MINISTRY OF HUMAN RESOURCE DEVELOPMENT

Department of Higher Education
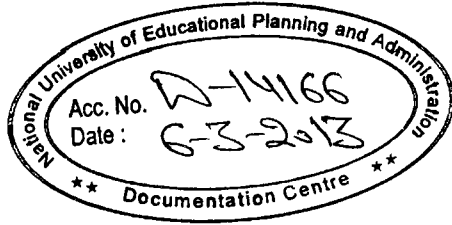
BACKGROUND NOTE FOR THE

MID-TERM APPRAISAL

OF THE

XITH FIVE YEAR PLAN

15th September, 2009

BACKGROUND NOTE FOR THE MID-TERM APPRAISAL OF THE XIth FIVE YEAR PLAN

I. OVERVIEW

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

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

1.3   In order to reap benefits of this demographic dividend; access, equity and quality have been major concerns of the Government in the higher education sector. Need has been felt that Gross Enrolment Ratio in higher education, which is 12.4% (as per 2006-07data) should be raised to a significant level in a time bound manner. In the XIth Five Year Plan (2007-2012), the funding for higher education has been increased by almost ten times over the expenditure incurred in the previous Xth Five Year Plan and the Department of Higher Education expects to raise the GER to 15% by 2012. As on 31.03.2009, there are 471 Universities, 268 State Universities, 40 Central

Universities, 125 Deemed Universities, five Institutions established under various State legislations and 33 Institutions of National Importance established by Central Legislation. In addition, there are 22,064 colleges including around 2,260 colleges for women. However, many more universities and colleges will need to be opened with public and private funding while ensuring equity and excellence. Ways will also have to be found to provide increased funding for higher education, including innovative models of public-private partnership to seek private participation in higher education, without compromising on equity and excellence.

1.4   Though the overall access for higher education in India is increasing, there are wide variations in the Gross Enrolment Ratio (GER) across States. There are 18 States & Union Territories having Gross Enrolment Ratio (GER) less than 12.4% (as per 2006-07data), which is the national average. Five States account for almost half the number of institutions in general Higher Education and four states account for almost half the number of technical education institutions in the country. The same situation prevails among Scheduled Castes, Scheduled Tribes, Other Backward Classes, Girls Minority communities, and other disadvantaged sections.

1.5   In order to increase access, the Department of Higher Education has made efforts to have at least one Central University of national character in each State of our Union. In the area of technical and professional education, 8 new Indian Institutes of Technology and 8 new Indian Institutes of Management, 20 new Indian Institutes of Information Technology and 10 National Institutes of Technology are being set up and work has started in this direction. Apart from these, 5 Indian Institutes of Science Education and Research (IISERs) and 2 Schools of Planning and Architecture have also been established. Department of Higher Education also plans to assist the State Governments in establishing 374 new Degree Colleges, one each in educationally backward districts of our country as also in establishing about 1000 new Polytechnics. A process of academic reforms has also been initiated which includes the introduction of the semester system, regular upgradation and updating of syllabi, introduction of the choice-based credit system, which allows students to pick and choose courses to earn credit, mandatory assessment and accreditation, etc. Apart from incentivising the State Governments to make investments for new institutions of higher learning, the Department is also incentivising them to improve the infrastructure of the existing institutions, along with ushering of educational reforms.

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1.6   The Department has also focused on the equity aspect of higher education by making special provisions for the disadvantaged groups. A number of schemes have also been launched to benefit the girl students and students belonging to minorities.

1.7   The ICT revolution worldwide has facilitated ready access to wide information and diverse knowledge. It is therefore, important that our Universities and Colleges develop a system of knowledge management to reap the benefits of information technology. Our institutions of higher learning also need to create and protect intellectual property. A National Mission on Education through ICT has already been launched on 3rd February 2009 which will cost nearly Rs.5000 crores in the next three years and will provide internet connectivity to over 20,000 degree colleges and over 10,000 departments in the Universities.

1.8   An important challenge before us in the higher education sector is to bring Governance Reforms not only in the institutions of higher learning but also in the regulatory structures of the higher education system. There is also a challenge of maintaining quality and excellence while ensuring rapid expansion of the higher education system. The higher education system is also faced with the challenge to attract and retain good faculty in adequate numbers to meet the demand of the rapidly expanding higher education system. Efforts also need to be made to restore the respect for teaching profession and the status of the teacher must come first and above everyone in the society as has been the tradition of our country.

1.9   As mentioned above, during the first two years of XI Five Year Plan, Higher Education System of the country has seen a major expansion. Various new initiatives have been taken to expand the Higher Education System of the country by opening of new institutions and upgrading the existing ones. Initiatives have also been taken to improve the quality of the Education System for which various reform measures have been undertaken. Inclusiveness is also one of the major concerns during the XIth Five Year Plan. Schemes like Women's Hostel; Model Colleges in Educationally Backward districts, Education Loan Interest Subsidy etc. have been initiated to ensure inclusiveness apart from making special provisions for reservation of seats for the disadvantaged sections. Some of the major achievements in the first two years of the XIth Five Year Plan are given below:-

<u>Major Achievements in the first two years of the XIth Plan</u>

- As a follow up of the Constitution (93rd) Amendment Act, 2005, inserting clause (5) in Article 15, Parliament has enacted the **Central Educational Institutions (Reservation in Admission) Act, 2006** making special provisions for reservation of seats for the Scheduled Castes, Scheduled Tribes, and the Socially and Educationally Backward Classes/Other Backward Classes (SEBCs/OBCs) in admissions to central educational institutions other than those listed in the schedule of the Act as per Section 4 of the Act.

- Immediately after the vacation of stay by the Hon'ble Supreme Court in April 2008, directions were given for implementation of reservation to OBCs in all Central Educational Institutions. Special drive was also made to ensure that IITs/IIMs fill up the entire reserved category seats by organising preparatory classes as well as remedial coaching. Rs.2522 crores have also been provided during 2008-09 to expand the capacity of the Central Educational Institutions by 54% so that there is no reduction in the availability of the general category seats due to the implementation of 27% OBC reservations.

- 15 new Central Universities have been established including the conversion of three State Universities into Central Universities, one in each State which did not have a Central University, except Goa. Three existing State Universities which have been converted into Central University are Dr. Harisingh Gour Vishwavidyalaya at Sagar in Madhya Pradesh, Guru Ghasi Ram Vishwavidyalaya, Bilaspur University in Chhatisgarh and H.N. Bahuguna Garhwal University in Uttrakhand. Remaining 12 new Central Universities have been set up in Bihar, Jharkhand, Orissa, Gujarat, Haryana, Punjab, Rajasthan, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala and Tamil Nadu.

- Indira Gandhi National Tribal University at Amarkantak in Madhya Pradesh has been established as a Central University under an Act of Parliament.

- Eight new Indian Institutes of Technology (IITs), one each in Bihar, Andhra Pradesh, Rajasthan, Orissa, Gujarat, Punjab, Himachal Pradesh and Indore (MP) have been set up during the first two years of the XIth Five Year Plan. Classes have been started from the

academic session 2008-09 in the first six of these new IITs either through temporary premises or in the premises of their mentor IITs. In IITs, Mandi (HP) and Indore (MP), classes have commenced from the year 2009.

- One new Indian Institute of Management (IIM) namely Rajiv Gandhi Indian Institute of Management (RGIIM) has been set up at Shillong in Meghalaya and classes have been started from the academic session 2008-09. Further, the Union Cabinet has accorded its approval for the establishment of 7 new IIMs.

- Five new Indian Institutes of Science Education & Research (IISERs) have been set up at Kolkata, Pune, Mohali, Bhopal and Thirvananthapuram during XIth Five Year Plan. While three IISERs at Kolkata, Pune and Mohali had started functioning from their temporary premises earlier, two at Bhopal and Thiruvananthapuram have started their Session from 2008-09.

- Two new Schools of Planning & Architecture (SPAs) have been set up at Bhopal in Madhya Pradesh and Vijayawada in Andhra Pradesh. Classes have been started from the academic session 2008-09 through temporary premises.

- NIT (National Institute of Technology) Act, 2007 has been passed and enforced w.e.f. 15.8.2007. Three institutions namely Bihar Engineering College, Patna, Government Engineering College, Raipur and Tripura Engineering College, Agartala have been upgraded as National Institutes of Technology.

- A Central Institute of Technology at Kokrajhar, Assam has been established.

- AICTE has permitted second shifts in certain engineering colleges and polytechnics.

- A new Scheme has been started to cover top 2% of the student population of class XII (equally divided between boys and girls on the basis of class XII results) by providing them with scholarship of Rs.1000/- per month for 10 months in a year for under-graduate level studies and Rs.2000/- per month for 10 months in a year for post-graduate level studies.

- To encourage research, the amount of fellowships under Junior Research Fellowship has been enhanced. The GATE qualified M.Tech Fellowship has also been enhanced from Rs.5000 pm to Rs.8000 pm and Ph.D to Rs. 12,000.

- To meet the shortage of faculty in higher educational institutions, orders were issued in March 2007 raising the age of retirement of teachers in centrally-funded higher and technical educational institutions under the purview of this Ministry, from 62 to 65 years with provision for re-employment on contractual basis up to 70 years (subject to availability of vacancies and screening according to UGC guidelines). Revised pay structure for faculty has also been implemented in centrally funded educational institutions of higher learning.

- National Mission on Education through ICT has been launched which will cost Rs.5000 crore in the next three years and will provide internet connectivity to over 20000 colleges and 10000 departments in the universities.

- A "Sub-mission on Polytechnics" under coordinated action on Skill Development has been launched, wherein:
  a) Central financial assistance to the extent of Rs 12.3 crore per polytechnic will be provided to the State Governments to set up 300 Polytechnics in un-served and underserved Districts.
  b) Under the Public Private Participation mode (PPP), Rs 3.00 crore per polytechnic is envisaged to be provided for establishing about 300 Polytechnics.
  c) 400 Polytechnics are proposed to be established in the private sector.
  d) It is proposed to provide Rs. 2 crore per existing Polytechnic for 500 Polytechnics to augment the facilities.
  e) To promote Polytechnic education among women, assistance of Rs 1 crore is proposed to be provided to each Polytechnic for construction of women's hostel in 500 polytechnics.
  f) To provide short-term skill and vocational training to rural community and unorganized sectors, a renewed Community Polytechnic Scheme is being proposed in 1000 polytechnics.

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- Approval for establishment of Central Institute of Classical Tamil has been accorded by the Government and it has started functioning.

- National Translation Mission Programme has been launched by the Government for translation of existing knowledge books in English, into various languages in the 8th Schedule of the Constitution.

- All NER States have a Central University each and special funds have been given to start engineering and management courses in all the Central Universities in NER.

Financial Achievements

A substantial expansion of higher and technical education has been envisaged in the XIth Five Year Plan, for which a provision of Rs.84943 crore has been made for the Department of Higher Education as against the Xth Five Year Plan outlay of Rs 9,500 crore. As against this outlay, the Department of Higher Education has been allocated only Rs.10,000 crores (RE) during the first two years of the Plan period out of which, the Department has spent Rs. 9853 crore (98.53%) during the first two years of the Plan and Rs. 9600 crore has been allocated for current year (2009-10). With such a meager allocation every year, the Department is finding it hard to implement various new initiatives which have been proposed in the XI Plan document approved by NDC as well as announced by the Hon'ble Prime Minister. Hence, the Department needs to be provided much higher allocations in the remaining period of the XIth Five Year plan.

Scheme wise Physical and Financial Performance is attached at Annexure I and II.

Revised Scheme-wise allocation for XI Plan

The Department is also facing some difficulties in respect of scheme-wise allocation for XIth Plan as endorsed by NDC in December, 2007. There are some schemes for which the requirement of funds is more than the amount allocated in NDC document and in some other schemes, the requirement is less. Therefore, the scheme-wise allocation has been reworked by the Department and some inter-se changes in the allocations are proposed keeping the overall allocation to Rs. 84,943 crore as endorsed by the NDC which can be considered during the Mid-Term Appraisal of the XIth Plan. The revised scheme-wise allocation for XIth Plan will be sent separately. It is also pertinent

to mention here that there is no change in the priority to be given to the various new schemes of the XIth Plan and the main reason for reduced allocation for some of the schemes is merely due to the fact that these schemes could not be approved in the first two years of the Plan and therefore, their fund requirement has reduced. The re-appropriation is being done just to give fresh impetus to the various new and important schemes of the Department.

II.   SCHEMEWISE APPRAISAL

UNIVERSITY AND HIGHER EDUCATION

2.1   ESTABLISHMENT OF NEW CENTRAL UNIVERSITIES

XIth Five Year Plan envisaged establishment of 16 Central Universities in hitherto uncovered States of Bihar, Jharkhand, Orissa, Gujarat, Haryana, Punjab, Rajasthan, Himachal Pradesh, J&K, Karnataka, Kerala, Goa, Chattisgarh, Madhya Pradesh, Uttarakhand and Tamil Nadu. Accordingly 15 new Central Universities, including three State Universities converted to Central Universities, have been established w.e.f 15.1.2009, except Goa, which has not been included on the request of the State Government.   3 State Universities which have been converted into Central University are Guru Ghasidas Vishwavidyalaya in the State of Chhattisgarh, Dr. Harisingh Gour Vishwavidyalaya in the State of Madhya Pradesh and Hemvati Nandan Bahuguna Garhwal University in the State of Uttarakhand.

Courses have been started from the temporary premises in the all the newly created universities except Himachal Pradesh and J&K from the academic session 2009-10. Sites have been identified in the States of Haryana, Karnataka, Punjab, Orissa and Tamilnadu for establishment of permanent campus of the Universities; other states, which have offered land at specific sites, are being visited by the Site Selection Committees notified by the Central Government.

2.2   INDIRA GANDHI NATIONAL TRIBAL UNIVERSITY

One new Central university, namely Indira Gandhi National Tribal University at Amarkantak in Madhya Pradesh which was proposed to be established during XI Plan, has come into existence from 8th July, 2008. The University is a teaching and affiliating university for facilitating and promoting avenues of higher education and research facilities for the tribal population of the country.   The university has started its academic programme in a modest way, with the help of guest faculty and contractual appointees.   Admissions to B.A. (Hon.), B. Com (Hon.) and BBA courses have since taken place for the academic session 2008-09.

A new Regional Centre of the IGNTU has been inaugurated in the state of Manipur on 9th September, 2009 by the Chief Minister of Manipur with the launch of M.Phil Programme in Political Science. The State Government of Manipur has also identified land to the extent of 300 acres in the North Eastern side of Makhan Village of Senapati Hill district for this Regional Centre.

2.3 ESTABLISHMENT OF 14 WORLD CLASS CENTRAL UNIVERSITIES (RENAMED AS INNOVATION UNIVERSITIES AIMING AT WORLD CLASS STANDARDS)

During the XIth Five Year Plan period, the Central Government proposes to establish 14 Innovation Universities in identified cities, aiming to achieve world class standards. Locations have been finalised as under:-

1. Maharashtra	-	Pune
2. West Bengal	-	Kolkata
3. Tamil Nadu	-	Coimbatore
4. Karnataka	-	Mysore
5. Andhra Pradesh	-	Vishakapatanam
6. Gujarat	-	Gandhinagar
7. Rajasthan	-	Jaipur
8. Bihar	-	Patna
9. Madhya Pradesh	-	Bhopal
10. Kerala	-	Kochi
11. Punjab	-	Amritsar
12. Orissa	-	Bhubaneshwar
13. Uttar Pradesh	-	Greater NOIDA
14. North Eastern Region	-	Guwahati

The Central Government has since constituted Site Selection Committees headed by the Chairman, UGC, to visit to Amritsar and Vishakhapatnam, to assess the suitability of land offered by the State Governments of Punjab and Andhra Pradesh, respectively. The Committee is scheduled to visit Amritsar on 26.9.2009.

A Concept Note on Innovation University aiming at World Class standards has been circulated to various Ministries/Departments, Planning Commission, IITs/IIMs, Central

Universities, prominent academicians and has also been placed on the web site of the MHRD eliciting their views/comments. It is expected that the Concept Note would be finalized by the mid-October, 2009. Copy of the concept note is attached as **Annexure-III**.

2.4 SETTING UP OF 374 DEGREE COLLEGES IN EDUCATIONALLY BACKWARD DISTRICTS

As proposed in the XIth Plan document, proposal to set up 374 degree colleges in the districts having GER lower than the national average is under consideration of the Government. The capital cost for establishing a college has been estimated at Rs. 8 crores by an Expert Committee constituted by the University Grants Commission.

It has been proposed that for this Scheme, the Central-State funding of the capital cost shall be in the ratio 1:1 for Special Category States, while for others, the ratio shall be 1:2. The land shall be provided by concerned State Governments and the recurring cost shall be borne by them. An outlay of Rs. 782 crores has been made for this Scheme in the XI Plan. Going by the capital cost of Rs. 8 crores per college, the share of Central Government is estimated at Rs. 1079 crores for 374 colleges. However, agreeing with the recommendations of the Expenditure Finance Committee, it is now proposed to provide central assistance for 200 colleges during the remaining period of XIth Five Year Plan with priority being given to special category states and districts having concentration of weaker sections and minorities as well as other districts in Schedule V and Schedule VI areas. Assuming that all the 61 districts falling in Special Category States are covered during this period, the financial requirement (Capital share) during the XI Plan shall be as under:

i) Central share for 61 colleges in Special Category States: Rs. 244.00 crores
   (@ Rs. 4 crores per college)

ii) Central share for remaining 139 colleges: Rs. 371.13 crores
   (@ Rs. 2.67 crores per college)

   TOTAL **Rs. 615.13 crores**

This is a priority scheme for this Ministry and is expected to be operationalised soon. Pending approval of the competent authority, the University Grants Commission has invited Detailed Project Proposals from the State Governments.

2.5 SCHEME FOR INCENTIVISING STATE GOVERNMENTS FOR EXPANSION OF HIGHER EDUCATION INSTITTUIONS

A new scheme has been proposed in the XIth Five Year Plan to incentivize State Governments for setting up of new institutions in higher education or for expansion of their existing institutions. The Scheme is under process. A draft EFC memo has been circulated to the concerned Ministries/Departments. It has been proposed that the Scheme may have the following components:-

(i) Creation of new Universities by State Governments.

(ii) Creation of new degree colleges.

(iii) Expansion through increase in intake of new degree colleges.

(iv) Creation of new engineering colleges in underserved areas.

Under the scheme, it has been proposed to provide Central Assistance to the State Governments to the extent of $1/3^{rd}$ of capital cost for setting up of new universities and colleges or expansion of the existing institutions in the States. The State Government would have to bear $2/3^{rd}$ of the capital cost and the recurring expenditure for these institutions. For Special Category States, funding of capital cost will be shared equally between the Centre and the States.

Under the Scheme, the State Governments shall have to prepare Detailed Project Reports separately in respect of each of their proposals. According to estimates, the capital cost for the anticipated project works out to Rs. 16,690 crore, out of which the Central Government's share is anticipated to be Rs. 6370 crore.

A provision of Rs. 6200 crore has been made in the XIth Five Year Plan for this Scheme. A token provision has been made in the Annual Plan 2009-10, under the overall Plan budget of the University Grants Commission. The additional requirement of Rs. 170 crores is proposed to be met

from expected savings form the overall allocation in the XI Plan for the Department of Higher Education.

2.6 NEW CENTRAL SECTOR SCHEME OF INTEREST SUBSITY ON EDUCATIONAL LOANS TAKEN BY STUDENTS FROM ECONOMICALLY BACKWARD SECTIONS TO PURSUE TECHNICAL/PROFESSIONAL EDUCATION IN INDIA UNDER THE EDUCATIONAL LOAN SCHEME OF THE INDIAN BANKS' ASSOCIATION

A proposal for introducing a Scheme to provide interest subsidy to poor students for pursuing professional education in India was envisaged in the XIth Five Year Plan. An outlay of Rs. 4000 crore was made in the Plan. The scheme has since been approved by Government and is being implemented starting from the academic year 2009-10. Detailed note on the scheme is attached as Annexure-IV.

Since the scheme will start from the academic year 2009-10, and professional courses usually start in July/August of the academic year, interest on the loan amount sanctioned to students in 2009-10 to students shall fall due sometime in July, 2010. Similarly, interest for the year 2010-11, shall be due in 2011. Thus, the central subsidy shall have to be paid for two years under the XIth Five Year Plan. The detailed modalities for payment are being decided in consultation with Canara Bank.

The XIth Five Year Plan outlay for this Scheme has been reduced to Rs. 1080 crore. Assuming that 2 lakh students in the eligible category take a loan of Rs. 1.5 lakh each year, the requirement shall be Rs. 1080 crore during XI Plan (assuming the interest @12%). In case the number of students or loan amount exceeds the estimated number or amount, the requirement shall be more.

In the Education Loan Scheme of the IBA, there is provision that 1% interest concession may be provided for loanees if the interest is serviced during the study period when repayment holiday is specified for interest/repayment under the Scheme. Since, the banks charge simple interest during the period of moratorium, a view was taken that the interest subsidy could be provided in one lumpsum immediately before the end of the course period, to avail of 1% interest concession. The India Banks' Association has now clarified that this concession is offered only if the interest is serviced on an on-going basis during the study period. This issue is being sorted out. The requirement of Rs. 1080 core during the XI th Plan, has been worked out on the assumption that the

interest shall have to be paid regularly, and not at the end of the course period. The method of payment as beneficial to the Government shall be adopted.

2.7 CONSTRUCTION OF GIRLS HOSTELS

The colleges and universities which come within the purview of the UGC and are fit to receive central assistance under Section 12 B of the UGC Act, are eligible to receive financial assistance. In order to achieve the goal of enhancing the status of women, the Commission has been providing financial support on cent per cent basis for construction of hostels for women and other related infrastructural facilities in college. The support varies from Rs. 60.00 lakhs to Rs. 2.00 crores depending upon the size of women enrolment and the location of the colleges, whether in Metropolitan or Non-Metropolitan urban areas or rural areas. Funds released during 2007-08 and 2008-09 by the UGC's Regional Offices are as under-

Funds released during the year	2007-08	2008-09
	(Rs. Crore)	(Rs. Crore)
NRCB	10.11	14.69
Regional Offices	176.05	237.35
Delhi Colleges	5.00	2.00
TOTAL	191.16	254.04

2.8 SUPPORTING 150 UNCOVERED STATE UNIVERSITIES AND 6000 COLLEGES

About 8800 affiliated colleges of State Universities are technically under the purview of UGC but do not get assistance as they do not meet the minimum eligibility norms in terms of physical facilities and human resources. During the XIth Five Year Plan, it is intended to strengthen about 6000 colleges and 150 universities with focus on underserved areas to enable these institutions to fulfil the criteria for UGC assistance. To implement this scheme the UGC (Fitness of Certain Universities for Grants) Rules, 1974 and UGC (Fitness of Institutions for Grants) Rules, 1975 has been amended in consultation with Ministry of Law & Justice and notified on 10.8.09. It is expected that the Scheme would be implemented in the current year as well as during the next two years of the Plan. The

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Ministry is planning to project the additional requirement of fund on this account at the Revised Estimates stage in the current Financial Year.

2.9 ADDITIONAL ASSISTANCE TO ABOUT 160 ALREADY COVERED UNIVERSITIES AND ABOUT 5500 COLLEGES

In the XIth Plan period, an amount of Rs. 3,000 crores has been allocated for the additional assistance to 160 already covered universities and about 5500 colleges which are already declared fit to receive grants under Section 12B of the UGC Act. UGC has planned to ensure that the Scheme is implemented in full swing from the current financial year.

2.10 STRENGTHENING SCIENCE BASED HIGHER EDUCATION AND RESEARCH IN UNIVERSITIES

Looking the declining quality and quantum of scientific research in India, an Empowered Committee under the Chairmanship of Prof. M.M. Sharma was constituted for rejuvenation of Basic Scientific Research in Universities. Based on the recommendations of Task Force action for strengthening science based education and research in Universities has been initiated. For implementing the recommendations of M.M. Sharma Committee, the grants released for the year 2007-08 and 2008-09 are as under :-.

	2007-08 (Rs. Crore)	2008-09 (Rs. Crore)
State University	125.76	114.15
Deemed University	14.30	12.82
Central Universities	25.82	16.60
TOTAL	**165.88**	**143.57**

The main objective of the scheme is to promote excellence in research in higher education by supporting research programmes of the University and College teachers in various disciplines. The UGC has been striving for promoting teaching and research in emerging areas in Humanities, Social Sciences, Languages, Literature, Pure Sciences, Engineering & Technology, Pharmacy, Medical Agriculture Science etc. Teachers who are permanent / regular, retired / working in the Universities and colleges which are recognised under section 2(f) and declared fit to receive grants

under 12 B of the UGC Act, 1956 only are eligible. The Empowered Committee has been constituted into Task Force for implementation of the recommendations.

2.11 INTER UNIVERSITIES RESEARCH INSTITUTE FOR POLICY AND EVALUATION

It has been decided that a Centre for Policy Research and Evaluation in Education may be created in NUEPA for which a Concept Note is being prepared by the Vice Chancellor, NUEPA.

2.12 EDUCATIONAL REFORMS

The Department has initiated a number of steps for educational reforms including reforms in regulatory and governance structures in the higher education system. Brief notes on the following issues are annexed to this document for information.

(i) Autonomous Overarching Authority for Higher Education and Research.

(ii) Prevention, Prohibition and Punishment for Educational Malpractices.

(iii) Mandatory Assessment and Accreditation in Higher Education.

(iv) Educational Tribunals for fast-track adjudication of disputes in higher education.

(v) Academic Reforms in State Universities and Colleges.

In addition, a note on academic reforms is also attached at the end of this document as **Annexure-V**.

TECHNICAL EDUCATION

2.13 ESTABLISHMENT OF IITs

The Union Cabinet in its meeting held on 17.07.2008, approved the proposal for setting up of 8 new IITs in the States of Andhra Pradesh, Bihar, Rajasthan, Orissa, Punjab, Gujarat, Madhya Pradesh and Himachal Pradesh. The State Governments of the States in which these new IITs were proposed to be established, agreed to allot about 500-600 acres of land, free of cost, with all basic social and physical infrastructure facilities for establishment of these IITs. Of these eight new IITs, six have started functioning from the academic year 2008-09 and the remaining two IITs at Indore (Madhya Pradesh) and Mandi (Himachal Pradesh) have started functioning from the current academic year i.e. 2009-10.

Site Identification Committees, each of which included a representative from the Ministry of Human Resource Development and the Director of the respective mentor Institute were constituted for inspecting the suitability of the land allotted by the State Governments. Detail note on the scheme is attached as **Annexure-VI.**

2.14 INDIAN INSTITUTES OF MANAGEMENT (IIMs)

At present seven IIMs are functioning at Ahmedabad, Bengaluru, Kolkata, Lucknow, Indore, Kozhikode and RG IIM, Shillong (Meghalaya) which has commenced its academic session from 2008-09 with an intake of 64 students in the temporary accommodation at Mayurbhanj Palace, Shillong. Union Cabinet in its meeting on 27.8.2009 has approved the setting up of seven new IIMs in the States of Tamil Nadu, Jammu & Kashmir, Jharkhand, Chhattisgarh, Uttarakhand, Haryana and Rajasthan during the XIth Five Year Plan. In the first phase, four IIMs at Tamil Nadu (Tiruchirappalli), Jharkhand (Ranchi), Chhattisgarh (Raipur), Haryana (Rohtak) will be set up in the current year. The remaining 3 IIMs will be set up in Jammu & Kashmir, Uttarakhand and Rajasthan in 2010-11. There would be intake of 140 students per IIM per year in the PGP course initially and by the end of the 10th year, it would reach 560 students per year. Admission shall be through the Common Admission Test (CAT).

Rs. 660 crore were provided by NDC for the new IIMs in the XIth Five Year Plan, whereas the Cabinet has approved the overall expenditure of Rs 1057 crore for the seven IIMs during the XIth Five Year Plan @ Rs. 166 crore per IIM for the 4 to be operationalised during this year and @ Rs. 131 crore per IIM for the remaining three to be set up next year.

The difference in the amount allocated and approved is mainly due to two reasons. Firstly while preparing the DPR, cost estimates were firmed up as per the base year i.e. Financial Year 2008-09 duly estimating the overall cost of construction for built-up space at Rs. 24910 per sq. m {Rs, 19,935 Sq.mt. (plinth area rate) + Rs. 4556/Sq.mt. (Land Development cost)} taking into consideration the market rate of construction with superior specification. Secondly, an additional IIM at Rajasthan had to be incorporated after the FM's Budget announcement of 25.2.2009.

A Review Committee had been constituted vide this Ministry's Resolution dated 17th October, 2007 under the Chairmanship of Shri R.C. Bhargava, Chairman, Maruti Udyog Limited to review the functioning of Indian Institutes of Management (IIMs),. The other members of the Committee are Shri Ajit Balakrishnan, Chairman, BOG, IIM-Calcutta and Chairman & CEO rediff.com and Ms. Anusua Basu, Deputy CAG (Retd.). The Committee has submitted its report on 17th October, 2008 to the Ministry, which in turn has invited comments of various stake holders such as management experts, BOGs of IIMs etc. The Committee has critically reviewed the functioning of the IIMs and has made recommendations for expanding their admission capacity for the Post-Graduate Programme (PGP) adequately, to match the rapidly rising demand from the increased rate of growth of the Indian economy. It has also recommended that the number of Fellow Programme in Management (Ph.Ds) be enhanced substantially to meet the needs of faculty for the existing and new institutions. The Committee has observed that quality and quantity of research papers from IIMs have not been commensurate with the status of IIMs and have not enabled IIMs to become thought leaders.

Other recommendations are regarding devising a better coordination mechanism among the IIMs (now that their number will be 15) and giving greater powers to the Board of the individual IIMs.

2.15 ESTABLISHMENT OF 10 NEW NITs

Presently there are 20 National Institutes of Technology (NITs) located at Agartala, Allahabad, Bhopal, Calicut, Durgapur, Hamirpur, Jaipur, Jalandhar, Jamsedpur, Kurukshetra, Nagpur, Patna, Raipur, Rourkela, Silchar, Srinagar, Surat, Surathkal, Tiruchirapalli and Warangal. Seventeen of these NITs were earlier known as Regional Engineering Colleges (RECs). These RECs were set up as joint and co-operative ventures of the Central and State Governments with an aim to meet the increased demand for technically qualified manpower. In 2003, the seventeen erstwhile Regional Engineering Colleges (RECs) were rechristened as National Institutes of Technology (NITs) and taken over as fully funded institutes of the Central Government and granted deemed university status. Subsequently, Bihar College of Engineering, Patna; Govt. Engineering College, Raipur and Tripura Engineering College, Agartala, were also converted into NITs in 2004, 2005 and 2006 respectively. NITs are governed by National Institute of Technology Act, 2007 which came into force w.e.f. 15th August, 2007. The NIT Act 2007 declares these NITs as institutions of national importance.

The 20 NITs have been effectively enhancing the country's techno-economic strength and technological self-reliance. These institutes have distinguished themselves by the excellence of their academic activities and research programmes.

The XIth Five Year Plan provides for the setting up of 10 new NITs. The 10 new NITs are being considered to be established in (i) Arunachal Pradesh, (ii) Manipur, (iii) Meghalaya (iv) Mizoram, (v) Nagaland, (vi) Goa which will also cater to UTs of Daman & Diu, Dadra & Nagar Haveli and Lakshadweep, (vii) Pudducherry, which will also cater to Andaman & Nicobar islands and (viii) Sikkim, (ix) Delhi, which will also cater to Chandigarh and (x) Uttrakhand.

The process of seeking approval of the Cabinet for establishment of these new NIT is already at the advanced stage. As soon as the approvals are received, both the Central Government as well as the concerned States Governments will need to take further follow up action. The concerned State Governments have already been requested to identify the suitable land (at least 300 acres) at locations which are well connected by road, rail and air, for setting up of these institutions.

2.16   ESTABLISHMENT OF IIITs

To address the increasing skill challenges of the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD) intends to establish twenty Indian Institutes of Information Technology (IIITs) during the 11th Five Year Plan period, on a Public Private Partnership (PPP) basis. The partners in setting up the IIITs would be the Ministry of Human Resource Development (MHRD), Governments of the respective States where each IIIT will be established, and the industry.

A Model Detailed Project Report (DPR) for setting up of 20 new IIITs in the country was prepared and sent to the Planning Commission for approval. The Planning Commission has agreed to the broad outlines of the DPR with some observations. As per the proposal approved by the Planning Commission, the capital expenditure of each IIIT shall be Rs. 100 crore to be contributed roughly in the ratio of 50: 35: 15 by the Central Government, the State Government, and the industry respectively. In addition, the State Governments are expected to provide 50-100 acres of land free of

cost for each IIIT, and the participating companies are expected to contribute towards research labs and projects, internship, faculty chairs etc. from time to time. At present the matter is under process to obtain the approval of the Expenditure Finance Committee (EFC) and Cabinet.

IIITs are meant to be world-class Institutes to be set up as autonomous institutes based on PPP mode. Each Institute is meant to specialize in application of IT skills in one or more domain areas. One of the important criteria for setting up an IIIT in a State will be availability of 50-100 acres of contiguous land or a minimum of 50 acres of land, with additional land available at another site in the State, which shall be made available, free of cost, for the establishment of the Institute. Initial capital for establishment of the Institute shall be contributed by the Central, State Governments concerned and industry firms. Some possible industry partners who are willing and could be associated with the project have to be identified by the State Governments concerned.

2.17 ESTABLISHMENT OF NEW IISERs

All the five Indian Institute of Science Education and Research (IISERs) set up during the XIth Five year Plan have stated functioning from temporary transit campuses-Pune and Kolkata in 2006-07, Mohali in 2007-08, Bhopal and Thiruvananthapuram in 2008-09. Construction of permanent campuses at sites allotted by the State Governments has been initiated by all the IISERs.

The 5 IISERs are envisaged to carry out research in frontier areas of science and to provide quality science education at the undergraduate, postgraduate level & Ph.D level. Each IISER is an autonomous institution awarding its own degrees.

Initially only Rs 1700 crores were allocated by NDC for all the 5 new IISERs but later on based on the DPR, the projection was increased to Rs. 2120 crores for XIth Five Year Plan. Therefore, an additional amount of Rs 420 crores would be needed during the XIth Five Year Plan for these new IISERs which will be met by reducing the allocation from other scheme where the requirement of funds is less.

2.18. IISc BANGLORE

The Indian Institute of Science, Bangalore continues to occupy its present leading position among the institutions of Higher learning in the country. The Institute is a post graduate institution providing quality education and excelling in research and development in Science, Engineering and

Technology. There are now over 40 Departments and Centers of Science, Physical and Mathematical Sciences, Electrical Sciences, Mechanical Sciences and Information Sciences and Services.

The Institute has a highly qualified and internationally acclaimed faculty of about 423 and student strength of 2375 and this is amongst the best faculty-student ratios in the world. The Institute has introduced many innovations in teaching and research that have contributed to the growth of science and technology in country. The Integrated Ph.D (post B.Sc) programme in Biological, Physical, Chemical and Mathematical Sciences attracts the bright students of the country and is very popular. The other innovative programmes are Young Fellowship Programme in Science and the Young Engineering Fellowship Programme. In addition, courses are offered under the Quality Improvement program, the Continuing Education and PROFICIENCE Programmes. In a year, the Institute awards about 150 Ph D degrees, 80 M.Sc. (Engg.) and 300 Master's degrees, viz., ME/M.Tech./M.Des/MBA. A Centre for Earth Sciences has been started and a Centre for Climate Change is being opened at the Institute. Another Center for Interdisciplinary Research for Science and Engineering is being contemplated.

2.19   SUB-MISSION ON POLYTECHNICS

In order to provide for equality of opportunity, particularly in education and employment for Scheduled Castes, Scheduled Tribes, OBCs, religious minorities and other disadvantaged sections of the societies, this Ministry identified 244 districts in the country for establishment of Polytechnics and providing opportunities for technical education and enhance employability. The identification for location of these Polytechnics was broadly based on the following criteria:

i)   Educationally backward minority concentration areas;

ii)   Schedule V areas;

iii)   Schedule VI areas;

iv)   SC female literacy less than 10% areas (districts)

v)   Integrated Tribal Development Project Area Districts

Out of these 244 Special Identified Districts (SIDs), 65 districts are such which did not have a polytechnic. A scheme to cover these districts was initiated for providing financial assistance of Rs. 12.30 crore per polytechnic for establishment of a polytechnic in each of these 65 districts through the respective State Govt./UTs The Expenditure Finance Committee (EFC) in its meeting held on

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30.04.2007 approved the Scheme and the Cabinet Note for the same was also circulated to various Departments/Ministries for obtaining their comments.

In the mean time, in a presentation made before the Hon'ble Prime Minister by the Planning Commission (PC), it was proposed to establish 125 new Polytechnics under Skill Development Mission. Ministry of Human Resource Development while offering comments desired about 1000 new polytechnics to be added during XIth Five Year Plan period. A breakup of these 1000 additional polytechnics was as under: -

- 300 Polytechnics under Government Sector covering educationally backward districts where Public Private Partnership (PPP) and Private Sector Polytechnics may not be implementable;
- 300 Polytechnics through Public Private Partnership(PPP); and
- 400 Private Polytechnics.

Accordingly a New Scheme of Sub-Mission on Polytechnic Education under National Skill Development was prepared and sent to Planning Commission for it consideration which contained following five components :-

(i)   Establishment of New Polytechnics

(ii)   Strengthening of Existing Polytechnics

(iii)   Expansion of Community Polytechnic Scheme

(iv)   Support to Engineering Colleges for Co-coordinating Diploma Courses

(v)   Construction of Women's Hostel in Polytechnics

Based on the comments received from Planning Commission, an EFC Memo was prepared and circulated amongst all appraisal Departments/Ministries. The EFC in its meeting held on 28th May, 2008 recommended the proposal for consideration by CCEA for all the four components except Support to Engineering Colleges for Diploma Courses. The Planning Commission desired that MHRD should obtain the Full Planning Commission's Approval before approaching CCEA. The approval of the Full Planning Commission was conveyed to this Ministry on 19th Nov. 2008 by the Planning Commission with the condition that the proposal be under the Scheme "Coordinated Action for Skill Development" approved by the Cabinet instead of "National Skill Development Mission". Accordingly, a revised draft CCEA Note was circulated on 2nd Dec. 08 to all appraisal

Debarments/Ministries under the name 'Sub-Mission on Polytechnics under Coordinated Action for Skill Development. The CCEA in its meeting held on 26th Dec. 2008 approved the proposal at total outlay of Rs. 6828.00 crores, out of which Rs. 6263.00 crores has been earmarked for XIth Plan and Rs. 565.00 crore for XIIth Plan. Detailed note on the scheme is attached as **Annexure-VII**

In so far the implementation of the said Scheme and action taken so far, this Ministry consequent to the approval by the CCEA and allocation of funds has taken action since the year 2008-2009 and the following is the progress

(i) Assistance for establishment of New Polytechnics in the unserved and Underserved Districts.

Under this Scheme, Central Financial assistance to the various State Governments and UTs are provided for setting up of New Polytechnics in the Un-served and Under-served Districts of the Country. About 300 Districts have been identified for providing Central Assistance of upto Rs.12.30 crores per polytechnic towards meeting the Capital Expenditure for establishing the polytechnic, with the condition that the State Government shall provide land free of cost and also meet the recurring expenditure in running the polytechnic. In the first phase, during 2008-2009, the first installment of Rs.2.00 Crore each has already been released for setting up 50 polytechnics and similarly during 2009-2010, the first installment of Rs 2.00 Crore each has been released for setting up of additional 115 polytechnics. Thus so far 165 Polytechnics have been already covered and further releases to these polytechnics would be done based on the progress shown by the State Governments and UTs in providing the land and making provision for starting of the Courses. Similar action is also being taken to cover the remaining districts during the current and subsequent years.

(ii) Assistance for Strengthening of Existing Polytechnics.

As per the approval by the CCEA, this Ministry is to provide financial assistance of Rs 2.00 Crore per polytechnic for strengthening and Up-gradation of 500 polytechnics during the XIth Plan period for which proposals were invited from the State Government and UTs. On consideration of the proposals, this Ministry during 2009-2010, has so far sanctioned the first

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installment of Rs. 10 lakhs each for 55 polytechnics. The sanction for rest of the polytechnics is in progress.

(iii) Assistance of construction of Women's Hostel in Polytechnics.

As per the approval by the CCEA, during the plan period, financial assistance is to be provided for construction of 500 Women's Hostels in existing polytechnics with grant of upto Rs. 1.00 Crore each.   Towards this, Ministry invited proposals from the Polytechnics and State Governments. So far during 2009-2010, financial assistance of Rs 20 Lakhs each as first installment has been released to 120 Polytechnics. The assistance to the remaining Polytechnics is under consideration.

(iv) Expansion of Community Development through Polytechnics.

As per the Scheme approved, the Community Development through Polytechnics is to be operationalised in 1000 existing polytechnics during the plan period. This would include the 669 polytechnics where the erstwhile Community Polytechnics were implemented subject to a review and satisfactory performance of these polytechnics, besides identifying the new polytechnics where the scheme is to be implemented. A state-wise performance review of the 669 polytechnics (where the erstwhile Community Polytechnics Scheme was implemented) was conducted during 2009-2010. After a thorough review, 579 number of polytechnics out of the 669 polytechnics have been considered for re-implementation of the Community Development through Polytechnics scheme.   Besides the above, 124 polytechnics have been identified additionally from among the new proposals received for implementation of the Scheme.   Thus, so far 703 Polytechnics are covered and Sanctions have already been issued. The remaining polytechnics under the Scheme would be covered subsequently.

2.20   TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME (TEQIP)

Technical Education Quality Improvement Programme (TEQIP) Phase-I continued to be implemented in the XIth Five Year Plan with the assistance of World Bank as a centrally coordinated Central and State Sector Project with a total cost of Rs. 1339 crore from March 2003 to March 2009.

Out of this Rs. 306 crore was Central Component and the remaining Rs. 1033 crore was State Component. The cumulative expenditure upto 31st March, 2009 was Rs. 1321.80 crore which is 99% of the total project allocation.

127 Institutions participated in TEQIP out of which 18 were Centrally Funded Institutions and remaining 109 were State Institutions. The State Institutions were from the states of Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Tamil Nadu, Uttar Pradesh, Uttrakhand and West Bengal.

Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is to be implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of Rs. 2,430 crores out of which Rs. 1400 crores will be World Bank assistance, Rs. 500 crore Central contribution and Rs. 530 crore State contribution from the participating States. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States it will be 90:10. The TEQIP-II project is for duration of 4 years covering about 200 institutions bases on competitive funding and likely to be effective from January, 2010. The Hon'ble HRM has approved the proposal & the Planning Commission has also given in-principle approval.

Achievements under TEQIP I Project-

Indicator	Baseline/Target	Current Status
Patents obtained /applied for	22/12	158/355
R& D products commercialized / Un commercialized	29/30	261/839
High quality graduates (with 75% marks)	36%	51%
Research papers published National /International Journals	4951	32591
NBA/NAAC accreditation	1377 (T)	Accredited 56% Applied for 35%
New UG & PG programs started	164 (T)	109
Filled sanctioned positions - Faculty	100% (T)	88%

- Staff	100% (T)	78%
No. of students in cutting edge technology discipline	16547	83124
No. of students in ME/ M.Tech Programmes	8942	45212
No. of students in Ph.D programs	1212	6694
Faculty members as reviewers of referred journals	370	3708
Days in admission process	41	33
Days in declaring results	44	24

2.21   STRENGTHENING CAPABILITIES OF 200 STATE FUNDED ENGINEERING INSTITUTIONS

During the XIth Five Year Plan, an amount of Rs.910 crores has been provided for upgradation of 200 State technical institutions.   Accordingly, an Expert committee has been constituted under the Chairmanship of Prof. Surendra Prasad, Director, IIT, Delhi to lay down the parameters for selection of the engineering institutions. The report of the committee is awaited.

2.22   ESTABLISHING 50 CENTRES FOR TRAINING AND RESEARCH IN FRONTIER AREAS

In the XIth Five Year Plan, an amount of Rs.150 crores is provided for this scheme.   An Expert Committee under the chairmanship of Dr. C.N.R.Rao, National Research Professor at Jawaharlal Nehru Centre for Advance Scientific Research has been constituted to prepare a draft of the scheme on establishment of 50 Centres for Training and Research in Frontier Areas of Science and Technology.   AICTE has released an advertisement inviting Universities and Institutions to submit their proposals in special areas mentioned therein.   The Ministry has so far received 91 Detailed Project Reports (DPRs) from various institutions. A Sub-Committee has been constituted under the Chairmanship of Sh. T. Ramasami, Secretary, Department of Science Technology and Co-Chair Sh. S.K.Joshi, Director, NPT. The first meeting of the sub-committee will be held on 9th October, 2009.

2.23 SCHEME OF APPRENTICESHIP TRAINING

Implementation of the Scheme of Apprenticeship Training is a statutory requirement under the Apprentices Act, 1961. The Scheme of Apprenticeship Training provides opportunities for practical training to graduate engineers, diploma holders (Technicians) and 10+2 Vocational pass outs in about 10,000 industrial establishments/organizations as per the policies and guidelines laid down by the Central Apprenticeship Council (CAC), which is an apex statutory body constituted under the Apprentices Act, 1961.

The basic purpose of the Scheme is to fulfill/match, any gap, in so far practical/hands on experience of fresh Graduate Engineers, Diploma holders and 10+2 Vocational Pass-out is concerned, to enhance their technical skill for making their suitability in job absorption as per the needs of the Industry.

The four Regional Boards of Apprenticeship/practical Training (BOATs/BOPT) located at Mumbai, Calcutta, Kanpur and Chennai which are fully funded autonomous organizations of Ministry of Human Resource Development (Department of Higher Education) have been authorized in their respective regions to implement the Scheme of Apprenticeship Training under Apprentices Act, 1961 as amended from time to time.

The period of Apprenticeship Training under the Act is one year. The apprentices are paid monthly stipend, which is shared between the Central Government and the employer on 50:50 basis. The existing rates of stipend payable to Engineering Graduates, Technicians and 10+2 Vocational pass outs as apprentices is Rs.2600/-, Rs.1850/- and Rs.1440/- per month respectively. The full stipend is paid by the industrial establishments/organization to the apprentices undergoing Apprenticeship Training at the first instance and later they claim 50% reimbursement from Central Government through respective BOATs/BOPT.

The target fixed for XIth Five Year Plan is to train 3,50,000 apprentices. The target achieved during the year 2007-08 and 2008-09 is 1,13,137 apprentices against the total target of 1.50,000 apprentices.

2.24 CENTRAL INSTITUTE OF TECHNOLOGY (CIT), KOKRAJHAR, ASSAM

The Central Institute of Technology (CIT), Kokrajhar was established in the year 2006 as an autonomous institution of the Central Government in accordance with Memorandum of settlement signed between Government of India, the Government of Assam and BLT on 10th Feb, 2003

The basic objective of setting up of this institution is for up-liftment of Bodo people of the area besides generation of skilled manpower for North Eastern Region as well as for other regions of the country.

2.25 SCHEME FOR UPGRADING EXISTING POLYTECHNICS TO INTEGRATE THE PHYSICALLY DISABLED IN THE MAINSTREAM OF TECHNICAL AND VOCATION EDUCATION

This scheme has been formulated with the aim to integrate physically challenged persons into the mainstream through technical and vocational education.

Under the Scheme, 50 existing polytechnics in different locations of the country have been selected for upgradation so as to enable them to introduce technical/vocational and continuing education programmes for the persons with disabilities. The Scheme is targeted to benefit around 1250 physically challenged students every year in the formal diploma courses and 5000 students in short duration technical/vocational courses. The selected polytechnics will also conduct research and tracer studies relating to education and training, utilization, employability etc. of students with disabilities and to develop institutional environment which gradually reduces discrimination and disparities and integrates the students with disabilities with the mainstream of technical and vocational education. At initial stages many polytechnics have had problems in running the formal and non-formal courses, however with persuasion by resource institutions (Four National Institutes of Technical Teachers Training and Research located at Chandigarh, Bhopal, Chennai and Kolkata) and Ministry of Human Resource Development, all the institutions by now are fully operational and are expected to achieve the desired targets fixed as per norms and guidelines of the scheme

DISTANCE LEARNING, SCHOLARSHIPS & ICT

2.26   INDIRA GANDHI NATIONAL OPEN UNIVERSITY (IGNOU)

The Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities of (i) enhancing access and equity to higher education through distance mode and (ii) promoting, coordinating and determining standards in open learning and distance education systems.

To fulfill the overall objectives, IGNOU provides innovative and need based general as well as continuing education to the persons from disadvantaged groups; physically challenged; homemakers; minorities;   and those who are based in remote areas for their professional development. IGNOU practices a flexible and open system of education in regard to methods and place of learning, combination of courses and eligibility for enrollment, age for entry and methods of evaluation etc. The University has adopted an integrated strategy for imparting instruction. This consists of providing print materials, audio-video tapes, broadcast on radio and educational TV Channels, tele-conferencing, video-conferencing as also the face to face counseling, at its study centers located throughout the country. The University has adopted the method of continuous assessment and term-end examination for evaluation of the performance of its students enrolled in various subjects.

IGNOU has a large number of programmes, ranging from purely academic to technical, professional and vocational at various levels leading to award of   Competency Certificates, Diplomas, Bachelor's, Master's and Doctor's degree to successful candidates. Many of these programmes are modular in nature. The University offers 143 programmes, which includes 23 Doctoral level, 22 Master's level, 20 Bachelor's level, 03 Advance Diplomas, 23 Post Graduate Diploma level, 19 Diploma level and 33 Certificate and Awareness level programmes through 21 Schools of Studies, 11 Divisions, 7 Centres, and a network of 59 regional centres, 2300 study centres, and 52 partner institutions spread across 33 countries with the help of 380 teachers and academics and 1,205 administrative staff.

The IGNOU's student strength has grown manifold with 20 lakhs cumulative student enrolment upto 2008-09, which is about 50 per cent of the total distance education students in the country and

covers over 15% of the university-going student population of the country. This figure is continuously changing upward in every academic session.

Electronic Media in Educational Programmes of IGNOU

IGNOU is making best use of electronic media for imparting education to masses in the following way. Gyan Darshan : IGNOU coordinates the functioning of exclusive 24 hour satellite based Educational TV Channels, which are collectively known as Gyan Darshan (GD). It is a collaborative venture of various Government agencies. It has potential to offer bouquet of 6 channels. Under this, Gyan Darshan-1 is the 24 hours exclusive Educational TV channel of the country. Prasar Bharti in 2005 put this channel on Direct to Home (DTH) mode. Gyan Darshan-2 is being utilized as interactive channel for tele-counselling, tele-lecturing and tele training of coordinators/counsellors. Gyan Darshan-3 commonly known as 'Eklavya Channel' is devoted to technical education for the benefit of engineering students in the country. Transmission of this channel has been made fully automated. Gyan Darshan-4 is known as "Vyas" Channel and is dedicated to curriculum-based higher education.

Gyan Vani : IGNOU is nodal agency for the implementation of radio cooperative of 40 FM channels dedicated to education and development. 26 FM stations are operational at Ahmedabad, Aurangabad, Allahabad, Bhopal, Coimbatore, Bangalore, Indore, Mumbai, Lucknow, Vishakhapatnam, Delhi, Kanpur, Kolkata, Chennai, Patna, Panaji, Varanasi, Guwahati, Jabalpur, Jaipur, Hyderabad, Mysore, Nagpur, Rajkot, Raipur and Shillong. In addition, radio counseling is also provided from 14 FM Stations under Gyan Vani Programme of Ahmedabad, Allahabad, Bhopal, Coimbatore, Bangalore, Kanpur, Patna, Panaji, Lucknow, Delhi, Kolkatta, Jaipur, Raipur and Shillong Stations to learners. Under Gyan Vani Programme, toll free conferencing facility is available to the learners who interact freely with the experts.

The North East Project (NEP) of IGNOU

At present 10% of the Plan Grants of the University are allocated for carrying out activities in the NE Region under NEP. The total number of Study Centres in the region is 364. The network of these Study Centres is spread across the region covering remote and disadvantaged areas such as, Tezu in Arunachal Pradesh and Chawngte in Mizoram.

In addition to the regular IGNOU programmes, NEP has conducted several training programmes to create an environment of entrepreneurship and self-reliance in the youth of NE region, such as Dairy Farming, Food Processing, Floriculture, Beekeeping, Watershed Management & Water Harvesting, Computer Hardware Maintenance & Repair, Handicrafts (cane & bamboo), Mushroom Cultivation, Setting up of Small Enterprises, Audio-Video Production, Computer Literacy Programme (CLP) and Teacher Training Programme.

International Activities of IGNOU

Academic Programmes of IGNOU are currently being offered in 33 countries, which include United Arab Emirates (UAE), Sultanate of Oman, Bahrain, Doha, Sri Lanka, Mauritius, Maldives Nepal, Kenya, Fiji, Caribbean Islands, Samoa, Malaysia, Kyrgyzstan, Singapore and Ghana, among others. Distance Education Programmes, through Distance mode, are being offered in Ethiopia, Liberia, Madagascar, Ghana in collaboration with UNESCO and International Institute for Capacity Building in Africa, whereas, education programme in Lesotho, Swaziland, Namibia, Seychelles, Jamaica, Malawi and Belize are being offered through an agreement signed with Commonwealth of Learning (COL).

The Secretariat of SAARC consortium for Open and Distance Learning (SACODiL) and Global Mega Universities Network (GMUNET) are located at IGNOU and the Vice Chancellor, IGNOU is the President/Chairman, Board of Governors of these Institutions. IGNOU has hosted the meetings of the Board of Governors of SACODiL and GMUNET. Recognizing the expertise of IGNOU, the Open Universities of United Kingdom (UK), Iran, Malaysia, Tunisia and South Africa, among others, have approached it for signing Memorandum of Understanding (MOUs) and promoting faulty exchange, as also developing joint programmes of study and research by combining the strengths of participating institutions on equal partnership basis.

2.27   THE DISTANCE EDUCATION COUNCIL (DEC)

IGNOU is further meeting its objective of promotion, of Open and Distance Learning Education (ODL) Systems and coordination of standard in such Systems in the country through the Distance Education Council (DEC), one of its authority. ODL system of the country consists of 14 State Open Universities (SOUs) and 140 Correspondence Course Institutes (CCIs) in conventional dual mode universities. The Council (DEC) has extended technical and financial support to Open and Distance

Education Institutes (ODIs) for development of technological infrastructure, institutional reform, professional development and training, student support services, computerization and networking for improvement of quality of education. Research grant on topics of contemporary relevance, travel grants to individuals to attend international conferences and funds for organizing seminar to institutions were also released. At present the activities under Distance Education Council are supported by the Ministry by way of funding IGNOU under the Head Assistance to IGNOU for SOUs.

2.29 NEW PLAN SCHEMES APPROVED BY PLANNING COMMISSION FOR IGNOU

Planning Commission (in principle) has approved the following two new Schemes as proposed by IGNOU in their 11th Plan EFC proposal for implementation during the XIth Plan period with the following budgetary provisions.

S.No.	Name of the New Plan Scheme	Approved Budgetary Allocation	Present Status of the Scheme/ Programme
1.	IGNOU - Skill Development Programme	Rs.50 crore	IGNOU – Skill Development Programme has been included in the EFC Memo of IGNOU for 11th Plan period. The proposal is with Department of Expenditure for finalizing the date to convene the EFC meeting.
2.	Community Colleges Development Programme	Rs.75 crores	Community Colleges Development Programme has been included in the EFC Memo of IGNOU for 11th Plan period. The proposal is with Department of Expenditure for finalizing the date to convene the EFC meeting.

2.30 NATIONAL MISSION ON EDUCATION THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY.

Cabinet Committee on Economic Affairs approved the Centrally Sponsored Scheme by the name of National Mission on Education through Information and Communication Technology on 2nd January, 2009. This Department launched the above Scheme on 3rd February 2009 and has so far constituted various Committees for smooth implementation of the said Scheme as detailed below:

1. National Apex Committee
2. Empowered Committee of Experts (Project Approval Board)
3. Standing Committee
4. Technical Committee on connectivity matters
5. Due Diligence Committee on connectivity matters
6. Implementation-cum-Monitoring Committee on connectivity matters
7. Committee on preparation of Guidelines
8. Technical Committee on low cost access-cum-computing devices

The Mission Secretariat has also been established at Indira Gandhi National Open University, which has started its work by providing all kinds of logistics and technical support. A Service Agreement has been signed between MHRD and Ed.CIL (India) Ltd. The proposals submitted to the Mission by various agencies/individuals/institutions to undertake activities under the domain of the Mission are first scrutinized by the Standing Committee. This Committee makes its recommendations to Project Approval Board (PAB) for consideration and decision on sanctioning the projects. On the approval of Project Approval Board (PAB), a total of Rs 361.02 crore was released during 2008-09 to various Institutions for undertaking projects under the Scheme including Rs.300.00 crore to Department of Telecommunications for providing broadband connectivity to educational institutions of higher education throughout the country. The PAB has also decided that in view of the seamless integration with NKN, NMEICT network needs to be built by public sector undertakings and it would be prudent to entrust the creation of NMEICT network to BSNL-MTNL combine. An Implementation-cum-monitoring Committee for ensuring proper implementation and roll out of the NMEICT network by BSNL-MTNL combine has also been constituted. During 2009-10, 7 Indian Institutes of Technology (IITs) at Delhi, Mumbai, Kanpur, Kharagpur, Roorkee, Guwahati, Chennai and Indian Institute of Science, Bangalore have been sanctioned Rs.2.00 lakh each for organizing workshops in their catchment areas with a view to disseminating the objectives and needs of the Mission and seek projects from the participating stakeholders. Rs.28.00 lakh has also been sanctioned to Indira Gandhi National Open University for manpower component to maintain the Sakshat Portal. During the current financial year, an expenditure of Rs.3.49 crore has been incurred under the Mission and in the last (9th) meeting of PAB of NMEICT held on 3rd September, 2009 and on 11.9.2009 (extended meeting), some projects have been approved by the PAB. On the same day (11.9.2009), the first meeting of the National Apex Committee of

National Mission on Education through Information and Communication Technology was held under the Chairmanship of Hon'ble Minister for Human Resource Development and it is expected that the Mission would gain momentum in the near future and the Department would be able to achieve the targets of the Mission.

A detailed note on New Policy of Distance Learning is attached as Annexure-VIII.

2.31 CENTRAL SECTOR SCHEME OF SCHOLARSHIP FOR COLLEGE & UNIVERSITY STUDENTS

This scheme has been implemented w.e.f. 2008-09. The Cabinet Approval for this scheme was received on 18th Sept., 2008. A sum of Rs. 1000 crore has been earmarked for this scheme in the XIth Five Year Plan. In 2008-09, the entire amount allocated was disbursed (Rs. 30.40 crore).

In the current financial year, a sum of Rs. 110 crore has been earmarked for this scheme. It is estimated that about 2,00,000 students would be benefited through this scheme in the current year, which includes the fresh awardees (82,000), the renewal scholarships (82,000) plus the students who would get the backlog scholarship under the old scheme.

The State Boards are compiling the list of eligible students on basis of the Class XII Exams, 2009, for those students who have got admission into colleges and other institutions of higher education. The process is being completed and it is aimed to pay the first installment of scholarships for this year by the end of Sept., 2009. The scholarship would be credited directly into the bank account of the student.

2.32 LANGUAGE DEVELOPMENT

Language being the most important medium of communication and education, their development occupy an important place in the National Policy on Education and Programme of Action. Therefore, promotion and development of Hindi and other 22 languages listed in the Schedule VIII of the Constitution including Sanskrit and Urdu on the one hand and English as well as other foreign languages have received due attention. In addition to the above mentioned languages, there are many other languages, including numerous tribal languages, which need to be protected and preserved in order to maintain the unique Linguistic plurality and diversity of Indian cultural landscape. Department of Higher Education has the mandate of developing and taking care of all Indian Languages. In fulfilling this responsibility, the Department is assisted by autonomous organizations and subordinate offices. While there are specialized institutions catering to development of Hindi, Sanskrit, Urdu, Sindhi and English and Foreign languages, the Central Institute of India Languages, Mysore is a premier Institute catering to development of all other languages. Taking action to preserve and protect tribal languages in also one of its important mandates. The strategy for the Eleventh Plan is to continue all the existing programmes for the betterment of the development of languages.

The 1991 Census had 10,400 raw returns of mother tongues and they were rationalized into 1576 mother tongues. They are further rationalized into 216 month tongues, and grouped under 114 languages: Austro-Asiatic (14 languages, with a total population of 1.13%), Dravidian (17 languages, with a total population of 22.53%), Indo-European (Indo-Aryan, 19 languages, with a total population of 75.28%, and Germanic, 1 language, with a total population of 0.02%), Semito-Harmitic (1 language, with a total population of 0.01%) and Tibeto-Burman (62 languages with a total population of 0.97%). It may be noted that mother tongues having a population of less than 10000 on all India basis or which are not possible to identify on the basis of available linguistic information have gone under 'others'. The Indo-Aryan languages are spoken by the maximum number of speakers, followed in the descending order by Dravidian, Austro-Asiatic and Sino-Tibetan (Tibeto-Burman) languages. Twenty two Indian languages: Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kashmiri, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santali, Sindhi, Tamil, Telugu, and Urdu are included in the Eighth Schedule. Among those two languages – Sanskrit and Tamil are assigned the status of Classical languages'.

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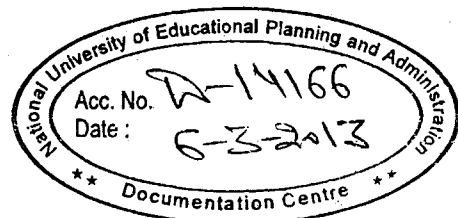
Financial Requirements: While the XIth Plan had allocated Rs. 599 crores for the languages development, it was found to be quiet insufficient and the matter was consequently taken up with Planning Commission to enhance the outlay to Rs 1100 crores. The Planning Commission had advised the Department to have an evaluation carried out for the schemes of languages development and make available required resources for language development schemes on a year to year basis by making internal adjustments. This process has been carried out so far for the first three years of the Plan. The total plan size for the Languages Division has been restricted to Rs. 700 crores. This is due to the fact that the Scheme of Madarsa Modernization (Rs. 325 crores) and Appointment of Language Teachers (Rs. 75 crores) were shown as schemes under Department of Higher Education at the time of NDC approval but later on (in 2008-09) these schemes have been transferred to School Education and Literacy Department. Hence the total plan size for languages remains Rs. 1100 crores as originally proposed.

National Translation Mission (NTM)

The Ministry launched National Translation Mission (started in 2008) with Central Institute of Indian Languages (CIIL), Mysore as a nodal organization for operationalisation of the Scheme. NTM has been launched on the recommendations of National Knowledge Commission. First meeting of Project Advisory Committee of NTM was held on 10.12.2008.

Central Institute of Classical Tamil

The Central Institute of Classical Tamil (CICT) has been set up at Chennai to promote Classical Tamil. CICT, as an autonomous organization fully funded by the Ministry of Human Resource Development. The Institute has been registered with the Registrar of Societies, Chennai Central on 21.1.2009.

English and Foreign Languages University, Hyderabad.

The erstwhile Central Institute of English and Foreign Languages, Hyderabad has been incorporated as a Central University by the name of English and Foreign Languages University,

under the English and Foreign Languages University Act, 2006 which came into force on the 3rd August, 2007.

The main objectives of the University are to provide instructional, research and extension facilities in the teaching of English and foreign languages and literature; to train language teachers in methods and approaches appropriate to the Indian context; to provide expertise in language and teacher education to foreign professionals; and to evolve indigenous ways of testing of languages' proficiency. Besides its main campus at Hyderabad, the academic activities of the University are also undertaken in its campuses at Lucknow and Shillong.

2.33 BOOK PROMOTION AND COPYRIGHT

The Scheme of Book Promotion is being implemented with a view to ensure easy accessibility of books to all segments of the population, improving quality of textbooks, workbooks and developing indigenous book publishing industry. These activities are pursued by strengthening National Book Trust (NBT), libraries and NGOs involved in book publication. The Government continues to take active steps for promoting Intellectual Property Rights (IPR) and strengthening the enforcement of the Copy Right Law in the country. Recently, it has been proposed to amend the Copy Right Act, ' 1957 to address the concerns relating to copy rights of the various stake holders. A draft Bill along with a draft Cabinet Note has already been circulated for inter-ministerial consultations. Under the Phase -I of the modernization of the Copyright Office, a new web-portal of the copyright office alongwith online registration facility has been launched on 9th September, 2009.

INTELLECTUAL PROPERTY EDUCATION AND PUBLIC OUTREACH (IPERPO)

A scheme of Intellectual Property Education and Public Outreach (IPERPO) (Plan) is being implemented. Under the Scheme expenditure is incurred by the Ministry directly or financial assistance is given to UGC recognized Universities, institutions deemed to be Universities, Colleges, Institutions affiliated to recognized Universities, Copyright Societies, voluntary organizations and education institutions recognized by State or Central Government or set up by an act of Parliament or a State Legislature with a view to carrying out activities on Intellectual Property Right Studies including inter-alia Education, Research, Training awareness programmes and Copyright and Related Matters. Grants are also released for establishing IPR Chairs in selected institutions/universities.

For implementing the scheme during the XIth Five Year Plan, Planning Commission has approved an outlay of Rs.26.00 crores. During the first two years of the XIth Five Year Plan, 4 new IPR Chairs have been established in selected national law universities. Grants were also released for organizing seminar/workshop by educational institutions on IPR and related matters.

2.34 UNESCO RELATED ACTIVITIES

One of the component of the scheme of UNESCO related activities is 'Construction of UNESCO House'. The entire amount in respect of this component is transferred to Ministry of Urban Development. The clearances from all the civic bodies concerned have been obtained and construction activity is likely to begin this financial year. The construction is expected to be completed by the end of the XIth Five Year Plan period. For the XIth Plan period, an outlay of Rs.7.00 crores has been approved for this scheme. However, the Revised Estimate, as provided by the architect/CPWD for this activity is around Rs.25.00 crores.

There is also a proposal to establish a new UNESCO Category-I institute named Mahatma Gandhi Institute of Education for Peace & Sustainable Development at NUEPA, New Delhi. This activity is also likely to be taken up during the XIth Five Year Plan. The financial requirement for the same would be approximately Rs.10.00 crores.

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APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

S.No.	Name of Scheme	XI Plan Outlay as approved by NDC	XI Plan Outlay as proposed by Department	2007-08 Approved Outlay	2007-08 Actual Expenditure	Shortfall if any	2008-09 Approved Outlay	2008-09 Actual Expenditure	Shortfall if any	2009-10 Approved Outlay	2009-10 Anticipated Expenditure	Likely % expenditure during 2007-08 to 2009-10	Balance available for the last two years of the XI Plan	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6		7							
	University and Higher Education													
A.	Central Sector Schemes (CS)													
A - 1	Existing Schemes													
1	Association of Indian Universities	■	3.00	0.50	0.50		0.55	0.45		0.55	0.55	50%	1.50	
2	Dr. Zakir Hussain Memorial College Trust	■	9.00	1.50	1.50		2.00	2.00		2	2	61%	3.50	
3	U.G.C.													
a	(a) Assistance to Central Universities (including funds for CUs in uncovered States (incl. Engg and Med Colleges), WCCUs (incl. Engg and Med Colleges), Indira Gandhi National Tribal Univ., for EFL Univ for its district centres and OSC													
	(i) Assistance to Central Universities (including Rs. 4306 cr for OSC during XI Plan)	■	7813.00 (Rs. 4306 cr for OSC)	1156.00 (Rs. 576 cr for OSC)			1513.00 (Rs. 875 cr for OSC)							
	(ii) CUs in uncovered States (incl. Engg and Med Colleges)	3000.00	2725.00				50.00							
	(iii) WCCUs (incl. Engg and Med Colleges)	4500.00	4425.00				60.00							
	(iv) Indira Gandhi National Tribal Univ.	0.00	275.00				4.00							
	(v) EFL Univ for its district centres	0.00	30.00				5.00							
	Total(a) Assistance to Central Universities (including funds for CUs in uncovered States (incl. Engg and Med Colleges), WCCUs (incl. Engg and Med Colleges), Indira Gandhi National Tribal Univ., for EFL Univ for its district centres and OSC	7500.00	15268.00	1156.00			1632.00			2499	2499	16%	12769.00	
b	(b) Deemed Universities promoted by central Govt.	■	148.00	25.00			30.00			98	98	66%		
c	(c) Others including funds for (i) upgradation of 7 Technical Institutions, (ii) inter Universities Research Institute for Policy and Evaluation, (iii) 373 colleges in uncovered areas/ disadvantaged groups, (iv) incrase Research Felloship NET and non NET qualified Ph.D students, (v) Reduction in Regional Imbalances, Social Gaps and Promotion of Inclusiveness in Higher Education, (vi) Construction of Girls' hostels (vii) Supporting 150 uncovered State Universities and 6000 colleges(including provisions for scheme of incentivising State Governments for Expansion, Inclusion and Excellence and for strengthening Science based higher education and research in Universities)													
	(i) For upgradation of 7 Technical Institutions	700.00	700.00				21							
	(ii)For Inter Universities Research Institute for Policy and Evaluation	100.00	100.00				2							
	(iii) 374 colleges in uncovered areas/ disadvantaged groups	782.00	1079.00				165							
	(iv) incrae Research Felloship NET and non NET													

APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

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		XI Plan Outlay as approved by NDC	XI Plan Outlay as proposed by Department	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Anticipated Expenditure			
1	2	3	4	5	6	7								
	(v) Reduction in Regional Imbalances, Social Gaps and Promotion of Inclusiveness in Higher Education	2141.00	2141.00				20							
	(vi) Construction of Girls' hostels	1000.00	1000.00				50							
	(vii) Supporting 150 uncovered State Universities and 6000 colleges	7000.00	7000.00				335							
	(viii) incentivising states for expansion inclusion and excellence	6200.00	6250.00											
	(xi) additional assistance to about 160 alreadycovered Universities and about 5500 colleges	3000.00	3000.00											
	(x) strengthening Science based higher education and research in Universities	1200.00	1200.00											
	(viii) Other Universities	■	6610.00	1193.00			1084.95							
	Total (c) Others (including (i) upgradation of 7 Technical Institutions, (ii) Inter Universities Research Institute for Policy and Evaluation, (iii) 373 colleges in uncovered areas/ disadvantaged groups, (iv) Incrase Research Fellowship NET and non NET qualified Ph.D students, (v) Reduction in Regional Imbalances, Social Gaps and Promotion of Inclusiveness in Higher Education, (vi) Construction of Girls' hostels (vii) Supporting 150 uncovered State Universities and 6000 colleges(including provisions for scheme of incentivising State Governments for Expansion, Inclusion and Excellence and for strengthening Science based higher education and research in Universities)	24423.00	31380.00	1193.00			1777.95			1777.95	1777.95	6%	29602.05	
	Total UGC	31923.00	46796.00	2374.00	1805.10		3439.95	3165.95		4374.95	4374.95	20%	37450.00	
4	National Inst. Of studies in Sri Guru Granth Sahib	0.00	0.00	5.00	0.00		0.00			1.9	1.9			
5	Institutions of Research													
	i) I.C.H.R.	■	24.00	4.00	4.00		4.50	3.99		4.5	4.5	52%	11.51	
	ii) I.I.A.S.		14.00	2.40	2.20		3.00	2.16		3	3	53%	6.64	
	iii) I.C.P.R.		13.00	2.20	1.91		3.00	3.00		3	3	61%	5.09	
	iv) I.C.S.S.R.		130.00	22.20	18.72		25.00	25.00		25	25	53%	61.28	
	v) PHISPC		10.00	1.75	0.25		2.00	1.06		1.5	1.5	28%	7.19	
	vi) National Council of Rural Institutes, Hyderabad		9.00	1.45	1.30		2.00	2.25		2.5	2.5	67%	2.95	
A-2	New Schemes (Others)													
1	Setting up of a Refinance Corporation for Education (Not to be continued)			1.00	0.00		0.00							
2	Educational loan Interest Subsidy	4000.00	1080.00		0.00		2.00	0.00		0.1	0.1	0%	1079.90	
B.	Centrally Sponsored Schemes													
A.	Central Sector Schemes of Univ. & Higher Education(CS)	35933.00	48088.00	2416.00	1835.48		3484.00	3205.86		4419.00	4419.00	20%	38627.66	
B.	Centrally Sponsored Schemes of Univ. & Higher Education(CSS)		0.00	0.00	0.00		0.00	0.00		0.00				
	Total (Univ. & Higher Education)	49918.00	48088.00	2416.00	1835.48		3484.00	3205.86		4419.00	4419.00	20%	38627.66	

APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

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1	2	3	4	5	6		7							
	Distance Learning, Scholalship and ICT													
A.	Central Sector Schemes (CS)													
A-1	Existing Schemes													
1	I.G.N.O.U.													
	(a) Assistance to IGNOU			44.00			50.00	42.91		50	50			
	(b) Assistance to State Open Universities			64.00			70.00	43.87		40	40			
	Total IGNOU Schemes	659.00	609.00	108.00	67.66		120.00	86.78		90.00	90.00	40%	364.56	
A-2	New Schemes.													
1	National Mission in Education through ICT(including	5000.00	4612.00	502.00	0.00		502.00	361.03		900	900	27%	3350.97	
2	Scholarship for 2% of the total students	1000.00	916.00	14.00	0.00		50.00	30.40		110	110	15%	775.60	
3	IGNOU- Skill Dev.	50.00	50.00									0%	50.00	Scheme yet to be approved
4	210 new Community colleges- Skill Dev through ICT	100.00	75.00									0%	75.00	Scheme yet to be approved
	Total (New Schemes)	6150.00	5653.00	516.00	0.00		552.00	391.43		1010.00	1010.00	25%	4251.57	
B.	Centrally Sponsored Schemes	0.00	0.00	0.00	0.00		0.00	0.00						
A.	Central Sector Schemes of Distance Learning, Scholarship and ICT(CS)(Total)	6809.00	6262.00	624.00	67.66		672.00	478.21		1100.00	1100.00	26%	4616.13	
B.	Centrally Sponsored Schemes of Distance Learning, Scholarship & ICT (CSS)(Total)													
	Total Distance Learning, Scholarship and ICT	6809.00	6262.00	624.00	67.66		672.00	478.21		1100.00	1100.00	26%	4616.13	
C	Book Promotion & Copy Right													
A.	Central Sector Schemes (CS)													
A-1	Existing Schemes													
1	Scheme for Intellectual Property Education, Research and Public Outreach			26.00	4.33	1.53	Less number of proposals received for seminars/work shops on copyright and related rights. Also less number of IPR Chairs could be established due to non-finalization of norms.	5.00	2.00		3.00	3.00	53%	19.47	For strengthening the existing scheme it was decided to evaluate the scheme by evaluation committee. The evaluation committee has given its recommendations. Further in respect of establishing IPR Chairs, no new IPR Chairs could be established due to pending revision of the scheme and modified norms The report of the evaluation committee is under consideration for approval by all concerned
2	Grants-in-aid to Institutions for Book Promotion													
	Grant to National Book Trust			44.00	7.17	6.52		8.00	7.72		10	10	55%	19.76	
A-2	New Schemes.													
B.	Centrally Sponsored Schemes													
A.	Central Sector Schemes of Book Promotion(CS)(Total)			70.00	11.50	8.05		13.00	9.72		13.00	13.00	44%	39.23	
B.	Centrally Sponsored Schemes of Book Promotion (CSS)(Total)													
	Total(Book Promotion)	70.00	70.00	11.50	8.05		13.00	9.72		13.00	13.00	44%	39.23	

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1	2	3	4	5	6	7								
D	Language Development													
A.	Central Sector Schemes													
A-1	Existing Schemes													
1	Grants-in-aid to the Institutions for Language Development													
	i) Central Hindi Directorate(including Dakshin Bharat Hindi Prachar Sabha)		52.00	9.00	8.68		9.50	8.11		10	10	52%	25.21	
	ii) Commission for Scientific and Tech.Terminology (inc. Univ. Level Books)		25.00	4.00	3.16		4.50	2.91		5	5	44%	13.93	
	iii) Kendriya Hindi Sansthan (including Propagation of Hindi Abroad)		30.00	17.00	6.00		5.00	5.56		7.5	7.5	64%	10.94	
	iv) Central Institute of Indian Languages		85.00					21.12					13.93	
	(v) National Translation Mission		75.00											
	(vi) Lingustic Data Consortium for Indian Languages,		10.00	25.60	14.95		34.00			35	35	84%		
	(vii) Scheme for Non 8th Scheduled Languages		3.00											
	(viii) Development of Pali Language		5.00											
	v) National Council for Promotion of Urdu Language		100.00	17.40	17.40		19.00	17.35		19	19	54%	46.25	
	vi) National Council for Promotion of Sindhi		3.00	1.00	1.70		1.00	0.60		1.5	1.5	127%	-0.80	
	vii) Central Institute of English and Foreign Languages (CIEFL) which has become EFL Univ and is being reflected under UGC		0.00	4.00	0.90		0.00			0	0			
2	Central Institute of Classical Tamil		75.00	5.00	3.99		12.00	6.00		15	15	33%	50.01	
3	Education in Human Values		17.00		2.85		3.00	1.82		3	3	45%	9.33	
4	Grant-in-aid to the Institutions in Sanskrit													
	i) Rashtriya Sanskrit Sansthan (including Encyclopedia of Sanskrit Dictionary)		175.00	33.00	32.25		35.00	35.00		37	37	60%	70.75	
	ii) Maharishi Sandipani Rashtriya Ved Vidya Pratisthan,Ujjain		45.00	3.00	5.20		11.00	11.00		12	12	63%	16.80	
A-2	New Schemes													
1	Declaration of Kanada as Classical language	0.00	0.00	0.00			0.00			0	0			
2	Declaration of Telgu as Classical language	0.00	0.00	0.00			0.00			0	0			
	Total (New Schemes)		0.00	0.00	0.00		0.00	0.00		0	0			
B	Centrally Sponsored Schemes													
B-1	Existing Schemes													
1	Area Intensive and Madarssa Modernisation Programme		325.00	55.00	44.95		55.00	62.16			Transferred to D/O SE &L w.e.f 2009-10			
2	Appointment of Language Teachers		75.00	0.00	8.00		16.00	0.03						
B-2	New Schemes													
A.	Central Sector Schemes of Language Development(CS)(Total)		700.00	119.00	97.08		134.00	109.47		145.00	145.00	50%	348.45	
B.	Centrally Sponsored Schemes of Language Development (CSS)(Total)		400.00	55.00	52.95		71.00	62.19		0.00	0.00			
	Total (Language Development)	934.00	1100.00	174.00	150.03		205.00	171.66		145.00	145.00	67%	533.31	

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1	2	3	4	5	6		7							
E	Planning and Administration													
A.	Central Sector Schemes													
A-1	Existing Schemes													
1	Scheme of Studies,Seminars,Evaluation for Implementation of Edn. Policy(Transferred)													
2	Strengthening of Activities of INC(*merged with scheme at S.No. 3*)													
	i)Reorgn. of INC Library													
	ii)Holding of Meetings, Committees,Conferences (since discontinued)													
	iii)Strengthening of VAs engaged in UNESCO Progs. and Activities													
3	UNESCO related activities			17.00	3.80	1.59	2.30	0.31		1.5	1.5	20%	13.60	
4	Strengthening of External Academic Relations(*merged with the scheme at s.no.3*)									0.2	0.2			
5	NUEPA			40.00	8.83	7.56	10.00	6.51		10	10	60%	15.93	
	Expansion of Maison de l'inde (MDL) in Paris									0.1	0.1			
6	Grants-in-aid to Auroville Management			16.00	3.67	3.67	5.70	5.70		6.2	6.2	97%	0.43	
A-2	New Schemes													
1	Measures towards IT applications(incl Rs. 10 lakh for Strengthing of Statistical System)			5.00	1.20	0.68	3.00	0.67		3	3	87%	0.65	
B.	Centrally Sponsored Schemes													
A.	Central Sector Schemes of Planning and Administration(CS)(Total)			78.00	17.50	13.50	21.00	13.19		21.00	21.00	61%	30.31	
B.	Centrally Sponsored Schemes of Language Development (CSS)(Total)			0.00	0.00	0.00	0.00	0.00						
	TOTAL (Planning & Administration)	78.00	78.00	17.50	13.50		21.00	13.19		21.00	21.00	61%	30.31	

APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

S.No.	Name of Scheme	XI Plan Outlays		2007-08			2008-09			2009-10		Likely % expenditure during 2007-08 to 2009-10	Balance available for the last two years of the XI Plan	Suggested Corrective Steps, if any with justification
		XI Plan Outlay as approved by NDC	XI Plan Outlay as proposed by Department	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Anticipated Expenditure			
1	2	3	4	5	6		7							
F	Technical Education													
A.	Central Sector Schemes													
A-1	Existing Schemes													
1	Programmes for Quality Improvement in Technical Edu.													
	i) Support to New and Emerging Technology areas- National Programme for earth quake engineering.		50.00	0.01	0.00		5.00	0.00		1	1	2%	49.00	
	ii) Support to Distance Education and web based learning- National Programme for Technology for		75.00	0.01	0.00		20.00	0.00		0	0	0%	75.00	
2	Polytechnic for Disabled		25.00	4.00	2.17		4.00	3.87		4	4	40%	14.96	
3	Grants-in-aid to Institutions in Technical Education													
	(i) AICTE including funds for (a) Faculty Development, (b) increase in Fellowship amount for M.Tech Students, (c) Reduction of Regional Imbalance/ Social gaps & Promotion of Inclusiveness and (d) Support to Engg College for Diploma courses													
	(a) Faculty Development	950.00	950.00				5.00							
	(b) increase in Fellowship amount for M.Tech Students	1000.00	994.00				40.00							
	(c) Reduction of Regional Imbalance/ Social gaps &	1000.00	104.00				15.00							
	(d) Support to Engg College for Diploma courses	1000.00	0.00				7.00							
	(e) AICTE		525.00	100.00	99.41		100.00							
	Total AICTE including funds for(a) Faculty Development, (b) increase in Fellowship amount for M.Tech Students, (c) Reduction of Regional Imbalance/ Social gaps & Promotion of Inclusiveness and (d) Support to Engg College for Diploma courses	3950.00	2573.00	100.00	99.41		167.00	196.97		200.00	200.00	19%	2076.62	
	ii) Sant Longowal Institute of Engineering & Technology		88.00	26.00	1.50		21.00	14.72		15.00	15.00	35%	56.78	
	iii) I I Sc, Bangalore		293.00	196.00	40.00		130.00	75.00		75	75.00	65%	103.00	
	iv) I I Ts		4860.00	1289.00	404.00		1171.00	998.69		800	800.00	45%	2657.31	
	v) National Institute of Technology(NIT)		3616.00	893.00	228.00		808.00	797.54		863	863.00	52%	1727.46	
	vi) I I Ms including IIM Shillong		401.00	113.00	45.50		98.00	95.93		98	98.00	60%	161.57	
	vii) North-Eastern Regional Instt.of Science & Technology (NERIST)		45.00	5.50	10.00		7.00	7.00		7	7.00	53%	21.00	
	viii) IIIT Allahabad		148.00	42.00	22.00		49.00	45.08		48	48.00	78%	32.92	
	ix) IIITM, Gwalior		75.00	18.00	6.00		18.00	16.56		18	18.00	54%	34.44	
	x) NITTTR's		118.00	24.00	14.70		30.00	26.99		30	30.00	61%	46.31	
	xi) N I T I E , Mumbai		185.00	22.00	22.00		37.00	29.00		37	37.00	48%	97.00	
	xii) N I F F T , Ranchi		64.00	12.00	4.00		13.00	11.96		10	10.00	41%	38.04	
	xiii) S P A , New Delhi		72.00	16.00	4.00		20.00	7.47		8	8.00	27%	52.53	
	xiv) ISM, Dhanbad		532.00	66.98	32.14		85.00	78.20		85	85.00	37%	336.66	
	xv) BOATS including Apprenticeship Training		215.00	22.50	20.75		40.00	35.90		40	40.00	45%	118.35	
	xvi) Indian Institute of Science Education and Research (all 5 IISER)	1700.00	2120.00	125.00	60.00		150.00	175.00						

APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

S.No.	Name of Scheme	XI Plan Outlay as approved by NDC	XI Plan Outlay as proposed by Department	2007-08 Approved Outlay	2007-08 Actual Expenditure	Shortfall if any	2008-09 Approved Outlay	2008-09 Actual Expenditure	Shortfall if any	2009-10 Approved Outlay	2009-10 Anticipated Expenditure	Likely % expenditure during 2007-08 to 2009-10	Balance available for the last two years of the XI Plan	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6		7							
5	Indian Institute of Information Technology, Design and Manufacturing Kanchipuram		50.00	2.00	2.00		5.00	2.00		5	5.00	18%	41.00	
6	Indian Institute of Information Technology, Jabalpur		54.00	25.00	11.00		26.00	23.92		26	26.00	113%	-6.92	
7	CIT, Kokrajhar		40.00	5.50	8.10		10.00	14.99		10	20.00	108%	-3.09	
8	Payments for Professional and other services				0.85									
	Externally Aided Scheme													
9	Tech. Edu. Quality Improvement Programme		500.00	80.00	27.21		40.00	2.60		3	3	7%	467.19	
	Total Technical Education (Existing Schemes)	18534.00	16204.00	3088.00	1065.61		2954.50	2659.39		2598.50	2608.50	39%	9870.50	
		(Rs. 12884 is total amount for ongoing scheme)												
A-2	New Schemes													
1	Expansion and upgradation of 200 state Engineering Institutions	910.00	400.00	0.00	0.00		0.00	0.00		0	0	0%	400.00	
2	Establishment of 50 centers for Training and Research in Frontier Areas	150	150				10.00	0.00		1	1	1%	149.00	
3	Setting up of New IIITs	940	600	1.00	0.00		30.00	0.00		60	60	10%	540.00	
4	Setting up of new Schools of Planning and Architecture (SPAs)	240.00	296.04	1.00	0.00		15.00	7.00		20	20	9%	269.04	
5	Setting up of new IITs	2000	3153.36	80.00	0.00		50.00	60.00		400	400	15%	2693.36	
6	Setting up of new National Institutes of Technology (NITs) Including Chaudhary Ghani Khan Institute of	500	540				1.00	0.00		50	50	9%	490.00	
7	Setting up of New IIMs	660	1113.60				10.00	0.11		20	20	2%	1093.49	
8	Setting up of workers Technical University	0	60	0.00	0.00		0.00	0.00		1	1	2%	59.00	
9	World Bank Project for Improvement of Polytechnic			0.00	0.00		0.00	0.00						
	Total (New Schemes)	5400.00	6313.00	82.00	0.00		116.00	67.11		552.00	552.00	10%	5693.89	
B.	Centrally Sponsored Schemes													
B-1	Existing Schemes													
B-2	New Schemes													
1	Strengthening of Existing Polytechnics	1000.00	5590.00	50.00	0.00		110.00	105.99		494.5	494.5	11%	4989.51	
2	Setting up of New Polytechnics	1320.00											0.00	
3	580 new community Polytechnics	580	738	20.00	1.18		19.50	0.85		157	157	22%	578.97	
4	Women's hostel in Polytechnics	500	500				5.00	0.00		100	100	20%	400.00	
A.	Central Sector Schemes of Technical Education(CS)(Total)	23934.00	22517.00	3170.00	1065.61		3070.50	2726.50		3150.50	3160.50	31%	15564.39	
B.	Centrally Sponsored Schemes of Technical education (CSS)(Total)	3400.00	6828.00	70.00	1.18		134.50	106.84		751.50	751.50	13%	5968.48	
	Total (Technical Education)	27334.00	29345.00	3240.00	1066.79		3205.00	2833.34		3902.00	3912.00	27%	21532.87	

APPROVED PLAN OUTLAY AND EXPENDITURE DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

(Rs. in crore)

S.No.	Name of Scheme	XI Plan Outlays		2007-08			2008-09			2009-10		Likely % expenditure during 2007-08 to 2009-10	Balance available for the last two years of the XI Plan	Suggested Corrective Steps, if any with justification
		XI Plan Outlay as approved by NDC	XI Plan Outlay as proposed by Department	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Actual Expenditure	Shortfall if any	Approved Outlay	Anticipated Expenditure			
1	2	3	4	5	6		7							
1	Total Univ. & Higher Education	49728.00	48088.00	2416.00	1835.48		3484.00	3205.86		4419.00	4419.00	20%	38627.66	
2	Distance Learning, Scholalship and ICT	6809.00	6262.00	624.00	67.66		672.00	478.21		1100.00	1100.00	26%	4616.13	
3	Book Promotion & Copy Right	70.00	70.00	11.50	8.05		13.00	9.72		13.00	13.00	44%	39.23	
4	Language Development	924.00	1100.00	174.00	150.03		205.00	171.66		145.00	145.00	42%	633.31	
5	Planning & Administration	78.00	78.00	17.50	13.50		21.00	13.19		21.00	21.00	61%	30.31	
6	Technical Education	27334.00	29345.00	3240.00	1066.79		3205.00	2833.34		3902.00	3912.00	27%	21532.87	
	Grand Total	84943.00	84943.00	6483.00	3141.51		7600.00	6711.98		9600.00	9610.00	25%	65479.51	

Note: In the NDC document schemewise break up was not given. Therefore, the coloumn of XI plan allocations for those schemes have been shwon in shaded area and lumpsum amount has been added in the total row of that sector.

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	LANGUAGE DEVELOPMENT											
1	CENTRAL HINDI DIRECTORATE											
A	Number of Students for learning Hindi through correspondence		Enclosed as Appendix-I	10,000	8000	These are the on going programme and many other State Orgns. and NGOs are doing the work of propagation of Hindi	11000	5243	These are the on going programme and many other State Orgns. and NGOs are doing the work of propagation of Hindi	Enclosed as Appendix – II	Enclosed as Appendix -III	
	Number of Personal Contact Programmes			20	18		25	23				
	Publication of Conversation Guides			6	2		4	4				
	Preparation of CDs on various Grammatical and Linguistic topics			4	5		4	4				
B)	Number of exhibitions of Hindi books			12	10		12	4				
C)	Number of free distribution of books in non-Hindi speaking areas			1000 Institutions	1020 Institutions		1050 institutions	1043 institutions				
D)	Number of workshops/seminars, study tours, symposium etc. conducted			40	37		40	27				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
E)	Number of institutions – financial assistance for promotion of Hindi language			250	250		250	**227**				
F)	Publications:- i) Publication of 'BHASHA' (Bi-Monthly, Varshiki, Sahityamala) ii) Publication of Dictionaries/ Conversation Guides			6	5		7	7				
2.	COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY											
	05.01.16 - Publication			20	19	These are on going programme and no major	20	20	These are on going programme and no major			
	05.01.20 – Other Administrative Expenses			80 programmes	68 programmes		156	155				
	05.01.26 – Advertisement and			12 exhibitions	14 exhibitions		12	7				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested correctiv e Steps, if any with Justificati on
1	2	3	4	5	6	7	8	9	10	11	12	13
	Publicity					shortf all			shortf all			
	05.02.31 – Grants-in-Aid to University Level Books			75	75		75	75				
3.	KENDRIYA HINDI SANSTHAN											
	a) Number of Orientation Courses/ Refresher Courses held			60	30		60	55				
	b) Number of students enrolled for orientation/ refresher courses including regional centres			2950	1800		2750	2268				
	c) Number of students enrolled for BTC level			Regular 50 Correspon dence 1000	48 326		200	95				
	d) Number of students enrolled for B.Ed. level course			20	8		200	170				
	e) Number of foreign students enrolled			120	85		100	126				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
4.	NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE											
	a) Number of Computer Application & Multilingual DTP Training Centres.			Existing Centres- 223 New Centres - 32	Existing Centres- 223 New Centres-36	No shortfall	Existing Centres:- 215 New:- 53 Accr (old) :- 27 Accr (new):- 48 Total:- 343	Existing Centres:- 215 New:- 53 Accr (old) :- 27 Accr (new):- 48 Total:- 343	No shortfall			
	b) Number of students enrolled			Approx. 12,000 students in both sessions.	Approx. 14000 students in both sessions.		Approx. Students 16980 in both Sessio	Approx. Students 16980 in both sessions.				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	c) Calligraphy & Graphic Designing			Existing 21 New - 4 Students 750	Existing 21 New - 4 Students 750		ns. Existing 12 New 21 Total 33 Students 825	Existing 12 New 21 Total:- 33 Students 825				
	c) Number of publication/ reprints of books.			Publication: 1. New titles -40 2. Reprints – 60	Publication: 1. New titles -23 2. Reprints – 58		Publication: 1. New titles - 27 2. Reprints – 21 3. Course Book - 81	Publication: 1. New titles -27 2. Reprints – 21 3. Course Book - 81				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	periodicals etc.			Is: 3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue)	3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue)		cals: 3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue	3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue)				
	e) Number of seminars/ workshops/ exhibitions held			All India Urdu Kitab Mela – 01 2. Regional Kitab Mela – 1	All India Urdu Kitab Mela – Patna 2. Regional Kitab Mela – Guwahati		All India Urdu Kitab Mela – 1 2. Regional Kitab Mela – 1	All India Urdu Kitab Mela – Mumbai 2. Regional Kitab Mela – Nil				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
				3. Participation in book fairs – 7 (Organized by NBT/ other agencies etc.)	3. Participation in book fairs – 7 (Organized by NBT/other agencies etc.)		3. Participation in book fairs – 7 (Organized by NBT/other agencies etc.)	3. Participation in book fairs – 7 (Organized by NBT/other agencies etc.)				
				Bulk Purchase of Book – 200 titles	Bulk Purchase of Book – 149 titles		Bulk Purchase of Book – 137 Journal - 54 Total - 191	Bulk Purchase of Book – 137 Journal - 54 Total - 191				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, If any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	f) Number of students enrolled for distance learning programmes			15,055 Students 153 Centres Continuing 75 Centres New 397 part time Urdu teachers	15,055 Students 228 Centres Continuing Nil 397 part time Urdu teachers Centres – New		35006 Students 212 Existings 32 New 343 CAM DTP 587 Total	35006 Students 212 Existings 32 New 343 CAM DTP 587 Total				
	1. Certificate / Diploma course in Urdu			397 part time Urdu teachers	Manipur - 1 Chandigarh- 1		804 Part time Urdu	804 Part time Urdu teacher Munger -				

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Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, If any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
					Delhi- 1 Hyderabad-1		teacher	2 Gaya - 1 Ahamgarh- 1				
	National Seminar			Seminar - 4	Seminar/ Lecturer/others 60 NGO Manuscripts 36		Seminar - 4	Seminar/ Lecturer/others 53 NGO Manuscripts 38				
	Grant in Aid			Seminar/ Lecturer/others 60 NGO Manuscripts 36 Writers UNI 66 newspaper	Writers UNI 66 newspaper Ready for Press		Seminar/ Lecturer/others 53 NGO Manuscripts 38 Writers UNI 60 newspaper	Writers UNI 60 newspaper				
	Academic Project			One volume of Jame-	Composed		ITI 15 Books	ITI 15 Books translated				

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Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, If any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, If any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
				Encyclopedia Kannad,Urdu Dictinoary			Urdu, Kannad Dictionary Compiled.	Dictionary Compiled.				
	Promotion of Arabic/Persian			415 Part time teacher (A/	336 Part time teacher (A/		473 Part time Arabic teacher	473 Part time Arabic teacher				
	1. Diploma/Certificate in functional Arabic			177 Centres Existing	177 Centres Existing 38 New		Centre 174 Existing 49 New 223 Total	Centre 174 Existing 49 New 223 Total				
				10,000 Students	13,027 Students		15730 Students	15730 Students				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	2. Grant- In- Aid			4 Manuscripts 12 Books	3 Manuscripts 8 Books (Bulk Purchase)		4 Manuscripts 2 Books (Bulk Purchase)	4 Manuscripts 2 Books (Bulk Purchase)				
5.	NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE											
(a)	Bulk purchase of Sindhi Books/ Magazines/ audio-video cassettes/ CDs/ VCDs for free distribution to Educational Institutions/ Schools/ Colleges & Public Libraries.			04 magazines	04 magazines	No shortfall	04 magazines	04 magazines	No shortfall			
(b)	(i) Awards to Sindhi Writers for Literary Books Two schemes for awards are to be materialized			(1) Two awards of Rs.50,000 /- life time	Awards given		(1) Two awards of Rs.50,	In the process				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan propo sed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, If any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achieve ments in 2007-08 and 08-09 and target for 2009-10	Suggeste d correctiv e Steps, if any with Justificati on
1	2	3	4	5	6	7	8	9	10	11	12	13
				ent			life time achiev ement					
	(ii) Sahityakar Samman to a writer for his/her outstanding lifetime contribution to the Sindhi literature			(2) five rds of Rs.)00/- for rary work in dhi language	Awards given		(2) five rds of 20,000/- Literary k in dhi guage					
	(iii) Sahitya Rachna Samman to a writer for his/her literary work in the Sindhi language on subject (s) like Art, Culture, Education, Social Sciences etc.			(3) five awards of Rs.5,000/- for New author.			(3) five awards of Rs.5,0 00/- for New author.					
(c)	Financial Assistance to Voluntary Organisations for Selected Promotional Activities relating to Sindhi Language.			20 organisati ons	18 organisation s		20 organis ations	17 organisation s				
(d)	Financial Assistance for Publication of			5 books	4 books		5 books	4 books				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Sindhi Books/ Manuscripts etc.											
(e)	Sindhi Language learning classes on all over India basis.			50 Institutes	27 Institutes		50 Institutes	22 Institutes				
6.	**CENTRAL INSTITUTE OF INDIAN LANGUAGES (CIIL), MYSORE INCLUDING RLCs**											
a.	Number of teachers trained in 10 month course			561	339		600	356				
b.	Number of Orientation Courses/ Refresher Courses conducted Number of National Integration Camps			26	10		30	34				
c.	Number of Seminars, Conferences, Special training programmes/ Special Lectures, Project Workshops, Workshops, Contact Programmes etc.			135	37		275	181				
d.	Number of Institutions/Authors given Grant-in-aid for Language Development/-			532	52		N/A	548				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Publications											
	a. Programmes (Consultative meetings, TLPB Meetings and Project Advisory Meetings)			--	49		-	50				
	b. Fellowships			15	15		-	2				
	c. GIA – Short term project			--	29		-	47				
	d. Publication of News letters			--	4		-	3			-	
	e. Production of CD			--	5		200	100				
	(ii) Linguistic Data Consortium Project Advisory Committee Meeting/ Seminars & Events/ International Seminars/ Regional Seminars/ Workshops / Training Programmes As per approval of the PAC.			7 Programmes	5 Programmes		31 Programmes	31 Programmes				
	(iii) National Testing Service Review committee Meeting/Symposiums & Events/National			35 Programmes	32 Programmes		95 Programmes	88 Programmes				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Conventions/ Workshop/ Training Programmes /GIA Programmes As per approval											
6.	RASHTRIYA SANSKRIT SANSTHAN											
	(a) Number of students enrolled for various Sanskrit courses.			4000	3308		4000	3471				
	(b) Number of Sanskrit Institutions given grants-in-aid for development of Sanskrit Education.			727	250		800	728				
7.	MAHARISHI SANDIPANI RASHTRIYA VED VIDYA PRATISHTHAN											
	(a) Number of students enrolled in all schemes			2550	2820	No shortfall	4500	3600				
	(b) Number of Institutions given grant			151	147		190	212				

Physical Targets and Achievements during first 3 years of Eleventh Plan (2007-10) for the Ministry HRD /Dept. of Higher Education

Rs. in crores

S. No.	Name of the Scheme	Unit	XI Plan proposed Target	2007-08 App. Target	2007-08 Achievement	2007-08 Short fall, if any, give reason	2008-09 Target	2008-09 Achievement	2008-09 Short fall, if any, give reason	2009-10 target	Achievements in 2007-08 and 08-09 and target for 2009-10	Suggested corrective Steps, if any with Justification
1	2	3	4	5	6	7	8	9	10	11	12	13

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08 Targets	2007-08 Achievement	Shortfall if any, give reasons	2008-09 Targets	2008-09 Achievement	Shortfall if any, give reasons	2009-10 Targets	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Distance Learning, Scholarship and ICT											
1	**I.G.N.O.U.**											
1	Gyan Darshan and Gyan Vani											
	Gyan Darshan											
	Expansion of TV Channel	Nos.	New GD-5 Channel		Proposal for the launch of GD-5 Channel is under process			Test Transmission of GD-5 started			Test Transmission of GD-5 Started	
	Microwave Link equipment				Spares for the Microwave Links (under process)			Specifications finalised. Spares for the Microwave Links under process			Specifications finalised. Spares for the Microwave Links under process	
	Archiving of Video programmes				About 50 Nos. of the Betacam master have been converted into the DVC PRO 50 format.			Preparation of specifications and finalisation.			Preparation of specifications and finalisation. About 50	
	Up-gradation of Transmission Equipment				TPC has approved for the up gradation of the existing video server and Digitalisation of Audio/Video equipment.			Finalisation of specifications, indent placed. TPC approved for the up gradation of the existing video server and Digitalisation of Audio/Video equipment. Procurement is under process			Finalisation of specifications, indent placed. TPC approved for the up gradation of the existing video server and	
	Development of software, utilisation, research & promotional activities.	Nos		PT-100	Total no. of video programmes produced-318 (a) Edusat based programmes-185 (out of 984 hours teleconferencing) (b) Non Edusat Course oriented programmes-32 © other enrichment programmes-101 (including 8 Urdu, 10 open channels, 11 infocus, promos and filler 40 and other coverages 32 Live programmes-10 Indian Languages (Sanskrit) programmes transmitted-113 Weekly live programme/video coverage-yet to start. Video acquisition-3 acquired. (260 programmes were processed and 4 approved. 2 conditionally approved and 31 required to be submitted after revision.		PT-100	programmes produced and submitted in A/V library-(a) Audio Programmes-30 (curriculum based) (b) Video Programmes-204 © Video Acquisition-6 under process (d) International programmes received-18. An independant study was commissed to carry out assessment of Edusat/GD-2 and Gyan Vani Channels		PT-100	Audio, Video and other programmes produced and submitted in A/V Library-570	
	Transmission cost including augmentation of Earth Station Equipment				Order placed for the processional IRD., Carriage Fees paid to Prasar Bharati for the GD-1 and GD-2 transmission on DTH. Operation cost for the Earth Station. Digitalisation of the equipment is under process.			Carriages fees paid to Prasar Bharati for the GD-1 and GD-2 Transmission on DTH. Operational cost for the Earth Station is being paid. Professional IRD received. Carriage fee to be paid to Prasar Bharati for the GD-1 and GD-2 transmission on DTH. Procurement of the digital earth station equipment and digitalisation of the equipment is under process			Order placed for the IRD, Carriage Fees paid to Prasar Bharti for the GD-1 and GD-2. Transmission on DTH. Operational cost for the earth station is being paid. Professional IRD received. Carriage fee to be paid to Prasar Bharti for the GD-1 and GD-2 transmission on DTH. Procurement of the dital earth station equipment and Digitalisation of the equipment is under	
	Field production and outdoor coverage				TPC has approved for the procurement of the DSNG Van and the Digital Camcorders.			Procurement of the DSNG Van and the dital video equipment is under process			Procurement of the DSNG Van and the dital video equipment is under process.	

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08 Targets	2007-08 Achievement	Shortfall if any, give reasons	2008-09 Targets	2008-09 Achievement	Shortfall if any, give reasons	2009-10 Targets	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Distance Learning, Scholarship and OU											
1	I.G.N.O.U.											
	Gyan Darshan and Gyan Vani											
	Gyan Darshan											
	Expansion of TV Channel	Nos.	New GD-5 Channel		Proposal for the launch of GD-5 Channel is under process			Test Transmission of GD-5 started			Test Transmission of GD-5 Started	
	Microwave Link equipment				Spares for the Microwave Links (under process)			Specifications finalised Spares for the Microwave Links under process			Specifications finalised. Spares for the Microwave Links under process	
	Archiving of Video programmes				About 50 Nos. of the Betacam master have been converted into the DVC PRO 50 format.			Preparation of specifications and finalisation			Preparation of specifications and finalisation. About 50	
	Up-gradation of Transmission Equipment				TPC has approved for the up gradation of the existing video server and Digitalisation of Audio/Video equipment.			Finalisation of specifications, indent placed. TPC approved for the up gradation of the existing video server and Digitalisation of Audio/Video equipment. Procurement is under process			Finalisation of specifications, indent placed. TPC approved for the up gradation of the existing video server and	
	Development of software, utilisation, research & promotional activities.	Nos.		PT-100	Total no. of video programmes produced-318 (a) Edusat based programmes-185 (out of 984 hours teleconferencing) (b) Non Edusat Course oriented programmes-32 © other enrichment programmes-101 (including 8 Urdu, 10 open channels, 11 infocus, promos and filler 40 and other coverages 32 Live programmes-10 Indian Languages (Sanskrit) programmes transmitted-113 Weekly live programme/video coverage-yet to start. Video acquisition-3 acquired. (260 programmes were processed and 4 approved. 2 conditionally approved and 31 required to be submitted after revision.		PT-100	programmes produced and submitted in A/V library-(a) Audio Programmes-30 (curriculum based) (b) Video Programmes-204 © Video Acquisition-6 under process (d) International programmes received-18. An independant study was commissioned to carry out assessment of Edusat/GD-2 and Gyan Vani Channels		PT-100	Audio, Video and other programmes produced and submitted in A/V Library-570	
	Transmission cost including augmentation of Earth Station Equipment				Order placed for the processional IRD., Carriage Fees paid to Prasar Bharati for the GD-1 and GD-2 transmission on DTH. Operation cost for the Earth Station. Digitalisation of the equipment is under process.			Carriages fees paid to Prasar Bharati for the GD-1 and GD-2 Transmission on DTH. Operational cost for the Earth Station is being paid. Professional IRD received. Carriage fee to be paid to Prasar Bharati for the OD-1 and OD-2 transmission on DTH. Procurement of the digital earth station equipment and digitalisation of the equipment is under process			Order placed for the IRD, Carriage Fees paid to Prasar Bharti for the GD-1 and GD-2. Transmission on DTH. Operational cost for the earth station is being paid. Professional IRD received. Carriage fee to be paid to Prasar Bharti for the GD-1 and GD-2 transmission on DTH. Procurement of the dital earth station equipment and Digitalisation of the equipment is under	
	Field producation and outdoor coverage				TPC has approved for the procurement of the DSNG Van and the Digital Camcorders.			Procurement of the DSNG Van and the dital video equipment is under process.			Procurement of the DSNG Van and the dital video equipment is under process	

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08			2008-09			2009-10	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets		
1	2	3	4	5	6	7	8	9	10	11	12	13
	Establishment of DTH channels		GD-1 and GD-2 placed on DTH platform		Carriage fee paid to Prasar Bharti.			GD-1, GD-2 placed on DTH platform. Procurement is decentralised. All the carriage fees paid to Prasar Bharti. DRS/DTH system will be procured by the respective Regional Centre.			GD-1, GD-2 placed on DTH platform. Procurement is decentralised. All the carriage fees paid to Prasar Bharti. DRS/DTH system will	
	Up-gradation of Post Production Facility				TPC has approved for the specification of NLE, Graphics System. Procurement is under process. Upgradation of the existing post production set up			Revised specifications of NLE, Graphics system prepared and submitted to TPC.			Revised specifications of NLE, Graphics system prepared and submitted to TPC.	
	Up-gradation of Studio facility				Order placed for the Digital Camera (L/C opened) Procurement of the Digital VTRs Audio/Video Studio and Test and measuring is under process.			Digital Cameras received. Procurement of the digital VTSs audio/video stuio and test and measuring equipment is under process.			Digital Cameras received. Procurement of the digital VTSs audio/video stuio and test and measuring equipment is under	
	Web casting		Webcasting of GD channels		Web casting of the Gyan Darshan channel for 24 hours.			Webcasting platform developed by Egyankosh and webcasting service for GD1, GD2, EDUSAT and Gyanvani made available through IGNOU online service.			Webcasting platform developed by Egyankosh and webcasting service for GD1, GD2, EDUSAT and Gyanvani made	
	Gyan Vani											
	Transmitter/Studio set up				Antennae (7 Nos.), Studio Equipment, Diplexers and Antennae (Tender Process in Final Stage) and Transmitters (11 Nos.)-Purchase order issued			One setup of Gyan vani studio equipment is procured and installed & commissioned at Ahmedabad. Procurement of Antennas, diplexers and installation materials, RF cable and interim set up items is under process. Studio equipment for 13 more GV Stations is placed before purchase committee.			One setup of Gyan vani studio equipment is procured and installed & commissioned at Ahmedabad. Procurement of Antennas, diplexers and installation materials, RF cable and interim set up items is under process. Studio equipment for 13 more GV Stations is placed	
	Transmission cost for 52 (37 in phase-1 + 15 in phase-II) GV Stations				O&M Charges to AIR and grants to GV Station			11-Nos. of Gyan Vani transmitters are installed and ready to be commissioned. (out of which 8 stations will be on interim set up			11-Nos. of Gyan Vani transmitters are installed and ready to be commissioned. (out of which 8 stations will be on interim set up	
	Development of software+ course development.	Nos.		PT:1000	11783 programmes produced.		PT:1500	1500 programmes produced (excluding programmes produced at Gyan Vani Stations).		PT: 500	11783 + 1500 programmes produced.	
	Interactive Radio counselling				26 hours per week			Being done by 14 stations. Total 492 hours, 40 hours per week.			Being done by 14 stations. Total 492 hours, 40 hours per week.	
	Web casting of Gyan Vani progs		Webcasting of GV Channels		Under trial and being finalised.			Webcasting platform developed by Egyankosh and webcasting service for GD1, GD2, EDUSAT and GyanVani made available through IGNOU online service			Webcasting platform developed by Egyankosh and webcasting service for GD1, GD2, EDUSAT and GyanVani made available through IGNOU online service	

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08			2008-09			2009-10	Achievements so far for 2009-10	Suggested Corrective Steps, if any with Justification
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets		
1	2	3	4	5	6	7	8	9	10	11	12	13
	System Development &Edusat											
	National Resource Centre and e-resource (for print and AV material), NODLINET		NODLINET established		Under Development			NODLINET established and its activities have been grouped as- VISODL (Virtual Information System for Open and Distance Libraries) with its compnent (CERODL (Consortium of e-resources for Open and Distance Libraries). Under CERODL -E-resources consortium. Access to 185 e-books is provided to university students all over the India through RCs and SCs of IGNOU			NODLINET established. Access to 185 e-books is established.	
	Development of Content and content upgradation, innovation and R&D, software-adoption/adaptation of technology, development/acquisition of online platform and LMS/Mobile based technologies.	Nos.	E-Gyankosh established		Under Development		PT:9	Nine (9) Online programmes launched which are working on the Learning Management System (LMS) developed by Egyankosh which has at present 1200 + registered students. These programmes are being offered in complete online environment with e-counselling and e-evaluation. 95% IGNOU SIMs digitalised and made available on Egyankosh and 1600 videos available on IGNOU Youtube channel			Nine (9) Online programmes launched which are working on the Learning Management System (LMS) developed by Egyankosh which has at present 1200 + registered students. These programmes are being offered in complete online environment with e-counselling and e-evaluation. 95% IGNOU SIMs digitalised and made available on Egyankosh and 1600 videos	
	Capacity Building Training/HRD/QA/Library	Nos.		PT:20	17 Edusat session & 22 Training Prog. (STRIDE)		PT:10	12 training programmes (STRIDE). For strengthening the ODL Library setup at Regional Centre, DELNET facility is extnded to all Regional Centres of IGNOU. E-granthalaya library automation software has been finalised for implementation for ODL system		PT:10	26 Training Programmes (STRIDE)	
	Establishment of teaching ends.	Nos.		PT:1	On Teaching End at EMPC. Commercial bids opened. Procurement process in progress.			NIL. TPC has decided to re-tender with revised specification requirement.		PT:1	One Teaching end at EMPC. TPC has decided to re-tender with revised specification requirement.	
	Establishment of Class room ends	Nos.		PT:13	13 classroom ends at Regional Centres. Commercial bids opened. Procurement process in progress			Hub established at EMPC. TPC has decided to re-tender with revised specification requirement.		PT:10	Hub established at EMPC. TPC has decided to re-tender with revised specification requirement.	
	Establishment of Digital Video Broadcasting-S Channel & receive terminals.	Nos.			NIL			Planning and assessment of needs and evaluation of media asset management systems.			Planning and assessment of needs and evaluation of media asset management systems.	
	Establishment of ROTs				NIL			NIL			NIL	

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08 Targets	2007-08 Achievement	2007-08 Shortfall if any, give reasons	2008-09 Targets	2008-09 Achievement	2008-09 Shortfall if any, give reasons	2009-10 Targets	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Connectivity with National and Overseas study centres				NIL			NIL			NIL	
	Maintainence and Running Cost.	Nos.			AMC for 130 centres and Transmission of 1310 live sessions.			134 SITs under AMC, HUB operationalised			134 SITs under AMC, HUB operationalised.	
	Content Generation	Nos.		PT:150	Production of 185 video programmes		PT:300	EMPC-309 programmes produced and 1116 hours live transmission done. NCIDE-Question Banks for 4 courses developed moderated and finalised. Designing of multimedia enabled (MNC) package almost completed. 118 unites of PGDMRR converted into e-learning package.	PT:100	PT:495	EMPC-495 programmes produced and live transmission done. NCIDE-Question Banks for 4 courses developed, moderated and finalised. Designing of multimedia enabled (MNCI package almost completed. 118 unites of PGDMRR converted into e-learning package.	
	Introduction of innovative technologies							NCIDE developed software for online registration and generating individualised questions papers for walk-in programmes.			NCIDE developed software for online registration and generating individualised questions papers for walk-in programmes.	
	Disadvantaged Groups											
	Expansion of Education Access (RC/SC) Creation of Rural Regional Centres	Nos.			Establishment of Rural Regional Centres at Gulbarga and Anantpur		PT:1	1-Raghunathganj-West Bengal			1-Raghunathganj-West Bengal	
	New Study Centres for differently abled.	Nos.					PT:1	1.00			1	
	Study Centres at educational backward blocks	Nos.		PT:8	8.00		PT:14	14.00			22	
	Specialised software and Development of	Nos.			Under process		PT:1	One (1) programme PG Diploma			One (1) programme PG	
	Workshops and seminars in the area of DEC, SOUs & CCIs	Nos.					PT:3	3 (National seminar on "Emerging			3 (National seminar on	
	DEC-Enrolment in SOUs and CCIs				16.24 lacs (Academic year-2006)			16.24 lacs (Academic year-2006)			16.24 lacs (Academic	
	SOUs and CCIs				New DEIs/CCIs-5. Comittee formed for SOU in kerala. Development Grant of Rs.335 lakhs and un-assigned grant of Rs.56 lakhs provided to SOUs. Development Grant to CCIs/DEIs is Rs 1437.50 lakhs sanctioned for 2007-08			14 SOUs and 140 DEIs/CCIs			14 SOUs and 140 DEIs/CCIs	
	Inter University consortium for technology enabled flexible education and development (IUC-TEFED)	Nos.			18 fellowships given			Tracer study conducted by IGNOU-UNESCO-IICBA. Conducted a Training programme on development of interactive multimedia and research with UKIERI			18 Fellowships given. Tracer study conducted by IGNOU-UNESCO-IICBA. Conducted a Training programme on development of interactive multimedia and research with UKIERI	
	IGNOU infrastructure											

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08			2008-09			2009-10	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets		
1	2	3	4	5	6	7	8	9	10	11	12	13
	New Schools/Chairs of Study/Disciplines	Nos.	PT:10/10	PT: 10/2	10 Schools and 2 chairs established			10 schools established and its faculty recruited.			10 Schools/2 Chairs established and its faculty recruited.	
	New Centres	Nos.		PT:1	1 (Freedom Struggle Centre established in Aug. 07)		PT:2	Two centres-Advanced Centre of Informatics and Innovative Learning (ACIIL) and Centre for Corporate Education, Training and Consultancy (CCETC) established.			Three Centres-Freedom Sturggle Centre, Advanced Centre of Informatics and Innovative learning (ACIIL) and Centre for Corporate Education, Training and Consultancy (CCETC) established	
	Junior Research Fellowships (JRFs) and Senior Research Fellowships (SRFs_-RTAs	No.s			Teaching and Research assistantships Programme have been formalised.		PT: 100	126 Research and Teaching Assistants joined under the RTA Scheme.			126 Research and Teaching Assistants joined under the RTA Scheme.	
	Expansion of Study/Regional Centre Network											
	Creation of Zonal Centres (buildings & programme delivery)							Process initiated for 5-Zonal Centres			Process initiated for establishing 5-Zonal Centres	
	Creation of Regional Centres (Buildings & programme delivery)	Nos.	PT:10		New Regional Centres at Mumbai, Nagpur and Goa under process		PT:8	8 (Goa, Chandigarh, Mumbai, Nagpur, Thiruvanthapuram, Noida, Vijayawada and a third regional Centre in Delhi.)				
	Opening of study centres	Nos.	PT:1000	PT:280	286.00		PT:350	359.00		PT: 200	645	
	Study Centres under Jan Shiksha Sansthan	Nos.		PT:14	14.00		PT:5	5.00		PT:15	19	
	Study Centres under CNRI				Under process with CNRI		PT:58	58.00		PT:50	58	
	Overseas Study Centres	Nos.	PT:25	PT:1000	12(3-renewal, 1-licence agreement and 8-new partner institutions)		PT:10	10 (new PIs-8, Renewals-2)		PT:6	New PIs-16, Renewal-5	
	Campus Development: Status of New Buildings for administration proposal, parking shed etc				Partitioning works for C-Block (100% completed). Partitioning of G-Block (30% completed), raising of existing boundary wall (50% completed). Parking sheds at academic blocks (10% completed). Tender work is in process for other works like underground water tank and VIP guest house			Work is in progress in respect of parking sheds at Academic Complex undergerground water tank at IGNOU HQ, VIP Guest House and VC Office, partition work in 'G' Block, New Academic complex, heavy racking system for MPDD, developing area around Mahanadi Block C&D at MGRC and temporary block near Block No.13. Work is also in progress in respect of purchase of land and buildings for different RCs. New telephone exchange work through MTNL established and raising of boundary wall at HQ completed.			Work is in progress in respect of parking sheds at Academic Complex undergerground water tank at IGNOU HQ, VIP Guest House and VC Office, partition work in 'G' Block, New Academic complex, heavy racking system for MPDD, developing area around Mahanadi Block C&D at MGRC and temporary block near Block No.13. Work is also in progress in respect of purchase of land and buildings for different RCs. New telephone exchange work through MTNL established and raising of boundry wall at HQ completed	

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08 Targets	2007-08 Achievement	Shortfall if any, give reasons	2008-09 Targets	2008-09 Achievement	Shortfall if any, give reasons	2009-10 Targets	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6	7	8	9	10	11	12	13
	Development of New Programmes	Nos.	PT:75	PT:150	15 New Programmes		PT:15	37-New programmes		PT:15	52-New programmes	
	Infrastructure for Internet Based Delivery											
	Broadband and Connectivity							48 mbps connectivity established			48 mbps connectivity	
	IGNOU process re-engineering, Training and		ERP implementation		Under Process			ERP modules related finance and			ERP modules related	
	Hardware and Software	Nos.			Under Process		PT:146 kiosks, PC-750 and LP-	146 kiosks, PC with UPS-750,			146 kiosks, PC with	
	Development of North-East											
	Setting up of new Study Centres	Nos.	PT:200	PT:25	28.00		PT:100	111.00		PT:25	139	
	New Regional Centre (Jorhat and Meghalaya)	Nos.	PT:2	PT:1	Under process for RC at Jorhat		PT:1	One (1) Jorhat		PT:1	One (1) at Jorhat established	
	Development of need based programmes (10 modular progrs.)-certificate and diploma programme	Nos	PT:10		Under process		PT:2	Two (2) programmes certificate in leather goods and poultry farking launched. Five (5) programmes are under development			Two (2) programmes certificate in leather goods and poultry farking launched. Five (5) programmes are under development	
	Short Term Skill Development/Extension/ Enterpreneurship Development Programmes (EDP)	Nos.	PT:50	PT:13	Conducted 15 Short Term Training/Skill Development and extension programmes in food processing, cell phone repair, milk technology, sericulture etc.		PT:27	Conducted 27-Short Term Training/Skill development and extension programmes in the areas of food processing, milk tochnologies, sericulture, meat technology etc.		PT:8	Conducted 42-Short Term Training/Skill Development and extension programmes in the area of Food Processing, Milk Technologies, Sericulture, meat Technology etc.	
	Translation of Courses	Nos.	PT:5		Under process		PT:2	One diploma in Assamese and One certificate in Mizo			One diploma in Assamese and One certificate in Mizo	
	Seminars /Workshops	Nos.	PT:8	PT:1	One organised in November, 2007		PT:3	Three (3)-Community Radio workshop at Shillong from 18-22 Feb, 2009. Lecture series on Research Methodology was organised by by INERD on 13 March 09 and a Seminar on untrained teachers win NE Region was held at Regional Centre Kohima on 13th March 09			Four (4)-National Seminar in Nov. 2007. Community RADIO Workshop at Shillong from 18-22 Feb 09. Lecture Series on Research Methodology was organised by INECRD ib 13 March 09 and a seminar on	
	New Institutes (INIVET, INECRT and IPCAT) NCRTA	Nos.	PT:4	PT:3	Three institutes (IIVET, ICRTA and NECRD established		PT:1	Recruitment of supporting staff for these institutes IIVET, ICRTA and NECRD is under process. OSDs for these institutes have been appointed.			Three institutes-IIVET, ICRTA and NECRD established. Recruitment of supporting staff for these institutes IIVET, ICRTA and NECRD is under process. OSDs for these institutes have been appointed.	
	Acquisition of land and construction of building of Regional Centres	Nos		PT:4	4 locations-Agartala, Imphal, Kohima and Shillong under process			land purchase for Regional Centre Aizawl has been finalised. Process initiated for regional centros in the state of Meghalaya, Manipur, Tripura and Nagaland			land purchase for Regional Centre Aizawl has been finalised. Process initiated for regional centres in the state of Meghalaya, Manipur, Tripura and Nagaland	

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08			2008-09			2009-10	Achievements so far for 2009-10	Suggested Corrective Steps, if any with Justification
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets		
1	2	3	4	5	6	7	8	9	10	11	12	13
	Total IGNOU Schemes											
A-2	New Schemes.											
1	National Mission in Education through ICT(including Rs 1752 cr for OSC)						The scheme was approved by the Competent Authority in January, 2009 only					
2	Scholarship for 2% of the total students											
3	IGNOU- Skill Dev.							The scheme is yet to be approved by EFC (Department of Expenditure has been requested to give suitable date for holding EFC meeting.)		The targets can not be fixed at this stage since EFC is yet to be approved by the competent authority		The scheme has been included in documents of IGNOU for 11th Plan. The implementation of the scheme will be subject to the approval of the
4	210 new Community colleges- Skill Dev through ICT							The scheme is yet to be approved by EFC (Department of Expenditure has been requested to give suitable date for holding EFC meeting.)		The targets can not be fixed at this stage since EFC is yet to be approved by the competent authority		The scheme has been included in documents of IGNOU for 11th Plan. The implementation of the scheme will be subject to the approval of the
	Book Promotion & Copy Right											
1	Scheme for Intellectual Property Education, Research and Public Outreach		Due to the nature of the scheme, it is not amenable to setting up of physical targets. As such, the targets and achievement cannot be quantified.									
2	Grant to National Book Trust											
	Planning and Administration											
1	Scheme of Studies,Seminars,Evaluation for Implementation of Edn. Policy(Transferred)											
2	Strengthening of Activities of INC(merged with scheme at S.No. 3)											
	i)Reorgn. of INC Library											
	ii)Holding of Meetings, Committees,Conferences (since discontinued)											
	iii)Strengthening of VAs engaged in UNESCO Progs. and Activities											
3	UNESCO related activities		Bilateral Visits are finalized after protracted correspondence. UNESCO related Activities are carried out in consultation with UNESCO and concerned partner organizations. So physical targets can not be quantified.									
4	Strengthening of External Academic Relations(merged with the scheme at s.no.3)											

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08 Targets	2007-08 Achievement	Shortfall if any, give reasons	2008-09 Targets	2008-09 Achievement	Shortfall if any, give reasons	2009-10 Targets	Achievements so far for 2009-10	Suggested Corrective Steps, if any with justification
1	2	3	4	5	6	7	8	9	10	11	12	13
6	Grants-in-aid to Auroville Management			To construct LIFE Education Centre, Transition School, Computer Room, SAIIER Transport Service, Dehaskthi Sports and Isaiambalam School etc. Under Bharat Niwas Construction and Development activities it was proposed to upgrade Sri Aurobindo Auditorium, Construct Swagatham Guest House, Complete the Administrative Building of Auroville Foundation, install solar lights and celebrate 40th anniversary of Auroville and also organize workshops, seminars, etc.	Life Education Centre fully completed. Transition School Computer room – 25% SAIIER Transport Service – 50% Dehaskthi Sports – 25% Sri Aurobindo Auditorium upgradation – 90% Swagatham Guest House – 75 Administrative Building, AF – 90% Installation Solar Street lights – 100% 40th Anniversary celebration – 100% Workshops, seminars etc – 100%		under SAIIER it was proposed to construct the Kindergarten Guest Teachers accommodation, Transition School Computer Room, Nandanam School, Dehaskthi sports, Isaiambalam School, CRIPA – Rehearsal Hall and SAIIER Transport Under Bharat Niwas Construction and Development it was proposed to carry out the Repair and Renovation and construct Tamil Heritage Centre. CIS Building & to carry out workshop and seminars etc. Under L'Avenir it was proposed to construct Residential Houses for Aurovilians and to carry out infrastructure works like Roads, Solar Street lights.	Dehasakhti sports – 65% Isaiambalam School – Ground floor only completed. CRIPA Rehearsal Hall – 58%. All other targets were fully completed. Apart from construction all the proposed research works were fully completed Repair and Renovation – 50% works completed. Tamil Heritage Centre – 15% works completed. CIS Building could not be recommended. All the workshop and seminars were conducted. About 65 nos solar street lights were installed. 25% of the Road work has been completed Street Signage proposed were fully fixed. 50% of Residential Houses construction work has been		Various research Activities under SAIIER. Constructions activities like Dehashakthi Sports Complex, Performing Arts Rehearsal Hall – CRIPA, Main Building of last school, Auroville library building, SAIIER Office building, etc. and other activities like providing equipments & materials and establishment activities. Under Bharat Niwas, expenditure is proposed to be incurred on Construction of Tamil Heritage Centre and CIS Building, equipments, programme and activities, establishment activities. Expenditure is also proposed to be incurred on infrastructure and housing related activities at L'Avenir. CBSE School for Teachers maintenance and publicity and public relation.	Under SAIIER, research programme on 'Rainbow child' and 'Bicycle Friendly Area Design Workshop' has been completed. Construction activities are also ongoing. Expenditure has also been incurred for salries, office maintenance, insurance, postage, etc. All other activities proposed are ongoing	
A-2	New Schemes											
1	Measures towards IT applications(incl Rs. 10 lakh for Strengthing of Statistical System)											
F	**Technical Education**											
	Existing Schemes											
1	Support to New and Emerging Technology areas- National Programme for earth quake engineering.		To build capacity amongst Colleges of Engineering, Architecture, and Polytechnic institutes nation wide, in order to further earthquake education and earthquake resistant constructions in the	To build capacity amongst Colleges of Engineering, Architecture, and Polytechnic institutes nation wide, in order to further earthquake education and earthquake resistant constructions in the country		Token provision.	To build capacity amongst Colleges of Engineering, Architecture, and Polytechnic institutes nation wide, in order to further earthquake education and earthquake resistant constructions in the country			To build capacity amongst Colleges of Engineering, Architecture, and Polytechnic institutes nation wide, in order to further earthquake education and earthquake resistant constructions in the country		
2	AICTE including funds for (a) Faculty Development, (b) increase in Fellowship amount for M.Tech Students, (c) Reduction of Regional Imbalance/ Social gaps & Promotion of Inclusiveness and (d) Support to Engg College for Diploma courses		• Regulation of functioning of technical institutions. • Approval to new technical institutions. • Programmes, increase in Intake • Accreditation of programmes etc. • Under taking programme for faculty development	Regulation of functioning of about 6996 technical institutions with an intake capacity of 13.03 lakh students; approval to new technical institutions, programmes, increase in intake accreditation of programmes etc.	Regulation of technical institutions and maintenance of norms and standards of the technical education system is dynamic and continuous process.		• Approval to new technical institutions. • Accreditation of programmes etc. • Regulation of functioning of technical institutions with an intake capacity of 13.03 lakh students; • Programmes, increase in intake Under taking programme for faculty development	• Regulation of functioning of about 8568 technical institutions with an intake capacity of 16 lakh students. • During the year 2008-2009 there has been a substantial increase in the number of accredited programmes. • 253 proposals have approved and Rs.78.00 crores were released as grant. • During the year 2008-2009, the Council has released Rs.3.26 crores for assessing the E-Resources for 60 Govt./Govt. aided through xAICTE consortium		i) AICTE will continue to regulate the functioning of around 8568 Institution imparting technical education in different disciplines with an intake capacity of about 16.55 lakhs students (including diploma level institution). ii) In addition to the Programmes already accredited, accreditation of 432 more Institutes comprising 2100 programmes will be completed during the academic year 2009-10. iii) An amount of Rs 200 crores (Plan funds) and Rs.80 crores (Non-Plan Funds will be provided to various institutions and stakeholders of technical education and connected activities. (Rs.1 crore of budget has been allocated by the MHRD for the FY 2009-10 and rest of amount of Rs 79	Regulation of functioning of about 8568 technical institutions with an intake capacity of 16 lakh students During the year 2008-2009 there has been a substantial increase in the number of accredited programmes 253 proposals have approved and Rs 78.00 crores were released as grant. During the year 2008-2009, the Council has released Rs.3.26 crores for assessing the E-Resources for 60 Govt./Govt. aided	

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

S.No.	Name of Scheme	units	XI Plan Approved Target	2007-08			2008-09			2009-10	Achievements so far for 2009-10	Suggested Corrective Steps, if any with Justification
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets		
1	2	3	4	5	6	7	8	9	10	11	12	13
3	I I Ts		To run 7 IITs (at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati and Roorkee) for imparting high quality technical education to students selected through a national level competitive exam. Upgradation of infrastructure	To run 7 IITs (at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati and Roorkee) for imparting high quality technical education to students selected through a national level competitive exam. Upgradation of infrastructure	IITs (at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati and Roorkee) have been imparting high quality technical education to students selected through a national level competitive exam. Upgradation of infrastructure		To run 7 IITs (at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati and Roorkee) for imparting high quality technical education to students selected through a national level competitive exam. Upgradation of infrastructure	These institutes have imparted high quality technical education to students. The availability of seats at under graduate level has increased from 4214 in 2007 to 4783 in 2009. Upgradation of infrastructure	400.00 crore (excluding an amount of Rs.771.00 crores for OSC)	To run 7 IITs (at Delhi, Bombay, Madras, Kanpur, Kharagpur, Guwahati and Roorkee) for imparting high quality technical education to students selected through a national level competitive exam. Upgradation of infrastructure	These 7 institutes have imparted high quality technical education to students at under graduate/post graduate levels. The availability of seats at under graduate level has increased from 4783 in 2008 to 5531 in 2009.Upgradation of infrastructure	
4	Indian Institute of Managements (IIMs)	Intake of students	Intake of students		1426		Intake of students	1784		Intake of students	2034	
5	RGIIM, Shillong	Establishment of New IIMs	-	-		RGIIM, Shillong was set up in ...	Intake of students	64		Intake of students	66	
6	National Institute of Technology(NIT)		imparting World-Class High Quality Technical Education at Under Graduate, Post Graduate, Ph.D and Research	To run 20 NITs for imparting World-Class High Quality Technical Education at Under Graduate, Post Graduate, Ph.D and Research Programmes to students through a National level competitive	All the set targets were fully acheieved by the 20 NITs. 100% grant-in-aid was released to the NITs with an additionality of Rs.21.82 crores under Non-Plan and Rs.39.23 crores under Plan as Supplementary	N/A	To run 20 NITs for imparting World-Class High Quality Technical Education at Under Graduate, Post Graduate, Ph.D and Research Programmes to about 45000 students through a	All the set targets were fully acheieved by the 20 NITs. 100% grant-in-aid was released to the NITs with an additionality of Rs.117.00 crores under Non-Plan making the total release of		about 50000 students in Engineering & related subjects. Around 2500 teaching faculty and Non-teaching staff is presently engaged in these Institutes. Upgradation of infrastructure.	enhancement in the number of students in all the NITs while implementation of 2nd phase of OBC reservation.	(other than OSC) has been kept at Rs.87.00 crore for 2009-1010. Since there is requirement of
7	IIIT Allahabad		To impart education, training, research and development in the field of information technology and related areas.	To Impart education, training, research and development in the field of information technology and related areas	Imparting education, training, research and development in the field of information technology and related areas		To impart education, training, research and development in the field of information technology and related areas	Imparting education, training, research and development in the field of information technology and related areas	25.00 crore (excluding Rs.24.00 crores for OSC)	To impart education, training, research and development in the field of information technology and related areas	Will impart education, training, research and development in the field of information technology and related areas	
8	IIITM, Gwalior		To create facilities for education, research, consultancy and professional development in the cusp area of IT and management development through	To create facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration	Creation of facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration.		To create facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration.	Creation of facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration.	8.00 crore (excluding Rs.10.00 crores for OSC)	To create facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration.	facilities for education, research, consultancy and professional development in the cusp area of IT and management development through seamless integration	
9	ISMU, Dhanbad		(i) To provide high quality education in the field of Earth Science and other Engineering branches including MBA (II) Up-gradation of infrastructure (III) Introduction of new emerging courses.	Construction of Hostels, Class Rooms, labs and purchase of equipment and improvement in computing and internet facilities.	Construction of Hostels and increase in student's strength from 1697 in 2006-07 to 2008 in 2007-08.		• Petroleum Engg. Deptt. Construction started. • Construction of Type V-48 Nos. of Flats for teachers started. • Procurement of lab equipments. • Increase in intake of students strength.	Construction of Hostels, 800 rooms boys hostel, ME & MME Deptt. Front and Back wing competed. Construction of New Ruby Hostel (girls) for 60 room completed. Three labs of FME and one lab of Electrical Engg. Modernized. Three laboratories of Mining Engineering and two lab of Environmental Science completed. During 2008-09 increase in (OBC students) were 51. Increase in student's strength from 2008 in 2007-08 to 2366 in 2008-09.				
10	Indian Institute of Information Technology,Design and Manufacturing Kanchipuram		To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing	To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	Meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	-	To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	Meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.				

PHYSICAL TARGETS AND ACHIEVEMENTS DURING THE FIRST 3 YEARS OF ELEVENTH PLAN (2007-09 TO 2009-10) FOR THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT/DEPARTMENT OF HIGHER EDUCATION

| S.No. | Name of Scheme | units | XI Plan Approved Target | 2007-08 | | | 2008-09 | | | 2009-10 | | Suggested Corrective Steps, if any with justification |
				Targets	Achievement	Shortfall if any, give reasons	Targets	Achievement	Shortfall if any, give reasons	Targets	Achievements so far for 2009-10	
1	2	3	4	5	6	7	8	9	10	11	12	13
11	Indian Institute of Information Technology, Jabalpur		To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	Meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	-	To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.	Meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.		To meet the requirement of Highly skilled and trained manpower particularly in design and manufacturing.		
	Externally Aided Scheme											
12	Tech. Edu. Quality Improvement Programme	This is a project and as such physical targets are not given. There are Academic Achievements which has been given in the brief.										
A-2	New Schemes											
1	Expansion and upgradation of 200 state Engineering Institutions											
2	Setting up of New IIITs		The new IIITs will have a special focus on IT and one particular sector of the sciences, technology, or economy like life sciences, design, manufacturing or financial services	The new IIITs will have a special focus on IT and one particular sector of the sciences, technology, or economy like life sciences, design, manufacturing or financial services	-	For want of 'In Principle' approval of Planning Commission, it could be materialized.	20 IIITs are proposed to be established in States or UTs where there is no IIIT. Some of the IIITs will be established in PPP mode.	On the basis of Model Detailed Project Report (DPR) submitted by NASSCOM on setting up 20 new IIITs, the proposal was finalized and sent to Planning Commission for 'In-principle' approval. Planning Commission has conveyed its approval. EFC/ Cabinet Note is under process for obtaining the approval of.	30.00 crores	The new IIITs will have a special focus on IT and one particular sector of the sciences, technology, or economy like life sciences, design, manufacturing or financial services	The new IIITs will likely to be approved by the competent authority and will be started during the year	
3	Setting up of new IITs		To create world-class institutions for under-graduate and post-graduate education in engineering, sciences and humanities as well as social sciences with an intellectually alive atmosphere of research.	To create world-class institutions for under-graduate education in engineering, sciences and humanities as well as social sciences with an intellectually alive atmosphere of research.	-	Due to non completion of formalities and delay in EFC meeting.	To create world-class institutions for under-graduate and post-graduate education in engineering, sciences and humanities as well as social sciences with an intellectually alive atmosphere of research.	As per Government's decision, six new IITs have been set up at Hyderabad, Rajasthan, Patna, Bhubaneswar, Gandhinagar and Punjab. The academic session with intake of 120 students in each institute, have been started in these institutes		To create world-class institutions for under-graduate and post-graduate education in engineering, sciences and humanities as well as social sciences with an intellectually alive atmosphere of research.	Six new IITs have been set up at Hyderabad, Rajasthan, Patna, Bhubaneswar, Gandhinagar and Punjab. The academic session is likely to be started at IIT, Mandi and Indore in year 2009-10.	
4	Establishment of New IIMs		Establishment of seven new IIMs in the country	-	-	-	It has been decided to establish seven new IIMs in Tamil Nadu (Tiruchirapalli), Jharkhand (Ranchi), Chattisgarh (Raipur), Haryana (Rohtak), Jammu & Kashmir, Uttaranchal & Rajasthan.	Four IIMs at Tamil Nadu (Tiruchirapalli), Jharkhand (Ranchi), Chattisgarh (Raipur), Haryana (Rohtak) will be set up in 2009-10 which would become functional from academic session 201-11		Cabinet has accorded its approval. Minutes is awaited	Cabinet has accorded its approval. Minutes is awaited	
5	Indian Institute of Science Education and Research (IISERs)		Intake of Students Establishment of New IISERs	Intake of Students	152 A new IISER at Mohali has been established		Intake of students	200 IISER at Bhopal and Thiruvananthapuram have been established.		Intake of students	559	
6	Setting up of new National Institutes of Technology (NITs) including Chaudhary Ghani Khan Institute of Engineering		to create world-class institutions for under-graduate and post-graduate education in engineering, sciences and humanities as well as social sciences with an intellectually alive atmosphere of research.	To continue to impart Quality Technical Education to the students through 30 NITs for UG and PG Education in engineering & technology with an intellectually alive atmosphere of research.	non-completion of formalities and delay in EFC meeting							

Targets for the remaining 2 years 2010-11 & 2011-12 of Eleventh Plan (2007-12) for the Ministry HRD /Dept. of Higher Education

Sl. No.	Name of Scheme/ Programme	Physical Targets 2010-11	Financial Targets 2010-11	Physical Targets 2011-12	Financial Targets 2011-12
1	2	3	4	5	6
	Central Hindi Directorate	(Rs. in lakhs)		(Rs. in lakhs)	
1.	Scheme of Teaching Hindi Through Correspondence	Preparation and publication of teaching material for the student of various courses run under the scheme	85.00	Preparation and publication of teaching material for the student of various courses run under the scheme	85.00
2.	Hindi Through Cassettes	Enhancement in the learning rate of Hindi	8.00	Enhancement in the learning rate of Hindi	8.00
3.	Grants to voluntary Organization and DBHP Sabha	About ten lakh non-Hindi speaking people will be able to learn Hindi	625+100 =725	About ten lakh non-Hindi speaking people will be able to learn Hindi	625+100 =725
4.	Services & Programmes	Nil	11.00	Nil	11.00
5.	**Publication** i) Publication of Dictionaries & Conversation Guides. ii) Free distribution of Hindi Books to non-Hindi speaking states iii) Exhibition of Hindi Books iv) Publication of Bhasha (Bio-monthly magazine).	i) Ensuring availability of standard reference material and publications in Hindi ii) For Propagation & Development in Hindi iii)12 Exhibitions will be held at various places. iv) 4 issues of Bhasha	140.00	i) Ensuring availability of standard reference material and publications in Hindi ii) For Propagation & Development in Hindi iii)12 Exhibitions will be held at various places. iv) 4 issues of Bhasha	140.00

	Varshiki and Sahityamala.	Magazine including one special issue on 'Bhartiya Yayavar Sahitya'		Magazine including one special issue on 'Bhartiya Yayavar Sahitya'	
6.	**Awards to Hindi Authors**	i) 19 Awards to Hindi Authors of Non-Hindi speaking areas ii) 5 Awards under Shiksha Purskar	31.00	i) 19 Awards to Hindi Authors of Non-Hindi speaking areas ii) 5 Awards under Shiksha Purskar	31.00
	Total		**1000.00**		**1000.00**

Commission for Scientific and Technical Terminology

1.	Preparation of technical dictionaries /glossaries, Definitional Dictionaries including Departmental Glossaries (Including NTM requirements	120 Programmes leading to evolution of terms, defining and their propagation	180.00	120 Programmes leading to evolution of terms, defining and their propagation	200.00
2.	Preparation and publication of University level books in Hindi/Regional Languages/ Monographs/Digests/ Journal	20 Publications	160.00	20 Publications	200.00
3.	Grant-In-Aid For University Level Book Production	Release of grants to organizations needing the funding after UCs are received	100.00	Release of grants to organizations needing the funding after UCs are received	100.00
4.	Publicity And Advertisement	Preparation of 20,000 copies of publicity materials and organising around 12 exhibitions	60.00	Preparation of 20,000 copies of publicity materials and organising around 12 exhibitions	50.00
5.	Retro-conversion of Library	--	--	--	--

6.	Library Books	To facilitate terminology development with the quantitative and qualitative increase in the number of books	20.00	To facilitate terminology development with the quantitative and qualitative increase in the number of books	30.00
7.	Infrastructure development	To increase the facilities and modernization of the office with total computerization	30.00	To increase the facilities and modernization of the office with total computerization	20.00
	Total		**550.00**		**600.00**

Kendriya Hindi Sansthan

1.	Construction of Mandal Buildings	2 building, Agra, Shillong Auditorium, Land, Acquisition at Bhubaneshwar & Ahmedabad	300.00	2 building, Agra, Shillong Auditorium, Land, Acquisition at Bhubaneshwar & Ahmedabad	300.00
2.	Preparation of Instruction Material with special reference to N.E. states and Union Territories	To strengthen Hindi Teaching in N.E Region of the Country	55.00	To strengthen Hindi Teaching in N.E Region of the Country	55.00
3.	Expansions and Developments of Orientation and Refreshers Courses	Sought term courses for in service Hindi teachers	50.00	Sought term courses for in service Hindi teachers	50.00
4.	Innovation in Language Technology	Preparation of Audio-Visual Material for different types of Courses	55.00	Preparation of Audio-Visual Material for different types of Courses	60.00
5.	Propagation of Hindi to Foreigners	Teaching Hindi to Foreigners	220.00	Teaching Hindi to Foreigners	250.00
6.	Establishment of Ahmedabad Centre	To run short term courses	40.00	To run short term courses	40.00

7.	Establishment Bhubaneshwar Centre	To impart Training to Hindi Teachers of Orissa	40.00	To impart Training to Hindi Teachers of Orissa	40.00
8.	Establishment of Dimapur Centre	To impart Training to Hindi Teachers of Nagaland	40.00	To impart Training to Hindi Teachers of Nagaland	40.00
9.	Development of lexical Resources	To enrich Hindi Vocabulary by preparing dictionaries etc.	20.00	To enrich Hindi Vocabulary by preparing dictionaries etc.	20.00
10.	Expansion of Regular Training Courses Regional Centres	To extend the facilities of training to regional centres	10.00	To extend the facilities of training to regional centres	10.00
11.	Expansion of Functional Hindi Courses at Regional Centres	30 Students	5.00	30 Students	5.00
12.	Preparation of Instructional Material for Teaching of Hindi to Foreigners	5 books to be prepared Development of text-books for foreign learners	5.00	5 books to be prepared Development of text-books for foreign learners	10.00
13.	Preparation of instruction material for Distance Hindi Education	Revision of Lessons for Hindi Shikshak Parangat	5.00	Revision of Lessons for Hindi Shikshak Parangat	10.00
14.	Establishment of Pondichery Centre	To development facilities of training for the state of Pudduchery & Tamilnadu	15.00	To development facilities of training for the state of Pudduchery & Tamilnadu	10.00
15.	Book Promotion on management, Education Environment and Social Sciences in Hindi for Higher Education		5.00		5.00
	Total		**865.00**		**905.00**

	National Council for Promotion of Sindhi Language			
..	Bulk purchase of Sindhi Books/ Magazines/ audio-video cassettes /CDs/ VCD's for free distribution to Educational Institutions/Schools Colleges & Public Libraries.	130 Magazines/ books		
!.	Awards to Sindhi Writers for Literary Books Two new schemes for award of prizes are to be materialized. (1)· Sahityakar Samman to a writer for his/her outstanding lifetime contribution to the Sindhi literature. (2) Sahitya Rachna Samman to a writer for his/her literary work in the Sindhi language on subjects like Art, Culture, Education, Social sciences etc.	(1) 50,000x2= life time achievement (2) 10 x30,000 30,0000= awards for literary work		
	Financial Assistance for Selected Promotional Activities Relating to Sindhi Languages.	20 Academies		
	Financial assistance for publication of Sindhi books / Manuscripts etc.	Books of 30 Authors		
	Activities for Sindhi Language Learning Classes on all India basis	125 Institutes		
	Rashtriya Sanskrit Sansthan			
1	**Shastra Chudamani.**	Financial assistance to 125 scholars will be provided on half yearly/ yearly basis on receipt of documents.		

2	Special Orientation Course	Financial assistance to 20 organizations will be provided @30000/- each on the recommendation of the GIA Committee		
3	Production of Sanskrit Literature	Financial assistance to 100 authors/ publishers will be provided during the year with the recommendation of the GIA Committee		
4	Purchase of Sanskrit Books	Sanskrit books will be purchased from the authors/ publishers with the recommendation of the GIA Committee.		
5	Printing of Sanskrit Books under re-print scheme.	Out of stock Sanskrit books will be printed.		
6	Voluntary Sanskrit Organization	The grant will be renewed and released to 850 Voluntary Sanskrit organizations (NGOs) with the recommendation of the GIA Committee on receipt of required documents.		
7	Adarsh Sanskrit Mahavidyalaya (23 ASMs)	The financial assistance will be provided to Adarsh Skt. Mahavidyalayas from time to time.		
8	Construction of building of Kendriya Sanskrit Vidyapeetha	The preliminary estimates for construction of building at Garli has since been approved.		

9	Expenditure on Existing Campuses funded under Plan and Non-Plan including HQ office. (Pay and Allowances)	The salary will be disbursed to the teaching and non-teaching staff of the Sansthan.		
10	Non Formal Sanskrit Education	The Non-Formal Sanskrit Centers will continue in 500 centers during 2009-2010.		
11	GYAN DARSHAN.	The programme will continue during 2009-2010 and about 100 hours programme will be produced and telecast will continue.		
12	All India Elocution Contest.	The regional contest will held before December every year and the final All India Elocution Contest will be organized in December every year.		
13	Distance Education.	The Sansthan courses will be launched through Distance Education.		
14	Kashmir Shaiva Darsan.	The project will continue at Jammu and Allahabad campus and publication will be brought out.		
15	Samman Rashi	250 Pundits will get Samman Rashi.		
16	Grant to Sec./Higher Edu. For appointing one Sanskrit teacher	103 Sanskrit teachers will be provided financial assistance.		
17	Financial Assistance to NGOs/Universities	About 50 institutions will be provided financial assistance for holding Seminar/		

		Conference and projects with the approval of the GIA Committee.		
8	**Grant to Modern Subject**	The financial assistance will be renewed and sanctioned to 177 modern teachers with the recommendation of the GIA Committee.		
9	**Deccan College, Pune**	The Salary will be paid to the staff of the project.		
0	**NER**	The financial assistance will be provided to the institutions/NGOs situated in NER with the recommendation of the GIA Committee.		
1	**Multimedia Project/National workshop on Research Methodology**	The Sansthan has undertaken projects like Networking Digitization and other projects.		
2	**Content Generation/C.DAC**	The project of Content Generation has been undertaken by the Sansthan.		
3	**Scholarship**	The Sansthan is granting Scholarship to Sanskrit students from 9th to Acharya (M.A.) level with the approval of the Scholarship Committee.		
	All India Sanskrit Natyotsava	The Sansthan will organize Sanskrit Natya Mahotsava.		

25	Komudi Mahotsava/Youth Festival	The Sansthan is organizing Komudi Mahotsava every year in which the students of the campus participated.		
26	All India Sanskrit Kavi Sammelan	The Sansthan is organizing All India Sanskrit Kavi Sammelan every year.		
27	Development of Pali and Prakrit.	The Ministry has sanctioned various pots for development of Pali and Prakrit. The Sansthan is organizing International conference on Pali and Prakrit in September, 2009 and also organizing conference at Jaipur in July, 2009.		
28	World Sanskrit Conference	As per past practice Indian delegation is participating in the World Sanskrit Conference on the expenses of the Sansthan.		
29	Rashtrapati Award	The monetary grant to the awardees are paid by the Sansthan. 300 awardees will get @50000/- p.a. Besides from this year one time payment of Rs.5 lakh will be paid to 23 scholars and Rs.1 lakh to Badrayan Samman to 8 scholars.		

30	**Establishment of New Campuses**	The proposal for establishing campus at Palwal (Haryana) and two Adarsh Sanskrit Mahavidyalaya at Kolkata and Manipur are under consideration of the Ministry.		
	Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain			
	<u>**Ongoing Programme**</u> (a) Veda Pathashala	350 Teachers 3000 students		
	(b) Preservation of oral tradition of Vedic Recitation	200 Teacher 1300 students		
	Construction of building and development of Campus of the Pratishthan	The work of Ist Phase as per SFC will be completed by end of March, 2010 subject of allocation of additional funds		
	CENTRAL INSTITUTE OF INDIAN LANGUAGES & REGIONAL LANGUAGE CENTERS			
	Central Institute of Indian Languages and Regional Language Centres	561 7		
		7		
		7		
		75		

		75		
		89		
		75		
		314		
Bhasha Mandakini TV Episodes		90 30 60 20 60 40 300		
Tenth Plan Project		Updating information for 40 languages and 10 more languages will be added		
		Continuation of Kannada, Bengali and Tamil On-line courses; Hindi Beta Version, Urdu Alpha version with NCPUL		
		Update existing database, search engine. Translation today 5 and 6 issues, Translation dictionary Machine tools package – parallel corpora, digitization of source language resources and coding		
		Acquisition of Books, Renewals for the year 2010, Renewals of Online Two Databases, Annual Maintenance Cost, ... Annual Maintenance Cost,		

	Scanning, OPAC and Staff Purpose, For Flooring in the library main floor, For new Acquisition of Books and Periodicals, To Control the Dust and Maintain Clean ness			
Grant in Aid for Language Development/ Publications	350 books 20 manuscr 15 NGOs/VOs <u>25 LM</u> **410**			
New Projects	a. Installing Task groups & organizing a series of Programmes for material production b. Finalization of General Frame of References in Hindi, Tamil, Urdu. c. Establishment of Regional Field Units across 16 states/ Union Territories of the Country. d. Concept-based continuum of graded syllabi to be finalized for lg & lit (all 7 levels) e. Question items required for tool making by involving 1000s of item & writers f. Norm establishment for standardization			
	a. Publication of critical edition of classics b. And the physical structures proposed	c.		d.

		in objectives		
		1. Continuation of Corpora building & NLP activities.		
		2. Recruitment of Manpower – 8.		
		3. Project Advisory Committee (PAC) Meetings and Grant-in-Aid Meeting to process targets & projects on – Speech Recognition & Synthesis as well as on – Character Recognition etc.,		
		a. Assigning 8,800 translations b. Recruitment of 65 personnel c. Land & Building activities d. Equipment procurement e. Publication Grants f. IPR/Author/ Translator subsidies g. Translation Awards		
National Council for Promotion of Urdu Language				
Estt & Office Expenses: Loan/Advance Construction Office Buildg.				

Estt of CAM-DTP Centres Calligraphy & Graphic Design	Existing New Centres 268 40 Teachers/staff (P.T.)1072 160 Student 16980 3000 Existing New Centre 33 10 Teachers/staff (P.T.) 99 30 Students 825 250		
Grant in Aid: a. Support to NGO for select Urdu Activities b. Publication of Manuscript c. Urdu Press Promotion d. Bulk purchase of books	Vos- 50 Seminar College 10 Lecture Series Scholars - 5 Short term Sudy Manuscript 50 News Papers 65 Titles 210 Journals 60		
Publication & Periodicals Academic Project	New 40 Reprint 60 Magazine(Urdu Duniya) 12 Issues Journal Fikr-o-Tehqeeq 4 issues Dictionary/Encyclopedia 2 Bilingual Dictionary 4 ITI/Text Book 45		

a. Book Promotion	NCPUL Fair 2 Participation in Others 7		
Seminar/Work shop/Conference	National/Seminar/work shop/ Conference 8		
Distance Education (Urdu)	**Existing New** **Diploma** Urdu Centres 244 50 Teachers 461 75 Students 18026 2000 **CAM-DTP** Centre 268 40 Accredited 75 10 Teachers 343 50 Students 16980 3000 **Online Programme** Workshop 04		
Promotion of Classical Language Arabic/Persian a. 2 yrs Diploma Course in Functional Arabic b. 1 yr Certificate course in Funcation Arabic c. support to NGO/Individual for Seminar/Lecturers d. Publication of Manuscripts e. Bulk purchase	**Existing New** Study Centres 134 50 Teachers 344 100 Students 11657 2500 Study Centres 92 50 Teachers 128 100 Students 4000 2300 Seminar/Lecture Series 4 Publication of Manuscript 4 Bulk Purchase 10		

	Scheme of Assistance to Agencies for Education in human Values	Number of NGOs/Organization taking benefit under the Scheme depends upon the number of proposals received and approved by GIAC within the allocated budget. However around 80-100 organizations could be assisted.		

Physical Targets for the years 2009-10 of Eleventh Plan (2007-12) for the Ministry HRD /Dept. of Higher Education

Sl. No.	Name of Scheme/ Programme	Physical Targets
1	2	3

Central Hindi Directorate

Sl. No.	Name of Scheme/ Programme	Physical Targets
1.	Scheme of Teaching Hindi Through Correspondence	i) Admission to 10,000 Students ii) 25 PC Ps iii) Publication of 2 conversion guide / self taught iv) 4 CDs
2.	Hindi Through Cassettes	Production of 3 VCD
3.	Grants to voluntary Organization and DBHP Sabha	Grant to 250 NGOs for Promotion and Propagation of Hindi and Publication grant for 15 manuscripts
4.	Services & Programmes	i) 8 workshop ii) 2 study tours iii) 8 Pradhyapak Vyakhyan Mala iv) National symposia v) Travels Grants to 20 Research scholars
5.	**Publication** i) Publication of Dictionaries & Conversation Guides. ii) Free distribution of Hindi Books to non-Hindi speaking states iii) Exhibition of Hindi Books iv) Publication of Bhasha (Bio-monthly magazine). Varshiki and Sahityamala.	i) Publication of 5 Dictionaries / conversion guides ii) Free distribution of Hindi Books to 1050 Institutions iii) 12 Exhibitions iv) 6 issues of Bhasha Magazine, One Varshiki and one under Sahitya Mala
6.	**Awards to Hindi Authors** i) Awards to Hindi Authors of Non-Hindi areas ii) Shiskha Purskar	i) 19 Awards to Hindi Authors of Non-Hindi speaking areas ii) 5 Awards under Shiksha Purskar

Commission for Scientific and Technical Terminology

1.	Preparation of technical dictionaries /glossaries, Definitional Dictionaries including Departmental Glossaries (Including NTM requirements	Technical sessions leading to evolution of terms and defining them
2.	Preparation and publication of University level books in Hindi/Regional Languages/ Monographs/Digests/ Journal	40 Publications including regional language terminologies
3.	Grant-In-Aid For University Level Book Production	Release of grants to organizations needing the funding after UCs are received
4.	Publicity And Advertisement	Preparation of 20,000 copies of publicity materials and organising around 12 exhibitions
5.	Retro-conversion of Library	To increase the facilities and modernization of the library with total computerization
6.	Library Books	To facilitate terminology development with the quantitative and qualitative increase in the number of books
7.	Infrastructure development	To increase the facilities and modernization of the office with total computerization

Kendriya Hindi Sansthan

1.	Construction of Mandal Buildings	2 Buildings at Delhi & Agra
2.	Preparation of Instruction Material with special reference to N.E. states and Union Territories	1 Magazine 4 books & 1 Dictionary
3.	Expansions and Developments of Orientation and Refreshers Courses	1700 Teachers
4.	Innovation in Language Technology	5 CD's
5.	Propagation of Hindi to Foreigners	125 students
6.	Establishment of Ahmedabad Centre	300 in services Hindi Teachers
7.	Establishment Bhubaneshwar Centre	50 regular 300 short-term
8.	Establishment of Dimapur	30+30 regular 200 in service short-

	Centre	term
9.	Development of lexical Resources	At least 5 volumes to be prepared 47 Dictionary
10.	Expansion of Regular Training Courses Regional Centres	1 Orissa 1 Mysore 1 Shilong
11.	Expansion of Functional Hindi Courses at Regional Centres	1 Ahmedabad 1 Guwahati 1 Shilong
12.	Preparation of Instructional Material for Teaching of Hindi to Foreigners	05 books
13.	Preparation of instruction material for Distance Hindi Education	Publication of 28 booklets
14.	Establishment of Pondichery Centre	Acquisition of suitable accommodation & developing infrastructure
15.	Book Promotion on management, Education Environment and Social Sciences in Hindi for Higher Education	Primary meeting & Conferences to be held and subject will be finalized
16.	Implementation of CEI (Reservation)	

National Council for Promotion of Urdu Language

1	Estt & Office Expenses: Loan/Advance Construction Office Building.	
2	Estt of CAM-DTP Centres	Existing New Centres 268 40 Teachers/staff (P.T.)1072 160 Student 16980 3000
	Calligraphy & Graphic Design	Existing New Centre 33 10 Teachers/staff (P.T.) 99 30 Students 825 250

3	**Grant in Aid:** a. Support to NGO for select Urdu Activities b. Publication of Manuscript c. Urdu Press Promotion d. Bulk purchase of books	Vos- 50 Seminar College 10 Lecture Series Scholars - 5 Short term Sudy Manuscript 50 News Papers 65 Titles 210 Journals 60
4	Publication & Periodicals Academic Project	New 40 Reprint 60 Magazine(Urdu Duniya) 12 Issues Journal Fikr-o-Tehqeeq 4 issues Dictionary/Encyclopedia 2 Bilingual Dictionary 4 ITI/Text Book 45
5	a. Book Promotion	NCPUL Fair 2 Participation in Others 7
6	Seminar/Work shop/Conference	National/Seminar/workshop/ Conference 8
7	Distance Education (Urdu)	**Existing** **New** **Diploma** Urdu Centres 244 50 Teachers 461 75 Students 18026 2000 **CAM-DTP** Centre 268 40 Accredited 75 10 Teachers 343 50 Students 16980 3000 **Online Programme** Workshop 04

8	Promotion of Classical Language Arabic/Persian 2 yrs Diploma Course in Functional Arabic 1 yr Certificate course in Funcation Arabic support to NGO/Individual for Seminar/Lecturers Publication of Manuscripts Bulk purchase			Existing	New
		Study Centres		134	50
		Teachers		344	100
		Students		11657	2500
		Study Centres		92	50
		Teachers		128	100
		Students		4000	2300
		Seminar/Lecture Series			4
		Publication of Manuscript			4
		Bulk Purchase			10

National Council for Promotion of Sindhi Language

1.	Bulk purchase of Sindhi Books/ Magazines/ audio- video cassettes /CDs/ VCD's for free distribution to Educational Institutions/Schools Colleges & Public Libraries.	130 Magazines/ books
2.	Awards to Sindhi Writers for Literary Books Two new schemes for award of prizes are to be materialized. (1) Sahityakar Samman to a writer for his/her outstanding lifetime contribution to the Sindhi literature. (2) Sahitya Rachna Samman to a writer for his/her literary work in the Sindhi language on subjects like Art, Culture, Education, Social sciences etc.	(1) 50,000x2= life time achievement (2) 10 x30,000 30,0000= awards for literary work
3.	Financial Assistance for Selected Promotional Activities Relating to Sindhi Languages.	20 Academies
4.	Financial assistance for publication of Sindhi books / Manuscripts etc.	Books of 30 Authors .
5.	Activities for Sindhi Language Learning Classes on all India basis	125 Institutes

CENTRAL INSTITUTE OF INDIAN LANGUAGES & REGIONAL LANGUAGE CENTERS

1	**Central Institute of Indian Languages and Regional Language Centres**	275 programmes 561 Teachers trained

	Orientation Courses	7
	Refresher Courses	7
	National Integration Camps	75
	Seminars / Conferences	75
	Training Programme & Special Lectures	89
	Project workshop	75
	Total	335
2	**Bhasha Mandakini TV Episodes** Bengali Kannada Tamil Marathi Telugu	90 30 60 20 60 40 **Total : 360**
3	**Tenth Plan Project**	
	1. LIS India Reports	Updating information for 40 languages and 10 more languages will be added
	B Indian languages Online Teaching Materials	Continuation of Kannada, Bengali and Tamil On-line courses; Hindi Beta Version, Urdu Alpha version with NCPUL
	2. Anukriti	Update existing database, search engine. Translation today 5 and 6 issues, Translation dictionary Machine tools package – parallel corpora, digitization of source language resources and coding
	3. Bhasha Bharati & Library Automation	Acquisition of Books, Renewals for the year 2010, Renewals of Online Two Databases, Annual Maintenance Cost, Annual Maintenance Cost, Scanning, OPAC and Staff Purpose, For Flooring

		in the library main floor, For new Acquisition of Books and Periodicals, To Control the Dust and Maintain Clean ness
4	**Grant in Aid for Language Development/ Publications** a. Bulk Purchase b. Publications c. Little Magazines d. Financial assistance to VO	350 books 20 manuscr 15 NGOs/VOs 25 LM **410**
5	**New Projects**	
	1. Linguistic Data Consortium for Indian Languages	1. Continuation of Corpora building & NLP activities. 2. Recruitment of Manpower – 8. 3. Project Advisory Committee (PAC) Meetings and Grant-in-Aid Meeting to process targets & projects on – Speech Recognition & Synthesis as well as on – Character Recognition etc.,
	2. National Testing Service (NTS)	a. Installing Task groups & organizing a series of Programmes for material production b. Finalization of General Frame of References in Hindi, Tamil, Urdu. c. Establishment of Regional Field Units across 16 states/ Union Territories of the Country. d. Concept-based continuum of graded syllabi to be finalized for lg & lit (all 7 levels) e. Question items required for tool making by involving 1000s of item & writers f. Norm establishment for standardization
	3. National Translation Mission (EFC at advanced stage)	a. Assigning 8,800 translations b. Recruitment of 65 personnel c. Land & Building activities d. Equipment procurement e. Publication Grants f. IPR/Author/ Translator subsidies g. Translation Awards

Rashtriya Sanskrit Sansthan

1	Shastra Chudamani	Financial assistance to 125 scholars will be provided on half yeariy/ yearly basis on receipt of documents.
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7	Adarsh Sanskrit Mahavidyalaya (23 ASMs)	The financial assistance will be provided to Adarsh Skt. Mahavidyalayas from time to time.
8	Construction of building of Kendriya Sanskrit Vidyapeetha	The preliminary estimates for construction of building at Garli has since been approved.
9	Expenditure on Existing Campuses funded under Plan and Non-Plan including HQ office. (Pay and Allowances)	The salary will be disbursed to the teaching and non-teaching staff of the Sansthan.
10	Non Formal Sanskrit Education	The Non-Formal Sanskrit Centers will continue in 500 centers during 2009-2010.
11	GYAN DARSHAN.	The programme will continue during

		2009-2010 and about 100 hours programme will be produced and telecast will continue.
12	All India Elocution Contest.	The regional contest will held before December every year and the final All India Elocution contest will be organized in December every year.
13	Distance Education.	The Sansthan courses will be launched through Distance Education.
14	Kashmir Shaiva Darsan.	The project will continue at Jammu and Allahabad campus and publication will be brought out.
15	Samman Rashi	250 Pundits will get Samman Rashi.
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18	Grant to Modern Subject	The financial assistance will be renewed and sanctioned to 177 modern teachers with the recommendation of the GIA Committee.
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22	Content Generation/C.DAC	The project of Content Generation has been undertaken by the Sansthan.
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24	All India Sanskrit Natyotsava	The Sansthan will organize Sanskrit Natya Mahotsava.
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30	Establishment of New Campuses	The proposal for establishing campus at Palwal (Haryana) and two Adarsh Sanskrit Mahavidyalaya at Kolkata and Manipur are under consideration of the Ministry.
Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain		
1.	**Ongoing Programme** (a) Veda Pathashala	350 Teachers 3000 students
	(b) Preservation of oral tradition of Vedic Recitation	200 Teacher 1300 students
2.	Construction of building and development of Campus of the Pratishthan	The work of Ist Phase as per SFC will be completed by end of March, 2010 subject of allocation of additional funds

Education in Human Values

1.	Scheme of Assistance to Agencies for Education in human Values	Number of NGOs/Organization taking benefit under the Scheme depends upon the number of proposals received and approved by GIAC within the allocated budget. However around 80-100 organizations could be assisted.

Achievements for the years 2009-10 of Eleventh Plan (2007-12) for the Ministry HRD /Dept. of Higher Education

S. No.	Name of the Scheme	2007-08 Achievement	2008-09 Achievement
1	2	6	9
1.	**CENTRAL HINDI DIRECTORATE**		
A	Number of Students for learning Hindi through correspondence	8000	5243
	Number of Personal Contact Programmes	18	23
	Publication of Conversation Guides	2	4
	Preparation of CDs on various Grammatical and Linguistic topics	5	4
B)	Number of exhibitions of Hindi books	10	4
C)	Number of free distribution of books in non-Hindi speaking areas	1020 Institutions	1043 institutions
D)	Number of workshops/seminars, study tours, symposium etc. conducted	37	27
E)	Number of institutions – financial assistance for promotion of Hindi language	250	**227**
F)	Publications:- i) Publication of 'BHASHA' (Bi-Monthly, Varshiki, Sahityamala) ii) Publication of Dictionaries/ Conversation Guides	5	7
2.	**COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY**		
	05.01.16 - Publication	19	20
	05.01.20 – Other Administrative Expenses	68 programmes	155
	05.01.26 – Advertisement and Publicity	14exhibitions	7
	05.02.31 – Grants-in-Aid to University Level Books	75	75

3.	KENDRIYA HINDI SANSTHAN		
a)	Number of Orientation Courses/ Refresher Courses held	30	55
b)	Number of students enrolled for orientation/ refresher courses including regional centres	1800	2268
c)	Number of students enrolled for BTC level	48 326	95
d)	Number of students enrolled for B.Ed. level course	8	170
e)	Number of foreign students enrolled	85	126
4.	NATIONAL COUNCIL FOR PROMOTION OF URDU LANGUAGE		
	a) Number of Computer Application & Multilingual DTP Training Centres. Number of students enrolled	Existing Centres- 223 New Centres-36 Approx. 14000 students in both students.	Existing Centres:- 215 New:- 53 Accr (old) :- 27 Accr (new):- 48 Total:- 343 Approx. Students 16980 in both sessions.
	c) Calligraphy & Graphic Designing	Existing 21 New - 4 Students 750.	Existing 12 New 21 Total:- 33 Students 825
	c) Number of publication/ reprints of books. d) Number Magazine periodicals etc.	**Publication:** 1. New titles -23 2. Reprints – 58 **Periodicals:** 3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue)	**Publication:** 1. New titles -27 2. Reprints – 21 3. Course Book - 81 **Periodicals:** 3. Magazine "Urdu Duniya" (12 issue) 4. Journal "Fikr-O-Tehqeeq" (4 Issue)
	e) Number of seminars/ workshops/ exhibitions held	All India Urdu Kitab Mela –	All India Urdu Kitab Mela –

		Patna	Mumbai
		2. Regional Kitab Mela – Guwahati	2. Regional Kitab Mela – Nil
		3. Participation in book fairs – 7 (Organized by NBT/other agencies etc.)	3. Participation in book fairs – 7 (Organized by NBT/other agencies etc.)
		Bulk Purchase of Book – 149 titles	Bulk Purchase of Book – 137 Journal - 54 Total - 191
	f) Number of students enrolled for distance learning programmes	15,055 Students	35006 Students
		228 Centres Continuing Nil	212 Existings 32 New 343 CAM DTP 587 Total
	1. Certificate / Diploma course in Urdu		
		397 part time Urdu teachers Centres – New	804 Part time Urdu teacher
	National Seminar	Manipur - 1 Chandigarh- 1 Delhi- 1 Hyderabad- 1	Munger - 2 Gaya - 1 Ahamgarh- 1
	Grant in Aid	Seminar/ Lecturer/others 60 NGO Manuscripts 36 Writers UNI 66 newspaper	Seminar/ Lecturer/others 53 NGO Manuscripts 38 Writers UNI 60 newspaper
	Academic Project	Ready for Press	ITI 15 Books translated Urdu, Kannad Dictionary

		Composed	Compiled.
	Promotion of Arabic/Persian	336 Part time teacher (A/	473 Part time Arabic teacher
	1. Diploma/Certificate in functional Arabic	177 Centres Existing 38 New	Centre 174 Existing 49 New 223 Total
		13,027 Students	15730 Students
	2. Grant- In- Aid	3 Manuscripts	4 Manuscripts
		8 Books (Bulk Purchase)	2 Books (Bulk Purchase)
5.	**NATIONAL COUNCIL FOR PROMOTION OF SINDHI LANGUAGE**		
(a)	Bulk purchase of Sindhi Books/ Magazines/ audio-video cassettes/ CDs/ VCDs for free distribution to Educational Institutions/ Schools/ Colleges & Public Libraries.	04 magazines	04 magazines
(b)	Awards to Sindhi Writers for Literary Books Two schemes for awards are to be materialized (i) Sahityakar Samman to a writer for his/her outstanding lifetime contribution to the Sindhi literature (ii) Sahitya Rachna Samman to a writer for his/her literary work in the Sindhi language on subject (s) like Art, Culture, Education, Social Sciences etc.	Awards given Awards given	In the process
(c)	Financial Assistance to Voluntary Organizations for Selected Promotional Activities relating to Sindhi Language.	18 organizations	17 organizations
(d)	Financial Assistance for Publication of Sindhi Books/ Manuscripts etc.	4 books	4 books
(e)	Sindhi Language learning classes on all over India basis.	27 Institutes	22 Institutes
	(a) Number of students enrolled for various Sanskrit courses.	3308	3471
	(b) Number of Sanskrit Institutions given grants-in-aid for development of Sanskrit Education.	250	728

	(a) Number of students enrolled in all schemes	2820	3600
	(b) Number of Institutions given grant	147	212
6.	**CENTRAL INSTITUTE OF INDIAN LANGUAGES (CIIL), MYSORE INCLUDING RLCs**		
a.	Number of teachers trained in 10 month course	339	356
b.	Number of Orientation Courses/ Refresher Courses conducted Number of National Integration Camps	10	34
c.	Number of Seminars, Conferences, Special training programmes/ Special Lectures, Project Workshops, Workshops, Contact Programmes etc.	37	181
d.	Number of Institutions/Authors given Grant-in-aid for Language Development/ Publications	52	548
	(i) Development of Tamil	Nil	Nil
	a. Programmes (Consultative meetings, TLPB Meetings and Project Advisory Meetings)	49	50
	b. Fellowships	15	2
	c. GIA – Short term project	29	47
	d. Publication of News letters	4	3
	e. Production of CD	5	100
	(ii) Linguistic Data Consortium Project Advisory Committee Meeting/ Seminars & Events/ International Seminars/ Regional Seminars/ Workshops / Training Programmes As per approval of the PAC.	5 Programmes	31 Programmes
	(iii) National Testing Service Review committee Meeting/Symposiums & Events/National Conventions/ Workshop/ Training Programmes /GIA Programmes As per approval	32 Programmes	88 Programmes
7.	**Maharshi Sandipani Rashtriya Veda Vidya Pratishthan, Ujjain**		
	Ongoing programme: 1. No. of Students enrolled in all schemes	3000	3100
	2. No. of Institution enrolled	171	241

8.	Rashtriya Sanskrit Sansthan		
1.	Establishment of New Campus	--	--
2.	Establishment of one Adarsh Skt. Mahavidyalaya & one Shodha Sansthan	--	--
3.	Campus funded under Plan	Sanskrit education continued	Sanskrit education continued
4.	Construction of Building	Construction continuing.	Possession taken in respect of Jaipur and Lucknow buildings. The possession of Bhopal building will be taken in the current year.
5.	To admit students in different Campuses	3614 students admitted	3471 students admitted
6.	To conduct annual examination	14948 appeared	14972 appeared
7.	To conduct pre-Siksha Shastri/Siksha Acharya Test for admission in B.Ed./M.Ed. course	6063 students appeared and 700 students admitted in B.Ed.	5820 students appeared and 800 students admitted in B.Ed.
8.	To conduct Pre-Research Test (for Ph.D.)	100 students admitted	100 students admitted
9.	To run Correspondence course	500 students	500 students
10.	To bring out publication	25 publication brought out.	25 publication brought out.
11.	To continue Non-Formal Skt. Education	500 centers	500 centers
12.	To prepare episode to be telecast at Bhasha Mandakini Channel of IGNOU	125 episodes prepared	118 episodes prepared
13.	Appointment of Shastra Chudamani scholars.	80 scholars on roll.	80 scholars on roll.
14.	Purchase of Sanskrit books	20000 books were purchased and sent to Sanskrit Library,	18367 books were purchased and sent to Sanskrit Library,
15.	Production of Sanskrit literature	75 authors/publishers provided financial assistance	67 authors/publishers provided financial assistance
16.	Printing of books under reprint scheme	30 books brought out	20 books brought out
17.	Financial assistance to voluntary Sanskrit organizations	776 institutions were provided financial assistance	728 institutions were provided financial assistance
18.	Adarsh Sanskrit Mahavidyalayas	Financial	Financial

		assistance were provided to 23 ASMs	assistance were provided to 23 ASMs
19.	All India Elocution Contest	Organized	Organized
20.	To release monetary grant to the President' Awardees	Grant Released	Grant Released
21.	Award to Scholarships	19893 students	20900 students
22.	Release of Samman Rashi to Sanskrit Pundit in indigent circumstances	250 Pundits	250 Pundits
23.	Salary of One Skt. Teacher in Secondary/High School	51 Skt. Teachers	51 Skt. Teachers
24.	Financial Assistance to NGOs/NCERT/University etc.	45 institutions	48 institutions
25.	Financial Assistance for Modern teachers in Skt. Pathshalas	87 Modern teachers	100 Modern teachers

CONCEPT NOTE ON INNOVATION UNIVERSITIES AIMING AT WORLD CLASS STANDARDS.

INTRODUCTION

The dawn of the 21st century has heralded the development of India as an economic powerhouse powered by a revolution in the knowledge sector. However, the knowledge economy is not just a synonym for information economy or information society. In the present age, knowledge economies address how information and ideas are created, used, circulated and adapted at an accelerating speed in "knowledge-based communities," i.e. networks of individuals striving to produce and circulate new knowledge. In knowledge economies, these capacities are not just the property of individuals, but also of organizations, which have the capacity to share, create and apply new knowledge continuously over time, in cultures of mutual learning and continuous innovation. Innovation carries spin-off benefits and yields social dividends for the broader civil society – through reductions in poverty, improved health, greater education, empowerment of women and decline in levels of criminality. Universities are places where ideas germinate, where applications grow out of ideas and where innovation flourishes in an atmosphere of intellectual challenge and freedom. Universities where the faculty and students constantly challenge existing boundaries of knowledge amidst a prevailing culture of creativity, are ideally positioned to be the powerhouse of the knowledge economy.

Despite having one of the largest higher education systems in the world, only a few institutions of learning have been able to make a mark on the global stage. The contribution of the alumni of the Indian Institutes of Technology (IITs), the Indian Institute of Science and the Indian Institutes of Managements (IIMs) have been widely recognised all over the world. India is positioned to adopt a leadership role in the global knowledge economy of the future. In the past, cheap labour and low technology manufacturing skills powered several

developing countries to prosperity. But the coming age would patently belong to those countries who are able to reap the benefits of creative knowledge organisations that exist within. Recognising this, the XI Plan proposes the establishment of 14 Innovation Universities aimed at world class standards. These Universities would be at the fount of making India the global knowledge hub and set benchmarks for excellence for other Central and State Universities. The first and foremost criterion for a University to be termed world class is the quality and excellence of its research, recognised by society and peers in the academic world. Research that constantly pushes back the frontiers of knowledge contributes to the development of the knowledge society but more critically creates the attraction for outstanding faculty and top students to gravitate towards it. This creates a virtuous spiral of ever-increasing quality and excellence ceaselessly pushing the University to strive towards even better research. Students move towards top class institutions after an evaluation of the ability of the institution to invest them with the skill and competencies to be successes in the knowledge economy, besides the excellence of its research. Consequently, the synergies between teaching and research have to be exploited to create quality institutions.

UNIVERSITY AIMS

The university shall stand for humanism, for tolerance, for reason, for the adventure of ideas, and for the search for truth.[1] It shall constantly aspire for attainment of the pinnacle of knowledge and learning, to provide a path for humankind free from deprivation and want, to understand and appreciate nature and its laws for the well-being and happiness of the present and future generations.

The university shall also provide for the knowledge manpower needs of the country, in training professionals, specialists, scientists and researchers

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[1] Quote of Pandit Jawaharlal Nehru in his convocation address to the University of Allahabad in 1947 summing up the basic objectives of the university.

needed by the economy and in generating new knowledge in support national innovation systems, and to nurture, develop and evolve generations of voyagers in the values of humanism for a better citizenry.

ADMISSIONS

The ability to attract the best students from around the nation, and if feasible around the world, is essential to develop the spirit of inquiry that pervades the institution intellectually challenging the faculty and peers towards academic competition. This ability would depend, amongst other things, on the credibility of the admission process in ensuring a transparent, fair, reasonable and reliable scheme that gives primacy to merit but also is able to account for differences in access opportunities for students in a manner that is objective and discernable.

The first step in ensuring a credible admission process would be to choose the right typology that would deliver the values aimed for the process. Generally, admission practices in institutions of higher learning can be categorized into four typologies, namely:

- Type 1: Admissions based on performance in the examinations of the course last attended. e.g. admission to undergraduate courses in Delhi University based on the performance in the Class XII examinations.
- Type 2: Entrance examinations that test the achievement and learning levels for a student to attempt the course for which he seeks admission. e.g. Joint Entrance Examinations (JEE) conducted by IITs.
- Type 3: Standardised aptitude tests that measure the general cognitive abilities rather than achievement. e.g. Common Aptitude Test (CAT) conducted by IIMs.
- Type 4: Admissions based on academic performance over a period of time or on the application dossier.

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Undergraduate courses provide the feedstock for excellence to be aimed at the postgraduate and higher levels. Choosing the right admission process or a mix of the processes for undergraduate admissions is extremely important in ensuring that the students with the right aptitude and application enter the gateways of a truly knowledge institution. Normally, recourse is made to an entrance examination process, but failure to apprehend the nature of the testing process suitable to an institution may lead to applicants learning to beat the method by achieving a score higher than his academic ability would merit usually through a coaching system or the institution ending up with misfits.

The reliability and validity of the entrance examinations rests with how best the admission process is a predictor of the candidates' academic success at the university level. It has been indicated by several studies that secondary/high school leaving performance is at times a better indicator of academic success in higher education. However, with the wide variation in the examination processes at the higher secondary level across the country and the constraints imposed by the federal polity in respect of attempting to impose a national framework for examinations at the higher secondary level, entrance examination would be a comparatively better method to adopt rather than the performance at the higher secondary level.

Studies have also indicated that essay-based examinations that focus on writing ability and analytic arguments may be more effective in predicting academic success rather than multiple choice tests. This leads to the issue of objectivity in the examination process. Reading and evaluating essay type questions, for which there is no single correct answer unlike multiple choice questions, requires interpretation and judgement on behalf of the evaluator. The resultant score is to some extent dependent on the preferences and predilections of the evaluator. The purpose of standardization of examinations as a means of evaluating inter se merit between candidates is then lost. Another problem with

having an examination that tests knowledge and achievement through essay time answers is the complication of the vast numbers of candidates who would attempt to gain admission in any university with a reputation of having world class standards. This would require a substantially large number of evaluators with the probability of differences between evaluators being higher and objectivity would be unwittingly compromised.

What is required is obviously an admission process navigates the intrinsic problems associated with the adoption of a single admission system in its reliability to predict academic success as well as being discernable as credible, transparent, fair and reasonable. A mix and match strategy in the right proportion would deliver better results than a single methodology. A two stage testing process would be appropriate – a screening process in the first stage involving a standardized aptitude test in the broad areas of higher learning such as physical sciences, social sciences, humanities, languages, life sciences etc where the tests would not measure knowledge or achievement in subjects but would gauge the cognitive and analytic abilities of the candidate; and the second stage would require the candidates who have proceeded past the screening process to attempt examinations that measure knowledge levels through essay type questions. The score obtained would then be weighted by a factor indicating the performance of the student at the higher secondary level normalized suitably to account for variation in the content, structure and difficulty levels of the testing process across the country. The procedure suggested may appear cumbersome and complicated but necessarily the admission to a world class institution would require an approach that is a good predictor of inter se intrinsic merit that can flush out externalities such as deprivation or coaching that can mask the true ability of the student.

The Universities would have to adopt a different approach towards admission to post-graduate courses in comparison to undergraduate admissions.

Existing world class institutions have postgraduate students in excess of the number of undergraduate students which provides the breeding ground for research to be taken up at higher levels of study. Postgraduate admissions have to be structured to avoid the risk of academic inbreeding, the scourge of several institutions. Therefore, opportunity to compete for courses at the postgraduate level has to be equitable for students from the university as well as other students from the country and abroad. The graduate scores are usually a better predictor of future academic inclinations rather than any other method. However, the only issue here is providing a frame of reference for comparing graduate scores across a wide variety of institutions. Standardized aptitude test scores can be used to weight the results achieved on graduation to resolve the problem. At still higher levels of learning i.e. admission to doctorate programmes, references from eminent academicians who have established themselves in the world of education or research could supplement the results obtained at the post-graduate level.

Affirmative action in a country which has seen intense stratification of its society cannot be wished away in the argument for what is seen as merit. Disparities in educational attainments are in some way related to the socio-economic background of the individual. Obviously merit is conditioned by the exposure and opportunities that any candidate has had in his lifetime. Consequently, it would only be proper to weight the test scores with a measure for the socio-economic background of the candidate. The weight would depend on factors such as the educational attainments of parents, the earning capacity of the parents and the nature of the school from which the student has passed his secondary and higher secondary levels (whether rural or urban). This weight could replace the concept of outright reservations to represent affirmative action and the weighted scores could be used as indicators of intrinsic merit. However, Constitutional issues would arise in respect of the replacement of the present methodology of reservations on the basis of caste as a measure of deprivation

and lack of access opportunities. Therefore, this issue would require to be dealt with according to the Constitutional allowance of what would be permissible.

Needless to state, a university aiming to be of world class standards cannot afford to make any distinction except through a weighted merit system in respect of admissions. Consequently, admissions would be open to all applicants, whether from the country or abroad, belonging to the citizenry of humankind. The tests involved in the admission process should be conducted all over the country in at least all State capitals and metropolitan cities as well as in selected cities all over the world.

ACADEMIC PROGRAMMES AND FEES

The University shall have a cafeteria of courses at the undergraduate, postgraduate and research programmes. Since disciplinary boundaries tend to crumble at the intersection of disciplines, faculties can co-ordinate to introduce such disciplines based on need assessment made at the University level by the Academic Peer Group Audit or by the Faculty Boards in conjunction. Operational autonomy shall be available with the Faculty or Faculties (in case of inter disciplinary programmes) to decide the intake and the course structure and no approvals at the University level would be required for the purpose. However, choice shall suffuse all programmes in that the student after admitted should have the freedom to approach the range of courses on offer according to his preferences and needs. This necessarily calls for inter-faculty co-ordination and choice based credit system to be put in place. The programmes shall facilitate horizontal mobility across disciplines. Innovation, choice, inquiry and knowledge without frontiers shall be the guiding principles for the design of programmes and course curricula and this would not be possible unless decision-making devolves at the strata where the stakeholders i.e. the students and teachers are.

All programmes shall obtain constant feedback from the stakeholders namely, the students, the faculty teaching the course and the employers, regarding the course structure and its utility and function in the knowledge world and in the discovery of ideas. The duty in this respect would be invested upon the Academic Peer Group Audit that would undertake the audit of programmes through this mechanism periodically and preferably every year.

The Faculty Board shall have the freedom to prescribe the fee structure for the undergraduate programmes which should be sufficient to meet its expenses along with grants assigned at the faculty level. Fee structure for postgraduate programmes shall be prescribed at the University level on the recommendation of the Faculty Board. The University shall offer scholarships to the top 20% of the student community at the undergraduate and postgraduate levels and educational loans would be available to those in need. Concessional loans may be provided to students based on socio-economic criteria. Research programmes shall be suffused with scholarships decided at the University level on the recommendation of the Faculty Boards.

UNIVERSITY AUTONOMY:

"A university stands for humanism, for tolerance, for reason, for the adventure of ideas, and for the search for truth."[2] If the principles enunciated are to be faithfully followed then the search for truth and the discovery of ideas cannot be bound by the limits of conventional wisdom. Autonomy is a sine qua non or quality institutions to emerge. However, the conundrum has been to resolve the issue of university of university autonomy within the desired levels of accountability in a parliamentary democracy. A university aiming at world class standards would have to structure a governance framework that promotes

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[2] Quote of Pandit Jawaharlal Nehru in his convocation address to the University of Allahabad in 1947 summing up the basic objectives of the university.

autonomy but inculcates the spirit of accountability. Accountability accompanying autonomy requires the fulfillment of certain conditions:

- clarity in the division of functional responsibilities at various levels of the university as fragmentation of responsibilities, formal as well as real, may lead to diffusion of accountability.

- assignment of appropriate incomes, through grants or otherwise, commensurate with the expenditure responsibilities is also extremely essential. A perpetual state of financial insufficiency may hamper growth and development of the university. Linked with the appropriate assignment of incomes is the ability of the university to have the freedom to raise additional sources of incomes at its level, including the ability to adjust its fee structure.

- autonomy in matters of academics, faculty, personnel, finances, administration and in the development of a vision for the future. It has been well established that observability, monitoring & enforceability are the three main elements of accountability in organizations – and a single agency needs to be empowered in all these three elements. In case the agent that observes or monitors performance is different from the agent that enforces rewards & reproofs, then the incentive structure becomes skewed as the link between performance and rewards is lost. Consequently, control over all assets and accountability for liabilities is a necessary condition.

- predictability of grant transfers thru' use of formula based allocation systems driven by simple measures. Predictability of such transfers ensures that the university can plan ahead in the longer term and also prevents lobbying for funds as well as moral hazard. Universities which are governed by the present system where the internal incomes are adjusted before grant allocations are made, results in behaviour that is not conditioned by fiscal prudence and due diligence and in extravagance

in expenditures. A hard budget constraint that is both predictable and sufficient may be more effective in pushing the university to inculcate the spirit of competition for academic and research grants as well as undertake the right capital investments for the right reasons.

Autonomy in the context of a university has three connotations:
- within the university where the sense of autonomy permeates to the faculty, to the teacher or researcher and to the student.
- between the university and the university system including its regulatory structure wherein the university is not constrained by rules and procedures or by principles of conformity.
- between the university and Government in respect of appointments and funding.

AUTONOMY WITHIN:

While the emphasis has usually be laid on the last two connotations, the autonomy within has been a neglected area in university administration. It is essential to ensure that the university does not become administration or administrator dominated. Ideas grow in the most unexpected places and unless the autonomy pervades in respect of such places too, the development of ideas will see a premature death. The university consists of Faculties or Schools as its elements. These elements should possess the same extent of freedoms and autonomy as the university itself in respect of appointments at prescribed levels, in evolving programmes and courses of study, in developing disciplines that emerge from time to time and in the assignment and utilization of finances along with a certain degree of predictability in such assignments. The University Administration would then perform only a facilitating role.

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TEACHING FREEDOMS

Teachers shall have full freedom to structure the pedagogy including its delivery by them within the broad parameters of the programmes objectives set by the Academic Body of the Faculty or Faculties, in case of an inter-disciplinary programme or course. To that end, the University Academic administration shall have the power to decide on the start a programme or course keeping in view the overall availability of resources, but the parameters and the objectives of the course or programme shall be the responsibility of the Faculty or Faculties having a bearing on the course and the structuring of the course contents, curriculum and assessment methodology shall be entirely with the purview of the teacher assigned to teach the course or programme. The teacher should pursue instruction in the spirit of free enquiry challenging the students to discover the world of knowledge. The competency of the teacher should be assessed not on the basis of his own depth and breadth of knowledge but on his ability to pose a challenge to the students in the discovery of ideas and his talent for leading the students in a voyage of knowledge. The accountability of a teacher would arise from student feedback at the conclusion of the course as well as thru' Academic Audit by a Peer Group of the entire course as a whole and its individual elements in a manner to be defined later.

Admissions to courses and programmes of study at all levels, undergraduate, postgraduate or doctorate would also be structured by the Faculty or Faculty-in-charge (in case of inter-disciplinary programmes). Decision on fees to be charged for such courses or programmes of study would also be within the realm of the Faculty or Faculties (in case of inter disciplinary programmes) concerned. Grant funding could be apportioned for each course or programme of study by the Faculty or Faculties to be utilized in a manner deemed fit by the Course Co-ordinator and course instructors.

RESEARCH FREEDOMS:

Excellence in research underpins the idea of a world class institution – research that is recognized by peers and pushes back the frontiers of knowledge. Research freedoms lend itself to fewer boundaries and constraints than other aspects of the university and it is the quality of research that provides a university with a reputation discernable around the world. Autonomy with accountability in research matters requires a delicate balance as the abundant funding requirements, the ease and predictability with which research expenditure can be incurred and the freedom available to research, all encompassed within a Peer Group Audit framework with the spirit of competition for grants.

Research can be broadly classified into four areas: pure basic research or theoretical research which develops new ideas or knowledge growing from the current breadth and depth of knowledge, strategic basic research which also develops new ideas but with the potential of applications being derived from such research, applied research that grows from already known principles to develop new applications and experimental research that attempts to validate known principles or develop new products and technology. Private research has tended to focus largely on technology development having industrial and commercial applications, whereas pure basic and strategic research have characteristics of public goods and have largely been subject to public provisioning. However, pure basic research and strategic research are the crucibles on which applied research or technological developments are grown. Universities are the ideal breeding ground for such research, provided the right atmosphere and talent is available for the purpose.

Adequate funding is essential to support the university's research and teaching as well as its other functions and that such support must be consistent, predictable and long-term. A Research Endowment Fund of an adequate amount

not less than Rs X crores per University shall be provided annually. The University shall also have the freedom to source funding from all other non-Governmental sources subject to the broad limitations that such funding shall not be from unverified or dubious sources or from sources with a biased outlook. Grants from this Fund shall be made available to individual research proposals emanating from the University. The research proposals shall be evaluated by an Academic Research Peer Group consisting of a collegium of eminent academics, not limited to those working in or part of the University, for deciding funding eligibility. Appropriate balance would require to be drawn between privately sponsored and public funded research. The Research funding shall not be apportioned according to disciplines or faculties but the intrinsic strength of a research proposal alone shall stand to test in the competition for discovery of ideas. Once approved, the Research Group shall have the freedom to utilise the grants according to procedures defined by the Group subject to the broad principles of objectivity and transparency in such procedures. This freedom shall include the freedom to procure aids and equipments required for research, freedom to appoint subordinate research personnel such as Research Associates and Research Assistants, freedom to decide an adequate remuneration to be paid to such research personnel. The only limitation that would operate is the total funding outlay approved by the Academic Peer Group for the period specified for completing the research.

Academia shall have full freedom in research and in the publication of results arising out of such research. The free spirit of inquiry and the quest for knowledge shall be the defining principles that shall pervade all aspects of academic life. To that end, researchers shall have the freedom to patent the results of their research jointly with the University without getting the same approved or validated by the University administration or by any Government agency or authority except in a certain number of limited strategic areas that has

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the potential of being misused for the destruction of life or property on a large scale.

AUTONOMY OVER APPOINTMENTS

Autonomy over appointments, especially academic appointments, are crucial to the inculcation of an atmosphere of autonomy within the University. Consequently, the University shall have the freedom to define its own appointment criteria for making appointments to academic positions in the University. This shall include the freedom to make appointments by invitation, based on the recommendations of a Standing Search Committee[3] consisting entirely of prominent and eminent academicians, from within the University or outside. Any Professor of the University shall have the freedom to refer an outstanding person with a proven capability to enhance the reputation of the University to the Standing Search Committee for appointment as a member of the Faculty at the Associate Professor or Professor levels. Recognising that brilliance is not a factor of age of a person or years spent in research, the appointment by invitation shall not be subject to limitations of age or years of experience of the considered candidate.

Faculty at the level of Professor shall be offered tenured service to provide job security, whereas faculty at the level of Associate Professor or Assistant Professor may be provided tenured or non-tenured service, which will be appropriately decided by the University on objective criteria. The University shall also have the freedom to appoint adjunct or associate or visiting faculty involved in research in industry or in R&D establishments in the country and abroad. These faculty members will guide students and deliver lectures in specialised

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[3] The Standing Search Committee can also include eminent academia working in world class institutions abroad. It may be stressed here that the last comprehensive Commission on education i.e the Kothari Commission consisting of 17 members had five members of academia working in institutions around the world in U.K, U.S.A, Japan, Russia & France.

areas and bring their expertise in these areas to enhance value to the teaching-learning process.

The University shall also have the freedom to define the pay structure thru' a negotiated arrangement, which shall be net of the tax payable, for its senior faculty i.e. Professors and Associate Professors, within a broad pay band to provide incentives to attract talent from over the world, including persons involved in path-breaking research in industry.

Liberal book grants equivalent to a percentage of pay shall be provided to Teaching & Research Faculty to update their knowledge constantly in a fast changing environment.

The student-teacher ratio in the university shall be in keeping with the norms available in the best Universities of the world to be appropriately decided by the University, to account for the number of faculty members who would be involved in research work.

The University Administration would act in aid of the fundamental role assigned to the institution. The administrative staff would be enjoined upon to serve the institution according to a defined set of rules. The university should to the extent possible adopt electronic, paperless functioning that reduces the role required to be played by the non-teaching staff. This initiative should commence from the very beginning itself in that the electronic governance model should be in place at the time of commencement of admissions in the university and not at any time after.

AUTONOMY OUTSIDE

Regulation from outside can be perverse and decry the autonomy built within. The Universities shall be kept out of the purview of the regulatory oversight of the existing regulatory bodies in higher education in academic matters and regarding regulations on maintenance of standards or minimum qualification requirements for appointment to academic posts. However, the University – Government relationship would have to be finely structured as the

Government would be the principal finance provider and Parliament, in return, would seek accountability in respect of the monies provided to the institution. Also the issue of whether the Government should have any role to play in the appointment of the Vice Chancellor would also require to be considered. Consequently, the maturity and sagacity with which this relationship is handled by the principal actors on both sides would have a significant bearing on the true nature of autonomy and freedom of the university prevailing within.

As has been discussed earlier, assignment of adequate grant incomes associated with predictability of such assignments based on formula based allocations driven by simple measures are essential to ensure financial autonomy. A vision in this respect is already enshrined in the Constitution in respect of devolution of income from taxes between the Centre and the States. A similar structure binding upon the Government and the universities over a defined term would be the best analogy to be drawn for the universities aiming at world class standards. A Commission on Financing Innovation Universities consisting of eminent academicians preferably Nobel laureates and National Research Professors in association with financial experts could work out a simple measure or set of criteria for provisioning such as per student expenditure based on global trends adjusted in purchasing-power-parity (PPP) terms and decennial research grants or any such composite measure that would be appropriate. The measure could be indexed to an indicator of the value of money such as inflation or any other suitable indicator to provide for adjustments in relation to developments in the decadal period. The recommendations could relate to criteria for fund disbursement by Government and would not work on a lump sum figure to be disbursed on a year to year basis. This would be in addition ro developmental expenditure over a ten year period after evaluation of the status of teaching and research in the university and the growth envisaged in the future years. The recommendations of this Commission would be placed by the Government before Parliament, and on its acceptance with or without modifications by Parliament,

would be binding on the Government in respect of a minimum peg over a period of time, say ten years in so far as grant provisioning is concerned.

The University shall have the freedom to establish Chairs of Studies with funding thru' non-Government endowments to be occupied by Professors of eminence. The Chair Professors shall be entitled to receive pay, if any, from the endowments in addition of the salary payable by the University.

The mode of appointment of the Vice Chancellor to be suitably designated is a vexed issue that does not lend itself to easy solution. The person who is expected to embody the spirit of academic freedom and the pursuit of truth along with the principles of good management, would be the Vice Chancellor of such university. The vision and leadership provided by such Vice Chancellor would largely determine whether the university succeeds in its objectives. Therefore, the thought and effort that goes into the appointment of the Vice Chancellor would be a credible indicator to the talent available within the institution and outside, of the future direction of the institution. Evidently, the ends of the earth need to be scoured for the best person to Vice Chancellor a world class institution. The Search Committee for the post should comprise of the best minds willing to assist the institution in its endeavour. The collegium of National Research Professors, persons of eminence in a variety of fields, could constitute themselves into a Search Committee after associating such Nobel laureates or researchers of international repute who express interest in being associated with the process. The Search Committee could then submit a panel of seven names for the consideration of the independent National Commission of Higher Education and Research (NCHER)[4] to be constituted according to the expressed intent of Government. The NCHER shall recommend a panel of three names to the President as Visitor of the University who shall have the liberty to

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[4] The need for an overarching body is a priority for Government. Whether it takes the form of the NCHER as recommended by the Yash Pal Committee or any other form that may emerge, the intent of the concept note is to refer to such regulatory body as may arise after such exercise.

choose from among the recommended panel or return the same for fresh consideration to the NCHER. Since the selection of the Vice Chancellor is to an institution embodied with the spirit of free enquiry, the process of recommendation of a panel to the President shall not be shrouded in secrecy. One can hope that candidates for appointment to be the Vice Chancellor of a university or the NCHER would not be averse to scrutiny by academia. The Vice Chancellor once appointed would enjoy tenure of five years and could be eligible for reappointment for another term but only after the process of appointment is gone through with all its rigour.

GOVERNANCE STRUCTURES

The President of India shall be the Visitor of the University and shall appoint the Vice Chancellor according to the method prescribed earlier in the note. The Visitor shall be the guiding light of the university aiding and advising the university to aim higher in its endeavours. There shall be a Chancellor appointed from amongst eminent academicians who shall be the head of the University and preside over convocations. The Vice Chancellor shall be the principal academic and executive officer responsible for day to day administration and management of the University. Delegation and decentralization of powers and authority shall form the fount of university administration. The Vice Chancellor shall head the Board of Governors, which shall be the principal executive body of the University, comprising of the heads of all Faculty Boards of studies, Deans of all schools, Dean (Admissions) and nominees from amongst the alumni, industry, research organizations and international academicians of eminence. The Directors and Vice Chancellors of institutions of excellence in the country shall also constitute the Board of Governors in order to synergise the functioning of institutions of excellence across the country. The nominations shall be made by the Visitor on the basis of a panel of names to be submitted by the Board of Governors. The Board of Governors shall decide the academic calendar, structure the intake for research programmes, assign funding to the Faculties

and Schools of Studies, consider the manpower needs assessment for the knowledge economy, establish chairs, consider proposals for undertaking research funded by industry or Government, appoint Professors and Associate Professors, Deans and Heads of Faculties and other officers of the University, create new faculties or schools. The Faculty Boards of Studies shall be responsible for all academic programmes, the fee structure and the programme design at the undergraduate & postgraduate level, admissions of students to research at the doctorate level on the basis of the norms laid down by the Governing Council and also make appointments to teaching levels of Assistant Professors and to subordinate teaching, administrative and laboratory positions. The Dean (Admissions) shall undertake the admission process as structured in the note and be responsible for the actual entry of students to the university at the undergraduate and postgraduate level. A university is also expected to prepare students to fulfil the manpower needs of a knowledge economy. The structure of academic programmes would require restructuring on the basis of constant assessment of the present needs of the economy and a vision on the requirements that would arise in the future. There shall be a Faculty of Knowledge Manpower Assessment, & Alumni management headed by a Dean that can perform the multiple roles of assessment of present and future manpower needs for the guidance of the faculties to structure courses as well as undertake the placement of graduating students and obtaining feedback from alumni for constant improvement in association with the relevant faculties of the Universities.

The amount spent by the University or its academics on research or teaching shall be kept out of the purview of audit scrutiny envisaged under the Constitution by the Comptroller and Auditor General. Accountability shall be ensured by reviews by the Academic Research Peer Group for research work and Academic Audit of Teaching thru' a Peer Group for course work & teaching. To that end, scrutiny and accountability shall be defined by outcomes rather than

processes. The two Audit Peer Groups shall be peopled by academicians of world-wide repute to be nominated by the Visitor in the same manner as in the appointment of a Vice Chancellor. The members of the Audit Peer Groups shall be invited to the meetings of the Board of Governors or Faculty Boards of Studies when issues concerning the results of the audit are taken up for consideration. The two Peer Groups shall act as collegium of academicians for the University to consult, and whose recommendations in respect of allocation of competitive research grants or structuring of programmes shall be given due weightage by the University.

The university shall also structure public information disclosure on courses, admissions, funding, expenses, research grants and other indicators of performance.

INFRASTRUCTURE

While it is the quality of faculty and the standards of research that define a university of excellence, nevertheless provision of abundant infrastructural resources of the desired standards in the form of laboratories, libraries, classrooms, recreational spaces and adjunct necessities such as housing, schools for children, leisure and entertainment facilities, auditorium, lodging facilities for students etc. planned and designed in a manner architecturally pleasing and environmentally provisioned is a sine qua non for achieving status of a world class institution. The class room shall also be freed from the boundaries of physical space in that the electronic medium shall also function as a central element in the teaching-learning process. Good connectivity along with availability of the basic necessities of life such as electricity and water supply in environmentally friendly surroundings shall also need to be provided. The integrated township principle of planning, architectural design and construction shall form the basis for the extended university space. State Governments would need to be active towards providing the other facilities that link the university to the outside world such as good transport facilities along

with emphasis on maintenance of law and order in order to ensure that the institutions flourish.

CONCLUSION:

The growth of knowledge has accelerated in recent years and bright minds clustered in the right environment would spark a knowledge revolution. The Universities, if provided a degree of autonomy in the right enabling environment, where the spirit of inquiry and the search for truth prevails, could emerge as the source of talent for knowledge and wisdom to thrive Knowledge does not recognise frontiers but the offshoots of knowledge development could prove to be a key factor to provide an impetus to finding solutions to economic and social problems of the nation and the region.

Central Scheme to provide Interest Subsidy for the period of moratorium on Educational Loans taken by students from economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association to pursue technical/professional education studies in India.

One of the major concerns of the Government is to ensure that nobody is denied professional education because he or she is poor. The Indian Banks' Association (IBA) had formulated a comprehensive model educational loan scheme for adoption by all Banks, aimed at providing financial support from the banking system to deserving/meritorious students for pursuing higher education in India and abroad. Government of India has now approved a Scheme to provide full interest subsidy during the period of moratorium on loans taken by students belonging to economically weaker sections from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association, for pursuing any of the approved courses of studies in technical and professional streams, from recognized institutions in India.

2.   The broad parameters of the Scheme are :-

(i)   The Scheme would be only applicable for studies in technical and professional courses in India.   The interest subsidy shall be linked with the existing Educational Loan Scheme of IBA and restricted to students enrolled in recognized professional courses (after Class XII) in India in Educational Institutions established by Acts of Parliament, other Institutions recognized by the concerned Statutory Bodies, Indian Institutes of Management (IIMs) and other institutions set up by the Central Government.

(ii)   Under the Scheme, interest payable by the student availing of the Educational Loan Scheme of the Indian Banks' Association for professional courses for the period of moratorium (i.e., course period, plus one year or six months after getting job, whichever is earlier) as prescribed under the Educational Loan Scheme of the Indian Banks' Association, shall be borne by the Government. After the period of

moratorium is over, the interest on the outstanding loan amount shall be paid by the student, in accordance with the provisions of the existing Educational Loan Scheme and as may be amended from time to time.

* (iii)   The benefits under the Scheme would be applicable to those students belonging to economically weaker sections, with an annual parental income upper limit of Rs. 4.5 lakh per year.

(iv)   The interest subsidy under the Scheme shall be available to the eligible students only once, either for the first undergraduate degree course or the post graduate degrees/diplomas. Interest subsidy shall, however, be admissible for combined undergraduate and post graduate courses.

(v)   Interest subsidy under this scheme shall not be available for those students who either discontinue the course midstream, or for those who are expelled from the Institutions on disciplinary or academic grounds. However, the interest subsidy will be available for the actual period of study, only if the discontinuation was due to medical grounds for which necessary documentation to the satisfaction of the Head of educational institution will have to be given.

(vi)   There would be a tag/marker on the degree of the student indicating his repayment liabilities.

(vii)   The National Minorities Development & Finance Corporation (NMDFC) has an Educational Loan Scheme for individual beneficiaries, which is implemented through State Channelizing Agencies (SCAs). The National Safai Karamcharis Finance and Development Corporation under the Ministry of Social Justice and Empowerment also provides educational loan to the students of the target group for higher education. Interest on Educational Loan provided under these two schemes, if the loans are for pursuing professional courses after XII class, shall also be subsidized for the period of moratorium as per the terms and conditions of this Scheme.

(viii)   The Scheme shall be implemented through Canara Bank, which is the nodal bank for the Ministry of Human Resource Development. Modalities for

implementation and monitoring mechanism shall be finalized in consultation with the Canara Bank.

(ix) The Scheme shall be applicable from the academic year 2009-10.

(x) A list of professional courses for which the scheme shall be applicable, shall be brought out, in consultation with the concerned Ministries/Departments and the Indian Banks' Association, and publicised from time to time.

** (xi) A monitoring mechanism shall be evolved to monitor the benefits accruing to different categories of loanees, such as, the Scheduled Castes, Scheduled Tribes, Minorities, Disabled etc.

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* Income proof shall be required from the students from such public authorities as are authorised by the State Governments for certification of income status for various purposes, including Central and State Sector Schemes.

** For better statistical reference and collation of data, information pertaining to beneficiaries shall be maintained in respect of the categories to which they belong, namely, Scheduled Castes, Scheduled Tribes, Minorities, Other Backward Classes, and Others; alongwith sub-classification in terms of gender, differently-abled/ persons with disabilities as well as the disciplines/programmes of study, year of enrolment and programmes as also the specialisation of study, institutions, locations, State-wise and Bank-wise.

EDUCATIONAL REFORMS

1. AUTONOMOUS OVERARCHING AUTHORITY FOR HIGHER EDUCATION & RESEARCH

The Central Government had constituted a twenty-two member committee under Prof. Yash Pal to undertake, inter alia, a review of the regulatory bodies in higher education specifically the University Grants Commission (UGC) and the All India Council of Technical Education (AICTE) in February 2008. The Committee was later named as the "Committee to advise on the Renovation and Rejuvenation of Higher Education". The Committee has submitted its report on June 24th, 2009. The principal recommendations are as under:-

(i)   Creation of an all-encompassing National Commission for Higher Education and Research (NCHER), a Constitutional body to replace the existing regulatory bodies including the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teachers Education (NCTE) and Distance Education Council (DEC) and the academic functions of professional councils;

(ii)   Universities are to be made responsible regarding the academic content of all courses and programmes of study including professional courses and the professional regulatory bodies such as Medical Council of India (MCI), Bar Council of India (BCI) etc would be divested of their academic functions;

(iii)   Curricular reform should be a priority of the NCHER which would create a curricular framework based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth;

(iv)   It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty;

(v)   Undergraduate programs should be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility. Normally, no single discipline or specialized university should be created;

(vi)   The vocational education sector is at present outside the purview of universities and colleges, and alienation of this sector can be overcome by bringing it under the purview of universities and by providing necessary accreditation to the courses available in polytechnics, industrial training institutions, and so on. Additionally the barriers to entry into universities for students going through vocational training should be lowered to enable them to upgrade their knowledge base at any stage of their careers;

(vii)   The NCHER should also galvanize research in the university system through the creation of a National Research Foundation;

(viii)   New governing structures should be evolved to enable the universities to preserve their autonomy in a transparent and accountable manner;

(ix)   Practice of according status of deemed university be stopped forthwith till the NCHER takes a considered view on it. It would be mandatory for all existing deemed universities to submit to the new accreditation norms to be framed on the lines proposed in the report within a period of three years, failing which the status of university should be withdrawn. However, unique educational initiatives which have over a period of time enriched higher education by their innovations, be given recognition and supported appropriately;

(x)   Modern higher education system requires extension facilities, sophisticated equipment and highly specialized knowledge and competent teachers. It would not be possible for every university to possess the best of these infrastructures. Hence, one of the primary tasks of the NCHER should be to create several inter-university centers (IUCs) in diverse fields to create the best of these possibilities and attract the participation of several institutions of higher learning to avail them.

(xi)   Institutions of excellence like the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) should be encouraged to diversify and expand their scope to work as full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities;

(xii)   One of the first tasks of the NCHER should be to identify the best 1,500 colleges across India to upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities;

(xiii)   Universities should establish live relationship with the real world outside and develop capacities to respond to the challenges faced by rural and urban economies and culture;

(xiv)   All levels of teacher education should be brought under the purview of higher education;

(xv)   A national testing scheme for admission to the universities on the pattern of the Graduate Record Examinations (GRE) should be evolved which would be open to all the aspirants of University education, to be held more than once a year. Students would be permitted to send their best test score to the university of their choice;

(xvi)   Quantum of Central financial support to State-funded universities should be enhanced substantially on an incentive pattern, keeping in view the needs for their growth;

(xvii)   Expansion of the higher education system should be evaluated and assessed continuously to excel and to respond to the needs of different regions in India in order to ensure not only equity and access but also quality and opportunity of growth along academic vertical. The NCHER too should be subject to external review once in five years;

(xviii)   A National Education Tribunal should be established with powers to adjudicate on disputes among stake-holders within institutions and between institutions so as to reduce litigation in courts involving universities and higher education institutions;

(xix)   A Task Force should be set up to follow up on the implementation of the recommended Agenda for Action, within a definite time-frame.

The proposal for the NCHER has been endorsed by the Central Advisory Board on Education (CABE), the highest policy advisory body in our federal set up. A Task Force has been constituted by the Ministry of HRD for carrying through with the proposal, including regional consultations with the academe before finalizing the legislative proposals in this regard. Although the financial outlays required for establishing and operationalizing the NCHER would be worked out once the proposal is frozen, the immediate requirement would be met out of the savings on account of the subsuming/ winding up of various regulatory bodies existing at present.

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2. PREVENTION, PROHIBITION AND PUNISHMENT FOR EDUCATIONAL MALPRACTICES

The Indian Higher Education System has been witnessing unprecedented growth in recent years. The number of university level institutions alone has grown to be more than four hundred and seventy. The growth in professional courses and the number of technical and medical institutions have also been on the rise. The increase in public outlays in higher education was made only towards the closing stages of the 10th Plan alongwith a nine-fold increase in public outlays for the 11th Plan, and growth of higher professional education since the 1990s has been mainly fuelled through private participation. The current national policy, while encouraging public-private-partnership, is against commercialization of higher education. The Supreme Court of India has through successive pronouncements in regard to higher education cautioned against commercialization of higher and professional education. In the 'TMA Pai' matter [WP(Civil) 317 of 1993], for instance, it was held by the Apex Court that while private unaided institutions could generate reasonable surpluses to meet the cost of expansion and augmentation of facilities there should not be capitation fee or profiteering.

2) Notwithstanding the current national policy and pronouncements of the Apex Court, it has been a matter of concern that some technical and medical educational institutions, and universities have been resorting to unfair practices. Such unfair practices range from charging of capitation fee and demanding donations for making admissions, overcharging for sale of prospectus and other admission related publications, not issuing written receipts in respect of payments made by students, admission to professional programmes of study through non-transparent processes, the level of education services provided is at times not in keeping with the promises made through prospectus and other publications of the institution, misleading advertisements in the media with an intention to cheat students and parents, admissions of ineligible students for consideration other than merit and aptitude, engagement of unqualified or ineligible teaching faculty, underpayment to teachers and employees, withholding of certificates and other documents of students who decide after their admission to migrate to other institutions and so on. While there can possibly be no exhaustive list of unfair practices in higher education, the issues mentioned hereinabove sum up the prevailing situation in at least some of the campuses. More recently, instances have come to notice of a few institutions declared as deemed to be universities charging capitation fee in blatant violation of the ban on capitation fee. It has also been observed that universities and other institutions imparting professional education publish misleading advertisements in order to attract gullible students and parents.

3)   While there is no central law to curb the variety of malpractices described above, the States of Karnataka, Tamil Nadu and Karnataka have banned capitation fee, which is one of the above mentioned malpractices, by enactments of the respective State legislature. However, where a State institution is declared as an institution deemed-to-be university, it goes out of the purview of such state laws as they come under the purview of Section 3 of the University Grants Commission Act, which empowers Central Government to make such declaration. In the absence of any central law prohibiting capitation fee and other malpractices, it is difficult to take any effective deterrent action. While our current policy in higher education is to promote autonomy of institutions and any overbearing regulation would be undesirable, at the same time, misuse of autonomy through rampant malpractices by institutions would be disastrous for the higher education system as a whole. There is therefore a need to strike a balance between autonomy of higher education institutions on the one hand, and potent measures to protect the interests of various stake holders, on the other. Any legislative proposal would also have to meet the test of reasonability of restrictions in the light of the finding of the Apex Court in the 'TMA Pai' matter, that establishment of private unaided educational institutions, is in the exercise of the fundamental right to occupation under Article 19(1)(g) of the Constitution.

4)   The Central Government has prepared a legislative proposal, namely, "The Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill, 2009." The proposal provides for prohibition of certain unfair practices in respect of medical and professional educational institutions and universities, in order to protect the interest of students and applicants seeking admission to such institutions and for allied matters. The legislative proposal has built-in safeguards against any misuse of authority or unnecessary interference with the autonomy of higher educational institutions, in so far as it puts onus on educational institutions, that the cause of action would arise out of any violation or conflict with the declarations made by the institution itself through its prospectus. This is intended to make the institutions assume greater responsibility in informing students seeking admission and other stake holders about its standards of quality, infrastructure, etc. Even in respect of other misdemeanors, safeguards have been proposed so that there is no misuse of authority while imposing penalties of a civil nature or prosecution leading to punishment.

5)   There are no separate financial implications of the proposal, as the adjudication mechanism of Tribunals proposed under another legislative proposal would cater to the needs of adjudication in this proposal.

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3. MANDATORY ASSESSEMENT AND ACCREDITATION IN HIGHER EDUCATION.

1)   Indian Higher Education is a large system with nearly four hundred and seventy university level institutions and over twenty thousand colleges. The growth in professional institutions has also been manifold. With significant expansion of higher educational institutions, both publicly and privately funded, a mandatory accreditation system that could provide a common frame of reference for students and other stakeholders to obtain credible information on academic quality across institutions is required. Accreditation is the principal means of quality assurance in higher education the world over and reflects the fact that in achieving recognition, the institution or programme of study is committed to external review to meet certain minimum specified standards and also to continuously seek ways in which to enhance the quality of education. The Eleventh Plan approved by the National Development Council (NDC) provides a three point agenda in regard to accreditation, namely; introduction of a mandatory accreditation system for all higher educational institutions; creation of multiple rating agencies with a body to rate these rating agencies; department-wise ratings in addition to institutional rating.

2)   Presently, accreditation is not mandatory and there is no law to govern the process of accreditation. There are two Central bodies involved in accreditation of institutions; the National Assessment and Accreditation Council (NAAC) and the National Accreditation Board (NAB). The National Assessment and Accreditation Council (NAAC) was set up in 1994 by the University Grants Commission (UGC) as its Inter-University Centre (IUC) to make quality an essential element through a combination of internal and external quality assessment and accreditation. During the Tenth Plan, NAAC was strengthened with the opening of four regional centres so as to speed up the accreditation process. NAAC has so far completed accreditation of only 148 out of the over 480 universities and 3941 out of the over 22000 colleges. The results of the accreditation process thus far indicate serious quality problems. National Board of Accreditation (NBA) was constituted by the All India Council for Technical Education (AICTE), as an autonomous Body, under section 10(u) of the AICTE Act, 1987, to periodically conduct evaluation of technical institutions or programmes on the basis of guidelines and standards

specified by it and to make recommendations regarding recognition or de-recognition of the institution or programme.

3)   The Washington Accord is an international accreditation agreement for professional engineering academic degrees, between the bodies responsible for accreditation in its signatory countries. The agreement recognizes that there is substantial equivalency of programs accredited by those signatories. Graduates of accredited programs in any of the signatory countries are recognized by the other signatory countries as having met the academic requirements for entry to the practice of engineering. Recognition of accredited programs is not retroactive but takes effect only from the date of admission of the country to signatory status. Although NBA is a provisional signatory of the Washington Accord, a robust accreditation mechanism needs to be put in place to cover all areas of higher education.

4)   Given the vastness and diversity of higher education in the country, it would not be possible for the two institutions at present i.e. NAAC and NBA to undertake accreditation of all higher educational institutions and programmes of study if accreditation is proposed to be made mandatory. Consequently, an institutional structure to ensure mandatory accreditation needs to provided a legal basis for it to have the force of law. The Central Government has formulated a draft legislative proposal, namely, "National Authority for Regulation in Accreditation of Higher Educational Institutions Bill, 2009." The proposal provides for mandatory accreditation of all higher educational institutions through Accreditation Agencies granted certificates of registration under the legislation by a regulatory authority created for the purpose at the national level. The proposal applies to all higher educational institutions including, universities, institutions deemed to be universities, colleges, institutes, institutions of national importance established by an Act of Parliament, and their constituents, imparting higher education beyond 12 years of schooling leading to, but not necessarily culminating in a degree or a diploma, and whether through the conventional or distance education systems.

5)   The proposal provides for the establishment of a National Authority for Regulation in Accreditation of Higher Educational Institutions to, inter alia, register agencies that would undertake accreditation of institutions in accordance with regulations governing academic quality

i.e. the quality of outcomes associated with teaching, learning and research, including but not limited to quality in admissions, physical infrastructure, human resource infrastructure, research and research infrastructure, course curricula, assessment procedures, placement and governance structures. The Authority would be entrusted with the duty to promote the development and regulate the process of accreditation of higher educational institutions and to monitor and audit the functioning of the Accreditation Agencies. Besides the Authority would also register and regulate the working of Accreditation Agencies; prescribe standards or policies for assessment of academic quality in higher education institutions or any programme therein and periodicity of accreditation; prescribe, audit and monitor a Code of Ethics, including but not limited to policies on obviating conflict of interest, disclosure of information, evolving transparency in processes and procedures of accreditation, for Accreditation Agencies; prescribe standards or policies that require higher educational institutions to routinely provide reliable information to the public on their performance, including but not limited to student achievement, faculty availability and qualifications and research publications; advance academic quality, subject to regulations of the appropriate Statutory Body, while respecting the higher educational institution's responsibility to set priorities and to control the structure of the institution or any programme conducted therein; call information from, undertake inspections of, conduct enquiries into any Accreditation Agency; call for information and record from any higher educational institution, in respect of an accreditation provided by any Accreditation Agency, during the course of any enquiry conducted by the Authority; advise the Central Government or any State Government or the UGC or the appropriate Statutory Body on any policy matter concerning accreditation referred to it; initiate measures for development of methodologies of accreditation in collaboration with Accreditation Agencies or Universities; promote research and innovation in accreditation; collaborate with international regulatory agencies in accreditation to assess trends and study developments in accreditation processes and procedures; collect, compile and disseminate information regarding accreditation of higher educational institutions for public information including stakeholders; monitoring adherence to prescribed norms, guidelines and standards; perform such other functions as may be prescribed from time to time by the UGC or the appropriate Statutory Body or as may be deemed necessary by the Authority for advancing the cause of accreditation of higher educational institutions in the country.

6)   Only registered Accreditation Agencies have been empowered to undertake accreditation of higher educational institutions. The Accreditation Agency has to satisfy certain eligibility conditions. The Authority can amend the certificate of registration granted to an Accreditation Agency in public interest in accordance with regulations. The certificate of registration granted to any Agency can be revoked after conducting an enquiry, issuance of a show cause notice and giving an opportunity of being heard to the Accreditation Agency. The Authority shall have the powers of a civil court in the conduct of any enquiry and an appeal can be filed against any other for grant, rejection, revocation or suspension of certificate of registration to the National Educational Tribunal proposed to be established under the Educational Tribunals Bill, 2009. Every higher educational institution and every programme of study would require to be mandatorily accredited. While undertaking accreditation of a higher educational institution or programme, the Accreditation Agency shall be conscious of its obligations to the society with regard to the principles of advancing academic quality, enabling a common frame of reference regarding academic quality in any higher educational institution or any programme conducted therein, informing stakeholders including students and employers about the quality of the higher educational institution or any programme conducted therein, assisting higher educational institutions in managing and enhancing their academic quality working towards the development of explicit intended learning outcomes. The accreditation of any higher educational institution or any programme shall be in accordance with the regulations prescribed by the Authority, the UGC or the appropriate Statutory Body. Opportunity shall also be provided to stakeholders including students, teachers and employees to participate in the accreditation process. An appeal against an accreditation of a higher educational institution or any programme done by the registered Accreditation Agency shall lie before the Authority. The Authority shall be empowered to levy penalty upon any Accreditation Agency in case of contravention. In addition, the higher educational institution can claim compensation before the Authority if the Agency fails to adhere to the Code of Ethics. An appeal against an order of the Authority imposing penalty or providing compensation is proposed to lie to the National Educational Tribunal.

7)   The financial implications of the proposal are yet to be worked out as the establishment of the proposed authority is subject to administrative approval followed by the legislation. The proposal has been endorsed by the Central Advisory Board on Education (CABE).

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4. EDUCATIONAL TRIBUNALS TO FAST-TRACK ADJUDICATION OF DISPUTES IN HIGHER EDUCATION

National Policy on Education, 1986 (modified in 1992) provides that [Educational tribunals, fashioned after Administrative Tribunals, will be established at the national and state level]. The Programme of Action, 1992 on Redress of Grievances, provides for the establishment of Educational Tribunals considering the large volume of legal disputes generated in the education system between the educational personnel and the managements and that the normal legal processes are unable to provide quick and prompt settlement of these disputes, Educational Tribunals may be set up at the state and Central levels. In the TMA Pai Judgement, the Supreme Court had suggested establishment of Educational Tribunals so that teachers do not suffer through substantial costs in litigation. The Law Commission in its 123rd Report on Decentralisation of Administration of Justice: Disputes involving Centres of Higher Education" was of the opinion that a three tier-structure would be necessary for effectively handling all sorts of disputes in the field of education. The three tiers would be the grassroot level, State level and an all-India level. It was further stated that the proposed Tribunals would not replace the existing grievance handling machinery which each university must provide for settling the disputes arising between the university and its students or between the university and members of its teaching faculty or between the university and its employees.

2. In so far as Central Universities are concerned, the provision is that – any dispute arising out of the contract between the University and any employee shall, at the request of the employee, be referred to a Tribunal of Arbitration consisting of one member appointed by the Executive Council, one member nominated by the employee concerned and an umpire appointed by the Visitor. The Acts governing Central Universities also provide that the decision of the Tribunal shall be final and no suit shall lie in any civil court in respect of matters decided by the Tribunal; every request made by the employee under the provisions of the relevant Act, shall be deemed to be a submission to arbitration upon the terms of this section within the meaning of the Arbitration and Conciliation Act, 1996; and that the procedure for regulating the work of the Tribunal shall be prescribed by the Statutes under the respective Acts.

3.   A draft Educational Tribunals Bill has been formulated and is under consultation. The proposal was placed before the Central Advisory Board on Education (CABE) and has been endorsed by it. The proposal provides for State Educational Tribunals and a National Educational Tribunal. Where cases involving the same or substantially the same issues, to the satisfaction of the National Educational Tribunal either on its own motion or on an application made by a party to any such case, are pending before the National Educational Tribunal and one or more State Educational Tribunals or before two or more State Educational Tribunals, the National Educational Tribunal may withdraw the case or cases pending before the State Educational Tribunal or the State Educational Tribunals and dispose of all the cases itself. It shall exercise appellate jurisdiction over any matter decided by any State Educational Tribunal. The jurisdiction of all civil courts are specifically proposed to be excluded in respect of matters in which the Educational Tribunals are competent to adjudicate.   The Chairpersons of all Tribunals would be judicial officers i.e. a person who is, or has been, a Judge of the High Court for the SET and a person who is, or has been, a Judge of the Supreme Court for the NET. According to the proposal, the appointment of members & Chairperson of the State Educational Tribunals would be done by the State Government. The other members of the Tribunals at the State and apex levels would be persons with background in academics and policy formulation. The Educational Tribunals would have only powers of a civil nature along with powers to punish in case of wilful disobedience of its orders. The financial estimates of the proposal are yet to be worked out being subject to administrative approval and legislative sanction.

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5. ACADEMIC REFORMS IN STATE UNIVERSITIES AND COLLEGES

The Chairman, University Grants Commission (UGC), had addressed a detailed letter (D.O. No. F.1-2/2008-XI Plan dated January 31, 2008) to the heads of central, state and deemed universities and institutions of higher learning in the country, drawing their attention to the pressing need for academic and administrative reforms. As this initiative evoked a highly encouraging response, the UGC had set up a Committee on Academic and Administrative Reforms, with Professor A. Gnanam as convenor, and comprising several eminent educationists from a diverse range of disciplines. The Committee has since submitted a comprehensive and path-breaking report. Based on this document, an action plan has been developed — for the consideration of educational authorities, and for the phase-wise introduction of substantive academic and administrative reforms in the institutions of higher education in the country. These reform measures were discussed at the meeting of the Central Advisory Board on Education (CABE) and have been endorsed by it. A brief account of the reforms already introduced in 15 new Central Universities through a mandatory provision in the Central law governing them and now under introduction in other existing higher educational institutions and universities is given below:-

1. Semester System: The semester-system, which goes far beyond being a 'time-format,' enlarges curricular space, and encourages and supports accelerated learning opportunities for all concerned. Further, it has the ability to accommodate diverse choices that dynamic and motivated students may like to have. In India, too, several professional and technical institutions have adopted semester system. Reportedly, it is working satisfactorily. The implementation of a semester system calls for several interconnected and coordinated steps that will have to be undertaken by the universities and colleges, such as: deliberation and resolution on the *semester system* in appropriate academic bodies of the institution at different levels to develop a timeline; decision on the number of student-faculty contact hours during a semester in different programmes, that is, certificate, diploma, undergraduate and postgraduate. M. Phil. and Ph. D. students also to do course work; re-configuration and revision of curricula (while the quantum of instructional work of faculty members remains about the same, the number of papers or credits would be twice as many); determining the amount of work to be completed (or credit points to be earned) by students in undergraduate, postgraduate, M. Phil. and Ph. D. programmes; decision on the time-distribution on class room-work, field-work, laboratory-work, workshop practice and/or other curricular work. Distribution will vary from subject to subject; the implementation of semester-system may be completed within two calendar years in all the central universities, and within three years in all the state universities.

2. Choice-Based Credit System: Choice-based credit system (CBCS) has several unique features, including, enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognised) institution, improvement in educational quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardisation and comparability of educational programmes across the country, etc. A large number of universities and institutions in the country are already having their undergraduate and postgraduate 'papers' subdivided into units and sub-units. In switching on to CBCS, the task of such institutions would be relatively easy. For implementing the CBCS, institutions of higher education have been advised to : review curricular contents (study papers, term papers, 'assignment', workshop-assignment, experiments, etc.) of certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes; specify all the curricular contents and sub-divide them into units and, if need be, into sub-units, which are subsequently assigned numerical values and termed 'credits'; encourage faculty to deliberate and decide on (a) core-credits, and (b) elective or optional credits for different levels of academic programmes; evaluate and decide on the relative weightage of the core and elective credits; decide on the 'total' credits to be earned (or completed) by students undergoing certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D. programmes - generally, core-credits would be unique to the programme, and earning core-credits would be essential for the completion of the programme and eventual certification on the other hand, elective-credits are likely to overlap with other programmes or disciplines of study (for example, languages, statistics, computer application, etc.); allow students enrolled for a particular programme or course the freedom to opt and earn elective-credits prescribed under the programme, or under other programmes within the department, faculty, university or even outside recognised university / institution of higher education.

3. Curriculum Development: A hallmark of vibrant educational institutions and disciplines is their curricular content which evolves continuously. Curricular revision should be an ongoing academic activity involving all the faculty members. Not only does it endow academic programmes with quality but also adds to their contemporariness and relevance. Available information indicates that universities and institutions of higher education in the country do undertake revision of the syllabi of the programmes offered by them, but priority and periodicity remain somewhat uncertain. The process of revision also varies with disciplines — professional and technical disciplines are comparatively more vigorous in this regard. Nonetheless, substantial thought and attention have to be devoted to curricular development in all disciplines and in all the academic programmes — whether undergraduate, postgraduate, M. Phil. or Ph. D. Universities have been advised by the UGC to take the following steps: subject all the academic programmes (certificate, diploma, undergraduate, postgraduate, M. Phil. or Ph. D.) to revision, to

a limited extent every academic year (for professional and postgraduate courses), and substantially every three years for all the courses; update and revise the curricula is to be carried out in terms of (a) current knowledge, (b) national and international developments, and (c) relevance of new ideas, concepts and knowledge to the concerned discipline; synergize the efforts of all faculty members in the Department, School or Centre, on the principle, 'Teach and update curriculum'; call upon faculty members to be discerning and given to notes-keeping on current knowledge, esp. relating to their teaching assignment; require faculty members to regularly draw upon books and journals — and internet search engines; utilize the UGC-promoted INFLIBNET, INFONET and E-journals; provide faculty members the flexibility to develop, for one or more semesters, topical courses falling within their academic interests and in keeping with the thrust of the programme, along with the indication of credit values; curricular updates are to be reviewed and endorsed by Departmental, School or Committee and other university and college authorities.

4. Admission Procedure: Universities and institutions of higher education have been advised to pay very serious attention to the procedures for merit-based admission to their certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. programmes; and have been asked to take into consideration : transparency and credibility in their admission procedures, to make a liberal use of 'notice-board', print-media, electronic media, web-site, etc. to declare their admission procedures; properly publicise their academic calendar, highlighting the number of seats (in all the courses including M. Phil. and Ph. D. programmes), required qualifications and important dates in the admission procedure for various courses; assign confidential codes to answer sheets, that is, they are encoded, before being passed on for evaluation / assessment; candidates for undergraduate, postgraduate or doctoral programmes who have been assessed by recognised national or regional agencies (JET, NET, SET, etc.) may be granted exemption from the written examination; depending upon the course requirements, candidates may also undergo group-discussion, interview or any other competency examination; the assessment as reflected by marks or grades in written examination, group-discussion, interview and / or any other competency examination, must be treated as strictly confidential, and be known to authorities only on 'need-to-know' basis, till results are finally compiled / announced; the marks or grades in written examination, group-discussion, interview and / or any other competency examination must be communicated, promptly and directly, to tabulators or to the computer centre, and the successive examiners / evaluators must not be privy to these marks or grades; relating to Ph. D. programme, appropriate university bodies should decide as to which categories of faculty-members would be eligible to advise or guide doctoral students, and how many doctoral students could be assigned to different categories of faculty-members; university and college authorities, while finalising admissions, would take cognizance of 'reservation provisions' as announced by central and concerned state governments, and would take an affirmative action; following admission, university and college authorities would initiate measures, depending upon the need-pattern of newly admitted SC, ST, OBC, and minority students, to organise remedial or bridge-courses in language, communication, subject-competency, etc; following admission, university and college authorities would take proactive action to communicate to newly admitted SC, ST, OBC, minority students, and those from low-income families, regardless of the level of their

course, the availability of tuition-waver, free-ships, loans and scholarships available to these categories.

5. Examination Reforms: University Grants Commission has advised Universities and other institutions that it may be more prudent that the assessment of student performance be carried out through a combination of internal and external evaluation. In **Continuous Internal Evaluation:** aim to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned faculty-member, Department, School or the Centre; all the certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses offered by a university, college or institute are to have specified components for internal evaluation (e.g. essay, tutorials, term-paper, seminar, laboratory work, workshop practice, etc.); components for internal evaluation are to have a time-frame for completion (by students), and concurrent and continuous evaluation (by faculty-members); the evaluation outcome may be expressed either by pre-determined marks or by grades; the evaluation reports submitted by all the faculty-members are to be reviewed, from time to time, by the Department, School or Centre Committee, in order to ensure transparency, fair-play and accountability; following the review by the Department, School or Centre Committee, the outcome of internal evaluation is to be announced and displayed on the Notice Board and / or web-site as per the timeframe or academic calendar. **End-of-semester evaluation** is to be carried out at the end of each semester, and will aim to assess skills and knowledge acquired by students through class-room, field-work, laboratory work and workshop practice. The evaluation can be in the form of written examination, laboratory work or workshop assignment. Evaluation process should be verifiable and transparent and all the students pursuing certificate, diploma, undergraduate, postgraduate, and research courses have to undergo external evaluation at the end of each semester as per syllabi or credit schedule; with regard to practicals and workshop assignment, the internal faculty may associate themselves with the external examiners in the examination process; in the case of written examination, whatever the format (objective type, essay-type, etc.), test papers could be moderated by committees proficient in the subject; and , answer-books or –sheets are to be 'encoded' (before being passed on to examiner / evaluator, and decoded (before tabulation).

Universities have also been advised to work towards **integration of Continuous and End-of-semester evaluation,** by ensuring that the integration procedure is applicable to all the students pursuing certificate, diploma, undergraduate, postgraduate, M. Phil. and Ph. D. courses; university committees on the recommendations of Department committees and concerned Faculty would discuss and decide on the relational weightage of continuous and end-of-semester evaluations - this weightage could be flexible and could vary from institution to institution; assign relational weightage to internal evaluation may range from 25 to 40 percent; following the integration of internal and external evaluations, the results may be expressed either in marks, grades or both, as per the policy of the university; it will be useful if universities try to go beyond

'marks' and 'divisions' and, in keeping with the global trend, give Cumulative Grade Point Score (CGPS) which would place students into overlapping broad bands; the CGPS may be based on a 5-point or 10-point scale and it could vary from institution to institution; as soon as the integration of internal and external evaluations has been completed, the results should be announced, in keeping with the academic calendar, to facilitate students' academic or occupational pursuits.

The Chairman, UGC has written vide letter dated 30th March, 2009, to Vice-Chancellors of all Universities including State Universities to adopt academic reforms. Academic reforms is also a focus area for the Eleventh Plan. State Governments have also been advised to consider incentivizing State Universities and colleges to introduce academic reforms in its entirety. Assistance from the Commission to universities and other institutions have been similarly linked to adoption of reform measures.

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A NOTE ON ACADEMIC REFORMS

The Chairman, University Grants Commission (UGC), had addressed a detailed letter (D.O. No. F.1-2/2008-XI Plan dated January 31, 2008) to the heads of central, state and deemed universities and institutions of higher learning in the country, drawing their attention to the pressing need for academic and administrative reforms. As this initiative evoked a highly encouraging response, the UGC had set up a Committee on Academic and Administrative Reforms, with Professor A. Gnanam as convenor, and comprising several eminent educationists from a diverse range of disciplines. The Committee has since submitted a comprehensive report. Based on this document, an action plan has been developed for the consideration of educational authorities, and for the phase-wise introduction of substantive academic and administrative reforms in the institutions of higher education in the country. The Chairman, UGC has written vide letter dated 30th March, 2009, to Vice-Chancellors of all Universities including State Universities to adopt academic reforms. Academic reforms is also a focus area for the Eleventh Plan. Further, as already mentioned the Committee set up under the chairmanship of Prof. Yash Pal, former UGC Chairman, for innovation and rejuvenation has submitted its report which is under consideration.

UGC has been exhorting State Universities to adopt academic reforms including, moving towards a semester system, introduction of choice-based credit system, curriculum development, reforms in admission procedures and examination reforms.

Section 6 (2) of The Cental Universities Act 2009 establishing 15 new Central Universities, including take over of three State Universities, clearly provides for academic reforms.

NET has been made compulsory. The Ministry of HRD issued a policy directive under section 20 (1) of the UGC Act, 1956, on 12.11.2008, directing that UGC shall frame appropriate regulations within a period of sixty days prescribing that while NET qualification would be generally compulsory for all candidates, exemption may be given to Ph.D. degree holders who obtain such degree based on certain standards and rigour across disciplines to be ensured by UGC through Regulations. UGC has accordingly notified the UGC (Minimum Qualifications required for the appointment and career advancement of teachers in Universities and institutions affiliated to it) (3rd Amendment) Regulations, 2009 and the UGC (Minimum Standards and Procedure for award of M.Phil/P.D degrees) Regulations, 2009 in this regard.

The UGC has schemes for quality and excellence. UGC has also set up 57 Academic Staff Colleges for conducting specially designed orientation programmes of four weeks duration for newly appointed teachers and Refresher Courses of three weeks duration for in-service teachers. Also UGC has identified 24 universities and specialized institutions as UGC-Refresher Course Centres (UGC-RCC).

Accreditation has been made compulsory for institutions getting assistance from UGC. The Government intends to constitute an independent regulatory authority for accreditation to enable accreditation to be made mandatory for all institutions in higher and professional education as already mentioned in para 2.12 earlier.

Review of Deemed Universities- In view of concerns that some of the institutions deemed to be Universities may not be maintaining the standards expected of them, UGC has been asked to review their performance within three months. An independent review has also been ordered by the Government by a Committee of Experts (Prof. P. N. Tandon, Prof. Mrinal Miri, Prof. M. Anandakrishnan and Prof. Goverdhan Mehta). The Committee will look into various aspects including those relating to the process for declaration as deemed Universities and will soon submit its report.

The Government intends to formulate a legislative proposal to prohibit malpractices in higher education and to punish those indulging in such malpractices.

New guidelines have been issued for admission in NITs. Admissions in NITs are based on results of All Indian Engineering Entrance Examination (AIEEE), which is conducted by Central Board of Secondary Education (CBSE) every year. For the counseling of the eligible candidates for admissions in NITs and other participating institutions, Central Counselling Board (CCB) is constituted by MHRD. 50% of the seats in NITs at UG level are filled from the eligible students of the State where NIT is located. Since 2008, rest 50% of the seats in NITs is filled by allocating 50% of the seats to the eligible candidates of the States where an NIT is located and rest 50% of the seats (Outside State quota) were allocated to other States/UTs based on a quota system which did not do justice to all the all India merit. Further, Online counseling for admission to NITs has been started from this year.

Science Conclave of Nobel Laureates on the pattern of Lindau Conclave has been conducted. During December, 2008, IIIT Allahabad hosted the first Science Conclave of Nobel Laureates on the pattern of Lindau Conclave to encourage science education in Indian colleges and universities. The event was supported by MHRD and DST. Encouraged with the success of the first conclave, IIIT Allahabad has proposed to host the 2nd Science conclave of Nobel Laureates during December 8-14, 2009. 13 Nobel Laureates have so far expressed their desire to attend the 2nd Science Conclave. The cost of the even is estimated to be Rs. 3.10 crore. As in the last year, this even is proposed to be supported both by MHRD and DST.

Summer training for faculty – About 10,000 teachers are given refresher courses in the Engineering field every year through NITs/IITs, etc.

The Joint Admission Board which decides the policy regarding the admission process into IITs has set up a committee which is looking into the adverse effect of coaching institutes for IIT-JEE and reorganization of the admission process into the IITs.

The IITs are being asked to diversify into other streams like humanities, management etc. and not just confine themselves to Science & Engineering Education.

IITs are also being asked to focus on Post Graduate Education and Research as well.

BRIEF ON EIGHT NEW IITs

As sequel of the announcement made by the Hon'ble Prime Minister on the occasion of the 60th anniversary of the Country's Independence Day, it was decided to set up eight new IITs in Patna (Bihar), Hyderabad (Andhra Pradesh), Rajasthan, Bhubaneswar (Orissa), Ropar (Punjab), Gandhinagar (Gujarat), Mandi (Himachal Pradesh) and Indore (Madhya Pradesh). These new IITs are being mentored by IIT-Guwahati, IIT-Madras, IIT-Kanpur, IIT-Kharagpur, IIT-Delhi, IIT-Bombay, IIT-Roorkee and IIT-Bombay respectively. Classes of B.Tech courses have been started in IITs at Patna , Hyderabad, Ropar, Gandhinagar, Bhubaneswar and in Rajasthan from academic session 2008-09. Directors have been appointed in these six new IITs Academic session has been started in IIT-Mandi and IIT-Indore from 2009-10. While IIT-Patna, IIT-Hyderabad, IIT-Indore and IIT-Gandhinagar started functioning from their temporary campuses, IIT-Ropar, IIT-Bhubaneswar, IIT-Mandi and IIT-Rajasthan started functioning from campuses of their respective mentoring Institutes. 30 faculty posts per year for the next three years have also been created in each of the eight new IITs. 24 non-faculty posts have been created in each of the eight new IITs. Identification of permanent sites of all the new IITs, except IIT-Rajasthan and IIT Gandhi Nagar have been finalized. The Site Identification Committee visited the site suggested by State Government of Rajasthan at Kota and found that it does not have air connectivity. State Government of Rajasthan have been requested to identify alternative suitable locations having good air connectivity as also other basic facilities. Govt. of Rajasthan have now recommended Jodhpur as the site for the new IIT. Government is taking action to finalize a suitable location for the permanent site of IIT Rajasthan, in consultation with all stake holders. Process for appointment of Directors in IIT-Mandi and IIT-Indore is underway. Rs.60 crores were released last year to the new IITs. While Rs.400 crores have been provided in BE 2009-10 for setting up of new IITs, Rs.2000 crores have been provided in the XIth Five Year Plan for the Institutes.

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CENTRAL FINANCIAL ASSISTANCE TO STATE GOVERNMENTS FOR SETTING UP OF NEW POLYTECHNICS IN UNSERVED & UNDERSERVED DISTRICTS UNDER THE SCHEME OF SUB-MISSION ON POLYTECHNICS UNDER COORDINATED ACTION FOR SKILL DEVELOPMENT

1   BACKGROUND

1.1   Polytechnic Education – An Overview

Polytechnic education in our country constitutes an important segment of Technical Education and contributes significantly to the economic development. Aimed at creating a vast amount of technical manpower, the polytechnics have played a pivitol role in providing skilled manpower at various levels for organized, unorganized and Service Sectors. Generally, the polytechnics in the country have been offering three year diploma courses in conventional disciplines such as Civil, Electrical and Mechanical Engineering. However, during the last two decades many polytechnics have started offering courses in emerging disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering, Architectural Assistantship etc. In addition, many institutions are also offering specialized diploma programmes in areas such as Leather Technology, Sugar Technology, and Printing Technology etc. Many diploma programmes are also being offered suited to women such as in Garment Technology, Beauty Culture and Textile Design etc. Polytechnics are meant to provide skills after class X and the duration of diploma programmes is 3 years. Polytechnics are also offering post diploma and advanced diploma programmes of 1-2 year's duration in different specializations.

1.2 Importance of Polytechnic Education

The Mission's basic objective is to create a trained Skilled Manpower of atleast 500 million persons by 2020. To translate the mission objective into action, several new initiatives are to be taken by various key Ministries. New Schemes orienting to Skill Development are to be launched. The existing capacity for training manpower is to be expanded many fold. This will include opening of new Industrial Training Institutes (ITIs) and Polytechnics., new Vocational Schools and Skill Development Centers. Through this, it is to ensure that annually over 100 lakh students get vocational training, which is a four-fold increase from today's level. Towards this, the active help of the private sector is also planned in a big way so that they do not only assist in the training but also lend a hand in providing employment opportunities".

Technical Education is instrumental in making a remarkable contribution to economic growth of the Developing Countries by way of suitable manpower production according to the needs of the Industry, Society and the Global World as a whole. To produce contemporary skilled manpower & technocrats suited to the present era of science and technology is the need of the hour. Polytechnic education has therefore responded to the challenges of industrialization for self-reliance, as well as meeting international demands.

The aim of the polytechnic education is to create a pool of skill based manpower to support shop floor and field operations as a middle level link between technicians and engineers. The pass-outs of Diploma level Institutions in Engineering & Technology play an important role in managing shop-floor operations. It is further an established fact that small & medium Industry prefer to employ Diploma Holders because of their special skills in interpreting enigineering, drawings, estimating, costing, billing, supervision, measurement, testing, repair & maintenance etc.

1.3 Slow and Uneven Growth of Polytechnic Education

During the last decade, our country has witnessed a tremendous increase in the number of Engineering Colleges providing technical manpower at Degree level. However, the growth of technical institutions at diploma level has not been proportionate to the degree in Engineering. Whereas, the expansion of Degree level institutions has been several fold, the Diploma institutions expansion has suffered a setback. At present, the student intake in degree level courses is around 8 lakh per annum as against 5 lakh in diploma level. The present ratio of degree to diploma holders is around 1.6:1, whereas ideally it should be 1:3. This is in view of more private initiatives for starting colleges as self financing institutions coming up in the degree level institutions compared to the diploma level institutions.

2.0 SETTING UP NEW POLYTECHNICS

In order to stimulate the growth of Polytechnics in the country and considering the follow up required in the present condition of not adequate initiatives coming from the State Government and the private bodies, the Central Government has decided to support the State Government for starting Polytechnics. Under this Scheme, through a one time financial assistance is to be provided to the State Governments for meeting the capital cost in establishment of new polytechnics in the districts which do not have any government / government aided polytechnic and in other educationally backward and underserved districts where it may not be easy to establish new polytechnics under Public Private Partnership (PPP) mode or under private initiative.

Under this, 300 such polytechnics are to be set up by the State Governments/ Union Territories with assistance from Government of India limited to Rs.12.3 crore per polytechnic to meet the capital costs of establishing a polytechnic.

2.1 Details of Financial Assistance for Setting up of New Polytechnics

Under this scheme, atleast one polytechnic each is to be set up in such district identified as un-served or underserved, for which Central Government would provide the grant to meet the non-recurring costs as under :

i. Civil Works	= Rs 8.00 crore
ii. Equipment/Machinery/Library Books/ Furniture/Vehicle	= Rs 4.30 crore
Total (per Polytechnic)	= Rs12.30 crore

Whereas the State Government shall provide the land required as per AICTE Norms, free of cost, for setting up the Polytechnic, the State Government shall also meet any additional requirement of non-recurring expenditure over and above the ceilings of Rs. 12.30 crores. Further, it shall also be the responsibility of the State Government to bear all the recurring expenditure in running the polytechnic:

The State Government will identify the location for the proposed polytechnics under the Scheme in the selected districts. It is proposed that initially three need based diploma programmes with a total intake of 180 will be started in these Polytechnics after obtaining approval from AICTE. The programmes to be started will be decided by the concerned State Governments. However, it is suggested that state governments should introduce diploma programmes in new and emerging areas. Admissions in these polytechnics will be made by the respective State Governments along with other polytechnics of States as per admission procedure, criteria, norms and guidelines followed by them.

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2.2 Terms & Conditions for Financial Assistance

The financial assistance will be provided to the state governments subject to the following terms and conditions: -

a) A total of Rs. 12.30 crore per district per polytechnic will be released in instalments. Out of Rs. 12.30 crore, Rs. 8.00 crore will be spent on Civil Works and Rs. 4.30 crore will be spent on equipment, machinery, furniture, Transport and Learning Resource Materials. Any additional requirement of funds over and above the ceiling of Rs. 12.30 crore will be met by the State Government.

b) The land along with the development charges as well as 100% recurring expenditure will be borne by the State Government;

c) The State Government shall create the required posts for Teaching & Non-teaching as per AICTE norms;

d) The sanctioned strength of the teachers in the polytechnics has to be filled up and in no case the vacancies should be allowed to exceed 5% of the sanctioned strength.

e) The norms and guidelines of All India Council for Technical Education (AICTE) to be followed in the establishment of polytechnic and also for teaching and non-teaching staff.

f) Multi point entry & exist with credit based Semester system has to be introduced for teaching and examining the students in all the existing as well as new polytechnics.

g) Regular up-gradation of Syllabi keeping in view the demands of industry and employability of the students be carried out.

h) Evaluation/ feedback of teaching

i) Provision of broadband connectivity.

j) An undertaking to be given by the State Governments that there is no Government Polytechnic/Government aided Polytechnic in the District in which the new Polytechnic is proposed to be established and other such criteria as decided by the Central Government for deciding the location of the Polytechnic & they shall abide by the various conditions as in this Scheme;

k) The admissions in these polytechnics shall be made by the respective State Governments along with the other polytechnics of the States as per admission procedure criteria, reservation norms and guidelines followed.

l) At the end of each financial year, the State Government shall have the accounts in respect of grants received from the Government of India audited through the concerned AG and submit audited statement of accounts to the Ministry of Human Resource Development promptly along with the statement of physical achievements made during the year. The grants-in-aid in the subsequent years shall be released only on receipt of the audited statement of accounts along with the progress report of the physical achievements.

m) The accounts of the grantee shall be open to inspection by the sanctioning authority and audit, both by the Comptroller and Auditor General of India under provision of CAG (DPC) Act 1971 and Internal Audit by the Principal Accounts Office of the Ministry of Human Resource Development, Deptt. Of Higher Education, whenever the grantee is called upon to do so.

n) The grants from the Central Government under the Scheme would be provided progressively and subject to satisfactory progress shown by the State Government, in expeditious implementation of the Scheme. In the event of the State Government not showing satisfactory progress in establishment of the Polytechnic(s) or violating any of the conditions, the Central Government reserves the right to revoke the grants provided.

3. SCHEME IMPLEMENTATION & MONITORING

3.1 Committees For Monitoring – State Level

For effective monitoring & implementation of the Scheme, each State will constitute a Committee to Oversee implementation on the grants sanctioned by MHRD and monitoring of the scheme.

The composition of Committee will be as follows: -

(1)	Secretary (Technical Education of the State)	Chairman
(2)	DTE of the concerned state	Member
(3)	Two experts to be nominated by MHRD	Member
(4)	Director/DEA(T), MHRD	Member

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3.2　Central Monitoring Committee

A Central Project Appraisal & monitoring Committee consisting of the following will be constituted to oversee the implementation of the project :-

i.	JS, MHRD	Chairman
ii.	Director(Fin), IFD, MHRD	Member
iii.	Nominee of Planning Commission	Member
iv.	Four Experts to be nominated by MHRD	Member
v.	Director (T) /DEA (T)	Member Secretary

4.　PROPOSAL SUBMISSION

All proposals for consideration may be submitted to Deputy Educational Adviser(T), Room No. 424, C-Wing, Department of Higher Education, Ministry of HRD, Shastri Bhawan, New Delhi.

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NEW POLICY ON DISTANCE LEARNING IN HIGHER EDUCATION SECTOR

BACKGROUND

In terms of Entry 66 of List 1 of the Seventh Schedule to the Constitution of India, Parliament is competent to make laws for the coordination and determination of standards in institutions for higher education for research, and scientific and technical institutions. Parliament has enacted laws for discharging this responsibility through : the University Grants Commission (UGC) for general Higher Education, the All India Council for Technical Education (AICTE) for Technical Education ; and other Statutory bodies for other disciplines. As regards higher education, through the distance mode, Indira Gandhi National Open University (IGNOU) Act, 1985 was enacted with the following two prime objectives, among others:

    (a) to provide opportunities for higher education to a large segment of population, especially disadvantaged groups living in remote and rural areas, adults, housewives and working people; and

    (b) to encourage Open University and Distance Education Systems in the educational pattern of the country and to coordinate and determine the standards in such systems.

2.   The history of distance learning or education through distance mode in India, goes way back when the universities started offering education through distance mode in the name of Correspondence Courses through their Directorate/School of Correspondence Education. In those days, the courses in humanities and/or in commerce were offered through correspondence and taken by those, who, owing to various reasons, including limited

number of seats in regular courses, employability, problems of access to the institutions of higher learning etc., could not get themselves enrolled in the conventional 'face-to-face' mode 'in-class' programmes.

3. In the recent past, the demand for higher education has increased enormously throughout the country because of awareness about the significance of higher education, whereas the system of higher education could not accommodate this ever increasing demand.

4. Under the circumstances, a number of institutions including deemed universities, private universities, public (Government) universities and even other institutions, which are not empowered to award degrees, have started cashing on the situation by offering distance education programmes in a large number of disciplines, ranging from humanities to engineering and management etc., and at different levels (certificate to under-graduate and post-graduate degrees). There is always a danger that some of these institutions may become 'degree mills' offering sub-standard/poor quality education, consequently eroding the credibility of degrees and other qualifications awarded through the distance mode. This calls for a far higher degree of coordination among the concerned statutory authorities, primarily, UGC, AICTE and IGNOU and its authority –the Distance Education Council (DEC).

5. Government of India had clarified its position in respect of recognition of degrees, earned through the distance mode, for employment under it vide Gazette Notification No. 44 dated 1.3.1995.

6. Despite the risks referred to in para 4 above, the significance of distance education in providing quality education and training cannot be ignored. Distance Mode of education has an important role for :

(i) providing opportunity of learning to those, who do not have direct access to face to face teaching, working persons, house-wives etc.

(ii) providing opportunity to working professionals to update their knowledge, enabling them to switchover to new disciplines and professions and enhancing their qualifications for career advancement.

(iii) exploiting the potential of Information and Communication Technology (ICT) in the teaching and learning process; and

(iv) achieving the target of 15% of GER by the end of 11th Plan and 20% by the end of 12th five year Plan.

7. In order to discharge the Constitutional responsibility of determination and maintenance of the standards in Higher Education, by ensuring coordination among various statutory regulatory authorities as also to ensure the promotion of open and distance education system in the country to meet the aspirations of all cross-sections of people for higher education, the following policy in respect of distance learning is laid down:-

(a) In order to ensure proper coordination in regulation of standards of higher education in different disciplines through various modes [i.e. face to face and distance] as also to ensure credibility of degrees/diploma and certificates awarded by Indian Universities and other Education Institutes, an apex body, namely, National Commission for Higher Education and Research shall be established in line with the recommendations of Prof. Yash Pal Committee/National Knowledge Commission. A Standing Committee on Open and Distance

Education of the said Commission, shall undertake the job of coordination, determination and maintenance of standards of education through the distance mode. Pending establishment of this body:

(i)   Only those programmes, which do not involve extensive practical course work, shall be permissible through the distance mode.

(ii)   Universities / institutions shall frame ordinances / regulations / rules, as the case may be, spelling out the outline of the programmes to be offered through the distance mode indicating the number of required credits, list of courses with assigned credits, reading references in addition to self learning material, hours of study, contact classes at study centres, assignments, examination and evaluation process, grading etc.

(iii)   DEC of IGNOU shall only assess the competence of university/institute in respect of conducting distance education programmes by a team of experts, whose report shall be placed before the Council of DEC for consideration.

(iv)   The approval shall be given only after consideration by Council of DEC and not by Chairperson, DEC. For the purpose, minimum number of mandatory meetings of DEC may be prescribed.

(v)   AICTE would be directed under section 20 (1) of AICTE Act 1987 to ensure accreditation of the programmes in Computer Sciences, Information Technology and Management purposed to be offered by an institute/university through the distance mode, by National Board of Accreditation (NBA).

(vi)   UGC and AICTE would be directed under section 20 (1) of their respective Acts to frame detailed regulations prescribing standards for various

programmes/courses, under their mandate, offered through the distance mode.

(vii) No university/institute, except the universities established by or under an Act of Parliament/State Legislature before 1985, shall offer any programme through the distance mode, henceforth, without approval from DEC and accreditation by NBA. However, the universities/institutions already offering programmes in Humanities, Commerce/Business/Social Sciences/Computer Sciences and Information Technology and Management, may be allowed to continue, subject to the condition to obtain fresh approval from DEC and accreditation from NBA within one year, failing which they shall have to discontinue the programme and the entire onus with respect to the academic career and financial losses of the students enrolled with them, shall be on such institutions/universities.

(viii) In light of observation of Apex Court, ex-post-facto approval granted by any authority for distance education shall not be honoured and granted henceforth. However, the universities established by or under an Act of Parliament or State Legislature before the year 1985 and offering distance education programmes in the streams of Humanities/Commerce/Social Sciences before the year 1991 shall be excluded from this policy.

(ix) The students who have been awarded degrees through distance mode by the universities without taking prior approval of DEC and other statutory bodies, shall be given one chance, provided they fulfil the requirement of minimum standards as prescribed by the UGC, AICTE or any other relevant Statutory Authority through Regulation, to appear in examinations in such papers as decided by the university designated to conduct the examination. If these students qualify in this examination, the university concerned shall issue a

certificate. The degree along with the said qualifying certificate may be recognised for the purpose of employment/promotion under Central Government.

(x) A clarification shall be issued with reference to Gazette Notification No. 44 dated 1.3.1995 that it shall not be applicable on to the degrees/diplomas awarded by the universities established by or under an Act of Parliament or State Legislature before 1985, in the streams of Humanities/Commerce and Social Sciences.

(xi) The policy initiatives spelt out in succeeding paragraphs shall be equally applicable to institutions offering distance education/intending to offer distance education.

(b) All universities and institutions offering programmes through the distance mode shall need to have prior recognition/approval for offering such programmes and accreditation from designated competent authority, mandatorily in respect of the programmes offered by them. The violators of this shall be liable for appropriate penalty as prescribed by law. The universities/institutions offering education through distance mode and found involved in cheating of students/people by giving wrong/false information or wilfully suppressing the information shall also be dealt with strictly under the penal provisions of law.

(c) The universities / institutes shall have their own study centres for face to face counselling and removal of difficulties as also to seek other academic and administrative assistance. Franchising of distance education by any university, institutions whether public or private shall not be allowed.

(d) The universities /institutions shall only offer such programmes through distance mode which are on offer on their campuses through conventional mode. In case of open universities, they shall necessarily have the required departments and faculties prior to offering relevant programmes through distance mode.

(e) It would be mandatory for all universities and education institutions offering distance education to use Information and Communication Technology (ICT) in delivery of their programmes, management of the student and university affairs through a web portal or any other such platform. The said platform shall invariably, display in public domain, the information about the statutory and other approvals along with other necessary information about the programmes on offer through distance mode, their accreditation and students enrolled, year-wise, etc. This may be linked to a national database, as and when created, to facilitate the stakeholders to take a view on the recognition of the degrees for the purpose of academic pursuit or employment with/under them.

(f) All universities/education institutions shall make optimal use of e-learning contents for delivery/offering their programmes through distance mode. They shall also be encouraged/required to adopt e-surveillance technology for conduct of clean, fair and transparent examinations.

(g) The focus of distance education shall be to provide opportunity of education to people at educationally disadvantaged situations such as living in remote and rural areas, adults with no or limited access to education of their choice etc.

(h) In order to promote flexible and need based learning, choice-based credit system shall be promoted and all ODE institutions shall be encouraged to adopt this system and evolve a

mechanism for acceptance and transfer of credits of the courses successfully completed by students in face-to-face or distance mode. For the purpose, establishment of a credit bank may be considered. Similarly, conventional universities, offering face to face mode programmes shall be encouraged to accept the credits earned by the students through distance mode. A switch over from annual to semester system shall be essential.

(i)   Convergence of the face-to-face mode teaching departments of conventional universities with their distance education directorates/correspondence course wings as also with open universities/institutions offering distance education, shall be impressed upon to bridge the gap in distance and conventional face-to-face mode of education.

(j)   Reputed Foreign education providers well established, recognized and accredited by competent authority in their country and willing to offer their education programmes in India shall be allowed, subject to the fulfilment of the legal requirement of the country.

(k)   A National Information and Communication Technology infrastructure for networking of ODE institutions shall be created under National Mission on Education through Information and Communication Technology.
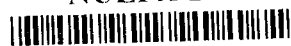
(l)   Efforts would be made to create favourable environment for research in Open and Distance Education (ODE) system by setting up infrastructure like e-libraries, digital data-base, online journals, holding regular workshops, seminars etc.

(m)   Training and orientation programmes for educators and administrators in ODE system with focus on use of ICT and self-learning practice, shall be encouraged.

(n)   ODE institutions shall be encouraged to take care the educational needs of learners with disabilities and senior citizens.

(o)   An official notification clarifying the issue of recognition of academic qualification, earned through distance mode, for the purpose of employment, shall be issued.

(p)   A mechanism shall be set up for evaluation of degrees of foreign universities for the purpose of academic pursuit as well as for employment under the Central Government. This may include the assessment of the credentials of the university concerned as also to test the competence of the degree holder, if needed.