

Report and recommendations of the committee to evaluate perspective plans of non-agricultural universities in Maharashtra

1st February, 2018, Powai.

Revised on 29th April, 2018.

Background

This committee was constituted under Government Resolution (GR) number 486/17 issued on 9th October 2017 by the Higher and Technical Education department. The purpose of the committee was to (I) to analyse the annual plan of the universities, esp. the sites for new colleges and programs, and (II) evaluate the perspective plans of state level universities in the state of Maharashtra, examine if they adhere to the terms of reference laid down in the **Maharashtra Public University Act 2016** and the recommendations of the **Dr. Narendra Jadhav Committee**, and submit recommendations for plan preparation. Recommendations on Part I of the terms of reference have already been communicated. This report is on Part II.

The requirements and expectations of a university perspective plan are detailed out in item 107 of the Maharashtra Public University Act. The item states that *‘Such plan shall be prepared for the location of colleges and institutions of higher learning in a manner ensuring comprehensive equitable distribution of facilities for higher education having due regard, in particular, to the needs of unserved and under-developed areas within the jurisdiction of the university.....The University shall undertake the systematic field survey within the geographical jurisdiction of the University every five years regarding the requirements of the facilities of Higher Education, types of skills needed for the local industries, trade and commerce, aspirations of youth of the region, needs of socially and economically deprived youth like female students, backward and tribal communities and such other related factors.’*

Thus both Part I and Part II need to be addressed.

In Part II, the Act lays emphasis on two broad considerations-

- Adequate spread of colleges and equitable access in a given geography based on demography.
- Innovative curricula and research based on a study of regional socio-economic needs, industrial requirements and the creation of job opportunities.

The Dr. Narendra Jadhav Committee recommendations require three broad considerations for the preparation of the perspective plan. These are then subsequently detailed out. These three considerations are:

- **Knowledge.** The importance of R&D, policy, objectives, incentives and

measurements.

- Its utility in teaching and infrastructure.
- Its regional relevance.
- **Capabilities.** To equip each graduate with disciplinary as well as composite skills and capabilities to engage meaningfully with society.
 - Teacher as an agent of delivery of such capabilities. A focus on teacher training.
 - Rigorous and inter-disciplinary field-work and 2-3 case-studies relevant to course-work.
- **Equity and Social Needs.** Address rural-urban divide and social backwardness.
 - Stress on uniformly good quality, access and equity.
 - Address basic amenities, jobs and relevance.

The university perspective plan should take into account the above considerations.

The committee discussed the provisions under the Maharashtra Act and the Jadhav Committee recommendations, met with each university and understood the strengths, aspirations and difficulties faced by the universities. It also studied the perspective plans of the 11 non-agricultural state universities. This was done individually by committee members as well as on the consultation meeting of 31st October-1st November 2017. Based on this, it was realised that the perspective plans of universities are not comprehensive enough and do not conform to all the objectives and guidelines enshrined in the University Act and the Jadhav Committee recommendations. In light of this, the committee makes the following recommendations:

Recommendations

The conduct of Higher Education is one of the foremost tools by which a society may transform itself in a well-designed manner which addresses its aspirations and yet maintains a cultural continuity which is necessary. In this, the University has an important role, not only as a formal institution to conduct higher education, but also as the space for intellectual and cultural thought, to explore social meaning and aspirations, to develop core and collective values of sustainability and equity within society. Most modern contemporary societies which have progressed, have done so by achieving an alignment between the university and what it calls knowledge, and social needs.

The common citizen of India in general and of Maharashtra in particular faces many hardships – for example, frequent droughts, poor urban and rural amenities - and yet there is unemployment and aspirations which are not matched by real opportunities. This points to a failure of useful knowledge, a poor understanding of the social and technical nature of problems and inadequate mechanisms and professional opportunities to solve these. The state's universities have a very important role to play on all counts – an understanding of the

problems, provision of solutions and finally, a suitably trained manpower. The following recommendations are based on this key observation and the Dr. Narendra Jadhav Committee recommendations.

A. Objectives of the University.

A1. Knowledge - Excellence Through Relevance.

The University should function as the regional knowledge resource. It should be the site for analysis of regional problems, to bring national and international methods and ideas to have bearing on these problems and to aid their solution. This will mean

- To understand the region, its geography, economics, its cultural practices, and its social and technical needs.
- To develop up-to-date data on the above and also to develop and maintain linkages with regional agencies.
- To develop research frameworks and capabilities to address regional problems.
- To pursue an agenda of relevance and excellence through cutting-edge scientific research and innovation and suitable curricula.
- To develop new professions and practices to bring solutions and manpower for regional needs.

A2. Capabilities - Meaningful Engagement.

The graduate should be able to function in several roles within society, as a professional, a civil society agent, and as a life-long learner. More concretely, he/she should possess the following capabilities:

- The familiarity with the methods and ideas which have shaped his/her discipline. The ability to carry out key procedures in the field, in the laboratory, and also to be able to report these in a scientific manner.
- The ability to carry out key procedures as required and expected in a public, private or civil society enterprise, and as expected from the profession and the graduate.
- The ability to read and appreciate reports and new developments in his/her discipline and its linkages with other disciplines and with society.
- The ability to conceptualize tasks and inter-disciplinary projects which deliver social value, which are possibly related to his/her discipline and of use to society and to take these to completion.
- The ability to converse with people of different milieu and social standing. To understand the basic organization of society and its agencies, viz., the state, the market and civil society, and to appreciate the role of culture.
- The professional and technical skills and ability to work on regional problems and to apply his/her training to bring social benefits.

A3. The University as a Social Agent.

The university should be a leader of civil society and act as a cultural agency for social change for the betterment of the region and of society at large. This occupies a special place in the Jadhav Committee report. This will mean:

- To define its role in society through its research, its training and its policies for conduct of academics.
- To define suitable metrics for inclusion, coverage and quality and to implement them with due diligence.
- To create a platform for meeting of civil society and its members from all walks of life, from farmers and artisans, elected representatives, scientists and professionals, singers and artists, authors and thinkers, workers and bureaucrats and industrialists big and small.
- To bring a common understanding within society of the problems facing it and to work constructively to their solution.

B. Route Map.

A route-map to achieve the above broad objectives is given below. It has key steps. These are:

1. Reforming curricula and research frameworks, 2. Establishing development and regional linkages, 3. Re-organization of roles at the University level, 4. Developing a network of affiliated colleges.

B1. Reforming curricula and research frameworks

Each department of the university should develop a list of **for-credit case-studies, practice-areas and practice-based electives** for each academic programme. For example, a B.A. (Economics) case-study may be to evaluate the budget of a municipal corporation, and a B.Sc.(Botany) case-study may be to prepare the biodiversity register for a *gram panchayat*. The network of affiliated colleges and their faculty provide an important resource for generating these case studies and to refine them. A systematic collection in a given area will help in attracting research funding as well as support from state's agencies. A table listing out sample regional knowledge and practice areas (and case-studies) is given below.

Department	Regional Knowledge and Practice Areas
Botany, Chemistry	To prepare the biodiversity register for a gram panchayat. To assess biomass production in a forest area. To test condiments and food stuffs in a town and to prepare a report.

Electrical Engg.	Assessment and planning of rural grids, Energy audits for villages and towns, Pumps and motors, Household appliances and their manufacture, Renewable energy systems for households and small enterprises
Computer Sc. and IT	Public transport, Logistics of PDS, GIS and E-governance at the Zilla Parishad, Logistics of local railway network and bus stations
Mechanical Engg.	Assessment of Chulhas and cooking energy in a taluka, Pumps and irrigation energy, Small engineering enterprises, Solar thermal systems and their deployment
Economics	Analysis of city budgets, Assisting in the preparation and validation of the district economic survey
Sociology	Supporting GPs in access to development services, Monitoring PDS, Documenting customs and practices, Documenting linkages with environment, e.g., chulhas and wells

The regional case-study satisfies many of the items listed in the objectives of the university. It enables the university to develop knowledge about the region and to develop research areas. It provides the student with avenues for developing socially useful capabilities and skills of designing and undertaking a project. Finally, it enables the university to develop linkages with regional agencies and to host various dialogues on topics of regional interest.

The training to conduct case-studies will require the university to develop several courses in field-methods and people-based and participatory methods and also funding for resource persons. It will also require inter-disciplinary courses which introduces students to a holistic framework to understand their discipline and its linkages with other areas. Finally, it will require instructor skills which transcend the classroom.

There are many mechanisms needed to incorporate the above into the academic framework of the university. The first is to provide avenues in the curricula to work on live problems. The choice-based credit system provides one such tool for undergraduate students. This system has been used effectively by some universities to provide region-specific practice-based electives. The scope of such electives needs to be enlarged. Preparing faculty members, esp. from affiliated colleges, allowing extra-mural faculty members and resource persons are all important tasks.

Another important task is to establish linkages with regional agencies for funding and data. This is discussed below.

B2. Linkages with development sectors

There are two important constituencies here. One is the local small, medium and informal enterprises, and the other is the development agencies of the state and the district. The university should develop support mechanisms for both of these sectors of the society. These

could be in the form of case-studies above, or support through its laboratories etc., and also offering them a platform to state their problems.

Existing large industries are seen as the only source of jobs. The fact is that this is actually a small pool of jobs located largely in big cities. Support for small and informal sector, rural and agricultural industry through consultancy and technical services, is an important source of jobs. These could be assisting them in quality control, marketing, aggregation and collectivization, access to laboratories and so on.

Development sectors such as rural and urban amenities, irrigation, public transport, water conservation, etc. and development services such as PDS etc., require new knowledge and innovations. Linkages with these need to be systematically developed through MoUs with district collectorate, state departments and the district planning committee. Students need to be trained to function as development professionals, researchers, analysts, designers, innovators and consultants through inter-disciplinary, stake-holder driven field-work and case-studies. Avenues such as monitoring and evaluation of government schemes, consulting and solutions for NGOs, CSRs, government agencies, etc., should be established.

B3. Clear Mechanisms at universities

The above agenda requires a new mechanism that involves several entities within the university.

These are

- (i) University Departments and Centers as sites for new research of regional relevance.
- (ii) Board of Studies and its processes.
- (iii) Dean R&D's office and its regional research network.
- (iv) Regional Development Center (RDC). This is a **key institution** to be started under Dean R&D's office to liaison between affiliated colleges and state and district-level agencies, identify areas of interest and develop mechanisms for working with regional agencies.

There also needs to be positive interaction between the above entities.

University Departments are a key asset which needs to be strengthened. They provide linkages with regional needs on one side, and with faculty members of affiliated colleges on the other side. The various university departments should serve as the nodal coordinating agencies for all academic and research activities under its domain across all affiliated colleges. Training programs for affiliated colleges and joint regional research collaborations are ways by which this may be done. Moreover, the role of PG students in creating new knowledge is central and needs to be in line with the university's strategic objectives. The provisioning of laboratories, running expenditures and support staff needs special attention.

The BoS is an important institution for the university and must fulfill its role with promptness and alacrity. It is also a **key institution** for the proposed reforms. It needs to be oriented so

that (i) there is an overall balance between theory and practice, (ii) curriculum development is engagement-driven and inter-disciplinarity is supported, and (iii) there is academic space in the curriculum for affiliated colleges to innovate, e.g, in new electives or project-based engagements with society. It should also ensure that (iv) applied research in the departments is transmitted quickly to affiliated colleges, teacher and trainer resources located, and measurement of quality etc. is uniformly done. It should also design appropriate cross- and inter-disciplinary courses such as under CBCS for UGs and these topics for PGs. It should guide and support affiliated colleges in the offering of suitable developmental areas and projects and courses, either proposed by the university departments or affiliated colleges.

For this, the BoS should also spell out clear procedures for (i) measurement of the efficacy of existing courses and programs, (ii) its own departments or affiliated colleges to start new courses or programs. Much of this must be done in a time-bound manner.

The role of the Dean (R&D) is (i) to formulate and execute strategies for the university, and (ii) coordinate between BoS, the Departments and with society at large through various research and outreach programs. For (i), it needs to engage with regional stakeholders and identify important areas of research and agencies. For (ii), the RDC (as recommended by the Jadhav Committee) should be an agency of the Dean (R&D)'s office. The RDC should establish (a) linkages with district-level agencies for data and funding and liaison, (b) linkages with state agencies such as Ministries of Rural and Urban Development, RGSTC, Water Resources for liaison as well as problem areas, and (iii) develop a combined front for funding from national agencies such as DST, DeIT, DBT.

B4. Network of affiliated colleges.

Affiliated colleges are an asset for the university and their eyes and ears for problem areas and their hands for providing solutions. They are also a natural partner for its outreach, development objectives and research and also for providing a uniform access to high quality education for the region. For this purpose, the University should identify colleges which are performing well in training as well as research and strengthen these capabilities and to assign higher responsibilities such as location of **extension and development centers**. It should maintain and create a network of affiliated colleges in each important research and practice area. This should be done by holding regular meetings of students and faculty members engaged in specific research and practice areas and developing common funding mechanisms. The RDC may run its own courses or training programs for faculty members and document high quality reports and case-studies and to ensure that the collaborative mechanisms developed by the university are accessible to its affiliated colleges.

C. Other Recommendations.

C1. Measuring Outcomes

The university needs to have a system of measurement of outcomes of courses and programs and the quality of delivery at affiliated colleges. There needs to be a standard minimum template for reporting on access and quality.

C2. Collaborations

There should be linkages with professional universities such as Babasaheb Ambedkar Technological University, SNTU and SAUs. This may be done at the University Departments, affiliated colleges and Dean (R&D)'s office.

C3. Consultation

Each university should periodically engage in a consultation with all stake-holders such as teachers and students, regional development agencies, administrators, representatives of industry- both large and small, community leaders and professionals.

C4. The annual plan and sites and locations for new courses

The annual action plan should consist of two parts, (i) Sites and Location Plan. The traditional list of sites for colleges and programs should be supported by access and quality data in some standard formats. (ii) Strategic Plan. This should contain data on areas of research, outcomes of research, strengthening areas and liaisons, new mechanisms and partnerships.

D. Committee Recommendations and Policy Space

The above recommendations align closely with the provisions under the Maharashtra Public University Act, including sections 4.6 [objectives of university], 5.17 [powers and duties of university], 5.74 [powers and duties of university], 60 (I) [powers and duties of Board of Research], 77.1 [functions and duties of the Maharashtra State Commission for Higher Education and Development], and 107 [perspective plan]. They are also in agreement with the state's response to the Draft National Education Policy 2016.

Unnat Maharashtra Abhiyan (UMA)

In light of the above recommendations, it is important to mention the Unnat Maharashtra Abhiyan (UMA) framework for engineering colleges, currently being rolled out in 31 colleges through a set of enabling GRs (please www.ctara.iitb.ac.in/en/uma). It is a state government programme launched in consultation with CTARA, IIT-B. Its objectives include-

- Seeking alignment of curricula and research with regional development needs and training students for a future role as development professionals and researchers.
- Building skills and capabilities in students for inter-disciplinary, stake-holder driven field-work and case-studies.
- Providing a formal mechanism for local bodies (such as Zilla Parishads, Gram Panchayats, etc.) to access engineering colleges for their knowledge needs, and obtain funding and data for the same.

At the college level, UMA is operationalized through an inter-disciplinary cell called the Technology and Development Cell (T&DC). The cell develops various areas of expertise, documents case-studies, regulates interactions, organizes stake-holder meetings, provides continuity, manages data, meets research expenses and receives payments. IIT-B runs a T&DC which is called TDSC (Technology and Development Solutions Cell). Other UMA colleges have also set up similar cells.

Universities are recommended to study the UMA framework and to adopt it as a mechanism to achieve some of its objectives.

E. Perspective Plan Template and Workshop.

A template for the perspective plan is attached. This may be used as a guideline and aid to prepare the 5-year as well as the 1-year perspective plan. Finally, a **workshop** may be organized for universities for the preparation of the perspective plan so that best-practices emerge and cross-guidance may be given.

Name of the University

5-year Perspective Plan (2019-2024)

(Note: Please prepare the document as per the format and submit a printed copy with simple binding. Glossy print/booklet to be avoided.)

Please note that the various university departments should serve as the nodal coordinating agencies for all academic programmes, curriculum development, R&D efforts, industrial interactions, engagements with society etc. under its domain across all affiliated colleges.

1. Executive Summary

Note: Executive summary is expected to highlight the major points of the 5-year perspective plan. The purpose of the 'Executive Summary' is many fold, such as, (1) It provides the precise picture of the perspective plan for the MAHED to take decision, (2) Collection of the executive summaries of perspective plans of 11 (non-agricultural) universities becomes the perspective plan of the state of Maharashtra. The executive summary not to exceed 1 page.

2. Objectives

Note: The perspective plan is required to have objectives, which the University proposes to achieve at the end of the period of 5 years. These may be classified as A1, A2 and A3 as in the recommendations. The objectives need be set in a manner that quantitative/semi-quantitative understanding/evaluation of the achievements of the university is possible at the end of five years. Based on the short falls (if any) the next 5-year perspective plan can be developed. Some examples of broad objectives are as follows (this is not an exhaustive list):

2.1 Improvement in GER in a given region (applies to A1 and A3)

A. Please specify % increase that the university envisages to achieve in 5 years or year to year basis in 5 years.

<i>Name of district</i>	<i>Current GER in district</i>	<i>Target GER by 2024</i>
<i>District 1</i>		
<i>District 2</i>		
<i>District 3</i>		

2.2 Improvement in inclusivity (applies to A1 and A3)

A. Please specify % increase in the enrolment in the socially and regionally backward areas that the university envisages to achieve in 5 years or year to year basis in 5 years.

<i>Name of most backward area</i>	<i>Current GER in area</i>	<i>Target GER by 2024</i>
<i>Backward area 1</i>		

<i>Backward area 2</i>		
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<i>Name of most backward area</i>	<i>Current GER of females in area</i>	<i>Target GER of females by 2024</i>
<i>Backward area 1</i>		
<i>Backward area 2</i>		

<i>Name of most backward area</i>	<i>Current GER of SC in area</i>	<i>Target GER of SC by 2024</i>
<i>Backward area 1</i>		
<i>Backward area 2</i>		

<i>Name of most backward area</i>	<i>Current GER of ST in area</i>	<i>Target GER of ST by 2024</i>
<i>Backward area 1</i>		
<i>Backward area 2</i>		

2.3 Improving quality of education (applies to A1 and A3)

There should be a quantifiable statement, for example, if NAAC accreditation is taken as a measure of quality improvement in education, please state (a) how many colleges are proposed to be accredited and how many colleges are envisaged to get A grade. If there exist any other criteria to measure the quality of education, please include.

A. Number of colleges with NAAC accreditation

<i>Number of colleges affiliated to the university</i>	<i>In 2019</i>	<i>Proposed by 2024</i>

B. Number of colleges accredited with NAAC 'A' grade

<i>Number of affiliated colleges</i>	<i>In 2019</i>	<i>Proposed by 2024</i>

C. Number of technical programmes with NBA accreditation

<i>Number of technical programmes across all affiliated colleges</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

D. Number of technical programmes accredited with Tier I (WA) under NBA

<i>Number of technical programmes across all affiliated colleges</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

2.4 Developing R&D partnership with Industry (applies to A1, A2 and A3)

This objective concerns enhancing research and development, finding new applications for research done in the university, solving real world problems, increasing student's involvement and thereby employability, and also earning (in a long run) revenues through university-industry collaboration. This objective may be specified in terms of the number/type of industries the university would like to engage with, approximate number of projects, creation of IPRs, etc. etc.

A. Number and type of industries engaged with

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

B. Number of patents/IPRs

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

C. Number and details of existing agreements/MoUs/collaborations with industry (R&D centres set up on campus, student/faculty working on industrial projects, faculty consulting, etc)

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

2.5 Engagement with regional economic development and aspirations (applies to A1, A2 and A3)

This objective includes engagement with the local bodies, working towards enhancement of productivity and liveability of the local regions, R&D for utilization of local resources and value added products, local economics, special opportunities in the area such as tourism, providing knowledge platform for grass root innovations, in-depth analysis of social issues, plausible solutions and future directions, generating background information to help formulate developmental policies. This objective may be specified in terms of the case studies, R&D for local development (waste management, water resources, value added products etc) etc.

A. **Details of engagement** of department with local bodies (Zilla Parishads, Gram Panchayats, etc.) in the form of third party assessments/M&E of Jalyukt Shivar works, RWS schemes, other government schemes, GPDP preparation)

<i>Name of university department</i>	<i>In 2019 Agency and location</i>	<i>Sector of work</i>	<i>Outcomes</i>	<i>Envisaged by 2024</i>

B. **Details of reports and studies** on regional issues, on local resources (natural/human/cultural), its economic utilisation (SMEs, SHGs, tourism & hospitality, etc.) and engagement of the department with the above sectors (through R&D investment, provision of technical/business/knowledge support & solutions)

<i>Name of university department</i>	<i>In 2019 Title of study</i>	<i>Study details</i>	<i>Presented to agency, location and sector</i>	<i>Envisaged by 2024</i>

2.6 Development of skills and entrepreneurship (applies to A2 and A3)

This objective includes new initiatives in skill development, training in entrepreneurship, providing workplace experience to develop necessary skill sets in students, establishing designated centres for technology incubation and dissemination etc.

A. **Details of courses offered in skill development/entrepreneurship**

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

B. **Details of mandatory internships/in-plant trainings**

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

C. Details of centres of excellence/centres for technology dissemination and incubation/innovation centres

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

2.7 Making the university a cultural powerhouse in the region (applies to A3)

This objective includes new initiatives in liberal, fine and performing arts, studies in local culture/history/art forms, their preservation and enhance their economic viability.

A. Details of courses offered in liberal, fine and performing arts, tourism and hospitality

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

B. Details of centres set up for preservation/study/appreciation of local culture/history/art forms

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

C. Details of seminars/seminar-series/extra-mural activities offered in liberal, fine and performing arts, sciences and social sciences

<i>Name of university department</i>	<i>In 2019 Speaker and Title</i>	<i>Subject area</i>	<i>Location and details</i>	<i>Envisaged by 2024</i>

D. Details of student clubs/groups set up for practice/promotion of liberal, fine and performing arts

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

2.8 Academic leadership in national and global contexts (applies to A1)

This objective relates to the development and consolidation of a few specific subject areas (wherein the university already has demonstrated sufficiently high capability) which can bring leadership position to the university at national and international levels. The objective may also include the ambition of the university to be in the top of the university rankings arrived by the national and international ranking agencies.

A. Current rankings.

<i>Current national/international ranking</i>	<i>National/international ranking to be achieved by 2024</i>

B. Details of key regional knowledge and practice areas

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

Add more objectives (not covered above).

3. Rationale and Background data

Note: The objectives set forth in Section 2 are required to be based on data gathered and analysed scientifically. It is advisable to provide the data in separate Annexures pertaining to specific objectives. The inferences drawn from the data base are to be included in this section with reference to the relevant annexure. Some examples of annexures pertaining to the objectives 2.1 to 2.8 are provided (please see at the end of the document). Add more annexures if needed. The annexures must be prepared in a manner that they provide the information being sought after.

4. Proposed action plan

Note: Provide here the detailed action plan for 5 years to meet the objectives specified in Sec.1. It may be advisable to provide the year wise plan; i.e., plan for 1st year to 5th year

separately with due regards to continuity, connectivity and overlap pertaining to two successive years. Such a plan document will have several advantages; (a) The complete plan will be known to the authorities, (b) continuity, connectivity and overlap between the yearly plans can be understood quickly and (c) An elaborate yearly plan can be prepared based on this write-up. It is advisable to provide a PERT chart for 5 years. Items included in the proposed action plan will form the objectives of the yearly plan. The format for the yearly plan is provided separately.

Year 1 (2019-20):

(1)

(2)

(3)

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Year 2 (2020-21):

(1)

(2)

(3)

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Year 3 (2021-22):

(1)

(2)

(3)

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Year 4 (2022-23):

(1)

(2)

(3)

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Year 5 (2023-24):

(1)

(2)

(3)

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The PERT chart is to be included as a separate annexure.

5. Strategies and Modes of Implementation

Note: In order to implement the five-year plan, the university needs to develop strategies and identify most appropriate modes of implementation. This information may be provided under the following headings. Please include more headings/subheadings

5.1 New locations (applies to C4)

Provide here the strategies/mode of implementation in respect of new locations proposed in the perspective plan. Details to be given as annexure.

<p><i>New locations proposed by 2024-</i></p> <p><i>Rationale/justification-</i></p> <p><i>Strategies to boost enrolment-</i></p> <p><i>Other details of implementation-</i></p>
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5.2 New courses (applies to B1 and B2)

Provide here the details of proposed new courses, preparation of their syllabi, and other details of implementation. Details to be given as an annexure.

<p><i>Name of university department-</i></p> <p><i>New courses proposed by 2024-</i></p> <p><i>Rationale/justification-</i></p> <p><i>Strategies to boost enrolment-</i></p> <p><i>Other details of implementation-</i></p>

5.3 Modifying the existing courses to make them orient to the objectives (applies to B1 and B2)

This may include the courses which are proposed to be modified, the details of modifications, preparation of the syllabi and eventual implementation. Details in annexure.

<p><i>Name of university department-</i></p> <p><i>Course modifications proposed by 2024-</i></p> <p><i>Rationale/justification-</i></p> <p><i>Strategies to boost enrolment-</i></p> <p><i>Other details of implementation-</i></p>
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5.4 Train the trainers (applies to B1, B3 and B4)

Strategies to train the teachers, to train them to acquire new skills (which they can pass on to the students) and the way these aspects will be implemented. Details as annexure.

Strategies to train the teachers in regional knowledge and practice areas

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

5.5 Developing appropriate R&D culture (applies to B1, B2, B3 and B4)

Strategies to develop R&D culture that benefits local development, infrastructure and its utilization in teaching etc. Details as annexure.

Strategies to develop R&D culture in regional knowledge and practice areas

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

5.6 Development of niche research areas which bring national/international visibility (applies to B1, B2, B3 and B4)

Specific area(s) that university wants to develop aggressively, present status of these areas (in terms of R&D and teaching), current ranking nationally/internationally, resources/efforts needed to make these areas competitive at national/international levels.

Strategies to develop R&D culture in niche research areas

<i>Name of university department</i>	<i>In 2019</i>	<i>Envisaged by 2024</i>

5.7 Academic linkages and Reforms in academic administration (applies to B3, B4, C1 and C2)

Strategies such as e-governance, linkages and orientations of various departments, BOS, Academic council, linkages with affiliated colleges etc.

List of current and new activities to be initiated to improve outcomes-

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5.8 Linkages with local bodies (applies to B1, B2, B3, B4, C2 and C3)

(Gram Panchayat, DPC,.....)

5.9 Linkages with National/State level agencies (applies to B3, B4, C1 and C2)

Include here the specific linkages pertaining to the

5.9.1 RUSA

5.9.2 TEQIP

5.9.2 RGSTC

5.9.3 UGC/AICTE

5.9.4 DST/DBT/.....

5.9.5

5.9.6

5.9.7

6. Deliverables

Note: Include here list of specific deliverables that will be accrued in five years. The objectives specified in sec.1 are broad based objectives. Each of these objective may lead to more than one deliverable. Also a combination of two or more objectives may lead to additional deliverables and spin-offs.

<i>Name of university department</i>	<i>Objective from sec. 2</i>	<i>Deliverable</i>

7. Suggestions to help implement the plan

Note: The University may envisage issues/problems in implementation of the proposed plan. These problems and related suggestions to counter these problems may be listed here.

<i>Name of university department</i>	<i>Issues/Problems</i>	<i>Suggestions</i>

8. Approvals

Note: Include here the approvals (signatures of authorised signatories of various academic bodies) in a sequential manner. It is better to have these signatures on the perspective plan.

The perspective plan was discussed and approved.

Board of Studies

Signature of Authorised Signatory with date

Deans

Signature of Authorised Signatory with date

Academic Council

Signature of Authorised Signatory with date

Senate

Signature of Authorised Signatory with date

Management Council

Signature of Authorised Signatory with date

Annexure-1

Enrolment of students in university/colleges after passing 12th standard (Taluka level statistics)

Note: This data base is for the objective 1.1

Include here: *Statistics of last three years on (a) number of students (male/female) appeared for 12th standard examination, (b) number of students (male/female) passed, (c) number of students (male/female) admitted in various streams (science, commerce, arts, and engineering) against the (d) number of seats available. Prepare the tables in a manner that the gap areas can be immediately identified.*

Name of taluka	Number of students (male/female) that appeared	Number of students (male/female) that passed 12 th	Number of students (male/female) admitted in	Number of seats available across all streams
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	<i>for 12th standard examination</i>	<i>standard examination</i>	<i>various streams (science, commerce, arts, engineering)</i>	
<i>Taluka 1</i>				
<i>Taluka 2</i>				

Annexure-2

Regional imbalance (Rural-Urban Divide in accessibility of education)

Note: This data base is for the objective 1.2

Include here: *Enrolment Statistics of last three years that shows the regional imbalance (if any) within the jurisdiction of the university. Prepare the tables in a manner that the divide/gap areas can be immediately identified.*

<i>Name of taluka</i>	<i>GER</i>
<i>Taluka 1</i>	
<i>Taluka 2</i>	

Annexure-3

Statistics on NAAC accreditation

Note: This data base is for the objective 1.3

Include here: *Statistics of NAAC grades over the last three cycles. The data must provide details such as (1) growth in the number of accredited colleges (2) year to year basis improvement in NAAC grading, (3) number of colleges not undergone NAAC accreditation any time etc.*

<i>Number of colleges affiliated to the university</i>	<i>Number of colleges that have acquired NAAC accreditation in the last 3 cycles</i>	<i>Number of colleges that have not undergone NAAC accreditation any time</i>

Annexure-4

Economic Survey of the local regions (Urban-Rural divide in social and economic development)

Note: This data base is for the objectives 1.5 and 1.6

Include here: *Economic and employment indicators (Taluka level statistics)*

<i>Name of taluka</i>	<i>Per capita income</i>	<i>% of population below poverty line</i>	<i>Employment in organized sector</i>	<i>Employment in unorganized sector</i>	<i>Female labour participation rate (%)</i>	<i>Literacy rate</i>	<i>Female literacy rate</i>	<i>% of households with improved source of drinking water</i>	<i>% of households with electricity</i>	<i>Number of PHCs</i>

Annexure-5

Major Industries in the region

Note: This data base is for objective 1.4

Include here: *Industry types (Manufacturing: automobile, heavy machinery, textile, beverages etc. etc, Services: IT, hospitality, health, construction, etc. etc.), number of employees in each industry type, the growth expected in terms of additional employment per year in numbers, specialization (skill-set) needed for students to get job in the industry, R&D opportunities for university in each of these industries. Add statistics of industries which are expected to start in the region in coming 5 years.*

<i>Name of university department</i>	<i>Industry/Service type</i>	<i>Number of employees in each industry/service sector</i>	<i>Number of employees in each industry/service sector envisaged by 2024</i>	<i>Skills required for employment in each industry/service sector</i>	<i>R&D opportunities in each industry/service sector</i>	<i>New industries expected by 2024</i>

Annexure-6

Industry in the region (Micro Small Medium Enterprises)

Note: This data base is for objectives 1.4, 1.5 and 1.6

Include here: *Industry types, number of employees in each industry type, the growth expected in terms of additional employment per year in numbers, specialization (skill-set) needed for students to get job in the industry, R&D opportunities for university in each of*

these industries. Add statistics of industries which are expected to start in the region in coming 5 years.

<i>Name of university department</i>	<i>Industry/Service type</i>	<i>Number of employees in each industry/service sector</i>	<i>Number of employees in each industry/service sector envisaged by 2024</i>	<i>Skills required for employment in each industry/service sector</i>	<i>R&D opportunities in each industry/service sector</i>	<i>New industries expected by 2024</i>

Annexure-7

Industry in the region (Agro based)

Note: This data base is for objectives 1.4, 1.5 and 1.6

Include here: Industry types, number of employees in each industry type, the growth expected in terms of additional employment per year in numbers, specialization (skill-set) needed for students to get job in the industry, R&D opportunities for university in each of these industries. Add statistics of industries which are expected to start in the region in coming 5 years.

<i>Name of university department</i>	<i>Industry/Service type</i>	<i>Number of employees in each industry/service sector</i>	<i>Number of employees in each industry/service sector envisaged by 2024</i>	<i>Skills required for employment in each industry/service sector</i>	<i>R&D opportunities in each industry/service sector</i>	<i>New industries expected by 2024</i>

Annexure-8

Industry in the region (Craft, Handloom, Local products)

Note: This data base is for objectives 1.4, 1.5 and 1.6

Include here: Manufacturing in unorganized sector, number of employees in each industry type, the growth expected in terms of additional employment per year in numbers,

specialization (skill-set) needed for students to get job in the industry, R&D opportunities for university in each of these industries.

Name of university department	Industry/Service type	Number of employees in each industry/service sector	Number of employees in each industry/service sector envisaged by 2024	Skills required for employment in each industry/service sector	R&D opportunities in each industry/service sector	New industries expected by 2024

Annexure-9

Local resources (Agri produce, Minerals, Tourist spots etc.)

Note: This data base is for objectives 1.5 and 1.6

Include here: The availability of resources, whether the resources have been appropriately tapped by the existing manufacturing units, whether there exist additional/new opportunities to exploit the resources, skill-sets required for such exploitation, Assessment of employment/entrepreneurship generation, R&D opportunities for the university in these areas, etc.

Name of university department	Details of local resources	Details of utilisation of local resources by local SMEs/industries	Possible opportunities to tap resources by 2024 (setting up local manufacturing units, SHGs, etc)	Skills required for leveraging local resource base	R&D opportunities in this area	Employment/entrepreneurship generation through local resource tapping by 2024

Annexure-10

Opportunities in Fine arts, Performing arts, photography, Animation, Local arts

Note: This data base is for objectives 1.5, 1.6, 1.7

Include here: *The scope and sustainability of new courses in fine arts, performing arts, photography, animation etc, efficacy of studies in local culture/history/art forms*

<i>Name of university department</i>	<i>Current enrolment rates in courses offered in liberal, fine and performing arts, animation, photography, etc.</i>	<i>Placement details of graduates from these courses</i>

Name of the University

Yearly Plan (Year 20__-20__)

1. Executive Summary

Note: Executive summary is expected to highlight the major points of the 1-year perspective plan. The executive summary not to exceed 1 page.

2. Status of the action plan of the preceding yearly plans

Note: Provide here the achievements of the 1-year plan of the preceding years. The details may be provided in Annexure-1. Objectives not completed/partially completed will now for the part of objectives of the plan for the current year.

(If the 1-year plan pertains to the first year of the 5-year perspective plan, then declare 'NIL' against this section).

3. Action plan proposed for the current year in the 5-year perspective plan

4. Action plan set for the current year

Note: These objectives now include (a) carry forward objectives of the previous years and (b) objectives set for the current year in the 5-year perspective plan. Add in the bracket either 'carry forward' and 'new' against each objective listed here. If the newer objectives (b) need revision, please provide justification for the revision. If entirely new objectives are added, then provide justification for the same. The revised or new objectives must align with the 'broad objectives' specified in Sec.2 of the 5-year perspective plan. All justifications and the related background data may please be given in Annexures just as the Annexures included in the 5-year perspective plan.

5. Strategies and Modes of Implementation

Note: All the components described below may not apply to the plan for the current year

5.1 New locations

Provide here the strategies/mode of implementation in respect of new locations proposed in the perspective plan. Details to be given as annexure.

5.2 New courses

Provide here the details of proposed new courses, preparation of their syllabi, and other details of implementation. Details to be given as an annexure.

5.3 Modifying the existing courses to make them orient to the objectives

This may include the courses which are proposed to be modified, the details of modifications, preparation of the syllabi and eventual implementation. Details in annexure.

5.4 Train the trainers

Strategies to train the teachers, to train them to acquire new skills (which they can pass on to the students) and the way these aspects will be implemented. Details as annexure.

5.5 Developing appropriate R&D culture

Strategies to develop R&D culture that benefits local development, infrastructure and its utilization in teaching etc. Details as annexure.

5.6 Development of niche research areas which bring national/international visibility

Provide strategy to achieve this. Details as annexure.

5.7 Academic linkages and Reforms in academic administration

Strategies such as e-governance, linkages and orientations of various departments, BOS, Academic council, linkages with affiliated colleges etc.

5.8 Linkages with local bodies (Gram Panchayat, DPC,.....)

5.9 Linkages with National/State level agencies

Include here the specific linkages pertaining to the

5.9.1 RUSA

5.9.2 TEQUIP

5.9.2 RGSTC

5.9.3 UGC/AICTE

5.9.4 DST/DBT/.....

5.9.5

5.9.6

5.9.7

6. Deliverables

Note: Include here list of specific deliverables that will be accrued by implementation of the plan for the current year. .

7. Specific suggestions to help implement the plan

Note: The University may envisage issues/problems in implementation of the proposed plan. These problems and related suggestions to counter these problems may be listed here.

8. Approvals

Note: Include here the approvals (signatures of authorised signatories of various academic bodies) in a sequential manner.

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Signature of Authorised Signatory with date

Management Council

Signature of Authorised Signatory with date

Annexure-1

Achievements of the 1-year perspective plan of the earlier year

Include here: *Targets set, the % completion of each target, shortfalls, reasons for shortfalls, what efforts are needed to make up for the shortfalls etc.*

Add more annexures as per the requirement (see text for details)