

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
(DEPARTMENT OF HIGHER EDUCATION)**

**(HIGHER EDUCATION IN INDIA)**

**COMMITTEE ON ESTIMATES  
(2013-2014)**

**TWENTY FIFTH REPORT**

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**FIFTEENTH LOK SABHA**



**LOK SABHA SECRETARIAT**

**NEW DELHI**

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**Presented to Lok Sabha on 06.09.2013**



**LOK SABHA SECRETARIAT  
NEW DELHI**

**06 September, 2013/Bhadrapada15, 1935(S)**

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### **List of Abbreviations**

AICTE	All India Council for Technical Education
AISHE	All India Survey on Higher Education
ASCs	Academic Staff Colleges
BE	Budget Estimate
CDTP	Community Development Through Polytechnics
CEPs	Cultural Exchange Programmes
CSIR	Council of Scientific and Industrial Research
CSS	Centrally Sponsored Scheme
DEC	Distance Education Council
DEIs	Distance Education Institutes
DHE	Department of Higher Education
DTH	Direct to Home
EBDs	Educationally Backward Districts
EduSAT	Education Satellite
EEPs	Educational Exchange Programmes
EPRB	External Peer Review Board
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
HEI	Higher Education Institutes
ICHR	Indian Council of Historical Research
ICPR	Indian Council of Philosophical Research
ICT	Information & Communication Technology
IGNOU	Indira Gandhi National Open University
IAS	Indian Institute of Advanced Study
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IUCs	Inter University Centres
JRF	Junior Research Fellowships
MEP	Monthly Expenditure Plan
MoHRD	Ministry of Human Resource Development
NAAC	National Assessment & Accreditation Council
NCRI	National Council of Rural Institutes
NGO's	Non-Governmental Organization
NMEICT	National Mission on Education Through Information and Communication Technology
NMTT	National Mission on Teachers and Teaching
NPE	National Policy on Education
ODL	Open and Distance Learning
QEA	Quarterly Expenditure Allocation
RE	Revised Estimate
RUSA	Rashtriya Uchhatar Shiksha Abhiyan
SOU's	State Open Universities
SRF	Senior Research Fellowships
TEQIP	Technical Educational Quality Improvement Programme
TLCs	Teachings Learning Centres

UGC  
UNESCO

University Grant Commission  
United Nations Educational, Scientific & Cultural  
Organization

**COMPOSITION OF THE COMMITTEE ON ESTIMATES (2013-14)**

**Shri Francisco Sardinha – Chairman**

**Members**

- 2 Smt. Harsimrat Kaur Badal
- 3 Smt. Bijoya Chakravarty
- 4 Shri Harish Chaudhary
- 5 Shri Khagen Das
- 6 Shri Pralhad Joshi
- 7 Shri Bapi Raju Kanumuru
- 8 Shri Chandrakant Khaire
- 9 Dr. Thokchom Meinya
- 10 Dr. Sanjeev Ganesh Naik
- 11 Kum. Meenakshi Natrajan
- 12 Shri Prabodh Panda
- 13 Dr. Vinay Kumar Pandey “Vinnu”
- 14 Shri Jagdish Singh Rana
- 15 Shri R. Sambasiva Rao
- 16 Shri Subodh Kant Sahai
- 17 Smt. Yashodhara Raje Scindia
- 18 Shri S. Semmalai
- 19 Shri Arjun Charan Sethi
- 20 Shri M.I. Shanavas
- 21 Shri Adhi Sankar
- 22 Shri Jagdish Sharma
- 23 Shri Neeraj Shekhar
- 24 Shri Ganesh Singh
- 25 Shri Ijyaraj Singh
- 26 Shri Jagada Nand Singh
- 27 Shri Radha Mohan Singh
- 28 Smt. Annu Tandon

29 Shri Mukul Wasnik  
30 Shri Om Prakash Yadav

**SECRETARIAT**

1. Shri A. Louis Martin - Joint Secretary
2. Smt. Anita B. Panda - Director
3. Dr. Yumnam Arun Kumar - Deputy Secretary
4. Ms. Savdha Kalia - Committee Officer



## **INTRODUCTION**

I, the Chairman of Committee on Estimates (2013-14) having been authorized by the Committee to submit the Report on their behalf, present this Twenty Fifth Report (Fifteenth Lok Sabha) on the subject 'Higher Education in India' pertaining to the Ministry of Human Resource Development (Department of Higher Education).

2. The representatives of the Ministry of Human Resource Development (Department of Higher Education) briefed the Committee on 07.11.2012 on the subject. The Committee took their oral evidence on 13.03.2013.

3. The Report on the subject was considered and adopted by the Committee at their sittings held on 03.09.2013 & 04.09.2013.

4. The Committee wish to express their thanks to the representatives of the Ministry of Human Resource Development (Department of Higher Education), who appeared before them and placed their considered views on the subject. The Committee also wish to thank the Ministry of Human Resource Development (Department of Higher Education) for furnishing the information required in connection with examination of the subject.

**NEW DELHI;**  
**05 September, 2013**  
**Bhadrapada 14, 1935(S)**

**FRANCISCO SARDINHA,**  
**CHAIRMAN,**  
**COMMITTEE ON ESTIMATES.**

# **REPORT ON 'HIGHER EDUCATION IN INDIA'**

## **PART- I**

### **Background Analysis**

#### **CHAPTER-I**

##### **INTRODUCTORY**

Higher Education is critical for developing a modern economy, a just society and a vibrant polity. It equips young people with skills relevant for the labour market and the opportunity for social mobility.

1.2 The MoHRD has defined, Higher Education as the education, which is, obtained after completing twelve years of schooling or equivalent and is of duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The Department of Higher Education has been given the responsibility to provide quality in higher education in the country.

1.3 The MoHRD has indicated that, for access, participation and expansion in higher education, there is a need (i) to expand the higher education sector in all its modes of delivery to increase the Gross Enrolment Ratio (GER) in higher education by 10 million, including 1 million in open and distance learning during the Twelfth Five Year Plan (2012-17), and (ii) to expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivizing State Governments and Non-Governmental Organizations/ (NGOs), and the Civil Society.

1.4 The Department of Higher Education was candid in its admission in a note submitted to the Committee that the higher education system is mired in poor quality of curriculum, instruction, teacher quality, research etc. At 18.8%, India's GER is well below global standards. There exist wide regional imbalances in access to higher education with inadequate opportunities of higher education to socially deprived communities, women, minorities and differently abled persons. The State Universities are bogged down with affiliation & governance issues, faculty shortage. With the States' investments (plan) in higher education declining over the years, there is a need for expansion, upgradation and quality improvement in State higher educational institutions. Since majority of students are in State sector (94%) there is a need to incentivize States to step up investment in higher education.

1.5 According to the Twelfth Five Year Plan document, an overriding emphasis will be given to quality—as further expansion without quality improvement would be counterproductive for the future of India, given the serious quality issues noted in the sector. Second, the Plan also strives to diversify higher education opportunities, not only to meet the needs of employers, but also to offer a wide range of paths to success for our youth. For this, world-class research universities as well as sophisticated teaching institutions are needed to impart key vocational and generic skills in a timely manner to cope with the rapidly changing labour market needs. Third, this excellence in diversity will be implemented through governance reforms, to enable institutions to have the autonomy to develop distinctive strengths, while being held accountable for ensuring quality.

1.6 Planning Commission has estimated that developed economies and even China will face a shortage of about 40 million highly skilled workers by 2020, while, based on current projections of higher education, India is likely to see some surplus of graduates in 2020. Thus, India could capture a

higher share of global knowledge based work, for example by increasing its exports of knowledge-intensive goods and services, if there is focus on higher education and its quality is globally benchmarked.

1.7 During Twelfth Five Year Plan, the Department of Higher Education is stated to focus on expansion, equity initiatives, central institutions, in particular the new ones established in the Eleventh Five Year Plan, would require huge investments over the next few years for developing basic infrastructure and facilities to gain critical mass and make a meaningful impact.

1.8 Planning Commission has held that as State Universities and colleges that constitute the bulk of Higher Education Institutes (HEIs) are poorly funded and suffer from acute quality deficit, a quantum jump in the Central funding for State Universities and colleges is also envisaged during the Twelfth Plan. This funding would be strategically used to foster academic and administrative reforms, address challenges and fill in the gaps in the overall State plans for higher education. In addition, a separate outlay has been kept for creation of a large-scale ecosystem for skill-based higher education. A large outlay is needed for the revamped students' financial aid programme to significantly increase the reach of scholarships and education loans through Government-backed guarantees as well as for various equity-related initiatives.

1.9 The Committee on Estimates had examined issues relating to Higher Education and presented reports as follows:

- (i) 10<sup>th</sup> Report (1957-58) Second Lok Sabha on 'Technical Education Part-I'
- (ii) 15<sup>th</sup> Report (1957-58) Second Lok Sabha on 'Technical Education Part-II'
- (iii) 17<sup>th</sup> Report (1957-58) Second Lok Sabha on 'University and Rural Higher Education'.

- (iv) 102<sup>nd</sup> Report (1965-66) Third Lok Sabha on 'University Grants Commission'.
- (v) 9<sup>th</sup> Report (1977-78) Sixth Lok Sabha on 'Higher Technical Education'.
- (vi) 66<sup>th</sup> Report (1988-89) Eighth Lok Sabha on 'University Grants Commission'.
- (vii) 19<sup>th</sup> Report (2003-04) Thirteenth Lok Sabha on 'All India Council for Technical Education (AICTE)'.
- (viii) 17<sup>th</sup> Report (2007-08) Fourteenth Lok Sabha on 'University Grants Commission'.

1.10 In this background, the Committee deemed it fit to select the subject for detailed examination and report to the Lok Sabha. Based on consolidated information furnished by the MoHRD and the discussions held by the Committee with the representatives of the Department of Higher Education, MoHRD and AICTE; the Committee examined the subject in detail and identified certain critical issues as enumerated in the succeeding Chapters of this Report.

## CHAPTER II

### ENROLMENT IN HIGHER EDUCATION

#### (i) General Enrolment Ratio

The access to higher education is generally measured by Gross Enrolment Ratio (GER). GER measures the access level by taking the ratio of persons in all age groups enrolled in various programmes to total population in age group of 18 – 23 years. The Government has set a target of increasing the GER from the level of about 12 per cent to 15 per cent by the end of the Eleventh Five Year Plan and to 30 per cent by 2020.

2.2 The Gross Enrolment Ratio (GER) of the country has increased to 18.8% in 2011-12 from 11.55% in 2005-06 indicating increase of 6.45 percentage point. It may be seen that the phenomenal growth of 3.35 percentage point in GER has been witnessed between 2010-11 and 2011-12, which clearly show that higher education system is on right track and if we manage to continue with that trend of GER, it would easily be possible to achieve the target of 30% GER of 2020.

2.3 Despite considerable progress during the Eleventh Five Year Plan, less than one-fifth of the estimated 120 million potential students are enrolled in Higher Educational Institutions (HEIs) in India, well below the world average of 26 per cent. Wide disparities exist in enrolment percentages among the States and between urban and rural areas while disadvantaged sections of society and women have significantly lower enrolments than the national average. The pressure to increase access to affordable education is steadily increasing with the number of eligible students set to double by 2020. At the same time, significant problems exist in the quality of education provided. The sector is

plagued by a shortage of well-trained faculty, poor infrastructure and outdated and irrelevant curricula. The use of technology in Higher Education remains limited and standards of research and teaching at Indian Universities are far below international standards with no Indian university featured in any of the rankings of the top 200 institutions globally. Therefore the key challenge is to find a path to achieve the divergent goals for the growth of higher education in India.

2.4 The Twelfth Five Year Plan document states the following as regards enrolment target for the plan period:

“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 GER from 17.9 per cent (estimated for 2011–12) to 25.2 per cent by 2017–18 and reach the target of 30 per cent GER by 2020–21 which would be broadly in line with world average.”

2.5 It is observed from the Annual Report (2012-13) of MoHRD that institutional growth and enrolment in Higher Education in the country from 2010-11 to 2011-12 are as follows:

No. of Institutions/Enrolment	2010-11	2011-12
Universities	523	574
Colleges	33023	35539
AICTE approved Technical Institutions	11809	13507
Distance Teaching Universities/ Institutions	200	200
Enrolment in the Universities and Colleges (in lakh) - Estimated	169.75	203.27
Enrolment in Open Distance Learning (ODL) System (in Lakh) - Estimated	37.45	38.56
Enrolment in Post School Diploma/ PG Diploma (in Lakh)	18.56**	23.02**
Intake in AICTE approved Technical Programmes (in Lakh)	26.15	30.14

2.6 Despite the growth in number of institutions, their geographical spread remains highly skewed with a large concentration in big cities and towns. Further, even though GER at the national level is 18 per cent as stated in the 12<sup>th</sup> Five Year Plan document, there are wide inter-State variations while overall institutional density increased from 10 to 14 institutions per 1,000 sq. km during the Eleventh Five Year Plan, a large number of habitations and settlement clusters with a population of more than 10,000 and less than 1,00,000 are without any proximate institution of higher education. Delhi, Chandigarh and Puducherry, which attract a large number of students from outside their States, have GERs exceeding 30 per cent while States like Bihar, Jharkhand, Assam, Rajasthan, Odisha and West Bengal have significantly lower GERs.

2.7 It has been stated by the Department of Higher Education that out of the total enrolment in higher education, the enrolment in Central institutions accounts for 2.6 per cent of the total enrolment; State institutions account for 38.5 per cent of enrolment; and, private institutions cater to the remaining students. Strategic role of Government in creating additional institutions at degree and diploma level programme to support expansion is warranted. As per Education Policy, 6 per cent of the GDP is required to be invested in education. Financial Resources are critical for implementation of any plan and realization of targets. The target to enhance access to higher education by creating ten million additional seats aligned to the skill needs of the economy, calls for more innovative and viable modes of funding higher education.

### **Faculty-wise Enrolment**

2.8 The faculty wise enrolment at the beginning of the Eleventh Five Year Plan and at the end of the Eleventh Five Year Plan is given below:



( in per cent)		
<b>Faculty</b>	<b>2006-07</b>	<b>2011-12</b>
Arts	45.13	37.09
Science	20.45	18.64
Commerce/Management	18.01	17.57
Education	1.46	3.60
Engineering/Tech.	7.21	16.05
Medicine	3.16	3.52
Agriculture	0.58	0.48
Veterinary Science	0.15	0.14
Laws	3.05	1.84
Others	0.80	1.07

2.9 It may be seen from above that in relative terms there has been decline in the percentage of enrolment in Arts, Law, Science, and Agriculture. When the Committee desired to know reasons in response to the same, the MoHRD stated as under:

“The faculty-wise enrolment of Higher Education for the year 2006-07 and 2011-12 shows that the share of enrolment in various streams of Arts, Science, Commerce/Management, Agriculture and Veterinary Science has actually increased by 43.86 per cent, 59.59 per cent, 70.75 per cent, 95.04 per cent and 44.48 per cent and 63.65 per cent respectively between the years 2006-07 to 2011-12. Law Stream witnessed only a marginal increase by 5.38 per cent between the years 2006-07 to 2011-12. However, in other streams, the increase has been much more with Education, Engineering/Technology and others, increasing by 332.12 per cent, 289.55 per cent and 134.61 per cent respectively between the years 2006-07 to 2011-12. Thus, it is only in relative terms that the percentage share of Arts, Law, Sciences, etc. has decreased in the overall enrolment.”

2.10 With regard to harmonious growth of all faculties i.e. Humanities, Social Sciences and Basic Sciences Disciplines, the MoHRD stated that it is critical to higher education and that efforts to promote Humanities, Social Sciences and Basic Sciences are being more so as to ensure a balanced educational environment in institutions of higher learning.

2.11 Under the ‘National Initiative for Excellence in Humanities and Social Sciences’, Plan Outlay of ₹130 crore and complementary Extra Budget Resources (Non-plan) amounting to ₹80.95 crore have

been earmarked to encourage bright students to choose programmes in humanities and to improve its quality of teaching and research. It envisages constitution of empowered Committee for revamping institutional funding and creation of new Inter-University centres.

### Level wise Enrolment

2.12 Annual Report (2012-13) of the MoHRD has shown the level-wise enrolment in Higher Education during 2006-07 to 2011-12 as below:

( in per cent)		
Level	2006-07	2011-12
Graduate	88.92	85.87
Post Graduate	9.42	12.26
Research	0.64	0.79
Diploma/Certificate	1.03	1.08

2.13 It may be seen from above that enrolment in research programmes remains below 1 per cent of the total enrolment in Higher Education and has shown only a marginal increase of only 0.15 per cent during the period 2006-07 to 2011-12. Further, the increase in enrolment for Diploma/Certificate level too was only 0.05 per cent during the said period.

### Gender-wise Enrolment

2.14 The Gender wise enrolment in Higher Education during 2000-01 to 2010-11 as given in the Annual Report (2012-13) of MoHRD is as follows:

Year	Students Enrolment		
	Total (Boys+Girls)	Girls only	% of Girls
2000-01	83,99,443	33,06,410	39.4
2001-02	89,64,680	35,71,656	39.8
2002-03	95,16,773	38,11,691	40.1
2003-04	1,00,11,645	40,26,187	40.2
2004-05	1,05,42,262	42,59,072	40.4

2005-06	1,11,37,627	45,10,738	40.5
2006-07	1,18,87,095	48,20,216	40.6
2007-08	1,27,27,082	51,67,192	40.6
2008-09	1,36,41,808	56,49,102	41.4
2009-10	1,46,24,990	60,80,373	41.6
2010-11	1,69,74,883	70,48,688	41.5

2.15 It may be seen from the above statement that the percentage share of women in field of Higher Education has been increasing steadily from 39.4 per cent in 2000-01 to 41.5 per cent in 2010-11.

2.16 As per the Annual Report 2012-13, the GER of girls is given as under:

**State-wise Gross Enrolment Ratio of girls in Higher Education from 2005-06 to 2009-10**

S. No.	Name of the State	2005-06	2006-07	2007-08	2008-09	2009-10
1	Andhra Pradesh	10.79	12.09	11.49	11.7	12.3
2	Arunachal Pradesh	5.72	6.98	10.61	11.8	12.5
3	Assam	4.6	4.39	4.76	6.1	6.2
4	Bihar	2.22	2.27	4.31	5.5	7.5
5	Chhattisgarh	7.53	7.51	7.79	11.7	15.8
6	Goa	14.99	14.79	16.94	18.3	30.9
7	Gujarat	9.46	7.76	9.47	11.9	13.2
8	Haryana	11.12	12.56	13.65	16.5	16.8
9	Himachal Pradesh	13.45	16.33	13.45	19.7	24.8
10	Jammu & Kashmir	11.34	9.81	8.7	15.4	17.6
11	Jharkhand	7	6.85	4.46	7.2	6.3
12	Karnataka	11.73	12.96	9.03	18.8	16.3
13	Kerala	12.2	12.56	11.23	13.7	14.2
14	Madhya Pradesh	9.54	8.82	9.13	10.5	13.1
15	Maharashtra	11.72	12.52	21.03	16.9	16.9
16	Manipur	10.93	12.42	5.98	11.6	12.7
17	Meghalaya	13.3	13.82	12.72	17.6	16.1
18	Mizoram	9.39	8.79	8.8	23.9	24.7
19	Nagaland	6.64	7.73	7.24	121.4	15.7
20	Orissa	3.49	3.96	3.56	4.5	5.9
21	Punjab	2.09	12.69	10.67	11.1	10.9
22	Rajasthan	5.25	5.59	6.45	7.9	7.4
23	Sikkim	10.75	12.27	11.81	20.2	22.8
24	Tamil Nadu	13.68	16.89	13.33	16.5	17.2
25	Tripura	5.48	5.75	5.94	9.5	9.4
26	Uttar Pradesh	7.77	7.84	8.19	8.6	9.5
27	Uttarakhand	15.31	16.05	16.11	15.3	45.2
28	West Bengal	5.98	6.9	7.73	9.5	10.2
	All India	9.35	10.02	11.05	11.4	12.7

2.17 As per the Annual Report (2012-13), GER for girls in higher education has increased from 6.71 per cent in 2001-02 to 16.50 per cent in 2010-11, whereas GER of SC & ST students stand at 9 per cent and 7.50 per cent respectively in 2009-10. However, gap between boys and girls (GER) still exists of the order of 3.59 percentage point.

2.18 Gross Enrolment Ratio of women in higher education in India is lowest among BRICS and other economies-2010. GER in India was 15 whereas in Russian Federation, it was 87, South Korea - 86 and China - 27 as reported in the Annual Report (2012-13) of MoHRD.

2.19 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 ₹ 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. 499 Polytechnics have been provided partial financial assistance of Rs. 2.82.10 crores under the Scheme till 20.03.2013 for construction of Women's Hostels at these Polytechnics.

2.20 Initiative taken by the Government to raise the participation rate of girls in higher education are stated to be as follows:

- Establishment of Day Care Centres in Universities and Colleges to provide a secure place and environment during working hours for their children.
- Indira Gandhi Scholarship for Single Girl Child for pursuing Higher and Technical Education.
- Construction of Women Hostels for Colleges.
- Development of Women's Studies in Universities and Colleges.

- Capacity Building for Women Managers in Higher Education.
- Post-doctoral Fellowships for Women.
- Financial assistance has been provided to the existing Government/ Government aided Polytechnics for strengthening of infrastructure facility and also for construction of women's hostel 168 Polytechnics for women are operational in various stages.

### **SC/ST Enrolment**

2.21 Giving the percentage of student enrolment in the SC/ST categories in higher education, the Secretary, MoHRD stated as follows:

“...in the SC category, the student enrolment is only 11.76 per cent against the required 15 per cent; for ST, it is 5.2 per cent against the required 7.5 per cent; and in terms of overall boys and girls, there is a difference of four percentage points in terms of GER. The girls are comparatively less enrolled in the higher education system.”

2.22 According to the MoHRD's Annual Report (2012-13), in order to make Higher Education more responsive to the needs and constraints of SC/ST and other marginalized groups, there are cells functioning in the MoHRD to coordinate with line Ministries. A National Monitoring Committee for education of SCs, STs and persons with disabilities to advise on these matters has also been constituted, which, on 27.06.2012, has set up Six Task Forces for educational development of these groups. The Twelfth Five Year Plan also has suggested to bring all equity related schemes in Higher Education across different Ministries under the umbrella, namely 'Equal Opportunity for Higher Education' to be coordinated by Planning Commission.

2.23 The Ministry of MoHRD have reportedly taken several measures and launched various schemes to promote Higher Education amongst SCs/STs as shown below:-

- Remedial Coaching at UG/PG level to strengthen their knowledge; improve their academic skills; comprehension of basic subjects and linguistic proficiency in various subjects.
- Coaching Classes to prepare for National Eligibility Test (NET)
- Coaching Classes for Entry in Services.
- Establishment of SC/ST Cells in Universities to safeguard their interest.
- Establishment of Equal Opportunity Cell (EOCs) for sensitizing university/ college community on problems faced by SC/ST students in higher education.
- Post-Graduate Scholarships to SCs/STs and Minorities.
- Post-Doctoral Fellowships for SCs/STs.
- Measures Initiated by the IITs to prevent any form of Caste-Based Discrimination.

**(ii) Education for Differently Abled Persons**

2.24 According to the MoHRD's Annual Report (2012-13), understanding and facilitating students with disabilities has become a central focus for higher education. The following schemes/programmes are being run for educational development of differently-abled persons:

- **Upgradation of existing Polytechnics to integrate the Persons with Disabilities**

The objective of the scheme is to promote education and training of persons with disabilities by integrating them in the mainstream of technical and vocational education and skill development programmes through formal and non-formal programme. 50 existing polytechnics in 24 States/UTs have been selected for upgradation and each Polytechnic is allowed to admit 25 students in Diploma programmes whereas under Non-formal programmes (upto six months duration) upto 100 students are provided vocational training.

In the polytechnics, the enrolment of PwD students during the year 2012-13 (till September, 2012) was as under :

<b>Course</b>	<b>Number</b>
Formal courses in diploma	1214
Non-Formal courses in diploma	1125
<b>Total</b>	<b>1339</b>

Apart from above, there are also following general schemes (for SCs, STs, OBCs and PwDs) which provide enabling environment for the PwD Students in the field of Higher Education.

- **Central Scholarship Scheme for College and University Students**

Under this Scheme, 3% slots, out of total 82,000 scholarships have been earmarked for PwD students.

- **Establishment of Equal Opportunity Cells (EOC) in Universities**

To make Colleges and Universities more responsive to the needs and constraints of the disadvantaged groups and to provide guidance and counselling in academic, financial, social and other matters. One time grant of Rs. 2.00 lakhs for establishing the office of Equal Opportunity Cells will be provided. At present, as many as 128 EOCs are functioning in various universities.

### **(iii) Education for the Minorities**

2.25 As per the Annual Report 2012-13 of the MoHRD, for protection of the Constitutional Rights of the Minorities to establish and administer educational institutions of their choice and other allied matters, the National Commission for Minority Educational Institutions (NCMEI) has been established on 11.11.2004. It is a quasi-judicial body and has issued minority status certificates to 7727

educational Institutions as on 31.3.2013. In addition, the National Monitoring Committee on Minorities' Education (NMCME) has been reconstituted on 23.12.2011 having representations from eminent persons from minority communities, educational institutions and other stake holders. Some of the Schemes/Programmes to promote higher education among minorities are as under :

- Identification of 64 Minority Concentration Areas/Districts out of 374 Identified EBDs in the scheme for establishment of model degree colleges.
- Approval/sanctioning of 285 women's hostels during XI Plan in Minority Concentration Districts/Areas. Out of total allocation of Rs. 370.19 crore, Rs. 203.69 crore was released till 27 February, 2012.
- Approval of the guidelines for establishment of Centres in Universities for study of Social Exclusion and Inclusive Policy and subsequent sanction of such centres in 35 universities for which Rs.21.53 crore has been released.
- Establishment of 'Residential Coaching Academies for Minorities, Women/SCs/STs' in Aligarh Muslim University, Maulana Azad National Urdu University, Babasaheb Bhimrao Ambedkar University, Jamia Hamdard University and Jamia Millia Islamia.
- Establishment of Academies for Professional Development of Urdu medium teachers in Aligarh Muslim University, Jamia Millia Islamia and Maulana Azad National Urdu University.

**(iv) Central Scheme to provide full interest subsidy on Education loan:-**

2.26 As per the Annual Report of MoHRD 2012-13, a Central Sector Scheme of Interest Subsidy on Educational Loans has been launched. Under the Scheme full interest subsidy is provided during the period of moratorium (i.e. duration of a recognised professional course plus 1 year or 6 months after employment – whichever is earlier) on educational loans availed by all students belonging to



economically weaker sections (with parental family income from all sources, less than Rs. 4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association (IBA).

The interest subsidy shall be linked with the existing Educational Loan Scheme of IBA and restricted to students enrolled in recognised professional courses (after Class XII) in India in Educational Institutions established by Acts of Parliament, other Institutions recognised by the concerned Statutory Bodies, Indian Institutes of Management (IIMs) and other institutions set up by the Central Government. The scheme is effective from the academic year 2009-10. It is based solely on income criteria and not social background. The detailed scheme is available on MoHRD website [www.mhrd.gov.in](http://www.mhrd.gov.in). Recently, it has been decided that the Scheme is applicable also to cooperative banks which are listed in Schedule II of Reserve Bank Act, 1934.

(v) **Establishment of New Model Degree Colleges in Districts having GER less than National GER**

2.27 A new scheme has been introduced on 21.01.2010 to provide central financial assistance for establishment of a Model Degree College in each of the identified 374 Educationally Backward Districts (EBDs) where Gross Enrolment Ratio (GER) for higher education is less than the national average (GER). The main objective of the scheme is to enhance the access to degree courses in EBDs of the country, so as to achieve expansion in higher education with inclusion, equity and quality. Essentially, the scheme is a motivational one for State Governments to uplift under-served districts educationally by providing appropriate financial assistance.

2.28 Under the scheme for setting up Model degree colleges in 374 identified backward districts, Central assistance is to be given for setting up of a degree college in each of the 374 identified educationally backward

districts where GER for higher education is less than the national GER. Central Government shall provide assistance to the extent of 1/3<sup>rd</sup> of the capital cost for establishment of each college, limited to ₹2.67 crore. For Special category States, the Central share shall be 50 per cent of the capital cost limited to ₹ 4.00 crore for each college. The proposal was to establish these colleges during the Eleventh and Twelfth Five Year Plan. The proposal was to establish 200 Model Degree Colleges during the Eleventh Five Year Plan. The Government received 155 proposals, out of which 86 have been approved. There has been no delay in establishing these colleges by the Central Government except that while examining certain proposals, UGC had to return some proposals to the State Governments as they were incomplete, requesting for additional information/documents. Total outlay as Central assistance for the Scheme is ₹1079 crore”.

2.29 The proposals received from various States is given at **Appendix I** of this Report:

2.30 From the information furnished by the MoHRD, it is seen that ;

- (i) States of Jharkhand, Madhya Pradesh, Meghalaya, Mizoram, Nagaland, Uttarakhand and UTs of Andaman & Nicobar Islands, Daman & Diu and Puducherry have not yet sent proposals for development of a model degree college in their EBDs.
- (ii) Very few proposals have been received from States of Bihar, Chhattisgarh, Odisha, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal in comparison to the number of their identified EBDs.

2.31 Regarding delay in establishment of these colleges, Department of Higher Education stated in a note (November, 2012) as follows:-

“The Ministry had written to all State Governments in June, 2010 to send their proposals to UGC. Education Secretary also wrote to all Chief Secretaries in July, 2010 to direct the concerned State

Departments to expedite the proposals. According to the UGC, 153 proposals were received, out of which 86 have been approved which also include 10 proposals for setting up of Model Degree College in Minority Concentration Districts (9 in Assam and 1 in Uttar Pradesh). So far, approx. 50 colleges have been operationalized. Thirty four proposals have been referred back to the State Governments for clarification/additional documents and 33 have been rejected on grounds of ineligibility”

2.32 Pointing out that a Centrally Sponsored Scheme is under consideration, Department of Higher Education states as follows:-

“Need for central support, in order to address issues of fund constraints and poor quality education, has been highlighted in the Approach Paper to the XII Plan. Recognising this, a Centrally Sponsored Scheme (CSS) has been envisioned by the Ministry of Human Resource Development for approval in the XII Plan. Details of the scheme are being worked out. The Centrally Sponsored Scheme of setting up of one Model Degree College, in each of the identified 374 Educationally Backward Districts is proposed to be subsumed in this scheme and is at present under consideration”

2.33 In a subsequent note, the Committee have been informed that the Model Degree Colleges are proposed to be established during the Twelfth Five Year Plan period. An Expert Committee constituted by UGC shall evaluate the Detailed Projects Reports (DPR) of the colleges and look into the jurisdiction for seeking financial assistance and accordingly submit its recommendations to the UGC regarding approval of the project and the quantum of grant. If the project is approved, the UGC shall release 50 per cent of the allocation as the first installment. The second installment of 40 per cent of the allocation shall be released by the UGC only after the State Government concerned releases 50 per cent of its committed share towards non-recurring expenditure and the recurring grant for at least one year, besides submission of the utilization certificate by the college in response of the first installment of grant released by UGC. The final installment limited to 10 per cent of the allocation shall be released on reimbursement basis after the completion documents of the building projects are submitted to the UGC.

**CHAPTER-III**  
**DEVELOPMENT OF HIGHER EDUCATION**

**(i) Allocation of Funds**

According to MoHRD, out of the approved plan outlay for XI Plan for higher education of ₹ 84,943 crore, the Department of Higher Education received only ₹47,786.00 crore as Budget Estimates (BE) and ₹ 40627.85 crore as Revised Estimate (RE) and against this, the department incurred an expenditure of ₹ 39,646.82 crore during the XI Plan period which is 97.58 per cent of RE. The financial projections for XI Plan were made taking into account estimated expenditure of expansion in higher education and also launch of several new initiatives towards equity and excellence.....The financial projections for XI Plan were made taking into account estimated expenditure of expansion in higher education and also launch of several new initiatives towards equity and excellence, notably a large scale expansion in university education which was initiated during the XI Five Year Plan by setting up new education institutions, comprising 30 Central Universities, 8 IITs, 8 IIMs, 10 NITs, 20 IIITs, 3 IISERs, 2 SPAs, 374 Model colleges and 1000 polytechnics. Since these were new institutions, the process of approvals has been time consuming, this resulted in some delays causing slow pace expenditure during the XI Plan period.

3.2 With regard to the investment to be made during the Twelfth Five Year Plan, the Secretary, MoHRD during the evidence held on 13.3.2013 *inter alia* stated as under:

“We have started a whole lot of things in the Twelfth Five Year Plan which we intend to do. Basically the rate of investment in the Twelfth Five Year Plan is going to be ₹1,10,000 crore ..... So in terms of money also, the Government seems to be backing us.”

3.3 The break-up of the Twelfth Five Year Plan Outlay as furnished by the, MoHRD are as under:

(₹ In crore)		
Sl. No.	Name of Bureau	XII Plan Outlay
1.	University & Higher Education	49,000.00
2.	Students Financial Aid	11,000.00
3.	Open and Distance Education and ICT	4,700.00
4.	Book Promotion & IPR	300.00
5.	Language Development	1,200.00
6.	Planning, Administration & Global Engagement	2,000.00
7.	Technical Education	42,500.00
	<b>Grand Total</b>	<b>1,10,700.00</b>

3.4 The scheme-wise allocation of the Twelfth Five Year Plan period is given in **Appendix-II** of this Report.

3.5 An analysis of the scheme-wise allocation during the Twelfth Five Year Plan indicates that almost 44 per cent of the funds would be directed to Universities and Higher Education, almost 38 per cent to Technical Education, 4 per cent to Open and Distance Education along with Information and Communication Technology (ICT) and 10 per cent towards Students' Financial Aid.

3.6 Keeping in view the priority of the Government of India, for social sector programmes, the Department of Higher Education was provided an allocation of ₹15,438.00 crore (Plan) and ₹9,837.00 crore (Non-Plan) during the year 2012-13. This covered allocation for Higher Education, Technical Education, Language Development, Book Promotion and Copyright and UNESCO related activities and Planning and Administration.

3.7 According to Outcome Budget (2013-14) of the Department of Higher Education Plan and Non-Plan allocation for the Department and the Expenditure incurred for the year 2011-12 and during 2012-13 (up to December 2012) are as follows:

₹ in crore

Year	Plan			Non Plan		
	BE	RE	Actual Exp.	BE	RE	Actual Exp.
2011-12	13100.00	12812.00	12575.31 (98.15% of RE) (95.99% of BE)	8812.00	7032.00	6929.72 (98.55% of RE) (78.64% of BE)
2012-13	15438.00	13479.00	9556.07* (70.90% of RE) (61.91% of BE)	9837.00	7798.00	5190.66* (66.56% of RE) (52.77% of BE)

**\*Actual for the year 2012-13 is up to December 2012**

3.8 Detailed scheme-wise plan and non-plan allocation and expenditure incurred during 2010-11, 2011-12 and 2012-13 (upto December, 2012) are indicated at **Appendix III** (Plan) and **Appendix IV** (Non-Plan) of this Report.

3.9 As far as the new projects/schemes/ initiatives that have been planned for the Twelfth Five Year Plan, the Committee have been informed that MoHRD proposes to continue the focus on three E's (Expansion, Equity & Excellence) with greater emphasis on quality of higher education while consolidating the gains of the Eleventh Five Year Plan. The new projects/schemes/initiatives that have been planned include the following:-

- Rashtriya Uchhatar Shiksha Abhiyan (RUSA) which includes Incentivisation of existing State Universities and Institutions.
- National Mission on Teachers and Teaching (NMTT) for faculty development.
- Vigorous follow up of ICT Mission and development and use of e-content.
- Interventions for increasing participation of women, SC,ST, OBCs including scholarships and hostels.
- Increased focus on Vocational Education and Skill Development through Community Colleges
- Increased focus on research and innovation
- Financial assistance for setting up of new polytechnics/community colleges and up gradation of existing polytechnics.
- Extensive use of technology and open and distance learning

- Covering more students under Education Loan Interest Subsidy Scheme

**(ii) Higher Education Capacity**

3.10 Combining access with affordability and ensuring high-quality undergraduate and postgraduate education are vital for realising the potential of the country's 'demographic dividend'. Therefore, future expansion should be carefully planned so as to correct regional and social imbalances, reinvigorate institutions to improve standards and reach international benchmarks of excellence, match demand with supply by improving employability, and extend the frontiers of knowledge.

3.11 All India Survey on Higher Education (AISHE) was initiated in 2012-13 to build a robust database to assess the correct picture of Higher Education in the country. The objective of the survey is to have reliable and comprehensive data to measure the actual GER and take measures to improve the GER. As per the first provisional report (based on data collected upto 31<sup>st</sup> July, 2012) estimated students enrolment in higher education comes out to 26.65 million and GER at all India level is 18.8 (Male – 20.9, Female – 16.5).

3.12 Some of the other findings of the survey are as given as below:

- Percentage of students in total students enrolment are 10.2, 4.4 and 27.1 for SC, ST and OBC categories respectively.
- Percentage of staff in total teaching staff are 7.4, 2.9 and 23.3 for SC, ST and OBC categories respectively.
- Among responding colleges, percentage of private unaided colleges account for 57 per cent, whereas such colleges have only 38 per cent of total enrolment.

- Out of total enrolment reported, enrolment under distance mode of education constitutes about 17 per cent.

3.13 Education is in the 'Concurrent List' of the Constitution (7<sup>th</sup> Schedule). According to MoHRD, Central Government is responsible for major policy formulation for coordination and determination of standards in Higher Education. Accordingly, to maintain uniformity in higher education all over the country and also to take care of unserved areas, a number of centrally funded Institutions have been set up. Some such Institutions have also been set up to take care of area/ sector specific requirements. The Centrally funded Institutions are (i) Central Universities; (ii) Deemed to be Universities; (iii) Technical Institutions; (iv) Management Institutions; (v) Information Technology Institutions; (vi) Science & Research Councils; (vii) Planning & Architecture Institutions; (viii) Training Institutions (ix) Planning & Consultancy Institutions and (x) Region/ Sector Specific Institutions. It is stated that these Institutions have Under Graduate, Post Graduate, Doctorate and Research courses of various branches of higher education i.e. General/ Technical/ Management/ Language/Humanity/ Architecture/ Information Technology / Training etc.

3.14 The Twelfth Five Year Plan document has brought out details regarding the growth of educational institutions during the Eleventh Plan as follows:-

Category	2006-07	2011-12	Increase	Growth Rate (Per Cent)
<b>Central Institutions</b>				
Degree Awarding Institutions	87	152	65	11.8
Colleges	58	69	11	3.5
Sub total	145	221	76	8.8
<b>State Institutions</b>				
Degree	227	316	89	6.8



Awarding Institutions				
Colleges	9,000	13,024	4,024	7.7
Diploma Institutions	1,867	3,207	1,340	11.4
Sub total	11,094	16,547	5,453	8.3
<b>Private Institutions</b>				
Degree Awarding Institutions	73	191	118	21.2
Colleges	12,112	19,930	7,818	10.5
Diploma Institutions	5,960	9,541	3,581	9.9
Sub total	18,145	29,662	11,517	10.3
<b>Total</b>	<b>29,384</b>	<b>46,430</b>	<b>17,046</b>	<b>9.6</b>

3.15 It has been stated that Increase in higher education capacity during the Eleventh Five Year Plan was largely achieved through the setting up of new institutions by Central and State Governments and the Private Sector. The number of institutions grew by 58 per cent from 29,384 to 46,430. By the end of the Eleventh Five Year Plan, the country had 645 degree awarding institutions, 33,023 colleges affiliated to universities and over 12,748 diploma granting institutions. With the growth rate of institutions matching that of enrolment, the problem of low enrolment per institution evident at the start of the Eleventh Plan remains. Combined with the skewed growth of engineering and technical disciplines, this indicates that further expansion should be undertaken in the context of also achieving disciplinary diversity and increasing capacity within existing institutions rather than creating new institutions

3.16 To a query whether any physical targets and timelines been identified to bring in curricular reforms in the higher education, the Department of Higher Education stated in a written reply that UGC had issued Guidelines on curricular reforms in the year 2008 which were supposed to be followed by all universities. Presently UGC Regulations for UG, PG and Research Degree

Programmes only specify entry qualification minimum duration and minimum standards of teaching learning. Reforms in the higher education system are essential to implement such a framework such as Semester system, Choice Based Credit System has been adopted in institutions to varying extents. One of the major hurdles is the varying definition of 'Credit' across institutions. MHRD proposes to formulate a Higher Educational Qualification Framework in integrating the above. It seeks to describe a framework of all qualifications and learning achievements in higher education such that all levels of higher education relate to each other. This will have the following benefits:

- Hassle free vertical and horizontal mobility of students for further higher education a employability.
- A comprehensive indicator of all learning achievement and pathways within and across disciplines-monitoring and regulating quality will be easier.
- National (and ultimately the universal) acceptability, recognition and equivalence of not only the degrees but also the qualifications.
- Broad framework will permit collaboration amongst institutions in designing curricula, syllabi and modules.

3.17 When asked whether any assessment has been made in the Ministry to gauge tangible results out of the initiatives, the Department of Higher Education stated that the Eleventh Five Year Plan focused on access, equity and excellence in higher education. Substantial achievements have been made in increasing access of higher education by establishment of new institutions, such as, Central Universities, IITs, IIMs, NITs, SPAs, IISERs, Polytechnics etc. For inclusive education, several measures have been undertaken, which include, *inter alia*, implementing recommendations of Oversight Committee for reservation of seats in Central Educational Institutions for OBCs, correcting

regional imbalances by establishing new degree colleges in educationally backward districts, providing support to institutions located in border, hilly, remote, small towns and educationally backward areas, construction of girls' hostels, support to the SCs, STs, OBCs, Minorities, Physically Challenged and girl students with special scholarships/ fellowships, remedial coaching and other measures. For quality enhancement, several initiatives, such as the National Mission of Education through ICT (NMEICIT), academic, curricular and examination reforms, increasing research fellowships, Technical Education Quality Improvement Programme (TEQIP), have been taken. New legislations are on the anvil which are aimed at improving quality.

3.18 The Department of Higher Education further stated that as part of regular monitoring of schemes and activities, progress made in campus development of new institutions and achievement of targets such as in inclusive schemes of scholarships, setting up polytechnics in unserved areas, OBC reservation are undertaken. Also, review of new schemes launched in Eleventh Five Year Plan is being carried out.

### **Central Universities**

3.19 Central Universities are Autonomous Bodies established with a view to create and disseminate knowledge by providing research and instructional facilities, by promoting inter-disciplinary studies, and innovation in teaching – learning process. It is envisaged that these Universities would exhibit themselves as centres of excellence and play a catalytic role in the all round development of the society in general and the academic institutions around it. The Central Universities are governed by their respective Act and Statutes and Ordinances thereunder. There are at present 40 Central Universities fully funded by MoHRD through the University Grants Commission. As per the Twelfth

Plan document, each State now has at least one Central university except Goa, where the State Government did not want one.

3.20 When enquired about steps that have been taken to increase academic, administrative and financial autonomy of universities, the MoHRD replied as under:

“Central Universities enjoy complete academic and administrative autonomy. All academic and administrative decisions are taken by the statutory officers and bodies of the University. They also enjoy financial autonomy within the limits of availability of funds and Government of India’s directions and UGC regulations in respect of pay scales, pensions etc. Earlier the Plan proposals of the universities were scrutinized by the inspection teams and allocations were made item wise by the UGC. Now the Plan proposals approved by the Statutory Bodies of the Central Universities are accepted as such by the UGC subject to availability of funds. The Universities have full autonomy to utilize the Block Development Grants received from UGC as per their priority. They also have full autonomy to mobilize additional resources including raising the fees.”

3.21 Information regarding funds allocated to Central Universities by the UGC over the last three years is given at **Appendix V** of this Report. It may be seen from the information that:

- (i) there has been underutilization of funds by most of the Central Universities.
- (ii) The overall utilization of funds released to Central Universities in 2010-11 was just at 73 per cent improved to 97 per cent in 2011-12.
- (iii) Further for the year 2012-13, utilization of funds was meagre at only 30 per cent during the first three quarters ending on 31 December, 2012 leaving, 70 per cent to be utilized in the last quarter.
- (iv) Rajiv Gandhi University in Arunachal Pradesh shows utilization of about only 2 per cent in 9 months during the year 2012-13. In respect of University of Delhi, utilization of funds was just 35 per cent in 2010-11, 78 per cent in 2011-12 and only 11 per cent in 9 months during the year 2012-13.

3.22 To a query regarding performance of Central Universities, the Department of Higher Education stated (November, 2012) that various Acts governing the Central Universities provide that visitor may,

from time to time, appoint one or more persons to review the work and progress of the University, including Colleges and Institutions maintained by it. Upon receipt of review report, the visitor may after obtaining the view of the Executive council thereon, through the Vice Chancellor, take such action and issue such directions as he considers necessary in respect of any of the matters dealt with the report and the University shall be bound to comply with such directions. The aforementioned provision meant to review the work and progress of the University does not amount to infringing upon the autonomy of the University. It may also be mentioned that the Council of Vice Chancellors of Central Universities in its first meeting held on 5-6 August, 2012 resolved in favour of having external peer review of the functioning of the Central Universities through scholars of national and international eminence, prominent persons from various walks of economy, society and world of literature, art and culture once every five years.

3.23 When asked about the action taken by MoHRD on the recommendation made by the Menon Committee for setting up of an External Peer Review Board for comprehensive review of the Central Universities, the Committee have been informed as under:

“It was decided in the meeting of the Council of the Vice Chancellors of Central Universities held in October, 2012 to undertake a comprehensive review of their functioning once every five years by an External Peer Review Board (EPRB) comprising of minimum 5 Members appointed by the Visitor on the recommendation of the Council of Vice Chancellors of the Central Universities taking into account the panel of names suggested by the Executive Council. The panel shall consist of scholars of national and international eminence, prominent persons from various walks of economy, society and world of literature, art and culture. The review has to be based on pre-determined and quantifiable parameters to be evolved through Committees of experts. The EPRB review shall be preceded by an academic audit, once every five years, of the performance of the respective Departments/ Schools/ Centres in the University by subject experts. The comments of EPRB shall be discussed in the Executive Council, which shall prepare an action plan to address the observation of the EPRB and place it before the council. The above resolution has been shared with UGC and the Central Universities for necessary action.”

## **Technical Education**

3.24 Technical education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life of its people. It covers programmes in Engineering, Technology, Management, Architecture, Town Planning, Pharmacy, Applied Arts and Crafts, Hotel Management and Catering Technology.

3.25 As regards technical education institutes, the Indian Institutes of Technology (IITs) were set up to train scientists and engineers, with the aim to develop a skilled workforce to support the economic and social development of the country. Secondly, National Institute of Technology (NITs), formerly known as Regional Engineering Colleges (RECs), were set up to promote regional diversity and multi-cultural understanding in India. Thirdly, Polytechnics have been set up to offer diploma courses.

### All India Council for Technical Education

3.26 All India Council for Technical Education (AICTE) was set up in November, 1945 as a national level Apex Advisory Body to conduct survey on the facilities on technical education and to promote development in the country in a coordinated and integrated manner.

3.27 As per the information furnished by MoHRD, All India Council for Technical Education regulates 8200 Institutes in the UG/PG sector where 13500 programs at 16700 levels are conducted, besides 3700 polytechnics that award diplomas. However several institutions conduct technical programmes without AICTE approval also which, according to AICTE, were 312 in number as on 26.02.2013. AICTE receives complaints from either students or parents or general public about unapproved institutions. It has been stated that AICTE also on its own scans daily newspapers for an

unauthorized institutions and their advertisements and these are collected and made available on the portal for public consumption.

3.28 Regarding the status, enrolment and growth of technical institutes in the country, the MoHRD informed the Committee as under:

Growth of Technical Institutes in the country (2006-07 to 2012-13)

Year	Engg.	Mgmt	MCA	Phar	Arch	HMCT	Total	Added in Year
2006-07	1511	1132	1003	665	116	64	4491	171
2007-08	1668	1149	1017	854	116	81	4885	394
2008-09	2388	1523	1095	1021	116	87	6230	1345
2009-10	2972	1940	1169	1081	106	93	7361	1131
2010-11	3222	2262	1198	1114	108	100	8004	643
2011-12	3393	2385	1228	1137	116	102	8361	357
2012-13	3495	2450	1241	1145	126	105	8562	201
	231 %	216 %	123 %	172 %				

3.29 As far as the status of intake in technical institutes, the Committee have been informed as under:

Growth of intake in Technical Institutes

Year	Engg.	Mgmt	MCA	Phar	Arch	HMCT	Total	Added in Year
2006-07	550986	94704	56805	39517	4543	4242	750797	73566
2007-08	653290	121867	70513	52334	4543	5275	907822	157025
2008-09	841018	149555	73995	64211	4543	5794	1139116	231294
2009-10	1071896	179561	78293	68537	4133	6387	1408807	269691
2010-11	1314594	277811	87216	98746	4991	7393	1790751	381944
2011-12	1485894	352571	92216	102746	5491	7693	2046611	255860
2012-13	1761976	385008	100700	121652	5996	8401	2236743	190132
	320 %	406 %		308 %				

3.30 From the above Tables, it may be seen that during the last six years

- (i) Maximum growth of technical institutions has taken place in the field of Engineering and Management. Engineering institutions have increased by 231 per cent, whereas the Management Institutions have come to a close second by 216 per cent.

- (ii) Growth of intake in the Engineering Colleges during the period was 320 per cent whereas in the Management Colleges, the growth was 406 per cent.
- (iii) The Pharmaceutical Institutions has grown by 172 per cent and their intake has grown by 308 per cent.

3.31 Sub-Mission on Polytechnics, a part of Skill Development Mission, is aimed to provide short-term non-formal skill development and has the following components:

- (a) Setting up of New Polytechnics so that all the districts in the country will have a Polytechnic.
- (b) Strengthening of existing Polytechnics by upgrading their infrastructural facilities.
- (c) Construction of Women's Hostels in Polytechnics to encourage more women in Polytechnic education.
- (d) Scheme of Community Development through Polytechnics (CDTP) in 518 Polytechnic. On an average each Polytechnic will train upto 600 persons. An Outlay of ₹700 crore has been earmarked for the same for 2013-14.

3.32 Funds for polytechnics institutions for community development during 2010-11 to 2012-13 were as under:

( ₹in Crore)			
Year	BE	RE	Actual
2010-11	160.00	40.00	30.56
2011-12	162.00	102.00	49.22
2012-13	150.00	60.00	38.48
Upto 31 December, 2012			

3.33 It may be seen from above that there has been huge shortfall in utilization of allocated budget during 2010-11 to 2011-12.



3.34 As per the Outcome Budget (2013-14) of the Department of Higher Education, MoHRD, the funds sanctioned for construction of women hostels have also been under-utilized. During the year 2011-12, against the sanctioned budget of ₹121.00 crore only ₹ 70.05 crore could be utilized.

### Technical Education Quality Improvement Programme (TEQIP) Phase-II

3.35 The Technical Education Quality Improvement Programme (TEQIP) launched in 1970 has been one of the major programmes to upgrade technical education by AICTE in the country. Under the programme, steps are being taken to set up technical institutes in PPP mode to address the increasing skill challenges of the growing Indian economy. Based on the achievements made during TEQIP Phase-I, TEQIP Phase-II is being implemented as a Centrally Sponsored Scheme (CSS) with the assistance of the World Bank at a total cost of ₹ 2430 crore. Out of the total cost of the scheme, the Central contribution will be ₹ 1895.50 crore. Out of which ₹ 1395.50 crore will be reimbursed by the World Bank. The State share will be ₹ 518.50 crore and the share of Private unaided institutions will be ₹ 16 crore. The funding pattern will be 75:25 between the Centre and the participating States and for North Eastern States and Special States it will be 90:10.

3.36 According to the Outcome Budget (2013-14) of the Department of Higher Education, MoHRD, funds allocated to the scheme during 2010-11 to 2012-13 are as under:

(₹ in crore)			
Year	BE	RE	Actual*
2010-11	220.00	80.00	5.00
2011-12	264.00	189.00	183.12
2012-13	350.00	197.63	82.12

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\* Actual upto 31.12.2012

3.37 The Twelfth Five Year Plan document states that the TEQIP-Phase-II would be continued and Phase-III of TEQIP would be launched during the Plan period. Under phase-III, focus would be on the 'eco-system' by supporting State Technical Universities, introducing curriculum diversity and scaling up sector-wide programmes. This would ensure that the benefit of quality improvement interventions flow to all segments of technical education. The programme would also leverage synergy with other initiatives like the Mission for teachers and teaching and Mission for use of technology.

3.38 As regards progress in TEQIP Ph. II, the Outcome Budget (2013-14) states as under:

“A total of 158 institutions has been selected. Out of this 54 Govt./Govt. Aided, 25 Private and 6 centrally funded institutions were selected under subcomponent 1.1 and 42 Govt./Govt. Aided, 14 private and 17 centrally funded institutions were selected under sub-component 1.2. An amount of Rs. 268.29 crore has been released upto 31<sup>st</sup> Dec. 2012 as central fund to selected institution who have signed MoUs. As regards of 2<sup>nd</sup> cycle selection of engineering institution in sub-component 1.1 of TEQIP-II, 40 Institution Development Proposals (IDPs) from Government funded/ aided have been received and out of this 29 IDPs fulfill the eligibility criteria and seeking the approval from NSC.”

### New IITs and IIMs

3.39 In the backdrop that as a tool of reforms, the number of IITs and IIMs has increased recently, the Committee desired to know about the progress made especially taking into account, the reported cases of virtual campuses being used in absence of proper infrastructural and faculty provisions. In reply furnished in March, 2013, the MoHRD stated as under:

“With Cabinet approval on 17.07.2008, the Government established eight new Indian Institutes of Technology (IITs) in the country during the Eleventh Plan Period in Hyderabad (Andhra Pradesh), Patna (Bihar), Jodhpur (Rajasthan), Bhubaneswar (Odisha), Ropar (Punjab), Gandhinagar (Gujarat), Indore (Madhya Pradesh) and Mandi (Himachal Pradesh). Six of the

eight new IITs in Hyderabad (Andhra Pradesh), Patna (Bihar), Jodhpur (Rajasthan), Bhubaneswar (Orissa), Ropar (Punjab) and Gandhinagar (Gujarat) started functioning from the academic year 2008-09 with about 120 students each admitted to B.Tech courses and the IITs at Indore (Madhya Pradesh) and Mandi (Himachal Pradesh) started functioning from the academic year 2009-10 with about 120 students each in B.Tech courses. All the new IITs have been handed over the land for permanent campus. In IIT-Hyderabad construction of permanent campus (Phase-1, Academic, Hostels, Housing and Infrastructure, Electricals, Water, Roadways etc.) has been started on 24.11.2012. In IIT-Mandi construction of permanent campus has already started and some of the buildings have also move up. In IIT-Patna construction work has started in December, 2012. All new IITs are operating from Temporary Campuses”.

3.40 The status regarding boundary wall construction, preparation of Master Plan and finalization of Architects in the new IITs are as under:

S.No.	Name of IIT	Status of boundary wall construction	Status of Master Plan	Status of finalization of Architects
1	IIT-Hyderabad	70% completed	Ready	Finalized
2	IIT-Bhubaneswar	13 kms out of about 19 kms over	Ready	Finalized
3	IIT-Mandi	In progress	Ready	Finalized
4	IIT-Indore	60% completed on non forest land	Ready	Finalized
5	IIT-Patna	Completed	Ready	Finalized
6	IIT-Gandhinagar	Work has been allotted to PWD and work to fencing has started	Ready	Finalized
7	IIT-Rajasthan	85% completed	Ready	No
8	IIT-Ropar	90% completed	In progress	Finalized

3.41 The Committee have also been informed that during the Eleventh Five Year Plan, seven new IIMs were established at Shillong, Rhotak, Ranchi, Raipur, Tiruchirappalli, Kashipur and Udaipur which are functional from their temporary campuses. RQIM, Shillong started from 2008-09, IIM, Rohtak, Ranchi and Raipur are functional from 2010-11 and IIM, Kashipur, Udaipur and Tiruchirappalli started functioning from 2011-12.

## **State Universities**

3.42 State University is established or incorporated by a Provincial Act or by a State Act. As per section 12(B) of the UGC Act, State Universities established after June 17, 1972 shall not be eligible to receive any grant from the Central Government, UGC or any other Organization receiving funds from the Government of India, unless the UGC satisfies itself, as per the prescribed norms and procedures, that such a University is fit to receive grants. Presently, there are 316 State Universities of which, the UGC has been making budgetary plan allocation for only 144 State Universities. It does not allocate plan funds to exclusive Medical and Agriculture Universities, but special grants are being provided to other State Universities having Engineering and Technology Departments. Although development of State Universities is primarily the concern of State Governments, development grants, including grants under special schemes, are provided to all eligible State Universities. Such grants facilitate the creation, augmentation and upgradation of infrastructural facilities that are not normally available from the State Government or other sources of funds.

3.43 As per the Twelfth Five Year Plan document, India faces a huge challenge to fund its rapidly growing higher education sector. Overall, the country spent about 1.22 per cent of its GDP on higher education in 2011-12. The Government spending, and particularly State Government spending, has fallen for short of the funding requirement in the face of a dramatic expansion of the system and the rising expectations of the people in terms of quality, equity and access. The Central Government's share is about 30 per cent, while the State Governments spend the balance 70 per cent mostly under the non-Plan head.

3.44 Details of the funds allocated to State Universities by the Centre during the last three years along with the status of funds utilized is given at **Appendix VI** of this Report.

3.45 During the course of oral evidence of the representatives of MoHRD held on 13.03.2013, the Committee desired to know the percentage share of funds given to the State Governments for State Universities. In response, a representative of MoHRD deposed as under:

“Total number of degree awarding institutions in the country is 690 which include the Central Universities which are 40 in number. We have 130 deemed universities wherein only 23 universities are public institutions/universities and the rest are in the self-financing mode. We have today 300 State universities which are publicly funded and we have 150 Private State Universities and 66 Institutes of national importance. So, this number comes out to be 690.... As far as university system is concerned, during the Eleventh Plan the total grant that went to the UGC was ₹ 18,458 crore, of which ₹ 9,755 crore went to the Central Universities and Rs. 9,703 crore to the State Universities. So, roughly the ratio is 50:50. Fifty per cent goes to the Central Universities. Central Universities receive plan as well as non-plan grant, meaning thereby whatever development takes place there, that money is given by the Central Government as well as the salary, whereas the State Universities receive only plan grants for capital expenditure. Salaries, etc. do not go to them unless they have got it under some schemes. But that is very small in number.”

3.46 Elaborating further, the representative of the MoHRD added

“...as compared to that of a medium sized Central University and a medium-sized State University, the variation is huge in terms of Development Assistance. While the Central University of a medium sized would receive close to ₹180 crore for a period of five years, the medium size State University would get only ₹ 20 crore. So, this is very small amount. We have been trying very hard. For instance, this time we were struggling with the Planning Commission that in order to provide enhanced funding to the State Universities, we should be provided more resources. This is why we have come up with this Rahstriya Uccharat Shiksha Abhiyan. This is going to be for the first time, a centrally-sponsored scheme, in the sector of higher education”.

3.47 With regard to the investment of the State Governments in higher education, the representative of the MoHRD stated that:

“...with regard to investment of State Governments in higher education coming down which is very sad. So, through the new scheme which we are having, RUSA, we want to incentivise the State Governments. The figures of the State institutions point out that it constitutes to almost 96 per cent of the total in higher education yet only a minuscule amount of funds. The State Governments barely invest in terms of providing them salary and the rest, they have to fend for themselves. So, a large chunk of our educational institutions is left uncovered whereas the Central institutions get ample funding through the Ministry and the State institutions are left out. Therefore, we feel that if we want to increase the overall quality of higher education, then

we have to reach out to these State Institutions and Universities. So, through RUSA scheme, we will be providing funds to the State institutions, provided they are willing to cooperate on the agenda of reforms. If they achieve these landmarks indicated by us, then they will get the funds”.

3.48 The funding responsibility of Central and State Governments for country’s universities and colleges as of 2011-12 are stated to be as under:-.

#### **Funding Responsibility for Universities and Colleges**

Funding Responsibility	Universities	Colleges
Central govt. (both Plan and Non-Plan)	152	69
Central govt. (Plan only for State institutions via UGC)	144	6,285
State govt. (both Plan and Non-Plan)	316	13,024
No funding from Central or State Govt(s) (Private Universities)	191	19,930

3.49 As per the Twelfth Five Year Plan document, overall, Central funding of State institutions is meagre. Together, the State systems enrolled 15 times more students than Central institutions, but received only one-third of the Plan grants during the Eleventh Plan. Half of the Central Plan funds (₹ 20,630 crore) went to Central institutions, with State universities, colleges and polytechnics receiving just about ₹ 10,446 crore. In addition, Central institutions received about ₹ 25,000 crore as non-Plan grants during the Eleventh Plan period, while the State institutions do not receive any non-Plan grants. Consequently, State universities and colleges face serious financial difficulties.

#### **Rashtriya Uchchar Shiksha Abhiyan (RUSA)**

3.50 In order to incentivize States to step up investment in higher education, the Central Government is stated to be finalizing a centrally sponsored scheme, the Rashtriya Uchchar Shiksha Abhiyan (RUSA), to fund

and support State institutions imparting higher education. RUSA would be an umbrella scheme that would subsume other existing schemes that seek to achieve the objectives of access, equity and excellence. Central funding would flow from MoHRD through State Councils of Higher Education to institutions. This is to ensure that funds meant for RUSA do not find their way into the State treasury and are utilized for purposes other than what it is intended. Funding to States would be determined on the basis of State Plans of higher education to be prepared by the States. These perspective plans would consist of State's strategy to address equity, access and excellence over a 10 year plan period, broken into Annual Plans. All funding under RUSA would be norm based and future grants would be outcome dependent. Commitment to certain academic, administrative and governance reforms, creation of buffer bodies like State Higher Education Councils and accreditation agencies would be in the nature of a priori preconditions to be eligible for receiving funding under RUSA.

RUSA will also address a major challenge on regional imbalances in higher education. Centre-State funding under RUSA will be in the ratio of 90:10 (NER States and J&K), 75:25 (Special Category States) and 65:35 (non-special category States).

3.51 Elaborating further, the MoHRD informed the Committee that:

“RUSA would provide flexibility and autonomy to the States in the process of planning and execution with the States preparing their perspective plans which would be the basis for competitive funding based on clearly defined, transparent norms. Further funding would be performance and outcome dependent. The affiliation model needs to be overhauled. The number of universities is to be increased (through creation of new institutions and upgradation/conversion of colleges to universities) so that the number of affiliated colleges per university is restricted to under 100. Mandatory accreditation would be another strategic area in order to ensure quality in higher education. Accreditation agencies would accordingly have to be set up by the States. Quality of higher education would also be ensured through a focus on inter-disciplinary research and innovation. RUSA therefore envisages the setting up of at least one Research University in the States. Access would be ensured through by setting up one degree college in every district and by opening of new universities and expansion/upgradation of existing universities. Existing colleges would be strengthened through enhancement of capacity”.

3.52 When asked about the present status of RUSA, the MoHRD stated that the scheme is still under process.

### **Open and Distance Learning**

3.53 The National Policy on Education (NPE) speaks about Open University and Distance Learning to augment opportunities for higher education, as an instrument of democratizing education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream. The Government has set a target of 1 million GER in higher education in the open and distance learning mode during the Twelfth Five Year Plan period.

3.54 As per the Annual Report (2012-13) of MoHRD, Indira Gandhi National Open University (IGNOU) was established by an Act of Parliament in 1985 with the dual responsibilities to enhance access and equity to higher education through distance mode and promote, coordinate and determine standards in open learning and distance education systems. The University aims at empowering the disadvantaged and marginalized people through appropriate skills for their gainful employment in the local industries to promote inclusive national growth within the objectives of the University. To meet its objectives, the University other than its main campus, has 67 Regional Centres spread across the country. The University has a staff support of 575 teachers/academics, 2458 technical/administrative staff and 51,200 academic counselors. About 27 lakh students are enrolled in its various programmes. At present IGNOU offers 489 academic programmes of which 27 are being offered through the online mode. Academic programmes are being offered at Doctorate, Masters, Bachelors, Diploma and Certificate levels through 21 Schools of Studies.



3.55 When asked to give specific data regarding fund allocated for programme of Distance Education, the Committee have been informed that MoHRD has released an amount of ₹105.00 crore to Indira Gandhi National Open University (IGNOU) during the Financial Year 2012-13. With regard to the details of allocations made for Distance Education during 2012-13, the MoHRD informed the Committee as under:

<b>S.No.</b>	<b>Head of Account</b>	<b>Funds allocated during the year 2012-13 ( ₹ in crore)</b>
1.	Development grant to IGNOU other than NER	49.50
2.	Development grant to IGNOU in NER	5.50
3.	Assistance to IGNOU for State Open Universities (SOUs) other than NER	45.00
4.	Assistance to IGNOU for SOUs in NER	5.00
	<b>Total</b>	<b>₹105.00 Crore</b>

A total of 385055 beneficiaries (students) of Distance Education enrolled in IGNOU for the year 2012-2013.

#### State Open Universities (SOU's)

3.56 As per MoHRD, there are 13 State Open Universities (SOUs) in the country offering programmes in diverse disciplines. However, the jurisdiction of the SOUs offering programmes in the distance mode is limited to the respective States as provided in their respective Acts under which they were established. Besides receiving financial assistance from the State Governments, the SOUs are also provided grants by the Central Government through Distance Education Council (DEC) (established under statue 2F of IGNOU Act, 1985) for overall development that includes Development of Course Materials, Applications of New Technology, Computerization, Library, Research and Development, Quality Assurance Measures, Networking of DE System, Development of Infrastructure etc.

3.57 As per the information furnished by the MoHRD, IGNOU (Indira Gandhi National Open University) through Distance Education Council (DEC) which coordinates ODL system under the IGNOU Act, has allocated development grant to the tune of ₹47.25 crore to 13 State Open Universities (SOUs) and ₹11.95 crore to 36 Distance Education Institutions (DEIs) during the Financial Year 2012-13. Apart from these, there are over 200 Directorates of Distance Education located in conventional universities and deemed to be Universities, which have recognition from DEC to offer ODL programmes.

3.58 The details of the beneficiaries of SOUs and DEIs are given at **Appendix VII** of this Report.

3.59 DEC has reportedly launched many initiatives for determination of standards in the system and provide financial, academic and technical universities and Private/Autonomous Institutes, referred as Distance Education Institutions (DEIs). It is the general duty of the DEC to take all such steps consistent with the provisions of the Act, the Statutes and the Ordinance for the promotion of the Open University/Distance Education Systems, its coordinated development, and the determination of its standards.

3.60 According to the Annual Report (2012-13) of MoHRD, because of the surge in the number of Open and Distance Learning (ODL) institutions and lack of adequate resources-human, technical as well as infrastructural, with the DEC, it is unable to cope up with increasing demand for efficient and effective regulation. The legal authority of DEC, a body created by Statute of IGNOU, to regulate the Open and Distance Learning system is also under challenge in the Court of law on the ground of

conflict of interest, ODL programmes in Technical and Professional fields suffer from duality of control. This situation has been exploited to the detriment of learners by those institutions which have entered the ODL system with a commercial motive. In the backdrop of this, the Government set up a Committee to suggest measures to regulate the standards of education imparted through the Distance Mode with Prof. N.R. Madhava Menon as Chairman. The Committee has submitted its report to the Government wherein they have suggested, *inter-alia*, the need to create opportunities for higher education including technical and professional education through ODL system but there should be an effective system of quality assurance with programme-specific benchmarks.

3.61 The Twelfth Five Year Plan document states that Open and Distance Learning (ODL) will be used to widen access and significantly expand capacity in a cost-effective and flexible manner. During the Twelfth Five Year Plan, support to IGNOU, State Open Universities and other institutions of distance education will be increased to expand access particularly for those beyond the normal schooling age. Such programmes will be regularly evaluated for learning outcomes so that curricula and pedagogical changes can be made on an ongoing basis. In the face of growing concern about the quality of ODL programmes, regulatory oversight would be strengthened during the Twelfth Five Year Plan. Traditional institutions will be encouraged to offer part of their curriculum online to promote blended learning and provide students more choices while keeping costs low. This would also enable them to reach out to more students and non-traditional learners.

**(iii) Scholarships & Fellowships**

Scholarships for Higher Education

3.62 Many a talented and budding teachers, scientists, artists, or entrepreneurs can be denied the opportunity to reach their full potential, if they are not given access to suitable scholarships, which act as a boon and provide an incentive for higher studies to such students. MoHRD views various Scholarships offered for higher education as an investment for building the future of the society and the students – particularly those belonging to the weaker sections of the society, who are unable to further their education for financial reasons. A variety of scholarships – merit-based, need-based, student-specific, career-specific and college-specific are offered by MoHRD. These include National as well as External (foreign) Scholarships to the needy students.

3.63 As per the MoHRD, the National Scholarships offered in 2012-13 included the following:-

- (I) Central Scheme of Scholarship for College and University Students.
- (II) Scheme for Scholarship to Students From Non-Hindi Speaking States for Post Matric Studies in Hindi.
- (III) Special Scholarship Scheme for Jammu & Kashmir.

3.64 According to MoHRD, the External/Foreign Scholarship offered in 2012-2013 include the following:

- (I) Commonwealth Scholarships.
- (II) Countries that offer scholarships in India are – China, Korea, Israel, Japan, Czech Republic, Slovak Republic, New Zealand, Belgium, Italy, Mexico, Norway and Turkey.
- (III) Agatha Harrison Memorial Fellowship.

3.65 As per the Outcome Budget (2013-14) of the Department of Higher Education, MoHRD, the budget allocated to scholarship schemes has been provided both under Plan and Non-plan Heads as under:

Plan Budget:

(in crore)

Year	BE	RE	Actual
2010-11	120	120	107.41
2011-12	180	180	163.12

2012-13	250	158.12	75.61 (till 31.12.12)
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Non-Plan Budget

(in crore)

Year	BE	RE	Actual
2010-11	2.41	2.41	0.33
2011-12	2.41	2.41	0.75
2012-13	2.41	2.17	0.33 (till 31.12.12)

3.66 From the above, it may be seen that:

- (i) the Plan budget allocated over the last three years has always been under- utilized. The percentage of utilization of funds was 89.5 per cent during 2010-11 and 90.7 during 2011-12.
- (ii) the Plan budget for year 2012-13 has been utilized only upto 30 per cent of the BE in 9 months period leaving 70 per cent to be utilized in the last 3 months of the Financial Year.
- (iii) the Non-plan budget allocated has been utilized to the tune of only 13 per cent in 2010-11 and 31 per cent in 2011-12.

#### External/Foreign Scholarships

3.67 As per the Outcome Budget (2013-14) of the Department of Higher Education, MoHRD, acts as a facilitator in the award of foreign scholarships to students & scholars from India to enable them to study abroad and enhance their knowledge of developments taking place abroad. The External Scholarship Division of MoHRD processes Scholarships offered by various countries under Cultural/ Educational Exchange Programmes, for Indian students to study in the respective countries at the level of Post Graduate/ Ph.D/Post Doctoral/ Research.

3.68 During 2012-13, 60 Indian Nationals have availed scholarships till 11 December, 2012 under Cultural Exchange Programmes (CEPs)/ Educational Exchange Programmes (EEPs) and Commonwealth Scholarship Plan against 180 nominated. Details of the same are indicated below:

Sl.No.	Country	2012-13		
		Nominated	Accepted By Donor Country	Utilized

1.	Israel	15	5	3
2.	Korea	3	3	2
3.	China	25	21	15
4.	Japan	52	23	18
5.	Belgium	7	3	2
6.	Italy	12	7	3
7.	Mexico	3	Nil	Nil
8.	UK	60	22	17
9.	New Zealand	3	Nil	Nil
<b>Grand Total</b>		<b>180</b>	<b>84</b>	<b>60</b>

From the above Table, it may be observed that 24 out of the 84 scholarships accepted by the donor country have not been utilized as on December, 2012.

#### Post-Graduate/ Research and Post Doctoral Fellowships

3.69 The Ministry of HRD provide scholarship at post-graduate level and Research and Post Doctoral Fellowships through the University Grant Commission (UGC) which is one of the four Regulatory Bodies under MoHRD to regulate Higher Education in India. A comprehensive list of all such schemes along with the year of inception and number of slots per year is indicated in the following Table:-

Sl.No.	Name of the Scheme	Number of slots per year	Year of inception	Tenure of Fellowship/ Scholarship
	Research Fellowship (For M.Phil/Ph.D)			
1.	Rajiv Gandhi National Fellowships for SC/ST (implemented by UGC on behalf of the Ministry of Social Justice & Empowerment and the Ministry of Tribal Affairs)	2000 for SC and 667 for ST	2005-06 (Selection of fellowship commenced from 2006-07)	5 years
2.	Maulana Azad National Fellowships to Minorities Students (new scheme started from 2009-10 & implemented by UGC on behalf of the Ministry of Minority Affairs)	756	2009-10	5 years
3.	Junior Research Fellowships (JRF) to NET qualified	3200 per test	1957-58	1957-58

	candidates			
4.	Junior Research Fellowships (JRF) in Engineering & Technology	50	1994	5 years
5.	Junior Research Fellowships (JRF) & Research Associateships (RA) to Foreign Nationals	20 JRF+7RA	1957-58	5 years FN 4years
6.	Research Fellowships for Ph.D. in Science for Meritorious Students of State Universities/Colleges	5244	2007-08	5 years
7.	Research Fellowships in Humanities & Social Sciences (New scheme to be started from 2010-11)	165	2010	Initially for 2 years
	<b>Post Doctoral Fellowships</b>			
8.	Dr. D.S. Kothari Post Doctoral Fellowships in Science	500	2008-09	2 years
9.	Radhakrishnan Post Doctoral Fellowships in Humanities & Social Sciences (w.e.f.2009-10)	500	2009-10	
10.	Post Doctoral Fellowships for SC/ST	100	2006-07	5 years
11.	Post Doctoral Fellowships for women	100	1998	5 years
	<b>Postgraduate Scholarships</b>			
12.	Scholarships to the students of Central Universities scheme launched in February, 2007	12524	Feb.07	Duration of the course
13.	Post Graduate Scholarship for SC/ST in professional courses	1000	2006-07	2 years
14.	Indira Gandhi PG Scholarships for Single Girl	No limit	2005-06	2 years
15.	Post Graduate Merit Scholarships for University Rank Holders	2375	2005-06	2 years
16.	Post Graduate Scholarships to GATE qualified students	1400	As per directive of M/HRD	2 years

### Dr. Radhakrishnan Post Doctoral Fellowships in Humanities & Social Sciences

3.70 As per the information furnished by MoHRD, Radhakrishnan Post Doctoral Fellowships in Humanities and Social Sciences Scheme was introduced in 2009-10. The objective of this fellowship

scheme is to provide opportunity to carry out the advanced studies and independent research in Humanities including languages and Social Sciences in Indian Universities and Colleges recognized under Section 2(f) and 12 B of the UGC Act. However, till date, MoHRD has invited applications from eligible candidates from universities and colleges and the selection process is still in progress.

#### Post-graduate Scholarship for SC/ST students in Professional Courses

3.71 The scheme for Post Graduate Scholarship for SC/ST in professional courses was initiated in 2006-07 with 1000 slots per year. From the information furnished by the MoHRD, it is seen that for the year 2011-12, 767 SC/ST candidates got selected leaving 233 slots unused. According to the Annual Report (2012-13) of MoHRD of ₹ 340 lakh was allocated, only ₹ 13.67 lakh have been spent, however, the selection is yet to be executed for the year 2012-13.

#### Post-graduate Merit Scholarships for University Rank Holders at Under-graduate level

3.72 From the information furnished by MoHRD, it is seen that Post Graduate Merit Scholarship for University Rank Holders was initiated in 2005-06 with 2375 slots per year. The scholarship is tenable for a period of two years to enable the rank holders of each university at Under-graduate level to pursue their Maters degree. All universities/degree awarding institutions are required to issue rank certificates to the toppers of the university (not at college) both in General and Honors courses. The awardees can pursue their Post-graduate programme in any area of specialization in any institution of higher learning in the country. The number of beneficiaries during each of the academic sessions are give below:

Year	Number of Scholarships
2005-07	189
2006-08	154
2007-09	210



2008-10	210
2009-11	115
2010-12	416
2011-13	375

The above Table indicates that maximum slots have remained unused every academic year.

#### Post-Doctoral Fellowships for Women

3.73 This scheme is implemented for the unemployed women candidates holding Ph. D degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The scheme was initiated in 1968 with 100 slots every year. In 2007-08, no expenditure was incurred for the scheme. Further in 2010-11 only 11 fellowships have been given with an amount of about ₹ 42 lakh spent for the same. During 2011-12, an amount of ₹2.72 crore has been released upto December, 2011 to the selected women research fellows.

#### Post Doctoral Fellowships for SC/ST candidates

3.74 Post Doctoral Fellowship for SC/ST candidates scheme was initiated in 2006-07 with 100 slots every year. The objectives of the scheme is to provide an opportunity to SC/ST candidates to undertake advanced studies and Post Doctoral research in Science, Engineering and Technology, Humanities and Social Sciences in Indian Universities/ Institutions/ Colleges. As per the Annual Report of MoHRD (2012-13), the selection of candidates for the scheme for the years 2011-12 as well as 2012-13 is yet to be executed.

**(iv) Faculty Shortage**

3.75 According to the report of Task Force constituted under the Chairmanship of Prof. Sanjay G. Dhande (report submitted in July, 2011), State Universities, Central Universities, Deemed Universities and affiliated colleges are short of qualified faculty to the extent of roughly 40 per cent, 35 per cent, 25 per cent and 40 per cent respectively.

3.76 A Statement of the sanctioned strength, existing strength and vacant positions in Central Universities and New Central Universities as provided by MoHRD is given at **Appendix VIII** of this Report.

3.77 It may be seen from the statement that in the old Central Universities of India, as many as 33 per cent of the sanctioned posts were vacant as on 31 March, 2012. In University of Delhi alone, as many as 55 per cent of the sanctioned posts were vacant. In new Central Universities, 74 per cent of the posts sanctioned remained vacant. In terms of percentage, the vacant position for the Central Universities is as high as 38 per cent of the sanctioned posts as on 31 March, 2012.

3.78 The Twelfth Five Year Plan document states that due to rapid expansion, number of quality teachers in higher education is grossly inadequate. A doubling of faculty from the current 8 lakh to 16 lakh is envisaged during the Twelfth Five Year Plan. To enable large increase in capacity at the postgraduate and doctoral levels all institutions, whether Central, State or private would require to work in collaboration.

3.79 Availability of adequate and qualified faculty in colleges and university departments is of utmost necessity to provide quality education to students in all streams. Government has taken initiatives to alleviate faculty crunch in the institutions. Some of these measures are:

- Increase in the number of research fellowships for M.Phil, PhD & Post Doctoral to enhance the workforce pool.
- The number of Fellowships for Teaching and Research has been increased from 600 to 1200 for Humanities and Social Sciences and from 1000 to 2000 for Sciences.
- Capacity building programmes and post doctoral fellowships for women.
- Opportunities for professional development for faculty are also being provided by 66 Academic Staff Colleges and 15 Universities and specialized institutions identified as Refresher Course Centres (RCC). During 2009-10, 230 Orientation Programmes, 77 workshops, 710 Refresher Courses were conducted which benefitted 2.28 lakh teachers.

3.80 It is proposed to launch a National Mission on Teachers and Teaching. 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 the Teacher Mission 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.

3.81 According to the Planning Commission most of the sixty-six Academic Staff Colleges (ASCs) established for faculty development have unfortunately not delivered. These were recently reviewed by National Assessment and Accreditation Council (NAAC). Based on the review findings, institutional weaknesses in the ASCs should be removed and a qualitative change in their content and methodology of faculty development must be brought about.

3.82 In addition to the ASCs, 'Teaching and Learning Centres (TLCs)' must be established in the country within existing universities, preferably those that have a strong research culture as well as large undergraduate programmes. During the Twelfth Five Year Plan, 50 such centres will be set up. In some cases the Academic Staff Colleges could also serve as a TLC.

3.83 Measures taken during the Eleventh Five Year Plan to address faculty shortages, included (i) raising the retirement age of faculty to 65 years with provision for further extension to 70 years; (ii) institution of several fellowship and scholarship schemes for M. Phil and PhD programmes; (iii) a faculty re-charge scheme to enable increased availability of young faculty; (iv) an initiative to enlist professionals and experts from outside academic institutions as adjunct faculty or scholars-in-residence; (v) a programme for post-doctoral fellowships for Indian scholars to augment faculty resources which will begin operations during the Twelfth Plan Five Year Plan.

3.84 When asked whether the MoHRD considers the present framework of recruiting faculty in Central Universities and Institutions of Higher Education efficient, the Committee have been informed as under:

"Different universities and colleges are adopting different methods/processes to address faculty shortages in order to ensure that studies of students are not affected. These include

hiring ad-hoc faculty, appointing temporary faculty, engaging services of retired teachers and engaging visiting faculty etc. An implementation Monitoring Committee has been constituted by the Government on 23 January, 2012 to implement and monitor the recommendations of the Prof. Sanjay Dhande Task Force. UGC has advised all the Central Universities to fill up the teaching positions at the earliest. Teachers re-employment on contract basis beyond the age of sixty five years upto the age of seventy years is permitted subject to availability of vacant posts and fitness. Para 12.2 of the UGC Regulations on Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Measures for the maintenance of standards in Higher Education, 2010 clearly mentions that all the sanctioned/approved posts in the university system shall be filled up on an urgent basis.

UGC has also launched a scheme called “Operation Faculty Recharge Programme” for augmenting the research and teaching resources of universities to tackle the shortage of faculty in university system.”

3.85 Taking note of steep decline in research environment in Indian Universities and stagnation of faculty and infrastructure, the Government of India, through the UGC, has decided to launch a new programmed called UGC – Faculty Recharge Programme to redress the situation. This is a pressing requirement since majority of our universities especially State Universities have not recruited faculty on a significant scale for a long time and are in danger of losing more than a generation of researches. Lack of availability of faculty positions, besides other endemic problems associated with hiring of faculty, are often cited as causative factors of this state of affairs. The recent creation of new eight Indian Institutes of Technology, five Indian Institutes of Science Education and Research and sixteen Central Universities is anticipated to further aggravate this problem. The Faculty Recharge Initiative offers an effective mechanism to address this problem and should provide a unique opportunity to the Universities aspiring to upgrade and rejuvenate faculty resources in their science - and engineering related Departments. Under the Programme, fresh talent, at all levels of academic hierarchy, is to be inducted in selected Departments / Centers through a nationally-conducted competitive process and the inductees are to be placed as Assistant Professors, Associate Professors and Professors.

3.86 The Committee have also been informed that:

“ .....Operation Faculty Recharge have been launched, under which 1000 faculty positions are being created and be filled at national level through global advertisement. A Cell has been created in JNU for implementation of this scheme and Prof. R. P. Gandhi as national Coordinator and Prof. Sudhesh Nangia as Associate Coordinator have been appointed. The Web Portal of Faculty Recharge Programme has been launched on 09th June, 2011 by Hon'ble Minister of Human Resource Development (HRD). The selection process for Faculty Members for the first batch is completed and 54 candidates have been selected and appointment letters will be issued soon. No expenditure has been incurred so far.”

3.87 The Twelfth Five Year Plan document states that recognizing the Central role of teachers in improving academic quality, a 'National Mission on Teachers and Teaching' would be launched in the Twelfth Year Plan. This would address all the issues of teachers and teaching in a comprehensive manner and strengthen linkages between the school and higher education sectors and would be organized under two sub-missions aimed at the school and the higher education sectors, respectively.

3.88 When asked to furnish latest information on National Mission for Teachers and Teaching, the MoHRD stated as under:

“It is proposed to launch a National Mission on Teachers & Teaching to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. This will be one of the major thrust areas of action during the Twelfth Five Year Plan. Although the final contours of the Mission and its operational features are under discussion, the Mission, however, 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 hand, it is also envisaged that the Teacher Mission 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 function through a national focal point that would help consolidate and strengthen on-going programmes related to teachers and teaching through effective coordination and synergetic action by significantly enhancing financial investment. The Mission may also expand the scope and initiate new programmes to meet the various goals mentioned above in consultation with various stakeholders, as we recognize that issues and concerns related to teachers are already being addressed by various national and State level Departments and Institutions. The

total outlay for the National Mission on Teachers & Teaching for the Twelfth Five Year Plan is ₹1200 crore, out of which the allocation for financial year 2013-14 is ₹100 crores.”

3.89 The thrust of the Mission would *inter-alia* cover the following:

(i) Enhancing the availability of teachers to meet the demands of the education systems. This would involve an analysis of the present policies and institutional/organisational structures at the local, district, State and National level for teacher development and management; and the development of a comprehensive policy and strategy to address issues relating to the preparation, recruitment and deployment of teachers;

(ii) Ensuring that all the existing set of teachers are provided with continuing professional development opportunities, and that teachers are properly supported with appropriate working conditions and adequately remunerated to ensure high levels of teacher performance, morale and motivation;

(iii) Development of guidelines/frameworks for the improvement of the existing institutional structures and processes involved in the continuing professional development of teachers, with a view to ensuring that teachers at all levels would receive high quality professional development opportunities that prepare them for carrying out their duties in diverse social, economic, cultural, and technological contexts;

(iv) Formulating strategies for attracting and retaining talented youth into the teaching profession; significantly raising the social and professional status of teachers; ensuring that teachers are properly supported with appropriate working conditions and incentives for performance that are needed to sustain high levels of teacher motivation and morale; giving teachers a sense of belonging and leadership in their profession and involving them more in policy dialogues and in participatory action research within their own teaching environments;

(v) Enhancing quality of teaching, teacher education and teacher training and use of technology.

**(v) National Mission on use of ICT in Higher Education**

3.90 The National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in teaching and learning process for the benefit of all the learners in Higher Education Institutions in

anytime anywhere mode. It was approved by CCEA on 02.02.2009 with a outlay of ₹ 4,612 crore. This was expected to be major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the Eleventh Five Year Plan period.

3.91 As per the information furnished by MoHRD, the key objectives of the National Mission on Education through ICT include:

- (i) Building connectivity and knowledge network among and within institutions of higher learning in the country with a view of achieving critical mass of researchers in any given field;
- (ii) Spreading digital literacy for teacher empowerment & bridging the Digital Divide in teaching learning community in Higher Education;
- (iii) Development of knowledge modules having the right content to take care of the aspirations of academic community and to address to the personalized needs of the learners;
- (iv) Standardization and quality assurance of e-contents to make them world class;
- (v) Research in the field of pedagogy for development of efficient learning modules for disparate groups of learners;
- (vi) Making available of e-knowledge contents, e-books and e-journals free to the learners;
- (vii) Experimentation and field trial in the area of performance optimization of low cost access devices for use of ICT in education;
- (viii) Providing support for the creation of Virtual Technological University;
- (ix) Development of language convertor and translation tool kit;
- (x) Development and realization of Virtual Reality Laboratories and supporting facilities for e-learning;



- (xi) Experimentation and development of ultra low cost low power consuming access devices for wider coverage of learners and their field trials;
- (xii) Talk to a teacher to provide a substitute for coaching for the economically poor students;
- (xiii) Development of software control hardware programming for robotics and other crucial area;
- (xiv) Adoption and deployment of open source simulation packages like ORCAD, Silab etc.
- (xv) Development of unified ERP system for educational institutions
- (xvi) Publicity and training of motivator to ensure full utilization of the system by institutions and students;
- (xvii) Conversion of available content in various regional languages;
- (xviii) Development of vocational educational modules and use of haptic devices for education and training.

3.92 As per the Outcome Budget (2013-14) of the Department of Higher Education, MoHRD, funds provided to the scheme during 2010-11 to 2012-13 are as follows:-

(₹ in crore)			
Year	BE	RE	Actual (upto 31.12.2013)
2010-11	900.00	500.00	459.96
2011-12	943.00	850.00	380.03
2012-13	850.00	222.00	180.47

3.93 The above Table indicates underutilization of the funds in all three years, prominently during 2011-12.

3.94 The Committee have also been informed that the three cardinal principles of Education Policy viz. access, equity and quality could be served well by providing connectivity to all colleges and

universities providing low cost and affordable access-cum computing devices to students and teachers and providing high quality e-content free of cost to all learners in the country. NMEICT encompasses all these three elements. The mission has two major components of providing connectivity alongwith provision for access devices to institutions and learners as well as generating content. It also seeks to bridge the digital divide, i.e. the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/learners in Higher Education domain and empower those, who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning etc.

3.95 The NMEICT has funded the development of 'Akash', an Ultra-Low-Cost-Computing Device to enable students, wherever they may be, access to education content. In this connection, the Committee were *inter-alia* informed as under:

“...IIT Bombay have built a multitude of useful educational applications and content. Some important applications are:

(i) Interactive lesson building tool 'ProxyMITY'.

(ii) 'Clicker' application which permits quizzes to be conducted on-line in class rooms in real time.

(iii) Standard educational contents in pdf and HTML can now be easily stored and read on Aakash-2. As a demonstration, some school books available in digital format from NCERT, and a state board for school students have been ported.

(iv) A 'Robot-Controller' as a demonstration of engineering control applications.

(v) Spoken tutorials can be used on Aakash-2.

(vi) Some educational animations have been built, and open source software tools are being developed and adopted for creating interactive animations to run on Aakash-2.

(vii) Programming environment which permits students to use these tablets as a regular computer to write programs in C, C++, and Python.

(viii) The Scilab package has been fully ported on Aakash-2.

(ix) Aadhar biometric authentication has been integrated with Aakash-2.

(x) Linux Operating System has been ported on Aakash, which is being further optimized.

In the first phase 1, 00,000 tablets are for the purpose of testing by users all over India in different climatic and usage conditions. So far IIT, Bombay has received nearly 43,000 tablets and another 21,000 were in transit. IIT Bombay had enhanced the specifications of the Aakash tablet substantially and reduced the price paid marginally from Rs. 2276 per device to Rs. 2263 per device."

3.96 With regard to achievements made through Information and Communication Technology (ICT),

the Outcome Budget (2013-14) states as under:

"The advanced version of low cost tablet called Akash-2 was launched on 11<sup>th</sup> Nov., 2012. About 400 universities and 19851 colleges have been provided connectivity under NMEICT Mission. Under the Mission, through talk to a teacher project using A-view, IIT Bombay conducts a training workshop for 10,000 teachers. In November, 2012. A-View was used to train 14,000 teachers on a workshop on AKash-2 Tablet."

3.97 In Addition, the MoHRD inter-alia furnished the following data, w.r.t. the connecting content:

<b>CONNECTIVITY</b>		
Communication and bulk storage servers at 100 premier institutions	100 sets of Communication & bulk storage servers	Based on the presentation made by Prof. S.V. Raghavan (who is Chairman of the Server committee) and his team in the 23rd Meeting of PAB of NMEICT held on 28.02.2012, a project has been assigned to IIT Delhi. Design of the Cloud infrastructure and associated software applications has been completed.
1 EduSAT teaching hub at each of the 100 Central Institutions / premier institutions	100 EduSAT hubs	-----
20 EduSAT Satellite Interactive Terminals at each of the 100 Central Institutions / premier institutions	2000 SITs	-----
2000 nodes for 1 Gbps connectivity at each of the 100 Central Institutions / premier institutions to be connected through BSNL Internet + VPN Plan	1 Gbps connectivity to 100 premier institutions.	To 400 out of 419 Universities, 1 Gbps bandwidth have been provided.
1 EduSAT Satellite Interactive Terminals at each of the 18000 Institutions of higher learning	18000 SITs	-----
15-20 nodes for 7.5 – 10 Mbps connectivity at each of the 18000 Institutions of higher learning to be connected through BSNL Internet + VPN Plan	10 Mbps connectivity to 18000 colleges	20117 colleges have been provided with upto 10 Mbps bandwidth.
6 uplinking hubs for 6 National Beam transponders of EduSAT	36 upliking hubs	-----
Provision of 1000 DTH Channels for Eklavya and other video based programmes including IPTV for e-learning	1000 DTH Channels	Acquired 2 Satellite transponders (36 MHz bandwidth each) in GSAT8 with effect from 1.2.12. Capable of launching 50-60 education channels. Efforts are being made to launch education DTH channels early.

<p>Provision of 100 PC in 18000 Institutions of Higher Learning @ 1 per faculty member on 50:50 cost sharing</p>	<p>18 lac PCs</p>	<p>NIL. But in the Note for the Cabinet on Proposal for achieving convergence and synergy under the NMEICT and other issues which was approved on 1.11.2011 it was mentioned that "...D/o HE would seek the Cabinet approval for modalities...Till such time, no subsidy will be released for PCs since LCADs could prove to be highly cost effective solution....." Now the policy decision is awaited.</p>
<p>iPStar satellite access device @ \$250 per device for <math>100*300+18000*5 = 120000</math> terminals @ one tenth</p>	<p>12000 Satellite terminals</p>	<p>-----</p>
<p>Bandwidth charges for iPStar terminals 100cr + 200cr+ 200cr + 100cr + 50cr till our satellite has 45 Gbps capacity at one tenth</p>	<p>Satellite bandwidth charges gradually tapering off</p>	<p>-----</p>

## CHAPTER – IV

### RESEARCH AND GOVERNANCE

#### (i) Research and Innovation

Research and innovation are now vital functions of higher education world-wide. According to Planning Commission during the past 10 years, India's overall share of publications in the world has risen from 2.8 per cent to 3.4 per cent which is a significant improvement in researcher productivity since 1999. India produces over twice as many scientific publications a year than it did a decade ago. Though dwarfed by China's achievements, India's output of publications has grown faster than that of Brazil and Russia. There are indications that research quality has improved as well. India's publications have accumulated 16,10,511 citations with 5.77 citations per paper, better than China but still low compared to the world average of 10.81 citations per paper. The relative impact rose from 0.48 to 0.66 (world average being one). In 2009, India stood eleventh in terms of the number of papers published, seventeenth in terms of number of citations, and thirty fourth in terms of number of citations per paper as per the ISI Web of Science. Notwithstanding such achievements, Indian higher education continues to have limited research capacity. This lack of research orientation, even in the best of the Indian institutions, is reflected in their standing in global rankings, most of which rely heavily on measurable indices of research performance. No Indian university figured amongst the top 200 universities in the Times Higher Education (THE) Rankings or the Academic Ranking of World Universities (ARWU) for the year 2011. India's output in PhDs was small at 10,781 in 2008-09, when compared to against international peers. The total number of PhDs in science and engineering at 4,500 is miniscule as compared to the approx. 30,000 and 25,000 for China and USA, respectively. In terms of innovation and the creation of intellectual property, Indians file and receive only a small number of worldwide patent applications (merely 11,937 applications filed by Indians compared to

2,41,546 by Chinese in 2009) and no Indian academic institution figures in the list of top applicants for patent filing.

4.2 According to the MoHRD, the Government has taken various measures for the promotion and growth of research in the country. In scientific areas, these include the successive increase in plan allocations for Scientific Departments, strengthening infrastructure for Research & Development (R&D) in universities, encouraging public-private R&D partnerships, the recognition of R&D units and national awards for outstanding R&D for industries. The University Grants Commission (UGC) is implementing several schemes for the promotion of research and development in universities including State Universities, which include Major and Minor Research Projects, Emeritus, Fellowships, Junior Research Fellowships (JRF), Senior Research Fellowships (SRF)., Research Associateships, Research Scientists Scheme, Post Graduate scholarships to Graduate Aptitude Test in Engineers (GATE) etc.

4.3 The MoHRD is also funding research in Social Sciences and Humanities through its research councils viz., the Indian Institute of Advanced Study (IIAS), the Indian Council of Social Science Research (ICSSR), the Indian Council of Philosophical Research (ICPR), the Indian Council of Historical Research (ICHR) and the National Council of Rural Institutes (NCRI).

4.4 According to Planning Commission, investments in research will need to increase gradually from the current low level of less than one per cent of GDP to over 2 per cent nationally. The Twelfth Plan will aim to create 20 centres of excellence as world-wide research centres in the existing universities and institutions of national repute.

4.5 As per the MoHRD, for quality research and innovation to happen in the State Universities, the basic infrastructure in the universities has to be improved considerably. Funding is a major constraint, as well as critical mass of quality faculty in each Department. Intellectual in-breeding too contributes to poor output in research. Most State Universities fail to attract faculty from other States. Research is centered around individuals and the best students are attracted to those individuals who are engaged in high-end research. Industry partnerships with researchers are not much in vogue in our university system. Basic and fundamental research ought to happen in the university departments since the same does not take place in industry. Criteria such as the number of research publications, impact factors of journals in which papers are published, citations, the amount of funding attracted, etc., should be drawn up for faculty promotions.

4.6 According to the MoHRD, to promote and incentivize research, funding of research through the UGC should be on the pattern of the Council of Scientific and Industrial Research (CSIR). It should be focused and outcome-oriented. A part of the infrastructure (one time) funding for research purposes received by the universities should be converted into recurring grants for research. The process of acquiring, especially importing, scientific equipment for laboratories should be simplified. Mobility of researchers is important and should be facilitated. Equally important is the mobility of the research assistants, which also needs to be addressed.

4.7 According to the MoHRD, the issues of research and innovation need to be addressed at various levels, namely:

- (i) the way the research programmes such as M.Phil and Ph.D are organized and carried out;



- (ii) the time and energy devoted by the faculty in carrying out independent research projects
- (iii) the outcome and quality of researches undertaken by the faculty; and
- (iv) integrating research with teaching. There is a need to enhance the involvement of faculty working activities in the postgraduate and research departments, and colleges in research; presently they are predominantly engaged in classroom teaching. The initiatives taken by the UGC in this direction need to be supported and supplemented by creating appropriate mechanisms and structures in the State Universities and the colleges so that teachers can feel motivated to undertake research as an important aspect of their professional commitments.

4.8 State Universities require serious attention and support to improve the quality of teaching and research. The following are the specific areas as per the Ministry, that would be focused on to promote innovation and research in the State universities:

- (i) Specialization-Oriented Inter-University Centres (IUCs)
- (ii) Innovation Clusters / Innovation Incubators
- (iii) Substantial block research grants
- (iv) Research incentives for faculty
- (v) Adequate research facilities
- (vi) Setting up Intellectual Property Rights (IPR) Cells in universities
- (vii) Funding of research publications on acceptance by international journals on full or partial cost.
- (viii) Foreign Collaboration:
- (ix) Research Incentives for students
- (x) Creating Centres of Excellence by each state university
- (xi) Innovative Academic Programmes
- (xii) Funding for cutting-edge research

4.9 The Committee have been informed that research and innovation capabilities need to be developed along with social accountability. Research should be socially relevant. Each University can develop a thrust area for its researchers. Based on it some incentives should be provided with special grants to the R&D Programmes of the universities. The research capabilities of the individual's researches should be enhanced and encouraged through the packages of incentives.

#### Initiative for Global Engagement

4.10 Higher Education internationalization has to be developed which would include faculty and student exchange programmes, institutional collaborations for teaching and research, exposure to diverse teaching-learning models and enhanced use of ICTs. Globally compatible academic credit systems, curricula internationalization and processes for mutual recognition of qualifications would also be put in place. A professional national agency, the "Indian International Education Centre" would be created to undertake internationalization activities. It will support selected institutions to establish dedicated internationalization units.

#### Interaction with Industry

4.11 As per the MoHRD, the XII Plan document as approved by the National Development Council has recognized the importance of collaboration between academia and industry and has mooted that even though the collaboration between the academia and industry is now growing, yet but it continues to be low key and has significant room for improvement. The XII Plan document has recommended a systematic approach to strengthen the scale and scope of this partnership. As a first step, in this direction, the Ministry organized a two-day Workshop on Industry-Academia Collaboration at New Delhi on 14<sup>th</sup> and 15<sup>th</sup> April, 2013.

## **(ii) Affiliation and Related Issues**

4.12 As per the information furnished by the MoHRD, there are a number of weaknesses in the existing affiliation system. First, the relationship between State University and affiliated colleges is one of administration – affiliation, course recognition, syllabus prescription and examination. The University Departments as source of academic strengthening of college teachers, are generally very weak and unstructured. Secondly, since a typical affiliating university has to cater to hundreds of colleges, it cannot provide customized curricula to meet the local needs of colleges, but instead offers the same curriculum to all. The academic condition of affiliated colleges also prompts strong resistance to curriculum revision. The University Departments and affiliated colleges are then reduced to common, minimal curriculum with no scope for improvement and innovation. One of the schemes of UGC, namely 'Autonomous Colleges' scheme does encourage colleges to acquire autonomous status, but there are systemic problems encountered, with the result that only about 400 colleges in the country have acquired that status so far.

4.13 According to the information furnished by MoHRD, in most Universities, the Board of Studies is an important structure, which looks at curriculum related issues. The composition of Board of Studies, therefore becomes very important since the course design and framework is its responsibility. As per the MoHRD, ideally, the Board of Studies should be different for undergraduate and postgraduate programs and institutions. However, in some of the affiliating universities, there is a single Board of Studies, which caters to both undergraduate and post-graduate programs offered by colleges and universities. In most affiliated colleges, faculty strength is inadequate and mostly filled with ad-hoc contract faculty. This does not facilitate quality enhancement and continuity. Teaching-learning facilities available at the affiliated colleges are inadequate with very limited access to current literature (books and journals etc). Hence the quality of education suffers further.

4.14 As per the MoHRD, the affiliation model separates teaching from assessment and separates research from teaching. A teacher needs to use student assessment in order to adjust his or her teaching to the needs of students and to provide feedback to students on their performance; but the affiliation system dictates that the assessment be done away from the college. These features significantly reduce the accountability for results. The affiliation system also that research is done in the university while teaching is done in the colleges, so the latest knowledge is not available to those teaching undergraduates, except through the laborious process of curriculum reform. In the same way, teachers of colleges are denied all opportunities of self- improvement and continuous upgradation, and access to resources and research facilities. Students coming through the affiliated colleges miss a whole lifetime of opportunity for all round personality development and access to good faculty, laboratories, and libraries and consequently lack both soft and applied skills. This naturally gets translated into lower levels of employability for affiliated college pass-outs.

4.15 According to the MoHRD, the State University departments also lack capabilities and the wherewithal to support and strengthen the quality of the curriculum and teachers in affiliated colleges. Since University Departments are short of faculty, having had no regular recruitment since a long time, they are forced to manage with minimum faculty i.e. a few seniors and the rest being contract faculty. Quality teaching and research is not possible in such a context.

4.16 The Committee have also been informed by MoHRD that finally, the lack of mobility, and the differentials in salary, retirement age and benefits between affiliated colleges and state universities on the one hand and centrally funded universities and booming private sector institutions on the

other, are drawing out the best faculty from state universities. In such an academic environment, the economically blessed and brighter students enroll, in central universities and private institutions leaving a large mass of students from rural, tribal and underprivileged communities to enroll in State universities. Thus, the present system tends to perpetuate inequities instead of reducing them and the affiliated colleges (public) stand at the bottom of this academic caste hierarchy. This condition is not conducive to producing high quality students capable of contributing to scientific, economic and social development. A key element of State Higher Education reform, therefore, must be to address the affiliation system as a whole and quality of higher education in affiliated colleges, in particular.

4.17 The Yashpal Committee report talks also stresses upon the urgent need for improving the condition and quality of affiliated institutions as they contain the bulk of enrolments. It is pointed out that good affiliated colleges sometimes suffer due to the bureaucracy at the university level while some good universities suffer because of the limited vision of their affiliated colleges and their inability to accept change. The said Committee suggested that better colleges be allowed to function separately from the university to 'lighten the load' of the university in general administrative and examination work for colleges.

4.18 The National Knowledge Commission recommended reforms in the system of affiliated undergraduate colleges. It put forth the ideas of creating department-based universities and giving greater autonomy to existing colleges, adoption of the course credit system, decentralization of the examination system, and internal assessments as well as criteria-based resource allocation for strategic growth in higher education. Another important suggestion was the setting up boards of undergraduate education in order to control quality, conduct examinations and reduce the

administrative burden of universities with respect to affiliated colleges.

4.19 The Committee have been informed that there can be multiple ways of improving the affiliation system. The first option is to reduce the total number of affiliated colleges by encouraging the better performing colleges to become autonomous. The better affiliated colleges could be encouraged, with additional support as necessary, to become approved as autonomous by the University Grants Commission. By becoming 'autonomous', a college would gain academic autonomy – and so become responsible for curriculum and assessment aspects – as well as administrative autonomy over its budget, and also becoming eligible to receive funds directly from UGC. An autonomous college does not, however, have the right to award a degree. Hence, autonomous colleges must be encouraged to develop into universities. A good example of the same is the Presidency College, Kolkata that was granted University status.

4.20 The Committee have also been informed that the bigger task, however, is to improve the quality of education provided in the larger number of colleges. One option is to establish a specific unit of the proposed State Higher Education Councils or the affiliating university to monitor and build capacity in these colleges. Similarly, it would be possible to establish one university exclusively for affiliations, (or a Dual Model for a few universities akin to the case that is being proposed in Karnataka) with the remaining becoming exclusively teaching/research institutions. However, such initiatives should not defeat the very concept of university, as laid down by the Radhakrishnan Commission.

4.21 As per the MoHRD, one of the other models of managing the problem of affiliation is to have the university divided into several campuses with each campus having colleges in its vicinity affiliated

to it. This model is being currently discussed in Maharashtra in the case of the University of Mumbai. Such a model would help in ensuring that colleges are regularly monitored for quality. A possible suggestion that the more advanced colleges “mentor” the newer ones could also be examined by the State.

4.22 A key constraint, however, on the reform of the affiliation system reportedly is that affiliating universities receive a significant proportion of their revenues from affiliated colleges. It therefore implies that the issue of financing of State Universities must also be considered alongside structural reforms.

4.23 Under the proposed Rashtriya Uchchar Shiksha Abhiyan (RUSA), the State Government’s commitment to undertake reforms in the affiliation system is an a priori condition for getting the funding. Following are the paths that can be taken in reforming the affiliation system:

- (i) Limit the number of colleges to be affiliated to any university to 100. However, this would mean establishing more affiliating universities than the present numbers.
- (ii) Establish campuses of existing Universities to better serve colleges in their physical proximity. In this case, all academic and administrative responsibilities regarding colleges will fall on the offices of the various campuses.
- (iii) Large autonomous colleges can be encouraged to develop into universities.
- (iv) Create College Cluster Universities by clustering a minimum of 3-5 colleges in the area surrounding a city or in a district giving the university its own independent establishment, degree granting powers and governance.
- (v) A number of colleges could be encouraged to merge, to create a larger institution. It is likely

that this larger institution would have the capacity to become autonomous. This would also ensure inter- disciplinary and cross disciplinary learning.

(vi) Establish new constituent colleges where there is a large youth population. A number of constituent colleges can be under a university like the case of Jawaharlal Nehru Technological University in Hyderabad. Unlike the affiliated colleges, which are managed by college management committees, the constituent colleges will be under the administrative control of the university. Recently Punjab University has followed this model in setting up four constituent colleges in collaboration with the State Government.

(vii) Tight regulation and control on establishment of new colleges in the private sector. Prohibiting an already saturated university from further affiliating private colleges may have to be resorted to in extreme cases.

(viii) Every state should be mandated to prepare a road map on higher education which could contribute to the formulation of a scientific policy on affiliation. An effective, and not routine or mechanical, monitoring of the colleges by the affiliating university is urgently required. Conditions are usually laid down while granting affiliation, but the universities are normally not able to monitor the fulfillment of such conditions. This practice needs to be changed. A college not fulfilling the required standards in teaching-learning process and governance should be disaffiliated after giving prior warnings. Of course, in such eventualities, the interests of the students, teachers and staff have to be preserved.

**(iii) Governance**

4.24 In place of a uniform regulatory note in respect of all institutions, Government thinking is to have a promotional and evaluative role for upper tier institutions, steering role in mid-tier institutions and active regulatory role in the lower tier institution. In order to meet the challenges in the higher education sector,



several legislative reforms have been proposed by MoHRD in the near future. These include: (i) Higher Education and Research Bill 2011; (ii) The Educational Tribunals Bill 2010; (iii) The Prohibition of Unfair Practices in Technical Education Institutions, Medical Educational Institutions, and Universities Bill, 2010; (iv) The National Accreditation Regulatory Authority for Higher Educational Institutions Bill, 2010; (v) The National Academic Depository Bill, 2011; (vi) The Universities for Research and Innovation Bill, 2011 (vii) Amendment of Indian Institutes of Technology Act, 1961; (viii) National Institute of Technology (Amendment) Bill, 2010; and (ix) Amendment to the Architects Act 1972, etc.

4.25 The above laws reflect the Government's focus on quality, accountability, access and inclusion on preparing the country's higher education system for a more competitive globalizing world.

## **PART-II**

### **RECOMMENDATIONS/OBSERVATIONS OF THE COMMITTEE**

- 1. Higher education is critical for developing a modern economy. The Committee's examination of higher education in India brings out that the higher education system is mired in poor quality of curriculum, instruction, teacher quality, research, etc. India's Gross Enrolment Ratio in higher education is well below global standards. There exist wide regional imbalances in access to higher education with inadequate opportunities of higher education to socially deprived communities, women, minorities and differently abled persons. The State Universities are bogged down with affiliation and governance issues and faculty shortage. Significant problems exist in the quality of education provided. There is a need for expansion, upgradation and quality improvement in State higher educational institutions. Since majority of students are in State sector (94 per cent), there is a need to incentivize States to step up investment in higher education. These and other issues are discussed in the subsequent paragraphs.**
- 2. The Gross Enrolment Ratio in relation to population in age group of 18-23 years in higher education at national level is stated to be only 18.8 per cent (2010-11) which is well below the world average of 26 per cent. The Committee are glad to note in this connection that the target of increasing the GER from 12 per cent to 15 per cent during the Eleventh Five Year Plan period (2007-12) has been surpassed and GER of 18.8 per cent has been achieved one year ahead of 2011-12. The Committee hope that with the expansion of higher education sector in all its modes and incentivizing State Governments and Non-Governmental Organizations and addressing the challenges as**

discussed in this report, the GER will reach above the world average soon and the GER target of 25.2 per cent by 2017-18 and 30 per cent by 2020 will be achieved.

3. The Committee are concerned to note that GER of women and higher education in India is only 16.50 per cent (2010-11) which is the lowest among BRICS and other economies – 2010, whereas the GER of China is way above at 27 per cent, Russian Federation 87 per cent and South Korea 86 per cent. It is observed from the MoHRD State-wise data that the GER of girls in higher education is highest in Goa at 30.9 per cent as per the data available for the latest year 2009-10 and the lowest in Odisha at 5.9 per cent. The Committee hardly need to emphasize that concerted efforts are needed with the co-operation of all State Governments to enhance women enrolment in higher education. The Committee regret to note that there are no special incentive schemes for promotion of higher education amongst women except Construction of Women Hostels in Colleges and Polytechnics and Establishment of Day Care Centres in Colleges. In this connection, the Committee feel that the hostel capacity in cities, which are major educational hubs, like Delhi, Bengaluru, Hyderabad and Mumbai, should be sufficient enough to accommodate all needy women students particularly those coming from the North-Eastern region of the country. The Committee hope that the Government will examine this aspect for appropriate action.
4. The Committee find that central assistance scheme launched in the year 2010 for establishment of a Model Degree College each in 374 low GER districts in higher education is yet to be implemented fully because of fund constraints of State Governments. So far, only 86 proposals have been approved out of which only 50 colleges have been operationalised. Though the scheme is a step to increase access

with equity and quality and aimed to improved GER, the progress in implementation has been very slow. The Committee have been informed that the question of transforming the Central Assistance Scheme into a Centrally Sponsored Scheme is under consideration. The Committee recommend that an expeditious decision be taken in the matter and the scheme implemented in right earnest in a time bound manner under intimation to the Committee. The Committee incidentally desire that all stake holders in the scheme need to be actively involved in the same so as to ensure their participation as well as to avoid any corrupt practices in the implementation of the scheme.

5. The Committee have been informed by the Department of Higher Education that the review of new schemes launched in the Eleventh Plan is being carried out. The Committee would await the outcome of the review and the action taken thereon.
6. The Committee note that State Universities and colleges that constitute the bulk of Higher Education Institutes are poorly funded and suffer from acute quality deficit. In order to incentivise States to step up investment in higher education, the Central Government is reportedly finalizing a Centrally Sponsored Scheme, the Rashtriya Uchchar Shiksha Abhiyan (RUSA) to fund and support institutions in the State higher education system. The funding will be norm based and outcome dependent and will require certain conditions such as commitment to academic, administrative and governance reforms for receiving funding under RUSA. Centre-State funding is to be in the ratio of 65:35, for Special Category States 75:25 and for North East Region and Jammu & Kashmir 90:10. The Committee hope that the scheme will be finalised soon and the Committee apprised of the features of the scheme as finally approved.

- 7. The percentage share of students enrolled in higher education is only 11.76 per cent as against the statutory stipulation of 15 per cent in the case of Scheduled Castes and 5.2 per cent as against the stipulated of 7.5 per cent in case of Scheduled Tribes. In order to make higher education more responsive to the needs of SC/ST, the SCs/STs Cells and the Task Forces constituted by the National Monitoring Committee in the Department of Higher Education must ensure that various measures and schemes launched to promote higher education amongst SCs/STs are implemented and intended benefits reach them. The Committee would await the results of the efforts made in this regard. The Committee also desire that desirability of fixing lower cut-off marks for admission in higher education institutions, for students hailing from rural and remote areas be examined for appropriate action.**
- 8. In so far as persons with disabilities are concerned, the Committee feel that the Guidelines for Indian Government Websites (GIGW) which mandate that all Government websites should conform to the international accessibility standards, the World Wide Web Consortium (W3C) and the Web Content Accessibility Guidelines (WCAG) 2.0 should be ensured so that a disabled person, using different assistive technologies to browse the web, can access their website. Secondly, all the educational institutions should adhere to the model building bye-laws which require construction of ramps, railings and other specialized fittings in order to be disabled-friendly. The Committee desire that these measures must be implemented in a specific time-frame.**
- 9. The Committee observe that the growth in enrolment in Arts, Sciences and Laws in Higher Education was less than the growth in Engineering, education and Medicine during the period from 2006-07 to 2011-12. The Growth of enrolment in Arts, Sciences,**

Management ranged between 43 and 95 per cent, whereas the growth in Engineering, Education, and Medicine ranged between 134 and 332 per cent during the period. Humanities and Social Sciences are critical to higher education. In order to promote study of Humanities and Social Sciences and to improve their quality of teaching and research, the MoHRD has proposed a total outlay of about Rs. 211 crore under the National initiative for Excellence in Humanities and Social Sciences during 2013-14. The Committee would like to be apprised of the results of this initiative. The Committee find that enrolment of students in agriculture was just 0.48 per cent and in veterinary sciences 0.14 per cent during 2011-12. The Committee feel that our economy being predominantly agrarian, there is a need to promote interest of students in agriculture and allied fields, if necessary by providing sufficient incentives.

10. According to an estimate of Planning Commission, developed economies and even China will face a shortage of about 40 million highly skilled manpower by 2020 while India is likely to have some surplus of graduates in 2020, which can fill the global shortage to some extent. The Committee regret to note that in this connection that although the approved outlay for higher education was Rs. 84,943 crore during the Eleventh Five Year Plan, the Department of Higher Education could utilize only Rs. 39,647 crore which accounts for just 46.67 per cent. The MoHRD has attributed the slow pace of expenditure during the Eleventh Five Year Plan to a time consuming process of approvals to new initiatives of setting up new educational institutions, comprising 30 Central Universities, 8 IITs, 10 NITs, 20 IIITs, 3 IISERs, 2 SPAs, 374 Model Colleges and 1000 Polytechnics. The Committee observe that many of these initiatives are still at a very nascent stage. The Committee urge the Department of Higher Education to closely

monitor implementation of the initiatives and ensure that the Twelfth Plan outlay does not meet the same fate as that of the Eleventh Plan and also ensure that India captures a higher share of global knowledge based work.

11. The total growth rate of institutions in terms of percentage has shown a positive trend during the Eleventh Five Year Plan. Now each State has at least one Central University, except Goa, where the State Government reportedly did not want one. The Committee feel that strict vigilance is required over 312 unapproved private institutions which fleece gullible students. It appears that there are no mechanism at present to deal with such institutions. The Committee desire that this aspect should be looked into, if necessary, with the involvement of State Governments to ensure that the interests of students admitted in such institutions are not adversely affected. There should be a system of disposal of complaints regarding unapproved institutions within a time frame and imposition of heavy penalty on the management of unapproved institutions.
  
12. There are 40 Central universities which are fully funded by the MoHRD through University Grants Commission. The Committee note that the utilization of funds allocated by UGC to these universities was just 73 per cent in 2010-11 which improved to 97 per cent in 2011-12. Utilization remained as low as 30 per cent for first three quarters of 2012-13. The Committee would like to highlight the case of University of Delhi where only 35 per cent of total allocation was utilized in 2010-11, 78 per cent in 2011-12 and 11 per cent upto December, 2012 in 2012-13. The Committee feel that such gross under utilization of funds indicates lack of proper planning on the part of Central

Universities and absence of mechanism to oversee their functioning. The Committee urge that as decided in the Council of Vice Chancellors of Central Universities, academic audit and review by External Peer Review Board (EPRB) should be held expeditiously and the Committee be informed of the outcome.

13. Several scholarship schemes are offered to students for promotion of higher education in the country. However, the Committee are disappointed to note that the fund utilization for scholarships during the last 3 years has been poor particularly under the non-Plan budget. It is observed that during the year 2010-11 the utilization was only 13 per cent, whereas during 2011-12 and 2012-13, the percentage of utilization was 31 per cent and 14 per cent (upto December, 2012) respectively. The slots for External Scholarships provided by different countries have not been fully utilized. The Committee also note pendencies in completion of selection process for schemes like Post Doctoral Fellowship for SC/ST Candidates and Radhakrishnan Post Doctoral Fellowship in Humanities and Social Sciences. The Committee, therefore, desire that reasons for slackness in granting scholarships must be identified and remedial action taken. The Committee also find that the present level of scholarships offered to female students is inadequate and needs to be augmented. Therefore, they recommend that the Government should consider reserving adequate percentage of all scholarships and fellowships offered in higher education for women.
14. The Committee find that a Central Sector Scheme of Interest Subsidy on Educational Loans has been launched for students belonging to economically weaker sections who avail such loans from scheduled banks as well as co-operative banks from the academic year 2009-10 onwards. The Committee would like to know the targets and



achievements of the Scheme till now. Appreciating it as a right step, the Committee further desire that the Ministry must also endeavour to find out and remove operational difficulties faced by students in availing educational loans from banks, particularly concerning collateral security demanded by the banks, cumbersome procedures, etc. The Committee also feel that the Ministry of HRD should come out with appropriate schemes, particularly for women and minorities so as to correct the imbalances and inadequate opportunities of higher education to these groups.

15. Availability of adequate and qualified faculty is of utmost necessity to provide quality education. The Committee are concerned to note that as many as around 40 per cent of the sanctioned posts are reportedly lying vacant in State Universities and 35 per cent in Central Universities. The Committee are disappointed to learn that most of 66 Academic Staff Colleges (ASCs) established for faculty development have not delivered results. The Committee would like to be apprised of the reasons for failure of ASCs and remedial action taken/ proposed. The Committee desire that 'National Mission on Teachers & Training' aimed to address all issues related to faculty shortage should be expeditiously finalized and implemented with specific targets under intimation to the Committee.

16. The Technical Education Quality Improvement Programme (TEQIP), aiming to improve quality of technical education and enhance existing capacities/ improve systems management of institutions, has reportedly completed its Phase I. Phase II is now being implemented, with assistance from World Bank. As per the Outcome Budget

(2013-14), TEQIP II is under implementation in respect of 158 selected institutions, out of which 119 are Government/Government Aided/Centrally funded and 39 are private institutions and in 2<sup>nd</sup> cycle selection, 29 institutions development proposals from Government funded/aided institutions have fulfilled eligibility criteria. As the Government has reportedly already decided to launch Phase III of TEQIP, the Committee would like to know the targets and achievements in both Phase I and II of TEQIP and the reasons for shortfall, if any.

17. The Committee observe that six new Indian Institutes of Technology (IITs) at Hyderabad, Patna, Jodhpur, Bhubaneswar, Ropar and Gandhinagar started functioning from the year 2008-09 and two new IITs at Indore and Mandi started functioning from 2009-10. Regrettably, even after five years, none of the IITs have started functioning from their permanent campuses. Permanent campus for IITs in Hyderabad, Mandi and Patna have commenced construction in November, 2012. IIT, Jodhpur has not yet finalized the Architects and in IIT, Ropar, even the Master Plan for the campus is not ready yet. Similarly, seven IIMs, established during the Eleventh Five Year Plan are still operating from their temporary campuses. The Committee feel that a timeline need to be set for all the new IITs and IIMs to fast track the pace of construction of permanent campuses for the benefit of students who have been deprived of the facilities associated with permanent campuses.
18. As a means to democratize education, the Twelfth Five Year Plan has impressed upon the need to expand access to Open Distance Learning (ODL) and also promote traditional institutions to take up more online courses to promote education for those who cannot opt for regular mode of education due to spatial, temporal or financial

constraints. A target of 1 Million GER in higher education through ODL has reportedly been set for the Plan period. The Indira Gandhi National Open University (IGNOU), established in the year 1985, with its 67 Regional Centres across the country, 13 State Open Universities and 36 Distance Education Institutions (DEIs), as well as over 200 Directorates of Distance Education located in conventional Universities/Deemed to be Universities offer ODL courses to students. Because of the large number of these institutions, the Distance Learning Council is admittedly unable to cope with the demand for efficient and effective regulation and the situation is exploited by the institutions having commercial motive. The Committee wonder how the situation was allowed to be exploited and no action has been taken so far to evolve an effective system of quality assurance recommended by the Menon Committee. The Committee would like to be apprised of the regulatory standards evolved on the basis of Menon Committee and an assessment of their implementation.

19. Existing affiliation model between State Universities and colleges is reportedly suffering from several shortcomings. Firstly, it separates teaching from student assessment and research from teaching. A teacher needs to use student assessment in order to customize the teaching as per the needs of students and to provide feedback to students on their performance. But the affiliation system dictates that the assessment be done away from the college. The affiliation system also means that research is done in the university while teaching is done in the colleges, so the latest knowledge is not available to those teaching undergraduates. In the same way, teachers of colleges are denied all opportunities of self- improvement and continuous upgradation, and access to resources and research facilities. Students coming through

the affiliated colleges reportedly miss a whole lifetime of opportunity for all round personality development and access to good faculty, laboratories, libraries which gets translated into lower levels of employability for affiliated college pass-outs. As the issue has already been identified as a key element of State Higher Education Reform with possible remedies through setting up of autonomous Colleges, establishing a university exclusively for affiliations, division of a university into several campuses etc., still the fact that affiliating Universities receive a significant portion of their revenue from affiliated colleges have so far hindered any significant change in the overall affiliation scenario. As RUSA proposes to reform the affiliation system, the Committee await its implementations and also specific steps and timelines to address each of the above-mentioned issues.

20. Research and innovations are vital functions of higher education. The Committee are glad to note that India's overall publications in the world has risen from 2.8 per cent to 3.4 per cent during the ten years since 1999 with 5.77 citations per paper. In 2009, India stood eleventh in terms of the number of papers published and seventeenth in terms of citations. However, in terms of innovation, Indians file and receive only a small number of worldwide patent applications – merely 11,937 applications filed by Indians as compared to 2,41,546 by Chinese in 2009. The Committee stress that there is a need for an overall increase in the level of research spending from the current level of less than one per cent of GDP to over 2 per cent nationally, as pointed out by Planning Commission.
21. In order to meet the challenges in higher education sector, several legislative reforms have been proposed by the MoHRD which, inter-alia, include Higher Education

**Research Bill and the Universities for Research and Innovation Bill. The Committee desire expeditious implementation of the proposed reforms so that our higher education systems rise to global standards. The Committee also desire that foreign universities allowed to function in our country should not jeopardise the interests of Indian Universities**

**NEW DELHI;  
05 September, 2013  
Bhadrapada 14, 1935(S)**

**FRANCISCO SARDINHA,  
CHAIRMAN,  
COMMITTEE ON ESTIMATES.**

**Appendix-I**  
(vide para No. 4.91 of the Report)

Proposals Received from State Governments regarding EBDS

(Month ending 11.12.2012)

S.No.	State/UTs	EBDs	Proposals received	Proposal approved	Proposals under process	Proposal rejected	Remarks
1.	Andhra Pradesh	11	7	5	-	*2	Documents called for. *Affiliating university is not covered under Section 12B of UGC Act
2.	Arunachal Pradesh	11	8	6	*2	-	Approval has been conveyed* Document called for
3.	Assam	12	12	12	-	-	Approval has been conveyed
4.	Bihar	25	1	-	-	*1	*Date of establishment is before 1.1.2008
5.	Chhattisgarh	15	5	-	*5	-	*Documents called for
6.	Goa	-	-	-	-	-	
7.	Gujarat	20	20	19	-	*1	Grant has been released *Affiliating university is not covered under Section 12B of UGC Act
8.	Haryana	7	10	-	1	*9	Document called for *Date of establishment is before 1.1.2008/not in EBD
9.	Himachal Pradesh	4	4	-	-	*4	*Date of establishment is before 1.1.2008
10.	Jammu & Kashmir	11	11	8	*3	-	*Documents called for
11.	Jharkhand	12	-	-	-	-	
12.	Karnataka	20	20	6	3	*11	Documents called for. *Date of establishment is before 1.1.2008
13.	Kerala	4	4	3	*1	-	*Document called for
14.	Madhya Pradesh	39	-	-	-	-	
15.	Maharashtra	7	7	7	-	-	Grant has been released
16.	Manipur	-	-	-	-	-	
17.	Meghalaya	5	-	-	-	-	
18.	Mizoram	7	-	-	-	-	
19.	Nagaland	1	-	-	-	-	
20.	Odisha	18	8	-	*8	-	*Document called for
21.	Punjab	13	13	11	-	*2	*Date of establishment is before 1.1.2008
22.	Rajasthan	30	1	-	*1	-	*Document called for
23.	Sikkim	4	2	-	*2	-	*Document called for
24.	Tamil Nadu	27	7	3	*1	**3	*Document called for **Affiliating university is not covered under Section 12B of UGC Act/not in EBD

25.	Tripura	4	4	-	*4	-	*Document called for
26.	Uttar Pradesh	41	6	5	81	-	*Document called for
27.	Uttarakhand	2	-	-	-	-	
28.	West Bengal	17	3	-	*3	-	*Documents called for
29.	Andaman & Nicobar Islands	2	-	-	-	-	
30.	Chandigarh	--	-	-	-	-	
31.	Dadra & Nagar Haveli	1	1	1	-	-	Approval has been conveyed
32.	Daman & Diu	2	-	-	-	-	
33.	Delhi	-	-	-	-	-	
34.	Lakshadweep	1	1	-	*1	-	
35.	Pudducherry	1	-	-	-	-	*Documents called for
		<b>374</b>	<b>155</b>	<b>86</b>	<b>36</b>	<b>33</b>	

## Scheme-wise allocation of XII Plan

A.	University of Higher Education	XII Plan Outlay (Rs. in crore)
A.	Central Sector Scheme (CS)	
1	University Grants Commission	
a	Support for Central Universities	10500.00
b	Support to Deemed Universities under the Central Government	300.00
c	Other UGC schemes including National Initiative for Excellence in Basic Sciences, new Inter-university centres and UGC flexi-fund	9000.00
	Sub total UGC	19800.00
2	National Initiative for Excellence in humanities and social sciences including support to ICHR, HAS, ICPR, ICSSR, PHISPC and NIRD, Hyderabad	1400.00
A-2	New Schemes	
	Central Sector Scheme	
1	National Mission on Teachers and Teaching (including setting up of Schools of Education, teaching-learning centres, summer schools, international visiting faculty programmes)	1200.00
2.	National initiative for quality higher education in Indian languages	500.00
3.	National initiative on inclusion of persons with disabilities in higher education including polytechnics for polytechnics	300.00
4.	National initiative to foster social responsibility including creation of an alliance for community engagement	400.00
5.	National initiative on sports and wellness	400.00
	Total New Schemes	2800.00
	Centrally Sponsored Scheme	
1	Strategic support for State higher education – Rashtriya Uchcha Shiksha Abhiyan (RUSA)	25000.00
	Sub total – University and Higher Education (CS)	24000.00
	Sub total –University and Higher Education (CSS)	25000.00
	Sub Total-University and Higher Education	49000.00
B	Students' Financial Aid	
1	Interest Subsidy and contribution for guarantee fund	7500.00
2.	Scholarship	3500.00
	Sub total – Students' Financial Aid.	11000.00
C	Open and Distance Education and ICT	
C-1	Central Sector Schemes (CS)	
	Existing Schemes	
1	Assistance to IGNOU and State Open Universities	700.00
2.	National Mission on use of ICT in Higher Education	4000.00
	Subtotal-Distance Learning and ICT (CS)	4700.00
D	Book Promotion and IPR	
D-1	Central Sector Schemes (CS)	
	Existing Schemes	
1.	Promotion to copyright and IPR	150.00
2.	Support for book promotion including National Book Trust	150.00



	Subtotal – Book Promotion (CS)	300.00
E	Language Promotion	
E-1	Central Sector Schemes	
	Existing Schemes	
1.	Support for promotion of Hindi, Urdu, Sanskrit and other Indian languages including grants for Central Hindi Directorate, Commission for Scientific and Technology Terminology and other institutions and bodies.	1200.00
	Subtotal- Language Development (CS)	1200.00
F	Planning, Governance and Global Engagement	
F1	Central Sector Schemes	
	Existing Schemes	
1.	Support to NUEPA, AIU and Auroville Management	200.00
2.	Initiative for global engagement including UNESCO related activities, support for Mahatma Gandhi Institute of Education for Peace and Sustainable Development, expansion of Maison de l'inde (MDL) in Paris, strengthening external academic relations through Summerville College and setting up Indian International Education Centre	900.00
	New Schemes	
1.	Strengthening of governance and accreditation system including creation of additional office space.	100.00
2.	Setting up of Institute/ Academics for Academic Leadership in Higher Education	300.00
3.	Strengthening statistical and public information system including All India Survey on Higher Education, creation of a centralized portal with credible information to students on quality and fees and data on institutional performance.	200.00
4.	Creation of a web-based higher education data management system	100.00
5.	Establish network of centres for higher education research Conduct of longitudinal studies and surveys	200.00
	Subtotal- Planning, Administration and Global Engagement (CS)	2000.00
G	Technical Education	
G1	Central Sector Schemes	
	Existing Schemes	
1.	Ongoing schemes for improvement of technical education including flexi-fund for All India Council for Technical Education	5000.00

2	Support to Indian Institutes of Technology (IITs)	12500.00
3	Support to Indian Institutes of Management (IIMs)	1700.00
4	Support to Indian Institutes of Science (IISs) and Indian Institute (s) of Science Education and Research (IISER)	2000.00
5	Support to National Institute of Technology (NITs) including Ghani Khan Institute	5600.00
6	Support to ISM, Dhanbad and its upgradation	550.00

7	Support to NITIE Mumbai	200.00
8	Support to Indian Institute(s) of Information Technology (Allahabad, Gwalior, Jabalpur and Kanchipuram)	900.00
9	Support to Schools of Planning and Architecture	250.00
10	Support to National Institutes (s) of Teacher Training and Research	250.00
11	Upgradation to Indian Institute (s) of Engineering, Science and Technology	800.00
12	Support for other institutes including SLIET, NERIST, NIFFT Ranchi, CIT Kokrajhar	500.00
13	Setting up IITs in PPP Mode	800.00
14	Apprenticeship Training and support to BOATS	650.00
	<b>Sub Total</b>	<b>31700.00</b>
	<b>New Schemes</b>	
1	Establishment of multi-disciplinary research universities and creation of Centres of Excellence and creating a system for research evaluation and setting up Centre for Research Evaluation	1700.00
2	Creation of centres for Training and Research in frontier areas of science and technology, social sciences and humanities	600.00
3	Setting up of Inter-Institutional Centres, creation of Excellence Clusters and Networks, Establishing alliances across institutions	600.00
4	National Initiative for Design Innovation including setting up of Design Innovation Centres, Design Open School and National design Innovation Network	600.00
5	National initiative for technology transfer including setting up of research parks, and establishment of Council for Industry and Higher Education Collaboration	1000.00
6	Quality Improvement Programme for Management, pharmacy education and hotel management	500.00
7	Support for skill-based higher education including community colleges	2000.00

	<b>Sub Total – Technical Education (CS)</b>	<b>38700.00</b>
<b>G-2</b>	<b>Externally Aided Scheme</b>	
1	Tech. Education Quality Improvement Programme (existing and new phase)	2000.00
<b>G-3</b>	<b>Centrally Sponsored Schemes</b>	
	<b>Existing Schemes</b>	
1	Support for the Polytechnics in the States including strengthening of existing polytechnics, setting up of new Polytechnics, Community Polytechnics and Women’s Hostel in Polytechnics	1800.00
	<b>Sub Total – Technical Education</b>	<b>42500.00</b>

**SCHEME-WISE EXPENDITURE VIS A VIS BUDGET ESTIMATES/  
REVISED ESTIMATES during 2010-11 to 2012-13**

NAME OF THE SCHEME/ PROGRAMME/PROJECT	2010-11			2011-12			2012-13		PLAN (₹ In Lakh)
	B.E.	R.E.	ACTUALS	B.E.	R.E.	ACTUALS	B.E.	R.E.	ACTUALS up to 31.12.2012
1	2	3	4	5	6	7	8	9	10
<b>1. SECRETARIAT</b>	300.00	300.00	45.55	300.00	300.00	190.00	150.00	150.00	7.04
<b>2. UNIVERSITY EDUCATION</b>	497690.00	466190.00	447318.56	600200.00	595200.00	609437.62	729280.00	676915.00	489544.35
<b>3. LANGUAGES</b>	15400.00	15400.00	14237.17	17000.00	17000.00	16540.52	19550.00	25526.00	13381.87
<b>4. SCHOLARSHIPS</b>	12000.00	12000.00	10741.77	18000.00	18000.00	16312.13	25000.00	15812.00	7561.84
<b>5. BOOK PROMOTION</b>	1400.00	1400.00	1253.43	1600.00	1600.00	1480.90	2500.00	1987.00	1624.01
<b>6. INC/UNESCO UNIT</b>	1110.00	1110.00	1060.71	1200.00	1200.00	1279.73	2120.00	2066.00	1627.18
<b>7. PLANNING NORMS</b>	1100.00	1100.00	1013.59	1400.00	1400.00	1197.60	1700.00	1418.00	888.87
<b>8. DISTANCE LEARNING</b>	100000.00	60000.00	55317.24	104300.00	95000.00	47103.83	95500.00	32700.00	28085.71
<b>9. TECHNICAL EDUCATION</b>	470600.00	422100.00	404688.56	566000.00	551500.00	571127.48	668000.00	591326.00	412886.10
<b>10. Actual Recoveries</b>						-7138.00			
<b>TOTAL: D/O HIGHER EDUCATION.</b>	1099600.00	979600.00	935676.58	1310000.00	1281200.00	1257531.81	1543800.00	1347900.00	955606.97

## Scheme-wise Expenditure Vis-à-vis Budget Estimate/Revised Estimate during 2010-11 to 2012-13

(Vide para No. 3.8 of the Report)

	NON PLAN								
	(₹ in Lakh)								
NAME OF THE SCHEME/ PROGRAMME/PROJECT	2010-11			2011-12			2012-13		
	B.E.	R.E.	ACTUALS <sub>33</sub>	B.E.	R.E.	ACTUALS <sub>33</sub>	B.E.	R.E.	ACTUALS <sub>33</sub> to 31.12.2012
1	2	3	4	5	6	7	8	9	10
1. SECRETARIAT	7294.00	7294.00	5281.00	7821.00	7821.00	5804.00	8414.00	8304.00	5041.81
2. UNIVERSITY EDUCATION	375862.00	624039.00	398981.00	643780.00	449861.00	447503.78	712785.00	491943.00	348555.35
3. LANGUAGES	6824.00	7465.00	7208.00	8002.00	8900.00	8515.42	9438.00	10238.00	7780.93
4. SCHOLARSHIPS	241.00	241.00	33.00	241.00	241.00	75.41	241.00	217.00	33.81
5. BOOK PROMOTION	1641.00	1607.00	1602.00	1750.00	1750.00	1750.00	1873.00	2109.00	1030.04
6. INC/UNESCO UNIT	1183.00	1199.00	1118.00	1206.00	1277.00	1219.00	1432.00	1517.00	1161.83
7. PLANNING NORMS	1104.00	1349.00	1307.00	1457.00	1518.00	1271.59	1616.00	1588.00	1121.31
8. ADMINISTRATION	699.00	699.00	23.00	721.00	721.00	631.00	741.00	677.00	17.35
9. TECHNICAL EDUCATION	174552.00	197107.00	192349.00	216222.00	231111.00	226209.80	247160.00	263207.00	154324.02
10. Actual Recoveries						8.00			
TOTAL: D/O HIGHER EDUCATION	569400.00	841000.00	607902.00	881200.00	703200.00	692972.00	983700.00	779800.00	519066.45

Appendix –V  
(vide para No. 3.21 of the Report)

Statement Indicating Grant Released Under Plan to Central Universities for the last three years

( ₹in lakhs)

Sl. No.	Name of the State	Name of University	Grant Released under Plan			Expenditure reported by Central Universities		
			2010-11	2011-12	2012-13	2010-11	2011-12	2012-13 as on 31.12.2012
1	2	3	5			9		
	<b>NON-NER CENTRAL UNIVERSITIES</b>							
1	<b>ANDHRA PRADESH</b>	M.A. N. URDU UNIVERSITY	5620.30	1720.00	5112.50	3428.93	2914.67	1887.48
2		UNIVERSITY OF HYDERABAD	5107.29	8033.11	8175.00	5271.61	8312.89	1772.82
3		THE ENGLISH & FOREIGN LANGUAGES UNIVERSITY	4628.84	2500.00	4700.00	3631.93	2472.00	986.09
4	<b>CHHATTISGARH</b>	GURU GHASIDAS VISHWAVIDYALAYA	3000.00	6060.00	7100.00	4415.74	5374.01	1980.39
5	<b>DELHI</b>	UNIVERSITY O F DELHI	23881.78	21800.00	8927.40	8477.47	17092.13	975.64
6		UCMS	1000.00	1986.94	1500.00	871.70	1832.11	1028.85
7		JAMIA MILLIA ISLAMIA	7785.00	6394.00	8355.00	4230.84	3635.54	2704.30
8		JAWAHARLAL NEHRU UNIV.	7430.06	9253.05	2100.00	4971.01	7152.86	806.26
9		IGNOU	9321.00	9100.00	10500.00	9321.00	9100.00	100.00
10	<b>MADHYA PRADESH</b>	DR. HARISINGH GOUR VISH.	1500.00	6946.96	1575.00	1533.60	3311.62	62.58
11		INDIRA GANDHI NATIONAL TRIBAL UNIVERSITY	3052.00	9502.00	11075.00	2796.73	10057.14	6610.44
12	<b>MAHARASHTRA</b>	M.G.A. HINDI VISHWAVIDYALAYA	2442.59	3915.50	4250.00	2185.17	2435.63	607.19
13	<b>PUDUCHERRY</b>	PONDICHERRY UNIVERSITY	6724.27	6984.48	7275.00	6310.64	7784.79	3982.82
14	<b>UTTARAKHAND</b>	H.N.B. GARHWAL UNIVERSITY	4500.00	9180.82	6350.00	1963.45	5609.84	1497.22
15	<b>UTTAR PRADESH</b>	ALIGARH MUSLIM UNIVERSITY	7650.00	3420.00	13559.66	4318.93	6155.12	1015.45
16		BANARAS HINDU UNIVERSITY	11545.38	8009.00	14166.73	11951.30	20244.51	6015.31
17		B.B.A.U.	2900.00	5987.00	4843.72	3056.16	4146.18	340.67
18		UNIVERSITY OF ALLAHABAD	5849.37	5055.74	2020.00	3889.60	3104.67	502.08
	<b>WEST BENGAL</b>	VISVA BHARATI	6819.82	6501.40	525.00	3611.39	8278.88	0.00
	<b>TOTAL (I) (NON-NER CENTRAL UNIVS)</b>		<b>120757.70</b>	<b>132350.00</b>	<b>122110.01</b>	<b>86237.20</b>	<b>129014.59</b>	<b>32875.59</b>
	<b>NEW CENTRAL UNIVERSITIES</b>							

19	<b>BIHAR</b>	C.U. OF BIHAR	1500.00	0.00	2030.00	493.32	760.65	524.05
20	<b>GUJARAT</b>	C.U. OF GUJARAT	2500.00	3000.00	3175.00	1049.49	1839.50	815.78
21	<b>HARYANA</b>	C.U. OF HARYANA	4000.00	4400.00	2565.00	2309.44	1767.61	1916.05
22	<b>HIMACHAL PRADESH</b>	C.U. OF HIMACHAL PRADESH	1500.00	1000.00	2575.00	596.14	489.99	566.10
23	<b>JAMMU &amp; KASHMIR</b>	C.U. OF JAMMU	0.00	1150.00	3037.50	0.00	332.40	683.84
24		C.U. OF KASHMIR	1000.00	0.00	781.25	316.30	398.12	500.01
25	<b>JHARKHAND</b>	C.U. OF JHARKHAND	4000.00	4900.00	5075.00	2943.96	4202.38	4678.65
26	<b>KARNATAKA</b>	C.U. OF KARNATAKA	9075.00	10000.00	3075.00	6445.69	11288.06	902.15
27	<b>KERALA</b>	C.U. OF KERALA	1250.00	2500.00	4875.00	774.40	1631.38	1697.11
28	<b>ORISSA</b>	C.U. OF ORISSA	3000.00	3500.00	2531.25	1743.87	1932.82	1048.07
29	<b>PUNJAB</b>	C.U. OF PUNJAB	2500.00	2500.00	3075.00	1878.19	1686.35	459.15
30	<b>RAJASTHAN</b>	C.U. OF RAJASTHAN	8000.00	10700.00	10031.25	6597.13	12227.90	6149.01
31	<b>TAMIL NADU</b>	C.U. OF TAMIL NADU	7000.00	9800.00	11031.25	5147.00	10892.00	2585.27
	<b>TOTAL-II (NEW CUs)</b>		<b>45325.00</b>	<b>53450.00</b>	<b>53857.50</b>	<b>30294.93</b>	<b>49449.16</b>	<b>22525.24</b>
	<b>TOTAL (I + II)</b>		<b>166082.70</b>	<b>185800.00</b>	<b>175967.51</b>	<b>116532.13</b>	<b>178463.75</b>	<b>55400.83</b>
	<b>NER CENTRAL UNIVERSITIES</b>							
32	<b>ASSAM</b>	ASSAM UNIVERSITY	5373.70	3695.00	4372.50	4488.21	2962.11	725.79
33		TEZPUR UNIVERSITY	4670.00	6300.53	7718.39	4401.37	4374.87	3109.41
34	<b>ARUNACHAL PRADESH</b>	RAJIV GANDHI UNIVERSITY	1075.00	1375.00	4006.25	1159.03	1491.02	79.59
35	<b>MANIPUR</b>	MANIPUR UNIVERSITY	4908.41	3496.69	5272.50	2828.15	3222.91	1172.05
36	<b>MEGHALAYA</b>	NORTH EASTERN HILL UNIV.	6164.15	3960.00	1132.00	6361.06	3337.61	330.38
37	<b>MIZORAM</b>	MIZORAM UNIVERSITY	3500.00	4213.14	6758.75	4319.67	6833.21	1729.39
38	<b>NAGALAND</b>	NAGALAND UNIVERSITY	1700.00	2625.00	678.75	2244.36	1374.43	134.37
39	<b>SIKKIM</b>	SIKKIM UNIVERSITY	3000.00	2000.00	5672.50	2304.23	3217.63	1104.01
40	<b>TRIPURA</b>	TRIPURA UNIVERSITY	5141.20	2225.00	1840.00	3090.92	3703.57	105.75
	<b>TOTAL (III) (NER)</b>		<b>35532.46</b>	<b>29890.36</b>	<b>37451.64</b>	<b>31197.00</b>	<b>30517.36</b>	<b>8490.74</b>
	<b>GRAND TOTAL (NON-NER CUs + NEW CUs + NER CUs)</b>		<b>201615.16</b>	<b>215690.36</b>	<b>213419.15</b>	<b>147729.13</b>	<b>208981.11</b>	<b>63891.57</b>
						<b>73% Utilization</b>	<b>97% Utilization</b>	<b>30% Utilization</b>

**Financial Assistance as Development Grant to SOUs during 2012-13**

<b>S.No.</b>	<b>State Open Universities</b>	<b>Sanctioned Amount (Rs. in Lacs)</b>
1.	Dr. BRAOU, Hyderabad	500.00
2	UPRTOU, Allahabad	450.00
3	UOU, Haldwani	400.00
4	Dr. BAOU, Ahmedabad	450.00
5	NOU, Patna	250.00
6	YCMOU, Nashik	500.00
7	VMOU, Kota	400.00
8	NSOU, Kolkata	275.00
9	MPBOU, Bhopal	250.00
10	PSSOU, Bilaspur	250.00
11	KSOU, Mysore	350.00
12	TNOU, Chennai	250.00
13	KKHSOU, Guwahati.	400.00
<b>TOTAL</b>		<b>4725.00</b>



**Financial Assistance as Development Grant to Distance Learning Institutes during 2012-13**

<b>S.No.</b>	<b>Name of University</b>	<b>Grant Sanctioned (Rs. in lacs)</b>
1	Kakatiya University	40.00
2	Fakir Mohan University	30.00
3	B.R.A Bihar University	20.00
4	Kuvempu University	40.00
5	Tamil Nadu Agricultural University	30.00
6	Vidyasagar University	25.00
7	Magadh University	10.00
8	Shivaji University	40.00
9	Aligarh Muslim University	30.00
10	M.G.A. Hindi Vishwavidyalaya	30.00
11	University of Allahabad	30.00
12	Maulana Azad National Urdu University	40.00
13	Sri Krishnadevaraya University	40.00
14	L.N. Mithila University	30.00
15	Andhra University	40.00
16	Bharathiar University	40.00
17	Gurujambheshwar University	30.00
18	Alagappa University	40.00
19	Jiwaji University	30.00
20	University of North Bengal	30.00
21	Bharathidasan University	40.00
22	University of Kalyani	40.00
23	University of Kerala	40.00
24	Osmania University	40.00
25	Tamil University	30.00
26	University of Kashmir	30.00

27	Dibrugarh University	30.00
28	Gauhati University	40.00
29	Rajiv Gandhi University	30.00
30	Tripura University	30.00
31	Barkatullah University	30.00
32	M.G. Chitrakoot Gramodaya Vishwavidyalaya	30.00
33	Rashtriya Sanskrit Vidyapeeth	30.00
34	Jain Vishwa Bharti Vishwavidyalaya	30.00
35	Tilak Maharashtra	40.00
36	University of Mumbai	40.00
<b>Total</b>		<b>1195.00</b>

**Appendix-VIII**

(vide para No. 3.76 of the Report)

**Statement of Teaching Staff Strength as on 31.03.2012 (Existing and vacant position) of old Central Universities.**

Sl.No.	Name of the State	Name of University	Sanctioned Posts Total	Existing Strength Total	Number of Vacant Positions Total
	Mainland Central Universities				
1.	Andhra Pradesh	M.A. Urdu University	284	169	115
2.		Hyderabad University	556	406	150
3.		The English & Foreign Languages University	236	200	36
4.	Chandigarh	GURU GHASIDAS VISHWAVIDYALAYA	329	219	110
5.	Delhi	DELHI UNIVERSITY	1704	761	943
6.		JAMIA MILLIA ISLAMIA	824	711	113
7.		JAWAHARLAL NEHRU UNIV.	727	459	268
8.	Madhya Pradesh	DR. HARISINGH GOUR VISH.	329	155	174
9.	Maharashtra	M.G.A. HINDI VISH	79	66	13
10.	Puducherry	PONDICHERRY UNIV	460	377	83
11.	Uttarakhand	H.N.B. GARHWAL UNIV	468	258	210
12.	Uttar Pradesh	ALIGARH MUSLIM UNIV	1887	1509	378
13.		BANARAS HINDU UNIV	2416	1520	896
14.		B.B.A.U.	130	108	22
15.		UNIVERSITY OF ALLAHABAD	852	315	537
16.	West Bengal	VISVA BHARATI	714	622	92
	Total (I) (Mainland)		11995	7855	4140
	NER Central Universities				
17.	Assam	Assam University	325	309	16

18.		Tezpur University	243	194	49
19.	Arunachal Pradesh	Rajiv Gandhi Uni	157	88	69
2.	Manipur	Manipur Uni	266	179	87
21.	Meghalaya	North Eastern Hill Uni.	406	301	105
22.	Mizoram	Mizoram Uni.	337	272	65
23.	Nagaland	Nagaland Uni.	249	179	70
24.	Tripura	Tripura Uni.	216	147	69
	Total (II) (NER)		2199	1669	530
	Total (I+II)		14194	9524	4670

Statement of Teaching Staff Strength as on 31.03.2012 (Existing and vacant position) of New Central Universities.

Sl.No.	Name of the State	Name of University	Sanctioned Posts Total	Existing Strength Total	Number of Vacant Positions Total
	NEW CENTRAL UNIVERSITIES				
1.	BIHAR	C.U. OF BIHAR	140	26	114
2.	GUJARAT	C.U. OF GUJARAT	140	42	98
3.	HARYANA	C.U. OF HARYANA	140	17	123
4.	HIMACHAL PRADESH	C.U. OF HIMACHAL PRADESH	140	36	104
5.	JAMMU & KASHMIR	C.U. OF JAMMU	21	8	13
6.		C.U. OF KASHMIR	140	34	106
7.	JHARKHAND	C.U. OF JHARKHAND	140	75	65
8.	KARNATAKA	C.U. OF KARNATAKA	140	44	96
9.	KERALA	C.U. OF KERALA	140	32	108
10.	MADHYA PRADESH	THE INDIRA GANDHI NATIONAL TRIBAL UNIV.	228	56	172
11.	ORISSA	C.U. OF ORISSA	140	21	119
12.	PUNJAB	C.U. OF PUNJAB	140	27	113

13.	RAJASTHAN	C.U. OF RAJASTHAN	140	54	86
14.	SIKKIM	SIKKIM UNIVERSITY	201	56	145
15.	TAMIL NADU	C.U. OF TAMIL NADU	140	18	122
		<b>TOTAL</b>	<b>2130</b>	<b>546</b>	<b>1584</b>

**MINUTES OF TWELFTH SITTING OF COMMITTEE ON ESTIMATES  
(2012-13)**

**The Committee sat on Wednesday, the 07<sup>th</sup> November, 2012 from 1130 hrs.  
to 1415 hrs. in Committee Room 'C', Parliament House Annexe, New Delhi.**

**PRESENT**

**Shri Francisco Sardinha - Chairman**

**MEMBERS**

2. Shri E.T. Mohammed Basheer
3. Shri N.S.V. Chittan
4. Shri Khagen Das
5. Shri Chandrakant Khaire
6. Dr. Thokchom Meinya
7. Dr. Sanjeev Ganesh Naik
8. Kum. Meenakshi Natarajan
9. Shri Prabodh Panda
10. Dr. Vinay Pandey
11. Shri Rayapati Sambasiva Rao
12. Shri S. Semmalai
13. Shri Adhi Shankar
14. Shri Jagdish Sharma
15. Shri Ganesh Singh
16. Shri Radha Mohan Singh
17. Shri Uma Shankar Singh

**SECRETARIAT**

1. Shri A. Louis Martin - Joint Secretary
2. Smt. Anita B. Panda - Director
3. Dr. Yumnam Arun Kumar - Deputy Secretary

**WITNESSES**

**Representatives of the Ministry of Human Resource Development  
Department of School Education and Literacy**

	<b>Name</b>	<b>Designation</b>
1.	Shri Rajarshi Bhattacharya	Secretary, Dept. of School Education & Literacy
2.	Ms. Vrinda Sarup	Additional Secretary
3.	Dr. Amarjit Singh	Additional Secretary
4.	Shri Jagmohan Singh Raju	Joint Secretary
5.	Ms. S. Radha Chauhan	Joint Secretary
6.	Shri Apurva Chandra	Joint Secretary
7.	Dr. Nagesh Singh	Economic Adviser
8.	Prof. R. Govinda	Vice-Chancellor, NUEPA
9.	Shri Vineet Joshi	Chairman, CBSE
10.	Dr. S.S. Jena	Chairman, NIOS
11.	Shri Avinash Dikshit	Commissioner, KVS
12.	Shri G.S. Bothyal	Commissioner, NVS
13.	Prof. P. Sinclair	Director, NCERT

### **Department of Higher Education**

	<b>Name</b>	<b>Designation</b>
1.	Shri Ashok Thakur	Secretary, Dept. of Higher Education
2.	Prof. Ved Prakash	Chairman, UGC
3.	Dr. Akhilesh Gupta	Secretary, UGC
4.	Shri N.K. Sinha	Additional Secretary, Dept. of Higher Edu.
5.	Shri Anant Kumar Singh	Joint Secretary
6.	Shri R.P. Sisodia	Joint Secretary

2. At the outset, the Chairman welcomed the Members of the Committee and representatives of Department of School Education and Literacy and Department of Higher Education, Ministry of Human Resource Development to the sitting of the Committee convened to have a briefing on the subject 'Educational Reforms in India'. The Chairman, in his opening remarks, highlighted the indispensability of a strong education system especially in a nation of young people like India and also the challenges to have equity, equality and affordability in education. He urged the representatives of both the Departments to apprise the Committee about the future plans and strategies for educational reforms both in school and higher education as well

as for skill and quality enhancement in the fields of technical, vocational and innovative education.

3. Thereafter, the Secretary, Department of School Education and Literacy made a power point presentation on the subject highlighting the various steps taken to ensue reforms in the field of school education, particularly, the Right to Education. He also provided the latest status of access to universal elementary and secondary education, and the current trend of drop-out rates in schools. Various achievements in the field of school education, for instance, improved retention at primary level and targets set in respect of various schemes and programmes launched/implemented by the Department such as interventions for education of girls and children with special needs, the Mid-Day Meal Scheme, the RMSA Scheme, etc. were highlighted too.

4. Thereafter, the Secretary, Department of Higher Education briefed the Committee on various facets related to Higher Education such as increase in Gross Enrolment Ratio (GER) due to involvement of private institutions, the legislative and administrative measures taken during the last six years to bring desired reforms in the field of Higher Education, etc. The Secretary also explained in detail the scheme for promotion of ICT (Information, Communication & Technology) in universities, Special Assistance Programme, assistance for strengthening of Science & Technology, strengthening of infrastructure for Humanity and Social Sciences, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) etc.

5. The Members, thereafter, raised various issues and queries related to the subject and the representatives of the Ministries responded to the same. Some of these included issue of increasing GER at XI-XII level, better teacher-pupil ratio, tackling shortage of funds in State Universities, retaining of autonomy of State universities, need to improve educational infrastructure, raising current levels of education among SC/ST communities and Minorities, quality enhancement of training institutions for teachers, improving distance learning programmes, State-wise position and shortage of teachers, need to have regional history, culture and customs in the syllabus of school education, enhancing sports facilities in educational institutions etc. The representatives were asked to furnish replies in writing to the points raised by Members for which answers were not readily available during the course of discussion. The Committee also suggested that targets must be shown for each scheme for their better assessment and



stressed upon the need to set up Vigilance Committees to check progress of various schemes and programmes.

6. A verbatim record of the proceedings has been kept.

**The Committee then adjourned.**

**EXTRACTS OF MINUTES OF EIGHTEENTH SITTING OF COMMITTEE ON  
ESTIMATES  
(2012-13)**

**The Committee sat on Wednesday, the 13<sup>th</sup> March, 2013 from 1600 hrs. to  
1815 hrs. in Committee Room 'E', Parliament House Annexe, New Delhi.**

**PRESENT**

**Shri Francisco Sardinha - Chairman**

**MEMBERS**

- (2) Shri Khagen Das
- (3) Dr. Sanjay Jaiswal
- (4) Shri Bapi Raju Kanumuru
- (5) Shri Chandrakant Khaire
- (6) Dr. Thokchom Meinya
- (7) Shri Sanjeev Ganesh Naik
- (8) Smt. Yashodhara Raje Scindia
- (9) Shri S. Semmalai
- (10) Shri Ganesh Singh
- (11) Shri Radha Mohan Singh
- (12) Smt. Annu Tandon

**SECRETARIAT**

- (1) Shri A. Louis Martin - Joint Secretary
- (2) Smt. Anita B. Panda - Director
- (3) Dr. Yumnam Arun Kumar - Deputy Secretary

2. At the outset, the Chairman welcomed the Members of the Committee to the sitting of the Committee.

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4. Thereafter, the representatives of the Ministry of Human Resource Development (Department of Higher Education) were called in for oral evidence on the subject 'Educational Reforms in India'. The following were present:-

S. No.	Name	Designation
(1)	Shri Ashok Kumar	Secretary (Higher Education)
(2)	Ms. Amita Sharma	Additional Secretary (Technical)
(3)	Ms. J.S. Mathur	Addl. Secretary and Financial Advisor
(4)	Professor Ved Prakash	Chairman, UGC
(5)	Shri Anant Kumar Singh	Joint Secretary (Central University and Language)
(6)	Shri Amit Khare	Joint Secretary (Admn. & Planning)
(7)	Shri R.P. Sisodia	Joint Secretary (Higher Education)
(8)	Professor S.S. Mantha	Chairman, AICTE
(9)	Professor Avinash S. Pant	Vice Chairman, AICTE

5. The Chairman welcomed the representatives of the Ministry to the sitting of the Committee and drew their attention to Direction 55(1) of 'Directions by the Speaker, Lok Sabha' regarding confidentiality of the proceedings of the sitting of the Committee. The representatives of the Ministry then gave a brief outline of the initiatives taken by them in the field of Educational Reforms particularly in Higher Education followed by a power point presentation by AICTE representative on their role and functioning. The discussion covered *inter-alia* the proportionate share of State and Central funds in State Institutes, provisions of Rashtriya Uchchar Shiksha Abhiyan (RUSA), to support States, shortage in faculty at all levels in Central Universities, procedure for setting up of new institutions,

action against unapproved institutions, growth of polytechnics, need to check family controlled boards of deemed universities, low recognition of distance learning programmes, etc.

6. The representatives of the Ministry responded to the queries raised by the Committee. In respect of points, for which the representatives could not readily respond, the Ministry was asked to furnish written replies at the earliest.

7. A verbatim record of the proceedings has been kept.

**The Committee then adjourned.**

**MINUTES OF TENTH SITTING OF THE COMMITTEE ON ESTIMATES (2013-2014)**

The Committee sat on Tuesday, the 3<sup>rd</sup> September, 2013 from 1030 hrs. to 1100 hrs. in Room No. 52-B, (Chairman's Chamber), Parliament House, New Delhi.

**PRESENT**

Shri Francisco Sardinha – Chairman

**Members**

- 2 Smt. Bijoya Chakravarty
- 3 Shri Khagen Das
- 4 Shri Pralhad Joshi
- 5 Dr. Thokchom Meinya
- 6 Shri Prabodh Panda
- 7 Shri Jagdish Singh Rana
- 8 Shri R. Sambasiva Rao
- 9 Smt. Yashodhara Raje Scindia
- 10 Shri S. Semmalai
- 11 Shri Adhi Sankar
- 12 Shri Jagdish Sharma
- 13 Smt. Annu Tandon

**SECRETARIAT**

- |   |                       |   |                  |
|---|-----------------------|---|------------------|
| 1 | Shri A. Louis Martin  | - | Joint Secretary  |
| 2 | Smt. Anita B. Panda   | - | Director         |
| 3 | Dr. Yumnam Arun Kumar | - | Deputy Secretary |

2. At the outset, the Chairman welcomed the Members to the sitting of the Committee.

3. The Committee then took up for consideration of the draft Report on 'Higher Education in India' pertaining to the Ministry of Human Resource Development and after deliberations decided to insert the following:

- (i) To insert the following in recommendation No. 3.

"In this connection, the Committee feel that the hostel capacity in cities, which are major educational hubs, like Delhi, Bengaluru, Hyderabad and Mumbai, should be sufficient enough to accommodate all needy women students particularly those coming from the North-Eastern region of the country."

- (ii) To insert the following in recommendation No. 4.

"The Committee incidentally desire that all stake holders in the scheme need to be actively involved in the same so as to ensure their participation as well as to avoid any corrupt practices in the implementation of the scheme."

- (iii) To insert another recommendation after recommendation No. 7.

"In so far as persons with disabilities are concerned, the Committee feel that adherence to the Guidelines for Indian Government Websites (GIGW) which mandates that all Government websites should conform to the international accessibility standards, the World Wide Web Consortium (W3C) and the Web Content Accessibility Guidelines (WCAG) 2.0 should be ensured so that a disabled person, using different assistive technologies to browse the web, can access their website. Secondly, all the educational institutions should adhere to the model building bye-laws which require construction of ramps, railings and other specialized fittings

in order to be disabled-friendly. The Committee desire that these measures must be implemented in a specific time-frame.”

(iv) To insert in recommendation No. 12.

“The Committee also find that the present level of scholarships offered to female students is inadequate and needs to be augmented. Therefore, they recommend that the Government should consider reserving adequate percentage of all scholarships and fellowships offered in higher education for women.”

(v) To insert another recommendation after recommendation No. 12.

“The Committee find that a Central Sector Scheme of Interest Subsidy on Educational Loans has been launched for students belonging to economically weaker sections who avail such loans from scheduled banks as well as co-operative banks from the academic year 2009-10 onwards. The Committee would like to know the targets and achievements of the Scheme till now. Appreciating it as a right step, the Committee further desire that the Ministry must also endeavour to find out and remove operational difficulties faced by students in availing educational loans from banks, particularly concerning collateral security demand by the banks, cumbersome procedures, etc. The Committee feel that the Ministry of HRD should come out with appropriate schemes, particularly for women and minorities so as to correct the imbalances and inadequate opportunities of higher education to these groups.”

4. The Committee also decided to change sequence of some paragraphs in the narration as well as recommendation/observation parts of the draft Report.

5. Since, the consideration of the draft report remained inconclusive, the Committee decided to meet again the next day i.e. on 4<sup>th</sup> September, 2013 for consideration and adoption of the draft Report.

**The Committee then adjourned.**

**EXTRACTS OF MINUTES OF ELEVENTH SITTING OF THE COMMITTEE ON  
ESTIMATES (2013-2014)**

The Committee sat on Wednesday, the 4<sup>th</sup> September, 2013 from 1000 hrs. to 1100 hrs. in Room No. 52-B, (Chairman's Chamber), Parliament House, New Delhi.

**PRESENT**

Shri Francisco Sardinha – Chairman

**Members**

- 2 Smt. Bijoya Chakravarty
- 3 Dr. Thokchom Meinya
- 4 Shri Prabodh Panda
- 5 Dr. Vinay Kumar Pandey
- 6 Shri Jagdish Singh Rana
- 7 Smt. Yashodhara Raje Scindia
- 8 Shri S. Semmalai
- 9 Shri Jagdish Sharma
- 10 Shri Neeraj Shekhar
- 11 Shri Ganesh Singh
- 12 Shri Ijyaraj Singh
- 13 Smt. Annu Tandon
- 14 Shri Mukul Wasnik

**SECRETARIAT**

- 1 Shri A. Louis Martin - Joint Secretary
- 2 Shri Srinivasulu Gunda - Additional Director
- 3 Dr. Yumnam Arun Kumar - Deputy Secretary

2. At the outset, the Chairman welcomed the Members to the sitting of the Committee.

3. The Committee resumed consideration of the draft Report on 'Higher Education in India' pertaining to the Ministry of Human Resource Development and adopted the same with the following additions:

To insert the following:

(i) In recommendation No. 7.

"The Committee also desire that desirability of fixing lower cut-off marks for admission in higher education institutions, for students hailing from rural and remote areas be examined for appropriate action."

(ii) In recommendation No. 8.

"The Committee find that enrolment of students in agriculture was just 0.48 per cent and in veterinary sciences 0.14 per cent during 2011-12. The Committee feel that our economy being predominantly agrarian, there is a need to promote interest of students in agriculture and allied fields, if necessary by providing sufficient incentives."

(iii) In recommendation No. 10.

"There should be a system of disposal of complaints regarding unapproved institutions within a time frame and imposition of heavy penalty on the management of unapproved institutions."

(iv) In recommendation No. 19

"The Committee also desire that foreign universities allowed to function in our country should not jeopardise the interests of Indian Universities."

4. \*\*\*\*\*

5. The Committee then authorized the Chairman to finalise the draft report on the basis of factual verifications and present the same to Lok Sabha.

6. \*\*\*\*\*.

**The Committee then adjourned.**