannath Sanskrit University, Puri. In addition to these, the Task Force also recommends setting up a Centre for Translation studies at BJB College, Bhubaneswar. The following table sums up these recommended initiatives.

New Initiatives Recommended



Appendix-1

CHAPTER-I

INTRODUCTION

1.1 The Great Tradition of Education in Odisha

Odisha, the land of art, architecture and culture has a rich tradition of educational activities that speak of its pursuance of excellence. The ruins of the sixth century Puspagiri University with its campuses at Lalitgiri, Udayagiri and Ratnagiri, believed to be bigger than Nalanda, stands witness to this. The magnificent temples of Bhubaneswar, Puri, Konark and different places throughout Odisha speak of great centres of civil engineering, art, architecture and sculpture. At the time of British occupation of Odisha, in 1803, there existed about 3000 pathshalas with 25,000 students in Cuttack and Balasore districts alone.

In modern times (19th & 20th century), the British government and Christian missionaries established schools and colleges culminating in the prestigious Ravenshaw College with highly qualified teachers. The college produced graduates who manned administration in Odisha and other states of India, became artists and poets, scientists, teachers and public figures. Subsequently, many other colleges came up in semi-urban and rural areas enabling economically poor students to get access to higher education and climb up the social ladder. The progress of Higher Education got a new impetus with the opening of Utkal, Sambalpur and Berhampur Universities which promoted quality education. Now new Universities for technical and management education are making a significant contribution to Higher Education. Therefore, it is necessary to keep up the tempo of academic growth through expansion of education at all levels in the State to create opportunities of growth in the global competitive environment. Odisha offers vast potentialities for growth and development of the quality of Higher Education. For instance, Bhubaneswar, the State Capital is emerging as a preferred educational and industrial hub. In reality, Odisha's greatest strength lies in its multiculturalism enhanced by eco-tourism, rich mineral resources, industrial development and the ethical substratum for integrating a diverse society. Its salubrious climate, eco-friendly environment and hospitality have attracted a good number of private sector investments in the industrial sector.

These are positive factors for the fast development of the state. This will spur the state to stride new heights of development through quality education and technology innovation.

1.2 Objectives of the Perspective Plans

Keeping in view Government of India's recent focus on all sectors of education, Government of Odisha constituted the Task Force on 7th October 2009 with the objective of preparing a State "Perspective Plan Document for Higher Education" which would (a) take into account the present scenario in all sectors including Industries, Agriculture and Medical and suggest ways and means to improve the situation to bring it at par with international standards, keeping in view Equity, Excellence and Inclusion (b) suggest draft Higher Education

Policy for the state and (c) prepare two annual action plans (for 2010-11 and 2011-12) and two Five Year perspective plans for the state corresponding to the 12th and 13th Five Year Plans up to 2021-22.

In preparing the “*Document*” the Task Force has kept in mind the “*Knowledge Commission*” initiatives which are contained in its note to the Prime Minister of India on November 29, 2006. In this note, the Commission has recommended (a) Creation of 1500 Universities in the next 8 years, (b) Establishment of 50 National Universities in the next 3 years (c) Establishment of Independent Regulatory Authority for Higher Education and (d) Develop comprehensive Deprivation Index that would ensure benefits to deserving SC, ST and OBC students. In addition to this, we have taken into consideration the initiatives suggested in Kothari Commission report and the latest report of Yashpal committee on Renovation and Rejuvenation of Higher Education.

The Task Force has also taken a note of Government of India’s Eleventh Five Year Plan provision for education which encompasses among other initiatives that include establishment of (a) 373 new colleges in districts with low Gross Education Enrolment (b) 30 new Central unitary universities (c) 8 new IITs (d) 7 new IIMs (e) 5 new IISERs (f) 2 SPAs (g) 10 NITs (h) 20 IIITs (i) 50 centres for research and training in frontier areas.

The Task Force also recognises that the State of Odisha has so far got one Central University, one IIT, one NISER and one NIT.

These are certainly welcome steps for the expansion of Higher Education in Odisha. In addition to these, the State Government should try to attract a large chunk of Central Government’s new educational institutions in Odisha. In this context, an analysis of the present state of Higher Education in the State needs to be made for giving a new thrust to the educational policy planning, funding and expansion programmes.

It is important for us to recognize that there is a crisis in higher education in Odisha which runs deep. The Gross Enrolment Ratio for Higher Education in Odisha is reported to be 13.66% (Knowledge Commission Report, 2006) and the time has come to address this crisis in a systematic and forthright manner. As has been mandated by the Govt. of India and subsequently the State Govt., the Task Force aims to propose means and ways to improve the situation and bring it at par with International Standard, keeping **Equity, Excellence and Inclusion** as focus areas. Therefore, as mandated by the Government, the thrust areas are:

Expansion: It is essential to expand the scope of higher education in Odisha so that all eligible students have a fair chance to get access to higher education. We should also aim at improving the Gross Enrolment Ratio which is currently 13.66%. This should increase by 5% in the 11th Plan and to 30% by the year 2020.

Excellence: All out effort should be made to ensure that all the quality parameters laid by relevant accreditation authorities are met by the colleges, universities and institutions of higher education in the State so that the quality of teaching, learning and research becomes nationally and internationally competitive.

Inclusion: The State has to ensure that access to education for economically disadvantaged and socially underprivileged students is enhanced in an effective manner.

As we look at the existing situation, the sanctioned faculty strength in university departments has been reduced to almost half and in some departments to one. That is also the situation in government run colleges. Moreover, in private and aided colleges there is no positioning of staff as per sanctioned strength. The administrative staff strength has also dwindled. The appointment of laboratory assistants has also been discontinued over the years.

Before one plans to expand the education sector, it is necessary to take resort to restoration of existing situation. That is, there should be positioning of staff as per the existing yardstick. This is absolutely essential as a prerequisite for achieving excellence in higher education.

1.3 Planning Strategies for Equity, Inclusion & Access

Education sector in Odisha is poised for rapid expansion with equity, inclusiveness and access as the specific thrust areas. These inputs would also be mentored to ensure excellence in Higher Education. It cannot be overemphasized that expansion in higher education be made in such a manner that it offers equitable access to all communities. This will call for radical efforts to ensure that the higher educational avenues and opportunities are made available to all and that the system does not suffer on account of disparities across region, gender, social groups such as scheduled castes, schedules tribes, other backward castes, minorities, physically challenged and poor. The 11th plan strategy will focus on the inclusiveness in higher education with schemes for inclusive education with a focus on regions and groups with lower enrolment ratio. These will have special focus on the following:

- Bridge the gap between rural and urban population.
- Good Institutions should be established to attract the students.
- Gender Disparities – special attention to higher education of women through new initiatives.
- Inter-religious group disparities – special focus on promoting higher education amongst minority community.
- Disparities across different income groups – support to poor and marginalized to gain access to higher education.
- Disparities across occupation Group – special attention to agricultural labourer and other labourers, and self-employed people in rural areas; and casual labourers in the urban areas.
- Inter-caste Disparities in GER – special attention for promotion of higher education among the SCs, STs and OBCs.
- Recent Govt. initiatives for financing inclusive groups be strengthened.

1.4 Action Plans

The Task Force recommends a three-phase plan for rejuvenating the academic ambience through specific action plans.

The three phases of the action plans are:

- **Quick Restoration (2010-2012)**
- **Rapid Expansion (2012-2017)**
- **Steady Consolidation (2017-2022)**

The first phase of this process should be completed during 2010-12, the second phase during 2012-17 and the third phase during 2017-22. These should be carefully planned, monitored and adequate financial provision be made for effective implementation. Given the trend of population growth as shown in the chart below, expansion assumes paramount significance.

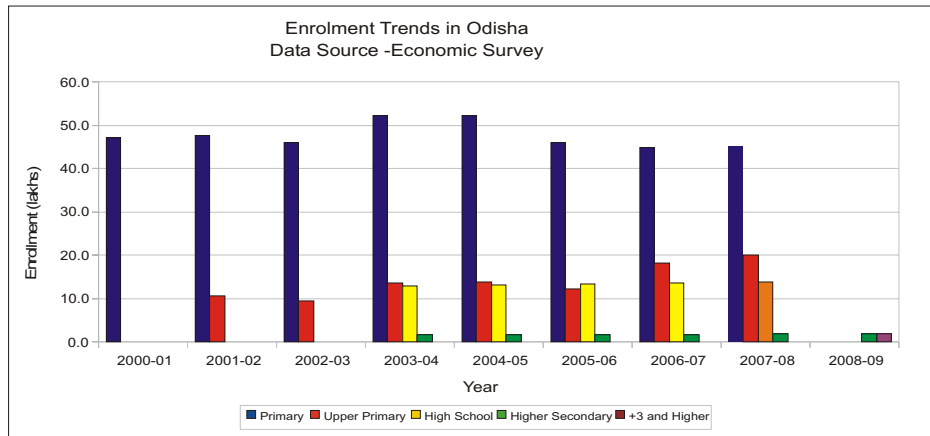
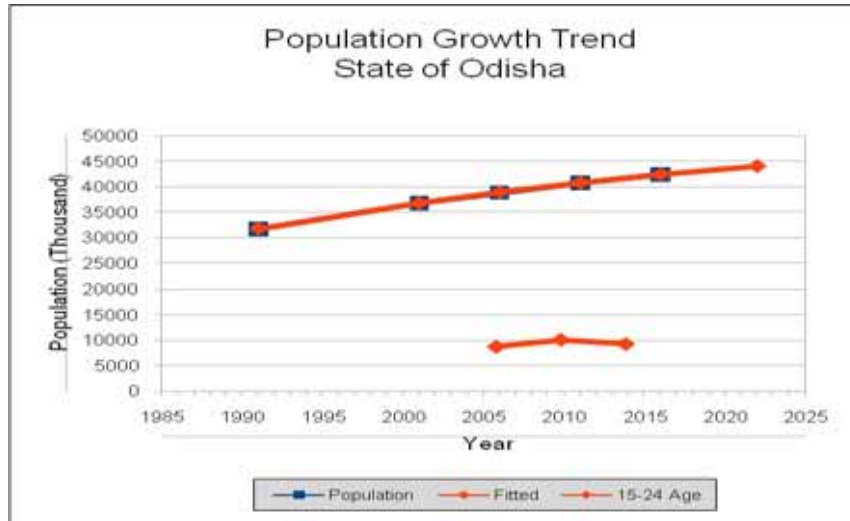


Figure 2: Enrolment Trends

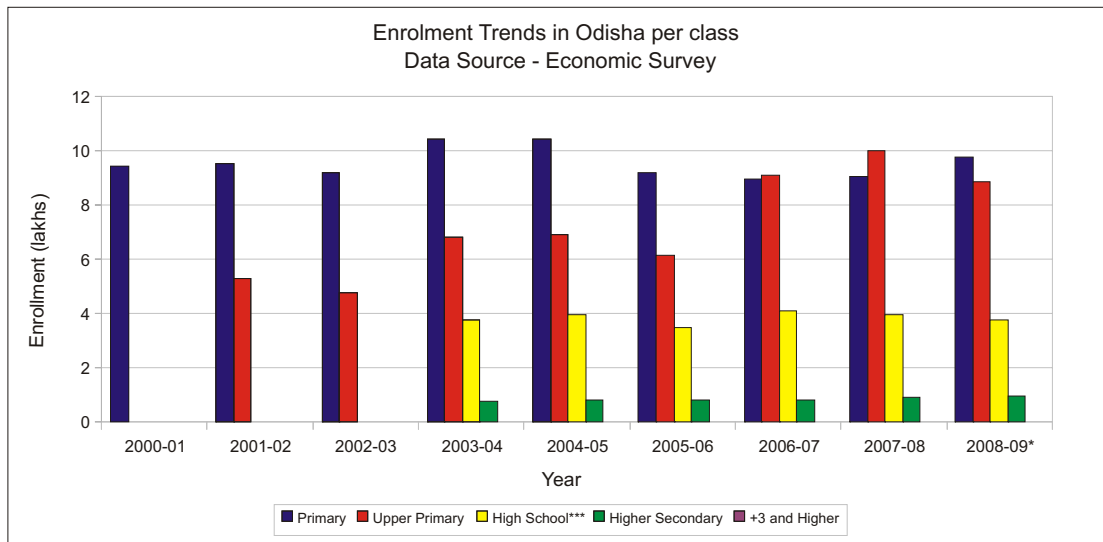


Figure 3: Enrolment Trends per class

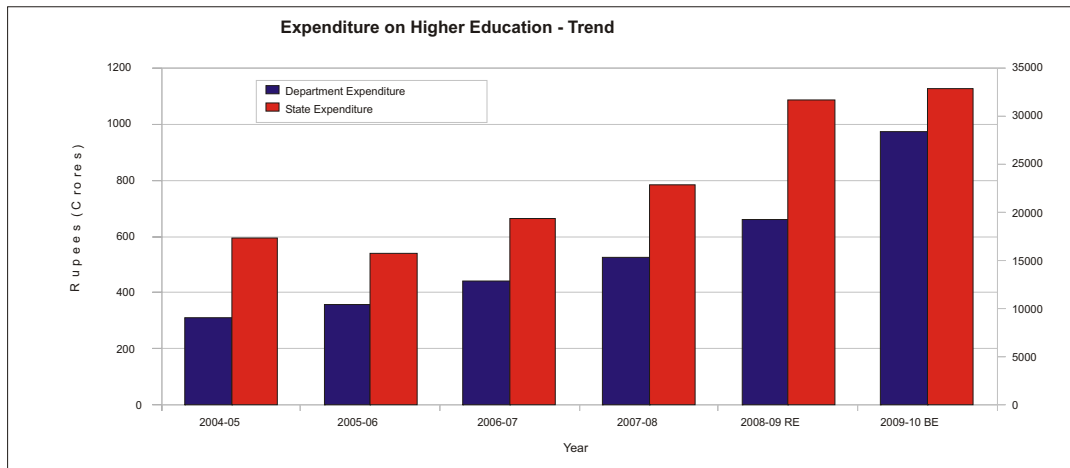


Figure 4. Expenditure trend on higher education by the state¹.

Projected population growth² rate is 0.84% and enrolment³ growth is outpacing that. The figures 1 and 2 show the general population growth trend and trend in per class enrolment in primary, upper primary, secondary and higher secondary education. The trends show major drop-outs at transition points from primary to upper primary and upper-primary to secondary and secondary to higher secondary stages. These indicators give us a valuable clue to the understanding of the patterns of enrolment and access.

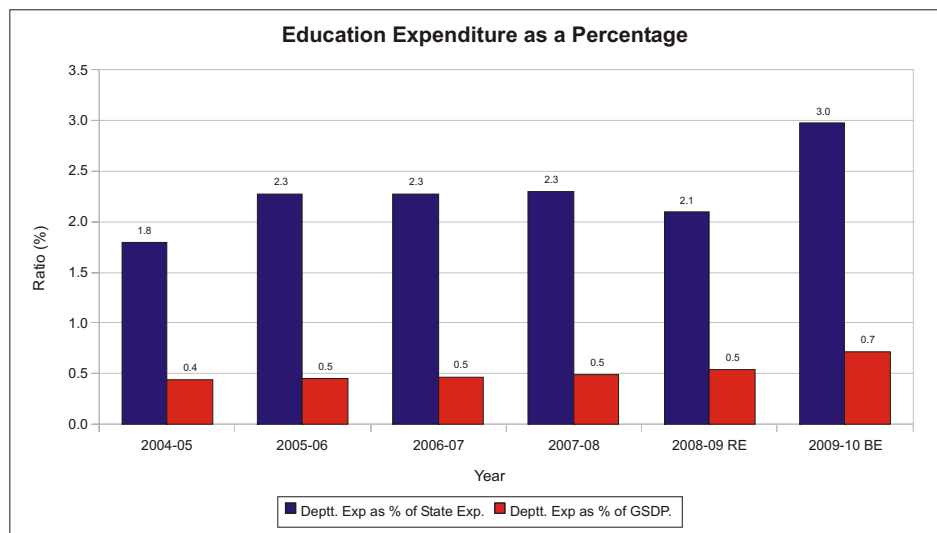


Figure 5. Expenditure trend on higher education by the state by percentage of budget and GSDP⁴.

Figures 4 and 5 show the trends in funding by the state government for higher education in absolute and percentage of total state budget and SGDP.

- 1 Department of Higher Education, Government of Odisha.
- 2 UNFPA report on population projection.
- 3 Economic Survey report of State of Odisha.
- 4 CYSB Budget analysis papers.

ANNUAL PLAN: 2010-11

The current annual plan has limited scope for major provisions. However, as per the Task force recommendations the following goals may be set:

1. Significant reduction in vacancy in sanctioned positions.
2. Formation of the State Council, Update the Education Act and create Model University Statute
3. Formation of Education Development Bank or Odisha State Education Finance Corporation
4. Attracting central government funding and significant private investment in the sector
5. Enhance and leverage Technology Enabled Learning to overcome faculty shortage in the short-term and improving quality in the long-term
6. Ensure existing seats be filled up.

2.1 Financial Implications of Implementing the Recommendations of the Higher Education Task Force

Sl.No.	Year	Item	Non-Recurring	Recurring	Total in Current Prices
	2010-11		Rs. In Crore	Rs. In Crore	Rs. In Crore
1		Recruitment of 40% vacant posts	25	25	
2		Supporting infrastructure\ for additional faculty	20		
3		Quality enhancement-general	50		
4		Allocation for strengthening junior colleges for merger with School and Mass Education	200		
		Total	295	25	320

2.2 Enhancement of Quality of Education

- Recruitment of teachers of all categories of private and aided colleges should be made by a recruitment Board. The present Service Selection Board must be further revamped and strengthened. For Govt. colleges regular appointments should be through OPSC.
- Depoliticizing Educational Campuses.
- Attract and retain best talents in the teaching profession.
- Democratic and transparent governance be ensured.
- Create conducive environment for research and strengthen the alumni associations of institutions which will keep track of all former students and teachers.

- Recruitment of faculties on contract to be replaced by appointment of visiting professors
- Improve accountability through improved performance evaluation and incentive/penalty systems.
- Maintaining proper teacher-student ratio.
- Upgradation of infrastructure with special emphasis on improving libraries and laboratories. E-libraries be promoted. Laboratories be well-equipped.
- Encouraging teachers to attend Refresher courses, seminars, workshops and conferences.
- Collaboration with leading specialized institutes outside the state to develop curriculum for training, research and sharing of knowledge.
- Nurturing young talented teachers and providing training on modern pedagogy and innovative research.
- English language laboratories should be set up in all colleges to strengthen the oral/communicative skills of students and teachers.
- Technology enabled learning must be put into practice wherever possible.
- Reforming the existing examination system and allowing teachers to design courses, set question papers and evaluate the students.
- Continuous assessment of the curriculum and need-based revision/renewal.
- New initiatives should be taken for proactive Industry-Academia Interface.
- Teachers should be encouraged to carry on research leading to publication of research papers in standard journals

Rs 100 Crore should be earmarked for initiation of the steps for enhancing quality as specified above.

2.3 Increase public spending and diversify sources of financing

- Set up Education Development Finance Corporation
- Encourage Public Private Participation (PPP) in higher education
- Explore Other Modes of Resource Mobilization

Financial mechanisms need to be devised so that no deserving student is denied the opportunity to pursue higher education due to their financial condition. Odisha should create mechanisms so that educational societies with innovative higher education ideas are able to get finance to bring their ideas to fruition. An Educational Development Fund should be set up along the lines of the Educational Financing Corporation being contemplated by the central government. In addition to generous state funding of higher education, the state should also explore various other modes for mobilizing resources such as; donations from industries, philanthropists, endowments, alumni, non-resident Oriyas, MPs from MPLAD, etc. The state should also consider diverting certain percent of mining cess for higher education.

2.4 From Mineral Resources to Human Resources

All private and public sector companies that are using Odisha's mineral resources must be persuaded to contribute in creating higher education institutions. The contribution of these companies should be commensurate with the amount of minerals they have been and will be using. For example, NALCO should be cajoled and incentivized to establish a medical college, an IIIT level institute, a management institute and several quality ITIs. Same effort should be made for SAIL, MCL and NTPC in the public sector and Tata Steel, Birlas,

Jindal etc. in the private sector. In general, this should be part of any new MOUs that are signed.

2.5 Introduction of new/emerging job-oriented courses and programmes

Employability of our graduates assumes utmost significance in present day context. Hence, there is an urgent need to redesign existing courses and also introduce new ones to meet the demands of the present time. Recognizing that in the new economic ecology, market forces are calling the shots and emphasis being given to technical and professional education, we should give due importance to repackaging and diversifying general/conventional disciplines. We recommend introduction of need-based and job-oriented courses suited to the socio-economic background of the State, such as; Risk Management, Banking and Finance, etc. Students should also have the opportunity of pursuing non-core courses on computer applications, development of soft skills, leadership development and spoken English. The Colleges may also introduce courses related to agriculture, such as soil-testing and seed technology. A short programme/course on entrepreneurship may also be helpful to the graduating students.

2.6 Introduction of Five-year Integrated Courses

Five-year integrated courses should be introduced wherever possible. Five-year integrated courses in Humanities and Science subjects such as Astronomy, Astrophysics, Earth System Sciences, Archaeology, History of Science, International Law, Disaster Management, etc. should be introduced right from the undergraduate level of the integrated courses.

2.7 Introduction of Undergraduate Courses in the Existing Universities

It is necessary to catch the students at a younger age. This is an essential requirement for five-year integrated courses. The students will get the benefits of more qualified teachers than in the undergraduate colleges.

2.8 Rejuvenate the Doctoral Programmes

The quantity and quality of PhD inputs and outputs need to be looked at carefully by the universities and by the institutes admitting students in doctoral programmes. The Task Force proposes raising the entry barriers for doctoral admissions through a State Eligibility Test in line of UGC-National Eligibility Test. It also recommends introducing doctoral course works and increasing academic rigour in way of making publications mandatory before awarding the degree. There should be also an attempt to create an atmosphere where teachers can get more time for research and research scholars get sufficient opportunity to teach as they do their doctoral research.

For implementation of the above recommendations and for improving quality as well as providing supportive infrastructure for newly recruited faculty, a lump-sum allocation of 100 crores must be made.

To sum up, the financial implication for the year 2010-11 to the tune of Rs 420 cores is proposed.

CHAPTER III

ANNUAL PERSPECTIVE PLAN: 2011-12

This is a critical plan period as it is the transition from restoration to expansion. The following objectives must be focused on:

1. Complete recruitment to vacant sanctioned teaching positions
2. Operationalise the state council and promulgate reformed education act
3. Strengthen education development bank
4. Complete restructuring of governance by implementing model university statute

3.1 Set up a Council for Higher Education (Odisha State Higher Education Council -OSHEC) as a statutory body

- The OSHEC would have to be established by an Act of the State Assembly and modelled after the National Council for Higher Education and research.
- It will regulate the entry of new players mainly by laying down physical, and financial parameters as well as quality and governance criteria.
- It would be the only agency authorized to accord degrees granting power to higher education institutions.
- It would be responsible for monitoring standards and setting disputes,
- It would apply the same norms to public and private institutions, just as it would apply the same norms to domestic and international institutions,
- It would separate the functions of approving and giving accreditation to higher education institutions which may be done through accreditation agencies to be licensed by it for the purpose.
- The role of Higher Education Department of Government of Odisha should be redefined to focus on setting broad government policies, disbursement of grants and setting up new government colleges and institutions taking into account the recommendations of OSHEC.
- Allocate a budget of 100 crores for the council.

3.2 Financial Implications of Implementing the Recommendations

Sl. No.	Year	Item	Non-Recurring	Recurring	Total in Current Prices
	2010-11		Rs. In Crore	Rs. In Crore	Rs. In Crore
1		Recruitment of 60% vacant posts	40	63	103
2		Supporting infrastructure\ for additional faculty	25		25
3		Corpus for State Council	100	10	110
4		Corpus for Education Development Bank	100	10	110
5		Allocation for strengthening junior colleges for merger with School and Mass Education	200		200
		Total	465	83	548

3.3 Set up Education Development Bank

It is significant that start-up institutions need resources to meet the capital costs of land, buildings and equipment. Borrowing from commercial banks has become the only means for financing start-up institutions, and also for enabling the students through loans. Hence it is imperative that society creates a mechanism for providing funds for promotion of higher education and to provide access to higher education by enabling the students to pay. This can be in the form of an Educational Development Bank which can finance educational institutions and students at lower than commercial rates. A corpus fund of Rs 100 Crore should be mobilized for the purpose.

CHAPTER IV

PLANS FOR EXPANSION AND CONSOLIDATION 2013 - 17

As per the recommendation of the task force, the rapid expansion of higher education sector to help increase the GER should be the focus in this period which corresponds to the 12th Five Year Plan period. While the following goals have been set and resources allocated, wherever possible, priority should be given to such projects that can leverage central government schemes such as the setting up of the Model colleges in low GER districts. By end of this plan period,

1. Gross Enrolment Ratio must be 20%.
2. Governance of higher education must be streamlined through re-organisation and reform of the current set-up
3. Preparation must be made for achieving excellence and consolidating gains by setting up the state level accreditation mechanism in line with NCHER.

4.1 Financial Implications of Implementing the Recommendations

Recommended Action Points	Financial Implications (during 2012-17)	Financial Implications (till 2022-Recurring)
Creation of Affiliating Medical Universities SCB Medical College, Cuttack to be upgraded VSS Medical College, Burla to be upgraded MKCG Medical College, Berhampur to be upgraded	150 Crores	30 Crores
Setting up Institute for Tribal Art and Culture at Phulbani	5 Crores	1 Crore
Upgrade Gangadhar Meher Autonomous College, Sambalpur to a Unitary University	40 Crores	10 Crores
Upgrade Khallikote Autonomous College, Berhampur to a Unitary University	40 Crores	10 Crores
Upgrade Rama Devi Women's Autonomous College, Bhubaneswar to a Unitary Women's University	40 Crores	10 Crores
Total	275 Crores	61 Crores

4.2 Restructure Autonomous Colleges

College	Proposed Campus of	Financial Implication (during 2012-17)	Financial Implication till 2022- Recurring Budget)
SCS Autonomous College, Puri	Utkal	20 Crore	10 Crore
Narsingha Choudhury			
Autonomous College, Jajpur	Utkal	20 Crore	10 Crore
Dhenkanal Autonomous College, Dhenkanal	Utkal	20 Crore	10 Crore

College	Proposed Campus of	Financial Implication during 2012 - 2017	Financial Implication till 2022 Recurring Budget
Dhenkanal Autonomous college Dhenkanal	Utkal	20 crore	10 crore
Bhadrak Autonomous college Bhadrak	FM University	20 crore	10 crore
Dharanidhar Autonomous college Keonjhar	North Orissa	20 crore	10 crore
SVM Autonomous college Jagatsinghpur	Utkal	20 crore	10 crore
SKCG Autonomous college	Berehampur	20 crore	10 crore
GOVT. Autonomous college Rourkela	Sambalpur	20 crore	10 crore
PN Autonomous college, Khurda	Utkal	20 crore	10 crore
Nayagarh Autonomous College Nayagarh	Utkal	20 crore	10 crore
Kendrapara Autonomous College Kendrapara	Utkal	20 crore	10 crore
Govt. Autonomous College Phulbani	Berehampur	20 crore	10 crore
Rayagada Autonomous College Rayagada	Berehampur	20 crore	10 crore
Upendranath Autonomous College Adashpur	Utkal	20 crore	10 crore
BJB College, Bhubaneswar	Utkal	20 crore	10 crore
Sailabala Women's College, Cuttack Banki Autonomous College, Banki	Utkal	20 crore	10 crore
Total		340 crore	190 crore

4.3 Creation of New Affiliating Universities

Recommended Action Points	Financial Implications (during 2010-11)	Financial Implications (till 2022-Recurring Budget)
South Odisha University	50 Crores	10 Crores
West Odisha University	50 Crores	10 Crores
South Western Odisha University upgrading Government Autonomous College	50 Crores	10 Crores
South Eastern Odisha University	50 Crores	10 Crores
Central Odisha University	50 Crores	10 Crores
Total	250 Crores	50 Crores

4.4 Creation of new centers / Branches

New centers	Financial implications Establishment Budget	Financial implications Recoring Budget
Branch Campus of Biju Pattanaik University of Technology	50 Crores	20 Crores
orissa University of Agriculture and Technology college of Animal Husbandary and Vetnary Science	30 Crores	10 Crores
College of Dairy Science and Technology	30 Crores	10 Crores
Sri Jagannath Sanskrit University advanced Center of Sanskrit Language	1 Crore	20 lakhs
Utkal University of Culture Centers for promotion of Arts, Music and Dance	15 Crores	3 Crores
Centres for Translassion Studies	1 Crore	30 Crores
Total	127 Crores	43.5 Crores

4.5 Create Special Education/Knowledge Corridor

The concentration of universities and institutions of higher learning and research and the proposed ones in and around the state capital can be further strengthened by marking the stretch of Cuttack-Bhubaneswar-Khurda-Puri as a special educational corridor. The corridor if realised will make excellent progress by attracting funds from the centre and private investors under PPP mode. There should also be powerful implementation bodies to accentuate the growth and prosperity of the area. Attractive tax benefits can be mooted to invite edupreneurs to contribute to the growth of the corridor. With the Foreign University Bill getting the nod from the parliament, the State should also be proactive in inviting foreign players to set up world class institutions. To encourage investment in the education sector and distribute such investment more widely, it is proposed that other geographical areas of the state having promise to emerge as educational hubs and corridors such as the greater Berhampur area, Rourkela – Sambalpur - Jharsuguda corridor in the west, the Jeypore-Koraput area in the south and Baripada area in the north may be further promoted with appropriate incentives. Such incentives may be proportionately greater for areas in remote, tribal districts with low GER. The details of such incentive scheme may be worked out by the State Council for Higher Education once it comes in to being.

Chapter V

PLANS FOR EXPANSION AND CONSOLIDATION 2017 – 22

In this plan the focus has to be further expansion and consolidation of quality and promotion of excellence. The objective must be to achieve a GER of 30% by the end of the plan period with at least a dozen institutions in the national top 100 institutions of their category.

Creation of New Universities and Institutes of Higher Learning

5.1 Creation of New Universities and Institutes of Higher Learning

Recommended Action Points	Financial Implications (Establishment Budget)	Financial Implications (Recurring Budget)
Metropolitan University (affiliating)	100 Crores	5 Crores
University of Management Education	100 Crores	5 Crores
State Open University	100 Crores	5 Crores
Five State Institutes of Technology (SITs) along the lines of National Institute of Technology except that SITs will have only Post-graduate education and research	500 Crores	25 Crores
Institute for College and University Teachers' Training	50 Crores	1 Crore
Institute of Textile Technology	10 Crores	1 Crore
Total	860 Crores	42 Crores

5.2 Creation of Research Centres (Centres of Excellence)

Centres	Financial Implication (Establishment Budget)	Financial Implication (Recurring Budget)
Applied Sciences (Physics, Chemistry, Biology, Medicine, Mathematics & Information Science)	10 Crores	1 Crore
Marine Biology	10 Crores	1 Crore
Mineral and Material Sciences	10 Crores	1 Crore
Astronomy and Astrophysics	10 Crores	1 Crore
Earth Sciences (Geology, Geophysics, Climatology, Atmospheric & Geography)	10 Crores	1 Crore
Oceanography (Oceans, Lakes and Rivers)	10 Crores	1 Crore
Environmental Sciences	10 Crores	1 Crore
Archaeology	10 Crores	1 Crore
Social Sciences (Economics, Sociology, Political Science, History etc.)	10 Crores	1 Crore

Arid Zone Cultivation	10 Crores	1 Crore
Animal Husbandry & Fishery	10 Crores	1 Crore
Forest Research	10 Crores	1 Crore
Laser Technology	10 Crores	1 Crore
Disaster Management	10 Crores	1 Crore
Dairy Technology	10 Crores	1 Crore
Bio-Medical Engineering	10 Crores	1 Crore
Food Processing and Agro Research	10 Crores	1 Crore
Total	170 Crores	17 Crores

Each centre should be headed by a Director appointed by the parent universities like those of the campuses. There should be a Directors' Council to be headed by a Pro Vice Chancellor (PVC). Thus there is a need for fundamental restructuring of the University system by having the following two bodies.

- Campus Directors' Council headed by a PVC and
- Research Centre Directors' Council headed by a PVC

5.3 Creation of New Colleges

- a. Eight Government/ Private Medical Colleges (80 crores of onetime non-recurring budget @ 10 crores each and 120 crores under recurring budget @ 1.5 crores each for 10 years)
- b. Ten Government Engineering B-Tech Colleges (100 crores of onetime non-recurring budget @ 10 crores each and 150 crores under recurring budget @ 1.5 crores each for 10 years)
- c. Twenty Government General Education Degree Colleges (160 crores of onetime non-recurring budget @ 8 crores each and 300 crores under recurring budget @ 1.5 crores each for 10 years)

Total Budget = Rs 910 Crores

5.4 Training of College Teachers/Teaching-Learning Transaction

Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on research and development activities. In this regard, the Task Force recommends the following:

- I One year M.Phil in the model of the Pre-doctoral course of the Institute of Physics, Bhubaneswar, in each Department of the Universities should serve as good training.
- I Rapid Expansion would essentially require a large scale employment of teachers in different institutions of higher education. To supplement the process, satellite based and technology enabled learning should be put into effect. Lectures of good teachers from reputed universities and colleges can be made accessible to places where teacher-students ratio is low. Necessary infrastructural and training support must be provided to ensure that as many areas as possible can be brought under technology enabled learning.
- I Access to Information and Communication Technology (ICT) and development of skills: As Information superhighway is regarded as technology of tomorrow, Odisha should develop designated departments for developing skills in computer science and IT, so that our students can be globally competitive and emerge as first rate professionals. It is significant that the internet momentum is shifting from western countries to nations like India, China, Indonesia, etc. Most of the professionals in Asia will drive internet in an innovative way. In this context, Odisha should pick up a great competitive edge by developing skills in IT. Thereby we can increase the employability of our graduates in the job market.

5.5 Introduce and expand the coverage of Technology Enabled Learning

The country has embarked on a path of success in IT enabled solutions for building an information society. Odisha state is also the inheritor of this tradition of excellence in software, hardware and telecommunications. Consequently, it has the vision of pursuing a better tomorrow through technology enabled learning, professionalism, training, software skills and business solutions. Odisha should speed up and promote competitive dynamics through these IT innovations. For this purpose it is essential to build up suitable action plans.

Our National Vision on ICTs in Education is very clear and transparent. It seeks to build up e-competencies in conducting educational programs and policies. In this context, the quality of Higher Education can be enhanced with the use of digital competencies which will result in paradigm shift in the teaching and learning process. It is argued that digital competence can be achieved only when we can address the changes of quantity and quality in our education system, issues of poor infrastructure, absence of good and trained teachers, and absence of relevance/ context.

ICT in classroom enhances cognitive learning process significantly improving engagement in the classroom and retention of knowledge. Moreover, the thrill of technology is an added attraction for the learner. In view of this, stress should be on IT-enabled learning strategies. There should be an effort to promote and implement e-

learning for building, networks of virtual classrooms through Edu-Sat and other programmes. An approximate and average allocation of about 1 crore per institute of higher learning over a period of 10 years must be made to strengthen the ICT infrastructure at the institute level to take advantage of the high band width internet connectivity to be provided by the central government. This would require about 1000 crores over the plan period from 2012-2022.

5.6 Continuous Renewal of Curriculum

The curriculum should be well-defined preferably through books written for the subject concerned. Curriculum renewal, improved text book publication and reference resources should be built up within the system. The curriculum inputs should be part of an on-going process.

5.7 Create Quality Assurance Cells both at the State level and the Institutional level

Both at the State level and the Institutional level there should be Quality Assurance Cells to streamline measures taken for ensuring quality. This may be enforced through statutes/administrative orders. A built-in system of regular supervision of the working of Universities and Colleges should go hand-in-hand with systematic state sponsored accreditation of Institutions by empowered Academic Bodies.

5.8 Summary of Investment Required

The table below shows the investment required in addition to usual recurring costs based on current situation over the next 12 years in current prices and adjusted prices assuming an inflation of 10%. Thus a total investment of about 6614 crores in non-recurring and 6749 crores in recurring expenses will have to be incurred to implement the recommendations of the task force. This works out to a total requirement of 11814 crores in current prices or 23890 crores in adjusted prices.

These projections do not include land cost assuming the same would be made available free of cost where ever required. It also remains to be worked out the actual financial resources available with the government and the portion that need to be mobilised from non-government sources through mechanisms such as the Private-Public Partnership mode.

Financial Implications of Implementing the Recommendations of the Higher Education Task Force

Sl. No.	Year	Item	Non-Recurring	Recurring	Total in Current Prices	Total (In adjusted price at 10% inflation)	Remarks
			Rs. Crore	Rs. Crore	Rs. Crore	Rs. Crore	
1	2010-11	Recruitment of 40% vacant posts	25	25	50		328 posts @ an avg Rs 60000/ per month + non-teaching staff @ an avg Rs 20000/ per month
2		Supporting infrastructure for additional faculty	20		20		
3		Quality enhancement general	50		50		
4		Allocation for strengthening junior colleges for merger with School and Mass Education	200		200		To help separate +2 from higher education in a phased manner. About 1000 Junior Colleges would need infrastructural support. 193 junior colleges are already having independent infrastructure
5		Sub-total	295	25	320	320	
6	2011-12	Recruitment of 60% of vacant posts	40	63	103		492 posts @ an avg Rs 60000/ per month + non-teaching staff @ an avg of Rs 20000/ pm
		Supporting infrastructure for additional faculty	25		25		
7		Corpus for State Council	100	10	110		
8		Corpus for Education Development Bank	100	10	110		
9		Allocation for strengthening junior colleges for merger with School and Mass Education	200		200		To help separate +2 from higher education in a phased manner
10		Sub-total	465	83	548	602	
	2013-17	Estimate of Liability from prior commitment		413	413		
11		Affiliating Medical Universities from existing Medical Colleges at Cuttack, Berhampur and Sambalpur	150	30	180		Land costs are not included in any of the estimates

12		Upgrade GM College, Khallikote College and Ramadevi College to Unitary Universities & Institute of Tribal Art & Culture, Phulbani	125	31	156		UGC Model college cost guidelines are used for new colleges
13		Restructure of autonomous government colleges in to branch campus of respective parent universities	340	170	510		Ravenshaw Unitary University financing model is used for new unitary universities
14		New Affiliating Universities at Jeypore (South Odisha Univ. - Vikram Dev College), Bolangir (Rajendra College), South-Western Odisha University, Bhawanipatna, South-Eastern Odisha Univ (SKCG College, Parlakhemundi), Central university (Angul)	250	50	300		
15		Creation of New branch campuses of BPUT, OUAT, Sanskrit University, Utkal University of Culture etc.	127	44	171		
		Allocation for strengthening junior colleges for merger with School and Mass Education	600	60	660		To help separate +2 from higher education in a phased manner. 600 crores to be used over 5 years
16		Sub-total	1592	797	2389	3530	Adjusted price estimate is calculated by taking the total current price estimate and dividing over five years and inflating with a factor of 10% each year.
	2018-22	Estimate of Liability from prior commitment		3985	3985		
17		New Universities/Institutes Rourkela Metropolitan University, University of Management Education, Bhubaneswar, State Open University, 5 SITs, Institute of College and University Teacher's Training at Khurdha, Institute of Textile Technology,	860	42	902		Inflated cost calculated by assuming uniform investment over five year plan period. Financing of FM University and North Orissa University were also referred

18		Research Centres	170	17	187		
19		Creation of New Colleges - 8 medical colleges, 10 Govt Engg colleges, 10 General colleges	340	570	910		PPP or P-only mode for Medical colleges
20		Technology Enabled Learning	100	10	110		To take advantage of central scheme of free high speed internet to all institutions of higher learning. Existing central scheme calls for a 25%:75% cost sharing for the State and the Centre
21		Misc	200	20	263		
22		Sub-total	3262	4644	6357	15126	
23	2010-2022	Continuous Maintenance and Upgradation of infrastructure	1000	1200	2200	4312	Inflated cost calculated by assuming uniform investment over five year plan period
Total			6614	6749	11814	23890	

5.9 Mobilization of Resources

In addition to generous state funding of higher education, the state should explore various modes for mobilizing resources such as; donations from industries, philanthropists, endowments, alumni, non-resident Oriyas, MPs from MPLAD , etc. The state should also consider diverting certain percent of mining cess for higher education.

Some reputed trusts and organizations across the country should be invited to establish state universities in the state. Some examples are, Trust of ISB (Indian School of Business, Hyderabad), Trust of Amrita University, SPIC MACAY, Trust of Lord Jagannath, Sai Baba trust, Birlas (BITs Piloni like institute), Jindal (similar to O P Jindal University in Haryana), POSCO (they incubated POSTECH in S. Korea), Mittal (like LNMIIT in Jaipur), ADAG (like DA IICT) and Ajim Premji trust (like the Education University it plans in Bangalore). In particular, Mukesh and Nita Ambani have announced their intention to create a world class university in Mumbai or Delhi. They may be approached to do it in Odisha.

Similarly, funds for setting up these research institutes should be sought from industrial houses, central government agencies such as DAE, DIT, DRDO, CSIR, ICSSR, Dept. of Space, UGC, etc.

Odisha should also try to benefit as much as possible from the central government initiatives from time to time. For example, in regards to the proposal of Institute of Textile Technology at Baragarh, the central govt has already started working on an IIHT (Indian Institute of Handloom Technology) in Baragarh. Hence, similar other proposed initiatives can be pursued at the centre/relevant Ministries for their establishment.

Taking advantage of the foreign university bill, state must pro-actively invite reputed universities from all over the world to collaborate with local public and private institutions of higher education.

Infrastructure investment companies must be invited to create ancillary infrastructure outside the core infrastructure of the non-profit promoting entity and lease the same for long term. Such projects must be funded through Special Project Vehicles.

Financial estimates have been made in consultation with the Department of Higher Education, Govt. of Odisha.UGC and AICET norms for the Model Colleges, Grants for Ravenshaw University and NISER for Upgradation and setting up of new institutions respectively.

Appendix - II

Introduction

1.1 Background

The prosperity of a nation depends on the quality of its education; therefore investment in higher education is essential for building the future of a country. The educational pyramid of higher education is built on the foundations of primary and secondary education. All these three levels are closely linked up. In addition of this, both technical and vocational education as well as literacy programmes need to be closely linked up in evolving an Educational Policy for India. By and large, Odisha's Education Policy has to be in tune with the National Policy on Education. At the same time, in the perspective of globalization, new plan perspectives or strategies has to be adopted to offer opportunities to our young men and women to participate in global competition through education, skills and cutting age research. All these efforts should lead to employment, capacity creation and success in the job market. Academic knowledge, technical knowledge and various skills have to be imparted to enable the people of Odisha to successfully work in a multi-cultural global environment. All the parameters of government policies on higher education should provide opportunity for growth through dynamic leadership.

With a view to achieve above said objectives the universities, government and non-government colleges and technical institutions in Odisha must build up infrastructure and the academic ambience to provide educational excellence through curricular reforms, innovation and quality parameters of growth. More specifically, two core areas need to be stressed, these are teaching and research. Teaching should be first rate i.e. good teaching and improvement of teaching learning situation would lead to the pursuit of excellence. All good institutions of higher learning must provide quality assurance through teaching, research and extension programmes. To put it more precisely, research and development constitute the sine qua non of progress.

With this in mind the institutions of higher learning must provide Post Graduate and Ph.D programmes to promote high standards of research and curriculum reforms intended to meet the demands of industries and corporate bodies. Consequently, vigorous efforts should be made to build up research institutes and to attract young men & women to pursue research.

In this race for competitive advantage USA provides great opportunity in its 4000 institutions and universities. China is also far ahead of us having nearly 3000 institutions and universities. The Knowledge Commission Chairman Dr. Sam Pitroda recommends the establishment of 1500 new universities in India in the next few years in addition to the number of universities in India, which is nearly 4000. With a dismal picture of higher education, a densely populated country like India cannot compete in the global market place. Odisha's vision of expansion in the sector of higher education should be on par with all India standards.

Furthermore, studies reveal that presently the number of universities and colleges in Odisha is very low. With only 19 universities and institutes we stand at the crossroad of a crisis. In view of this, radical reforms are required to expand higher education, particularly through creation of new universities and institutions, through efforts of Government as well as through public private partnership. Since we cannot catch up with our snail's pace, we have to speed up through mega expansion plans by providing financial resources to universities, colleges, libraries and laboratories through a series of action plans. Thus, planning, monitoring and setting performance oriented and time bound educational programmes for the growth of quality education are the preconditions for development in the Higher Education sector.

It is pertinent that the problems of governance and accountability with transparency should be the core concerns of planned development in the higher education sector. The Principals of the Colleges should be empowered to give

leadership to teachers. They should also be given training on management of academic administration.

To provide impetus to research and development activities, each institute of higher education should create a cell for research and development, make adequate budget provision and initiate research programmes of a higher order.

To achieve all this, we need systematic planning and huge investment in the higher education sector. Over and above this, it must be noted that the commitment for expansion of higher education is an ongoing process. A think tank on higher education should be formed to get out of this impasse and to advise on the course of action which would give Odisha a pride of place in the educational scenario of India. It does not refer simply to expansion plans but the consolidation of the gains for the benefit of the Odisha's people, for their right to survival and building a social nest for the poor, the deprived, the dalits and the tribals who constitute almost 1/3rd of Odisha's population. The present recommendations take note of first-rate teaching, training skill orientation, capacity building, with an eye on the job market, both at the national and international levels.

1.2 Vision and Mission

Vision

Odisha fosters a vision of educational transformation for keeping pace with the global educational standards of excellence

Mission

- To provide higher education to young men and women for meeting the requirements of industry and academia.
- To build institutes of excellence for all sectors of the society
- To transmit culture and ethics of high order
- To provide a competitive edge to our society in the global competition

1.3 Objectives

The Gross Enrolment Ratio for Higher Education in Odisha is 13.66% (National Sample Survey 2003) and the time has come to address this in a systematic and forthright manner. As has been mandated by the Govt. of India and subsequently the State Govt., the Task Force aims to propose means and ways to improve the situation keeping **Equity, Excellence and Inclusion** as focus areas. As per these parameters set in the policy statement of the Government, the thrust areas are:

Expansion: It is essential to expand the scope of higher education in Odisha so that all eligible students have a fair chance to get access to higher education. We should aim at improving the Gross Enrolment Ratio which is currently 13.66%. This should increase by 5% in the 11th Plan and to 30% by the year 2020.

Excellence: All out effort should be made to ensure that all the quality parameters laid by relevant accreditation authorities are met by the colleges, universities and institutions of higher education in the State so that the quality of teaching, learning and research becomes nationally and internationally competitive.

Inclusion: The State has to ensure that access to education for economically disadvantaged and socially underprivileged students is enhanced in an effective manner. This is essential to bring them to the mainstream of

education. In addition to this, deserving economically disadvantaged and poor people should be provided every opportunity to have access to higher education.

2.1 Restoration

As we look at the existing situation the sanctioned faculty strength in university departments has been reduced to almost half and in some departments to one. That is also the situation in government run colleges. Moreover, in private and aided colleges there is no positioning of staff as per sanctioned strength. The administrative staff strength has also dwindled. The appointment of laboratory assistants has also been discontinued over the years. Before one plans to expand the education sector, it is necessary to take resort to restoration of staff to its full strength ideally by maintaining the staff-student ratio as per the UGC/State Government rules. That is, there should be positioning of staff as per the yardstick. This is absolutely essential as a prerequisite for achieving excellence in higher education. Improved quality of education in existing institutions will go a long way towards attracting students to higher education and to help in filling up existing vacant seats, thereby contributing to a higher GER. Hence, the immediate policy measures should address the following:

1. Higher Secondary (10+2) should be delinked from the ambit of Higher Education, an action which is long overdue and has become urgent. This step would enable the Universities and Colleges to concentrate on higher education and pursue teaching, research and work for new heights of excellence and innovation.

2. All categories of vacant posts in universities and colleges as per existing norms should be filled up at the earliest through regular appointment of teachers, laboratory assistants and other categories of supporting staff as per sanctioned strength. The existing terms & conditions of service should be examined to orient the same towards greater accountability. Outcome based incentives and dis-incentive for lack of performance must be built into the governance system. These policy reforms are essential for rejuvenating higher education in the state.

2.2 Expansion and Consolidation

A young population with renewed confidence and self-assurance has emerged with improvements in school education. It has resulted in great demand for Higher Education to expand. Over the past 60 years, there has been unplanned proliferation of universities and colleges, rather than proactive, intelligent interventions that have expanded access to higher education. With the recent focus on inclusive growth, there is now a clear direction towards the expansion of access. The existing number of universities, colleges and institutions of higher education is not adequate to meet the varying needs of higher education in different parts of the state. The expansion of the provision of new Institutions will enhance the students' capability and access to Higher Education, research and competitive advantage. It is pertinent that most of our universities are too large to ensure academic standards and providing good governance. Therefore, we need to create more universities in appropriate locations so that these universities are relieved of the burden of larger number of affiliating colleges imparting undergraduate education. In addition to this, innovative initiatives of qualitative expansion should be supported and initiated for transforming Higher Education in Odisha.

The Task Force recommends creating new universities, institutes, research centres and colleges to meet the needs of demography and demands of access to higher education. Odisha's role is to provide educational leadership, bridging regional disparities and equipping the State with world-class educational leaders in teaching, research and industry-academic interface. Moreover, these initiatives would help creation of a talent pool of skilled professionals for gaining competitive advantage in the global job market. This expansion of facilities is necessary in the larger

context of India's demographic profile. It needs to be tapped with courage, vision and patriotism. Odisha should take a leap forward.

2.3 Creation of new affiliating Universities

To ensure expansion and equity the state needs at this stage to create six new affiliating universities, to upgrade all three government medical colleges to affiliating medical universities and create a state open university, a university for management education and autonomous institutes as detailed in the final report of the Task Force. The new Universities will attract requisite funding from the Central Government, UGC and other central bodies. For instance, an Open University would cater to the needs of regional requirements. This is a function which IGNOU may not address.

2.4 Unitary Universities through Upgradation

The infrastructure, student enrolment, academic ambience and qualitative growth of some of the leading autonomous colleges over the years qualify them for further Upgradation. We envisage that in future these institutions will excel in teaching, research and extension activities.

2.5 Creation of New Colleges

A glance at the population profile, Gross Enrolment Ratio and number of district-wise government colleges in Odisha shows the context in which execution of expansion plan has been formulated as contained in the recommendations of the Task Force. In view of this, the Task Force has made an attempt to correlate deprivation while recommending the creation of new colleges. The whole idea is to promote inclusive growth of Higher Education through a large chunk of public spending.

Districts such as Boudh, Deogarh, Jagatsingpur, Jharsuguda, Kendrapada, Malkangiri, Nayagarh, Nuapada, Nawrangpur, Rayagada and Sonepur where there is no Government College at present must have at least one Govt. General Education Degree College each. It is essential to provide public funding to the education sector for the benefit of the poor and underprivileged sections who cannot afford higher cost of education in private institutions. The State and Central Government should provide adequate funding for providing these facilities.

2.6 Dispersal of Existing Universities

In this context, 'dispersal' suggests that the load of large-scale affiliation will be redistributed for better governance. For most of the Universities in Odisha, the number of affiliated colleges is too many to handle. It is absolutely necessary to open campuses like those of State University of New York and State University of California (USA). All existing 25 autonomous colleges are recommended to become branches or campuses of their parent universities, each campus to be headed by a Director. Director's Council will be a body with a Pro-Vice Chancellor as Chairman. Specific recommendations in this regard are contained in the Task Force report and perspective plan.

2.7 Creation of Research Centres

To reverse the trend of brain-drain, there is a strong need for attracting, retaining and nurturing the local talents and gearing up research and innovation to accelerate the pace of development. Odisha has many different agro-climatic zones and is witnessing shift in seasonality of crops and river system, hence there is an urgency of research and development in the local context. Academic research needs improvement in networking and sharing of knowledge in the leading R&D set-ups in the state. This should be supplemented by industry-academia interface and the R&D

community of Odisha should be able to develop prototypes in the laboratories for the industries to gain and also appropriate technology to address the livelihood needs of the people of the State. In this context, we recommend setting up the following centres of research with super-specialized focus. These Centres should be attached to the three oldest Universities of the State depending on their geographical proximity.

Funds for setting up these research institutes should be sought from industrial houses, central government agencies such as DAE, DIT, DRDO, CSIR, ICSSR, Dept. of Space, UGC, etc. In the context of Odisha there should be expansion of facilities for research in Science and all other subjects to have a technical edge over other competitors nationally as well as internationally. We recommend reforms to improve adequate funding and monitoring the quality of research in Institutes of higher learning such as Universities, colleges and technical institutes. More significantly it should be innovative enough to cater to the needs of industries.

2.8 Technical and Professional Education

Most of the private engineering colleges are concentrated in limited locations. We recommend that private entrepreneurs be encouraged to set up engineering colleges in locations where facility for engineering education is not available or inadequate. The Engineering colleges should also impart skills to their students to make them industry-ready and employable. The existing state funded engineering colleges need to be revamped and their vacant positions need to be filled up at the earliest. In addition, 5 new State Institutes of Technology need to be created for Post Graduate education and research. The details may be worked out by a Technical Education Commission.

The Task Force proposes that the three Govt medical colleges of the state: SCB Medical College, Cuttack, VSS Medical College, Burla and MKCG Medical College, Berhampur be upgraded to affiliating Universities. Their areas of jurisdiction should be worked out depending on the geographical proximity of the medical colleges. In addition to these, eligible private entrepreneurs be encouraged to set up medical colleges in self-finance or PPP mode.

The state should also develop a Rural Medical Practitioner (RMP) program which would enhance the paramedical and nursing programs. These programs should be offered in conjunction with all the district hospitals. For admissions to this program special preference should be given to students of rural background.

Odisha should create a community college system imparting skills that are in demand and providing opportunities for career preparation, developmental education, economic development, and continuous learning. These will be modelled after community colleges that are prevalent in the US. The proposed Skills University will be the apex body of these community colleges. The existing vocational colleges and institutes and the ITIs should be part of this set up.

2.9 Ensuring Employability of Students

An understanding of implications of employability instils in our minds a sense of urgency and direction. When companies employ people, they look for usable knowledge. They do not generally look for students who possess bookish knowledge only because when they join a company, they cannot relate the same to the job or the industry. Therefore, the students need skills to use their knowledge and become employable. Their subject knowledge, technical knowledge, soft-skills, body language, leadership qualities, etc. Should develop effectively. In addition, the students should develop communicative skills to fit into multi-cultural environments of the job market. They are also

expected to develop emotional quotient to fit into multinational and multicultural work places around the world.

2.10 Job-oriented courses and programmes

There is an urgent need to redesign existing courses and also introduce new ones to meet the demands of the present time. Recognizing that market forces are calling the shots and too much emphasis being given to technical and professional education, we should reap the benefit in a balanced manner and also give due importance to repackaging and diversifying general/conventional disciplines. We recommend introduction of need-based and job-oriented courses suited to the socio-economic background of the State, such as; Risk Management, Banking and Finance, etc. Students should also have the opportunity of pursuing non-core courses on Computer Applications, development of Soft Skills, Leadership Development and Spoken English skills. The Colleges may also introduce courses related to agriculture, such as soil-testing and seed technology. A short programme/course on entrepreneurship may also be helpful to the graduating students.

2.11 Five-year Integrated Courses

In addition to these, 5-years integrated courses should also be introduced wherever possible. Five year integrated courses in Humanities and Science subjects such as Astronomy, Astrophysics, Earth System Sciences, Geo-physics, Archaeology, History of Science, International Law, Disaster Management, etc. should be restricted only to undergraduate level of the integrated courses.

2.12 Rejuvenating the Doctoral Programmes

The quantity and quality of PhD inputs and outputs need to be looked at carefully by the universities and by the institutes admitting students in Doctoral programmes. The Task Force proposes raising the entry barriers for doctoral admissions through a State Eligibility Test in line of UGC-National Eligibility Test. It also recommends introducing doctoral course works and increasing academic rigour in way of making publications mandatory before awarding the degree. There should be also an attempt to create an atmosphere where teachers can get more time for research and research scholars get sufficient opportunity to teach as they do their doctoral research. Some of the institutes of excellence in the state such as IIT, NIT, NISER, IOP etc. should have strong focus on doctoral programs so that the state can overcome the acute shortage of qualified faculty.

3.0 Governance

3.1 Unifying Education and Administration

Educational administration in the state has been a big bottleneck over the years mainly due to the fragmentation with different departments such as Industry, higher education, health and agriculture among others being responsible for different sectors. In line with the central government's approach to administration of education, it is proposed that a phase wise approach towards consolidation of educational administration be adopted with the objective of bringing the administration of all education other than medical and agriculture under one ministry with different departments. This will help improve inter-departmental coordination and also in coordination with the central government agencies.

3.2 Administration of Higher Education

At present the parent Universities do not have any administrative control over the autonomous colleges. Hence these autonomous colleges should be empowered adequately to handle the affiliating colleges under their jurisdiction. The

parent universities must manage their would-be campuses by appointing a Director, Registrar, Finance Officer, Controller of Examinations and other relevant staff at the initial stage. The campuses should also be provided with or allowed to acquire land to expand their campuses and to start PG courses. They should start with 2-3 PG departments. They should have autonomous functioning within the ambit of their parent Universities. The parent Universities should have required administrative control over the autonomous-colleges-turned-campus. There must be separate budgetary support to activate these campuses.

3.3 State Council for Higher Education

Over the years, the higher education scenario in the state has had a dramatic transformation from an elitist environment towards universalization of higher education. With exponential growth of private entrepreneurship in education and inability of the State to provide and sustain, the ever increasing needs of educational institutions, the paternalistic regulatory system has failed to ensure good governance and to regulate the institutions for purpose of delivering quality output. In order to create a 21st century higher education system in the state it is necessary to discard the command and control method of regulation exercised by Government Departments in favour of an independent regulatory authority. We have taken note of the recommendations of the National Education Policy (1986) recommendations that “state level planning and co-ordination of Higher Education will be done through Councils of Higher Education, ...the Council will develop coordinative methods in keeping a watch on standards”. The aforesaid policy was further elaborated in the program of Action.

Keeping in view the above-mentioned recommendation and the recommendation of the Yashpal Committee (given the federal nature of our country and the role of states in the education) there must be Higher Education Council (HECs) in the states which will co-ordinate with the National Commission for Higher Education and Research- NCHER, to allow different institutions created and funded by the Centre and States to grow on equal footing. These HECs would also insulate the State universities from outside interference. We recommend setting up of Odisha State Higher Education Council (OSHEC) as a statutory body. The council should oversee university education, technical education as well as medical education. The council shall be constituted as per the recommendations made by Yashpal Committee setting its composition and power of the State council.

Necessary legislative measures may be mooted out to efficiently enforce the compulsory primary education for every child throughout the state and to pursue its sustainability up to the age of 14 and beyond. The Odisha Education Act, 1969 was modified by the Govt. of Odisha up to 31st May 1995. But most of these have been out of date. During last 15 years, a lot of changes have taken place. In view of this, a committee may be constituted to revise the provisions of the Act. In particular, the provisions of the constitution of the managing committees of different institutions be examined and updated for promoting managerial efficiency while preserving the autonomy of the Institutions.

We have taken note of above and have considered the ground situation in the State reflecting the poor governance system prevailing in the Universities and Colleges, the erosion of quality and the widely prevalent dissatisfaction among the teaching community.

We are convinced that there is a clear need to establish the Council to be named “Odisha State Council of Higher Education” (OSHEC). The OSHEC must be at arm’s length from the government and the stakeholders broadly along the lines and parameters specified as below:

- The OSHEC would have to be established by an Act of the State Assembly and modelled after the National Council for Higher Education and research.

- It will regulate the entry of new players mainly by laying down physical, and financial parameters as well as quality and governance criteria.
- It would be the only agency authorized to accord degrees granting power to higher education institutions.
- It would be responsible for monitoring standards and setting disputes,
- It would apply the same norms to public and private institutions, just as it would apply the same norms to domestic and international institutions,
- It would separate the functions of approving and giving accreditation to higher education institutions which may be done through accreditation agencies to be licensed by it for the purpose.
- The role of Higher Education Department of Government of Odisha should be redefined to focus on setting broad government policies, disbursement of grants and setting up new government colleges and institutions taking into account the recommendations of OSHEC.

3.4 Need for revision of Odisha Education Act

The Odisha Education Act, 1969 was modified by the Govt. of Odisha up to 31st May 1995. Many of the provisions have been out of date. During last 15 years, a lot of changes have taken place. In view of this, a committee may be constituted to revise the provisions of the Act. In particular, the provisions of the constitution of the managing committees of different institutions be examined and revised for purpose of promoting managerial efficiency while preserving the autonomy of the Institutions.

3.4 Model University Act & Statute

The Higher Education Council should enact a model university act and statutes to be adopted with suitable additional clauses to suit technical/medical universities. The Government should set up of a supervisory authority for regular inspection, monitoring and periodic review of colleges, universities and Institutes of higher learning.

3.5 Management Information System

As part of governance reform in preparation for rapid expansion, a robust management information system to have information on all data related to higher education system must be implemented taking advantage of generous central schemes for computerisation and internet connectivity. At present most of the Institutes cannot provide data for planning and information for the purpose of e-governance.

3.6 Rationalizing Service Conditions and Pay

Many college teachers are aggrieved that they have been deprived of UGC scales of pay due to different interpretations of their eligibility. Therefore, this may be examined by a State Committee empowered for the purpose. In a consultation with the representatives of various teachers unions of the State, the college teachers have represented that it is adversely affecting their motivation for teaching. Their grievances and the existing anomalies should be resolved. Rationalization of the scale of pay would motivate experienced teachers to stick to their profession for enhancing their contribution to teaching and learning and also attract deserving young talents to the profession.

4.0 Finance

4.1 *Increase public spending and diversify sources of financing*

The state is ranked 11th most populous in the country with 3.58% of the country's population (Census of India, 2001). The expansion of our system of higher education is not possible without enhanced levels of financing to build infrastructure such as libraries, laboratories, etc. This must necessarily come from both public and private sources. Since government financing will remain the cornerstone, government support for higher education should increase. Recent initiatives of Government of India highlight three-fold increase in the budgetary expenditure on higher education in the central budget. They also envisage similar increase of budgetary allocation by the State Governments. It is hoped that policy decisions in this regard would boost funding of higher education. Even this would not suffice for the massive expansion in higher education. Hence, it is essential to explore other possibilities that can supplement the increase in public expenditure.

4.2 *Education Development Bank*

It is significant that start-up institutions need resources to meet the capital costs of land, buildings and equipment. Borrowing from commercial banks has become the only means for financing start-up institutions, and also for enabling the students through loans. Hence it is imperative that society creates a mechanism for providing funds for promotion of higher education and to provide access to higher education by enabling the students to pay. This can be in the form of an Educational Development Bank which can finance educational institutions and students at lower than commercial rates.

4.3 *Public Private Participation (PPP)*

Notwithstanding higher government funding our recommendation would be to allow and encourage setting up institutes and universities in public-private partnership mode to set up educational enterprises. The PPP mode may be adopted for all purposes such as formation of Universities, setting up Training Centres, Skill Development centres, Vocational Education, Distance Education Institutes, etc. However, the State must have a mechanism/committee to monitor and regulate such efforts for the larger interest of all the stakeholders.

While public expenditure on education has increased, the percentage share of Gross Domestic Product (GDP) spent on higher education has come down from 0.77% in 1991 to 0.7% in 2008. Moreover, there is an unequal outlay of resources for Higher Educational Institutions across the Indian states. Owing to constrained investment, the education sector is unable to cope with growing market demand and global competition. Increased private investment is thus imperative to expand infrastructure and provide greater access to quality higher education in India. Thus, PPP mode of education could be an effective mechanism for attracting much needed investment in the Indian Higher education system without diluting the regulatory oversight of the Government and other regulators. Odisha's education system has expanded significantly over the past five decades and there has been a considerable increase in the spread of educational institutions along with enrolment at every stage. However, the issues and problems of access, equity, quality, relevance and inclusiveness in education, especially higher and professional education still persist. Future growth is constrained by limited access to higher education of Quality. Hence the real challenge is to provide access with minimum acceptable quality/relevant higher education alongside creating a pool of Centres of Excellence strategically located.

Our recommendation in this regard would be to allow and encourage setting up institutes and universities in public-

private partnership mode and also for-profit approach to set up educational enterprises. This is to be open to all provisions of Education either in form of Universities, setting up Training Centres, Skill Development centres, Vocational Education, Distance Education Institutes, etc. However, the State must have a mechanism/committee to monitor and regulate such efforts for the larger interest of all the stakeholders.

4.4 From Mineral Resources to Human Resources

All private and public sector companies that are using Odisha's mineral resources must be persuaded to contribute in creating higher education institutions. The contribution of these companies should be commensurate with the amount of minerals they have been and will be using. For example, NALCO should be cajoled and incentivized to establish a medical college, an IIIT level institute, a management institute and several quality ITIs. Same effort should be made for SAIL, MCL and NTPC in the public sector and Tata Steel, Birlas, Jindal etc. in the private sector. In general, this should be part of any new MOUs that are signed.

4.5 Special Education Hub and Corridor

The concentration of universities and institutions of higher learning and research and the proposed ones in and around the state capital can be further strengthened by marking the stretch of Cuttack-Bhubaneswar-Khurda-Puri as a special educational corridor. The corridor if realised will make excellent progress by attracting funds from the centre and private investors under PPP mode. There should also be powerful implementation bodies to accentuate the growth and prosperity of the area. Attractive tax benefits can be mooted to invite edupreneurs to contribute to the growth of the corridor. With the Foreign University Bill getting the nod from the parliament, the State should also be proactive in inviting foreign players to set up world class institutions.

To encourage investment in the education sector and distribute such investment more widely, it is proposed that other geographical areas of the state having promise to emerge as educational hubs and corridors such as the greater Berhampur area, Rourkela – Sambalpur - Jharsuguda corridor in the west, the Jeypore-Koraput area in the south and Baripada area in the north may be further promoted with appropriate incentives. Such incentives may be proportionately greater for areas in remote, tribal districts with low GER. The details of such incentive scheme may be worked out by the State Council for Higher Education once it comes in to being.

5.0 Quality of Education

Yashpal Committee points out that all first rate institutions must develop institutional culture and ethos and maintain connectivity with the real world outside. Expansion of Higher Education would not serve the real purpose if it does not encompass excellence/quality as its essential element. Therefore, the major thrust here shall be on total quality management. For this purpose due care should be taken for developing skills of teachers for enhancing the inputs of teaching-learning transaction, creating conducive academic ambience and improving the learning infrastructure in the colleges, universities and institutions of higher education. In addition to these, teachers should be in pursuit of research and research scholars should be engaged to teach classes so that students can have access to new frontiers of knowledge in their respective fields of study. Hence we recommend the following:

- Recruitment of teachers be made by a recruitment Board. The present Service Selection Board must be further revamped and strengthened.
- Depoliticizing Educational Campuses.
- Attract and retain best talents in the teaching profession.

- Democratic and transparent governance be ensured.
- Create conducive environment for research and strengthen the alumni associations of institutions which will keep track of all former students and teachers.
- Recruitment of faculties on contract to be replaced by appointment of visiting professors
- Maintaining proper teacher-student ratio.
- Upgradation of infrastructure with special emphasis on improving libraries and laboratories.
- Encouraging teachers to attend Refresher courses, workshop and conferences.
- Collaboration with leading specialized institutes from outside to develop curriculum for training, research and sharing of knowledge.
- Nurturing young talented teachers and providing training on modern pedagogy and innovative research.
- Technology enabled learning must be put into practice wherever possible.
- Reforming the existing examination system and allowing teachers to design courses, set question papers and evaluate the students.
- Continuous assessment of the curriculum and need-based revision/renewal.
- New initiatives should be taken for proactive Industry-Academia Interface.

5.1 Training of College Teachers/Teaching-Learning Transaction

Globalization has a multi-dimensional impact on the system of education. It has underlined the need for reforms in the educational system with particular reference to the wider utilization of information technology, giving productivity dimension to education and emphasis on research and development activities. In this regard, the Task Force recommends the following:

- One year M.Phil in the model of the Pre-doctoral course of the Institute of Physics, Bhubaneswar, in each Department of the Universities should serve as good training.
- Rapid Expansion would essentially require a large scale employment of teachers in different institutions of higher education. To supplement the process, satellite based and technology enabled learning should be put into effect. Lectures of good teachers from reputed universities and colleges can be made accessible to places where teacher-students ratio is low. Necessary infrastructural and training support must be provided to ensure that as many areas as possible can be brought under technology enabled learning.
- Access to Information and Communication Technology (ICT) and development of skills: As Information superhighway is regarded as technology of tomorrow, Odisha should develop designated departments for developing skills in computer science and IT, so that our students can be globally competitive and emerge as first rate professionals. It is significant that the internet momentum is shifting from western countries to nations like India, China, Indonesia, etc. Most of the professionals in Asia will drive internet in an innovative way. In this context, Odisha should pick up a great competitive edge by developing skills in IT. Thereby we can increase the employability of our graduates in the job market.

5.2 Technology Enabled Learning : Improvement of Quality in Higher Education

The country has embarked on a path of success in IT enabled solutions for building an information society. Odisha state is also the inheritor of this tradition of excellence in software, hardware and telecommunications. Consequently, it has the vision of pursuing a better tomorrow through technology enabled learning, professionalism, training, software skills and business solutions. Odisha should speed up and promote competitive dynamics through these IT innovations. For this purpose it is essential to build up suitable action plans.

Our National Vision on ICTs in Education is very clear and transparent. It seeks to build up e-competencies in conducting educational programs and policies. In this context, the quality of Higher Education can be enhanced with the use of digital competencies which will result in paradigm shift in the teaching and learning process. It is argued that digital competence can be achieved only when we can address the changes of quantity and quality in our education system, issues of poor infrastructure, absence of good and trained teachers, and absence of relevance/ context.

ICT in classroom enhances cognitive learning process significantly improving engagement in the classroom and retention of knowledge. Moreover, the thrill of technology is an added attraction for the learner.

In view of this, stress should be on IT-enabled learning strategies. There should be an effort to promote and implement e-learning for building, networks of virtual classrooms through Edu-Sat and other programmes.

5.3 Syllabus Renewal

The syllabus should be well-defined preferably through books written for the subject concerned. Curriculum renewal, improved text book publication and reference resources should be built up within the system. The curriculum inputs should be part of an on-going process.

5.4 Examination Patterns

Entrance Examination should be in the pattern of the UGC-CSIR NET Test and NEST of NISER-Bhubaneswar. Class Examinations are to be conducted by the College Examination Bodies. We also recommend the following:

- fixed academic calendar
- Semester system across all the colleges/universities
- introduction of grading system
- provision for credit transfer
- uniform curriculum across the state
- autonomy to different institutes

5.5 Need for Value Orientation of Higher Education

Members of Task Force were concerned about decline of humanities as subjects of study and the rapid erosion of human and universal values in the tertiary education sector. This could be arrested by revamping the existing curriculum for both teacher and students through a strategic integration of human and social capital. Odisha can set up a state institute of value education in the SCERT in line with The National Resource Centre on Value Education established by the HRD Ministry of Human Resource Development. Presently, 18 out of 30 districts in the state are Naxal affected conflict zones in addition to some areas plagued by social disharmony. In view of this Universities are to be encouraged to set up Centres of study and Extension on Peace Education, Training and Conflict Management.

5.6 Physical Education in Institutions of Higher Learning

Odisha Govt. should pursue a comprehensive sports policy which should include the existing facilities provided by the Sports and Youth Affairs Department. These steps would enable the talented sports persons to find opportunities in the job market. The Task Force recommends the followings for encouraging physical education in institutions of higher learning.

- To promote health related fitness among all the members of an institution as well as to instil skill related fitness of the skilled sports men and women.
- Physical education activities shall be helpful for fruitful use of leisure time of the youth which in turn would not only help to eliminate student unrest in the campus but also go a long way in promoting creativeness and better understanding of the institution.
- To provide the right kind of leadership in all walks of life, to identify gifted youths and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes, moral and intellectual values and confidence within themselves.
- To identify talented sports persons and training them to excel in National as well as in International sports arena.
- To maintain discipline in the campus and inculcate sportsmanship spirit among the students.
- Every institution of higher learning must have a qualified lecturer in physical education and other supporting staff.
- Existing Institutions should be asked to develop good playgrounds.
- Universities and Institutions should give due attention to Physical Education, sports, games and athletics.
- Practice of Yoga should be encouraged.
- Adequate provision should also be made for indoor and outdoor games, gymnasium etc.

5.7 School Education

Expansion of Higher Secondary, Secondary and Primary Education should be commensurate with that of Higher Education so that quality education shall be the main thrust of all four educational streams.

5.8 Quality Assurance Cell

Both at the State level and the Institutional level there should be Quality Assurance Cells to streamline measures taken for ensuring quality. This may be enforced through statutes/administrative orders. A built-in system of regular supervision of the working of Universities and Colleges should go hand-in-hand with systematic state sponsored accreditation of Institutions by empowered Academic Bodies.

6.0 Way Forward

Proper attention to education in general and higher education in particular, determines the quality of a society. With social economic and industrial development of Odisha, demand for higher education is increasing. The State should seriously consider investment in higher education as an investment into the future human, socio-economic and cultural capital. As a result, the higher education system in Odisha is currently suffering from deteriorating standards, chronic under-funding, poor management, mushrooming of private technical and general colleges beset with inadequate faculty. For a systematic reform, the perspective plan of higher education in Odisha should be guided and implemented

by a long-term vision to produce and disseminate quality higher education so as to build an efficient, flexible, innovative and inclusive knowledge society in the State by stimulating academic environment through promotion of quality of teaching-learning and research. And for this purpose the Centre and State government funding should go up substantially.

The Task Force on Higher Education recommendations encompass the expansion plans for reforming higher education. It is pertinent that empowerment of higher education requires liberal funding by both the State and Central Governments. In reality, the success of Higher Education plans will depend on the execution of the mega plan through micro-level monitoring at all stages.

An Advisory Body with eminent academicians and Govt. officials should be constituted to gear up implementation strategies. In the present context, political will and commitment to state's welfare richly reflect a historic reform agenda for revamping and reforming higher education. Thus, Odisha shares the vision of leadership in the global competitive environment and remains committed. Therefore, a progressive higher education policy was long overdue and the date for adopting such a guiding framework is today.

Appendix - III

GOVERNMENT OF ORISSA
DEPARTMENT OF HIGHER EDUCATION

No. 29115 /Dated, Bhubaneswar, the 13th October, 2009
I-HE/UA-15/09

From:

Sri Gangadhar Singh,
Addl. Secretary to Govt.

To

Sri Dhirendra Kumar Roy,
Executive Director,
HDF, Bhubaneswar.

Sub: Sign of MOU for Secretarial Assistance to the Task Force on Higher Education constituted for the purpose of Perspective Plan .

Ref: This Department Notification No.28815/HE.,Dt.7.10.09 and your Letter No.HDF /CDAR/EERU/397/09 dt.9.10.09.

Sir,

In inviting to the above references I am directed to say that Govt. have decided to entrust HDF the assignment of the Secretarial and other assistance to the Task Force on Higher Education constituted in this Department Notification No.28815/HE.,Dt.7.10.09(copy enclosed).

For the above purpose you are requested to attend this Deptt. and sign the required Memorandum of Understanding(MOU), a copy of which is enclosed herewith.

Yours faithfully,


Addl. Secretary to Govt.

GOVERNMENT OF ORISSA
HIGHER EDUCATION DEPARTMENT

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NOTIFICATION

No.28815/HE , Dated, Bhubaneswar the 7TH October, 2009

With the objective of preparing a Perspective Plan Document for Higher Education in the State of Orissa, Govt. have been pleased to constitute a Task Force consisting of the following members under the Chairmanship of Prof. Trilochan Pradhan Retd. Director, Institute of Physics.

1. Prof. Trilochan Pradhan (Ex-Director, Institute of Physics & Ex-Vice Chancellor, Utkal University)- Chairman
2. Prof. K.L.Chopra,(Retd. Director,IIT), NBA
3. Prof.D.P.Pattnaik,
4. Prof. D.P.Ray,V.C. ,OUAT
5. Prof.A.K.Pujari,V.C. Sambalpur University
6. Prof. Sunil Sarangi,Director,NIT,Rourkela
7. Prof.Chitta Baral, Arizona State University,USA.
8. Prof.Priyambada Hejmadi, (Retd. V.C.)
9. Prof.Swadhin Pattnaik,Director (Institute of Maths.)
10. Prof. Abani Baral(Retd. Principal)
11. Prof. D.V. Ramana, XIMB
12. Dr.L.N.Mishra, Ex-V.C. Utkal University
13. Prof. Rabindra Ku. Nanada,(Retd.Prof. in Chiemistry)
14. Dr.Damodar Acharya,Director, IIT,Khadagpur
15. ~~Mr.~~ Mrs. Rajib Sahu, , Resource Consultant
16. Dr.Achyut Samant, UGC Member
17. Commissioner-cum-Secretary to Govt. - Higher Education Department. Member Convenor

The Task Force constituted will

1. Study the present scenario of Higher Education in the State of Orissa in all sectors including Industries, Agriculture and Medical.
2. Suggest ways and means to improve the situation and bring it at par with International standard, keeping Equity, Excellence and Inclusion as focus areas.
3. Suggest draft Higher Education Policy for the State.
4. Prepare two annual action plans (for 2010-11 and 2011-12) and two 5 year perspective plans for the State corresponding to the 12th and 13th Five year plan period up to 2021-22.

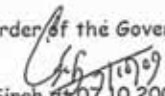
The following members are included as special invitees.

1. All Vice Chancellors of the Universities in the State.
2. Prof. Chandrasekhar, Director, NISER
3. Prof. Radha Mohan, Ex-State Information Commission
4. Prof. Gopal Nayak, Director, IIIT, Bhubaneswar
5. Commissioner-cum-SPD, OPEPA
6. Director, Higher Education, Orissa
7. Director, Secondary Education, Orissa
8. Director, Elementary Education, Orissa
9. Director, Technical Education & Training, Orissa
10. Director, Medical Education & Training, Orissa.
11. Prof. Bhagaban Prakash
12. Prof. D.K. Ray, Chairman, HDF, Bhubaneswar
13. Prof. Dhanada Mishra, HDF
14. ^{Dr.} M.K. Mishra, JITM
15. ^{Mrs} Bijaya Mishra, Retired Principal, R.W. Women's College, BBSR

The Task Force will hold their office in the mint Conference Hall of Orissa State Bureau of Text Book Preparation and Production, Bhubaneswar.

The Task Force will complete the exercise and submit their report within a period of three months.

By Order of the Governor


G. Singh dt. 07.10.2009
Addl. Secretary to Govt.

Memo No.28816/HE., Dt 7TH October, 2009

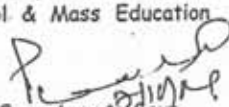
Copy forwarded to Director, Printing, Stationery and Publication, Orissa, Cuttack for information and necessary action.

He is requested to publish the notification in Extra Ordinary issue of the Orissa Gazette and supply 50(fifty) copies to this Department immediately.


SLO-cum-Deputy Secretary to Govt.


Memo No.28817/HE., Dt. 7TH October, 2009

Copy forwarded to Industries Department/ Agriculture Department/ Health & Family Welfare Department/Culture Department/ School & Mass Education Deptt. for information and necessary action.


SLO-cum-Deputy Secretary to Govt.

Memo No.28818/HE., 7TH October, 2009

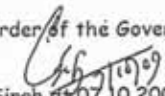
Copy forwarded to the Chairman and all members of Task Force/All Members (Special Invitees)/Director, Orissa State Bureau of Text Book Preparation & Production, BBSR for information and necessary action.


SLO-cum-Deputy Secretary to Govt.

The Task Force will hold their office in the mint Conference Hall of Orissa State Bureau of Text Book Preparation and Production, Bhubaneswar.

The Task Force will complete the exercise and submit their report within a period of three months.

By Order of the Governor


G. Singh dt. 07.10.2009
Addl. Secretary to Govt.

Memo No.28816/HE., Dt 7TH October, 2009

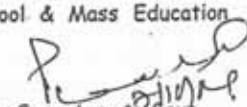
Copy forwarded to Director, Printing, Stationery and Publication, Orissa, Cuttack for information and necessary action.

He is requested to publish the notification in Extra Ordinary issue of the Orissa Gazette and supply 50(fifty) copies to this Department immediately.


SLO-cum-Deputy Secretary to Govt.


Memo No.28817/HE., Dt. 7TH October, 2009

Copy forwarded to Industries Department/ Agriculture Department/ Health & Family Welfare Department/Culture Department/ School & Mass Education Deptt. for information and necessary action.


SLO-cum-Deputy Secretary to Govt.

Memo No.28818/HE., 7TH October, 2009

Copy forwarded to the Chairman and all members of Task Force/All Members (Special Invitees)/Director, Orissa State Bureau of Text Book Preparation & Production, BBSR for information and necessary action.


SLO-cum-Deputy Secretary to Govt.

Memo. No.28819/HE., Dt. 7TH October, 2009

Copy forwarded to the Vice Chancellor of All Universities of the State/ Director, Higher Education, Orissa/ All RDEs, for information and necessary action.


SLO-cum-Deputy Secretary to Govt

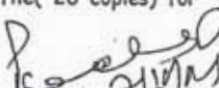
Memo.No.28820/HE., Dt. 7TH October, 2009

Copy forwarded to P.S. to Hon'ble Chief Minister, Orissa/ P.S. to Hon'ble Minister, Higher Education, Tourism & Culture, Orissa/P.S. to Chief Secretary, Orissa/P.S. to Development Commissioner-cum-Addl. Chief Secretary, Orissa/ P.S. to Commissioner-cum-Secretary to Govt., Deptt. of Higher Education/ P.S. to Addl. Secretary to Govt., Deptt. of Higher Education for kind information of Hon'ble Chief Minister, Orissa/ Hon'ble Minister, Higher Education, Tourism & Culture, Orissa/Chief Secretary, Orissa/Development Commissioner-cum-Addl. Chief Secretary, Orissa/ Commissioner-cum-Secretary, Deptt. of Higher Education/ Addl. Secretary, Higher Education.


SLO-cum-Deputy Secretary to Govt

Memo No.28821/HE., Dt. 7TH October, 2009

Copy forwarded to all Officers of Higher Education Department/All Sections of Higher Education Department/ Section-I guard file(20 copies) for information .


SLO-cum-Deputy Secretary to Govt