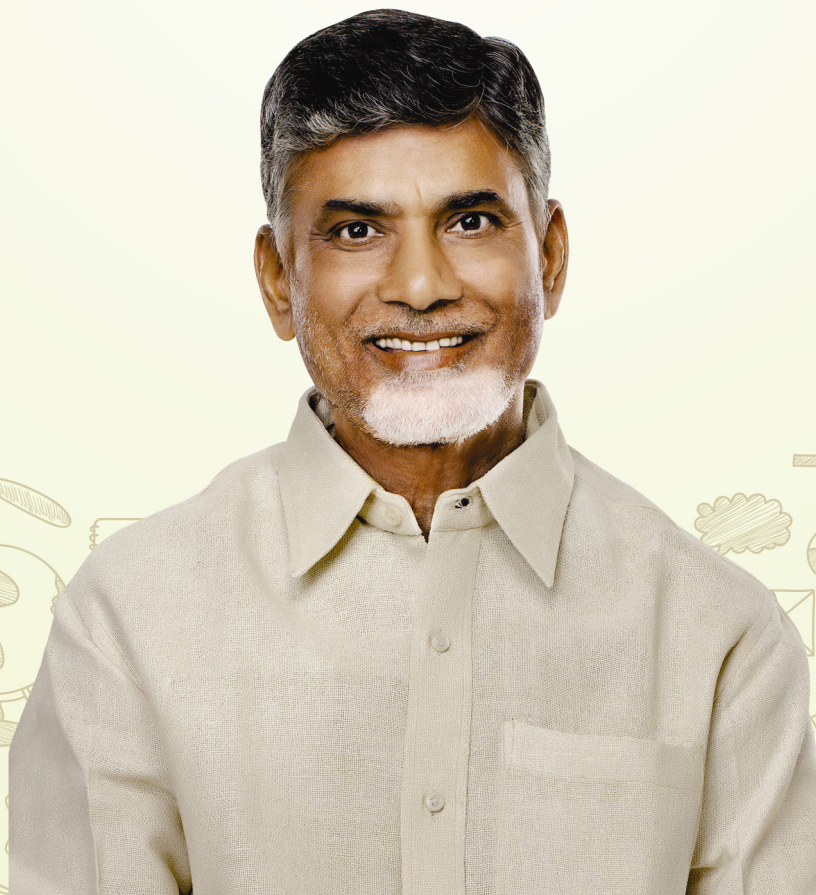


Sunrise State of Andhra Pradesh

Knowledge Mission

Higher Education Department, Government of Andhra Pradesh

2015



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Preamble

Andhra Pradesh has set its target to become one of the top three high performing states in India by 2022 and achieve the status of the best state in the country by 2029, and this vision is to lay the foundation of the Sunrise State of Andhra Pradesh. Vision 2029 hopes to impact the lives of every citizen in the State, enriching and transforming it through well coordinated small, large and mega scale development programmes, executed as part of one of its seven development focused missions.

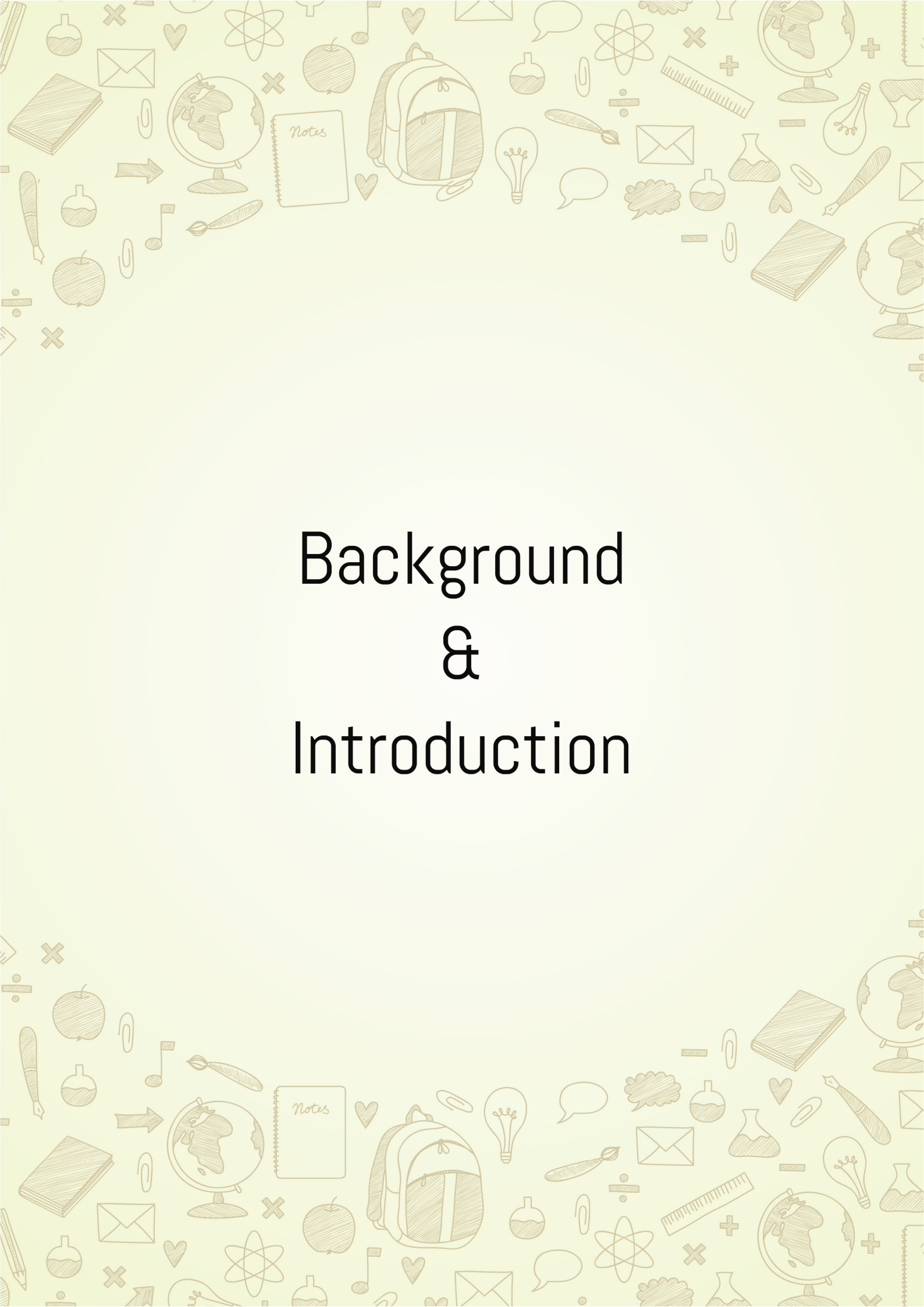
- The Knowledge Mission aims for the creation of Andhra Pradesh as an education hub and knowledge society, creating a wealth of skilled human capital within the State to realise the objectives of Vision 2029
- The Mission' will be guided by the Honourable Chief Minister's vision to:
 - Take Higher Education to a world class level
 - Adopt best practices from other states in India and other countries
 - Create an atmosphere of best teaching and learning
 - Establish reputed institutions and Centres of excellence
 - Provide hi-tech connectivity and e-learning content
 - Integrate technology and education to the greatest extent possible
 - Foster entrepreneurial spirit among the youth through academic and extracurricular programmes
 - Provide skill development and employability training to youth in tune with the requirement of the Industry
 - Update curriculum as per emerging trends and demand in the market
 - Bring about administrative reform through e-governance
- The Mission commits to carrying out the planned activities in an efficient and sustainable manner, according utmost respect and importance to effective governance, economic development and social inclusion
- The Mission will facilitate the setting up of Central Premier Institutions and Institutes of National Importance like IIT, IISER, IIT, NIT, Tribal University, central University, AIIMS, NUEPA etc.
- The Knowledge Mission, along with the other six Missions, shall work harmoniously towards realising the goal of enabling Andhra Pradesh to claim its destiny by 2029, foster a common identity among the people of the State, and endeavour to realise collective and individual aspirations.

List of Abbreviations

AISHE	All India Survey on Higher Education
APKM	Andhra Pradesh Knowledge Mission
APSAAC	Andhra Pradesh State Accreditation and Assessment Council
APSCHE	Andhra Pradesh State Council on Higher Education
APSRAC	Andhra Pradesh State Remote Sensing Applications Centre
CCE	Commissionerate of Collegiate Education
CTE	Commissionerate of Technical Education
GDCs	Government Degree Colleges
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoAP	Government of Andhra Pradesh
GSDP	Gross State Domestic Product
HDI	Human Development Index
HEIs	Higher educational institutions
JKC	Jawahar Knowledge Centres
MHRD	Ministry of Human Resource Development
MoLE	Ministry of Labour and Employment
NAAC	National Assessment and Accreditation Council
NBA	National Board of Accreditation
NIRD	National Institute of Rural Development
PG	Post-graduate
R&D	Research and development
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
UG	Under-Graduate
UGC	University Grants Commission
VET	Vocational Education and Training

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Background & Introduction

Andhra Pradesh Knowledge Mission: Background and introduction

Under the leadership of the Honourable Chief Minister, Shri. Nara Chandrababu Naidu, the Government of Andhra Pradesh has conceptualised a comprehensive long term vision to fulfil its goal of bringing about the State's socio-economic development in an accelerated and sustainable manner.

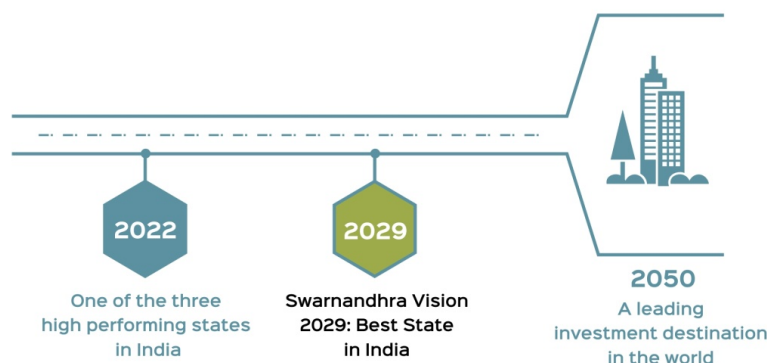
The Sunrise State of Andhra Pradesh has set itself an ambitious and bold vision. The objective is to transform from the status quo to a dynamic and thriving Andhra Pradesh where the fulcrum of development is the people of Andhra Pradesh. The Government of Andhra Pradesh envisions a Sunshine State where opportunities to achieve prosperity and well being are abound with people enjoying a high quality of life and happiness.

Laying the foundation for the Sunrise State of Andhra Pradesh

Vision 2029 charts out an ambitious path for Andhra Pradesh to be amongst the top three States in India by 2022 and a developed state measured in terms of citizen life satisfaction and Happiness Index by 2029. Come 2050, the Sunrise State of Andhra Pradesh aims to be among one of the most prominent investment destinations in the world.

The Government is conscious of the challenges ahead and therefore has set measurable targets to achieve the vision outcomes. Moreover, the Honourable Chief Minister has charted out a multi-pronged strategy comprising seven Missions, five Grids and five Campaigns to work towards the common vision.

Exhibit 1: Sunrise State of Andhra Pradesh: Key Milestones



Andhra Pradesh Knowledge Mission

The 'Knowledge Mission' will be guided by the Honourable Chief Minister's vision to transform Andhra Pradesh into an education and knowledge hub and develop institutions of higher learning that would conform to international standards and quality. The Mission will work towards transforming the state's higher education landscape through meticulously planned mission objectives that would impact various aspects of higher education (collegiate and technical education) across different levels (undergraduate, postgraduate, diploma) and carefully consider the needs of the various stakeholders (students, teachers, institutions, private sector) and undertake suitable interventions. Equity, Quality, Excellence and Partnerships have been identified as the four pillars, which will serve as the critical foundation supporting the mission objectives and the larger vision for higher education in the state. These four pillars will inform and guide decision makers at different points in the execution of the mission who would strive to ensure that these pillars are at the core of the decisions taken to meet the mission objectives.

In this context, the Andhra Pradesh Knowledge Mission (APKM) will streamline the efforts of the government towards creation of human capital and skill assets in a time bound manner with set targets and measurable outcomes

Exhibit 2: Vision and Pillars of the Knowledge Mission



Mission objectives

The Andhra Pradesh Knowledge Mission will be built on the pillars of accessibility, affordability, partnerships and quality. The Mission objectives that will help Andhra Pradesh realise its potential to become an education and knowledge hub have been created bearing in mind the four pillars of the mission and the Hon'ble Chief Minister's vision for holistic and sustainable growth. The Andhra Pradesh Knowledge Mission has the following key objectives:

Exhibit 3: Andhra Pradesh Knowledge Mission Objectives

Mission Objectives	Functions
Improve quality of education	<ul style="list-style-type: none"> • Improve curriculum and infrastructure through structural reforms
Improve GER	<ul style="list-style-type: none"> • Create greater awareness among community stakeholders about the social and economic return on investment in higher education • Create corresponding financial and social support mechanisms
Address educational inequity between rural and urban areas	<ul style="list-style-type: none"> • Ensure institutional access, quality and delivery are equitable across the State
Invest in faculty development	<ul style="list-style-type: none"> • Provide greater opportunities for faculty professional development
Ensure youth employability	<ul style="list-style-type: none"> • Emphasise the importance of making youth graduating from institutes of higher education 'job-ready'
Align vocational training and education targets with national and international best practices	<ul style="list-style-type: none"> • Make vocational training and education aspirational, among youth
Promote holistic development of students	<ul style="list-style-type: none"> • Ensure overall development of students through emphasis on sports and extra-curricular activity development
Promote arts and humanities, sports and extra-curricular development activities	<ul style="list-style-type: none"> • Promote collegiate education in the arts and humanities • Encourage their contribution to social research and innovation
Build institutional partnerships	<ul style="list-style-type: none"> • Build symbiotic partnerships with national and international universities of repute to promote research, innovation and exchange of ideas across technical and non-technical disciplines
Develop support infrastructure for research and development	<ul style="list-style-type: none"> • Facilitate greater investment in human, physical and social infrastructure pertaining to technical and non-technical subjects
Encourage PPPs in higher education and industry collaborations	<ul style="list-style-type: none"> • Facilitate favourable conditions for the participation of private sector in higher education development
Streamline regulatory framework to provide a more conducive ecosystem for successful realisation of mission objectives	<ul style="list-style-type: none"> • Identify regulatory roadblocks in higher education development and initiate appropriate reforms

Targets

Each mission objective will have clear quantitative and qualitative targets to be achieved across two distinct milestone years, 2022 and 2029. The targets for each Mission

objective have been designed and adopted based on several indicators such as baseline (current) status, alignment with macro targets for the State and more importantly, they are also based on standards adopted by developed countries globally, keeping in mind Andhra Pradesh's vision of becoming a developed state by 2029.

The realisation of these targets will lead to the achievement of the specific mission objective they are linked with and over a sustained period of time cumulatively lead to the achievement of the Honourable Chief Minister's vision for higher education in the State.

Exhibit 4: Setting Swarnandhra Knowledge Mission Targets

Mission Objectives	Target 2022	Target 2029
Improve quality of education	<ul style="list-style-type: none"> 80% NAAC Accredited institutions 	<ul style="list-style-type: none"> 100% NAAC Accredited institutions
Improve GER	<ul style="list-style-type: none"> Investment in Higher Education to be at least 1.5% of GSDP to achieve 40% GER Achieve Gender Parity Index of .8 	<ul style="list-style-type: none"> Investment in Higher Education to be at least 2.5% of GSDP to achieve 50% GER Achieve Gender Parity Index of 1
Address educational inequity between rural and urban areas	<ul style="list-style-type: none"> Improve institutional density and GER in terms of urban rural parity should be amongst the top 5 states in the country 	<ul style="list-style-type: none"> Institution density and GER to be on par with OECD and developed country standards
Invest in faculty development	<ul style="list-style-type: none"> Student-teacher ratio of 20:1 Teacher vacancy to be less than 15% 	<ul style="list-style-type: none"> Student-teacher ratio of 15:1 Teacher vacancy to be less than 10%
Ensure youth employability	<ul style="list-style-type: none"> 85% of youth graduating from institutions of higher education and polytechnics in the state will be gainfully employed At least 65% of graduates would have undergone an internship/apprenticeship programme 	<ul style="list-style-type: none"> 95% of youth graduating from institutions of higher education and polytechnics in the state will be gainfully employed At least 75% of graduates would have undergone an internship/apprenticeship programme
Align vocational training and education targets with national and international best practices	<ul style="list-style-type: none"> Align 100% vocational education and training programmes in line with the NSQF 	<ul style="list-style-type: none"> Recognised as India's leading VCET provider and become an international case study
Promote holistic development of students	<ul style="list-style-type: none"> Establish at least 2 Centres of Excellence in 	<ul style="list-style-type: none"> Establish at least 5 Centres of Excellence in

<p>Promote arts and humanities, sports and extra-curricular development activities</p>	<p>sports development</p> <ul style="list-style-type: none"> Establish at least 50 NAAC (A) institutions and 3 Centres of Excellence for the promotion of arts and humanities 	<p>sports development</p> <ul style="list-style-type: none"> Establish at least 100 NAAC (A) institutions and 5 Centres of Excellence for the promotion of arts and humanities
<p>Build institutional partnerships</p>	<ul style="list-style-type: none"> At least 50 partnerships with nationally and globally renowned Tier I and Tier II institutions 	<ul style="list-style-type: none"> At least 100 partnerships with nationally and globally renowned Tier I and Tier II institutions
<p>Develop support infrastructure for research and development</p>	<ul style="list-style-type: none"> Institutions in Andhra Pradesh will contribute at least 20% of total number of patents being registered in the country State's share of R&D spending (national) to be at least 10% 	<ul style="list-style-type: none"> Institutions in Andhra Pradesh will contribute at least 30% of total number of patents being registered in the country State's share of R&D spending (national) to be at least 20%
<p>Encourage PPPs in higher education and industry collaborations</p>	<ul style="list-style-type: none"> Phase I of the Education City Completed Private investments in Higher Education to be at least 35% of total expenditure on tertiary education 	<ul style="list-style-type: none"> Final phase of the Education City Completed Private investments in Higher Education to be at least 45% of total expenditure on tertiary education
<p>Streamline regulatory framework to provide a more conducive ecosystem for successful realisation of mission objectives</p>	<ul style="list-style-type: none"> Among top 3 Indian states with the best higher education ecosystem in terms of access, equity and quality 	<ul style="list-style-type: none"> Among top 5 international higher educational destinations for HEIs

State higher education profile

The State boasts of a young and robust skilled, human capital with a student capital of 11.6 lakh in over 3398 institutes of higher education. It is amongst the top 3 states in Indian, in terms of number of colleges per lakh population. With 11.7% of the current population constituting of youth (18 – 23 years, i.e, 58,15,865), there is a need to have a holistic approach towards enhancing knowledge, higher education and skill development. In this light, the Andhra Pradesh Knowledge Mission demands for further enhancement of skill creation and human capital development through a vision to develop four universities and seven premium institutes to support planned industrial development, improve Andhra Pradesh's HDI and achieve the status of a developed state by 2029.

Improving GER across educational levels has been a primary goal of the State and substantial initiatives have been suggested in order to strengthen the linkages between students who successfully complete 10+2 and their access to tertiary education. Geographical accessibility is a related concern, since it is a critical factor in strengthening this linkage. The State of Andhra Pradesh has an average enrolment of 493, given the considerable number of institutes present in higher education in the State. Out of the 34 states and union territories of Indian, the State of Andhra Pradesh ranks 16th, in terms of GER in higher education, with an index of 16.9. The unified State ranks 14th in terms of institutional density. 73.9% of the mandals have been identified in the Sunrise State of Andhra Pradesh, to provide access to higher education, emphasising the accessibility and equity pillars of higher education.

Exhibit 5: Key Higher Education-Related Socio-Economic Indicators

Population	4.93 crore
Population growth rate	9.2%
Total number of youth (18 – 23 years) in the population	58.15 Lakhs
Proportion of youth (18 – 23 years) to total population	11.7%
GSDP (current price) 2014-15	INR 5,20,030 crore
Budget allocation on higher education	INR 3,049 crore
Percentage of total State budget allotted to higher education	2.6%
Public expenditure on higher education as a percentage of GSDP	0.5%
Current student enrolment in higher education	11.64 lakh
Literacy rate (overall)	67.3%
GER in higher education	20.02%
Institutional density	21.2
Number of colleges	3,389
College per lakh population	48*
Average enrolment per college	342.7
Number of skill development centres set up in the last 2 years	41

Source: APSCH (2015), AISHE (2010-11), RUSA-MHRD, Census of Indian (2011). * Refers to data for the undivided State of Andhra Pradesh, other data calculated by taking united state data as proxy indicator)

Exhibit 6: Illustration of Key Higher Education Related Socio-Economic Indicators of the State

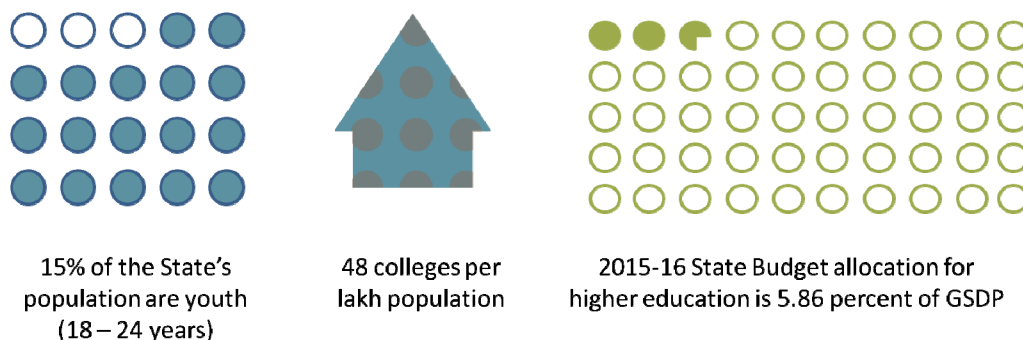


Exhibit 7: Category-Wise Number of Higher Education Institutions in the Sunrise State of Andhra Pradesh

Andhra Pradesh is home to six categories of higher education institutions:

Higher education institute categories	Numbers
I. Universities	26
II. Under Graduate Colleges (UG)	1,333
III. Post Graduate Colleges (PG)	516
IV. Technical educational institutions (including polytechnics)	1,692
V. Oriental manuscripts library and research Institute	1
VI. Archives and Research Institute	1

Source: Department of Higher Education, 2015

The following programmes are offered in these institutions of higher education:

- Basic courses—undergraduate degrees, diplomas
- Specialised courses—post-graduate degrees
- Highly specialised, research-focused courses—doctoral degrees

Post the bifurcation, the State of Andhra Pradesh is home to 26 universities, of which, 21 are state universities and 5 are deemed universities (APSCHE, 2015; UGC portal). In order to enhance the connectivity of the State, the emphasis will be on putting the Sunrise State of Andhra Pradesh on the central universities and national institutes' road map.

Exhibit 8: Category-Wise Number of Universities in the State of Andhra Pradesh

Conventional	10
Technological	2
Specialised	3
Central	0
National Institute	0
State Institutes	1
Other state universities	5
Deemed universities	5
Total number of Universities	26

Source: APSCHE (2015)

6.56% of the universities in India are in the State of Andhra Pradesh. 7.09% of the universities of the undivided State of AP possessed both, 2(f) and 12(B) status under the UGC that are the prime determinants of quality of higher education. Currently, the State does not have an Institute of National Importance (INI) or a central university*, making it a primary area of emphasis in order to place the State on the national higher education map. Institutions offering basic undergraduate degrees and diplomas constitute a majority of the institutions, in terms of number, at 56%. 36% of the institutions award post-graduate degrees and 8% are polytechnics.

2(f): Recognition by UGC

12(B) – Eligibility to receive funds from UGC

- 1 Central University has been sanctioned in 2014

Exhibit 9: Undergraduate (Non-Professional) College Categories, Nodal Agencies and Numbers

Undergraduate college category	Nodal agency	Number of colleges (2014-15)
Government Degree Colleges (GDCs)	Commissionerate of Collegiate Education (CCE)	145
Private Aided Colleges (PACs)	Partly funded by the Government	126
Unaided Colleges	Private management	1,062
Total number of colleges offering UG (non-professional) Indian		1,333

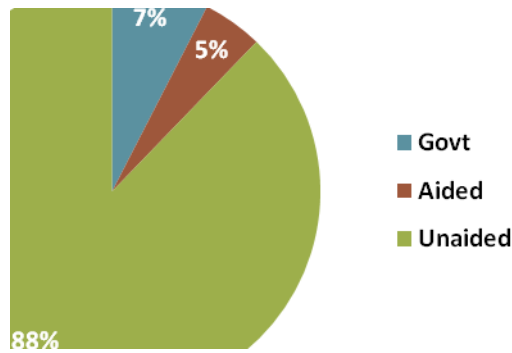
Source: APSCHE (2015)

Exhibit 10: Course-Wise Categories and Number of Colleges

Funding type	Colleges and seats available							Total
	Engg	MCA	MBA	Bed	Pharma	Law	Degree	
Govt	18	15	13	9		4	145	204
Aided	0	0	0	0		0	126	126
Unaided	350	179	383	369		28	1,062	2,371
Total Colleges	368	194	396	378		32	1,333	2,701
Seats	1,73,634	13,750	46,530	40,664		5,126	2,98,592	5,78,296

Source: APSCHE (2015); Course curriculum, conduct of examinations and award of Degrees are under the guidance and supervision of respective affiliating universities

Exhibit 11: Funding Category-Wise Number of Colleges in the State of Andhra Pradesh



Source: APSCHE (2015)

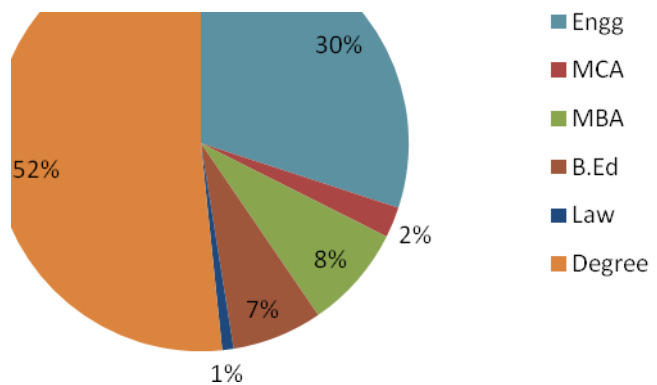
Prominence of private unaided colleges in the AP higher education system:

In terms of number of colleges, distinguished on funding types, the Sunrise State of Andhra Pradesh is dominated by private unaided institutes at the moment (88%), with 2,371 unaided institutes of higher education offering degree (UG) and post-graduate courses in technical and non-technical areas

Exhibit 12: Share of Total Number of Seats Across Professional and Undergraduate Disciplines

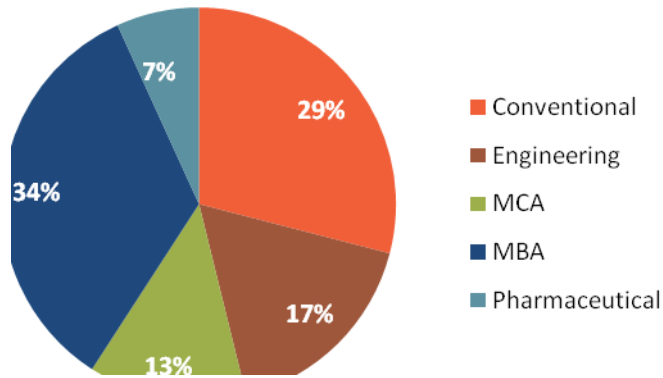
Need for Emphasis on UG education development:

The maximum number of seats are offered in undergraduate degree courses (52%), followed by engineering (24.42%).



Source: APSCHE (2015)

Of the total higher education student population of the State, post-graduates constitute 15.26%. Students' PG course preference upon completion of their UG degree is inclined towards an MBA (34.06%) and other conventional PG degrees (29.03%).



Strong preference for MBA and conventional PG degrees:

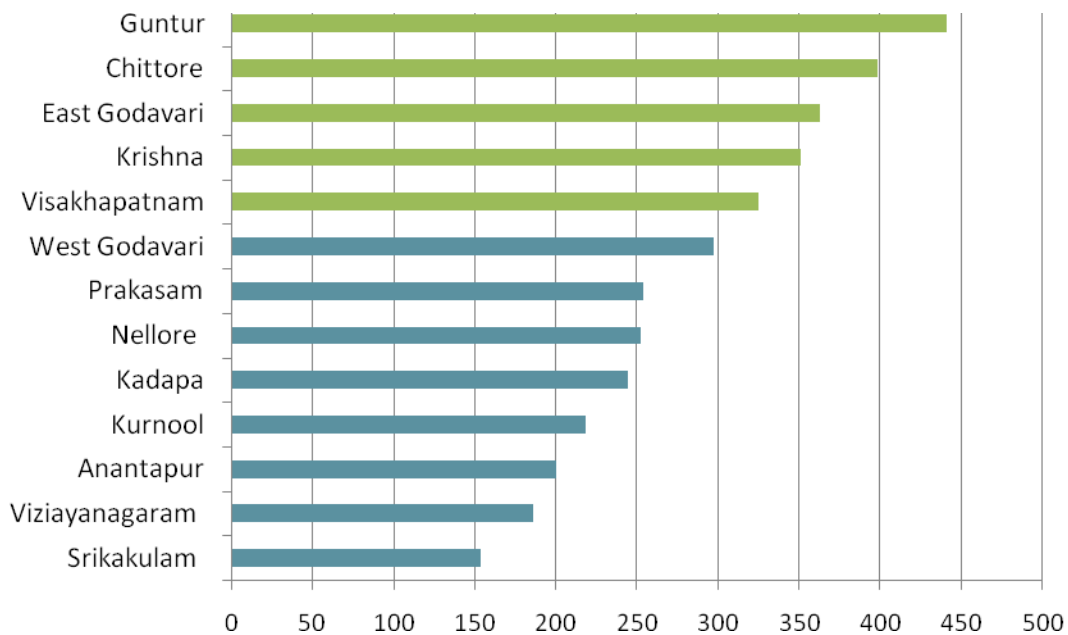
After successful completion of the under-graduate degree, students prefer MBA and conventional

Source: APSCHE (2015)

District-wise performance:

Guntur, Chittoor, East Godavari, Krishna and Vishakapatnam are the top five states in terms of the total number of courses offered across disciplines including under-graduate and post-graduate degrees in non-technical education, engineering, B.Pharm, MBA, MBBS, MCA, M.Pharm, MCA, B.Ed., Law, M.Tech, etc.

Exhibit 13: District-Wise Number of Colleges Offering Different Courses Across Disciplines



Source: APSCHE (2015)

Exhibit 14: Educational Outcomes in the Undivided State Of Andhra Pradesh

The undivided State of Andhra Pradesh was a pioneer in higher education attainments. In 2013-14, the State ranked:

First in terms of number of autonomous colleges	100
Third in accreditation of Universities	18
Third in NBA accreditation of Institutes	176
Fourth in 2(f) and 12(b) status of UG colleges	631
Sixth in NAAC accreditation of colleges	346
14 th in institutional density	15
16 th in GER	16.9

Source: APSCHE (2015)

The higher education profile of the Sunrise State of Andhra Pradesh provides a point of reference, as well as a tremendous opportunity to enhance and create institutions of national as well as global standard. In order to realise this opportunity as well as Vision 2029, it is imperative that adequate and appropriate investments and priority areas are identified and developed.

Strategies for Higher Education in the State XII Plan

The State XII Plan approach comprises two broad components, that is, demand side interventions and supply side initiatives. The Plan also focuses on non-financial reforms, in the shape of institutional re-structuring, imperative in order to keep the Indian higher education in sync with rest of the world. Institutional reforms at the highest level, including regulatory structures at the apex level have also been suggested. A paradigm shift proposed in the plan is in the arena of funding of the state higher education system. Strategic funding of this sector has been strongly proposed in order to make a marked difference in the overall resource endowment for the state higher education sector. The XII Plan proposes a balanced approach to expansion of higher education with both supply side and demand side interventions. The Plan recommendations are divided into two main components, viz. (a) access, equity and expansion and (b) quality and excellence.

Exhibit 15: Strategies for Higher Education in the XII Plan

Access, Equity and Expansion	Quality and Excellence
Enhance access through a mission mode national programme, “Rashtriya Uchchatar Shiksha Abhiyan” (RUSA)	Improve quality of research, facilities, and infrastructure
Initiate a CSS scheme and incentivise states to invest resources in creating new HEIs and expand existing ones	Consolidate and improve the capacity and quality of the existing institutions
Establish the National Education Finance Corporation on the lines of a Development Finance Institution to support expansion in education infrastructure	Address issues of faculty shortage and quality of faculty
Enable institutions also to explore avenues of mobilizing debt through banking sector	Address issues of quality of Research and Innovation
Cover a minimum of 40% students in one way or the other by means of demand side management	Develop independent quality assurance frameworks
Strengthen State Universities and Colleges	Initiate institutional Re-structuring/ Systemic Reforms
Encourage institutions, especially the Universities to become one-stop-shop for student financing	Adopt norm based funding of UGC schemes

While the higher education landscape in Andhra Pradesh may reflect certain complexities that are common across the country, there are still some peculiarities that require a more contextualised approach. The XII Plan may serve as a point of reference for the state’s vision for higher education and an alignment of the state’s mission objectives with the strategies suggested in the Plan, wherever possible and relevant, may provide ease of access to funds and ensure ease of implementing certain national schemes at the state level.



Current Scenario

Current scenario

Needs and Challenges

Shifting growth trajectory: To achieve the level of development envisioned in the Vision 2029, the State will have to shift from the current annual GSDP growth rate of 7% to a higher trajectory of double digit growth rate. The Government will stimulate growth in keys sector. This will require substantial addition of skilled labour and human capital to the workforce. As was identified in the 2015-16 Budget Speech, opportunities for employment and income generation, establishment of robust and sustainable educational institutes and, R&D and training facilities require immediate attention and priority investment.

Exhibit 16: Needs and Challenges of Higher Education

Challenges	
Social	Structural
<ul style="list-style-type: none"> • Low enrolment among females and other disadvantaged groups • Access to institutions of higher education is limited in certain districts with low institutional density • Low employability of students from technical institutes • High unemployment rates among graduate youth 	<ul style="list-style-type: none"> • High student-teacher ratio • Inadequate physical, social and financial infrastructure • Low ratio of educational institutions to youth population
Needs	
Institutional	Regulatory
<ul style="list-style-type: none"> • Improvement in quality of technical and non-technical education • Greater impetus for excellence in research and development • Resources towards emphasising faculty professional development 	<ul style="list-style-type: none"> • Revision of Universities Act 1991, to meet current social dynamics • Stronger accreditation council to enhance quality of higher education

These needs and challenges also manifest in the form of governance, financing and quality problems. In terms of governance, sector and university-level governance of performance and outcomes is challenging. Simplification of complex regulatory procedures, appointment of key staff positions and establishment of quality assurance mechanisms are some of the requirements. Financial challenges include lack of adequate planning in fund allocation, acute lack of funds for appropriate interventions, absence of

linkages between central and state government funds and the need to link fund allocation to performance.

Tackling these challenges requires a thorough understanding of the regulatory ecosystem of higher education, at present.

Regulatory and stakeholder structure

The Higher Education Department is the primary nodal agency responsible for realising the core objectives with respect to higher education in the State of Andhra Pradesh.

Exhibit 17: Higher Education Institutional Framework in Andhra Pradesh

Department/ institution	Responsibilities
Higher Education Department	<ul style="list-style-type: none"> Determine standards in institutions and evolve perspective plans for development of higher education in the State
AP State Council on Higher Education	<ul style="list-style-type: none"> Primarily a coordinating body between the UGC, State Government and universities Coordinate and determine standards in institutions of higher education, research, technical and scientific education in accordance with UGC guidelines
Commissionerate of Technical Education	<ul style="list-style-type: none"> Regulate working of technical institutions and grant monitoring approval of new institutions Implement policies related to technical education
Commissionerate of Collegiate Education	<ul style="list-style-type: none"> Coordinate administrative, regulatory and financial aspects for all non-technical degree colleges in the State
Rashtriya Uchchatar Sihshya Abhiyan	<ul style="list-style-type: none"> Funding institutes of Higher Education to achieve Equity, Access and Excellence
Department of Training and Employment	<ul style="list-style-type: none"> Coordinate vocational training and employment activities for youth and adults in government institutions
National Accreditation and Assessment Council (NAAC)	<ul style="list-style-type: none"> National-level regulatory body responsible for assessment and accreditation of institutions of higher education, across the country
State Skill Development Mission	<ul style="list-style-type: none"> Coordinate with multiple vocational training institutes and ensure implementation of State's skilling objectives

Government schemes and initiatives

The Government of Andhra Pradesh has introduced several schemes across collegiate as well as technical education. The Andhra Pradesh Mission Document will aim to further enhance and enable these schemes in order to achieve the Mission objectives.

Reimagining Andhra Pradesh – IT Policy 2014-2020

The Government aims to use e-Governance as a tool to provide integrated services to its citizens through a free flow of information and to be a role model in Good Governance. Based on the Blueprint document, the State Government has formulated three core policies: IT, Electronics and Innovation and Start-up. The Higher Education Institutions in the State are envisaged as playing a critical role in fostering and producing human capital required for the furtherance of this vision.

Strategies to promote human capital in each of the three core areas have been further enumerated as below:

- Establishing premier institutes and centres for excellence
- The upgradation of syllabus
- Training and retraining of faculty
- Mandates to make apprenticeships compulsory
- Popularising and mainstreaming online courses
- Offering additional credits for courses in the three core areas

Exhibit 18: Reimagining Andhra Pradesh: Human Capital Development of the State

	IT Policy	Electronics Policy	Innovation and Start-up Policy
Vision	Based on key four pillars, namely Human Capital, Infrastructure, Incentives	Develop Electronics Industry as an important growth engine for Andhra Pradesh through effective use of the talent pool, skill enhancement, promotion of innovation and future technologies and creation of excellent infrastructure.	Create a world class technology start up ecosystem by fostering entrepreneurship and a culture of innovation which contributes to increased knowledge, wealth and employment
Targets	<ul style="list-style-type: none"> o Attract investments of US\$ 2 billion in IT o Create additional direct employment of 0.5 million 	<ul style="list-style-type: none"> o Attract investments to the tune of Rs. 40,000 Cr o Create employment for .4 million by 2020. 	Establish 100 incubators to incubate 5,000 start-ups
Strategies	<ul style="list-style-type: none"> o Establishing premier institutes and centres for excellence o The upgradation of syllabus o Training and retraining of faculty o Mandates to make apprenticeships compulsory o Popularising and mainstreaming online courses 		

Source: Reimagining AP, IT Policy Document (2015)

Exhibit 19: List of Government Schemes and Initiatives in Higher Education

<p>Central government schemes</p>	<ul style="list-style-type: none"> ○ Government of India launched a new Scheme RUSA (Rashtriya Uchchatar Siksha Abhiyan), for funding the state Universities and Colleges in order to achieve the aims of equity, access & excellence. The scheme would be spread over the two plan periods (XII and XIII) ○ Apprenticeship Training Programme ○ Up-gradation of existing polytechnics ○ Community development through polytechnics ○ Standard Requirements for Establishment of a New Polytechnic Establishment of Polytechnics (AICTE)
<p>Commissionerate of Collegiate Education, GoAP</p>	<p>Introduction of new courses that are need based and job-oriented</p> <ul style="list-style-type: none"> ○ Employability Enhancement Jawahar Knowledge Centres (JKCs) <p>Development of infrastructure for successful implementation of RUSA</p> <ul style="list-style-type: none"> ○ Development of Model Colleges ○ English Language Labs ○ District Resource Centres ○ Introduction of Choice Based Credit System (CBCS) in Government Autonomous Colleges <p>Capacity building: The Department mandated all Colleges under its administrative control to get accredited by the National Assessment and Accreditation Council (NAAC)</p> <ul style="list-style-type: none"> ○ Staff and non-staff training programmes ○ Human values and professional ethics training ○ English language fellow (ELF) programme
<p>Commissionerate of Technical Education, GoAP</p>	<ul style="list-style-type: none"> ○ Establishment of professional colleges ○ Initiatives to improve access to polytechnics ○ E-lessons in Polytechnics ○ Establishment of Skill Development Centres ○ Technical education quality improvement programme ○ Building Government Polytechnics for minorities in Kurnool and Guntur
<p>Other relevant GoAP initiatives</p>	<ul style="list-style-type: none"> ○ Andhra Pradesh Mahila Sadhikara Samastha ○ Andhra Pradesh Scheduled Caste Sub Plan (SCSP) and Tribal Sub Plan (TSP) Act, 2013 ○ Andhra Pradesh Private Universities Bill

Source: State Socio-Economic Survey (2014-15); State Budget Speech (2015-16). Note: This is only an indicative list and not exhaustive

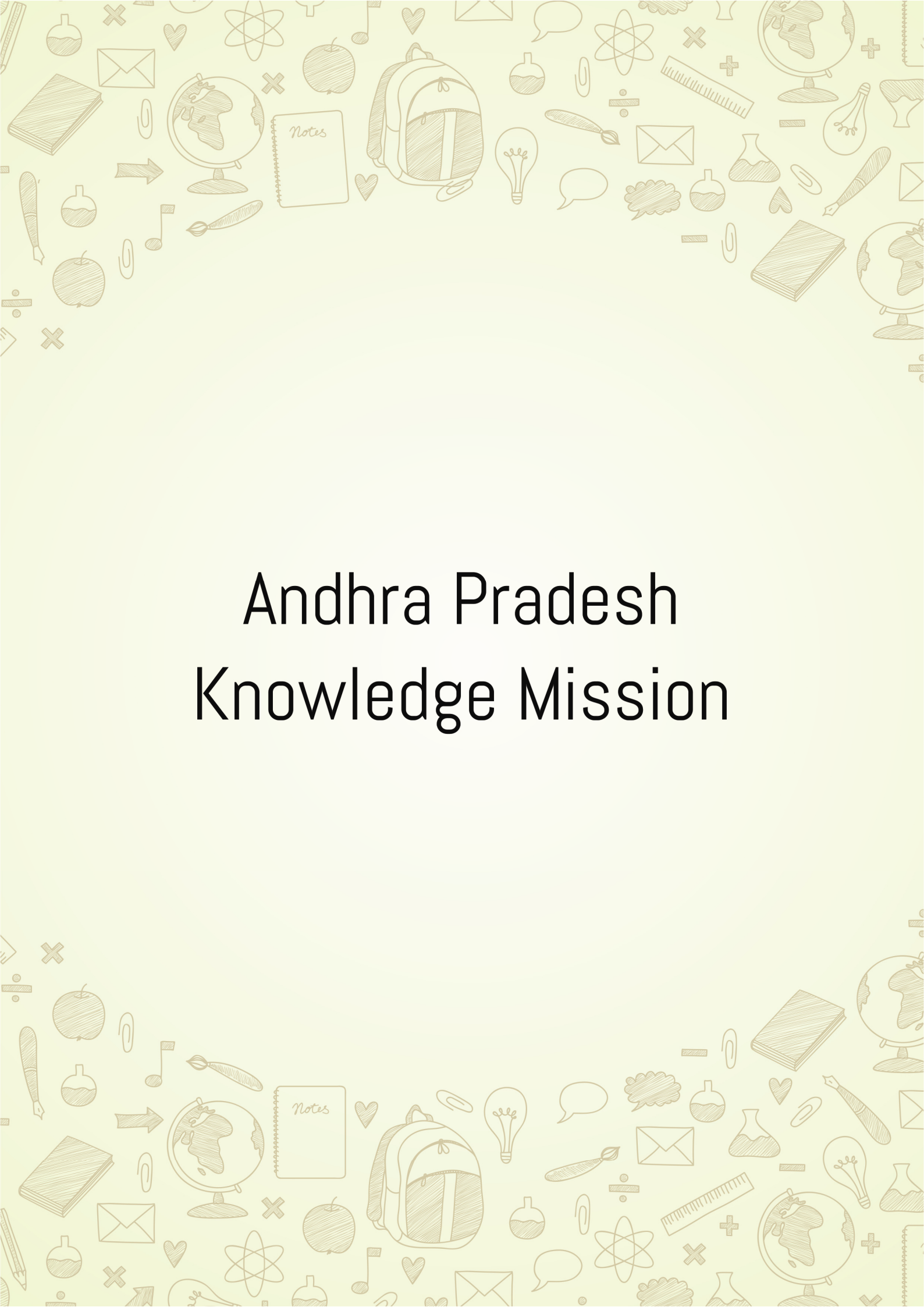
Exhibit 20: Establishment of Education City in the Sunrise State of Andhra Pradesh

Establishment of an Education City and promotion of education hubs in key cities in the Sunrise State of Andhra Pradesh

The Sunrise State of Andhra Pradesh seeks to establish an Education City through PPP model and Private/Government investments will offer world class education, research and development facilities and industrial collaboration for technology and innovation. Land requirement for execution of Phase 1 of the City is expected to be 500 acres, approximately.

This is in order to achieve the Mission objectives of improving quality of higher education, fostering industry-academia collaborations,

Furthermore, the Government would also like to promote and strengthen existing education hubs in Tirupati, Vishakapatnam, New Capital Region, Kakinada, Kurnool and Anantapur.



Andhra Pradesh Knowledge Mission

Andhra Pradesh: Vision and Mission Objectives

Public investment in higher education

Investment in the human capital of a country allows for an accelerated pace of growth and development for the economy and contributes to a more equitable growth across all sectors. Investment in higher education leads to vast improvements in research and development outputs, which in turn lead to improved levels of productivity, growth and job opportunities.

Apart from yielding impressive economic returns for the individual and the country, higher education invariably contributes to the furtherance of scientific and rational temper and creates a diverse and intellectually vibrant community.

While the socio-economic benefits of higher education for an individual such as higher income, longevity and better quality of life are well known and acknowledged, higher education also yields substantial fiscal benefits for the government. For example, it has been noted that on average, in the OECD countries, the long-term economic advantage of having a tertiary degree instead of an upper secondary degree, is over US\$175,000 for a man and just over US\$ 110,000 for a woman. On average, OECD countries will receive a net return of US\$ 91, 000 on the public costs to support a man in tertiary education – more than three times the amount of the public investment.

- Andhra Pradesh spends approximately .5% of its GSDP on higher education
- India spends around 1% of its GDP on higher education
- Global average for public expenditure on higher education is between 1-2% depending on the level of privatisation of education

Investment in Higher Education – India and Andhra Pradesh

A sophisticated and yet accessible higher education system is imperative for the growth of a developing economy in order to ease its dependence on the 'low-skill' 'low-cost' advantage to a more knowledge-driven ecosystem. India has produced several world-renowned institutions of higher learning, both in ancient and recent times, and has always accorded great importance to making higher education accessible, affordable and aspirational. Since independence, the number of colleges and universities has registered a significant hike. From 1950-51 to 2014, the number of universities has increased from 28 to 693, and the number of colleges has gone up from 578 in 1950-51 to nearly 26,000 today. During the same period, the enrolment among the youth population has risen from 0.174 million 60 years ago to nearly 30 million in 2011-12, registering a Gross Enrolment Ratio of 20% in 2010-11.

The evidence from Andhra Pradesh also suggests that higher education has been a priority for successive governments with an impressive growth trajectory. Apart from 26 universities, the State has 204 Government Colleges and 2,497 Private Colleges (refer

Exhibit 10). Substantial public and private investment in higher education has ensured that the access to specialised institutions such as engineering and technical institutions is one of the highest in the country. However, Andhra Pradesh's investment in higher education, which amounts to Rs. 3049 crores, is about .5% of the GSDP (current prices), which is below the national average of 1%. In order to meet Andhra Pradesh's vision to become one of the three highest performing states in India by 2022 and the best state in the country by 2029, a higher percentage of investment in higher education is required to meet the growing human capital needs of its economy and more importantly, to help the youth realise its aspirations. Developed countries around the world invest on an average 1-2% of their Real GDP on higher education with countries like Denmark, Finland and Sweden – that rank as some of the best higher education systems in the world - investing close to 2% of GDP on higher education. The OECD average for public expenditure on higher education is around 1.5% of GDP.

In order to achieve a GER of 50% by 2029 and become a world-class hub for higher education, Andhra Pradesh will need to increase its public expenditure on higher education to 1.5% of GSDP by 2022 and 2.5% of GSDP by 2029.

Given the three scenarios of growth envisaged for the state (in terms of GSDP), Andhra Pradesh may be required to invest up to Rs. 28,387 crores in 2022 and up to Rs. 1,40,645 crores in 2029 (calculated as percentage on nominal GSDP) on higher education in the state.

Exhibit 21: Total Incremental Investment in Higher Education by 2029

Year	HE investment (% of Current GSDP)	Investment in HE (Rs Crore)		
		Scenario I	Scenario II	Scenario III
2016-17	0.728%	5415	5317	5206
2017-18	0.864%	7508	7238	6939
2018-19	0.995%	10106	9565	8978
2019-20	1.123%	13326	12384	11382
2020-21	1.249%	17316	15799	14218
2021-22	1.374%	22260	19941	17570
2022-23	1.500%	28387	24967	21540
2023-24	1.627%	35985	31075	26249
2024-25	1.758%	45416	38506	31847
2025-26	1.893%	57132	47559	38514
2026-27	2.033%	71702	58604	46467
2027-28	2.180%	89841	72095	55972
2028-29	2.335%	112446	88596	67346
2029-2030	2.500%	140645	108799	80977

Source: Estimated from GSDP (current price) AP Planning Department (201516)

International Comparisons – Benchmarking with the best in the world

The Universitas 21 Ranking, a report first launched in 2012, is an annual report on the status of higher education systems in the world and is the only report in the world to assess national higher education systems. U21 developed the Rankings as a benchmark for governments, education institutions and individuals, and the project aims to highlight the importance of creating a strong environment for higher education institutions to contribute to economic and cultural development, provide a high-quality experience for students, and help institutions compete for overseas applicants.

Overall, the top 10 countries in rank order are:

1. The United States
2. Sweden
3. Canada
4. Denmark
5. Finland
6. Switzerland
7. The United Kingdom
8. Australia
9. Singapore
10. Norway

The report groups 24 desirable attributes under four broad headings: Resources, Environment, Connectivity and Output.

- **The Resources** component covers government expenditure, total expenditure, and R&D expenditure in tertiary institutions.
- **The Environment** module comprises a quantitative index of the policy and regulatory environment, the gender balance of students and academic staff, and a data quality variable.
- **The Connectivity** component has been extended by including measures of interaction with business and industry, in addition to numbers of international students, research articles written with international collaborators and web-based connectivity.
- **The Output** component comprises nine output variables that cover research output and its impact, the presence of world-class universities, participation rates and the qualifications of the workforce. The appropriateness of training is measured by relative unemployment rates.

Andhra Pradesh can benchmark its higher education system with some of the leading systems in the world and develop an index to capture critical systemic data annually to enable an international comparison. Among the 24 desirable variables, some of the fundamental and crucial indicators of system efficiency are the gross enrolment ratios, female enrolment ratios, public expenditure on higher education and international competitiveness (ability to attract international students and faculty). A comparative analysis of Andhra Pradesh's status on these variables vis a vis the average of the top 5 countries in the world (for that particular indicator) is useful to understand the extent of parity and the magnitude of ground that needs to be covered as Andhra Pradesh is determined to transform its higher education system as one of the best in India and internationally.

For ease of comparison, the following parameters have been identified from the four broad categories based on highest weightage accorded to the parameters within the categories

Exhibit 22: Categories, Parameters and International Comparisons

Broad Categories	Specific parameters	Top 5 International comparisons
Resources	Public investment as percentage of GSDP	Denmark, Canada, Sweden, USA, Sweden
Environment	Female GER	The Netherlands, New Zealand, USA, Hong Kong SAR, Belgium
Connectivity	International students as a proportion of total students	Switzerland, Sweden, United Kingdom, Denmark, Singapore
Output	GER	USA, United Kingdom, Canada, Sweden, Finland

Source: Universitas 21 Ranking (2014)

Exhibit 23: Comparison of Andhra Pradesh with International Higher Education Systems

Public investment as % of GDP		GER		Female GER		International students (proportion to total student population)	
AP	Global top 5 Average	AP	Global top 5 Average	AP	Global top 5 Average	AP	Global top 5 Average
0.5%	1.5%	20.02	87.3	16.79	1	0.25%	15%

Source: APSICHE (2015) Universitas; 21 Ranking (2014)

Approach and Strategies

Andhra Pradesh intends to adopt a two-track approach to achieve its vision of transforming the state into a world class education and knowledge hub.

Track (I) will focus on all the augmentations and improvements to existing institutions by identifying critical quality and structural gaps that act as barriers to excellence. This track will also examine all the demand-side challenges that would need to be addressed immediately and in the short and medium term in order to remove barriers to access and equity as quickly as possible. Changes to existing programmes/curricula or introduction

of new programmes; and initiating and formalizing new national and international partnerships with existing institutions will also be executed as part of Track (I) strategies.

Track (II) will focus purely on creating new institutions of higher education in the state by identifying areas where such institutions are feasible and necessary. While the forging of partnerships and collaborations (national and international) with existing institutions will be a part of Track (I), establishing off-shore institutions will form a part of Track (II).

Exhibit 24: The Two Track Approach to achieve the mission targets

Track (I) Improving existing institutions	Track (II) Creating new institutions
<ul style="list-style-type: none"> - Augmentations and improvements to existing institutions by identifying critical quality and structural gaps that act as barriers to excellence - Examine all the demand-side challenges and remove barriers to access and equity - Initiate changes in existing programmes/curricula - Introduction of new programmes - Initiate and formalise new national and international partnerships 	<ul style="list-style-type: none"> - Creating new institutions of higher education in the state by identifying areas where such institutions are feasible and necessary - Establishing off-shore institutions in partnerships with international institutions

Strategies to achieve mission targets

The mission objectives and targets will be executed through well-planned and strategically designed strategies that will lead to the realisation of the vision in a holistic and sustainable manner. The strategies have been further segregated phase-wise and track-wise in order to make its administration and oversight systematic and logistically manageable. The preparatory phase will mostly focus on consolidating as much relevant baseline information as possible. With the creation of a new Andhra Pradesh it is critical that its challenges and enablers are assessed from a fresh lens and that all quantitative and qualitative baseline data is accurate and reflective of the most recent dynamics in the State.

Exhibit 25: Phase-wise Implementation Strategies

Mission Objectives	Government Actions				
	Phase I (Preparatory)	Phase II (Execution)	Phase III (Interim Evaluation)	Phase IV (Scale up)	Phase V (End line Evaluation)
	Baseline assessments	Track I	Track II		
Increase Gross Enrolment Ration	Assess the factors that have led to a low GER in the State through a youth aspiration study	<ul style="list-style-type: none"> • Create community awareness on the social and economic rate of return on investment in higher education, through social and mainstream media • Provide necessary financial support in the form of scholarships and vouchers and publicise the means to access them • Improve the quality of distance learning programmes and make it a viable alternative to on-site programmes 	<ul style="list-style-type: none"> • Ensure vertical mobility and seamless education up to 23 years • Set up new institutions offering relevant programmes in areas of exceptionally low GER • Introduce graduate programmes in vocational education Improve accessibility to existing institutions by improving road connectivity		

		<ul style="list-style-type: none"> • Partner with NGOs to address community issues acting as barriers to higher education • Adopt shift system and flexibility to encourage student enrolment • Make vocational education aspirational and a respectable career option 	
Address educational inequity between rural & urban areas	Assess the extent of inequity across multiple parameters such as access, infrastructure, access to finance, post-employment opportunities etc.	<ul style="list-style-type: none"> • Provide incentives for rural students to enrol in existing institutes, such as hostel accommodation, etc. • Promote the importance of road-connectivity to existing institutes from areas that indicate poor access and enrolment 	<ul style="list-style-type: none"> • Establish HEIs in each district. Category and level of curricular and accreditation will be determined based on demand. Develop appropriate incentives for training providers to be associate with these institutes <p>Establish an NIRD (or equivalent institute) to specifically encourage research and contribution towards rural development initiatives</p>
Improve quality of education	Conduct a comprehensive quality audit of a sample of institutions from diverse streams in order to understand misalignment with national and global standards	<ul style="list-style-type: none"> • Set-up an independent committee to plan and execute action points emerging from the quality audit, with specific timelines, departmental involvement and ownership 	<ul style="list-style-type: none"> • Set up community colleges • Set up National Institutions of Excellence <p>Set up new specialized universities on aspects relevant to the state such as maritime studies, tribal studies and petroleum studies</p>
Invest in Faculty development	Identify professional development needs of current faculty and develop a selection rubric and teacher	<ul style="list-style-type: none"> • Revamp the existing faculty training institutions • Technical and administrative best practices • Regularise part-time or external teachers 	<ul style="list-style-type: none"> • Institutions dedicated to imparting and honing transformational leadership skills in Higher Education administration through training and learning opportunities for Principals, VCs and

	competency framework based on relevance for the course, for recruitment of new faculty	<p>based on their qualification on the new competency framework</p> <ul style="list-style-type: none"> • Faculty certification programme based on the research and development accomplishments of the faculty • Mandatory refresher training programmes for all teaching staff • Exposure visits to successful institutions Faculty exchange programmes 	administrators
Ensure Youth employability	Conduct a comprehensive and objective assessment of youth skill gaps, in terms of quantity and quality and their contributing factors	<ul style="list-style-type: none"> • Compulsory course under Choice based Credit System on soft skills and communication training for all universities • Make soft skill training mandatory in all institutions of higher education with an independent certification process • Make internships mandatory for select institutions and programmes 	<ul style="list-style-type: none"> • Set up specialised institutions entrusted with the task of imparting industry-relevant soft skills either as a supplement to a regular undergraduate programme or as a finishing academy towards the end of the programme • Establishment of Skill Development Centers at HE institutions coordinated by TISS <p>Introduce employment guarantee scheme for students with a degree and soft skill certification</p>
Align vocational training and education with national and international standards	Conduct a state skill gap study along with an assessment of the quality of vocational training programmes in the state	<ul style="list-style-type: none"> • Develop state skill strategy that aligns skilling objectives with the NSQF and other NSDA objectives 	<ul style="list-style-type: none"> • Set up an independent skill development department to harmonise vocational education (higher education) and vocational training (labour and employment) activities across HEIs and other government departments responsible for skilling and capacity building
Promote arts and humanities	Evaluate the alignment of arts and humanities' curriculum in the	<ul style="list-style-type: none"> • Set up a committee under the Commissionerate of Collegiate Education to execute the recommendations of the gap analysis report developed in the 	<ul style="list-style-type: none"> • Set up 'Centres for Excellence' for arts and humanities subjects

	state with national and global and identify resource and foundational gaps	preparatory stage	
Promote holistic development of students	Create a framework for the implementation of sports and extracurricular activities in HEIs	<ul style="list-style-type: none"> Assess training and infrastructure availability in existing HEIs for sports and extra-curricular activities Revise curriculum to integrate sports and extra-curricular activities with the existing formal curricular framework 	<ul style="list-style-type: none"> Introduce sports and extra-curricular accreditation and degrees Establish institutes for sports develop that are responsible for curriculum development, content delivery <p>Proposed state skill development department will also include a mandate for sports and extra-curricular activities</p>
Develop support infrastructure for research and development	Evaluate the gaps in infrastructure (human, physical, social) available that hinder R&D activities in the state	<ul style="list-style-type: none"> Set up a system of accreditation and certification for existing departments desirous of undertaking extensive research and development activities with monetary and non-monetary incentives for carrying a sustained pace of research activities 	<ul style="list-style-type: none"> Set up Centres for Excellence and National Institutions of Excellence dedicated to the furtherance of R&D in the state
Build institutional partnerships	Evaluate institutional partnership needs for different groups of institutions and identify potentially synergistic national and international institutional	<ul style="list-style-type: none"> A framework for national and international collaboration may be developed to serve as a point of reference while initiating potential institutional partnerships. The framework will help identify the most suitable partner for the institution based on need, aspiration and complementarities. Facilitate intrastate partnerships and knowledge partnerships among existing local institutions, both in the state and nationally 	<ul style="list-style-type: none"> Invite international universities and global leaders to work in collaboration with local institutions or independently as off shore institutions

		<ul style="list-style-type: none"> • MoUs with institutions for trainings, academic project work, academic enhancement through visiting faculty 	
Encourage public private partnerships and industry collaboration	Evaluate industry willingness to collaborate and mutually rewarding areas of collaboration through consultative interactions with industry stakeholders	<ul style="list-style-type: none"> • Set up a public-private partnership in higher education cell, which will carry specific need analysis and develop requisite frameworks for PPP projects in higher education. The cell may also be entrusted with responsibility of coordination, monitoring and evaluation of PPP projects in higher education • Collaborations for projects/ internships 	<ul style="list-style-type: none"> • Set up an 'Education City', which will offer world class R&D facilities and industry collaboration for technology and innovation
Initiate a reform process to remove regulatory roadblocks	Conduct extensive stakeholder consultation and thorough assessment of regulations governing HEIs in the state	<ul style="list-style-type: none"> • Identify potential and existing roadblocks that could affect existing institutions towards effective realisation of Mission targets 	<ul style="list-style-type: none"> • Ease regulations governing the establishment of institutions either through public, private or partnership modes

Sources of Funding

The Andhra Pradesh Government will incrementally invest close to INR 6,00,000 crores (nominal price) over the next 15 years. The state will leverage multiple sources of funding to support this expenditure such as Central Government funding, multilateral and bilateral funding, private funding etc. An evaluation of the nature of expenditure and funding stipulations of respective funding agencies will need to be evaluated and applications for funding assistance will be made accordingly.

Exhibit 26: Potential Sources of Funding

• State Budgetary Allocation
• Higher Education Cess
• UGC Grants
• RUSA Funding
• Government to Government Funding
• Bilateral and Multilateral Agencies
• Social Impact Funds
• Public Private Partnerships
• Private Investments

Participatory Approach to Mission Management – Involvement of Key Stakeholders

The Knowledge Mission strategies will be executed as a well-planned and coordinated effort among various stakeholders. The Mission will adopt a participatory approach where relevant stakeholders will be consulted regularly on all crucial points and decision-making may be devolved accordingly. It will adopt an optimum combination of a bottom-up and top-down approach for different decision points as and where required.

Exhibit 27: Participatory Approach - Key Stakeholders

Honourable Chief Minister	Honourable Minister for Human Resource Development	Department of Higher Education
AP Knowledge Advisory Board	Commissionerate of Collegiate Education	Department of Training and Employment
Commissionerate of Technical Education	AP State Assessment and Accreditation Committee	AP State Council for Higher Education
Directorate of RUSA	Institutions (Universities, Colleges, Faculty Development)	State Skill Development Council
Industries & Investment Partners	College Teachers (Professors & Lecturers)	Students
Research Agencies	Non-Governmental Agencies	Parents

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