Ministry of Human Resources Development

Department of Higher Education

MEETING OF STATE HIGHER & TECHNICAL EDUCATION SECRETARIES

Date: 17.06.2014
Time: 10.00 A.M.
Venue: Hall No.4, Vigyan Bhavan , New Delhi

AGENDA & BACKGROUND NOTES FOR THE MEETING OF STATE SECRETARIES OF HIGHER & TECHNICAL EDUCATION

17th June 2014 at 10.00 AM
Venue: Hall No.4, Vigyan Bhavan, New Delhi

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AGENDA AND BACKGROUND NOTES FOR THE MEETING

AGENDA ITEM-1: ROLL OUT OF RASHTRIYA UCCHATHAR SHIKSHA ABHIYAN (RUSA)

Introduction

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), which seeks to improve overall quality of existing State higher educational institutions by ensuring their conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework. RUSA would enable reforms in the affiliating system and governance, academic and examination (and evaluation) reforms in the State higher educational institutions. Regional imbalances would be corrected in access to higher education by facilitating access to high quality institutions in rural & semi-urban areas. RUSA would also improve equity in higher education by providing adequate opportunities of higher education to socially deprived communities; promote inclusion of women, minorities, SC/ST/OBCs and differently abled persons.

Financials

The total outlay for RUSA for the 12th Plan is Rs. 22,855 crores, out of which, an amount of Rs. 18,027 crores would be the central share. The central funding will be in the ratio of 65:35 for general category States and 90:10 for special category states (North-Eastern States, Sikkim, J&K, Himachal Pradesh and Uttarakhand).

After the disbursal of the initial preparatory grants and funds under the continuing schemes to the participating states, RUSA was rolled out in its entirety in May, 2014 with the states submitting their State Higher Education Plans (SHEPs) and funds being approved by under various components of the Scheme.

Salient Features of the Scheme

- The central funding would flow from MHRD to institutions, through the State Governments.
- The funding to states would be made on the basis of critical appraisal of State Higher Education Plans. The plans would describe each state's strategy to address issues of equity, access and excellence in higher education.
- All funding under the RUSA would be norm based and future grants would be outcome dependent.
- Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.
- The states would be free to mobilize private sector participation (including donations and philanthropic grants) through innovative means, limited to a ceiling of 50% of the state share.

- The scheme covers Government and Government aided institutes.
- In order to be eligible for funding under RUSA, states will have to fulfill certain prerequisites, which include the academic, sectoral and institutional governance reforms.
- RUSA follows a "Bottom Up" approach for planning and budgeting, with the institutions and states being the driving agents.
- Institutions are required to prepare "Institutional Development Plans" (IDP). These IDPs are then aggregated to form a State Higher Educational Plan (SHEP).
- All SHEPs are reviewed and compiled to estimate the next year's fund requirements for program implementation activities under RUSA.

Components of RUSA

RUSA supports the following components. Depending upon the perceived needs of the states, they are required to prepare SHEPs for some or all components.

1. Creation of Universities by way of upgradation of existing Autonomous Colleges

2. Creation of Universities by conversion of colleges in a cluster

3. Infrastructure Grants to Universities

4. New Model Colleges (General)

5. Upgradation of existing Degree Colleges to Model Degree Colleges

6. New Colleges (Professional)

7. Infrastructure Grants to Colleges

8. Research, Innovation and quality improvement

9. Equity Initiatives

10. Faculty Recruitment Support

11. Faculty Improvement

12. Vocationalisation of Higher Education

13. Leadership Development of Educational Administrators

14. Institutional Restructuring and Reforms

15. Capacity Building and Preparation, Data Collection and Planning

16. Management Information System

17. Support to Polytechnics

18. Management Monitoring Evaluation and Research (MMER)

Planning Hierarchy

The planning hierarchy will be at three levels, with the process being 'bottom up'.
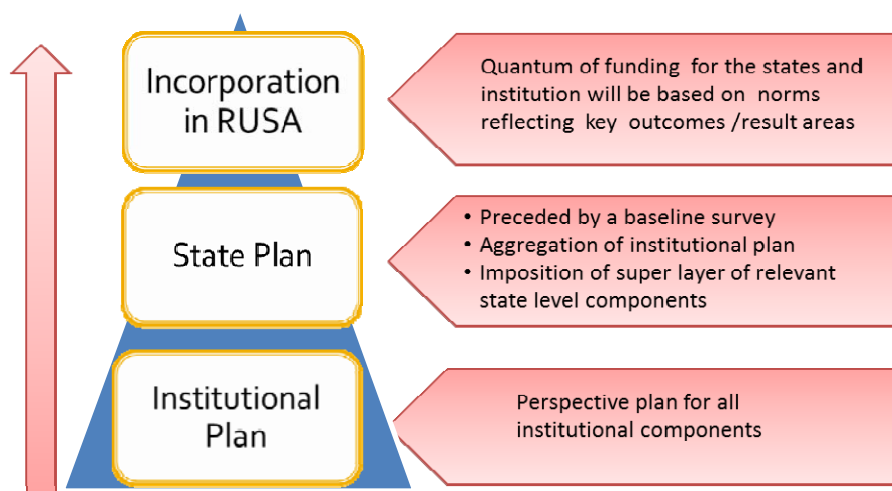
Institutional Structure

RUSA would be implemented and monitored through an institutional structure comprising bodies with clearly defined roles and powers at the central, state and institutional levels. This institutional structure would ride on the real time information and support provided by a robust Management Information System (MIS).
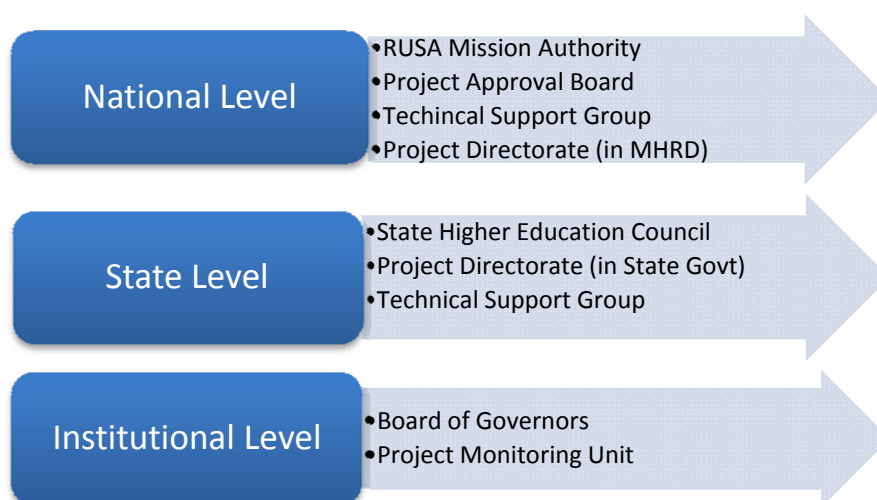
National level bodies

The Minister of Human Resource Development is the Chairperson of the Mission Authority. The RUSA Mission Authority delineates overall policy and planning, reviews functioning of Project Approval Board (PAB) etc. The Secretary (Higher Education) chairs the PAB which approves SHEPs, assesses performance of states and institutions and approves release of funds. These two bodies are supported by the Technical Support Group (TSG) which examines and appraises SHEPs, monitors flow of funds and information and provides all operational, technical, logistical and managerial support. The National Project

Directorate, which is embedded in the Ministry is headed by the Joint Secretary (Higher Education) in his capacity as the National Mission Director.

State Level Bodies

The project is to be steered in each state/UT through State Higher Education Councils (SHEC). The SHECs are supported in turn by the Project Directorate (created by the State Government) and State TSGs. These bodies are responsible for management, coordination, implementation and monitoring of the project at the state/UT levels.

SHECs form the primary blocks towards building a sound planning and funding mechanism for higher education at state level. Given the number of state universities and the large number of students they cater to, states are the unit of planning for higher education under RUSA and it is necessary to create SHEC as a body that is at an arm's length from the State as well as center, which synergizes their resources and fulfils these functions of planning, monitoring, quality control and co-ordination at the state level. The State Project Directorate (SPD) consists of a State Project Director and such adequate support staff is required for the effective functioning of the State Project Directorate.

Institution Level Arrangements

The project at the Institutional level is to be managed by two bodies; the Board of Governors (BoG) and a Project Monitoring Unit. The BoG is to take all policy decisions with regard to smooth, cost effective and timely implementation of the Institutional project, Ensure overall faculty development etc. A Project Monitoring Unit represented by academic officials, faculty, administrative officers and students will be responsible for monitoring of the project at the institutional level in order to implement the governance reforms proposed under RUSA.

Approach to RUSA

States indicate their willingness to participate in RUSA

States and institutions meet prerequisites

States create and submit State Plans

State enters into an agreement with RUSA Mission Authority

Plans evaluated on the basis of norms and criteria

RUSA funds allocated under specific components

Future grants dependent upon previous utilisation

Roll out of RUSA

When the RUSA Mission Authority first met on 8th January, 2014, the willingness of the following 23 States and 4 UTs had been received and they were thus included in the scheme.

A& N Islands	Andhra Pradesh	Arunachal Pradesh	Assam	Bihar
Chandigarh	Chhattisgarh	Dadra Nagar Haveli	Daman & Diu	Goa
Gujarat	Haryana	Himachal Pradesh	J&K	Jharkhand
Karnataka	Kerala	Maharashtra	Manipur	Mizoram
Nagaland	Odisha	Punjab	Tripura	Uttar Pradesh
Uttarakhand	West Bengal			

The willingness of 3 States i.e. Tamil Nadu, Madhya Pradesh and Rajasthan were received after the RUSA Mission Authority meeting. These states will be put up before the Mission Authority in its next meeting for inclusion in the scheme.

Status of Funds Released

The total funds released under RUSA, with the approval of the Project Approval Board is Rs. 279,05,70,700 (Annexure I). The break up is as follows;

- Preparatory Grants - These are funds given to States and Union Territories to undertake baseline surveys, data collection and compilation, organise meetings, consultations, workshops, trainings, hire consultants, preparation of SHEPs etc. Till date Rs. 74,04,90,000 as preparatory grants were released 23 States and 4 UTs.

- Model Degree Colleges - Rs. 1,77,07,80,000/- has been given to the states of Andhra Pradesh, Odisha, Uttar Pradesh, Tripura and A&N Islands as first instalments for 45 new Model Degree Colleges. Furthermore, Rs. 20,68,50,000 as second Instalments for 23 Model Degree colleges in the States of Punjab and Assam were released. Thus a total of Rs.197,76,30,000 has been released for Model Degree Colleges.

- Based on funds released, Rs. 2,24,40,700 has also been released for management, monitoring, evaluation and research (MMER) purposes.

- Compliance to regulatory norms including accreditation, as a quality assurance framework is mandatory and is required for institutions to receive funding under RUSA. There is a need to build and strengthen the capacity of National Assessment and Accreditation Council (NAAC). Towards this end, Rs. 4,00,00,000 has been released for "National Quality Renaissance Initiative" to strengthen the accreditation system in the states to NAAC

- Tata Institute of Social Sciences (TISS) has been engaged for the Leadership Development and Capacity Building of educational administrators/academic

leaders/policy makers etc under RUSA. In this regard, the proposal of TISS called "Need Assessment and Strategic Planning for RUSA" was considered and Rs 1,00,00,000 released to TISS.

State Higher Education Plans

So far ten states have submitted their SHEPs, of which six have been approved. Four SHEPs are being further developed based on initial appraisals and will be submitted shortly. The remaining states are in the process of developing their SHEPs. Based on SHEPs submitted by the states of J&K, Himachal Pradesh, Gujarat, Nagaland, Manipur, Punjab, the following approvals have been accorded by the PAB in its last meeting held on 13th May, 2014. Details are in Annexure II.

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Non NER States				
Sl. No	States	Component	Amount Released	
			Component Total	Statewise Total
1	Andhra Pradesh	Preparatory Grants	3,25,00,000	29,09,60,800
		Model Degree Colleges (7)	25,55,80,000	
		MMER Grants	28,80,800	
2	Bihar	Preparatory Grants	2,60,00,000	2,62,60,000
		MMER Grants	2,60,000	
3	Chattisgarh	Preparatory Grants	2,60,00,000	2,62,60,000
		MMER Grants	2,60,000	
4	Goa	Preparatory Grants	1,95,00,000	1,96,95,000
		MMER Grants	1,95,000	
5	Gujarat	Preparatory Grants	3,25,00,000	3,28,25,000
6	Haryana	Preparatory Grants	2,60,00,000	2,62,60,000
		MMER Grants	2,60,000	
7	Himachal Pradesh	Preparatory Grants	3,60,00,000	3,63,60,000
8	Jammu & Kashmir	Preparatory Grants	3,60,00,000	3,63,60,000
9	Jharkhand	Preparatory Grants	1,95,00,000	1,96,95,000
		MMER Grants	1,95,000	
10	Karnataka	Preparatory Grants	3,25,00,000	3,28,25,000
		MMER Grants	3,25,000	
11	Kerala	Preparatory Grants	2,60,00,000	2,62,60,000
		MMER Grants	2,60,000	
12	Maharashtra	Preparatory Grants	3,24,95,000	3,28,19,951

Sl. No	States	Component	Component Total	State wise Total
		MMER Grants	3,24,951	
13	**Odisha**	Preparatory Grants	2,60,00,000	**34,13,80,000**
		Model Degree Colleges (8)	31,20,00,000	
		MMER Grants	33,80,000	
14	**Punjab**	Preparatory Grants	2,60,00,000	**17,31,10,000**
		MMER Grants	2,60,000	
15	**Uttar Pradesh**	Preparatory Grants	3,24,95,000	**1,05,69,59,949**
		Model Degree Colleges (26)	1,01,40,00,000	
		MMER Grants	1,04,64,949	
16	**Uttarakhand**	Preparatory Grants	3,60,00,000	**3,63,60,000**
		MMER Grants	3,60,000	
17	**West Bengal**	Preparatory Grants	2,60,00,000	**2,62,60,000**
		MMER Grants	2,60,000	
	TOTAL		**2,24,06,50,700**	**2,24,06,50,700**

NER States				
Sl. No	States	Component	Component Total	State wise Total
1	**Arunachal Pradesh**	Preparatory Grants	2,70,00,000	**2,72,70,000**
		MMER Grants	2,70,000	
2	**Assam**	Preparatory Grants	3,60,00,000	**9,63,60,000**
		MMER Grants	3,60,000	
		Model Degree Colleges (12)	6,00,00,000	
3	**Manipur**	Preparatory Grants	2,70,00,000	**2,72,70,000**
4	**Mizoram**	Preparatory Grants	2,70,00,000	**2,72,70,000**
		MMER Grants	2,70,000	

5	**Nagaland**	Preparatory Grants	2,70,00,000	**2,72,70,000**
6	**Tripura**	Preparatory Grants	2,70,00,000	**17,74,70,000**
		MMER Grants	2,70,000	
		Model Degree Colleges	15,02,00,000	
	Total		**38,29,10,000**	**38,29,10,000**

Union Territories				
Sl. No	**UTs**	**Component**	**Component Total (Gen+SC+ST)**	**Statewise Total**
1	**Andaman & Nicobar Islands**	Preparatory Grants	1,95,00,000	**5,85,00,000**
		Model Degree Colleges (1)	3,90,00,000	
2	**Dadar & Nagar Havelli**	Preparatory Grants	1,95,00,000	**1,95,00,000**
3	**Daman & Diu**	Preparatory Grants	1,95,00,000	**1,95,00,000**
4	**Chandigarh**	Preparatory Grants	1,95,00,000	**1,95,00,000**
	Total		**11,70,00,000**	**11,70,00,000**

Overall Total							
Sl. No	**Category**	**Preparatory Grants**	**Model Degree Colleges**	**MMER**	**NQRI**	**Needs Assessment for Leadership Development**	**Total Amount Released**
1	**Non NER States**	49,14,90,000	1,72,84,30,000	2,07,30,700			**2,24,06,50,700**
2	**NER States**	17,10,00,000	21,02,00,000	17,10,000			**38,29,10,000**
3	**UTs**	7,80,00,000	3,90,00,000				**11,70,00,000**
4	**NAAC**				4,00,00,000		**4,00,00,000**
5	**TISS**					1,00,00,000	**1,00,00,000**
	Total	**74,04,90,000**	**1,97,76,30,000**	**2,24,40,700**	**4,00,00,000**	**1,00,00,000**	**2,79,05,60,700**

								Rupees in crores
Sl. NO.	**COMPONENT**	**HP**	**GUJARAT**	**NAGALAND**	**MANIPUR**	**PUNJAB**	**J&K**	**TOTAL**
1	Creation of Universities by conversion of colleges in a cluster	18.3	0	0	25	0	36.6	79.9
2	Infrastructure Grants to Universities	10	50	0	0	20	20	100
3	New Model Colleges (General)	12	0	6	0	12	0	30
4	Upgradation of existing Degree Colleges to Model Degree colleges	2	0	0	0	8	6	16
5	New Colleges (Professional)	13	26	0	13	26	26	104
6	Infrastructure Grants to Colleges	25	35	15	20	38	21.77	154.77
7	Equity Initiatives	2.34	1.666	0	0	2.35	0	6.356
8	Faculty Recruitment Support	0	0	9.04	0	0	0	9.04
9	Faculty Improvement	0	3.334	0	0	0	0	3.334
10	Vocationalisation of H.E	0	5	5	0.8	4.94	3.735	19.475
	Total	**82.64**	**121.00**	**35.04**	**58.8**	**111.29**	**114.1 05**	**522.87 5**
	Central Share	**74.37 6**	**78.65**	**31.536**	**52.92**	**72.3385**	**102.6 945**	**412.51 5**
	State Share	**8.264**	**42.35**	**3.504**	**5.88**	**38.9515**	**11.41 05**	**110.36**

AGENDA ITEM-2: NATIONAL MISSION ON TEACHERS AND TEACHING (NMTT)

National Mission on Teachers and Teaching (NMTT): During the XII Plan, a National Mission on Teachers and Teaching will be launched to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. The Mission would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges, on the other, it is also envisaged that it would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner. The XII Plan outlay for NMTT is Rs.1700 crore and in Annual Plan 2014-15 the budget allocation is Rs.100 crore. The components include:

1. Institutional Oriented

- Creation of New Institutional Arrangements

(i) Schools of Education (40 Nos.)

(ii) Centres of Excellence in Teaching and Learning Development (55)

(iii)Inter-University Centres for Teacher Education

- Rejuvenating Existing Departments of Education in State Universities

2. Individual Oriented

(i) Increasing number of teachers/faculty through increase in capacity at postgraduate and doctoral levels with focus to increase representation of disadvantaged sections such as SC, ST, minorities, OBC, PHs into the teaching profession(Target 10,000 Ph.Ds)

(ii) Innovations, Awards and Teaching Resource Grant/Support for faculty

3. Networks and Alliances

(i)   Subject Networks for Curricular Renewal and Reforms

(ii) National Resource Centre for Education /Higher Education Academy

4. Academic Leadership

(i) Institutes of Academic Leadership (5 Nos.)

(ii) Centres of Education Management (5 Zonal centres)

5. Policy Research

(i) Centre for Policy Research

(ii) Research surveys and studies

(iii) Workshop & Seminar

The Draft EFC Memo for the proposed Central Sector Scheme of National Mission on Teachers and Teaching was circulated to the Planning Commission and other Ministries. While all concerned Ministries have broadly supported the Note, the Planning Commission has now advised recasting the EFC Memo with a limited mandate given the resource constraints in the remaining part of the XII Plan period.

The State Governments may like to explore the possibilities of starting integrated B.Sc/B.A+B.Ed programmes and also rejuvenating the existing Departments of Education within State Universities.

AGENDA ITEM-3: INFRASTRUCTURE REQUIREMENTS FOR NEW CENTRAL UNIVERSITIES/IITS AND OTHER INSTITUTIONS.

INFRASTRUCTURE REQUIREMENTS FOR NEW CENTRAL UNIVERSITIES

CU of Gujarat- Even after five years university is functioning from its temporary campus. Development of permanent campus could not be started yet as the Govt. of Gujarat has not made the land available to the University. The Site Selection Committee constituted by this Ministry has visited the following sites offered by the State Govt. on 24.2.2014:-

a) Site 1:- Vill. Northkotpura, Tal. Sanand, Dist. Ahmedabad.

b) Site 2:- Vill. Chokari, Tal. Padra, Dist. Vadodara.

The Committee primarily endorsed the site at Sanad Dist. Ahmedabad as its preference because it is emerging as a major industrial centre and is close to Ahmedabad/Gandhinagar. Minimum 500 acres of land would be required with an advance Engineering College and Medical College. State Govt. may be requested to allot land expeditiously.

CU of Himachal Pradesh: - The State Govt. had earlier offered land and two Site Selection Committees constituted earlier had recommended certain land for the University in 2008 and 2010 but the same could not be materialized for non-clearance by Ministry of Environment & Forest. In June, 2013, the 3rd Site Selection Committee had identified 400 acres of land at Dharamshala and 200 acres of land at Dehra for establishment of CU HP Campus. Since diversion of forest land under the Forest Conservation Act, 1980 is involved, the proposal for diversion of 238.5223 hectares of forest land in favour of Education Deptt., Himachal Pradesh has been submitted by the O/o Principal Chief Conservator of Forests, Govt. of Himachal Pradesh to the Ministry of Environment & Forest, GoI for their approval, along with all necessary documents/clearances on 18.3.2014. Secretary (HE) took a meeting on this issue to the concerned authority on 28.3.2014 wherein he had asked MoE&F representative to expedite the clearance.

CU of Tamil Nadu: - The Higher Education Department of Government of Tamil Nadu allotted to Central University of Tamil Nadu 516.76 acres of land for establishment of the University in two revenue villages of Neelakudi and Nagakudi. 412.73 acres has been allotted in the Nagakudi village. The land was handed over to University between 09.09.2009 and 11.09.2009. Out of 412.03 acres of land handed over in Neelakkudi village, at the time of transfer of land itself, 39 families were residing in pucca houses situated in Survey No. 149 and 232 which is called Thyagarajapuram. While transferring the land to the CUTN, the District Collector informed that these families have already been given alternate land outside the University campus for their relocation. These families have been insisting all along that they need to be given housing in the alternate land given to them. The Collector requested the University to take up the issue of meeting the cost towards construction of houses for these families. Accordingly a proposal amounting to Rs. 70,20,000/- received from the RDO was forwarded to MHRD by the University.

The proposal of the University to pay Rs. 70,20,000/- from the Govt. of India towards construction of houses for these families cannot be acceded to as it is State Govt. responsibility to provide the land free from all encumbrances for establishing the Central University of Tamil Nadu. The State Govt. (Principal Secy. Of Higher Education) was informed vide letter dated 11.11.2013 to ensure that the pending issues of the rehabilitation of the families may be resolved at the earliest. The families are still to vacate the land.

HNB Garhwal University, Uttarakhand: - HNB Garhwal University is a Central University which was earlier a State University of Uttarakhand. It was converted into a Central University by Central Universities Act, 2009. The Govt. of Uttarakhand want to get back the Tehri Campus of HNB Garhwal University to make it a part of the newly created State University namely Sri Dev Suman Uttarakhand University. In the above context, it is stated that the HNBGU has certain concerns as given below which needs to be addressed by the State Govt. before a decision in regard to transfer of the campus is taken.

1. The transfer of Tehri campus to State Govt. Will lead to closure of teaching in the campus where at present about 1100 students are enrolled in pursuing Post Graduate courses in which 62 teaching faculty and 98 non-teaching employees are involved.

2. The transfer of Tehri campus to the State Government will also necessitate the transfer of its teaching and non-teaching employees of this Campus to either Srinagar or Pauri Campuses of the Central University. The infrastructure of these two campuses at present does not have capacity to absorb 62 teaching faculty and 98 non-teaching employees at on time as far as housing and office accommodations are concerned.

3. The Tehri Hydroelectric Power Development Corporation (THDC) which has built the infrastructure Campus after the old Tehri Campus was taken over by them has been demanding additional money to the tune of Rs. 21.72 crore as compensation for the overspent amount spent by them for building the campus. This is a liability which should also be transferred to the State Govt. if a decision to transfer the Tehri Campus is taken at this time.

The State Govt. has been informed that in order to facilitate the transfer of the campus as requested by the State Govt. it would be imperative that the State Govt. may first address the concerns of the HNBGU. No further correspondence has not been received in this regard from the State Government.

CU of Bihar:- Land to Central University of Bihar has been allocated/transferred recently and Foundation Stone laid on 27.2.2014. University is in the process of construction of boundary wall and Package-I of Phase-I Building as per recommendation of Planning and Development Board and Building & Works Committee. University has projected the requirement of Rs. 256.86 crore for the financial year 2014-15.

Infrastructure Requirements for New Institutions- Technical education

IIMs

Presently 13 IIMs are functioning in the country out of which following seven are newly created IIMs–

(i)   RGIIM, Shillong (Meghalaya) (2008-2009)

(ii)   IIM Rohtak (Haryana) (2010-11)

(iii)   IIM Raipur (Chhattisgarh) (2010-11)

(iv)   IIM Ranchi (Jharkhand) (2010-11)

(v)   IIM Tiruchirappalli (Tamil Nadu) (2010-11)

(vi)   IIM Kashipur (Uttarakhand) (2011-12)

(vii)   IIM Udaipur (Rajasthan) (2011-12)

Responsibility of State Government: It has been decided that State Governments will provide land free of cost and free of all encumbrances to all seven new IIMs. As of now, all IIMs have got land from their respective State Governments except IIM Ranchi

Issues:

IIM Ranchi: As of now, Government of Jharkhand has approved 94.36 Acre on 09-07-2013. However, 4.22 acre of Raiyati land still to be acquired by State Government in the name of IIM Ranchi.

➢ State Government of Jharkhand may urgently acquire the remaining 4.22 acre of Raiyati land and facilitate in expediting the construction work.

IIM Rohtak: Town and Country Planning Department, State Government of Haryana has issued change of Land Use certificate to IIM Rohtak on **09.06.2014**. The institute is submitting the Change of Land Use Certificate (CLU) to the SEIAA , State Government of Haryana for getting environmental clearance.

➢ State Government may also pursue the State Environment Impact Assessment Authority (SEIAA) for environment clearance in respect of IIM Rohtak.

IIM Udaipur: The construction work of permanent campus of IIMU has stagnated due to legal issue on the allotted land. The allotted land to IIMU is under peripheral control belt as per master plan 2022 and to establish institute in periphery control belt the NOC from High Court, Jodhpur is pending since 1 year.

➤ State Government may intercede with UIT (Udaipur Improvement Trust) & Advocate General of Rajasthan for NOC for IIM Udaipur similar to already provided to IIT Jodhpur.

NITs

The Government of India after due approval of Union Cabinet has established ten new NITs in the States / UTs of

(i)   Arunachal Pradesh
(ii)   Sikkim
(iii)   Meghalaya
(iv)   Nagaland
(v)   Manipur
(vi)   Mizoram
(vii)   Goa [also catering to the needs of Daman & Diu, Dadra & Nagar Haveli and Lakshadweep],
(viii) Delhi [also catering to the needs of Chandigarh]
(ix)   Uttarakhand, and
(x)   Puducherry [also catering to the needs of A&N Islands].

Responsibility of State Government: Land for permanent campuses were earmarked for all the ten new NITs. However, the physical transfer of land in respect of NITs – Delhi, Goa and Sikkim is yet to be done by the respective State Governments.

Issues:

NIT - Delhi : The premium amount for the land is paid by the Delhi Government. However, DDA has demanded Rs.18 crore towards interest due to belated payment of premium amount by the Delhi Government.

NIT – Goa: State Government of Goa has not transferred the land due to its constant demand of exclusive 50% reservation for only domicile of Goa State.

NIT – Sikkim: No positive response.

The issue of transfer of land has repeatedly been taken up with the remaining State Government at Secretary (HE) as well as HRM level.

School of Planning and Architecture, Vijayawada, (SPAV)

School of Planning and Architecture, Vijayawada, (SPAV), was established on July 7, 2008.   Initially, the following three parcels of land was recommended by the Site-Selection Committee and approved by the Ministry of Human Resource Development for the campus of SPA-Vijayawada

(i) Block NO.2 of Revenue Ward No. 16 (25 acres, **land is in possession of Railways)**

(ii) VMC land in Mutyalampadu Village(28 Acres, **waste dump yard, unfit for construction)**

(iii) Govt. polytechnic, Vijayawada(10.23 Acres out of which **only 9.66 acres transferred by State Government)**

Issues:

Due to this slow progress of land allocation to SPA, Vijayawada, the SPAV committee has further recommended following two sites:

(1) S.NO. 20/9 measuring Ac. 30.05 Cts. And
(2) S.NO. 20/8 consisting of vacant land measuring Ac. 43.24 Cts.

A request has been made to the Principal Secretary, Govt. of AP State Govt. to expedite the proposals and allot the above mentioned land parcels to SPA, Vijayawada.

IITs

The Government has set up eight new Indian Institutes of Technology (IITs) in the country during the XIth Plan period -

(i)   Hyderabad(Andhra Pradesh)
(ii)   Patna(Bihar)
(iii)   Rajasthan(Jodhpur)
(iv)   Bhubaneswar(Orissa)
(v)   Ropar(Punjab)
(vi)   Gandhinagar(Gujarat)
(vii)   Indore(Madhya Pradesh)
(viii)   Mandi(Himachal Pradesh).

While the former six started functioning from the academic year 2008-09, the latter two started functioning from the academic year 2009-10. Land for the permanent campus of each IIT has been provided by the respective State Government, free of cost.

Current Status:

All the new IITs are presently functioning from the temporary premises. Construction of the permanent campuses of IITs at Hyderabad, Mandi, Bhubaneswar, Patna and Gandhinagar are in progress while the construction of the remaining three IITs at Ropar, Jodhpur and Indore are yet to start. Master Plans of all of them are ready and architects have been engaged.

Issues:

(i)   Revision of cost estimates: The Detailed Project Report for the establishment of the eight new IITs, with a total cost of Rs.6080 crores for 8 new IITs, was prepared in 2008 and approved by the Cabinet on 17.7.2008. Revision in the cost estimates was necessitated due to factors like delayed allotment of land, revision in CPWD rates etc. In view of this, the revised cost estimates for 8 new IITs have been calculated at Rs 15565 crores. This is awaiting approval of Expenditure Finance Committee chaired by Secretary, Expenditure.

(ii)   **Indore**: The Govt. of M.P. has allotted 501.42 acres of land for permanent campus, out which 200 acre is yet to be officially handed over by the Forest Department to the Institute.

(iii) **Hyderabad**: The Institute has requested for extension of lease deed of quarters in the temporary premises i.e. Ordnance Factory Medak, upto 31.12.2015. D/o Defence Production, Ministry of Defence has been requested by Ministry for the same.

(iv) **Mandi**: The Institute has reported the slow pace of construction by CPWD. The DG, CPWD. has been requested by Secretary(HE) in letter dated 27.5.2014 to accelerate the pace of construction. The Institute had also requested for construction of an airport at Mandi for increased access to the Institute. Ministry of Civil aviation has been requested by the then HRM by letter dated 9.11.2011 for the same.

(v) **Bhubaneswar** (i) Private land acquisition of about 21 acres (ii) dispute due to lease of lands of about 2.80 acres (iii) finalization of regular lease in favour of the Institute for all the allotted land.

Seemandhara

Land has to be allotted by State Government for setting up a new IIT, NIT, IIM, IIIT.

AGENDA ITEM-4: MANDATORY ACCREDITATION

1.1 Assessment and Accreditation

Assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education to provide a common frame of reference for students and others to obtain credible information on academic quality across institutions thereby assisting student mobility across institutions, domestic as well as international.

Assessment is undertaken prior to the commencement of academic programmes in an Institution. Accreditation is undertaken after an institution attains certain years of existence(6yrs)/ passing out of specified number of batches(two batches), whichever is earlier.

1.2 Types of Accreditation

Worldwide, two types of accreditations are in place: one is the **Institutional accreditation** wherein quality of the Institution with reference to its competency to provide quality education is evaluated. In India, National Assessment and Accreditation Council, under the aegis of the University Grants Commission, undertakes this kind of quality assurance.

The other kind of accreditation is **program accreditation** which is in prevalence in technical education. In this type of accreditation the quality as well as relevance of a programme is specially assessed and evaluated during the process of accreditation. This is to ensure the employability of the graduates and ascertaining the skill as demanded by the profession. In India, National Board of Accreditation, under the aegis of All India Council for Technical Education, undertakes this kind of quality assurance.

1.3 Regulatory provisions for making mandatory assessment and accreditation of Higher Educational Institutions in India

(a)   The UGC has notified UGC(Mandatory Assessment and Accreditation of Higher Educational Institutions) Regulations, 2012 *(available at www.ugc.ac.in)*. The UGC Regulations, notified **on the 19ᵗʰ January, 2013** in the Gazette of India,stipulate mandatory assessment and accreditation of each Higher Educational Institution (HEI) after passing out of two batches or six years whichever is earlier and mandatory assessment prior to commencement of academic programmes. These Regulations apply to all universities established and / or incorporated by or under a Central Act, a Provincial Act or a State Act ; (b) all institutions declared by notification under Section 3 of the University Grants Commission Act to be deemed to be universities; and all colleges, including autonomous colleges.

HEIs so eligible, at the date of coming into force of the regulations, shall apply within a period of six months to the Accreditation Agency.

The UGC has notified the UGC (Mandatory Assessment and Accreditation of Higher Educational Institutions), Regulations, 2012 The Central Government has also conveyed its concurrence to the first amendment (*Annexure I*) to the Regulations and these have been sent to the Government Press for notification.

As per these Regulations, every Higher Educational Institution, intending to commence academic operations after 19ᵗʰ January, 2013, shall apply for assessment to the Assessment and Accreditation Agency at least six months before the commencement of its academic programmes. The Regulations specify the following:

-    **Period of validity and Reaccreditation**

The accreditation will be valid for a period of five years. It shall be mandatory for each accredited HEI to apply for Reaccreditation six months before the expiry of the five year period in accordance with the norms and procedures prescribed by the relevant Accreditation Agency.

-    **Assessment and Accreditation as Pre-requisites**

Assessment and Accreditation is mandatory for any institution, other than those under *de novo* category, intending to apply for deemed to be university status.

Assessment and Accreditation is also mandatory for recognition of any College or University under Section 2 (f) and Section 12B, respectively, of the UGC Act,1956.

The UGC has also decided that no Higher Educational Institution or its Faculties, Schools, Departments, Centres or any other units therein, by whatever name called, **shall be eligible for applying or receiving financial assistance from the Commission from 1ˢᵗ April, 2015 onwards, under any of its schemes without having undergone assessment and accreditation on or before 1ˢᵗ June, 2014.**

- **Penalties**

Where a HEI fails to comply with the Regulations, the Commission may, after providing reasonable opportunity to such Higher Educational Institution to be heard, impose any of the following penalties or any combination of such penalties on Higher Educational Institution, namely:

a)   Repeal of the notification in respect of such Higher Educational Institution from the list of Higher Educational Institution recognized under Section 12 B of the UGC Act;

b)   Recommending to the Central Government, where it is an institution deemed to be university, that the notification declaring such institution as an institution deemed to be university under section 3 of the Act, may be revoked;

c)   Proceed to take action against the Higher Educational Institution, where such Higher Educational Institution is a private university under the University Grants Commission (Establishment of and Maintenance of Standards in Private Universities) Regulations, 2003 as amended/modified from time to time.

d)   Withholding of all grants, where applicable, allocated to such Higher Educational Institution;

e)   Declaring such Higher Educational Institution to be ineligible for consideration for any assistance under any of the general or special assistance programmes of the Commission;

f)   Declaring, for the purpose of general information of the public, that the Higher Educational Institution is not an accredited institution, and cautioning potential candidates seeking admission to such Higher Educational Institution of the same, through various forms of the media including the website of the Commission.

These penalties may be in addition to the action taken by the Assessment and   Accreditation Agency.

(b)   The AICTE has also notified the Regulations for Mandatory Assessment and Accreditation of Technical Institutions.

1.4   Present status of Accreditation

The UGC has reported that there are 634 universities and 37204 colleges in the higher education sector as on 31/3/2013. Only 8929 colleges were recognized upto that date under Section 2 (f) of the UGC Act constituting 24% of total number of colleges. This pool of HEIs are serviced for accreditation purposes by either:

a) National Assessment and Accreditation Council (NAAC) for a score and grade based institutional assessment and accreditation and;
b) National Board of Accreditation for programme accreditation in Technical Institutions (the term "Technical lnstitution" as defined under AICTE Act).
c) Accreditation Committee of Bar Council of India.
d) National Accreditation Board of Medical Council of India.

1.5   Activities of NAAC, the largest Assessment and Accreditation Agency

Overall, NAAC has accredited 185 universities and 5,448 colleges in first cycle; 82 universities and 1536 colleges in second cycle and; 7 universities and 86 colleges in third cycle.

State-wise Universities Accredited by NAAC (*as on 05th May 2014*)

State/Union Territory Nos.		State/Union Territory Nos.	
⇒ Andhra Pradesh	18	⇒ Manipur	01
⇒ Arunachal Pradesh	01	⇒ Meghalaya	01
⇒ Assam	04	⇒ Mizoram	01
⇒ Bihar	03	⇒ Nagaland	01
⇒ Chhattisgarh	02	⇒ New Delhi	07
⇒ Goa	01	⇒ Orissa	06
⇒ Gujarat	09	⇒ Pondicherry	01
⇒ Haryana	03	⇒ Punjab	05

⇒ Himachal Pradesh	02	⇒ Rajasthan	09
⇒ Jammu and Kashmir	02	⇒ Tamil Nadu	27
⇒ Jharkhand	01	⇒ Tripura	01
⇒ Karnataka	14	⇒ Uttaranchal	05
⇒ Kerala	05	⇒ Uttar Pradesh	17
⇒ Maharashtra	23	⇒ West Bengal	07
⇒ Madhya Pradesh	08		
Total number of Universities 185			

State-wise Colleges Accredited by NAAC   (*as on 05th May 2014*)

State/Union Territory Nos.		State/Union Territory Nos.	
⇒ Andhra Pradesh	337	⇒ Manipur	14
⇒ Arunachal Pradesh	06	⇒ Meghalaya	11
⇒ Assam	194	⇒ Mizoram	19
⇒ Bihar	49	⇒ Nagaland	09
⇒ Chhattisgarh	47	⇒ New Delhi	14
⇒ Goa	20	⇒ Orissa	210
⇒ Daman	01	⇒ Puducherry	13
⇒ Gujarat	412	⇒ Punjab	213
⇒ Haryana	278	⇒ Rajasthan	190
⇒ Himachal Pradesh	40	⇒ Sikkim	02
⇒ Jammu and Kashmir	60	⇒ Tamil Nadu	529
⇒ Jharkhand	23	⇒ Tripura	05
⇒ Karnataka	561	⇒ Uttar Pradesh	448
⇒ Kerala	191	⇒ Uttarakhand	50
⇒ Madhya Pradesh	160	⇒ West Bengal	275
⇒ Maharashtra	1067		
Total number of Colleges 5448			

Second Cycle: 82 Universities and 1536 Colleges

Third Cycle: 7 Universities and 86 Colleges

The Guidelines of NAAC for accreditation are available on its website

1.6   Role of States in the regime of mandatory accreditation

In view of the provisions discussed in the previous chapters, the states have the following role in the regime of mandatory accreditation:

a) In the short term to monitor the State Higher Educational Institutions to undergo assessment and mandatory accreditation. Consequences of non-compliance are already detailed in the UGC Regulations.
b) In the medium term to adopt mandatory accreditation as one of the norms for deciding state funding / intervention in a particular State Higher Educational Institution.
c) In the long term to explore formation of credible Assessment and Accreditation Agencies. In this regard, required assistance can be extended by NAAC/ NBA. Funding can be extended through Rashtriya Uchchatar Shiksha Abhiyan(RUSA).
d) To ensure the regular functioning of the State Higher Education Council. This Council can be a key to ensure setting up and functioning of Assessment and Accreditation Agencies.

1.7   Recognition and standards of State Assessment & Accreditation Agencies

The Central Government has accorded approval to the UGC(Recognition and Monitoring of Assessment and Accreditation Agencies) Regulations, 2014 to regulate the work of Assessment and Accreditation Agencies by the UGC. The UGC is undertaking consequential action for notification of these regulations. Detailed requirements for Assessment and Accreditation Agencies (including State Quality Assurance Bodies) are being worked out by the UGC.

1.8   Structure of state Assessment and Accreditation Agencies-

The following requirements of State Assessment and Accreditation Agencies are indicative only and will be laid down in detail by the UGC:

• Registered as non-profit entity in respective State.
• Academically and financially an autonomous body.
• Follow the methodology, criteria and procedure developed by NAAC and NBA.
  Have Executive Committee(EC) with Director and support Staff.

- Members of the EC to include 5 academicians within the state and 5 outside the state.
- EC should have nominees of NAAC and UGC as ex-officio members
- Appellate body should be defined.
- Adequate office space and training infrastructure.

Each State Accreditation Agency should have a small number of Technical staff and support staff to enable processing of Self Study Reports/ Accreditation Reports and office upkeep. NAAC can provide necessary help in recruitment and training of staff of state QA body.

1.9   Supports from NAAC and NBA-

The NAAC and NBA can undertake following activities

- Develop guidelines and procedures for setting up new QA bodies at state and national level.
- Provide guidance and academic resources to new agencies about assessment and accreditation process.
- Facilitate national and international exposure to new QA bodies

The NAAC and NBA have already been requested by the Central Government to dedicate exclusive wings for providing support to State Assessment and Accreditation Agencies.

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AGENDA ITEM NO.5: TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME (TEQIP)

TEQIP (PHASE-II):

The second phase of TEQIP-II with the financial assistance from the World Bank is presently being implemented in 190 competitively selected engineering institutions from 20 States & 2 Union Territories to improve quality of Technical Education through institutional and systemic reforms.

The Project is being implemented as a "Centrally Sponsored Scheme" (CSS) with matching contribution from the State Governments and Union Territories. Duration of the project is for four years. Project commenced from August 2010 & shall end by December 2014.

PROJECT OBJECTIVES:

- o Strengthening Institutions to produce high quality engineers for better employability,
- o Scaling-up postgraduate education and demand-driven Research & Development and Innovation,
- o Establishing Centers of Excellence for focused applicable research,
- o Training of faculty for effective Teaching, and
- o Enhancing Institutional and System Management effectiveness.

PERFORMANCE ASSESSMENT INDICATORS:

- o Autonomy (obtained or applied for)
- o BoG in existence
- o MoM of BoG published on institution's website
- o Governance self review done
- o NBA accreditation (50% accredited + applied for)
- o Statutory audit completed
- o 1st round Performance audit & Data audit completed
- o MIS data entry consistent for 4 years
- o Actual expenditure (60% of 1st instalment)
- o Committed expenditure (100% of total funds received)

PERFORMANCE ASSESSMENT:

S. No.	Name of the State	No. of project institutions	No. of Indicators fulfilled				
			10	9	8	7	≤ 6
1	Andhra Pradesh	24	6	13	2	1	2
2	Bihar	2					2
3	Chhattisgarh	4				4	
4	Gujarat	7	1	1	5		
5	Haryana	6	1	3	1	1	
6	Himachal Pradesh	1	1				
7	Jharkhand	2	2				
8	Karnataka	19	11	8			
9	Kerala	19	19				
10	Madhya Pradesh	5	1	2	1		1
11	Maharashtra	17	10	4	3		
12	NCT-Delhi	1					1
13	Odisha	2	1			1	
14	Punjab	8	5	1			2
15	Rajasthan	9		3	2	2	3
16	Tamil Nadu	9	8	1			
17	Tripura	1					1
18	UT-Chandigarh	3	1	1		1	
19	UT-Puducherry	1	1				
20	Uttar Pradesh	7	3	2	2		
21	Uttarakhand	3	2	1			
22	West Bengal	15	12		3		

FUNDS RELEASED BY MHRD BUT NOT RELEASED BY THE STATE TO INSTITUTIONS:

S. No.	Name of the State	Date of Release by MHRD	Amount (in Cr.)	▪ Total amount (in Cr.)
1	Chhattisgarh	11.07.2012	1.72	1.72
2	Karnataka	11.02.2014	2.63	2.63
3	Odisha	27.02.2014	3.00	3.00
4	Punjab	28.02.2013	4.59	19.89
		16.08.2013	2.50	
		26.09.2013	10.18	
		04.11.2013	1.50	
		11.02.2014	1.12	
5	Rajasthan	27.02.2014	1.50	1.50
6	Uttar Pradesh	11.02.2014	2.25	2.25
Total		**Grand**		**30.99**

AGENDA ITEM NO. 6: COMMUNITY COLLEGES

The 12th Five year Plan Document has laid a special emphasis on expansion of skill-based programmes in higher education during this Plan period. It recommends setting up Community Colleges (CCs) to serve multiple needs of the community for its development. In order to increase employability amongst students pursuing higher education, a Committee of State Education Ministers was constituted in 2012 to suggest ways and means for implementation. The Committee gave a report on "Concept and Framework of Community College Scheme" which was presented in the conference of the State Education Ministers held in June, 2012. The report was unanimously accepted with a recommendation to operationalize the community college scheme in 200 existing institutions (Degree College/Polytechnics) on pilot basis from the academic year 2013-14. Accordingly a model scheme for community colleges was prepared which has been shared with States/UTs **(Annexure-I).**

2. **The salient features** of the community college scheme presently being introduced **on pilot basis** has been implemented through UGC (for Colleges) and AICTE (for Polytechnics) are as under:-

   (i) CCs would be established in the premises of existing college/polytechnic.

   (ii) Individuals CCs would impart training through recognized skill knowledge providers (SKPs)

   (iii) CCs will provide modular credit based courses with entry and exit flexibility.

   (iv) The courses so started by CCs should conform to the National Skill Qualification Framework (NSQF).

(v)　The courses/programmes/vocations would be based on the requirement of the local community

(vi)　The curricula of the vocations/programmes will include mix of academic and vocational skills and necessarily be aligned to National Occupational Standards (NOS) determined by employer-led sector skills council.

(vii)　The assessment of vocational skills and training will be done in accordance with the sector skills council.

3.　**Implementation status of the scheme:-**

(i) **CCs approved :-**

College by UGC	Polytechnics by AICTE	Total
98	96	194

(ii) **Funds released:-**

College by UGC	Polytechnics by AICTE	Total
34	72	106

(iii) **Courses started:-**

College by UGC	Polytechnics by AICTE	Total
24	26	50

A State/UT-wise statement showing number of Colleges/Polytechnics UGC/AICTE wise approved, funds released, and courses started is given in the **Annexure II**

Trades chosen by the colleges/polytechnics implementing the programme are in the field of retails, health care, tourism, hotel management & catering, food processing, automobiles refrigeration & air conditioning, software

development, repair of electrical & electronic equipment, mobile technology etc. UGC & AICTE have released Rs.741.00 lakh and Rs.3591.00 lakh to the colleges & polytechnics respectively. A total of 16,435 intake capacity has been created in this Community College.

The gap between the number of institutions approved as stated that the column 3(i) and actual course started as stated at column 3(iii) is due to the time taken by the institutions in selecting the SKPs and putting in place the appropriate infrastructure to began the course.

Model Scheme of Community College

1. Background

1.1 Education is not only fundamental to all-round human development, both material and spiritual but also it has an acculturating role in the society coupled with a feeding role in the economy – it is a unique investment in the present as well as in the future. Every country develops its own system of education to express and promote its unique socio-cultural identity besides meeting the challenges of time to cash on the existing potential opportunities. India, at present, is recognized as one of the younger nations in the world with over 50% of the population under the age of 30 years. It is estimated that by about 2025, India will have 25% of the world's total workforce. But beyond 2025, with increased life span the number of the aged will begin to increase substantially and therefore, the available window of opportunity is only between now and 2025. In order to harness the full demographic dividend, India needs an education system, which is of high quality, affordable, flexible and relevant to the individual as well as to the society in general and the economy in particular.

1.2 There is a great demand – supply mismatch in the country as the economy needs more 'skilled' workforce as also the managers and entrepreneurs than that produced annually. In fact, majority of the contemporary institutions of higher learning remain almost disconnected with the requirements of the workplace. The skill oriented courses

available in the market are not credible or fully acceptable to the employers. The traditional higher education system in the country is also rigid in terms of duration of courses, timings for teaching-learning, place of study and choice of subjects.

1.3   The 12th Five year Plan Document has also laid a special emphasis on expansion of skill-based programmes in higher education during this Plan. It recommends setting up Community Colleges to serve multiple needs, including (i) career oriented education and skills to students interested in directly entering the workforce; (ii) contracted training and education programmes for local employers; (iii) high-touch remedial education for secondary school graduates not ready to enroll in traditional colleges, giving them a path to transfer to three or four year institutions; and (iv) general interest courses to the community for personal development and interest. The Plan Document also states that community colleges would be located to afford easy access to underprivileged students and that, such colleges could either be established as affiliated colleges of universities governed or as entirely autonomous institutions.

1.4   The Community Colleges model, which exists worldwide in various forms, appears to broadly address the key concerns. Such colleges by and large are accessible to a large number of individuals of the community, offer low cost and high quality education locally, that encompasses both vocational skills development as well as more traditional coursework, thereby providing opportunities to the learners to move directly to the employment sector or move into the higher education sector. It offers a flexible and open education system, which also caters to community-

based life-long learning needs. It has a synergistic relationship between the community, community college, and the job market.

1.5   The idea of establishing such colleges in the country was unanimously endorsed in the State Education Ministers' Conference held on 22nd February 2012, and a Committee of 9 Education Ministers of States was constituted to finalize the concept and framework of the Community College scheme. The Committee, after wide consultations with all concerned, presented its Report to the Government which received the concurrence of the State Education Ministers in the conference held on 6th June 2012.

1.6   The Government of India has since accepted this report and decided to set up 200 Community Colleges on pilot basis from existing colleges /polytechnics so that they become functional from the academic session 2013. The State / UT wise allotment of these Community Colleges, as given in Annex 1, is broadly based on the proportion of the population of the States/UTs to the national population. Less populated States / UTs not qualifying for even one Community College have been allotted one. Hilly States have been allotted double the number of their entitlement on the basis of their population. In order to limit the number of Community Colleges to 200, the allotment of some bigger States like UP, Bihar, Maharashtra etc. has been reduced by one in comparison to their actual entitlement. The list of Colleges/Polytechnics identified by the States/UTs is given in Annex 2.

2.   Objectives of the scheme

The main objectives of the scheme are:

(i) to make higher education relevant to the learner and the community;

(ii) to integrate relevant skills into the higher education system;

(iii) to provide skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity;

(iv) to provide employable and certifiable skills with necessary general education to Senior Secondary school pass-outs not willing to join existing higher education system and also to school drop outs;

(v) to provide for up-gradation and certification of traditional / acquired skills of the learners irrespective of their qualification or age;

(vi) to provide opportunities for community–based life-long learning by offering courses of general interest to the community for personal development and interest;

(vii) to provide opportunity to move to higher education, including technical education programmes in future; and

(viii) to offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NVEQF level.

3.   Selection and Governance of Community Colleges

3.1   In order to become functional from the academic session 2013-14, the Community Colleges (CCs) would be hosted in the existing Colleges / Polytechnics. The number of CCs to be set up in a State/UT has already been communicated vide DO Letter No. 5-1/2012-DL dated 03/07/2012

from the Minister of Human Resource Development to his counterparts in the States / UTs. While selecting the host institution for the CC, preference was required to be given to its proximity to the local industry partners. Considering an Autonomous College as host institution of the CC may have added advantages for curriculum design, assessment, etc. Similarly, colleges which have been successfully offering Career Oriented Courses (COC) under the UGC scheme may also be considered on account of their similar experience. As the CC, conceptually, means an institution offering skill-oriented higher education, it can also be hosted in a department of the University. A University need not essentially have constituent or affiliated colleges for setting up a Community College. The CC can also be established in an Open University if it has a tie up with a registered Skill Knowledge Provider or a College or a Polytechnic or an ITI for acquisition of prescribed skills by the learners.

3.2 As the CCs would be hosted in the existing Colleges / Polytechnics, the States/UTs shall have to decide upon the governance structure of these CCs. These CCs may be continued to be governed either by the same mechanism as that of the host Colleges/ Polytechnics or by a separate management altogether or by a separate management under the control of the management of the host Colleges/ Polytechnics, depending upon the local need and the guidelines of the State/UT Governments in this regard. But it must have representatives from all stakeholders, particularly, the industry, which includes manufacturing, mining, services, agriculture and allied sectors and the certification body. For the purpose of brevity, henceforth the word "industry" will be used to signify all the sectors of the economy including manufacturing, mining, services, agriculture and allied sectors.

3.3   If any host institution of the CC does not have a Board of Management, then it should be constituted for effective governance of the CC which shall include representatives of the affiliating University / Technical Board, relevant Industries, their Associations / Professional Guilds, Local Bodies and State Government. The Principal of the CC shall be the Member-Secretary of the BoM and a representative from any of the partner industry as its Co-Chairperson. BoM shall meet at least once a month in the first year of operation of the Community College and thereafter as and when required, but at least once in three months.

3.4   The State / UT Governments should also ensure that each of these CCs shall have a Board of Studies (BoS). The BoS would have representatives from the College / Polytechnic, University to which the College is affiliated, partner industries, their associations / professional guilds, State Council of Vocational Training (SCVT) and the State Board/ Council/ Directorate of Technical Education. The Principal of the CC shall be the Chairperson, while the local head of one of the partner industry shall be the co-Chairperson. The BoS shall decide the programmes to be offered by the CC, depending upon the industry needs, and develop the curriculum in modular form in consultation with the partner industry.

4.   Programmes and Curricula in Community Colleges

4.1   In order to make education relevant and to create 'industry fit' skilled workforce, the CCs will have to be in constant dialogue with the industry, so that they are always updated on the requirements of the workforce of the local economy. These colleges should also preserve and promote the cultural heritage of the locality, be it the art, craft, handicraft, music, architecture or any such thing, through appropriately designed curriculum

with proper assurance of employment including self-employment and entrepreneurship development.

4.2 For the purpose of consultation with the industry at the national level, the National Skills Development Corporation (NSDC) is mandated to constitute Sector Skills Councils (SSCs) in various areas of economy. However, to meet the local requirement of the economy, States/UTs would have to devise a mechanism to develop the curricula to be transacted in these CCs in consultation with the industry, as well as the active socio-cultural organisations. This would call for representation of these organisations on academic and administrative bodies of the Community Colleges.

4.3 With a view to make the skill acquired by the learners acceptable nationally, the curricula and system of certification has to be done against a national standard. In order to facilitate offering of nationally standardized skill related programmes, the Government of India (Ministry of Human Resource Development) has already notified the National Vocational Education Qualifications Framework (NVEQF) on 3rd September 2012 (F.No. 1-4/2011- VE) which is available at *http://mhrd.gov.in.voc_eduu*. It is a nationally integrated education and competency-based skill framework that will provide for multiple pathways, both within vocational education and between general and vocational education, to link one level of learning to another higher level and enable learners to progress to higher levels from any starting point in the education and / or skill system. It will permit individuals to accumulate their knowledge and skills, and convert them through testing and certification by the competent authorities, into higher level of

certification, which could be a certificate or diploma or advanced diploma or PG diploma or a degree in common parlance.

4.4 The National Skill Development Corporation (NSDC) (http://nsdcindia.org) is mandated to constitute Sector Skill Councils (SSCs) with representatives from industry / employers to lay down the National Occupation Standards (NOSs) for each job role within identified skill sectors. Further, the SSCs would also be responsible for testing and certification of skills, thereby paving way for acceptance of the qualification by the industry across the country. It also provides that till the time SSCs lay down the NOSs, the All India Council for Technical Education (AICTE) and Central Board of Secondary Education (CBSE) / National Institute of Open Schooling (NIOS) would develop the model curriculum in consultation with the industry. AICTE has so far developed core curriculum for 12 sectors which is available on the website of the AICTE (www.aicte-india.org/). Using these standards as the model, the CC in consultation with the local partner industry may develop the curriculum under the overall guidance of the State School Boards/ Technical Education Board / Council/ Directorate/ Universities as the case may be. In case there is no model curriculum for a programme which is selected by a college, the State / UT Government may approach the AICTE / Board or Council of Technical Education / University for developing the model curriculum.

4.5 The CCs are to offer knowledge – skill mixed programmes of different durations depending on the need of the local industry leading to certification at various levels of the NVEQF. The vocational component of these programmes shall conform to the NVEQF and the general

education component shall conform to the University norms. Community Colleges would also offer opportunities for the recognition of prior skill and learning, and bridging the gap in skill and learning outcomes to facilitate certification in one of the levels of NVEQF.

4.6   The practical / hands-on portion of the vocational component of the curriculum shall be transacted normally in face to face mode. However, if due to the nature of the skill to be learnt, the industry prescribes its acquisition through blended or distance mode, then the same shall be followed. In a nutshell, the emphasis shall be on learning outcome and not the input and processes. The general aspect of the curriculum may be transacted in any mode without compromising on quality.

4.7   Skill component of the programmes/courses shall be employment oriented. The CCs shall offer Programmes/Courses in domain areas which have significant demand in the job market locally and also have firm assurance from the local employers, as far as possible.

4.8   The CCs will offer credit-based modular programmes, wherein banking of credit shall be permitted so as to enable multi exit and entry. This would enable the learner to seek employment after any level of certification and join back as and when feasible to upgrade her qualification / skill competency either to move higher in her job or in the higher educational system. This will also provide the learner an opportunity to move from vocational stream to general stream and vice versa subject to fulfilling the entry qualification. Certification of any level of the NVEQF will be the entry qualification for the next level of the NVEQF. The CCs would also offer bridge courses for facilitating

learners in acquiring level qualification of the NVEQF in the areas of deficiency.

4.9 The NVEQF is organized as a series of levels of competency/skills, arranged in ascending order from Recognition of Prior Learning (RPL) to research. NVEQF levels are defined in terms of learning outcomes i.e., the competencies which the learners must possess, regardless of whether they were acquired through formal, non-formal or informal education and training. Each level in NVEQF is described by a statement of learning known as a level descriptor as illustrated in Annexure 2 of the NVEQF executive order. The NVEQF level descriptors provide a broad indication of 'learning outcomes' that are appropriate to a specific qualification at that NVEQF level.

4.10 Recognition of Prior Learning (RPL): Currently, India's Vocational Education Training (VET) system has almost no system where the prior learning of someone who may have worked in the unorganized sector for decades is recognized and certified. This is specifically relevant to the diverse traditional occupations of the people in various parts of the country. Institutions with requisite experience will be authorized by the certifying body to conduct assessment for RPL. Objectives of RPL will be two fold: (i) recognition of prior learning or qualification acquired outside the learning path, and (ii) recognition of credits obtained through formal learning. This would lead to career progression and skill up-gradation of the learners as well as engagement of the experienced practioners as resource persons.

4.11 Although the levels are defined as learning outcomes but for the purpose of curriculum design the NVEQF has provided indicative hours for the

mix between vocation education and general education components at various levels. This is given in the following Table 1.

Table 1

Certification Level	Vocational / Skill Content in Hours	General Education / Theory Content in hours	Approx. percentage of Vocational Content in the overall content
1	200	800	20%
2	250	750	25%
3	350	650	35%
4	350	650	35%
5	400	600	40%
6	450	550	45%
7	700	300	70%

As is evident from the above table, at every level of the NVEQF, about 1,000 hours of learning is required, which is distributed between the vocational education and general education. A learner under this framework will have the opportunity to move from the general education stream to the vocational stream and vice versa. For example, if a learner has passed class 10 (i.e. Level-2 of NVEQF) in general education and wants to move to vocational education in class 11 (i.e. Level-3 of NVEQF), this mobility will be allowed if she meets the deficiency of vocational learning equivalent to 450 hours (200 hours of Level-1 plus 250 hours of Level-2). Similarly, a learner having passed class 10 in vocational education is deficient in general education by 450 hours. She

can move to the general education stream at class 11 level by doing 450 hours of general education. The Community College would offer bridge courses for such purposes. Deficiency in vocational (skill) learning can also be met through acquisition of credits from a registered Skill Knowledge Provider (SKP).

4.12 Relevancy of programmes offered, along with that of the curriculum is important. Therefore, monitoring, evaluation and updating of the curriculum needs to be done periodically in consultation with all stake holders, particularly the industry, keeping in view their requirements and changes in NOSs. The CCs shall incorporate this as a continuous and dynamic process in-built in their system.

4.13 The CCs would also offer short-term certificate programmes of various durations to the learners which would serve the life-long learning needs of the community.

5. Infrastructure and Faculty in Community Colleges

5.1 The CCs shall be operating in the identified buildings and premises of existing colleges and polytechnics. They may use industry sites and those of the approved "Skill Knowledge Providers" (SKPs) wherever possible for imparting necessary skills. Each CC needs to have adequate laboratory / workshop facilities for face-to-face delivery of skills curriculum and *hands-on* practice either owned or arranged through tie up with the partner industry or other institution recognized by the certification agency or AICTE. Therefore, the scheme does not provide any fund for infrastructure development. However it will fund procurement of equipment, if necessary.

5.2   In the CCs, the faculty would typically consist of a permanent core, who will teach general education component e.g. (language, mathematics, science, etc.) and a pool of guest / part-time faculty taken from either the industry or open market for imparting skills. The mix of permanent / part time / guest / adjunct faculty would be decided by the State Government and the CC depending on the local need and availability. The laboratory staff / instructors will be planned and approved by BoM, as per the need. If the existing faculty is over worked, then guest faculty may be engaged and their remuneration may be paid under this scheme at the locally prevalent rates. In no case such rate shall exceed the rate prescribed by the UGC / AICTE / Directorate of Technical Education. However, there will be no cap on the total payment to a particular faculty in a month.

5.3   The standard of knowledge and skills of the faculty and instructors also need continuous updating through appropriate training and exposure programmes in collaboration with the university, technical education institutes, and industry. The CCs should prepare guidelines for training / capacity building of faculty either on its own or in consultation with NITTTR / PSSCIVE or any other similar institution. The Open Resources portals may also be used for this purpose. Expenditure on teacher training will be admissible under this scheme. The four NITTTRs and PSSCIVE would be strengthened under this scheme to cater to the needs of curriculum development and training / capacity building of the teachers/ trainers.

6.   Admission, Fee and Scholarships

6.1   For admission to the programmes offered by the CCs, preference would be given to the learners living in the local community. Students seeking

admission at any level of NVEQF will have to have the certified qualification of the previous level. Reservation to SC, ST, OBC and PwD categories would be available as per the extant national / State policy. There shall be no age bar for admission in the Community Colleges.

6.2 Admissions may be done on a rolling basis depending on the duration of the programmes to facilitate a steady stream of learners joining the college and moving out as trained work force to the job market, during the year and not just once in a year.

6.3 As the programmes offered by the Community Colleges are credit based and modular in nature, there will be multi-entry and exit. The applicants seeking re-entry into the college should get preference in admission over the new applicants.

6.4 The CC shall decide the student fee policy in consultation with the State/UT Government taking into account the current fee structure for the undergraduate programs in the host institutions or as decided by State/University / Technical Board. Attempt should be made to recover part of the operating expenditure from the student fees. However, it is necessary to bear in mind that students opting for the skill based programs of the Community Colleges are not at a disadvantage vis-à-vis the students pursuing BA / BSc / B.Com in colleges or Diploma in Polytechnics. In order to motivate students to join CCs, scholarships @ Rs. 1,000/- per month shall be provided.

7. Assessment

7.1 Appropriate mechanism for assessment of the learners' progress towards acquisition of knowledge and skill may be adopted by the Community

Colleges in conformity with the norms of the certifying agency(ies), i.e. University/ School Board/ Technical Education Board/ Council, as the case may be. Partner industries may also be given a clear and well defined role in the assessment of the learners. The Community Colleges would also adopt and integrate the guidelines and recommendations of the respective SSCs for the assessment and evaluation of the vocational component, wherever available.

8.   Certification and awards

8.1   Award of Certificate, Diploma, Post Diploma, Advanced Diploma, Associate Degree, or Degree, as the case may be, would depend on acquisition of requisite credits as prescribed by the certification body and not on the duration of the calendar time spent in pursuing the course. An average student may acquire the qualification in the stipulated time frame, while a fast learner could do it earlier and a slow learner would take longer. The insistence should be on learning outcomes.

8.2   The certification agency for each level of NVEQF is given in Annexure – I of the notification dated 3.9.2012. Extract of the relevant portion of this is reproduced below in Table-2 for ready reference. Joint certification with SSC / industry as provided in the above table would entail assessment for skills by SSC / industry. The credits acquired by the learner in the assessment by the SSC /industry would be communicated to the respective awarding bodies, mentioned in Column-4 of this Table, for issuance of respective NVEQF Level Certificates.

Table 2

NVEQF Level	Case I (Polytechnic) Equivalence	Case II (University / College) Equivalence	Certifying Body
Col-1	*Col-2*	*Col-3*	*Col-4*
7	Advanced Diploma*	Bachelor's Degree**	*Board of Technical Education and SSC^ **University and SSC^
6		Associate Degree**	*Board of Technical Education / ** University and SSC^
5	Diploma*	Diploma – NVEQF Level-5	*Board of Technical Education and SSC^
4		Grade XII	School Board and SSC^
3		Grade XI	School Board and SSC^
2	Grade X	Grade X	School Board and SSC^
1	Grade IX	Grade IX	School Board and SSC^
RPL 2	Grade VIII	Grade VIII	NIOS/ State Open Schools and SSC^
RPL 1	Grade V	Grade V	NIOS/ State Open Schools and SSC^

Case I – if the Community College is housed in a polytechnic

Case II – if the Community College is housed in a college

RPL - Recognition of prior learning

10. Funding the Community Colleges

10.1 As the CCs are to function from an existing College / Polytechnic, the fund requirement will be limited to provision for additional faculty, both full time and part-time, their training / capacity building / skill upgradation, development of curriculum, laboratory / workshop facilities, consumables and scholarships to learners. The States should endeavour to involve the industry in the development of laboratories / workshops and

making available part-time faculties at the cost of the latter. However, this is only suggestive. The State may also evolve different modes of Public-Private-Partnership for funding the operations of these CCs. However, whatever expenditure is to be borne from the public exchequer (excluding the assistance from industry), on operationalising the CCs, shall be borne by the UGC in case of host institutions of the CC being colleges and by the AICTE in case of host institutions being polytechnics.

10.2   In order to avail the financial assistance from the UGC/AICTE, the States/ UTs and the Central Universities would submit their proposal to the Deputy Secretary (Community Colleges), Department of Higher education, Ministry of HRD, in the prescribed Proforma given at Annexure 3. This is the same proforma shared with the States/UTs/CUs vide DO letter dt. 19.02.2013.

10.3   While submitting the proposal, the State / UT Government would make sure that every host College / Polytechnic prepares its proposal taking into account the local situation and the needs. The financial requirement of the States/UTs would be the aggregated requirement of all the colleges/polytechnics. The proposal received from the States/UTs would be forwarded to the nodal officers of the UGC/AICTE for getting them examined through a Committee of technical experts and approval by the competent authority in the UGC/AICTE.

10.4   Funding for each CC shall be determined by the competent authority, on the basis of the proposal and the financial requirements submitted by the States/UTs, in the prescribed proforma annexed as Annex 3.

10.5   After the approval of the competent authority, grant would be released to the Principals of the host Colleges/Universities and the Polytechnics/ITIs,

by the UGC and the AICTE, respectively, with a copy to the Ministry and the respective State / UT Government for information and monitoring.

10.6 The Principal of the CC shall open a separate bank account for incurring expenditure on CC related activities. The Grant-in-Aid would be released by the UGC / AICTE directly into this bank account through e-payment. Each of the CC shall submit authorization certificate in prescribed format given at Annex 4 for receiving e-payments directly in their bank account. Interest earned on the grant, fees collected or any other income shall be reflected as receipts under the recurring head of the grants-in-aid and would be treated as the additional resource to be adjusted against the next instalment due.

10.7 The annual Grant approved by the competent authority would be released to the CC in two equal instalments for which the procedure will be laid down by the UGC / AICTE.

10.8 Each CC shall furnish Utilisation Certificates (UCs), Statement of Accounts (SOAs) and any other documents as may be prescribed by UGC/AICTE.

11. Monitoring and review of performance of the Community Colleges

11.1 Every CC shall prepare a schedule of activities along with time lines to ensure that it becomes operational from the academic session 2013-14. While the Principal will be responsible for time bound achievement of the milestones, the Board of Management (BoM) of the CC would monitor its progress on a monthly basis initially, and thereafter quarterly. The review report of the BoM shall be submitted to the State Level Steering Committee.

11.2 The States/UTs Government shall constitute a broad-based State Level Steering Committee (SLSC) under the chairpersonship of the Chief Secretary and having representation from all stakeholders, viz. Universities / Colleges, State Departments of Agriculture, Industry, Labour, Finance, Higher/Technical Education and other program related Departments, associations of industry, State Directorate / Board / Council of Technical Education, etc., to co-ordinate between various departments/agencies to facilitate the timely completion of various preparatory activities of the CCs. The Principal Secretary / Secretary of the nodal department (i.e. Higher Education or the Technical Education, as the case may be, would be the member-secretary of the SLSC. In the first year of implementation, it would be advisable to hold at least one monitoring meeting every quarter. The review report of the SLSC shall be submitted to the AICTE, UGC and the Joint Secretary (CU & L), Department of Higher Education, Ministry of HRD, Government of India.

11.3 The UGC/AICTE would evolve an effective mechanism for periodic monitoring of implementation of the scheme by the States / UT / Central Universities. It will also arrange for concurrent review of the functioning and efficacy of the CC in terms of the stated objectives.

State-wise position of community college   Annexure II

S. No	Name of the State	Number of Community Colleges Allotted	AICTE			UGC		
			CCs approved	Funds released	Courses Started	CCs approved	Funds released	Courses Started
1.	ANDHRA PRADESH	12	7	7	6	1		1
2.	ARUNACHAL PRADESH	2	1	1	1	1	1	1
3.	ASSAM	6	6	6	2	1	1	
4.	BIHAR	15				14	8	12
5.	CHHATTISGARH	4	2	2				
6.	GOA	1	1	1				
7.	GUJARAT	9						
8.	HARYANA	4	2	2		1	1	
9.	HIMACHAL PRADESH	2	1	1				
10.	JAMMU & KASHMIR	2						
11.	JHARKHAND	5	1	1		2	1	
12.	KARNATAKA	9	1	1	1	9	4	2
13.	KERALA	5	5	5		5	2	
14.	MADHYA PRADESH	11	4	4		1	1	
15.	MAHARASHTRA	16	9	9	6	4	1	2
16.	MANIPUR	2				1		
17.	MEGHALAYA	2	2	2	1			
18.	MIZORAM	2				1		
19.	NAGALAND	2	3	3		2	2	1
20.	ODISHA	7				7	3	
21.	PUNJAB	4	2	2	1	2		
22.	RAJASTHAN	9				1	1	1
23.	SIKKIM	2	2	2	2			
24.	TAMILNADU	11	6	6	4			
25.	TRIPURA	2						
26.	UTTARAKHAND	2	9	9		1	1	
27.	UTTAR PRADESH	31	1	1		2	2	1
28.	WEST BENGAL	13	7	7	2	6	5	2
	UTs							
1.	ANDAMAN & NICOBAR ISLANDS	1						
2.	CHANDIGARH	1				1		
3.	DADRA & NAGAR HAVELI	1						
4.	DAMAN & DIU	1						
5.	DELHI	2						
6.	LAKSHDWEEP	1						
7.	PUDUCHERRY	1				3		1
	Total	**200**	**72+26*(98)**	**72**	**26**	**66+30**(96)**	**34**	**24**

*26 more CCs approved by AICTE after 01.04.2014

**30 more CCs approved by UGC after 01.04.2014

AGENDA ITEM NO.7 : SUB-MISSION ON POLYTECHNICS

The Sub-Mission on Polytechnics in the XII Plan has a budgetary provision of Rs. 1800 crore.

The Sub-Mission on Polytechnics, inter-alia, has the following components:

1. SETTING UP OF NEW POLYTECHNICS

Under this component of the Sub-Mission, 300 polytechnics were planned to be set up in unserved / underserved districts of the country with central financial assistance @ Rs. 12.30 crore per polytechnic. A budget outlay of Rs. 3690.00 crore was provided in XI Plan. Presently 291 polytechnics have been sanctioned a total of Rs. 2113.69 crore under this scheme till 31.03.2014. In the case of the remaining 9 polytechnics, the concerned State Governments have not provided any consent for providing land and meeting recurring expenditure. Out of the 291 polytechnics for which grants have been released, 61 have since been operationalised till 31.3.2014.

Establishment of new polytechnic (from highest to lowest)

(Rs. In crore)

Sl. No.	Name of the state	No. of polytechnic		Amount approved	Amount released	Remarks
		Sanctioned	Operationalized			
1)	Uttar Pradesh	41	6	504.30	411.71	
2)	Bihar	34	1	418.20	220.59	• Delay in procurement because of tendering system being followed by Polytechnics.
3)	Odisha	22	-	270.60	181.47	
4)	Assam	21	-	258.30	67.00	
5)	Madhya Pradesh	21	-	258.30	196.60	
6)	Jammu & Kashmir	18	18	221.40	160.48	• Non-receipt of UCs.
7)	Jharkhand	17	-	209.10	119.47	
8)	Rajasthan	15	10	184.50	150.12	
9)	Arunachal Pradesh	14	-	172.20	86.47	• Physical Progress Report not received quarterly as asked for.
10)	Chhattisgarh	11	-	135.30	22.47	
11)	West Bengal	11	-	135.30	57.62	
12)	Nagaland	8	-	98.40	37.25	
13)	Manipur	8	-	98.40	16.24	• Construction delays.
14)	Haryana	7	2	86.10	31.24	
15)	Punjab	7	7	86.10	70.00	
16)	Tamil Nadu	7	7	86.10	86.10	• Delay in release of funds by State treasury to beneficiary Polytechnics.
17)	Mizoram	6	-	73.80	36.24	
18)	Delhi	5	-	61.50	0.00	
19)	Gujarat	5	-	61.50	32.12	
20)	Himachal	5	5	61.50	35.12	

	Pradesh				
21)	Meghalaya	4	-	49.20	8.13
22)	Tripura	3	1	36.90	30.12
23)	Sikkim	2	-	24.60	16.13
24)	Andaman Nicobar	2	-	24.60	0.00
25)	Maharashtra	2	2	24.60	22.00
26)	Uttrakhand	1	1	12.30	7.00
27)	Andhra Pradesh	1	1	12.30	8.00
28)	Lakhsa Dweep	1	-	12.30	2.00
29)	Daman and Diu	1	-	12.30	2.00
	Grand Total		**61**	**3690.00**	**2113.69**

2. STRENGTHENING OF EXISTING POLYTECHNICS

Under this component of the scheme, it was proposed to upgrade infrastructure facilities of existing diploma level public funded polytechnics. Laboratories and workshops were proposed to be modernized by procurement of modern equipment and renewal of obsolete equipments, providing modern facilities for application of IT in teaching learning and testing process, etc. Financial assistance subject to a maximum of Rs. 2.00 crore per polytechnic is being provided to 500 such polytechnics. So far partial financial assistance of Rs. 454.70 crore has been released under this scheme till 31.03.2014.

Strengthening of existing polytechnic

(Rs. In crore)

Sl. No.	Name of the state	No. of polytechnic taken up for up-gradation	Amount approved	Amount released	Remarks
1)	Uttar Pradesh	57	70.92	51.40	
2)	Andhra Pradesh	57	82.66	44.00	
3)	Kerala	48	79.28	59.70	
4)	West Bengal	37	57.62	27.70	
5)	Karnataka	36	64.99	29.00	
6)	Madhya Pradesh	31	43.84	20.40	• Delay in procurement because of tendering system being followed by Polytechnics.
7)	Maharashtra	30	51.15	33.90	
8)	Rajasthan	21	22.17	13.90	
9)	Tamil Nadu	21	33.61	23.30	
10)	Gujarat	19	37.25	27.90	
11)	Uttarakhand	19	28.97	20.40	
12)	Punjab	17	26.07	14.20	
13)	Jharkhand	13	19.60	13.90	
14)	Haryana	12	22.35	7.80	• Non-receipt of UCs.
15)	Chhattisgarh	12	17.95	10.20	
16)	Bihar	12	0.00	1.80	

17)	Odisha	11	18.24	6.30	• Physical Progress Report not received quarterly as asked for.
18)	Assam	9	16.15	12.10	
19)	Himachal Pradesh	9	14.82	11.10	
20)	Jammu and Kashmir	6	10.36	7.70	
21)	Goa	4	8.00	4.70	
22)	Nagaland	3	4.25	3.20	
23)	Puducherry	3	5.49	1.70	• Construction delays.
24)	Sikkim	2	1.86	1.40	
25)	Meghalaya	2	1.10	0.30	
26)	Tripura	2	3.81	0.40	
27)	Chandigarh	2	4.00	1.60	• Delay in release of funds by State treasury to beneficiary Polytechnics
28)	Arunachal Pradesh	1	2.00	1.50	
29)	Manipur	1	2.00	0.20	
30)	Andaman & Nicobar Islands	1	0.00	0.10	
31)	Daman and Diu	1	2.00	1.50	
32)	Dadar and Nagar Haveli	1	1.90	1.40	
Grand Total			**754.41**	**454.70**	

3.   CONSTRUCTION OF WOMEN'S HOSTELS IN POLYTECHNICS

In order to enhance women enrolment in polytechnic education, the Scheme of Construction of Women's Hostels envisages a one-time financial assistance subject to a maximum of Rs.1.00 crore for each polytechnic, to be provided to 500 existing AICTE approved Government / Government aided Polytechnics for the construction of women's hostel in polytechnics. 496 Polytechnics have been provided partial financial assistance of Rs. 343.30 crore under the Scheme till 31.03.2014. Till 31.3.2014, 114 women's hostels have been operationalised and the construction work is in progress in remaining polytechnics.

Construction of hostels for girl students

(Rs. In crore)

Sl. No.	Name of the state	No. of hostels		Amount approved	Amount released	Remarks
		Approved	Operati-onalized			
						• Delay in procurement because of tendering system being followed by Polytechnics.
1)	Karnataka	57	20	57.00	43.60	
2)	Uttar Pradesh	53	4	53.00	42.60	
3)	Andhra Pradesh	46	14	46.00	30.90	
4)	Kerala	41	15	41.00	27.80	
5)	Madhya Pradesh	38	-	38.00	29.40	
6)	Maharashtra	34	1	34.00	18.90	
7)	West Bengal	27	2	27.00	21.30	• Non-receipt of UCs.
8)	Uttarakhand	25	5	25.00	20.30	
9)	Tamil Nadu	24	11	24.00	17.70	

10)	Rajasthan	26	15	26.00	22.30
11)	Gujarat	19	4	19.00	11.00
12)	Jharkhand	14	-	14.00	7.00
13)	Odisha	13	6	13.00	11.00
14)	Bihar	13	3	13.00	4.70
15)	Haryana	11	9	11.00	7.40
16)	Chhattisgarh	10	-	10.00	2.70
17)	Assam	9	-	9.00	3.60
18)	Himachal Pradesh	9	1	9.00	3.90
19)	Jammu & Kashmir	6	-	6.00	4.70
20)	Punjab	6	-	6.00	3.30
21)	Nagaland	3	3	3.00	2.70
22)	Sikkim	2	-	2.00	1.00
23)	Tripura	2	-	2.00	0.40
24)	Mizoram	2	-	2.00	1.80
25)	Chandigarh	1	-	1.00	0.20
26)	Dadar and Nagar Haveli	1	-	1.00	0.20
27)	Andaman Nicobar	1	-	1.00	0.90
28)	Arunachal Pradesh	1	1	1.00	0.90
29)	Manipur	1	-	1.00	0.20
30)	Puducherry	1	-	1.00	0.90
	Grand Total		**114**	**496.00**	**343.30**

- Physical Progress Report not received quarterly as asked for.

- Construction delays.

- Delay in release of funds by State treasury to beneficiary Polytechnics.

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AGENDA IEM NO. 8: DIRECT TRANSFER OF SCHOLARSHIPS / FELLOWSHIPS

Central Sector Scheme of Scholarship for College and University Students

Brief Objective:- The objective of the scheme is to provide financial assistance to meritorious students from poor families to meet a part of their day-to-day expenses while pursuing higher studies. The Scheme is being implemented since 2008-09.

Scheme Features

- Financial assistance is provided to meritorious students who are above 80th percentile of successful candidates in the relevant stream for a particular Board of Examination, in class Xll and, pursuing regular courses and having family income of less than Rs 6 lakh per annum.
- 82000 fresh scholarships is provided per annum (41000 for boys and 41000 for girls)
- Scholarship amount Rs. 1000/- per month for the first three years of college and university courses and Rs. 2000/- per month in the 4th and 5th year for PG and Professional course . Scholarships paid for 10 months in an academic year.
- Scholarships has been divided amongst the State Education Boards/CBSE / ICSE

Implementing Agency

The State Education Board plays a pivotal role in the implementation of the scheme . It finalizes the list of students based on the eligibility criteria and the same is forwarded to the Scholarship division for release of scholarship.

Disbursement of Scholarship prior to introduction of Direct Benefit Transfer Scheme (DBT):

On the basis of proposals received from the State Education Boards, the scholarship amount was released to the Boards, who in turn disbursed the amount to the beneficiaries. The details of the scholarship along with the status with regard to the pending utilization certificate, given prior to Direct Benefit Transfer Scheme (DBT) i.e. from 1.4.2008 to 31.12.2012 is at **Annexure-I**. Utilization Certificate has been received from only 11 State Education Boards.

Introduction of Direct Benefit Transfer (DBT) Scheme:

The Central Sector Scheme of Scholarship for College and University Students is one of the Schemes covered under the Direct Benefit Transfer (DBT) Scheme. The payment under the DBT Scheme is presently being made through the following two modes, namely, (i) National Electronic Fund Transfer (NEFT) and (ii) Central Plan Scheme Monitoring System (CPSMS) (now Public Finance Management System-PFMS). The CPSMS is a Web Based Transaction System, which has been designed for proper accounting and fund management. It also offers complete end to end requirements of payments to individual beneficiaries.

DBT has resulted in speeding up payments, removing leakages, and enhancing financial inclusion.

State Education Board-wise, Number of Beneficiaries along with the scholarships disbursed under DBT for the period 1.1.2013 to 10.6.2014 is at **Annexure-II:**

Fresh Scholarship for Academic year 2013-14

State-wise quota allotted along with the Fresh scholarship disbursed for the Academic Year 2013-14 is at **Annexure-III**. The observations with regard to State's performance are:

- Around 50% of the total scholarship quota is utilized
- The State Education Boards of Andhra Pradesh, Haryana, J&K, Kerala, Manipur, Punjab, Tamil Nadu, Uttrakhand, Puducherry, Tripura and Madhya Pradesh have been able to utilize full/ maximum quota.
- CBSE, Assam, Chhattisgarh, Gujarat, Himachal Pradesh, Maharashtra, Meghalaya Orissa and Uttar Pradesh have utilized around 50 % of their quota.
- Bihar, Jharkhand, Karnataka, Mizoram, Nagaland, Rajasthan and West Bengal have nil utilization as they have not sent their proposal for fresh scholarship.

Central Plan Scheme Monitoring System (CPSMS)

This Ministry impressed upon all the State Governments to utilize the facilities of the CPSMS Portal. This Ministry also facilitated all the State Governments in appointment of

Contributor and Verifier and also in getting Digital Signatures to enable them to upload their data on the CPSMS Portal. All the states have appointed Contributor and Verifier and obtained Digital Signatures. A Training Programme for officials of State Education Boards on CPSMS was held on 4.10.2013 at the Institute of Secretariat Training & Management (ISTM), New Delhi.

Under the Direct Benefit Transfer (DBT) Scheme with effect from **1.1.2013 to 10.6.2014**, scholarships amounting to **Rs. 140.53 crore** (NEFT- Rs.96.32 crore, CPSMS- Rs.44.21 crore) were disbursed to **1,21,657 students** directly into their bank accounts **.**

From 1st November, 2013, all the State Education Boards were required to upload the digitized eligibility lists through CPSMS. Till 31st March, 2014, 28092 scholarships have been disbursed through CPSMS mode. Out of which 6570 scholarship were disbursed through Adhaar Payment Bridge (APB) mode and 21522 scholarships through Non-APB mode direct into the bank accounts of the beneficiaries.

Proposed amendments in the Scheme with regards to reservation norms

The reservation for SCs and STs students is provided on Central Government norms. It has been observed that the funds provided for reserved categories are underutilized and one of the reasons attributed to this is that the number of scholarship in the respective reserved category is not enough to cover the candidates in proportion to their population in States. A draft CCEA note has accordingly been circulated to amend this position and adopt the norms laid down for reservation for Scheduled Castes and Scheduled Tribes in case of direct recruitment to Group 'C' and 'D' posts normally attracting candidates from a locality or a region which would rationalize the reservation as per state norms. States Governments have been requested to give their views, however the same is awaited from all except Tripura.

Issues

- There is a wide gap between the allotted quota earmarked to each State versus actual utilization of scholarship.
- States namely Bihar, Jharkhand, Karnataka, Mizoram, Nagaland, Rajasthan and West Bengal have not sent list of eligible students for the Academic Year 2013-14

- With regards to renewal scholarship, the process needs to be expedited by the Boards.
- State should facilitate and encourage students to obtain Aadhaar number and create awareness among the students to seed their bank account with the Aadhaar number.
- States should take-up preparatory work of processing fresh scholarship for 2014-15 so that fresh scholarship is released on time.
- There are other lucrative scholarship Scheme for SC & ST category students run by other Ministries/Departments and the students belonging to SC/ST categories prefer to avail the benefits of those Schemes, thereby become ineligible for the benefits under the Scheme.
- Utilization certificates is pending from 18 State Education Boards.

Way Forward

- States need to be proactive.
- States to take up wide publicity about the Scheme.
- Strengthening of the State machinery to handle the Scheme effectively.
- Concerted efforts need to be made by the State Government for full utilization of their quota and also the renewal scholarship.
- State to expedite their response on proposed modification on reservation quota.
- States to suggest measures to improve the reach of the scholarship scheme.

	NUMBER OF BENEFICIARIES UNDER CENTRAL SECTOR SCHEME OF SCHOLARSHIP FOR COLLEGE AND UNIVERSITY STUDENTS							
Sr. No.	State / Board	Allotted Quota (per year)	2008-09 Fresh	2009-10 (Fresh + Renewals)	2010-11 (Fresh + Renewals)	2011-12 (Fresh + Renewals)	December 2012 (Fresh + Renewals)	Remarks
1	CBSE	6853	4835	11685	14972	19624	9045	UC received
2	CISCE	577	291	648	648	712	250	**UC Not received**
3	Andhra Pradesh	6097	5246	10504	16601	27889	18042	UC received
4	Assam	2002	128	404	571	1180	470	UC received
5	Bihar	5624	2	53	256	406	406	**UC Not received**
6	Chhattisgarh	1387	201	201	712	4975	2461	**UC Not received**
7	Goa	113	80	163	256	422	269	**UC Not received**
8	Gujarat	3944	3883	7280	10408	16336	8799	**UC Not received**
9	Haryana	1591	1591	3014	4533	7392	4733	**UC Not received**
10	Himachal Pradesh	461	230	691	1109	1721	1095	UC received
11	J&K	768	6	43	107	128	128	**UC Not received**
12	Jharkhand	1878	19	19	1123	2208	1109	**UC Not received**
13	Karnataka	4237	3794	7358	10190	17433	10539	**UC Not received**
14	Kerala	2324	1536	3860	6184	11620	5203	**UC Not received**
15	Maharashtra	7417	911	1916	3081	6851	6639	**UC Not received**
16	Madhya Pradesh	4299	2558	5201	7722	13172	7494	UC received
17	Manipur	181	21	43	43	44	0	UC received
18	Meghalaya	166	26	44	44	140	33	UC received
19	Mizoram	75	3	4	15	27	4	**UC Not received**
20	Nagaland	176	2	13	27	152	110	UC received
21	Orissa	2736	157	239	836	1326	1194	**UC Not received**
22	Punjab	1902	678	1510	2673	5402	2921	**UC Not received**
23	Rajasthan	3978	1167	5145	9123	19448	11038	UC received
24	Tamil Nadu	4883	4883	8469	11697	16906	8750	**UC Not received**
25	Tripura	236	75	218	218	703	236	**UC Not received**
26	Uttar Pradesh	11460	39	1516	6839	6639	2254	UC received
27	Uttrakhand	616	158	187	374	826	936	UC received
28	West Bengal	5941	2088	5671	11342	24153	9346	**UC Not received**
29	Puducherry	78	0	0	0	0	0	**UC Not received**
Total Beneficiaries: -		**82000**	**34608**	**76099**	**121704**	**207835**	**113504**	

(From 2010-11 to December 2012, lump-sum funds were made available to the States for want of the eligibility list.)

	NUMBER OF BENEFICIARIES UNTER THE CSSS FOR COLLEGE & UNIVERSITY STUDENTS DURING THE DBT PERIOD			
Sr. No.	State / Board	01-01-2013 to 31-03-2013	2013-14 (Fresh + Renewals)	2014-15 (Fresh+Renewals) up to 10.6.2014
1	CBSE	3916	7662	228
2	CISCE	61	32	0
3	Andhra Pradesh	7341	11222	638
4	Assam	470	1031	207
5	Bihar	0	0	0
6	Chhattisgarh	0	575	600
7	Goa	122	192	0
8	Gujarat	3125	1757	1111
9	Haryana	464	3857	269
10	Himachal Pradesh	320	271	0
11	J&K	0	851	637
12	Jharkhand	5	1	0
13	Karnataka	4144	3257	0
14	Kerala	2324	2991	2309
15	Maharashtra	2692	4319	3047
16	Madhya Pradesh	2769	3903	2640
17	Manipur	0	210	0
18	Meghalaya	33	57	0
19	Mizoram	4	3	0
20	Nagaland	110	7	0
21	Orissa	0	2108	0
22	Punjab	1304	1982	1371
23	Rajasthan	3978	2919	0
24	Tamil Nadu	1600	1509	10823
25	Tripura	236	506	66
26	Uttar Pradesh	1103	5764	608
27	Uttrakhand	0	906	39
28	West Bengal	0	2730	0
29	Puducherry	0	0	336
Total Beneficiaries: -		36121	60622	24929
Amount Disbursed during 2012-13 (01-01-2013 to 31.03.2013) Rs.39.88 crore				
Amount Disbursed during 2013-14 (01-04-2013 to 31-03-2014) Rs.71.82 crore				
Amount Disbursed during 2014-15 (01-04-2014 to 10-06-2014) Rs.28.82 crore				

Central Sector Scheme of Scholarship for College and University Students, Fresh Scholarship for Academic year 2013-14			
Sr. No.	State	Allotted Quota (per year)	No. of Scholarship Fresh 2013-14
1	CBSE *	6853	4385
2	ICSE	577	18
3	Andhra Pradesh	6097	5921
4	Assam	2002	1022
5	Bihar	5624	0
6	Chattisgarh	1387	928
7	Goa	113	98
8	Gujarat	3944	2713
9	Haryana	1591	1591
10	Himachal Pradesh	461	226
11	J&K	768	742
12	Jharkhand	1878	0
13	Karnataka	4237	0
14	Kerala	2324	2309
15	Maharashtra	7417	4720
16	Madhya Pradesh	4299	3947
17	Manipur	181	181
18	Meghalaya	166	49
19	Mizoram	75	0
20	Nagaland	176	0
21	Orissa	2736	2322
22	Punjab	1902	1813
23	Rajasthan	3978	0
24	Tamil Nadu	4883	4883
25	Tripura	236	236
26	Uttar Pradesh	11460	4673
27	Uttarakhand	616	603
28	West Bengal	5941	0
29	Puducherry	78	78
	Total: -	**82000**	**43458**
Note:- (i) * under CBSE the quota earmarked for Auranchal Pradesh, Delhi, Sikkim, A&N, Chandigarh, Dadra & Nagar Haveli, Daman & Diu, and Lakshadweep are included			

DIRECT TRANSFER OF SCHOLARSHIPS / FELLOWSHIPS

➢ Department of Higher Education is having following Centrally Sponsored Schemes amenable to Direct Benefits Transfer (DBT):-

   a) Scholarship to Universities/ College students
   b) Fellowship schemes of University Grant Commission (UGC)
   c) Fellowship schemes of All India Council for Technical Education (AICTE)

➢ Beneficiaries of Scholarships/ Fellowships schemes are selected through a process, therefore, department has all the details of beneficiaries like name, address, bank accounts etc.

➢ As for Department of Higher Education is concerned, Scholarships/ Fellowships are being released directly into the account of students through-out the country and not limited to 121 pilot districts.

➢ To smoothen the functioning of the schemes, meetings/training sessions were arranged in which representatives of Ministry, Controller General of Accounts, NIC, UGC, AICTE, State co-ordinators/District co-ordinators, Nodal Officers etc. participated.

(i)   Scholarship for College and University Students

The Scholarship Division of the Department of Higher Education is operating the Central Sector Scheme of Scholarship for College and University Students. Under the Scheme, digitized lists of eligible students are prepared by the State Education Boards and uploaded through CPSMS and transmitted to the Implementing Divisions along with Digital Signature.

All the State Education Boards are registered with CPSMS, **except Tamil Nadu.**

Issues

• There is a wide gap between the allotted quota earmarked to each State versus actual utilization of scholarship.

- States namely Bihar, Jharkhand, Karnataka, Mizoram, Nagaland, Rajasthan and West Bengal have not sent list of eligible students for the Academic Year 2013-14
- With regards to renewal scholarship, the process needs to be expedited by the Boards.
- State should facilitate and encourage students to obtain Aadhaar number and create awareness among the students to seed their bank account with the Aadhaar number.
- States should take-up preparatory work of processing fresh scholarship for 2014-15 so that fresh scholarship is released on time.
- There are other lucrative scholarship Scheme for SC & ST category students run by other Ministries/Departments and the students belonging to SC/ST categories prefer to avail the benefits of those Schemes, thereby become ineligible for the benefits under the Scheme.
- Utilization certificates are pending from 18 State Education Boards.

Way Forward

- States need to be proactive.
- States to take up wide publicity about the Scheme.
- Strengthening of the State machinery to handle the Scheme effectively.
- Concerted efforts need to be made by the State Government for full utilization of their quota and also the renewal scholarship.
- State to expedite their response on proposed modification on reservation quota.
- States to suggest measures to improve the reach of the scholarship scheme.

(ii) **Fellowship schemes implemented by University Grant Commission (UGC)**

The UGC is implementing the following schemes under Direct Benefit Transfer [DBT]. Presently, payment of grant in respect of selected candidates is being made directly through e-payment by Canara Bank based on agreement [MoU] made between UGC and Canara Bank:-

1. **Rajiv Gandhi National Fellowship for SC Candidates - [Inception -2005]** [Entrusted & funded by Ministry of Social Justice & Empowerment, Govt. Of India, New Delhi]

2. **Rajiv Gandhi National Fellowship for ST Candidates -[Inception -2005]**

[Entrusted & funded by Ministry of Tribal Affairs, Govt. Of India, New Delhi]

3. **Maulana Azad National Fellowship for Minority Students-[Inception - 2009]**
    [Entrusted & funded by Ministry of Minority Affairs, Govt. Of India, New Delhi]

4. **Post Doctoral Fellowship for SC/ST Candidates -[Inception -2006]**
    [Entrusted & funded by Ministry of Human Resource Development, Govt. Of India, New Delhi]

5. **P.G. Scholarship for Professional Courses for SC/ST Candidates-[Inception -2006]**
    [Entrusted & funded by Ministry of Human Resource Development, Govt. Of India, New Delhi]

6. **P.G. Indira Gandhi Scholarship for Single Girl Child-[Inception -2006]**
    [Entrusted & funded by Ministry of Human Resource Development, Govt. Of India, New Delhi]

7. **P.G. Scholarship for University Rank Holders--[Inception -2006]**
    [Entrusted & funded by Ministry of Human Resource Development, Govt. Of India, New Delhi]

(iii) Fellowship Scheme of All India Council for Technical Education (AICTE)

AICTE has only one fellowship scheme viz., 'PG Scholarship Scheme' for engineering students who have qualified GATE. There are about 29000 beneficiaries. All the beneficiaries have Bank Accounts and Scholarship amount is released by way of DBT to students through PFMS.

AGENDA ITEM NO. 9: ALL INDIA SURVEY ON HIGHER EDUCATION

All India Survey on Higher Education (AISHE) initiated in 2011 in which data for the year 2010-11 was collected. The survey was utmost necessary as none of the source of data on Higher education gave complete picture of higher education in the country. Also, there were many important parameters on which data is required for policy making but either no data was available or incomplete data was available. For the first time all the major Stakeholders in Higher Education such as Medical Council of India, University Grants Commissions, All India Council for Technical Education as well as State Governments have participated in for the data collection exercise. The entire survey was conducted through electronic mode and a dedicated portal www.aishe.gov.in was developed for this purpose, thus making the exercise completely paperless. The survey covers all the Institutions in the country engaged in imparting the higher education. Data is being collected on several parameters such as teachers, student enrolment, programmes, examination results, education finance, infrastructure etc. Indicators of educational development such as Institution Density, Gross Enrolment Ratio, Pupil-teacher ratio, Gender Parity Index etc. are calculated from the data collected through AISHE. These are useful in making informed policy decisions and research for development of education sector.

2.   **RESPONSE OF AISHE 2010-11 & 2011-12**: An encouraging response has been received in AISHE which is the highest among any of the data collection exercise on higher education either by MHRD or UGC. A rich data-base has been created on Higher Education from the data collected under AISHE.

Survey	Duration of Survey	Response		
		University	College	Stand Alone
AISHE 2010-11	August 2011 to May, 2013	554/621	17023/32974	5713/11095
AISHE 2011-12	April 2013 to June, 2014	600/642	21044/35344	5498/11489

Report for the AISHE 2010-11 and 2011-12 (provisional) are available on website of MHRD (www.mhrd.gov.in) and on AISHE portal (www.aishe.gov.in). Final report of AISHE 2011-12 is expected to be finalized by the end of June, 2014.

3.   AISHE 2012-13, 2013-14 & 2014-15: AISHE 2012-13 has been launched in September, 2013 and AISHE 2013-14 is being launched from 17th June, 2014. Survey for both the years will run simultaneously for a few months. AISHE 2014-15, will be launched from 1st October, 2014 and this will eliminate time-lag in dissemination of higher education data.

4.   New Plan Scheme for AISHE: Since the survey has become the annual exercise, there is a need to institutionalize the system and create a permanent structure for its sustainability. During 12th Five Year Plan a new Plan Scheme "Higher Education Statistics & public Information System" has been approved which includes AISHE. Under the Scheme, AISHE unit is to be created in each State and AISHE cell in each Affiliating Universities for coordinating AISHE activities. A provision has also been made to compensate the efforts made by the Institutions in collection, compilation and uploading the data on the portal.

5.   Important Issues

5.1   There was very good response from most of the States during AISHE 2010-11 & 2011-12. States are requested to continue their support for all future surveys.

5.2   In some States response particularly in respect of college is very poor. State-wise progress for AISHE 2011-12 & 2012-13 is given at Annexure-I. States are requested to take necessary steps so as to achieve 100% response in AISHE 2012-13 onwards

5.3   As mentioned above, a new scheme "HESPIS" has been approved in XII plan, of which AISHE is a major component. Under the Scheme, AISHE unit is to be created in each State and AISHE cell in each Affiliating Universities for coordinating AISHE activities. Status in respect of setting up of State Units and University Cell is given at Annexure-II. States are requested to create units if not so created and follow up for the constitution of University Cells.

AGENDA ITEMS RECEIVED FROM PLANNING COMMISSION AND STATE GOVERNMENTS

AGENDA ITEM NO.10 : GER TARGETS FOR XII FIVE YEAR PLAN

One of the monitorable targets of higher education in the XII Five Year Plan is to increase enrolment capacity by 10 million with focus on skill-based programmes and accelerated expansion of PG and doctoral programmes. Relevant section on GER targets in the XII Five Year Plan document reads as follows:

"Additional enrolment capacity of 10 million students including 1 million in open and distance learning would be created by the end of the Twelfth Plan. This would enable roughly 3 million more students in each age cohort to enter higher education and raise the country's gross enrolment ratio from 17.9% (estimated for 2011-12) to 25.2% by 2017-18 and reach the target of 30% GER by 2020-21 which would be broadly in line with world averages."

As per AISHE 2011-12, our GER in higher education is 20.4% which means an estimated 28.5 million students are enrolled in higher education.

States would like to furnish details of enrolment in the beginning of the year 2012-13 and likely to be in the end of 2014-15.

AGENDA ITEM-11: Pending Issues of Chhattisgarh

1. Rashtriya Uchhattar Shiksha Abhiyan:

(i) The State of Chhattisgarh has received the preparatory grant of Rs.2.60 crore as central share vide letter no. SN 4-17/2013-U-PGNN GEN/SC/ST, dated 10.03.2014. The department has written to MHRD a letter bearing No. 193/82/CHE/SQAC/2013, dated 15.04.2014 seeking guidelines for spending the money. Till date no detailed guidelines have been received in this respect.

(ii) The State is not aware of the Plan Cap for the state under this scheme. An idea on knowing the plan cap shall enable the state to prioritize the issues and incorporate them in, the State Perspective Plan.

(iii) For the implementation of the RUSA scheme, the State has given its commitment to provide 35% State share. However, the State has a number of districts which are naxalite affected. For the development of the institutions in these areas, the State has requested that the schemes proposed by the institutions particularly in the IAP districts should be funded as per the funding pattern for Noixh--Eastern states i.e. 90:10. A decision in this regard is awaited.

(iv) As per the recommendations of NKC, in order to increase ills GER, the State has opened new Universities, especially in the tribal areas of the State, viz. Bastar University-,-Jagdalpur. and Sarguja University, Ambikapur. The existing Gum Ghasidas University, Bilaspur became Central University and as a result, 135 colleges that were affiliated to this university needed another university to be established by the State to affiliate them. Accordingly 'Bilaspur University', Bilaspur was established. Previously new universities had the opportunity to receive catch-up grant from UGC for infrastructure development. Under RUSA the provision for the universities is only Rs. 20 Crore which is highly insufficient. The three universities shall require Rs. 200 crore each i.e. Rs. 600 crore for its infrastructure development.

The State has incorporated this in its State Perspective Plan under RUSA scheme and the State Perspective Plan shall shortly be sent: to RUSA Mission Authority for its consideration. It is requested to kindly consider this on priority.

2. Pending proposal University for establishment of a Central Tribal:-

The State Legislature had unanimously resolved vide its *'Sankalp'* in the year 2009 that a <u>Tribal Umversity be</u> established bx. <u>the Central Government in</u> Chhattisgarh. Accordingly, the resolution was sent to MHRD on 17-09-2009 for consideration and implernentation of the resolution. Subsequently, reminder letters have been sent on 02.07.2010, 5.10.2010, 9.12.2010 and 11.07.2012. Hon'ble Chief Minister also wrote. a letter dated 15.06. 2012 to Hon'ble Minister, Government of India, MHRD in this respect. On 01.03. 2013 the Secretary, Government of Chhattisgarh, Dpartment of Higher Education met the Secret:au, MHRD and discussed the issue with him. During discussion it was informed that the Central Government was considering the proposal sent by the State Government.

The Hon,ble Chief Minister as Chairman of tile Tribal salahkar Council in its meeting on 17.07.2012 deliberated on the agenda of requirement of 300 acres of land for setting up of a Central Tribal University in Bastar and decided to request GoI to waive off the requirement of 300 acres as any land required for the purpose needs clearance of the Forest Department. Almost 100 acres of land has already been identified for this purpose which does not require any clearance from the forest department. The council therefore decided to request MHRD to accept 100 acres; of land instead of the requirement of 300 acres of land for establishment of Central Tribal University in Bastar and accordingly request has been sent on 19.12.2012. This matter is still to be resolved.

3. Mandatory Accreditation:

The State is committed to ensuring quality education in all its educational institutions. Accordingly, around 120 Institutions have submitted their LoI to NAAC. For accreditation of an institution a college requires around Rs. 3.0 lakh as expenses which gets reimbursed by UGC. However, this process takes time. The State is of the opinion that the UGC should directly credit this amount to NAAC as .soon as it completes the process of Accreditation, instead of the present system of the institution making the payments and subsequently the same is reimbursed by the UGC.

4. Setting up of NAAC Regional Office in Chhattisgarh:

The State has proposed establishment of the Regional Office of NAAC at Raipur and is prepared to provide land for the same. Letter to this effect has been sent to MHRD and NAAC and the State is yet to receive any response on this matter.

Dr. Chandra Shekhar Kumar, IAS
Commissioner-cum-Secretary to Government,
Employment and Technical Education & Training Deptt.,
Government of Odisha

Tel. : 0674 - 2391319 (O)
0674 - 2553654 (R)
0674 - 2391324 (F)

D.O. No. 3247 /ETET,
VTTI-63/14
Dated the 13th June, 2014

Dear Sir,

Sub: Release of balance amount of fund for establishment of new polytechnics in the State under the Scheme "Sub-Mission of Polytechnics".

Kindly refer to your D.O. No. 5-3/2014-PN-I, dated 06.6.2014 regarding meeting of the Secretaries of Higher and Technical Education of all States/UTs scheduled to be held on 17.6.2014 at New Delhi.

The State has been allotted with 22 nos. of new Government Polytechnics in even numbers of unrepresented districts of the State under the Scheme "Submission of Polytechnics". As per the scheme document, an amount of ₹ 270.60 Crore (@ ₹12.30 crore for each Polytechnic) is required to be released by the Government of India to the State. The State has received an amount of ₹ 181.47 Crore for the above purpose so far out of which utilization certificate for ₹ 111.28 core has been submitted to Government India. The utilization certificate for the remaining amount will be submitted soon.

Pertinent to mention here that out of the 22 new Polytechnics, 8 have been commissioned during 2013-14 and 09 nos. will be made functional during 2014-15 for which the construction/procurement activities are in the last leg. The construction activities in the remaining 05 locations are going on in full-swing to make them operationalize during 2015-16.

The State is due to get the balance amount of ₹ 89.13 Crore As per the RUSA document, Government of India have decided to release the remaining fund under the newly launched Centrally Sponsored Scheme RUSA. Release of fund in the above component under RUSA to the State is getting delayed for which the progress in construction/procurement activities in respect of new Polytechnics is being hampered.

Hence, the balance amount due to the State under the scheme "Submission of Polytechnic-establishment of new Polytechnics" may be released in the manner it was being done earlier so as to complete construction and procurement activities of the ongoing new Polytechnics in time. In future, if any new Polytechnic is allotted to the State, the fund to this effect may be released under RUSA.

(P.T.O.)

I would, therefore, to request you to kindly place this issue in the meeting of the Secretaries of Higher and Technical Education of States/UTs scheduled to be held on 17.6.2014 at New Delhi.

With

Yours sincerely,

(Dr. C.S. Kumar)

Sri Amit Khare, IAS
Joint Secretary(ICC) to GoI,
Ministry of Human Resource Development,
Department of Higher Education,
Shastri Bhawan, New Delhi-110115