



सत्यमेव जयते

**PARLIAMENT OF INDIA**  
**RAJYA SABHA**

**DEPARTMENT-RELATED PARLIAMENTARY STANDING COMMITTEE  
ON EDUCATION, WOMEN, CHILDREN, YOUTH AND SPORTS**

**THREE HUNDRED AND THIRTY SEVENTH REPORT**

**Demands for Grants 2022-23 of the  
Department of Higher Education**

*(Presented to the Rajya Sabha on 16<sup>th</sup> March, 2022)*  
*(Laid on the Table of Lok Sabha on 16<sup>th</sup> March, 2022)*



**Rajya Sabha Secretariat, New Delhi**  
**March, 2022 /Phalguna, 1943 (Saka)**

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Hindi version of this publication is also available

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**COMPOSITION OF THE COMMITTEE**  
(Constituted w.e.f. 13<sup>th</sup> September, 2021)

**1. Dr. Vinay P. Sahasrabudhe - Chairman**

**RAJYA SABHA**

2. Shri R. S. Bharathi
3. Shri Bikash Ranjan Bhattacharyya
4. \* Ms. Sushmita Dev
5. Shri Bhubaneswar Kalita
6. Shri Vishambhar Prasad Nishad
7. Shri K. C. Ramamurthy
8. Shri Gopal Narayan Singh
9. Shri Akhilesh Prasad Singh
10. Dr. M. Thambidurai

**LOK SABHA**

11. Shri Rajendra Agrawal
12. Shri D. M. Kathir Anand
13. Dr. Dhal Singh Bisen
14. Shri Santokh Singh Chaudhary
15. Shri Lavu Sri Krishna Devarayalu
16. Shri Sangamlal Kadedin Gupta
17. Shri Sadashiv Kisan Lokhande
18. Dr. Jaisiddeshwar Shivacharya Mahaswamiji
19. Shri Asit Kumar Mal
20. Shri Anubhav Mohanty
21. Shri Balak Nath
22. Shri Chandeshwar Prasad
23. Shri T. N. Prathapan
24. Shri Ratansinh Magansinh Rathod
25. Shri Jagannath Sarkar
26. Dr. Arvind Kumar Sharma
27. Shri Vishnu Dutt Sharma
28. Shri Dharambir Singh
29. Shri Rajveer Singh (Raju Bhaiya)
30. Shri S. Venkatesan
31. \*\* Shrimati Pratibha Singh

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\* Nominated w.e.f. 27.09.2021

\*\* Nominated w.e.f. 07.02.2022

## **SECRETARIAT**

Shri S. D. Nautiyal, Joint Secretary (LR)

Shri. A.K. Mallick, Director

Shri Har Prateek Arya, Deputy Secretary

Smt. Oindrila Roy, Deputy Secretary

Shri Arun Bakshi, Under Secretary

Shri Agam Mittal, Assistant Committee Officer

## INTRODUCTION

I, the Chairman of the Department-related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, having been authorised by the Committee to present the Report on its behalf, do hereby present this Three Hundred and Thirty Seventh Report of the Committee on the Demands for Grants (Demand No. 26) of the Department of Higher Education, Ministry of Education for the year 2022-23.

2. In accordance with the constitutional requirement under Article 113, the estimated expenditure of the Ministries/Departments of the Government of India projected under various Demands for Grants for the upcoming financial year needs to be voted by Parliament. As a sequel thereto, Demands for Grants of the relevant Ministries/Departments stand referred to concerned Department-related Parliamentary Standing Committee to make a close scrutiny thereof under Rule 270 of rules of Procedure and Conduct of Business in the Council of States (Rajya Sabha). While making scrutiny of the Demands for Grants, the Committee has made an appraisal of the performance, programees, schemes and policies of the Department of Higher Education *vis-a-vis* expenditure made out of Consolidated Fund of India in the current financial year.

3. The Budget allocations of the Ministry of Education have been sought under two demand Numbers, *i.e.*, Demand No. 25 pertains to the Department of School Education and Literacy and Demand No.26 pertains to Department of Higher Education In this Report, a scrutiny of Demand No. 26 pertaining to the Department of Higher Education of the Ministry of Education for the Financial Year 2022-23 has been made by the Committee. While scrutiny of Demand No. 25 pertaining to Department of School Education and Literacy is covered in Report number 336<sup>th</sup> of the Committee.

4. The Report has been divided into three parts: Part I provides an overview of the Department of Higher Education; Part II makes an overall assessment of the Demands for Grants of the Department; Part 3 undertakes an appraisal of the various Schemes; and Part 4 concerns various autonomous bodies/institutions under the Department of Higher Education.

5. During the course of examination of Demands, the Committee heard the views of the Secretary, Department of Higher Education and heads of organizations/agencies, *namely*, Chairman, University Grants Commission (UGC); Vice Chancellor, Indira Gandhi National Open University(IGNOU), Chairman, All India Council for Technical Education (AICTE); Chairperson, National Testing Agency (NTA); President, Council of Architecture (CoA); Chairman, Indian Council for Historical Research (ICHR); Chairman, Indian Council for Social Science Research (ICSSR); and Chairman, Indian Council for Philosophical Research (ICPR) under the administrative control of the Department of Higher Education, in its sitting held on 25<sup>th</sup> February, 2022.

6. The Committee, while making its observations/recommendations, has mainly relied upon the following:-

- (i) National Education Policy, 2020;
- (ii) Economic Survey (2021-22);
- (iii) Detailed Demands for Grants of the Department of Higher Education for the year 2022-23;

- (iv) Expenditure Budget 2022-23 and Output Outcome Framework 2022-23;
- (v) Annual Report 2021-22;
- (vi) Presentations made by the Secretary, Department of Higher Education, Ministry of Education; heads of organizations/agencies, *namely*, UGC; IGNOU; AICTE; NTA; CoA; ICHR; ICSSR; and ICPR under the administrative control of the Department of Higher Education;
- (vii) Written replies furnished by the Department of Higher Education to the Questionnaires (Issues and Schemes & Budgetary Allocations) prepared by the committee; and to the points/issues raised by Members in the meeting of the Committee.

7. The Report is based on facts, figures and submissions (both oral and written) tendered by Departments and Organisations under the Department of Higher Education, to the Committee.

8. The Committee wishes to express its thanks to the Secretary and officers of the Department of Higher Education as well as Heads/Officers of the organizations/bodies under the administrative control of the Department of Higher Education for appearing before the Committee and furnishing the requisite information in connection with the examination of Demands for Grants of the Department.

9. The Committee considered and adopted the Report at its meeting held on 15<sup>th</sup> March, 2022 and presented to both Houses of Parliament on 16<sup>th</sup> March, 2022.

NEW DELHI  
15 March, 2022  
*Phalguna, 24/1943(Saka)*

***Dr. Vinay P. Sahasrabudde***  
*Chairman*  
*Department-related Parliamentary*  
*Standing Committee on Education, Women,*  
*Children, Youth and Sports*



## ACRONMYS

ABC	Academic Bank of Credit
AI	Artificial Intelligence
AISHE	All India Survey of Higher Education
AICTE	All India Council for Technical Education
AC	Autonomous degree-granting College
ARPIT	Annual Refresher Programme in Teaching
B.Ed.	Bachelor of Education
B.Voc	Bachelor of Vocational Education
CABE	Central Advisory Board of Education
CBCS	Choice Based Credit System
CCEA	Cabinet Committee on Economic Affairs
CoA	Council of Architecture
EFC	Expenditure Finance Committee
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GFR	General Financial Rule
GIAN	Global Initiative of Academic Network
HECI	Higher Education Commission of India
HEFA	Higher Education Financing Agency
HEGC	Higher Education Grants Council
HEI	Higher Education Institutions
ICT	Information and Communication Technology
ICHR	Indian Council for Historical Research
ICPR	Indian Council for Philosophical Research
ICSSR	Indian Council for Social Science Research
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
IIT	Indian Institute of Technology
IIIT	Indian Institute of Information Technology
IITI	Indian Institute of Translation and Interpretation
LEAP	Leadership for Academicians Programme
MERU	Multidisciplinary Education and Research Universities
MERITE	Multidisciplinary Education and Research Improvement in Technical Education

MoE	Ministry of Education
MOOC	Massive Open Online Course
MOU	Memorandum of Understanding
M. Phil	Master of Philosophy
NAAC	National Assessment and Accreditation Council
NIT	National Institute of Technology
NITTT	National Initiative for Technical Teacher Training
NRF	National Research Foundation
NSQF	National Skills Qualifications Framework
NTA	National Testing Agency
OBC	Other Backward Classes
ODL	Open and Distance Learning
PFMS	Public Financial Management System
PMMMNTT	Pandit Madan Mohan Malviya National Mission on Teachers and Teaching
Ph.D	Doctor of Philosophy
PTR	Pupil Teacher Ratio
RUSA	Rashtriya Uchhatar Shiksha Abhiyan
R&I	Research and Innovation
SC	Scheduled Caste
ST	Scheduled Tribe
SSS	Special Scholarship Scheme

# REPORT

## 1. OVERVIEW OF THE DEPARTMENT OF HIGHER EDUCATION

1.1 The Ministry of Education comprises of two Departments, *namely*, (i) Department of School Education and Literacy and (ii) Department of Higher Education. Each of the Departments function under the overall supervision of a Secretary to Government of India.

1.2. The Department of Higher Education, Ministry of Education, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. The Department has the following mission and vision:

*Mission:*

- Provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections.
- Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/ Civil Society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Initiate policies and programmes for strengthening research and innovations and encourage institutions – public or private – to engage in stretching the frontiers of knowledge.
- Promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring towards the inclusion of the hitherto deprived communities.

*Vision:*

The defined Vision is to realize India's human resource potential to its fullest in the higher education sector with equity and excellence.

1.3 The Department of Higher Education has the following apex level bodies:

- a) University Grants Commission (UGC), New Delhi;
- b) All India Council for Technical Education (AICTE), New Delhi;
- c) Council of Architecture, New Delhi;
- d) Indian Council of Historical Research (ICHR);
- e) Indian Council of Philosophical Research (ICPR); and
- f) Indian Council of Social Science Research (ICSSR)

1.4 The Acts/Rules/Regulations/ Guidelines for which the Department of Higher Education, Ministry of Education is the nodal/administrative department are as under:

- a. **Indian Institute of Technology (IIT):** The Institutes of Technology Act, 1961.
- b. **Indian Institutes of Management (IIM):** Indian Institutes of Management (IIM) Act 2017 and Indian Institutes of Management (IIM) Rules 2018.
- c. **Indian Institute of Information Technology (IIIT):**
  - 1) Indian Institute of Information Technology (IIIT) Act, 2014; and
  - 2) Indian Institute of Information Technology (IIIT) (Public-Private Partnership) Act, 2017
  - 3) Indian Institutes of Information Technology (Amendment) Act, 2020
- d. **National Institute of Technology (NIT):** National Institutes of Technology, Science Education and Research Act, 2007
- e. **IISER:** The National Institute of Technology, Science Education and Research Act, 2007, as amended in 2012.
- f. **School of Planning and Architecture (SPA) :**  
School of Planning and Architecture Act, 2014 and School of Planning and Architecture Statues, 2016.  
Architects Act, 1972 and Minimum Standards of Architecture Education Regulations, 2020.
- g. **Sanskrit Language Institutions:** Central Sanskrit University Act, 2020
- h. **Auroville Foundation :** Auroville Foundation Act, 1988
- i. **All India Council for Technical Education :** AICTE Act, 1987
- j. **University Grants Commission(UGC):** University Grants Commission Act, 1956
- k. **Central Universities :**
  - Central University Act, 2009
  - Central Universities (Amendment) Act, 2019
  - Sikkim University Act, 2006
  - Tripura University Act, 2006
  - Indira Gandhi National Tribal University Act, 2007
  - Central Sanskrit Universities Act, 2020
  - Central Educational Institutions (Reservation in Teachers Cadre) Act, 2019

## 2. OVERALL ASSESSMENT OF THE DEMANDS FOR GRANTS (2022-23) OF THE DEPARTMENT OF HIGHER EDUCATION

2.1 The Committee considered the Demands for Grants (2022-23) of the Department of Higher Education in its meeting held on 25<sup>th</sup> February, 2022.

2.2 The Demands for Grants (2022-23) of the Department of Higher Education have been presented to Parliament under the Demand Number 26. The BE 2022-23 for Ministry of Education [Department of Higher Education (₹ 40828.35 cr) & Department of School Education & Literacy (₹ 63449.37 cr)] is ₹ 104227.72 cr which is 2.64% of the total budgetary allocations (₹ 3944909 cr) for FY 2022-23. The share of Department of Higher Education in the total outlay of Ministry of Education is ₹ 40828.35 cr. which is 39.12% of the budgetary allocations to the Ministry of Education. Taken as percentage of total budgetary allocations (Rs 3944908.67 Cr), the total outlay under BE (2022-23) for Department of Higher Education is 1.03 % of the total Budget.

The breakup of the Budgetary allocation for the Department of Higher Education, as Revenue and Capital is as under:-

(Rs. in crore)

Department and Demand No.	Revenue	Capital	Total
Department of Higher Education; 26	40810.34	18.01	40828.35

2.3. The detailed break-up of the allocation under Scheme and Non-Scheme in Revenue and Capital Heads in BE & RE (2021-22) and BE (2022-23) and percentage change/variation in allocations and utilization is as under:

**TABLE: 1**

(₹ in crores)

	Actuals 2020-21	BE 2021-22		RE 2021-22		BE 2022-23		Variations (Percentage)	RE 2021- 22 & BE 2022- 23
		Scheme	Non- Scheme	Scheme	Non- Scheme	Scheme	Non- Scheme	BE 2021-22 & BE 2022- 23	
<b>Revenue</b>	31975.36	9078.43	29246.72	5210.99	30805.87	7454.96	33355.38	6.48%	13.31%

<b>Capital</b>	205.74	1.00	24.50	0.01	14.70	0.01	18.00	-29.37%	22.43%
<b>Total</b>	32181.10	9079.43	29271.22	5211.00	30820.57	7454.97	33373.38	6.46%	13.31%
<b>Grand Total</b>	32181.10	38350.65		36031.57		40828.35		6.46%	13.31%

2.4 The budgetary allocations at BE stage under the Demand as a whole, over the last three years and the provision made for the next financial year 2022-23, are as under :-

(Rs. in crore)

<b>FINANCIAL YEAR</b>	<b>Budgetary Allocation at BE Stage</b>	<b>Budgetary Allocation at RE Stage</b>
2019-20	38317.01	38317.01
2020-21	39466.52	32900.00
2021-22	38350.65	36031.57
2022-23	40828.35	

2.5 Out of the Total BE of Rs. 40828.35 Cr in 2022-23, provisions for Establishment, Autonomous Bodies (ABs), and Schemes is as follows:

- (i) Establishment: Rs.273.38 Cr
- (ii) Autonomous Bodies (ABs) : 33100.00 Cr
- (iii) Schemes : Rs. 7454.97 Cr
  - a. Centrally Sponsored: Rs. 2042.96 Cr
  - b. Central Sector: Rs. 5412.01 Cr

2.6 The Committee observes that in the FY 2021-22, the BE was Rs. 38350.65 Cr, which has been rationalized to Rs. 36031.57 Cr. in RE. BE for the next year 2022-23 has been kept at Rs.40828.35 Cr., which is 4796.78 Cr. more than the current year RE. The Committee also notes that out of the total allocation of Department of Higher Education, 81.07 % is towards Autonomous Bodies ( UGC, AICTE, Central Universities IITs IIITs, Councils, etc) , 13.26 % towards various Central Sector Schemes and 5 % towards Centrally Sponsored Schemes like RUSA. The Committee recognizes that the standing of a country in terms of higher education parameters reflect on the global importance that is assigned to a country at the world stage. The Committee recommends that while formulating Schemes and policies in the higher education sector due analysis be done so that the Schemes and policies match the global standards and are able to produce graduates with in appropriate skills, specialized knowledge and

requisite core competencies in their field. The Committee also notes that in order to achieve this, concerted efforts by all stakeholders are required. Therefore, the Committee recommends that an expert study focusing on reforms that are required to give a major boost to higher education in the country, upgrading existing institutions, allocating more funds towards university-based research, and promoting collaborations among institutions be undertaken to identify the areas which require active intervention.

2.7 The details of projections of funds made and allocated in BE (2022-23) for schemes/projects under the Department and percentage change/variations over BE/RE (2021-22) are as under:

**TABLE: 2**

**Scheme-wise projections, Allocation, Utilization and variations under the administrative control of the Department of Higher Education (Demand No. 26)**

(₹ in crores)

S.No.	Name of the Unit (s)/Scheme (s)	Actual 2020-21	BE 2021-22	RE 2021-22	Projections to MoF for 2022-23	BE 2022-23	Variations (in percentage)	
							BE 22-23 over RE 21-22	BE 22-23 over projections 22-23
	<b>Centre's Expenditure</b>							
	<b>Establishment Expenditure of the centre</b>							
1	Secretariat- Social Services	96.34	140.00	133.98	154.96	154.17	15.07%	-0.51%
2	Directorate of Hindi	18.32	30.00	30.00	40.00	36.00	20.00%	-10.00%
3	Commission for Scientific and Technical Terminology	13.06	12.00	10.00	15.19	12.00	20.00%	-21.00%
4	Central Institute of Indian Languages, Mysore and Regional	29.43	57.88	46.60	63.12	60.00	28.76%	-4.94%

	Language Centers							
5	Educational Institutions Abroad*	4.04	7.56	10.00	11.21	11.21	12.10%	
	<b>Total- Establishment Expenditure of the centre</b>	<b>161.19</b>	<b>247.44</b>	<b>230.58</b>	<b>284.48</b>	<b>273.38</b>	<b>18.56%</b>	<b>-3.90%</b>
	<b>Transfers to States/UTs</b>							
	<b>Centrally Sponsored Schemes</b>							
1	National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)	165.20	3000.00	793.26	2452.39	2042.95	157.54%	-16.70%
	<b>Other Grants/Loans/Transfers</b>							
2	Improvement in Salary Scale of University & College Teachers	622.01	10.00	6.30	1000.00	0.01	-99.84%	-100.00%
	<b>Central Sector Schemes/ Projects</b>							
	<b>Higher Education</b>							
1	National Initiative on Sports and Wellness		1.00		1.00			-100.00%
2	National Initiative to Foster Social Responsibility		1.00		1.00			-100.00%
3	National Research Professors	0.29	1.30	0.38	0.27	0.27	-28.95%	
4	Establishment of Multi-Disciplinary Research Universities including Central University of Himalayan Studies (CUHS), creation of Centres of Excellence & National Centre for		0.10		0.10	0.01		-90.00%



	Excellence in Humanities							
5	Higher Education Financing Agency (HEFA)	200.00	1.00	0.01	1.00	0.01		-99.00%
6	World Class Institutions	1016.30	1710.00	1200.00	2049.22	1700.00	41.67%	-17.04%
7	Prime Minister's Girls' Hostel		20.00	20.00	20.00	20.00		
8	Indian Knowledge Systems		10.00	10.00	10.00	10.00		
	Glue Grant for Higher Education Institutions			10.00	10.00	10.00		
	<b>Total-Higher Education</b>	<b>1216.59</b>	<b>1744.40</b>	<b>1240.39</b>	<b>2092.59</b>	<b>1740.29</b>	<b>40.30%</b>	<b>-16.84%</b>
	<b>Student Financial Aid</b>							
9	Interest Subsidy and Contribution for Guarantee Fund	1476.79	1900.00	1500.00	1400.00	1400.00	-6.67%	
10	Scholarship for College and University Students	166.10	206.32	206.32	251.85	251.85	22.07%	
11	Indian Scholars Going abroad against Scholarships offered by foreign Govt.	0.09	1.00	1.00	1.00	1.00		
12	Special Scholarship Scheme for Jammu and Kashmir	128.00	225.00	225.00	225.00	225.00		
13	PM Research Fellowship	63.28	150.00	156.93	250.00	200.00	27.45%	-20.00%
	<b>Total-Student Financial Aid</b>	<b>1834.26</b>	<b>2482.32</b>	<b>2089.25</b>	<b>2127.85</b>	<b>2077.85</b>	<b>-0.55%</b>	<b>-2.35%</b>
	<b>Digital India- e-Learning</b>							
14	National Mission in Education through ICT	36.66	150.00	83.71	478.00	400.00	377.84%	-16.32%

15	Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)	68.00	200.00	80.00			-100.00%	
16	e-ShodhSindhu	154.61	154.61	150.00			-100.00%	
17	Higher Education Statistics And Public Information System (HESPIS)	12.34	20.00	10.00	10.86	10.00		-7.92%
18	National Digital Library	7.90	20.00	15.00			-100.00%	
19	National Academic Depository		1.00			0.10		
20	PM e-Vidya		50.00	0.01	50.00	0.01		-99.98%
21	Academic Bank of Credit		50.00	28.79	12.76	10.90	-62.14%	-14.58%
	<b>Total-Digital India- e-Learning</b>	<b>279.51</b>	<b>645.61</b>	<b>367.51</b>	<b>551.62</b>	<b>421.01</b>	<b>14.56%</b>	<b>-23.68%</b>
	<b>Research &amp; Innovation</b>							
	Training & Research in Frontier Areas	4.51						
23	National Initiative for Design Innovation	8.73	35.00	10.00	17.80	17.80	78.00%	
24	Startup India Initiative in Higher Educational Institutions	167.50	100.00	30.00	70.00	60.00	100.00%	-14.29%
25(i)	Unnat Bharat Abhiyan	5.00	5.00	5.00	10.20	10.20	104.00%	
25(ii)	Swachhata Action Plan (SAP)	1.13	2.40	2.40	2.40	2.40		
	<b>Unnat Bharat Abhiyaan- Total</b>	<b>6.13</b>	<b>7.40</b>	<b>7.40</b>	<b>12.60</b>	<b>12.60</b>	<b>70.27%</b>	
26	Implementation of the IMPRINT Research Initiative (IMPacting Research INnovation & Technology)		25.00	5.00	25.00	10.00	100.00%	-60.00%
27	Impactful Policy Research in Social Science (IMPRESS)	12.00	25.00	23.00	17.26	17.26	-24.96%	

28	Scheme for Promotion of Academic and Research Collaboration (SPARC)		10.00	45.01	74.00	74.00	64.41%	
29	Scheme for Transformational and Advanced Research in Sciences (STARS)	15.00	25.00	22.00	25.00	25.00	13.64%	
30	Multidisciplinary Education and Research Improvement in Technical Education- EAP (MERITE)		10.00	2.00	100.00	2.00		
	<b>Total-Research &amp; Innovation</b>	<b>213.87</b>	<b>237.40</b>	<b>144.41</b>	<b>341.66</b>	<b>218.66</b>	<b>51.42%</b>	<b>-36.00%</b>
31	Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)	22.90	90.00	90.00	110.00	95.00	5.56%	-13.64%
32	National Institutional Ranking Framework	3.00	3.00	3.00	5.00	4.00	33.33%	-20.00%
33	Global Initiative for Academic Network (GIAN)		10.00	5.00	13.00	10.00	100.00%	-23.08%
34	Technical Education- Quality Improvement Programme of Government of India (EAP)	596.40	20.00	34.68			-100.00%	
35	Programme for Apprenticeship Training- Scholarships & Stipends	175.00	500.00	150.00	550.00	500.00	233.33%	-9.09%
36	Study in India	19.59	25.00	25.00	25.00	25.00		
37	<b>Planning, Administration &amp; Global Engagement</b>							
37.01	Initiatives for Global	26.80	100.00	58.00	72.00	65.00	12.07%	-9.72%

	Engagement							
37.02	National Monitoring Committee for Minority Education	0.10	0.35	0.35	0.35	0.35		
37.03	Expenditure on Seminars, Committees Meetings etc. /TA/DA to Non-Official Members	0.19	0.60	0.60	0.60	0.60		
37.04	Shastri Indo- Canadian Institute	1.62	7.16	4.16	7.16	7.16	72.12%	
37.05	Refund of Income Tax and Customs Duty to United States Education Foundation in India	1.03	1.64	1.64	1.64	1.64		
37.06	Contribution to UNESCO	17.34	18.20	21.70	21.70	21.70		
37.07	Deputation and Delegation to UNESCO Conferences etc.	0.12	0.80	0.80	0.80	0.80		
37.08	Visit of Foreign Delegation to India		0.15	0.15	0.15	0.15		
37.09	Holding of meetings of Committees/ Conference and organizations of exhibition in furtherance of UNESCO's aims and objectives		0.30	0.30	0.30	0.30		
37.1	Asian Institute of Technology, Bangkok	0.49	0.50	0.50	0.50	0.50		
37.11	Commonwealth of Learning	12.00	12.00	12.00	12.00	12.00		
<b>37</b>	<b>Planning, Administration &amp; Global Engagement</b>	<b>59.69</b>	<b>141.70</b>	<b>100.20</b>	<b>117.20</b>	<b>110.20</b>	<b>9.98%</b>	<b>-5.97%</b>
	<b>Champion Services Sector Scheme</b>							

39	<b>Champion Services Sector Scheme- Education Services- Internationalization of Higher Education</b>	87.21	160.00	160.00	250.00	200.00	25.00%	-20.00%
40	ASEAN Fellowship	0.92	10.00	2.00	10.00	10.00	400.00%	
	<b>Total- Central Sector Schemes/ Projects</b>	<b>4508.94</b>	<b>6069.43</b>	<b>4411.44</b>	<b>6193.92</b>	<b>5412.01</b>	<b>22.68%</b>	<b>-12.62%</b>
	<b>Total Schemes</b>	<b>5296.15</b>	<b>9079.43</b>	<b>5211.00</b>	<b>9646.31</b>	<b>7454.97</b>	<b>43.06%</b>	<b>-22.72%</b>
	<b>Other Central Sector Expenditure</b>							
	<b>Statutory and Regulatory Bodies</b>							
48	Support to University Grants Commission (UGC)	4435.57	4693.20	4444.70	5001.86	4693.20	5.59%	-6.17%
49	All India Council for Technical Education (AICTE)	436.00	416.00	415.00	747.60	416.00	0.24%	-44.36%
	<b>Total-Statutory and Regulatory Bodies</b>	<b>4871.57</b>	<b>5109.20</b>	<b>4859.70</b>	<b>5749.46</b>	<b>5109.20</b>	<b>5.13%</b>	<b>-11.14%</b>
	<b>Autonomus Bodies</b>							
50	Grants to Central Universities (CUs)	7853.84	7477.26	8468.32	11054.83	7477.26	-11.70%	-32.36%
	Grants to IMS BHU	135.00	166.00	166.00	244.72	166.00		-32.17%
51	Central University, Andhra Pradesh		60.35	4.80	59.30	60.35	1157.29%	1.77%
52	Andhra Pradesh and Telangana Tribal Universities	0.63	53.80	4.00	47.20	53.80	1245.00%	13.98%
	<b>Total- Central Universities</b>	<b>7989.47</b>	<b>7757.41</b>	<b>8643.12</b>	<b>11406.05</b>	<b>7757.41</b>	<b>-10.25%</b>	<b>-31.99%</b>
53	Deemed Universities Promoted by Central Government	418.02	351.00	442.82	527.00	351.00	-20.74%	-33.40%
	<b>Indian Institutes of Technology</b>							

54	Support to Indian Institutes of Technology	6365.91	7182.00	6615.35	9742.08	7536.02	13.92%	-22.64%
55	IIT, Hyderabad (EAP)	230.00	150.00	225.30	519.36	150.00	-33.42%	-71.12%
	<b>Total-Indian Institutes of Technology</b>	<b>6595.91</b>	<b>7332.00</b>	<b>6840.65</b>	<b>10261.44</b>	<b>7686.02</b>	<b>12.36%</b>	<b>-25.10%</b>
56	Support to Indian Institutes of Management	481.29	476.00	465.29	726.65	476.00	2.30%	-34.49%
57	Support to National Institutes of Technology (NITs) and IEST	3486.60	3885.00	3265.12	4321.10	3935.00	20.52%	-8.94%
58	Support to Indian Institutes of Science for Education & Research (IISERs)	791.22	896.00	993.05	1840.28	946.00	-4.74%	-48.59%
59 (i)	Support to Indian Institute of Science (IISc)	569.57	570.25	590.60	805.00	600.25	1.63%	-25.43%
59(ii)	Centre for Nano- Science and Engineering (CeNSE)	26.91	21.40	14.00	20.00	21.40	52.86%	7.00%
	<b>Total-Support to Indian Institute of Science (IISc)</b>	<b>596.48</b>	<b>591.65</b>	<b>604.60</b>	<b>825.00</b>	<b>621.65</b>	<b>2.82%</b>	<b>-24.65%</b>
60	Support to Indian Institutes of Information Technology (Allahabad, Gwalior, Jabalpur &Kanchipuram)	167.31	226.35	195.40	284.40	226.35	15.84%	-20.41%
61	Setting up Indian Institutes of Information Technology in PPP mode	161.02	167.00	144.02	183.70	167.00	15.96%	-9.09%
	<b>Total-Indian Institutes of Information Technology (IITs)</b>	<b>328.33</b>	<b>393.35</b>	<b>339.42</b>	<b>468.10</b>	<b>393.35</b>	<b>15.89%</b>	<b>-15.97%</b>
62	Grants to Councils/Institutes for Excellence in Humanities and Social Sciences	194.76	254.80	194.95	329.85	256.30	31.47%	-22.30%

63	Grants to Institutes for Promotion of Indian Languages	434.64	433.00	370.73	485.41	433.00	16.80%	-10.80%
64	BharatiyaBhasha University & Institute of Translation				200.00	50.00		-75.00%
65	National Institute of Industrial Engineering, Mumbai	73.31	53.90	60.57	195.55	53.90	-11.01%	-72.44%
66	Schools of Planning & Architecture	101.30	275.00	98.75	139.71	175.00	77.22%	25.26%
67	National Institutes of Technical Teachers Training & Research	175.43	154.90	168.40	439.65	173.00	2.73%	-60.65%
68	Board of Apprenticeship Training, Bombay, Calcutta , Madras and Kanpur	20.40	21.25	21.36	28.25	24.25	13.53%	-14.16%
69	Indira Gandhi National Open University (IGNOU)	110.00	140.00	110.50	155.00	103.00	-6.79%	-33.55%
70	<b><i>Assistance to Other Institutions</i></b>							
70.01	Association of Indian Universities	2.50	2.50	2.50	2.50	1.00	-60.00%	-60.00%
70.02	National Book Trust	42.36	49.98	36.83	57.48	49.98	35.70%	-13.05%
70.03	Grants for Book Promotion Activities and Voluntary Agencies	0.02	0.02	0.02	0.02	0.02	25.00%	
70.04	National Institute of Educational Planning and Administration (NIEPA)	45.59	39.70	38.68	49.70	45.00	16.34%	-9.46%
70.05	Auroville Management	14.85	18.20	4.58	18.20	18.20	297.38%	
70.06	National Commission for Minority Educational Institutions	6.96	7.15	7.02	7.15	7.15	1.85%	

70.07	Assistance to Other Institutes including SLIET, NERIST, NIFFT & CIT Kokrajhar	357.08	359.35	344.48	667.05	358.35	4.03%	-46.28%
70	<i>Assistance to Other Institutions</i>	<b>469.36</b>	<b>476.90</b>	<b>434.11</b>	<b>802.10</b>	<b>479.70</b>	<b>10.50%</b>	<b>-40.19%</b>
	<b>Total- Other Central Sector Expenditure</b>	<b>27138.09</b>	<b>28601.36</b>	<b>27913.14</b>	<b>38900.60</b>	<b>29023.78</b>	<b>3.98%</b>	<b>-25.39%</b>
	<i>Grand Total</i>	<b>32602.85</b>	<b>37928.23</b>	<b>33354.72</b>	<b>48831.39</b>	<b>36752.13</b>	<b>10.19%</b>	<b>-24.74%</b>

2.8 Also, details of expenditure incurred as on 31<sup>st</sup> January, 2022 are as follows:

**TABLE: 3**

(₹ in crores)

Year	BE 2021-22	RE 2021-22	Expenditure as on 31.01.2022
2021-22	38350.65	36031.57	26738.88 (74.21% of RE)

2.9 The Committee notes that the increase in the total projection of demands of the Department of Higher Education in BE (2022-23) is Rs. 4796.78 crore over RE (2021-22). The increase in budget in Schemes is by Rs 2244 Cr. over RE 2021-22, with major increase in RUSA (increase of Rs 1249 Cr.) and World Class institutions (increase of Rs 500 Cr). It has also been informed that the Budget of Autonomous Bodies has increased by 2510 Cr. in respect to RE 2021-22, including increase in major Budget lines such as Central Universities (increase of Rs 543 Cr.), NITs (increase of Rs 664 Cr.) and IISERs (Rs 258 Cr). **The Committee notes the enhanced allocations in the Schemes and autonomous bodies mentioned and recommends that it would be prudent to draw up detailed blueprint in respect of each of the Schemes and Bodies where substantial budgetary enhancement has been given so that the progress of these Schemes/ Bodies as a result of the enhanced allocation can be monitored, and the new initiatives sought to be taken can be kept track of.**

2.10 The Department has also informed about the Utilization Certificates (UCs) of the ongoing/stalled Schemes/projects and the steps that the Department has taken to set timelines for submission of pending UCs. It has been mentioned that to ensure submission of UCs by all grantees/ institutions, while preparing the sanction, it is ensured that the clause of UCs is



mentioned in the sanction letter to check the status of pending UCs of the concerned scheme and grantee/institution through a computerised Utilization Certificates package. Further concerned Programme Division submits the pending UCs in Grants in Aid ( GIA) /UC Cell. For watching the pendency of UCs, the Department is operating a computerised UC package and from time to time, GIA/UC Cell posts the lists of pending UCs to all Programme Divisions for their clearance. As regards pending UCs the following information has been given:

<b>No. of UCs Pending as on 9<sup>th</sup> February, 2022</b>	<b>Amount (Rs. In Crore)</b>
4468	13447.05

**2.11 The Committee takes note of the figures and facts furnished by the Department of Higher Education (in Table: 1) in respect of the percentage variations between BE 2021-22, RE 2021-22 and BE 2022-23 and would like to state that though there is an increase of 6.48% (in BE 2022-23) over BE 2021-22 and an increase of 13.31% (in BE 2022-23 over RE 2021-22) compared to the Financial figures of FY 2021-22. The Committee recommends that the Department may make an analysis of the curtailed projected demands and identify the requirements which may get hampered due to this curtailment and if required, seek additional funds at the RE stage.**

**2.12 Taking note of the figures (in Table: 2) furnished by the Department under the head “Andhra Pradesh and Telangana Tribal Universities”, the Committee notes that despite hardly any utilization (RE 2021-22 reduced to Rs. 4 crore from Rs. 53.80 crore allocated for BE 2021-22) allocation has again been enhanced substantially to Rs. 53.80 crore which is an enhancement of 1245% . Similarly, there is enhancement of 1157.29 % in BE 2022-23 allocation of Central University, Andhra Pradesh from RE 2021-22. The Committee recommends that this year the utilization of the allocated funds in both these institutions be closely monitored and a detailed note of ongoing status of implementation of this project be prepared for information of the Committee.**

**2.13 The Committee takes note of the fact/figures in Table: 3 and highlights that only 74.21% expenditure of amount in RE 2021-22 was incurred till 31<sup>st</sup> January, 2022. The Committee recommends that policies/ programmes be properly evaluated and strict implementation guidelines be laid to ensure effective utilization of the funds allocated in the financial Year 2022-23.**

**2.14 Observing that 4468 Utilization certificates (UCs) of the stalled/ ongoing schemes/projects are pending amounting to Rs 13447.05 crores, which is more than one third of the RE 2021-22, the Committee recommends that the reasons for slow pace/delay in submission of UCs be identified, remedial action be taken and a better monitoring mechanism be placed to keep a regular check on the progress of stalled/ongoing projects so that a clearer picture emerges about fund utilization and making ground for reallocation of funds at RE stage. Schemes / projects performing well may be rewarded with more allocation.**

### **3. SCHEMES/PROGRAMMES OF THE DEPARTMENT OF HIGHER EDUCATION**

3.1 The Department has informed about the numerous Schemes as outlined in Table 5 which are being run in the various sectors of Higher Education. The Committee notes that the Schemes are categorized into the following broad areas:

- **Centrally Sponsored Schemes:** National Education Mission: Rashtriya Uchhatar Shiksha Abhiyan (RUSA)
- **Central Sector Schemes:**  
World Class Institutions/Institutes of Eminence  
Programme for Apprenticeship Training- Scholarships & Stipends
- **Student Financial Aid**
- **Digital India- e-Learning**
- **Research & Innovation**
- **Planning, Administration & Global Engagement**
- **Internationalization of Higher Education**

3.1.1 **Centrally Sponsored Scheme: RASHTRIYA UCHATAR SHIKSHA ABHIYAN (RUSA):** Rashtriya Uchhatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme which aims at providing strategic funding to eligible State higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category States and 100% for Union Territories) is norm based and outcome dependent. The funding flows from the Department through the State governments/Union Territories to the State Higher Education Councils before reaching the identified institutions. The funding to States is made on the basis of critical appraisal of State Higher Education Plans, which

describes each state's strategy to address issues of equity, access and excellence in higher education. The objectives of RUSA are to;

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

3.1.2 RUSA creates new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support, faculty improvement programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development, the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating States.

3.1.3 The Department has informed that under RUSA, 2,972 Projects worth Rs.14,841.857 Cr have been approved. Further, Rs. 6742.55 Cr were released as Central Share against approval of Rs. 9846.36 Cr so far. RUSA encourages State Governments to undertake Academic Reforms such as implementation of Choice Based Credit Systems (CBCS) in Institutions funded under the scheme. Curriculum Reforms under RUSA are being

undertaken in select State Universities with an aim to upgrade the curriculum and improve the pedagogy, thus preparing students for better employment and job market. Since implementation of the RUSA Scheme, the NAAC Accreditation of the State Higher Education Institutes has improved since the NAAC is a vital criteria for the availing grants under RUSA Scheme. It has also been informed that till date under RUSA, support has been approved for creation of 11 Universities by upgradation of existing autonomous colleges. Further, the State Governments submit their plan for creation of Universities by way of upgradation of Autonomous Colleges in State Higher Education Plan (SHEP). The proposal is evaluated by the Consultants in Technical Support Group of RUSA at various parameters fixed in the RUSA Guidelines. The proposal is then given final approval by Project Approval Board (PAB) of RUSA. Autonomous colleges (as per the University Grants Commission Autonomous Colleges Regulation, 2018 as amended from time to time) which have necessary infrastructural facilities, teaching strength and whose academic quality was considered for upgradation to Public Universities are eligible for consideration. The State Governments pass an Act for converting the College into a University. It has also been informed that a total of 64 Model Degree Colleges were approved in the erstwhile Model Degree College Scheme of UGC which was later subsumed in RUSA Scheme till 31.12.2021. Additional 130 new Model Degree Colleges were approved in the Educationally Backward Districts and Aspirational Districts under RUSA. Moreover, besides opening of Model Degree Colleges, 129 existing degree colleges were approved for upgradation to this status under RUSA. There is no component in RUSA Scheme where New Colleges (Professional) granted status of Model Degree Colleges. However, there is component of New Professional Colleges in which 37 new colleges have been approved till 31.12.2021.

3.1.4 The Department has further informed that steps are being taken to enhance Research, Innovation and Quality improvement in States colleges/Universities, and under RUSA, 23 State Universities who have demonstrated excellence in two or three thematic areas are being supported up to an amount of Rs. 50 Crores each through a project-based funding mode with focus on theoretical/empirical and applied R&D to foster innovation and evidence-based policy in certain areas of national priorities.

3.1.5 Allocation under "Rashtriya Uchhatar Shiksha Abhiyan (RUSA)" has been increased from Rs. 793.26 Crore in RE (2021-22) to Rs. 2042.95 Crore in BE (2022-23). In this regard, it has been informed that as per the approval of the Expenditure Finance Committee (EFC) with respect to the continuation of the scheme of RUSA, the allocation for 2022-23 is Rs. 2452.39 crores. This amount includes allocation for new approvals in the new phase of the

scheme and for committed liabilities of the previous phases being carried forward. The proposed BE for 2022-23 i.e. Rs. 2042.95 Cr. is less than the above approved amount.

**3.1.6 The Committee noting the status of the RUSA observes that it would be prudent that RUSA targets reach out to the remote and rural areas which have not been served so far. The Committee recommends that the Scheme with enhanced allocation should focus on areas with difficult geographies, aspirational districts and areas with low Gross Enrolment Ratio(GER) , to benefit the most disadvantaged areas and SEDGs (Socio-Economically Disadvantaged Groups). The Committee also recommends that the objectives and aims of the National Education Policy be also factored in the Scheme to deliver quality higher education, with equity and inclusion.**

**3.1.7 The Committee also recommends for enhanced support to the States for the creation of new Model Degree Colleges and for multi-disciplinary education and research.**

**3.1.8 The Committee also feels that a review of the Scheme by experts is necessary so that required academic reforms and equity-based growth and improvements in teaching-learning can be included in the action plans of RUSA.**

**3.2 STUDENT FINANCIAL AID SCHEMES:** The Department has informed that the following Schemes are categorized under the area of Student Financial Aid are: (i) Pradhan Mantri- Uchhatar Shiksha Protsahan Yozna(PM-USP) (Rs. 1876.85 crore ) (ii) PM Research Fellowship( Rs. 200 crore).

3.2.1 The Scholarship Schemes being implemented by the Department are namely:

- (i) Scholarship for College and University Students;
- (ii) Special Scholarship Scheme for Jammu & Kashmir; and
- (iii) Interest Subsidy and contribution for Guarantee Fund Scheme

All three schemes are Central Sector Schemes. In BE/RE of the Department of Higher Education, funds are allocated (under separate budget heads) for implementation of these schemes and thereafter, funds are utilized according to the beneficiary students of the States/ UTs. There is no provision for State/ UT-wise allocation of fund under these schemes. It was also informed that no scheme under the administrative control of Scholarship Division has stopped during the period of last five years due to lack of fund.

**3.2.2 CENTRAL SECTOR SCHEME OF SCHOLARSHIP (CSSS) FOR COLLEGE AND UNIVERSITY STUDENTS:** The objective of the scheme is to provide financial assistance for meeting day to day expenses while pursuing higher education, to meritorious students having family income of

less than Rs. 8 lakhs per annum. The total number of scholarships is 82,000 (41,000 for boys and 41,000 for girls). Students who are in top 20<sup>th</sup> percentile of successful candidates in class in the relevant stream from a particular Board of Examination, pursuing regular course and or availing of any other scholarship scheme, are eligible for consideration under this Scheme. The rate of scholarship is ₹10,000/- per annum for the first three years and Rs. 20,000/- per annum for the fourth and fifth year.

**3.2.3 SPECIAL SCHOLARSHIP SCHEME FOR JAMMU & KASHMIR AND LADAKH :** In respect of this scheme, the Department has informed that it aims at encouraging the youth from Jammu & Kashmir and Ladakh to take advantage of the educational institutions outside these UTs, which would provide them an opportunity to interact with their counterparts from the rest of the country, thereby helping them become a part of the mainstream. Students of Jammu & Kashmir and Ladakh having family income of up to Rs. 8.0 lakh p.a. and having passed Class XII/Equivalent Examination from these UTs are eligible to apply under the scheme.

**3.2.4 Central Sector Interest Subsidy Scheme (CSIS) and Credit Guarantee Fund Scheme for Education Loan :** The Scheme Guidelines were revised in 2018 and students enrolled in professional/ technical courses only from National Assessment and Accreditation Council (NAAC) accredited Institutions or professional/ technical programmes accredited by National Board of Accreditation (NBA) or Institutions of National Importance or Centrally Funded Technical Institutions (CFTIs) are made eligible for education loan and credit guarantee under this scheme. Those professional institutions/ programmes which do not come under the ambit of NAAC or NBA require approval of the respective regulatory body.

3.2.5 The details of physical and financial targets fixed, during last five years [2016-17 to 2020-21] in respect of the three Scholarship schemes are as under:

**Central Sector Scheme of Scholarship for College and University Students:**

*(Beneficiaries in Number and Rs. in crore)*

<b>Financial Year</b>	<b>Physical Target</b>	<b>Financial Target (BE/RE)</b>	<b>Physical Achievement</b>	<b>Utilization of funds for CSSS</b>	<b>Utilization of funds for SSS for J&amp;K</b>	<b>Total funds utilization under the scheme</b>
2016-17	135442	247.48	86223	101.17	146.00	247.17
2017-18	169040	318.00	128527	143.33	132.96	276.29
2018-19	156549	339.00	110681	129.45	177.82	307.27
2019-20	159745	380.00	148527	161.62	207.02	368.64
2020-21	164468	166.35	155007	166.31	-	166.31

**Special Scholarship Scheme for Jammu and Kashmir:**

*(Beneficiaries in Number and Rs in Crore)*

Financial Year	Physical Target*	Financial Target (BE/RE)	Physical achievement [scholarships ( fresh + renewal)]	Financial achievement
2016-17	10921	No separate budget allocation for CSSS and SSS for J&K upto financial year 2019-20	8095	146.00
2017-18	10653		8676	132.96
2018-19	15039		12583	177.82
2019-20	12684		12154	207.02
2020-21	15501	225.00	14844	128.00

**Central Sector Interest Subsidy Scheme (CSIS) and Credit Guarantee Fund Scheme for Education Loan**

*( Beneficiaries in number and Rs. in Crore)*

Year	Physical Targets (No. of Claims)	Financial Targets (BE/RE)	Physical Achievements (No. of Claims + Credit Guarantee)	Financial Achievements/ Utilization of Funds
2016-17	No fixed slot under the scheme	1850.00	1050814	1850.00
2017-18	-do-	1950.00	2753259	1950.00
2018-19	-do-	1576.13	1502700	1574.74
2019-20	-do-	1950.00	1086561	1674.90
2020-21	-do-	1900.00	1060502	1476.79

**3.2.6 The Committee observes that the beneficiaries under the Student Financial Aid Schemes are primarily students with low income groups and the scholarship provided under the Schemes fail to recognize that the highest expenditure made by students is on course fees and that the scholarship amount is not sufficient to cover the maintenance cost of the student in higher education. It is also felt that there is a lack of analysis on the coverage of the scholarship schemes in terms of the students' private expenditure and the enrolment of the disadvantaged sections in**

higher education. In view of this, the Committee recommends that there is a crucial need for the government to revise the amount and coverage of the schemes. Further, in order to gain insights on the basis of authentic data regarding the percentage share of various categories, especially deprived sections, a comprehensive study be conducted for the evaluation of such scholarship schemes, which give pertinent data points on the advantage of such schemes for the deprived sections. This will help in recognizing shortcomings and making improvements in the Schemes.

**3.2.7** The Committee also suggests that a comparative study of all Schemes being run by other Ministries/ Departments to benefit/ attract students belonging to SC/ST category and from certain states which are low on the performance index in the higher educational sector must be carried out, and a well-coordinated mechanism be developed in consultation with other Ministries in this regard.

**3.3 PM RESEARCH FELLOWSHIP:** In BE 2022-23, Rs. 200.00 Crore has been proposed for "PM Research Fellowship" which is an increase of Rs. 43.07 Crore from RE 2021-22. The Department has informed that presently, 1509 research scholars have been selected under PMRF scheme and selection process of December, 2021 batch is under way. Under the scheme, a maximum of 3,000 fellows are to enrol in the Ph.D. program in PMRF granting institutes, with attractive rates of monthly fellowship @ Rs.70,000/- for the first two years, Rs.75,000/- for the 3<sup>rd</sup> year, and Rs.80,000/- in the 4<sup>th</sup> and 5<sup>th</sup> years. A research grant of Rs.2.00 lakh per year for a period of 5 years to each fellow to meet the cost of presenting research papers is also given. Anticipating the selection of around 500 fellows each in the batches of Dec'21, May'22 and Dec'22, respectively, the scheme is expected to complete its target of 3,000 fellows in coming FY 2022-23. **The Committee appreciates the objectives of the Prime Minister Research Fellowship Scheme and hopes that the Scheme will help to create a pool of research students in various fields to bring about a visible difference in the country's Research & Development scenario.**

**3.4 SCHEMES UNDER DIGITAL INDIA- E-LEARNING: The Schemes under this area are:**

**National Mission in Education through ICT (NMEICT-III):**

**National Mission in Education through ICT**

**Setting of Virtual Classrooms and Massive Open Online Courses (MOOCs)**

**e-Shodh Sindhu**

**National Digital Library**

**Higher Education Statistics And Public Information System (HESPIS)**

**PM e-Vidya**

**Academic Bank of Credit**



The total BE 2022-23 towards these Schemes is Rs. 421.01 crore which is an increase of Rs. 53.5 crore over RE 2021-22, which is Rs. 367.51 crore, i.e. an increase of 14.56%.

3.4.1 It has been informed that the National Mission on Education through Information and Communication Technology (NMEICT) has been envisaged to leverage the potential of ICT. Further, it has been mentioned that during the country-wide lockdown in March, 2020 to contain the spread of COVID 19, schools and higher educational institutions were in the midst of their January semester. Ongoing courses, as also scheduled examinations had to be halted abruptly and this could have put a complete brake on learning. However, immediate action to intensify digital learning with equity to mitigate the effects of this disruption were taken. It has also been submitted that, over the last few years, the Department has developed a rich variety of online resources that are available on a variety of platforms. While students and teachers can access these through their laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio. Some of these online resources developed are:

**SWAYAM:** This is the national online education platform hosting 1900 courses covering both school (class IX to XII) and Higher Education (both UG and PG) in all subjects including engineering, humanities and social sciences, law and management courses. A unique feature of SWAYAM is that, it is integrated with the conventional education. The courses are interactive and prepared by the best teachers in the country, and are available free of cost to any learner in the country. There has been a three time increase in access to the platform during the lock down period.

**SWAYAM PRABHA:** This is the name given to transmission of 24x7 educational content through 34 DTH TV channels. These channels are available for viewing all across the country using DD free Dish set top box and antenna. It aims to support those students who do not have learning options like lack of teachers or internet, thus ensuring equity in digital learning. TV Channels/Radio are being used to reach out to the students in remote/ difficult areas. Out of the 34 channels, 12 will be exclusively marked for School education (Classe 1 to 12) and will be given for 2 hours per day to each State/UT. States will develop class wise/ subject wise content mapped to their syllabus in local languages. Private DTH service providers have also provided one channel each for education during COVID period.

**NATIONAL DIGITAL LIBRARY:** This is a digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian languages for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners.

**E-SODH SINDHU:** “E-shodh sindhu” provides for subscription of electronic journals to

universities/colleges and institutes of national importance.

**3.4.2 The Committee notes the steps being taken for strengthening digital education in India and observes that increasing digital education in the country will also help the government to improve accessibility in rural areas and impart quality education to students in small towns and villages. It is also observed that increased adoption of digital education in India is also attracting global key players to offer online courses to students and extend opportunities to learn new skills. The Committee recommends that through such digital courses or avenues of education, the Department should also focus on getting students industry-ready by evaluating their competencies and helping them get aligned with industry-based skills. Besides this, the Committee also recommends to identify the means and evolve new collaborative mechanisms in various sectors to further support and strengthen digital education initiatives which will prove beneficial to India, such as leveraging space technology and specifically satellite communication techniques for beaming educational content in the digital form, in coordination with concerned space application institutes. The Committee also recommends that institutes/Universities imparting education through online/distance learning programmes should also formulate a mechanism for revenue generation to move towards self-reliance.**

**3.5 SCHEMES UNDER RESEARCH AND INNOVATION:** The Schemes of the Department categorized under this area are as under:

**National Initiative for Design Innovation**

**Startup India Initiative in Higher Educational Institutions**

**Unnat Bharat Abhiyan**

**Swachhata Action Plan (SAP)**

**Implementation of the IMPRINT Research Initiative (Impacting Research Innovation & Technology)**

**Impactful Policy Research in Social Science (IMPRESS)**

**Scheme for Promotion of Academic and Research Collaboration (SPARC)**

**Scheme for Transformational and Advanced Research in Sciences (STARS)**

The total BE 2022-23 allocation for these Schemes is Rs. 218.66 crore, out of which Rs. 60 crore and Rs. 74 crore are for Startup India Initiative in Higher Educational Institutions and Scheme for Promotion of Academic and Research Collaboration (SPARC), respectively.

**3.5.1 Startup India Initiative in Higher Educational Institutions:** Startup India is a

flagship initiative of the Government of India, intended to build a strong eco-system for nurturing innovation and Startups in the country that will drive sustainable economic growth and generate large scale employment opportunities. The Government, through this initiative, aims to empower Startups to grow through innovation and design. The Action Plan for the Scheme is divided across the areas of simplification and handholding, funding support and incentives and Industry-Academia Partnership and incubation.

**3.5.2 Scheme for Promotion of Academic and Research Collaboration (SPARC):** This Scheme aims at improving research ecosystem of India's higher educational institutions by facilitating academic and research collaborations between Indian institutions and the best institutions in the world from 26 selected nations to jointly solve problems of national and international relevance in the first phase. The current status of the Scheme, as informed by the Department, is as follows:

- In the first phase of SPARC, total 394 Projects with a total budget of Rs. 25109.21 lakh have been approved by the Apex Committee.
- In the second phase of SPARC, 1222 proposals have been received. These proposals are currently under evaluation.

**3.5.3 Impactful Policy Research In Social Science (IMPRESS):** IMPRESS scheme was launched to encourage policy relevant research in social science in India. The Indian Council of Social Science Research (ICSSR), New Delhi (a fully funded autonomous body under Ministry of Education and also the implementing agency of the 'IMPRESS' Scheme) compiles all the policy related findings from the final reports submitted by the Scholars who have been awarded research projects under the Scheme. Presently, ICSSR is analyzing such reports with regard to their significance for a particular Ministry or the Department. Subsequently, ICSSR will share all the policy related findings, inputs and suggestions with the Government.

**3.5.4 Scheme For Transformational And Advanced Research In Sciences (STARS):** It has been informed that the Phase - 1 of the STARS scheme is active. The scheme is currently in the second year since its inception. The STARS programme was sanctioned in December 2019. Funds for the first year for 141 sanctioned projects (of the three-year programme-Phase I) were released in June 2020. An internal review done by Indian Institute of Science (IISc), Bangalore suggests that overall the scheme is on track to achieve its stated objectives.

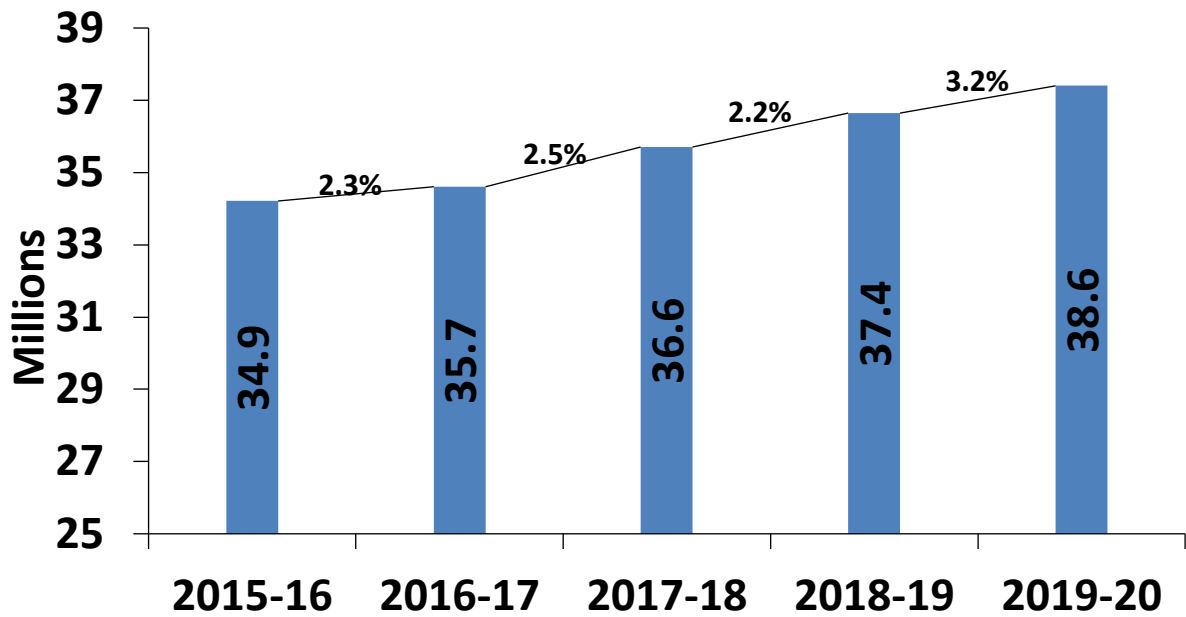
**3.5.5 The Committee notes the Schemes and is of the view that such interventions are critical to build the strong ecosystem for nurturing the research and innovation initiative in the country. The Committee also notes that there are a number of challenges in furthering research and innovation, such as low investment, inadequate linkages**

amongst the academia, the researchers and the industry, weak innovation ecosystem for conversion of ideas into useful acceptable products and processes, poor coupling between technology and trade etc. The Committee is of the view that reforms are needed to strengthen our science, technology and innovation ecosystem and thus there is a pressing need to reorient R&D efforts for making the higher education system innovative, qualitative, outcome oriented and protective for solving national problems.

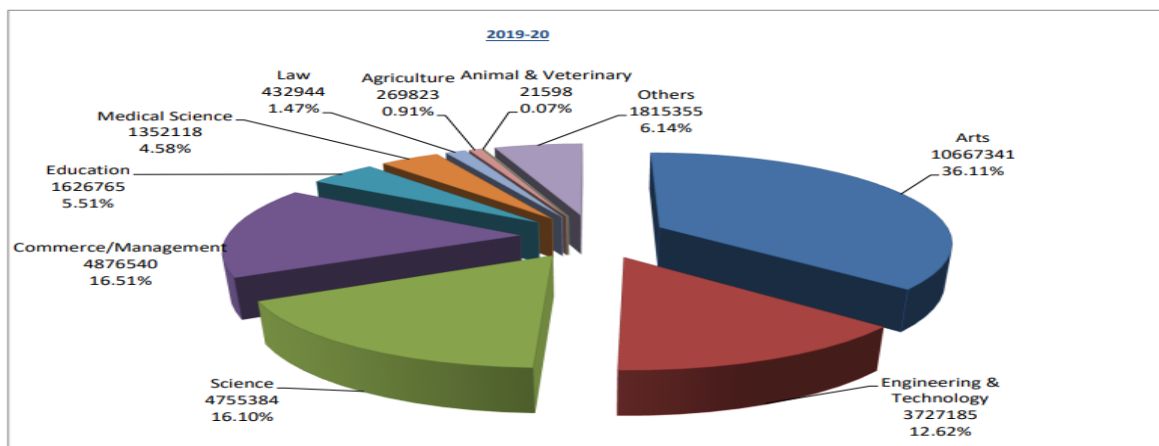
**3.6 GROSS ENROLMENT RATIO (GER):** The Gross Enrolment Ratio (GER) for Higher education is the ratio of the number of people enrolled in higher education to the population in the 18-23 age group. According to the All India Survey on Higher Education (AISHE), India’s GER is 27.1 for 2019-20. The GER as per AISHE for the two years starting from 1<sup>st</sup> April, 2018, are as follows:

<b>Gross Enrolment Ratio (GER)</b>			
<b>AISHE 2018-19</b>	All	Total	26.3
		Women	26.4
	SC	Total	23.0
		Women	23.3
	ST	Total	17.2
		Women	16.5
<b>AISHE 2019-20</b>	All	Total	27.1
		Women	27.3
	SC	Total	23.4
		Women	24.1
	ST	Total	18.0
		Women	17.7

The following bar chart depicts the student enrolment during the last five years in higher education:



Discipline wise student enrolment scenario in higher education is as follows( (2019-20):



**3.6.1** The Committee observes that the Gross Enrolment Ratio has increased from 26.3 in 2018-19 to 27.1 in 2019-20 among all categories. The Committee notes that Gross Enrolment Ratio of SC/ST students at 23.4 and 18.0 respectively is still below the national average of 27.1. In view of this, the Committee recommends that the factors for this gap need to be identified and action across various Schemes be undertaken to reduce this gap.

**3.6.2** The Committee notes that the NEP 2020 aims at increasing the Gross Enrolment Ratio (GER) to 50% by 2035 and observes that this is achievable only through a strong

execution plan and active participation of all the stakeholders. Besides, to achieve this aim, there would be a huge requirement of teachers and thus the teacher-student ratio needs to increase substantially. The Committee recommends that sustained efforts be made towards building the huge pool of qualified and skilled teachers. Therefore, earnest efforts be made to fill up the existing vacancies in all institutions.

**3.6.3** The Committee also recommends for providing financial assistance to the students from low income families to bear the initial cost of education, in the form of loan or minimum financial assistance equivalent to entry cost. Additionally, such a provision should also be made for large number of scholarships for different categories of students at Graduation, Post Graduation and Research levels by generating resources through CSR initiatives, philanthropic grants, education cess and others. The Committee also suggests that schemes offering ‘earn while you learn’ option in colleges and universities may be explored, in which the outsourced work by the government can be undertaken by the students on a part-time basis. It is felt that these and more such initiatives are needed to meet the targets for increase in Gross Enrollment Ratio (GER).

#### **4. ORGANIZATIONS/INSTITUTIONS/BODIES UNDER DEPARTMENT OF HIGHER EDUCATION**

##### **4.1 UNIVERSITY GRANTS COMMISSION (UGC) AND ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)**

4.1.1 The University Grants Commission (UGC) is a Statutory Body, established by an Act of Parliament in 1956 for the promotion and coordination of University Education and for the determination and maintenance of standards of teaching, examination and research in Universities. UGC regulates universities and colleges teaching general subjects. It is empowered with disbursing grants to universities for their maintenance and development, and with regulating fees charged by them. It also has powers regarding the recognition, functioning, and de-recognition of deemed universities. Failure to comply with UGC standards may result in withdrawal of grants or termination of affiliation of a college to a university if the college does not comply with fee structure and other regulations.

4.1.2 The All India Council for Technical Education (AICTE) regulates universities or colleges offering technical courses such as engineering and management. These institutions are required to comply with the academic standards and regulations set by AICTE. Additionally, institutions offering courses related to medical, legal, nursing, or architectural education are regulated by 15 professional councils such as the Medical

Council and the Bar Council. These councils also conduct qualifying examinations for entering the profession. For setting quality standards and accreditation, there are, currently, two accrediting institutions: (i) the National Board of Accreditation (NBA) established by AICTE, and (ii) the National Assessment and Accreditation Council (NAAC) established by UGC.

4.1.3 The Department has informed that, upto 31.12.2021, 868 colleges located in different States of the country have been conferred the status of autonomous colleges by UGC. It has also been submitted that a University is an autonomous institution under the provisions of its Act. In respect of State-wise Universities and Colleges which stand accredited by NAAC the following has been informed:

<b>State-wise number of Universities and Colleges accredited by NAAC (As on 25/01/2022)</b>					
<b>Sr. No.</b>	<b>State/UT</b>	<b>Region</b>	<b>Universities</b>	<b>Colleges</b>	<b>Total</b>
1	Andaman and Nicobar Islands	South	0	3	3
2	Andhra Pradesh	South	15	368	383
3	Arunachal Pradesh	North East	3	8	11
4	Assam	North East	7	212	219
5	Bihar	East	8	164	172
6	Chandigarh	North	2	15	17
7	Chhattisgarh	East	7	137	144
8	Dadra and Nagar Haveli	West	0	3	3
9	Daman & Diu	West	0	2	2
10	Delhi	North	18	88	106
11	Goa	West	1	25	26
12	Gujarat	West	21	488	509
13	Haryana	North	16	332	348
14	Himachal Pradesh	North	9	71	80
15	Jammu and Kashmir	North	7	96	103
16	Jharkhand	East	7	117	124
17	Karnataka	South	30	862	892
18	Kerala	South	8	276	284
19	Ladakh	North	0	3	3
20	Madhya Pradesh	West	17	309	326
21	Maharashtra	West	32	1794	1826
22	Manipur	North East	1	29	30
23	Meghalaya	North East	2	22	24
24	Mizoram	North East	1	25	26
25	Nagaland	North East	1	31	32

26	Odisha	East	14	287	301
27	Puducherry	South	2	24	26
28	Punjab	North	9	278	287
29	Rajasthan	North	29	263	292
30	Sikkim	North East	2	8	10
31	Tamil Nadu	South	43	812	855
32	Telangana	South	15	248	263
33	Tripura	North East	2	22	24
34	Uttar Pradesh	North	35	597	632
35	Uttarakhand	North	11	63	74
36	West Bengal	East	16	395	411
	All India		391	8477	8868
Second Cycle: 198 Universities and 3694 Colleges					
Third Cycle: 87 Universities and 1263 Colleges					
Fourth Cycle: 13 Universities and 81 Colleges					

4.1.4 The Committee observes that as on 31.03.2021, there are 25 Institutions deemed to be Universities (under Section 3 of the UGC Act, 1956) (Source: AISHE 2019-20). Also, there are 42,143 Affiliated Colleges in the country. (Source: AISHE 2019-20) It has been informed that the following seven criteria are adopted by the UGC/NAAC to grant accreditation to the colleges and Universities:

- Curricular Aspects
- Teaching-Learning and Evaluation
- Research, Innovations and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Institutional Values and Best Practices

4.1.5 The Budgetary allocations to UGC and AICTE over the years are as under:

	<b>Actual 2020-21</b>	<b>BE 2021-22</b>	<b>RE 2021-22</b>	<b>Actuals as on 31.01.2022</b>	<b>BE 2022-23</b>
Support to University Grants Commission (UGC)	3,809.00	4,693.20	4,723.20	3,889.58	4,900.91
All India Council for Technical Education (AICTE)	385.00	416.00	416.00	403.15	420.00



4.1.6 The Department has informed that the UGC has taken several measures to promote the quality of higher education in the country. It has framed 'Quality Mandate' with 5 objectives and 10 verticals which are as below:

**Life Skills (Jeevan Kaushal):** A curriculum on Life Skills has been formulated to empower graduates with the vital skills like Self Competency and Confidence, Emotional Competency, Intellectual Competency, Professional Competency and Social Competency for global employment and for leading a successful life.

**Social and Industry connect for every institution:** Every institution shall adopt at least 5 villages for exchange of knowledge and for the overall social/economic betterment of the village communities. Its main objective is to promote linkage of students with the society and industry to ensure that at least 2/3rd of the students engage in socially productive activities and get industry exposure during their period of study in the institutions.

**Evaluation Reforms:** UGC has initiated evaluation reforms to revamp the current evaluation system in a way that assessment driven learning with continuous evaluation may be promoted.

**Learning Outcomes based Curriculum Framework (LOCF):** Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework.

4.1.7 As regards steps being taken to enhance quality of distance education programmes offered by the universities, it has been informed that UGC has notified the University Grants Commission (Open and Distance Learning Programmes(ODL) and Online Programmes) Regulations, 2020 in September, 2020 in order to facilitate maximum optimization of resources. Further, to maintain quality in distance education, only quality centric HEIs are permitted to offer ODL and online programmes based on NAAC and National Institute Ranking Framework (NIRF) eligibility, and also, quality of programmes offered is maintained at par with standards as defined for the conventional mode of teaching. Regulations mandate that HEIs can offer ODL/Online programmes only if same programme is offered in conventional/ODL mode and one batch has passed out from that. Monitoring of HEIs is done via self-regulation through disclosures, declarations, reports, Centre for Internal Quality Assurance (CIQA) assessment and third party audit.

**4.1.8 The Committee observes that the NEP, 2020 has recommended a complete**

overhaul of the higher education regulatory structure and states that the distinct functions of regulation, accreditation, funding, and setting academic standards should be performed by separate, independent bodies to minimize the conflict of interest and eliminate the concentration of power. Also, the legislation to set up the Higher Education Commission of India has been in the pipeline. The Committee also notes that the role of UGC has over the years changed according to the environment for which it was designed in terms of both quantity and quality of higher education in the country with the manifold increase in the number of institutions, UGC is now required to regulate different kinds of institutions, offering a diverse number of courses which did not exist even a few decades ago, making the UGC's task much more complex. Thus, for the regulation of a complex system of higher education which has developed, the necessity of a strong institutional structure that is capable of handling the systemic challenges, and providing direction to the future growth of higher education in India is being felt. Therefore, the Committee recommends that necessary efforts are required, either through setting up the proposed Higher Education Commission of India or through other mechanisms, to reform and strengthen the regulatory landscape for higher education in India. It is also felt that any policy response must consider radical institutional innovation, particularly keeping in mind the need for decentralized and competent institutional frameworks and must equip any regulatory institution with a range of tools focusing on facilitation of innovation by universities themselves.

4.1.9 The Department has also informed about welfare schemes run by AICTE for welfare of rural Women/Physically Challenged/SC/ST/OBC students which are as follows:

4.1.10 **PRAGATI SCHOLARSHIP SCHEME FOR GIRL STUDENTS:** The scheme was started in the year 2014 to award scholarship of upto Rs. 50,000/- per annum to meritorious girl students to encourage them to pursue higher education. Year wise status of selected students for Pragati Scholarship Scheme is as under:

<b>Year</b>	<b>No. of Girls students</b>
2015	2145
2016	2371
2017	2437
2018	2423
2019	3857

2020	7723
TOTAL	20956

**AICTE SAKSHAM SCHOLARSHIP SCHEME FOR DIFFERENTLY-ABLED STUDENTS:** This scheme was started in the year 2014 to award scholarship of upto Rs. 50, 000/- per annum to differently-abled students to encourage them to pursue higher education. The year wise details of the selected students are as follows:

S. No.	Year	No of Boys students	No. of Girls students	Total students
1	2015	24	8	32
2	2016	153	64	217
3	2017	109	33	142
4	2018	161	86	247
5	2019	240	73	313
6	2020	291	113	404

**AICTE POST GRADUATE (PG) SCHOLARSHIP SCHEME:** In order to ensure development of technical education in India, AICTE awards Post Graduate Scholarship to GATE/GPAT/CEED qualified students @ Rs.12,400/- per month through its Post Graduate (PG) Scholarship Scheme for the duration of 2 years. PG Scholarship is awarded to students admitted in Master of Engineering, Master of Technology, Master of Architecture, Master of Design and Master of Pharmacy courses in AICTE approved Institutions and AICTE approved University/Departments. The year-wise details of the selected students are as follows:

S. No.	Year	No of Boys students	No. of Girls students	Total students
1	2016	7862	3099	10961
2	2017	8574	3190	11764
3	2018	8853	3103	11956
4	2019	7391	2855	10246
5	2020	6844	2724	9568

**AICTE DOCTORAL FELLOWSHIP (ADF):** This scheme was launched from the academic year 2018-19 for admitting full-time meritorious students for Ph.D. programme in the identified research institutes of AICTE with an aim to promote research culture in AICTE approved institutions, nurture talents for technical research and to promote collaborative research between Institutes and Industries leading to start-ups. In the year 2021-22, under ADF scheme, 362 fellowships have been allotted to the 42 universities across India for admitting research scholars in Ph.D. programme in broad areas identified as per their procedure following minimum eligibility criterion as prescribed by AICTE. The year-wise details of the selected students are as follows:

S. No.	Year	No of Boys	No. of Girls students	Total students
1	2018	79	63	142
2	2019	137	78	215
3	2020	90	59	149

**AICTE– SWANATH SCHOLARSHIP SCHEME FOR STUDENTS :** The Scheme has been started by AICTE in 2021-22 to provide encouragement and support to orphans, parents of whom have died due to Covid-19, wards of Armed Forces and Central Paramilitary Forces martyred in action (Shaheed) to pursue education. This is an attempt to give every such child, an opportunity to study further and prepare for a successful future through education in AICTE approved institutions and courses. A maximum of 2000 scholarships (1000 for Degree Students and 1000 for Diploma Students) will be awarded every year to eligible candidates as above.

**AICTE MITACS INTERNSHIP PROGRAMME:** Under this programme eligible students of 3<sup>rd</sup> year B. Tech / B.E courses can go to Canada on 12 weeks research internship program. AICTE & MITACS jointly bears the expenditure of 12,000/- Canadian Dollars per student. In the year 2020-21, 364 students were selected for virtual internship under this programme.

As regards the number of technical courses run by AICTE approved Institutes the following information has been submitted:

<b>Number of technical courses run by AICTE approved Institutes AY 2020-21</b>				
<b>Programme</b>	<b>No. of Courses at Diploma Level</b>	<b>No. of Courses at UG Level</b>	<b>No. of Courses at PG Level</b>	<b>Total No. of courses</b>
APPLIED ARTS AND CRAFTS	31	20	17	68
ARCHITECTURE AND PLANNING	3	2	23	28
DESIGN		2	2	4
ENGINEERING AND TECHNOLOGY	437	424	807	1668
HOTEL MANAGEMENT AND CATERING	5	7	2	14
MANAGEMENT	10	1	224	235
MCA			5	5
PHARMACY	2	1	59	62
<b>Grand Total</b>	<b>488</b>	<b>457</b>	<b>1139</b>	<b>2084</b>

**4.1.11 The Committee takes note of the various welfare Schemes of AICTE and observes that despite their intent, the outcome in terms of selected students and spread of benefits has been quite low. The Committee also feels that such Schemes require advocacy and publicity so that more and more eligible students become aware of the Schemes and are thus able to partake in them. The Committee**

**recommends that AICTE should use various platforms---conventional and digital to highlight the features of the Schemes and category of students who can benefit from them.**

4.1.12 The Committee also takes note of Para 50 and 71 of Budget Announcements for 2022-23 which state as under:

*“Para 50: A Digital University will be established to provide access to students across the country for world-class quality universal education with personalised learning experience at their doorsteps. This will be made available in different Indian languages and ICT formats. The University will be built on a networked hub-spoke model, with the hub building cutting edge ICT expertise. The best public universities and institutions in the country will collaborate as a network of hub-spokes.*

*Para 71: For developing India specific knowledge in urban planning and design, and to deliver certified training in these areas, up to five existing academic institutions in different regions will be designated as centres of excellence. These centres will be provided endowment funds of Rs.250 crore each. In addition, AICTE will take the lead to improve syllabi, quality and access of urban planning courses in other institutions.”*

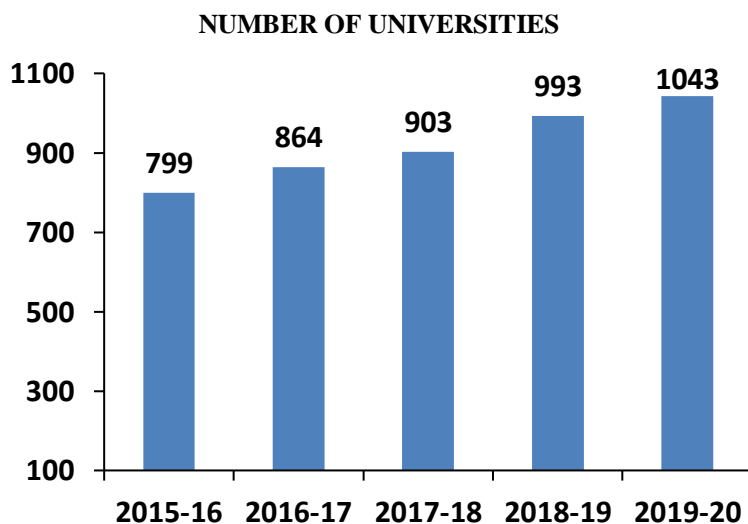
**4.1.13 The Committee also observes that various reforms for online education are underway. The Committee welcomes the proposal for setting up a Digital University and is of the view that this university should emerge as a key enabler for the “ Digital University Ecosystem” through integration with other digital universities and technical and non-technical universities of repute, which already have a number of online courses across various areas. Besides, the proposed Digital University will be able to resolve the problem of shortage of seats in higher education. The Committee recommends that UGC and AICTE should coordinate to expedite the work on setting up the Digital University and putting in place a regulatory framework for digital universities. The Committee also recommends that AICTE should lay down a clear blueprint to fulfil the vision as outlined in Para 71 of the Budget announcement.**

4.2 The Department has informed about the budget allocation to various autonomous bodies like Central Universities, IITs, Councils and other Higher learning Institutions which is as under: (Rs. in crore)

Name of the Organisation/Institution	Actual 2020-21	BE 2021-22	RE 2021-22	Actuals as on 31.01.2022	BE 2022-23

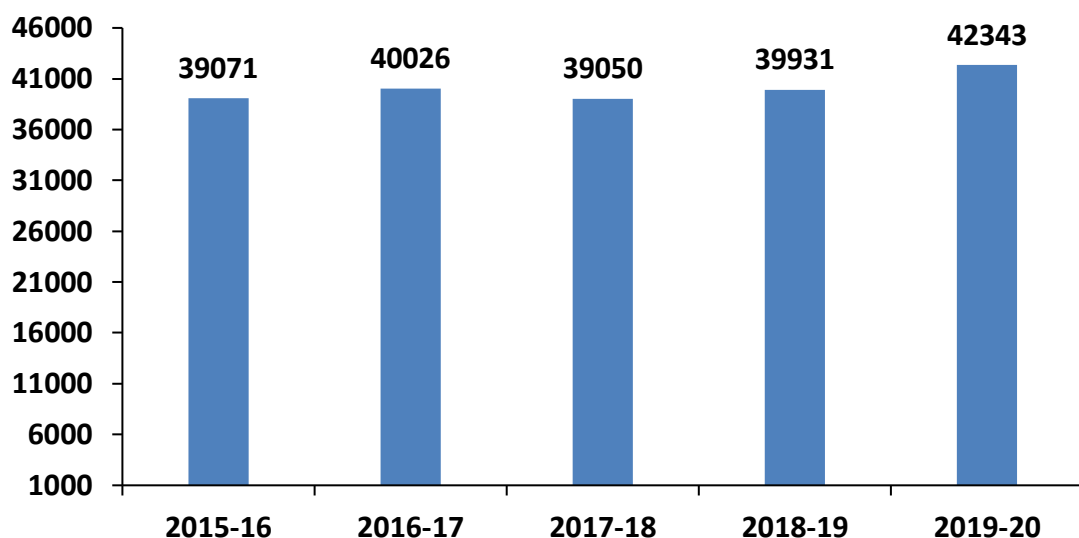
<b>Autonomous Bodies</b>					
Central Universities	8,373.65	7,757.41	8,871.24	6,754.16	9,520.66
Indian Institutes of Technology	6,680.58	7,686.02	8,344.84	6,487.88	8,495.00
Support to National Institutes of Technology (NITs) and IIST	3,252.44	3,935.00	3,699.37	2,750.62	4,364.00
Support to Indian Institutes of Science for Education & Research (IISERs)	992.96	946.00	1,121.00	763.21	1,379.53
Support to Indian Institute of Science (IISc)	603.98	621.65	621.65	519.81	727.25
Indian Institutes of Information Technology (IIITs)	339.18	393.35	407.35	302.38	542.52
Grants to Councils	168.87	256.30	202.30	153.77	311.68
Grants to Institutes for Promotion of Indian Languages	378.63	433.00	197.50	134.85	250.00
IGNOU	110.50	103.00	103.00	85.75	105.00

The number of Universities during the past five years , represented as a bar graph is as under:



Similarly, the status in respect of colleges is as under:

### NUMBER OF COLLEGES



4.2.1 **HIGHER EDUCATION FINANCING AGENCY (HEFA):** Higher Education Financing Agency (HEFA) was set up for development of world class research and other infrastructure in educational institutions. The details about the infrastructure developed by the agency and whether target achieved by 2022-23, it was informed that HEFA has sanctioned loans worth Rs. 33305.37 Crores and disbursed loans of Rs. 13146.82 Crores as on 31.12.2021. HEFA has financed 99 Institutions under different categories as detailed below:

*(Rs. in crore)*

Type of Institution	Number of Institutions Sanctioned	Project Cost of Sanctioned Loans	Loans Sanctioned Amount	Loans Disbursed Amount
IITs	22	13906.58	12255.24	5123.19
IIMs	07	2804.09	2804.09	956.94
NITs	17	3130.70	2860.07	830.90
Central Universities	25	3513.52	3948.35	999.62
AIIMS & Other Institutes under MoH&FW	12	15530.99	8588.33	4548.08
Others	16	4229.12	2849.29	688.09
<b>TOTAL</b>	<b>99</b>	<b>43613.31</b>	<b>33305.37</b>	<b>13146.82</b>

**4.2.2 The Committee notes that loans disbursal has been low across various Institutions. The Committee recommends that the reasons for low disbursement rate of loans be identified and suitable action be taken to arrest this trend of low disbursement.**

4.2.3 As regards the programmes/activities chalked out to utilize the enhanced budgetary allocation NITs in BE (2022-23), it has been informed that the total allocation under “Support to National Institutes to Technology(NITs) and Indian Institute of Engineering Science and Technology(IIEST)” has been increased from Rs. 3699.37 in RE(2021-22) to Rs.4364.00 Crore in BE (2022-23). This enhanced budget will be utilized for construction of permanent campus of 6 new NITs (Delhi, Goa, Meghalaya, Mizoram, Sikkim and Uttarakhand) which are currently functioning in their temporary campuses. Also, the enhanced budgetary support will be utilized by NITs for upgrading the infrastructure facilities like modernization of laboratories, upgrading the hostel facilities etc.. **The Committee observes that National Institute (NIT) Delhi was established in 2010 by an Act of Parliament and it is yet to have its own permanent campus. The Committee recommends that with the enhanced allocation, the status of implementation of the already chalked out activities, especially the construction of permanent campuses of NITs should be closely monitored to ensure its expeditious completion.**

4.2.4 In respect of sanctioned, in-position and vacant post of Professors, Associate Professors and Assistant Professors in IITs/IIMs/IISERs, Central Universities and other higher educational institutions, the Department has informed that the Institute –wise vacancy position as on date is as under:

<b>Institute-wise Faculty Vacancy Details</b>			
<b>Institute</b>	<b>Sanctioned</b>	<b>Filled Up</b>	<b>Vacant</b>
CUs	18905	12572	6333
IGNOU	444	242	202
IITs	973	511	482
IIMs	1404	1001	403
IITs	10088	6212	3876
NITs	7483	4967	2516
Total	39297	25505	13812

4.2.5 It has also been submitted that in order to fill up faculty positions that are lying vacant, in the Central Higher Education Institutions (CHEIs), especially in the Scheduled Castes, Scheduled Tribes, Other Backward Classes and EWS Category, instructions have been issued



to all the Vice Chancellors/ Heads of CHEIs to fill these vacancies in a Mission Mode within a period of one year starting from 5<sup>th</sup> September, 2021 to 4<sup>th</sup> September, 2022. **The Committee expresses its dissatisfaction on this account and notes that more than 35% of the sanctioned posts are lying vacant to fill up the vacancies in Central Universities and other higher educational institutions. The Committee recommends that the Department should follow a pro active approach in monitoring the progress/ action being taken towards filling up of vacant posts, so that the situation shows visible improvement. The Committee also recommends that in respect of Institutions which are seen to be going slow towards filling up the vacancies, the reasons for the same be identified and efforts be made to resolve the bottlenecks. Also, if required Special recruitment drives be conducted.**

#### **4.3 COUNCILS:**

**(i) INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR)**

**(ii) INDIAN COUNCIL OF HISTORICAL RESEARCH (ICHR)**

**(iii) INDIAN COUNCIL OF PHILOSOPHICAL RESEARCH (ICPR)**

**(iv) COUNCIL OF ARCHITECTURE(COA)**

4.3.1 It is noted that the Indian Council of Social Science Research (ICSSR) promotes research in social sciences in the country and is the apex social science research body. ICSSR funds research to the faculties/scholars in universities, research institutes, Institutes of National Importance and colleges besides publishing research surveys. The Indian Council of Philosophical Research reviews the progress of research in Philosophy from time to time, sponsors projects or programmes of research in Philosophy, give financial support to institutions and organizations engaged in the conduct of research in Philosophy. The prime objective of the Indian Council of Historical of Research (ICHR) is to give a proper direction to historical research and to encourage and foster objective and scientific writing of history.

4.3.2 Council of Architecture undertakes registration of persons possessing recognized qualifications as Architects and it has been informed that as on 23.02.2022, 107092 Architects hold valid registration. It has also been informed that the Council conducts a national level online aptitude test in Architecture for admission to 5 year B.Arch degree course as a single window mechanism to maintain uniformity of standards. During their deposition, it was informed that gender wise the percentage of Male/ female architects is 53 % *vis-a-vis* 47%. The following data regarding admissions of students in the Architecture course was also shared:

Year	Boys	Girls	Transgender	Total admissions
2017-18	7096	8655	1	15752
2018-19	8428	9531	0	17959
2019-20	7399	8143	1	15543
2020-21	6974	8046	1	15021
2021-22	2268	3000	0	5268

4.3.3 It has been informed that many factors like the long duration of the course ( 5 years) , Court Judgments in respect of profession of Architects, practicing of foreign Architects without any regulations/reciprocal arrangements besides shortage of qualified senior faculty have contributed to declining admission in the Architecture courses . **The Committee takes note of the submissions and recommends that the Department/ Council must coordinate to find solution to this alarming trend of declining admissions in the field of architecture. The Committee also recommends that necessary action by way of any amendment in the existing legislation/ regulations be examined so as to address the concerns expressed.**

4.3.4 The Chairman, ICHR during his presentation apprised the Committee of the budgetary figures in respect of his Council which were Rs. 27.25 crore. He also stated that the Council provides Grants-in-aid under various Research Funding schemes, viz. Fellowships, Research Projects, Contingency Grant, Foreign Travel Grant, Publication Subsidy, Seminars / Symposia / Conferences / Workshops etc. to sponsor historical research programmes and assist institutions and organizations in historical research. He further informed that for the Financial Year, 2022-23, the Council requires an amount of Rs. 8.50 crore to fulfil its target of granting funds to various research scholars / institutions. **The Committee, therefore, recommends the Ministry that schemes under ICHR should not face any resource crunch and more effective ways of implementing such schemes in close coordination with UGC, AICTE and other stakeholders should be chalked out and the Committee be apprised of the same.**

4.3.5 The Committee also recommends that a coordination mechanism for brainstorming between the Department and the various Councils be evolved so that

**regular interactions take place and the issues concerning the effective functioning of these Councils in pursuance of their mandated aims can be discussed and resolved.**

**4.4 NATIONAL EDUCATION POLICY, 2020:** The NEP 2020 visualizes a number of reforms , policy modifications and restructuring of existing mechanisms/bodies to give the requisite impetus to the higher education scenario in the country. Besides, the goal of GER in higher education reaching 50% by 2035, the vision document talks of Holistic Multidisciplinary Education at the undergraduate level, setting up of Multidisciplinary Education and Research Universities(MERUs) to attain the highest standards for multidisciplinary education across the country, rationalizing institutional architecture and setting up of the National Research Foundation(NRF) etc. . **The Committee is of the view that the Department must prepare a comprehensive blueprint outlining time bound action plan in each of the areas where the vision of the National Education Policy (NEP), 2020 impacts the higher education ecosystem so that the concerned stakeholders can focus on the line of action to be taken to translate the vision of the NEP into reality.**

## **OBSERVATIONS/ RECOMMENDATIONS AT A GLANCE**

### **OVERALL ASSESSMENT OF THE DEMANDS FOR GRANTS (2022-23) OF THE DEPARTMENT OF HIGHER EDUCATION**

The Committee observes that in the FY 2021-22, the BE was Rs. 38350.65 Cr, which has been rationalized to Rs. 36031.57 Cr. in RE. BE for the next year 2022-23 has been kept at Rs.40828.35 Cr., which is 4796.78 Cr. more than the current year RE. The Committee also notes that out of the total allocation of Department of Higher Education, 81.07 % is towards Autonomous Bodies ( UGC, AICTE, Central Universities IITs IIITs, Councils, etc) , 13.26 % towards various Central Sector Schemes and 5 % towards Centrally Sponsored Schemes like RUSA. The Committee recognizes that the standing of a country in terms of higher education parameters reflect on the global importance that is assigned to a country at the world stage. The Committee recommends that while formulating Schemes and policies in the higher education sector due analysis be done so that the Schemes and policies match the global standards and are able to produce graduates with in appropriate skills, specialized knowledge and requisite core competencies in their field. The Committee also notes that in order to achieve this, concerted efforts by all stakeholders are required. Therefore, the Committee recommends that an expert study focusing on reforms that are required to give a major boost to higher education in the country, upgrading existing institutions, allocating more funds towards university-based research, and promoting collaborations among institutions be undertaken to identify the areas which require active intervention.

(Para: 2.6)

The Committee notes the enhanced allocations in the Schemes and autonomous bodies mentioned and recommends that it would be prudent to draw up detailed blueprint in respect of each of the Schemes and Bodies where substantial budgetary enhancement has been given so that the progress of these Schemes/ Bodies as a result of the enhanced allocation can be monitored, and the new initiatives sought to be taken can be kept track of

(Para: 2.9)

The Committee takes note of the figures and facts furnished by the Department of Higher Education (in Table: 1) in respect of the percentage variations between BE 2021-22, RE 2021-22 and BE 2022-23 and would like to state that though there is an

increase of 6.48% (in BE 2022-23) over BE 2021-22 and an increase of 13.31% (in BE 2022-23 over RE 2021-22) compared to the Financial figures of FY 2021-22. The Committee recommends that the Department may make an analysis of the curtailed projected demands and identify the requirements which may get hampered due to this curtailment and if required, seek additional funds at the RE stage. (Para: 2.11)

Taking note of the figures (in Table: 2) furnished by the Department under the head “Andhra Pradesh and Telangana Tribal Universities”, the Committee notes that despite hardly any utilization (RE 2021-22 reduced to Rs. 4 crore from Rs. 53.80 crore allocated for BE 2021-22) allocation has again been enhanced substantially to Rs. 53.80 crore which is an enhancement of 1245% . Similarly, there is enhancement of 1157.29 % in BE 2022-23 allocation of Central University, Andhra Pradesh from RE 2021-22. The Committee recommends that this year the utilization of the allocated funds in both these institutions be closely monitored and a detailed note of ongoing status of implementation of this project be prepared for information of the Committee.

(Para: 2.12)

The Committee takes note of the fact/figures in Table: 3 and highlights that only 74.21% expenditure of amount in RE 2021-22 was incurred till 31<sup>st</sup> January, 2022. The Committee recommends that policies/ programmes be properly evaluated and strict implementation guidelines be laid to ensure effective utilization of the funds allocated in the financial Year 2022-23.

(Para: 2.13)

Observing that 4468 Utilization certificates (UCs) of the stalled/ ongoing schemes/projects are pending amounting to Rs 13447.05 crores, which is more than one third of the RE 2021-22, the Committee recommends that the reasons for slow pace/delay in submission of UCs be identified, remedial action be taken and a better monitoring mechanism be placed to keep a regular check on the progress of stalled/ongoing projects so that a clearer picture emerges about fund utilization and making ground for reallocation of funds at RE stage. Schemes / projects performing well may be rewarded with more allocation.

(Para: 2.14)

#### **SCHEMES/PROGRAMMES OF THE DEPARTMENT OF HIGHER EDUCATION**

The Committee noting the status of the RUSA observes that it would be prudent that RUSA targets reach out to the remote and rural areas which have not been served

so far. The Committee recommends that the Scheme with enhanced allocation should focus on areas with difficult geographies, aspirational districts and areas with low Gross Enrolment Ratio(GER) , to benefit the most disadvantaged areas and SEDGs (Socio-Economically Disadvantaged Groups). The Committee also recommends that the objectives and aims of the National Education Policy be also factored in the Scheme to deliver quality higher education, with equity and inclusion. (Para: 3.1.6)

The Committee also recommends for enhanced support to the States for the creation of new Model Degree Colleges and for multi-disciplinary education and research. (Para: 3.1.7)

The Committee also feels that a review of the Scheme by experts is necessary so that required academic reforms and equity-based growth and improvements in teaching-learning can be included in the action plans of RUSA. (Para: 3.1.8)

#### **STUDENT FINANCIAL AID SCHEMES**

The Committee observes that the beneficiaries under the Student Financial Aid Schemes are primarily students with low income groups and the scholarship provided under the Schemes fail to recognize that the highest expenditure made by students is on course fees and that the scholarship amount is not sufficient to cover the maintenance cost of the student in higher education. It is also felt that there is a lack of analysis on the coverage of the scholarship schemes in terms of the students' private expenditure and the enrolment of the disadvantaged sections in higher education. In view of this, the Committee recommends that there is a crucial need for the government to revise the amount and coverage of the schemes. Further, in order to gain insights on the basis of authentic data regarding the percentage share of various categories, especially deprived sections, a comprehensive study be conducted for the evaluation of such scholarship schemes , which give pertinent data points on the advantage of such schemes for the deprived sections. This will help in recognizing shortcomings and makings improvements in the Schemes. (Para: 3.2.6)

The Committee also suggests that a comparative study of all Schemes being run by other Ministries/ Departments to benefit/ attract students belonging to SC/ST category and from certain states which are low on the performance index in the higher educational sector must be carried out, and a well-coordinated mechanism be developed in consultation with other Ministries in this regard. (Para: 3.2.7)

## **PRIME MINISTER RESEARCH FELLOWSHIP SCHEME**

The Committee appreciates the objectives of the Prime Minister Research Fellowship Scheme and hopes that the Scheme will help to create a pool of research students in various fields to bring about a visible difference in the country's Research & Development scenario. (Para: 3.3)

## **SCHEMES UNDER DIGITAL INDIA- E-LEARNING**

The Committee notes the steps being taken for strengthening digital education in India and observes that increasing digital education in the country will also help the government to improve accessibility in rural areas and impart quality education to students in small towns and villages. It is also observed that increased adoption of digital education in India is also attracting global key players to offer online courses to students and extend opportunities to learn new skills. The Committee recommends that through such digital courses or avenues of education, the Department should also focus on getting students industry-ready by evaluating their competencies and helping them get aligned with industry-based skills. Besides this, the Committee also recommends to identify the means and evolve new collaborative mechanisms in various sectors to further support and strengthen digital education initiatives which will prove beneficial to India, such as leveraging space technology and specifically satellite communication techniques for beaming educational content in the digital form, in coordination with concerned space application institutes. The Committee also recommends that institutes/Universities imparting education through online/distance learning programmes should also formulate a mechanism for revenue generation to move towards self-reliance. (Para: 3.4.2)

## **SCHEMES UNDER RESEARCH AND INNOVATION**

The Committee notes the Schemes and is of the view that such interventions are critical to build the strong ecosystem for nurturing the research and innovation initiative in the country. The Committee also notes that there are a number of challenges in furthering research and innovation, such as low investment, inadequate linkages amongst the academia, the researchers and the industry, weak innovation ecosystem for conversion of ideas into useful acceptable products and processes, poor coupling between technology and trade etc. The Committee is of the view that reforms are needed to strengthen our science, technology and innovation ecosystem and thus there is a pressing need to reorient R&D efforts for making the higher education system

**innovative, qualitative, outcome oriented and protective for solving national problems.**

**(Para: 3.5.5)**

#### **GROSS ENROLMENT RATIO (GER)**

**The Committee observes that the Gross Enrolment Ratio has increased from 26.3 in 2018-19 to 27.1 in 2019-20 among all categories. The Committee notes that Gross Enrolment Ratio of SC/ST students at 23.4 and 18.0 respectively is still below the national average of 27.1. In view of this, the Committee recommends that the factors for this gap need to be identified and action across various Schemes be undertaken to reduce this gap.**

**(Para: 3.6.1)**

**The Committee notes that the NEP 2020 aims at increasing the Gross Enrolment Ratio (GER) to 50% by 2035 and observes that this is achievable only through a strong execution plan and active participation of all the stakeholders. Besides, to achieve this aim, there would be a huge requirement of teachers and thus the teacher-student ratio needs to increase substantially. The Committee recommends that sustained efforts be made towards building the huge pool of qualified and skilled teachers. Therefore, earnest efforts be made to fill up the existing vacancies in all institutions.**

**(Para: 3.6.2)**

**The Committee also recommends for providing financial assistance to the students from low income families to bear the initial cost of education, in the form of loan or minimum financial assistance equivalent to entry cost. Additionally, such a provision should also be made for large number of scholarships for different categories of students at Graduation, Post Graduation and Research levels by generating resources through CSR initiatives, philanthropic grants, education cess and others. The Committee also suggests that schemes offering ‘earn while you learn’ option in colleges and universities may be explored, in which the outsourced work by the government can be undertaken by the students on a part-time basis. It is felt that these and more such initiatives are needed to meet the targets for increase in Gross Enrollment Ratio (GER).**

**(Para: 3.6.3)**

#### **ORGANIZATIONS/INSTITUTIONS/BODIES UNDER DEPARTMENT OF HIGHER EDUCATION**

##### **UNIVERSITY GRANTS COMMISSION (UGC) AND ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE)**

**The Committee observes that the NEP, 2020 has recommended a complete overhaul of the higher education regulatory structure and states that the distinct functions of**



regulation, accreditation, funding, and setting academic standards should be performed by separate, independent bodies to minimize the conflict of interest and eliminate the concentration of power. Also, the legislation to set up the Higher Education Commission of India has been in the pipeline. The Committee also notes that the role of UGC has over the years changed according to the environment for which it was designed in terms of both quantity and quality of higher education in the country with the manifold increase in the number of institutions, UGC is now required to regulate different kinds of institutions, offering a diverse number of courses which did not exist even a few decades ago, making the UGC's task much more complex. Thus, for the regulation of a complex system of higher education which has developed, the necessity of a strong institutional structure that is capable of handling the systemic challenges, and providing direction to the future growth of higher education in India is being felt. Therefore, the Committee recommends that necessary efforts are required, either through setting up the proposed Higher Education Commission of India or through other mechanisms, to reform and strengthen the regulatory landscape for higher education in India. It is also felt that any policy response must consider radical institutional innovation, particularly keeping in mind the need for decentralized and competent institutional frameworks and must equip any regulatory institution with a range of tools focusing on facilitation of innovation by universities themselves.

(Para: 4.1.8)

The Committee takes note of the various welfare Schemes of AICTE and observes that despite their intent, the outcome in terms of selected students and spread of benefits has been quite low. The Committee also feels that such Schemes require advocacy and publicity so that more and more eligible students become aware of the Schemes and are thus able to partake in them. The Committee recommends that AICTE should use various platforms---conventional and digital to highlight the features of the Schemes and category of students who can benefit from them. (Para: 4.1.11)

The Committee also observes that various reforms for online education are underway. The Committee welcomes the proposal for setting up a Digital University and is of the view that this university should emerge as a key enabler for the “ Digital University Ecosystem” through integration with other digital universities and technical and non-technical universities of repute, which already have a number of online courses across various areas. Besides, the proposed Digital University will be able to resolve the problem of shortage of seats in higher education. The Committee

recommends that UGC and AICTE should coordinate to expedite the work on setting up the Digital University and putting in place a regulatory framework for digital universities. The Committee also recommends that AICTE should lay down a clear blueprint to fulfil the vision as outlined in Para 71 of the Budget announcement.

(Para: 4.1.13)

#### **HIGHER EDUCATION FINANCING AGENCY (HEFA)**

The Committee notes that loans disbursement has been low across various Institutions. The Committee recommends that the reasons for low disbursement rate of loans be identified and suitable action be taken to arrest this trend of low disbursement.

(Para: 4.2.2)

The Committee observes that National Institute (NIT) Delhi was established in 2010 by an Act of Parliament and it is yet to have its own permanent campus. The Committee recommends that with the enhanced allocation, the status of implementation of the already chalked out activities, especially the construction of permanent campuses of NITs should be closely monitored to ensure its expeditious completion.

(Para: 4.2.3)

The Committee expresses its dissatisfaction on this account and notes that more than 35% of the sanctioned posts are lying vacant to fill up the vacancies in Central Universities and other higher educational institutions. The Committee recommends that the Department should follow a pro active approach in monitoring the progress/ action being taken towards filling up of vacant posts, so that the situation shows visible improvement. The Committee also recommends that in respect of Institutions which are seen to be going slow towards filling up the vacancies, the reasons for the same be identified and efforts be made to resolve the bottlenecks. Also, if required Special recruitment drives be conducted.

(Para: 4.2.5)

#### **COUNCILS**

The Committee takes note of the submissions and recommends that the Department/ Council must coordinate to find solution to this alarming trend of declining admissions in the field of architecture. The Committee also recommends that necessary action by way of any amendment in the existing legislation/ regulations be examined so as to address the concerns expressed.

(Para: 4.3.3)

**The Committee, therefore, recommends the Ministry that schemes under ICHR should not face any resource crunch and more effective ways of implementing such schemes in close coordination with UGC, AICTE and other stakeholders should be chalked out and the Committee be apprised of the same. (Para: 4.3.4)**

**The Committee also recommends that a coordination mechanism for brainstorming between the Department and the various Councils be evolved so that regular interactions take place and the issues concerning the effective functioning of these Councils in pursuance of their mandated aims can be discussed and resolved. (Para: 4.3.5)**

#### **NATIONAL EDUCATION POLICY (NEP), 2020**

**The Committee is of the view that the Department must prepare a comprehensive blueprint outlining time bound action plan in each of the areas where the vision of the National Education Policy (NEP), 2020 impacts the higher education ecosystem so that the concerned stakeholders can focus on the line of action to be taken to translate the vision of the NEP into reality. (Para: 4.4)**