State Higher Education Plan

Annexure I : State Plan Template

Executive Summary

On 1st April 1979 the Department of Education trifurcated into 3 (three) Directorates viz. Directorate of Higher Education, Directorate of School Education & Directorate of Social Welfare & Social Education. By the last part of 1989 the Directorate of Higher Education was again split and another Directorate namely Directorate of Youth Affairs & Sports was created. The State Department of Higher Education by its mandate looks after the maintenance and improvement of academic and related administrative standards of the entire higher education system of the State following closely the guidelines provided by the University Grants Commission or concerned apex bodies. Its routine activities mainly include inspection for approvals of new institutions such as General Degree Colleges, B.Ed. Colleges, Law Colleges etc., extension of affiliation of new subjects and workshops for NAAC.

All round development in 3 tier system of education (pre-school, School education in the primary/High/ Higher Secondary School level and Higher Education at College/University level) are interlinked and dependent on each other and the development planning would be made accordingly. In view of rapid change of Higher Education scenario in the country it has become necessary for the state to step forward at par with the national scenario and for that an Action Plan for the development of Higher Education in Tripura has been perceived.

The department, through various studies and reports helps the Ministry of Higher Education to undertake fresh policy initiatives. It also deliberates on critical policy matters affecting the institutions of higher learning by organizing meetings. One objective of the department is to monitor the quality of academics and related administration in all Government, State-aided and State-accredited institutions of higher learning.

➢ Tripura made substantial progress in the expansion of literacy and schooling in the 1990s and 2000s.

➢ In 2011, the literacy rate of persons above the age of 6 years was 87.22% in Tripura 74.04% in India.

➢ In Tripura expenditure on general education accounted for nearly half the total expenditure on social sectors.

➢ At constant price in 2011-12, the Gross State Domestic Product(GSDP) of the State was Rs. 15463/- Crore and it contributed 0.29% to the India GDP during that time of period. The GSDP grow at a CAGR of 8.67 % between 2006 and 2012 which was better

than the North eastern Region (7.5%) and that of the country(7.94%) as well. (Souce-AISHE Report, 2012).

SCHOOL EDUCATION : CATCHMENT AREA OF HIGHER EDUCATION

- ❖ Universalisation of ICDS-ensuring entry to the Pre-School / School Education.
- ❖ Sarva Shiksha Abiyan (SSA) envisages education to children in 6 - 14 age group.
- ❖ Number of successful students at class (10+2) level increased from 6,854 in 2000 to about 17,000(approx) in 2013.

GROWTH IN HIGHER EDUCATION

- ➢ During 2012, total enrolment of students in General Degree Colleges (GDC) was 29,000 against 1st year enrolment of about 13,000 and in 2013, total enrolment of students in General Degree Colleges (GDC) was 32,000 against 1st year enrolment of about 16,000 .
- ➢ During 2014 to 2017 growth of intake in General Degree Colleges anticipated at an average rate of 2,000 per year.
- ➢ At present, the 1st year enrollment capacity of GDCs is about 16,000.
- ➢ By 2017, it is expected to increase to 22,000 against total enrolment about 44,000 and by 2020 to 28,000 as against total enrolment of 56,000.
- ➢ With the establishment of 7 new colleges and augmentation of courses, capacity is likely to increase 18000 by 2014.

Initially an Action Plan was prepared for three years w.e.f. 2005. While preparing the Action Plan it was discussed with the Principals of the Colleges and implemented. New courses were introduced and intake of existing courses was enhanced as per the Action Plan with the approval of the Tripura University over a period of three years w.e.f. 2005 in different Colleges of Tripura. Thereafter, the said Action Plan for three years was extended for another period of two years i.e. upto 2009.

Now it has been felt necessary to formulate an Action Plan for development of higher education in the State for availing grants under RUSA covering a period of next three years i.e. from 2014 -2017 within 12th Plan period. With this end in view, a State Higher Education Council(SHEC) under the Chairmanship of the Hon'ble Minister, Higher Education, Tripura has been constituted. The SHEC discussed various aspects of the Action Plan and it was suggested to prepare an Action Plan for implementation of the perspective plan.

In meetings with the stakeholders of Higher Education, Tripura this issue was discussed in detail. The suggestions made in course of discussions have been acted upon for modification / incorporation in the Plan. This consolidated Plan is prepared by the Department for consideration of the MHRD(RUSA).

Chapter 1: Introduction

Mission:-

In the Higher Education System of the State at Institutional level the Department supports the Institutions for its development works like construction of new academic and administrative building, increasing space of class rooms and other ancillary component like auditorium, boys and girls common room, canteen, playground etc. The funds are flown for this purpose from the CSS funds like ACA/NLCPR/SPA/SCA etc. sources. During the last one decade there has been substantial progress in building up the physical infrastructure of the general as well as professional and technical degree colleges in the State. As far as the recurring expenditure of the colleges are concerned, these are met up from the normal budgetary allocation of the department provided to the colleges on quarterly basis.

However, there has been increasing growth of enrolment of the students during last few years hitting the need of further development of the institutions and increase of capacity in the colleges. Moreover, it makes the students ready for the present day job market by introducing computer/IT related courses, soft skill development side by side the general graduation degree courses so that with such dual qualification the students become more competent for facing the job interviews. The State Govt. is committed to the high standard of performance and development of institutional environment. Therefore, the department is emphasizing on the value based education and the courses which are relevant to the present scenario so that the students may find their way from different angles to place them in working sector of their choice and credibility.

So, in broader sense the mission of Higher Education in the State should be-

- To provide access to Higher Education with equity to all the eligible Category of the students and in particular to the weaker sections of the society irrespective of cast , creed and gender.
- To providing support to the existing institutions, establishing new institutions.
- To frame policies and programmes for strengthening research, innovations and encourage institutions – public or private – to engage in spreading knowledge.
- To promote quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring.

Keeping the above in view the following may be the mission in practical terms in implementing the above implications.

- Introduction of job oriented and skill development courses in different colleges.
- Introduction of semester system and allotment of 20% marks for continuous evaluation.
- Recruitment of qualified faculties.
- Teacher student ratio for classes should be 1:20. But at present, around 1:40 is followed.
- To initiate academic counseling in all Colleges before admission to help students for choosing proper subjects based on his/her interest.
- To introduce Online admission, online stipend disbursement of students in Colleges in addition/in replacement to the existing system.
- Colleges to have placement / Career Guidance Cell.
- All Polytechnics will be encouraged to start MHRD sponsored Community Polytechnic scheme for imparting skill development.
- Colleges and Institutions to be prepared so that they may obtain NAAC and NBA accreditation, as applicable.
- All Technical Institutes / Colleges proposed to be networked with Resource Institutions.
- To revamp faculty improvement programmes.

Vision :-

The vision of higher education is encouraging. It is accepted by all that the rate of return to investment in higher education is much smaller than that in other educational levels, because the opportunity cost for college students is much bigger than elementary and secondary students. Investment usually goes to where the highest rate of return are generated. Thus, higher education will be in the top priority of governmental and private investment.

The curriculum and instruction will be changed greatly. Because the new technologies make the learning and teaching more easily, the contents of some courses will be expanded, a considerable number of new courses will be generated, interdisciplinary courses and studies will be more possible, and students and teachers will contribute together to the development of curriculum.

Therefore, the vision of the Department is to develop human resources in the post secondary stage of education for strengthening the youth force to lead a decent life and build the nation in the days to come by exploiting the available resources.

Along with others, remarkable transformation of higher education landscape in the State over the last two decades has made it imperative to lay special emphasize on higher

education so that a conducive environment can be created for widespread access to low-cost high-quality higher education for students of all levels.

A well-planned expansion and a student-centric learning-driven model of education is not only expected to better its enrolment numbers but sure to dramatically enhance its learning outcomes.

To be precise, the long run vision of higher education department of the State are:
- To strengthen the existing educational institutions and set up new institutions for meeting the requirement of higher education of entire population of the State.
- To lay emphasis on promotion of vocational and technical education.
- To review, modify and augment existing courses suitably as per prevailing and upcoming demands.
- To ensure quality of education by providing required physical infrastructure, posting of competent teachers and other facilities.
- To promote and support interested private sector having expertise for setting up of educational institution.
- To provide required financial and other supports to the students belonging to Scheduled Casts, Scheduled Tribes, Minority, other backward classes and with disability for ensuring social inclusion.
- To provide low-cost high-quality higher education.
- To increase Gross Enrolment Ratio (GER) in the state at an accelerating rate.

Goals:

In the broadest sense, the goals of Higher Education are identical with those of all education: the development of an inform, responsible citizenry and he preparation of every boy and girls for a personally satisfying and socially useful career. If we are to achieve these goals, if we are to capitalize to the maximum the intellectual resources of our youth, it is time for us to take a fresh look at our preset educational structure and philosophy. The following may be the achievable goals of higher education in the State.

- Enrolment in 1st Year General Degree courses during last few years in the range of 10000 to 16000, But, it comes down to about 6000 in 3rd year.
- Therefore, review is necessary how to increase the no. of pass outs.
- Facilitate Tripura students pursuing higher education outside for availing education and greater employability.
- Encourage private sector investment in higher education.
- Augment existing facilities of higher education in Govt. sector.
- Promote technology based learning and market oriented courses in GDCs
- Emphasis on Spoken English, Soft Skill, Kokborok in GDCs.
- In Colleges having Science stream, the laboratories to be well equipped.

- The Libraries should be well equipped; IT enabled services as well as photocopying facilities should be promoted. Inter-lending facilities between the College libraries to be also promoted.
- Safe drinking water facilities, clean premises and lavatories to be maintained properly.
- Proper medical check-up and medical insurance system need to be developed.
- Well-equipped gymnasiums and playgrounds to be developed with sports facilities.
- Hygienic and cheap food catering services in College canteens to be encouraged.
- Colleges to have proper boundaries and proper security system.
- Dedicated electricity lines so that teaching and laboratory work do not suffer.
- Afforestation and botanical gardens and other environmental concerns to be developed.
- Sufficient furniture, like tables, almirahs etc. in a personalized space to be made available for the teachers.
- At present, there are 661 posts of Asstt. Professors, out of which 551 nos are occupied. Rest to be recruited.
- About 298 Post Graduate teachers are also available in the College.
- For introduction of new and old courses, the instant requirement is to be met up by engagement of Guest / visiting lecturers.
- Presently infrastructure being developed through ACA/SPA/SCA/CSS and NLCPR funds by which enrolment capacity likely to be enhanced to 22,000 by the end of this plan period.
- For additional capacity building of another 6,000 in next years, additional fund involvement would be required.
- To introduce new courses in old and new Colleges more no. of posts of Asstt. Professors need to be created with respective annual cost involvement.

Chapter 2: Background

Demographic profile:

The Registrar General of India has released the final population figures for Census-2011.The population of Tripura for 2011 was 36,73,917, out of which 18,74,376 males and 17,99,541 females. The data of Census-2011 shows that Tripura ranks eighteenth in terms of density of population at all India level. Among the north-eastern states, Tripura remained the second highest populous State after Assam. The population density of Tripura in 2011 was 350 persons per sq. km., which means that 45 more people live in a sq. km. area in the State then they lived a decade ago. The population density for all India in 2011 was 324. The Census- 2011 data reveals that the sex ratio was 960 as against 948 (per 1000 males) in 2001. This is a positive improvement in sex ratio in the State and it rose from 945 (per 1000 males) in 1991 to 948 (per 1000 males) in 2001 and further to 960 in 2011.

Literacy:

The literacy and education are reasonably good indicators of development in a society. The literacy rate for Tripura in 2011 works out to 87.22 percent for the population seven years and above against 73.20 percent in 2001 and 60.44 percent in 1991. The corresponding figures in 2011 for males and females were 91.5 percent and 82.7. percent, respectively.

At the State level, gap in male-female ratio in the State has been reduced to 8.8 percent in 2011 as against 17.01 percent in 2001. Tripura has achieved a high level of literacy at all India level and ranked fourth among the States after Kerala, Mizoram and Goa in 2011. As per recent study conducted by the Indian Statistical Institute (ISI), Kolkata the literacy rate stands at 95.16 percent in 2013. The ISI, Kolkata has also appreciated the present level of literacy including the women literacy in the State.

Higher Education Profile:-

GENERAL PROFILE:-

- No. of Universities: 2 – {One Central (Tripura University) & one private (ICFAI)} (Recognised by UGC).

- No. of General Degree Colleges: 22 (15 nos. recognised by UGC U/S 2(f)/12(b).
- No. of Technical Colleges: 2 {one NIT, Agartala, One Engineering College (Tripura Institute of Technology),
- Polytechnic :- 4 (one each at Dhalai District, Gomati District, One Polytechnic at Tripura Institute of Technology & one Women's Polytechnic Institute, Approved by AICTE).
- No. of Professional Colleges: 4 (one Law College, one IASE, one Art & Crafts College & one Music College).
- No. of Private Colleges: 3 (Bhavan's College of Science & Technology & B. Ed. College, Holy Cross College).
- No. of Faculty members (Asstt. Prof & above) in General Degree Colleges-511 out of 661 posts. 150 posts are vacant.
- No. of Faculty members in Technical Institutes-**81. Vacant posts-55**.
- No. of Principals in General Degree Colleges (22 nos)- 15, Vacant-7.

AT A GLANCE:-

General Education :

University	-	2
General Degree Colleges	-	22
Institute of Advanced Studies in Education	-	1
Govt. Law College	-	1
SDM Govt. Music College	-	1

Technical Education:

NIT, Agartala (erstwhile Tripura Engineering College)	-	1
Tripura Institute of Technology, Narsingarh	-	1
Women's Polytechnic, Hapania	-	1
Polytechnic Institutes	-	3
Govt. College of Art & Craft	-	1
Board of Joint Entrance Examination	-	1

Art & Culture:

Govt. Museum	-	1
State Archives	-	1
Bir Chandra State Central Library	-	1
Libraries at the District, Sub-Division & Block	-	24

Sports & Youth Affairs : NCC Units

37 Schools   11 Colleges

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                    1 State NSS Cell
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    22 Colleges                      196 Schools
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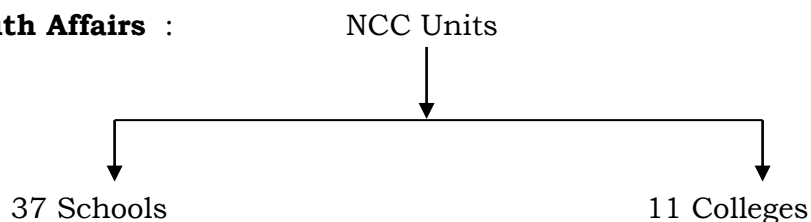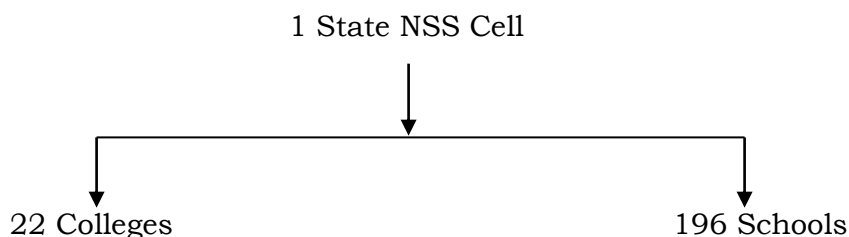
BUDGET AT A GLANCE 2013-14(R.E.)

EDUCATION (HIGHER) DEPARTMENT

Divisible Pool (PLAN):

(Rs. *in lakhs)*

Salary	Non-Salary			Cap. A/C	**Total**
	Others	Stipend	Elec. Charges		
72.41	1452.33	110.00	20.00	-	**1654.74**

Non-Divisible Pool (PLAN):

(Rs. *in lakhs)*

ACA	NLCPR	CSS	SPA	SCA	TFC	NEC	**TOTAL**
-	970.67	1341.84	3269.24	351.78	2941.63	290.00	**9165.16**

GRAND TOTAL UNDER PLAN HEAD (A + B):- Rs.10819.90 lakhs

Non-Plan Budget for 2013-14:-

(Rs. *in lakhs)*

Salary	Others	Elec. Charges	**Total**
9675.48	415.00	115.00	**10205.48**

GRAND TOTAL UNDER PLAN AND NON-PLAN HEAD:- Rs.21025.38 lakhs.

Private sector plan:-

The State has a well defined strategy of entertaining private entrepreneurs in higher education sector by formulating its policy. There is an officers level committee called investment facilitation committee (IFC) headed by the Chief Secretary of the

State. The private entrepreneurs of higher education are welcomed to submit their project proposal in a specific format which is examined by the Department and placed before the IFC. The IFC decides the matter as per merit and if found in order it is placed before the Cabinet Sub-committee for final decision. At present the State Govt. encouraging Engineering and Professional Courses in the State for the private entrepreneurs which have limited existence and huge demand in the State. So, it appears that there is a defined strategy for entertaining private players in the State. In Higher Education sector, in the near future more private institutions are expected to be set up Institutions of both in general and technical education sectors. The concerned department is extending its co operation for creating a conducive atmosphere for setting up of more such institutions and also keeping close vigil so that nothing unwanted happens in the name of providing education and the institutions abide by the stipulated regulations framed by the State.

SWOT Analysis:-

STRENGTH

- Vast catchment area.
- High literacy rate of the State.
- Increase in no. of General Degree Colleges where enrolment is enhancing.
- Increasing trend in GER.
- Success of Sarba Shiksha Abhiyan.
- Increase of no of Technical institutions.
- Developed distance learning education system though IGNOU and Tripura University Study Centres in Colleges.
- Well functioning NCC and NSS in the Colleges.

WEAKNESSES

- Low per capita GSDP
- About 70% of the total landed area of the State is covered by forest leaving least space/ area for setting up of new Institutions in the State.
- One-third tribal people of the State with less enrolment in higher education.
- Less no. of industries to generate employment.
- High rate of unemployment.
- Less number of NAAC accredited institutions.
- Not having any State University.

- Low intake capacity in the colleges located at State capital where demand of enrolment is more.
- Lack of adequate qualified faculties in colleges- particularly in technical and professional colleges.
- Lack of adequate faculty development mechanism.
- Less no of technical and support staff.
- Migration of higher secondary pass-out students to other states of the country
- Not having strong E-Governance system in higher education.
- No PG Course in any college.
- Most of the colleges are not having grounds for out-door games

OPPORTUNITIES

- Look east policy.
- No of industries are increasing in the State.
- Ambience for establishment of more new industries has been created.
- Demand for qualified graduates are increasing.

THREAT

- Availability of *competent* faculty(NET/SLET Qualified) is meager.
- Continuous need to revise the course content and high redundancy rate of the available technology.
- Lack of job opportunity for the middle caliber students.

Strategic plan on the basis of SWOT analysis.

- No of Smart classes to be increased.
- Need based planning and development of research facility is required.
- Augmentation of *Quality Assurance systems* in technical education.
- No of technical and non-technical support staff to be increased.
- Planned faculty development, technical and support staff development and training are needed to be implemented.
- Creation of Modern Teaching Ambience.
- Infrastructure Development.
- NAAC accreditation of all the Colleges.
- Transition to a learner-centered paradigm shift of higher education.
- Scaling up R&D and Collaborative Research work.

Academic Information:-

Type	No. of Universities
Central University	01
State University	01
Private University	01
Other degree awarding institution declared by University	00
Deemed University	01
Other	00
Total	03

Type	No. of Colleges
Government funded	26
Government aided	00
Private unaided	02
Autonomous	00
Other	00
Total	28

Type	No. of Colleges
Autonomous colleges	00
Affiliated colleges	28
Other	00
Total	28

Accreditation of Universities

Agency	Status	Score Range	No of Institutions
Not accredited	Not accredited	-	2
NAAC	Accredited and revalidated after 2007	A	0
		B	0
		C	0
		D	0
	Accredited but not revalidated after 2007 Accredited	A	0
		B	0
		C	0
		D	0
State Accreditation Authority	Accredited	A	0
		B	0
		C	0
		D	0

Accreditation of Colleges

Agency	Status	Score Range	No of

			Institutions
Not accredited	Not accredited	-	18
NAAC	Accredited and revalidated after 2007	A	
		B	2
		C	0
		D	0
	Accredited but not revalidated after 2007 Accredited	A	0
		B	2
		C	1
		D	0
State Accreditation Authority	Accredited	A	0
		B	0
		C	0
		D	0

Faculty Status (Regular/On-Contract Faculty as on March 31st, 2014)

Faculty Rank	No. of sanctioned post	Present Status : Number in position by Higher qualification												Total	Total	Total
		Doctorial Degree				Masters Degree				Bachelor Degree						
		Engineering		Others		Engineering		Others		Engineering		Others				
		R	C	R	C	R	C	R	C	R	C	R	C			
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*			
Prof	14	1	0	0	0	0	0	0	0	0	0	0	0			
Assistant Prof	729	1	0	125	0	22	0	250	0	38	0	3	0			
Associate Prof	21	0	0	39	0	0	0	84	0	0	0	0	0			
Lecturer	43	0	0	0	0	7	0	0	0	25	0	0	0			
PGT(Post Graduate Teacher)	310	0	11	0	0	0	0	274	0	0	0	0	0			
Total	**1117**	5	11	164	0	29	0	608	0	63	0	3	0			

R= Regular , C = Contract

Chapter 3: Analysis of past performance

Summary :- Upto 1972, there was least scope of higher education in the State. The scope of higher education was restricted to setting up of some General, few professional degree colleges and one Engineering College and one Polytechnic Institute. With the necessity of creation of scope for the Sub Division level students, some General Colleges were set up in some uncovered Sub-Divisions upto the year 1998. But, the momentum of higher education has taken a leap in the last decade when no. of General Degree Colleges rose up to a great extent. In the year 2012, 6(six) new General Degree Colleges were started functioning which is a great momentum in higher education expansion in the State. Besides, one College has been set up in Tripura Tribal Area Autonomous District Council area to serve the need of the rural tribal youths. Side by side, three new polytechnics one exclusively meant for women have also came up.

Detailed Analysis:- There was commitment of the Govt. to expand higher education in the State. The details of development of higher education in past years dividing into different era are as follows:-

STATUS OF DEVELOPMENT OF HIGHER EDUCATION IN TRIPURA UPTO 1972.

➢ The development of Higher education in Tripura started in the reign of the then Maharaja Bir Bikram Kishore Manikya Bahadur with the establishment of Maharaja Bir Bikram College (MBB College) in the year 1947. Besides, the Bir Chandra Library and some other educational establishments, Ramkrishna Mahavidyalaya, Kailasahar (1950), Ramthakur College(1960s), Belonia College(1964) in South Tripura District, BirBikram Evening College(1969) also came up during that period. For the female students, a Women's College had been set up Agartala in the year 1964.

➢ The scope of technical education started in Tripura with setting up of the Polytechnic Institution at Narsingarh in the year 1958 The scope for study in Degree Engineering was widened with setting up of the Tripura Engineering College in the year 1965 (now converted into NIT, Agartala in 2006). Development of professional education was also given due importance by the Govt. and accordingly the Tripura Govt. Music College, B.Ed College and College of Physical Education had been set up during 1960s.

STATUS OF DEVELOPMENT OF HIGHER EDUCATION IN TRIPURA UPTO 1978

➢ In the year 1976, a Post Graduate Centre of Calcutta University was set up in the premises of present BB Memorial College campus which created scope for doing Masters Degree in the State under Calcutta University.

- Besides, in order to develop Art & Culture in the State a College of Art & Craft had been established in the State in the year 1976.

STATUS OF DEVELOPMENT OF HIGHER EDUCATION IN TRIPURA UPTO 1998

- Upto the year 1998, Colleges were set up in different Sub-Divisions of Tripura so that students hailing from other Sub-Divisions could get scope to study at their respective Sub-Divisions. Accordingly, Colleges were set up at Udaipur, Sonamura, Khowai, Sabroom, Amarpur, Fatikray, Kamalpur and Dharmanagar Sub-Divisions.

- In order to accommodate huge number of UG students from the Colleges Tripura University was established in the year 1987 under an Act of the State (now converted into a Central University).

- To import teachers training in the State as lot of teachers employed in the Schools were untrained. College of Teachers Education was set up which was later on upgraded into B.Ed College and thereafter into the Institute of Advance Studies in Education (IASE), where scope for doing teacher's training courses (both in-service and fresh) was created along with P.G. A Govt. Law College had been set up in the State in the year 1987 where a lot of students get scope to study and good number of them practice as lawyer in different Courts.

STATUS OF DEVELOPMENT OF HIGHER EDUCATION IN TRIPURA FROM 2004 TO 2014

The last decade from 2004 to 2014 is a period of development in the history of Tripura. During the period, following are the greatest achievements-

- Conversion of Polytechnic Institute, Narsingarh into Tripura Institute of Technology, in 2007 having scope for both diploma and degree Engineering programme.

- Setting up of one Polytechnic Institute exclusively for women at Hapania, Gomti and Dhalai Districts and General Degree College at Khumulwng and remote place like Gandacherra have been set up.

- In the private sector Bhavan's College of Science & Technology, Bhawan's B.Ed College and the ICFAI University, Tripura, Holy Cross College.

- The total enrolment of students in General Degree Colleges has increased from 16,806 to 33,000(approx).

- Scope of studying Engineering Degree course has also been enhanced from 250 intake to 800(approx).

- Setting up of six new General Degree Colleges in the following places namely, Mohanpur, Bishalgarh, Shantirbazar, Longtharai Valley, Kanchanpur, Teliamura, Gandacherra.

- Under CSS Scheme there Polytechnics have been set up at Fulkumari, Udaipur, Ambassa, Dhalai, Bagbassa, Udaipur. Additional funding is ensured under thirteenth Finance

Commission for Bagabassa and Ambassa apart from setting up another Polytechnic at Khumulwng.

During 12th Plan period, there was plan to set up 3 new polytechnics under MHRD scheme, one CTE, one State University in the State. Out of which, one polytechnic is operationalised from last year. For another Polytechnic, approval of AICTE has been obtained and will be started from 2014 academic session. Construction of one more polytechnic is in progress in TTAADC area which is expected to be started from 2015-16 academic session. Last year there was plan to start a new State university in the State which could not be done due to incomplete construction work of the building and other obvious reasons. However, effort is on to start the new University in coming year. There is plan for setting up of two more polytechnics and two new CTEs in the newly created Districts of Tripura during the 12th Plan period.

Chapter 4:   Preparation of the State Plan

Methodology : Planning can be defined as "a process of taking decisions for future actions in order to achieve pre-determined objectives by optimum utilization of available resources in a limited time frame". Thus a pre-condition for planning is the existence of certain objectives which need to be achieved and constraints in this respect are time and resources. Here resources include all the three types of resources namely physical (or material), financial and human resources. It is said that we plan because we have limited resources and we have to achieve our objectives within the constraint of these limited resources.

However, if we consider the methodology of planning for education it may be made clear that the methodology or the steps involved in planning remain the same whether plans are formulated at higher level or at the lower level. In order plan for education there are certain steps that are involved. These are as follows.

·   Analysis of the present situation.
·   Fixing targets.
·   Taking up Strategies and Activities
·   Preparation of budget.
·   Implementation and Monitoring
·   Negotiations, Appraisal and Approval

Analysis of the present situation:-
In planning for education the diagnosis exercise may focus on various factors. These may be related to factors pertaining to inputs to the education system; factors pertaining to the functioning of the system and factors pertaining to the efficiency and outcomes of the educational process. While considering the inputs important elements to be considered include provisions of facilities and infra-structure, enrollment, teachers etc. As far as functioning of the system is concerned the elements to be taken into account include administration of education at the system level, managing the educational process at the institutional and classroom level. For analyzing the quality and outcomes of the education system the efficiency of education and the pass percentage and graduation rate etc. are important.

Fixing targets:-

Targets are translation of objectives in clearly defined quantitative terms. What the plan intends to achieve during the plan period when specified in quantitative terms is known as target. Targets are statements which state clearly and unambiguously what is to be achieved and are in measurable terms and have definite time frame. In order to develop education plan the targets may be set for access, enrolment, retention and achievement level of children. This may not only help to see the progress of implementation of the plan on year to year basis but may also facilitate in reviewing the implementation strategies and perhaps revising the targets for the coming years.

The gender and social disparities in the field of education are common features in developing countries. These disparities may be in enrolment, retention or even in achievement also. One of the important objectives in the education plan will be to reduce these disparities

Taking up Strategies and Activities

After setting the targets the next step in planning is to evolve strategies to achieve the targets and therefore evolving intervention strategies to achieve the targets is another important aspect of plan formulation. The effort may be to highlight the interventions that will help to overcome the problems and constraints identified in the plan so as to ensure that the targets set are achieved.

Translating the strategies into programmes and activities is the next step in the plan formulation. It is to be kept in view that a specific intervention strategy may require a number of programmes to make it operational and effective.

Next step in plan formulation is the sequencing and phasing of these activities and the tasks. It may be noted that some activities / tasks can be undertaken only in a sequential manner whereas some activities/tasks can be started simultaneously. For example, construction of college building and recruitment of teachers are the activities which can be undertaken simultaneously.

Preparation of budget:

An important step in the plan formulation exercise is the costing and estimation of financial requirements to implement the plan. Translating the physical inputs into financial requirements is essential for funding purpose. All the activities and tasks identified, which have financial implication, are to be assessed properly and budgeted adequately.

While estimating the financial requirements for the Education Plan the recurring costs estimation may be on items such as salaries, training, maintenance of building, equipment, furniture, infrastructure, travel costs; stationary and consumables,

contingencies, rents etc. Similarly the non-recurring cost estimation may be on items such as: construction of college building, additional classrooms, toilets, compound wall, equipments, furniture; infrastructure; vehicle etc. The aggregation of costs of all the activities and tasks under various strategies will give the total financial requirements of the plan.

Implementation and Monitoring

One of the important stages in planning exercise is detailing out the implementation plan. A plan document is incomplete if it does not contain detailed plan for implementation of the programmes and projects that the plan contains. It thereby means that planning for implementation should be inbuilt in the plan document. A failure in the achievement of plan targets in the education sector is generally attributed to the lack of detailed planning for implementation.

Scheduling forms an important exercise in planning for implementation. Scheduling refers to the process of converting an educational plan into an operating time table which establishes start and completion time of all the activities of the programme/plan.

Negotiations, Appraisal and Approval

The plans developed are draft plans till they are discussed and finally approved by the approving authorities. Since resources are to be allocated for implementation of plan, the negotiation process is very important. Many proposals in the plan may require financial allocation from the higher authorities. Hence the plan may become final only when they are discussed and finally approved by the authorities by approving budget and allocating funds as per requirements.

Negotiation is a process by which one can bargain for more resources. If the proposals made in the plan document are justified and the planning team is able to convince the authorities it is very likely that they may get more resources.

Stakeholder Consultation

To build a strong diagnosis, all key stakeholders are required to be consulted at various steps of the process so that there is agreement on the key issues, the main determining factors and the tentative conclusions. Is there evidence that data on the needs of all the stakeholders but especially those from outside of the organization were sought and used in the planning process.

While working on a strategic plan, policy development, or creating a new program, consulting with key stakeholders is an important factor in achieving ultimate success. Here

are some benefits of reaching out to stakeholders through surveys, one-on-one meetings and multi-stakeholder consultations.

- **Quality input leads to quality decision-making.** A broader perspective reduces "group think", helps to challenge traditional thinking, and sparks creativity in problem solving.

- **Greater stakeholder satisfaction with the final planning product** comes from their involvement in shaping it.

- **The chances of successful implementation increase** as more stakeholders feel committed to the plan or project's goals and take ownership of the plan's design.

- **Good governance, transparency and open communication** are served when Boards communicate and receive feedback from stakeholders, instead of being guided by personal agendas.

Nothing beats regular two-way communication, but focussed consultation with stakeholders is appropriate for gathering data as a prelude to planning and in strategy and objective setting stages. One-on-one meetings are an excellent way to build personal relationships while gathering data. It's important to set expectations with participants on how the information will be used and the range of other people to be consulted, so no one is disappointed if all of their ideas are not reflected. It is to be made sure the information gathered is accessible to the larger decision-making group.

Keeping the above in view, all the College principals and Coordinator/Nodal officers of RUSA have been consulted in a phase manner and their views were taken in formulating the RUSA plan document. They have also submitted their Institutional Development Plan(IDP) to the State Council for formulating consolidated RUSA State Plan document.

Chapter 5: Five-year Perspective Plan

Current score on norms, score set for current year and target set for end of the 5 years plan.

Current score on norms:-

In last few years, the State has made giant strides in the field of higher education. The scope of study in science/engineering courses has increased manifold. A good number of new institutions have come up, which include National Institute of Technology (NIT), Tripura Institute of Technology (TIT), two Medical Colleges, Fishery College, Agriculture College, Veterinary College, Women's Polytechnic Institute, two Polytechnics. Further growth of institutions would require lot of planning to make provision for additional infrastructure including additional faculty & support staff to achieve the target of quality education. A State Higher Education Council has been constituted under the Chairmanship of the Hon'ble Minister of Higher Education, Tripura including academicians to guide the formulation of the Plan. To prepare the Plan, the views of the stakeholders i.e. Principals of Colleges/Coordinator/Nodal Officer, RUSA were taken in meetings. As decided in the review meeting, Principals furnished their institutional development Plans for their Colleges. It was subsequently decided to formulate the State Plan. Accordingly, the action plan is prepared.

Score set for current year.

Provision for creation of additional infrastructure to accommodate additional 2,000 students this year in all the existing General Degree Colleges has been ensured by setting up 6 (six) nos. of General Degree Colleges in 2012. In the private sector, Techno India Group has for set up an Engineering College near Agartala. AICTE team has visited the College for approval from 2014-15. Besides, some private entrepreneurs are also approaching the State Govt. for setting up Teachers Training and Technical Colleges in the State for which State Govt. after proper examination would take necessary step.

Action will be taken to enrich the collection of State Museum. Besides, galleries on manuscripts & inscriptions; coins; paintings of traditional art forms; folklore are being developed.

In order to strengthen the Directorate for looking after technical, professional Colleges and also General Colleges in order to look into the separate matters one new post of Joint Director has been created and filled up and one post of Deputy Director has also been created and being filled up. There are two more posts of Deputy Director under process of filling up through PSC.

Target set for end of the 5 years plan.

By the end of 2017, the Department of Higher Education would be able to provide enrolment of 22,000 students of the State in its General Degree Colleges under Higher Education.

By the year 2016-17, it is anticipated for the enrolment of students of 36,000 students. Whereas, the Department is in a position to provide infrastructure for 32,000 students by 2014, hence additional infrastructure for 4000 students would be required to be created by the year 2017. It has been experienced over the years that more than the capacity that have in the colleges at Agartala students get enrolled, as a result the main objective of higher studies is to some extent frustrated. To reduce rush of students in the colleges of Agartala the actual capacity in terms of space, infrastructure and faculties would be calculated to provide actual number of student's admission in the colleges particularly at Agartala.

Therefore, it is planned to introduce new subjects and increase of seat capacity in the existing Colleges as follows:-

Year wise target (Institution wise) for next 3(three) Financial years of the plan period :-

ACTION PLAN FOR INTRODUCTION / AUGMENTATION OF COURSES IN NEW COLLEGES DURING 2014-15

Name of the college	New subject	Existing strength	Addl. Strength	Addl. faculty		Addl. need
				Full time	PGT / Guest	
GDC, Bishalgarh	Physics(P)		10	1	1	2
	Chemistry(P)		10	1	1	2
	Math(P)		10	1	1	2
	Total:-	**0**	**30**	**3**	**3**	**6**
GDC, Kanchanpur	Botany(P)		10	1	1	2
	Zoology(P)		10	1	1	2
	Physiology(P)		10	1	1	2
	Total:-	**0**	**30**	**3**	**3**	**6**
GDC, Mohanpur	Physics(P)		10	1	1	2
	Chemistry(P)		10	1	1	2
	Math(P)		10	1	1	2
	Commerce(P)		10	1	1	2

			Total:-	0	40	4	4	8

Name of the college	New subject			Existing strength	Addl. Strength	Addl. faculty		Addl. need
GDC, L.T. Valley	Spoken English				30	1	0	1
	Kokborok				30	1	0	1
			Total:-	0	60	2	0	2

GDC, Santirbazar	Spoken English				30	1	0	1
	DCA				10	1	1	2
	Commerce				10	2	0	2
			Total:-	0	50	4	1	5

GDC, Teliamura	Spoken English				30	1	0	1
	DCA				10	1	1	2
			Total:-	0	40	2	1	3

CTE, North Tripura	B.Ed				30	10	3	13
	T.Ed.				100	10	3	13
			Total:-	0	130	20	6	26

	Total 2014-15 :-	0	380	38	18	56

ACTION PLAN FOR INTRODUCTION / AUGMENTATION OF COURSES IN NEW COLLEGES DURING 2015-16

Name of the college	New subject	Existing strength	Addl. Strength	Addl. faculty		Addl. need
				Full time	PTCT / Guest	
GDC, Bishalgarh	Spoken English		10	1	0	1
	DCA		10	1	1	2
	Total:-	0	20	2	1	3

GDC, Kanchanpur	Spoken English		10	1	0	1
	DCA		10	1	1	2
	Total:-	0	20	2	1	3

GDC, Mohanpur	Spoken English		10	1	0	1
	DCA		10	1	1	2
	Total:-	0	20	2	1	3

GDC, L.T. Valley	Botany(P)		10	2	0	2
	Zoology(P)		10	2	0	2
	Physiology(P)		10	2	0	2

				Addl. faculty		
	Total:-	0	30	6	0	6

GDC, Santirbazar	BCA		10	1	0	1
	BBA		10	1	1	2
	Total:-	0	20	2	1	3

GDC, Teliamura	Physics(P)		10	2	0	2
	Chemistry(P)		10	2	0	2
	Math(P)		10	2	0	2
	Total:-	0	30	6	0	6

GDC, Gandacherra	English(P)		40	2	0	2
	Bengali(P)		40	2	0	2
	History(P)		40	2	0	2
	Pol. Sc(P)		40	2	0	2
	Education(P)		40	2	0	2
	Total:	**0**	**200**	**10**	**0**	**10**

	Total 2015-16 :-	**0**	**340**	**30**	**4**	**34**

ACTION PLAN FOR INTRODUCTION / AUGMENTATION OF COURSES IN NEW COLLEGES DURING 2016-17

Name of the college	New subject	Existing strength	Addl. Strength	Addl. faculty		Addl. Need
				Full time	PTCT / Guest	

GDC, Bishalgarh	Botany(P)		10	2	0	2
	Zoology(P)		10	2	0	2
	Physiology(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, Kanchanpur	Physics(P)		10	2	0	2
	Chemistry(P)		10	2	0	2
	Maths(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, Mohanpur	Botany(P)		10	2	0	2
	Zoology(P)		10	2	0	2
	Physiology(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, L.T. Valley	Physics(P)		10	2	0	2
	Chemistry(P)		10	2	0	2

	Maths(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, Santirbazar	Physics(P)		10	2	0	2
	Chemistry(P)		10	2	0	2
	Math(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, Teliamura	Botany(P)		10	2	0	2
	Zoology(P)		10	2	0	2
	Physiology(P)		10	2	0	2
	Total:-	**0**	**30**	**6**	**0**	**6**

GDC, Gandacherra	English(H)		40	2	0	2
	Bengali(H)		40	2	0	2
	History(H)		40	2	0	2
	Pol. Sc(H)		40	2	0	2
	Education(H)		40	2	0	2
	Total:	**0**	**200**	**10**	**0**	**10**

Total 2016-17:-	**0**	**380**	**46**	**0**	**46**

The colleges have submitted 12th Plan scheme for obtaining fund for academic activities through UGC. It is expected to receive grants from UGC on the fields where RUSA cannot be covered.

To promote Science education in colleges a well devised Action Plan has been taken to build up infrastructure in each college under funding from ACA/NLCPR. More classrooms, laboratories etc. are required alongwith faculties. Adequate fund to be made available for procurement of books, chemicals and laboratory equipments.

It is observed that growth of students' enrolment in Science streams in Colleges is very nominal in comparison with Engineering / Technology courses. At the Diploma level, setting up two new Polytechnics in two new uncovered Districts are required to some extent fulfill the demand of aspiring students studying various courses and passing Madhyamik within their Districts.

Required facilities for the Law College, College of Arts, Music College, Institute for Advance Studies in Education (B.Ed. College) need to be provided.

In the next part, setting up of new Degree Colleges in the other sub-divisions, which have not been covered and substantial up-gradation of facilities in the degree colleges may be

taken up. Private promoter could also be encouraged for setting up B.Ed College, Professional College etc.

For empowering Tripura in emerging areas of science and technology, it is important for the dept. to seriously pursue the path of knowledge and innovation management. For this purpose

     i.   Two new Polytechnics would be set up in Unakoti and Khowai Districts (newly created Districts) under Govt. of India Scheme, MHRD is already proposed for the same.

    ii.   In phases the Polytechnics of North Tripura and South Tripura district would be elevated into a Degree level Engineering College to offer both Diploma and Degree together like TIT, Narsingarh.

Teachers' Training Programme - To meet up the mandatory provision of teachers' training programme in the School Education, it has been projected to set up two College of Teachers' Education at Khowai and South Tripura Districts(newly created Districts).

There is proposal for the introduction of integrated degree course in Music in Govt. Music College. Further development in the area of Art & Music would be tangible since huge buildings for both the colleges have come up.

It is being projected to accommodate 350 students of LL.B. (70 x 5 yrs) and LL.M. for 50 students and converting the existing Law College into a National Law University like NUJS in the newly built up college building. The main objective of this initiative is to provide all round facilities for the improvement of quality in the field of professional education.

Considering the present day trend of increasing growth of technical education, due importance should be given to go at par with all India scenario. Introduction of various professional courses should be encouraged in degree colleges and these will be regulated by self-financing system to be operated by the Society on no loss no profit basis. As of now permission has been given to six new Degree Colleges to run BCC/CCC courses in self-financing mode through NIELIT.

Physical infrastructure required in the General Degree Colleges need to be made based on the master plans.

To accommodate further enrolment of students in the next three years as perceived, the ongoing works having provision for vertical expansion may be taken up under NLCPR scheme along with a few additions in some Colleges in phases. Besides the construction of new colleges along with additional construction in some colleges, which have not been covered under NLCPR, have been projected for horizontal expansion under funding from SPA/SCA.

To set up New Centres of excellence :

     a.   Centre for Design - This centre may deal with modern machine Design, Structural design other Engineering design etc.

     b.   Centre for Communication and Bioinformatics - This centre would concentrate on emerging areas of communication technology and developing IT based activities for bioscience, bioengineering and biotechnology.

     c.   Centre for Energy and Environment Management - This centre would deal with energy resources in state, use of biomass for energy and the effect of energy sources in environment.

     d.   Science and Technology Entrepreneur Park.

    iii.   New academic and Administrative Block will be constructed for TIT (3rd phase) to run both Degree and Diploma Program smoothly.

    iv.   Provide equipments, furniture, and fittings etc. for the Colleges, maintain suitable libraries, laboratories, and/or workshops and conduct and carry on training, experiments and research;

    v.   Demand driven new branches (in both UG/PG) with social and market relevancy to be inducted in both TIT and Women's Polytechnic in phase manner.

Further number of teachers required has been assessed based on subjects and students strength   proposed for expansion, which will have to be revised as per decision to add new courses in different colleges. Apart from the existing teachers strength created for the existing courses (661   posts), further posts are required to be created additionally if new courses for Pass and Honours (both under-graduate & post-graduate) to be introduced covering all the old and new Colleges for the benefit of new enrolment of 11,000 students. Besides, new post of faculties would be additionally required to man new courses and enhancement of enrolment in new and old institutions under Technical Education.

Academic Reforms:-

Syllabi and curriculum are to be reviewed and updated in every three to five years course with a view to incorporating the new topics and changes by the University for its affiliated Colleges. It should be flexible and student friendly.

Other than traditional Degree Courses, new subjects would be opened so that students can compete in the competition. Subjects like Biotechnology, Tourism, Hotel Management, Financial Mathematics, Geology, Anthropology, Agri-Engineering and many more can be thought of. Medium of instruction for degree honours courses and professional courses should be English but option should also be made for mother tongue those willing.

In all technical courses, medium of instruction is already in English. This will enhance the capability of the students.

All Colleges should have regular Principals and regular faculties with UGC scales of pay. It is to be ensured that all faculties are present in their institutions as per UGC prescribed time schedule.

Overcrowded classroom jeopardizes the teaching–learning activities and downgrade the quality. So teacher-students ratio should be 1:20.

First admission of the students in the Colleges may be made on-line. That will increase the working days of the Colleges.

Every College should have an active Placement Assistance Cell / Recruitment Cell. This will help the students to apply for recruitment / appointment in various sectors both Government and Non-Government.

All Colleges should take initiative for NAAC / NBA /ISO accreditation.

In the next 8 years time permanent library would be set up under each and every RD Block.

The Archives will be developed as a center of research and knowledge by collection of copies of rare and valuable documents pertaining to Indian administration, history, freedom movement etc. Action will be taken to collect microfilm rolls on Indian history & freedom movement from different Archives of the country.

<u>ADDITIONAL INFRASTRUCTURE IN THE COLLEGES</u> (year wise)

Name of college	Year	Project	Measurement in sqr mtr	Project cost
1	*2*	*3*	*4*	*5*
Ramthakur College	2015	Academic Building (NLCPR) expansion of 2nd & 3rd floor	500 x 2 = 1000 sqm	25000000
DDMC, Khowai	2015	Academic Building (NLCPR) expansion of 2nd & 3rd floor	500 x 2 = 1000 sqm	25000000
GDC-Kamalpur	2015	Academic Building (NLCPR) expansion of 2nd & 3rd floor	1350 x 2 = 2700 sqm	67500000
MBB College (To upgrade as State University)	2015	VC, Registrar's Resdt, PHC, Indoor Stadium, Guest House, Parking Place	1350 x 4 = 5400 sqm	135000000
MBB College (Technology PG Block)	2017	Academic Building (G+3) (NLCPR)	1350 x 3 = 4050 sqm	101250000
BBM College	2017	Academic Building (G+2) (NLCPR)	1350 x 3 = 4050 sqm	101250000

Name of college	Year	Project	Measurement in sqr mtr	Project cost
GDC-Khumulwng	2017	Academic Building (NLCPR) expansion of 2nd & 3rd floor	500 x 2 = 1000 sqm	25000000
TIT	2017	Academic Building (NLCPR) (3rd phase)	1350 x 3 = 4050 sqm	101250000
NSM, Udaipur	2017	Academic Building (NLCPR) expansion of 2 floors (2nd phase)	1350 x 2 = 2700 sqm	67500000
Women's College, Dharmanagar	2017	Academic Building (NLCPR)	1350 x 3 = 4050 sqm	101250000
Law University (PG Courses)	2017	Academic & Admn Building (NLCPR)	500 x 3 = 1500 sqm	37500000
			Total NLCPR :-	78.75Crore

ADDITIONAL INFRASTRUCTURE IN THE COLLEGES (year wise)

Name of college	Year	Project	Measurement in sqr mtr	Project cost
1	2	3	4	5
MBB College, Agartala (Management Block)	*2015*	New Academic Building (TFC)	1350 x 3 = 4050 sqm	101250000
GDC-Gandachara	*2015*	New Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
CTE, Khowai	2016	Academic Building (SPA / SCA)	1350 x 3 = 4050 sqm	101250000
CTE, Santirbazar	2016	Academic Building (SPA / SCA)	1350 x 3 = 4050 sqm	101250000
Polytechnic, Sepahijala	2016	Academic Building (SPA / SCA)	1350 x 3 = 4050 sqm	101250000
Polytechnic, South	2017	Academic Building (SPA / SCA)	1350 x 3 = 4050 sqm	101250000
GDC-Mohanpur	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
GDC-Bishalgarh	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
GDC-Kanchanpur	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
GDC-Teliamura	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
GDC-Santirbazar	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000

GDC-Longtrai Valley	2017	Academic Building (SPA / SCA)	500 x 2 = 1000 sqm	25000000
			Total ACA :-	**15.00 Crore**

GRAND TOTAL (NLCPR + TFC+SPA /SCA) :-	**Rs.93.75 Crore**

Revisions in the targets that the SHEC deems necessary:-

For mid-term appraisal of the Perspective Plan by Council for Higher Education would be done to advise the action plan for its further modification, if required.

State's assessment of its progress against the five-year plan targets

For the present, Higher Education Department has been able to create suitable accommodation by providing infrastructure as well as faculties for approximately 16000 students in General Degree Colleges and 2900 students in technical and professional Colleges.

Master Plan for all the Degree colleges has been prepared by PWD. To meet up the requirement of space for increasing intake of students in next 3 years a scheme for infrastructure development of 15 degree colleges an amount of Rs. 48.00 crores has sanctioned under NLCPR is at final stage of completion. Besides setting up of 6 degree colleges alongwith providing academic / administrative facilities in many of those colleges have been taken up under SCA/SPA. These apart construction of new academic building (degree) at TIT, Narsingarh(1st phase) at a cost of Rs.10.00 crores have been completed and 2nd phase construction has started, construction of new Institute of Advance Studies in Education (IASE) at a cost of Rs.973.00 lakhs and setting up of CTE in North Tripura at Kumarghat at a cost of Rs.1875.00 lakhs have been completed and put to use under NLCPR.

A comprehensive database subject-wise, institution-wise and State-wise has been prepared on various institutions of Higher Education, in other States of the country as well as abroad. Background of the institution, importance of the course, job prospect on completion of the course, financial implication, procedure for admission, affiliation of All India Council for Technical Education (AICTE) and University Grants Commission (UGC) and other relevant details would be indicated in the database. Experiences of students of the State, studying in the institute and job prospect may also be added to the database in due course. The database has been hoisted in the website for facilitating information dissemination. Such a database for Colleges will be of considerable help to the students in taking the right decision and avoiding problems on account of fake institutions, wrong information. Most of the colleges are also having their own website.

For the present, out of 22 General Degree Colleges, 11 colleges have been providing Sc. Education either Bio Sc. or physical science and some cases both. In the area of technical education, present facilities allow to enroll 670 students per year in four Polytechnics at the Diploma level and 240 students per year at the Degree level courses in T.I.T. At present, covering all the Boards, approximately 4,000 students pass out in the science stream of H.S.(+2) stage Exam. Out of that, 2,500 students opt for engineering / professional courses both in and outside the State through Joint Entrance Exam / personal means. Remaining 1,500 students opt for studying Science or other degree courses in General Degree Colleges.

Polytechnic Institute, Narsingarh has been converted into Tripura Institute of Technology introducing Degree besides Diploma programme. Initially four branches had been opened with an intake of 60 in each totaling to 240. For the development of infrastructure a comprehensive plan has been taken to create facilities in TIT for administrative and academic purposes for the existing as well as new Degree programme in phased manner.

In Women's Polytechnic, Computer Science has been introduced from 2007-08 and now total intake has been increased to 145 in four branches. It is being examined to find out the feasibility of other courses, which can be opened to strengthen the existing Polytechnic under GOI's proposal.

Tripura Engineering College has been converted into NIT from 2006. Now it has total intake of about 1000 seats in nine branches. Half of the total seats are made available for the students of Tripura through AIEEE Exams. Reservation Policy of State Govt. is also adopted for State quota.

ICFAI University has been operating three engineering branches and also willing for further expansion. They have also started MBA as a regular programme.

The Present arrangement of Technical and Professional Education in the State are as follows :-

Name of the instt. /university/ deptt.	Year of establishment /induction of courses	Intake capacity per year with nos. of branches		
		Diploma Engg.	BE / B.Tech	ME / M.Tech
Tripura Institute of Technology (erstwhile Polytechnic Institute)	1958	220	240	
Women's Polytechnic	2003	145		
NIT , Agartala (erstwhile Tripura Engg. College)	2005 / 1965	-	800(approx)	270 (approx)
ICFAI University	2002		240	
Tripura University	2004			48

For the present there are 24 public libraries and one State Central Library in the State headed by Birchandra State Central Library as its Head Office. Over the last 5 years construction of 7 public library buildings has been made including those of Dist. Level library buildings at Udaipur and Kailashahar. Books for the public libraries are mainly provided from the grant of RRRLF.

As pragmatic step taken by the govt. Birchandra State Central Library has been shifting from the U.K. Academy complex to set up the full-fledged State Central Library in the old Secretariat building making provision of network facilities through cyber cafe, separate reference and reading facilities, children section, women section, career guidance etc. Besides, setting up of Block / Rural Level Libraries have been contemplated in Kumarghat, Boxanagar, Chhailengta, Jirania, Teliamura, Bishalgarh, Kadamtala etc.

Tripura Govt. Museum has been shifted to the Ujjayanta Palace after the Legislative Assembly is shifted to the new location. The Museum has been given the shape like a full-fledged State Museum with all the facilities available in Museums in other part of the country. The State Archives has also been shifted to the Royal Palace.

Course corrections and major strategies adopted to achieve the plan targets:

- To ensure admission of all the aspirant students passing out HS(+2) for admission in Degree Colleges of the State.
- Promoting private entrepreneurs for setting up of institution in the State, and
- Augmenting the existing facilities in the Govt. sector for imparting higher education.
- To ensure quality education and to check discontinuation of studies in 2nd year and 3rd year classes it is necessary to evolve a mechanism in each College to find out the reasons for such discontinuation of courses by students and as far as practicable assistance to be provided.
- To fill up all the vacant teaching and non teaching posts and creation of new posts where necessary.
- To ensure further study for the graduates, one State University needs to be set up.

Chapter 6: Snapshot of the Annual Plan

Priority Arears :-

Establishment of new Institutions:-

- ✓ Establishment of a State University –To provide better education facilities and for effective administrative as well as academic control, it has become necessary to set up a State University.

    MBB College has got roughly about 67 acres of land. Presently, it has got accommodation for about 3000 students to defray classes for both theoretical and practical combined. There are two separate blocks for both Science and Arts at present. Besides, two new academic and one administrative building with a total floor space of 5400 sq. mtr. have been constructed under funding of TFC to cover extra intake of post graduate level students with all basic requirement for the development of Arts block, Science block and one more Management block and Auditorium are in progress. It is further to be added that one Central Library has already been constructed and put to use. By 2015, a State University at MBB College may start functioning with MBB College as its constituent College with have affiliating nature side by side. The Deptt. has already started action in this regard. Necessary funding from RUSA would be required under the specific component to start the university.

- ✓ Setting up of two new Polytechnics : Two new Polytechnic Institutes would be established in the uncovered Districts of Khowai and Unakoti Districts to meet the future demand for technical education in State.

- ✓ Setting up of two new CTEs : Two new College of Teacher Education would be established in the uncovered Districts of Khowai and South Tripura Districts to meet the future demand for trained teachers as per norms of NCTE in State.

- ✓ English Medium Science and modern subject College – Considering student's interest for modern Science, Commerce and humanities subjects one English medium College need be set up by utilizing the infrastructure of Agartala Central Jail, which has been shifted to Bishalgarh. Only on merit basis, students may be admitted in the College. Adequate research facilities may be provided in that college.

- ✓ National Level Institutes - Govt. of India has been approached to set up IIIT and in the State. As Govt. of India by this time has taken decision to set up a few more IITs and IIM in the country, the Deptt. of Higher Education shall exert all efforts to set up an Indian Institute of Information Technology in the State, because such institution has not yet been considered by Govt. of India for the

North-Eastern States. To set up those institutions state Govt. shall provide required quantity of land. As regards conditional share of the state govt. 10% grant required for the total scheme would be considered by the state govt.

- ✓ Upgradation of the Law College –A building for the accommodation of 400 students strength i.e. 350 under Graduate and 50 for Post Graduate level courses has been built up to cater the need of increase of intake of LLB and side by side starting LLM course. The intake of students would be easily available from the passouts of under graduate courses and there is a vigorous demand for the LLM degree in any part of the country. Students from this academy may fetch professional assignment elsewhere.

- ✓ Academic Staff college – As of now most of the college teachers undertake orientation training program / refresher courses in different universities/ institutes outside the State. Training of the teachers to equip with the method of teaching as per national level it is essential that teachers are provided frequently training programs. Setting up of an academic staff college in the State may reduce absence of teachers in bulk from the colleges / institutes. To set up the college under funding from UGC would be explored.

Academic & Administrative Plan of development:-

- ✓ Introduction of new subjects, augmentation of intake capacity in the existing College:

- ✓ As per above an Action Plan has been taken to introduce new job oriented and having market potentiality subjects in the existing Degree Colleges for which additional faculties and infrastructure would be required. Due to inadequacy of fund of the Ste Govt., funding is required from RUSA on the scheme of Infrastructure Development of existing Colleges. For that a comprehensive fund requirement has been projected to RUSA.

- ✓ State Council for Higher Education – In the matter of regular introduction of new courses in the Colleges commensuration with the Universities vis-à-vis determining their market demand matching the feasibility in the State's perspective, a State Council for Higher Education has been set up to accelerate proper direction to the expansion of academic programme. The experts of the Council would regularly examine the present-day trend, the facilities in terms of faculties and infrastructure available in the colleges as well as in the state at large and the additional requirement to be met up from outside towards introduction of new courses in regular intervals. Based on the advice of the Council the Department of Higher & Technical Education shall take appropriate action in appropriate time to implement the annual action

plan on new subjects. Adequate funding is required under Preparatory grants for the Council as it is now in its nascent stage and need to be revamped.

Strategy:-

- o To strengthen the existing educational institutions and set up new institutions for meeting the requirement of Higher Education of entire population of the State.
- o To lay emphasis on promotion of vocational and technical education.
- o To review, modify and augment existing courses suitably as per prevailing and upcoming demands.
- o To ensure quality of education by providing required physical infrastructure, posting of competent teachers and other facilities.
- o To promote and support interested private sector, having expertise, for setting up educational institute.
- o To provide required financial and other supports to the students belonging to Scheduled Castes, Scheduled Tribes, Minorities, other backward classes and with disability for ensuring social inclusion.
- o Set up colleges in those Sub-Divisions, which do not have one but require a college based on the aspiring students strength.
- o Extension of technical education and Polytechnic Institutes in a phased manner.
- o Provide more scope for studies in Mathematics, Science and other modern subjects in colleges.
- o Strengthening and expansion of infrastructure of all educational institutions from primary to college levels.
- o Extend scope of availability of technical education and set up different technical institutes with provision for studying modern subjects under Public Private Partnership (PPP) pattern.
- o Interlink educational curricula with teaching system and training of teachers.
- o Make the training relevant to present day needs, orientation and reorientation of training on a continuous process.

Sources of funds :

	Source	Fund expected
1.	Rashtriya Uchcha Sjiksha Abhiyan	Rs.233.32 Crores.
2.	Grants from State Higher Education Department	Rs.7.54 Crore.(Divisible Pool)
3.	Grants from other State Departments	
4.	Grants from Central Departments	Rs.93.75 Crore (Physical Infrastructure)

5	Raised from private sector, institutions, foundations and organizations	
6	Resources raised by higher education institutions from internal sources like student fees, examination fees etc.	
	Total	

Major targets and financial outlays:

Component.	Number / target	Financial Outlay
New Universities		
Up gradation of existing autonomous colleges to Universities	01	Rs.51.74 Crore. (Detail concept paper is at Annexure-1)
Conversion of colleges to Cluster Universities		
Infrastructure grants to Universities		
New Model Colleges (General)	04	**Rs.42.80 Crore (Already approved by PAB for 3 Colleges)**
Up gradation of existing degree colleges to model colleges		
New Colleges (Professional)		Rs.39.72 Crore (Detail concept paper is at Annexure-2)
Infrastructure grants to colleges	25	25 X Rs. 200 lakhs= Rs.50.00 Crore (Detail concept paper is at Annexure-3)
Research, innovation and quality improvement	25	Rs. 3.63 Crore (Detail concept paper is at Annexure-4)
Equity initiatives	25	Rs.40,000/- X 25=0.10 Crore(Detail concept paper is at Annexure-5)
Faculty improvements	25	Rs. 3.76 Crore (Detail concept paper is at Annexure-6)
Research Universities		
Vocationalisation of Higher Education	1	Rs.0.10 Crore for Community College.
Support to Polytechnics (new Polytechnics in uncovered Districts)	2	Rs.12.3 X 2=Rs.24.60 Crore (Concept paper at Annexure-7)
Leadership Development of Educational Administrators	25	Rs.0.5 Crore.
Institutional restructuring & reforms	25	Rs. 3.47 Crore (Detail concept paper is at Annexure-8)
Capacity building & preparation, Data collection & planning		
Management information System		
Total		**Rs. 220.19 Crore**

Outcome and Output Targets

Outcome	Output	Indicator	Unit	2014-15	2015-16	2016-17
Greater investment in higher education	Increase in resource allocation at State Level	Increase in investment as a % of GSDP	%	0.80	0.90	1.0
	Increase in resource allocation at State Level	Increase in investment as a % of GSDP	%			
Higher GER	Number of HEIs	Creation of new Universities	Number			
		Creation of new Colleges	Number		02	02
		Upgradation of College to Universities	Number		01	
		Upgradation of colleges	Number			
	Enrolments	Number	Thousands	18000	20000	22000
	GER	Higher GER	%	13.6	15	17

Outcome	Output	Indicator	Unit	2014-15	2015-16	2016-17
Better transition	Increased number of students from secondary to higher education	Increased number	Thousands	18000	20000	22000
		Higher percentage	%	11	11	11
Better employability	Vocationalisation	Greater pool of trained manpower	Number in lakhs			
	Polytechnics	New polytechnics	Number		01	01
		Upgradation of polytechnics	Number			
Better equity	SC	Increased GER for these categories	%	11	12	13
	ST		%	7.0	8.0	9.0
	Women		%	8.0	9.0	10.0
Quality Gains	Faculty (ratio)	Improved student Teacher Ratio	Ratio	1:35	1:30	1:20
	Academic Reforms	CBCS	% of institutions covered			
		Semester system	% of institutions covered	100%	100%	100%

Category	Item	Description	Metric			
Autonomy	Autonomous colleges to universities	Number of institutions covered			01	
	Colleges to cluster university	Number of institutions covered				
Accreditation	More institutions of higher quality	% of institutions covered	50%	80%	100%	
Better research yields	PhDs	Increase in number produced	Number of Ph Ds per year	3	5	7
	M Phils	Increase in number produced	Number of M.Phils per year			
	Investment	Percentage of GSDP spent on R&D	%	1	1.5	2

Prerequisites: Essential commitments from the State

S.No	Item	State's Commitment (Yes/No)
1.	**Does the State agree to :** Set specific targets and policy goals for higher education and agree about size and shape	**Yes**
2.	Share the project cost of the Government funded and aided institutions with MHRD in the applicable ratio (10:90; 35:65)	Yes, 10:90
3.	Scale up to and maintain prescribed levels of funding to higher education as a % of State Gross Domestic Product	Yes
4.	Create the State Higher Education Council according to the suggestion made under RUSA	Done.
5.	Create a State Accreditation Agency	No
6.	Establish "State Project Directorate" (SPD) located in State Directorate of Higher Education / the department responsible for Higher Education with adequate staff and maintain the staffing with	Yes. In future. Now, work will be looked into by Directorate of Higher Education.
7.	Fill up vacant faculty positions	Yes
8.	Implement all the affiliation reforms mentioned under RUSA	Yes
9.	Implement all the sectoral governance reforms mentioned under RUSA	Yes
10.	Create and submit the State Higher Education Plan according to prescribed guidelines	Yes
11.	Implement the Project according to the Project Implementations Plan	Yes

S. No	Indicator			
12	Ensure implementation of both academic and non-academic reforms by all institutions.	Yes
13.	Discontinue funding to any state beyond the second year of the Project, if the state fails neglects project implementation	Yes
14.	Adopt a Block Grant pattern for and release of at least the non-salary non-plan component of grants to the project institutions.	Yes
15.	Comply with the Disclosure Management Framework	Yes

Current level and targets for the next year

S. No	Indicator	Weightage	Present Rating	Target Rating	Present score	Target score
1.	Governance Index- 17%					
1.1	% of Universities with more than 100 affiliated colleges	6.0%	0	0		
1.2	% of autonomous of colleges out of total colleges covered under RUSA	3.0%	0	2%		
1.3	Ratio of teaching to non-teaching staff in State Higher Education	3.0%	2:1	2:2		
1.4	Delay in exam conduction and declaration of results (in %)	3.5%	0	0		
1.5	% of institutions with a functional website	1.5%	60	100		
2.	Access Index – 21.5					
2.1	GER of the State	4.5%	13.6	15.0		
2.2	Rural Institutional density of the State	4.0%	1.8	2.5		
2.3	Urban Institutional density of the State	4.0%	2.3	3.0		
2.4	Median capacity intake of Universities	2.0%				
2.5	Median capacity intake of Colleges	2.0%				
2.6	% of students in private universities or colleges as a % of students in state/central institutions	2.0%	3.75	5.0		
2.7	Scholarships provided by state as of total expenditure on Higher education	3.0%	1.5%(approx)	2.5%		

S. No	Indicator	Weightage	Present Rating	Target Rating	Present score	Target score
3.	Equity Index – 22.5%					
3.1	SC GER	4.5%	9.38	13.0		
3.2	ST GER	4.5%	5.92	9.0		
3.3	GER for Females	4.5%	7.01	10.0		
3.4	% of districts below GER National average	3.0%	8	8		
3.5	% of students from rural	3.0%				

S. No	Indicator	Weightage	Present Rating	Target Rating	Present score	Target score
	backgrounds (define rural) in the higher education system					
3.6	% of institutions "differently abled friendly"	1.5%				
3.7	Existence of Equal Opportunities Commission	1.55	Yes	Yes		
4.	Quality Index – 25%					
4.1	Student teacher ratio across the State	6.0%	40:1	20:1		
4.2	% of institutions accredited by NAAC/ State Accreditation Authority	4.0%	6.89	100%		
4.3	Average rating of Universities	3.5%				
4.4	Average rating of Colleges	3.5%				
4.5	% of active teachers that are non-permanent	3.0%	26	5		
4.6	Per institution foreign collaboration	2.0%				
4.7	Capacity of PG level as a % of undergraduate capacity	3.0%	0	30		
5.	Research and Innovation index -	14%				
5.1	Capacity at doctoral level as % of undergraduate capacity	4.5%	2	5		
5.2	Average number of publications By State Universities	4.5%	1.5	5		
S. No	**Indicator**	**Weightage**	**Present Rating**	**Target Rating**	**Present score**	**Target score**
5.3.	Citation Impact	3.0%				
5.4	Median patents granted for State Universities	2.0%				
	Total Score	**100.0%**				

Chapter 7: Detailed Plan

Overview of the major initiatives:

By the end of 2017, the Department of Higher Education would be able to provide enrolment of 22,000 students of the State in its General Degree Colleges under Higher Education.

By the year 2016-17, it is anticipated for the enrolment of students of 36,000 students. Whereas, the Department is in a position to provide infrastructure for 32,000 students by 2014, hence additional infrastructure for 4000 students would be required to be created by the year 2017. Therefore, it is planned to introduce new subjects and increase of seat capacity in the existing Colleges as mentioned earlier.

The colleges have submitted 12th Plan scheme for obtaining fund for academic activities through UGC. UGC provides various grants for the development of libraries, labs, developing hostel, organizing seminar / workshops. Some of the colleges have been utilizing such fund after obtaining grant from UGC.

The Deptt, of Higher Education have been actively considering introduction of Sc. in each of the General Degree Colleges. The objective is very much clear to provide maximum opportunities within the reach of the students in each sub-division for studying Sc. Education so that the students can achieve the degree as well as skill to complete any type of competitive examination and get employment in any part of the country.

To promote Science education in colleges a well devised Action Plan has been taken to build up infrastructure in each college under funding from ACA/NLCPR. Buildings are being created to provide facilities for science classes, laboratories etc. simultaneously the required faculties, if regular not available by providing Guest faculties. Adequate fund is also being provided for the procurement of books, chemicals and laboratory equipments.

It is observed that growth of students' enrolment in Science streams in Colleges is very nominal in comparison with Engineering / Technology courses. At the Diploma level, setting up two new Polytechnics in two new uncovered Districts may to some extent fulfill the demand of aspiring students studying various courses and passing Madhyamik within their Districts.

Augmenting Govt. facilities inside the State

There is a general tendency of students high preference to study in any of the courses in the colleges at Agartala. As a result most of the colleges of Agartala become overburdened with excess admission of students, which is above the intake provided by University, where there is no required infrastructure as well as faculties. Moreover Tripura University being a Central University for the promotion of quality of education had set 75% attendance for allowing a student to appear at the university exam. As such it has become inevitable to find a huge number of students to be non-collegiate. To overcome the situation it would be pragmatic to encourage the non-collegiate students as well the students having difficulties to attend classes regularly to adopt the college education at the undergraduate level in the distance mode. It would be therefore, an eminent step to start degree level various courses by distance courses. Although IGNOU has set up some centers in the colleges, which are inadequate. Students interested to study under Tripura University may avail themselves of getting undergraduate courses in distance mode, as Tripura University have already opened distance centers in the degree colleges. By application of distance mode of education, over rush of students to the colleges at Agartala may be minimized at the level of available strength. After assessment of the changes those take place with the introduction of distant centers.

It has been experienced over the years that more than the capacity that have in the colleges at Agartala students get enrolled, as a result the main objective of higher studies is

to some extent frustrated. To reduce rush of students in the colleges of Agartala the actual capacity in terms of space, infrastructure and faculties would be calculated to provide actual number of student's admission in the colleges particularly at Agartala.

For the expansion of all the existing 22 General Degree Colleges, construction of academic / administrative building were taken up under NLCPR on cost plus basis and now at final stage of completion. To accommodate further enrolment of students in the next three years as perceived, the ongoing works having provision for vertical expansion may be covered under NLCPR scheme along with a few additions in some Colleges in phases. Besides the construction of new colleges along with additional construction in some colleges, which have not been covered under NLCPR, have been projected for horizontal expansion under funding from SPA/SCA. Considering the requirement of additional space for 11,000 students more to be enrolled (other than the infrastructure being provided under various existing schemes plus the existing infrastructure) may have to be provided and for that, construction of new spaces have been planned.

Further number of teachers required has been assessed based on subjects and students strength proposed for expansion, which will have to be revised as per decision to add new courses in different colleges. Apart from the existing teachers strength created for the existing courses (661 posts), futher posts are required to be created additionally if new courses for Pass and Honours (both under-graduate & post-graduate) to be introduced covering all the old and new Colleges for the benefit of new enrolment of 11,000 students. Besides, new post of faculties would be additionally required to man new courses and enhancement of enrolment in new and old institutions under Technical Education. Financial implications for upgrading facilities including faculties, support staff, labs, equipments, cost involvement for sports activities and office maintenance have been estimated and projected in the financial Statement.

Keeping in view the past experiences of running hostels, reopening of the existing hostels which are inoperative may be examined with due care. However, the Colleges of Science & Technology should have hostels so that students coming from outside may find suitable accommodation to study. For the SC, ST and minority Students hostel facilities would be provided through Central assistance.

In view of limitation of public resources, introduction of self-financing courses may be given priority. While one time capital cost may be met by the Government, recurring expenditure can be met out of fees to be collected from students initially in two or three colleges and based on the experience, it can be extended to all other colleges.

Professional Courses:-

Based on the analysis made above, action would be taken to plan promotion of higher education facilities for the students of the State in two parts. In the first part, based on available resources, bridging the existing gaps in the Degree Colleges by introduction of market demanding streams may be taken up. Besides, required facilities for the Law College, College of Arts, Music College, Institute for Advance Studies in Education (B.Ed. College) may also be provided.

In the second part, setting up of new Degree Colleges in the other sub-divisions, which have not been covered and substantial up-gradation of facilities in the degree colleges may be taken up. Private promoter could also be encouraged for setting up B.Ed College, Professional College etc.

Teachers' Training Programme - To meet up the mandatory provision of teachers' training programme in the School Education, it has been projected to set up two College of Teachers' Education at Khowai and South Tripura Districts(newly created Districts). As of now Govt. of India has given sanction to set up CTE in North District only. The College will be of residential in nature and would render training to 100 students in this college. College of Teachers' Education at Agartala being elevated to the status of IASE, centrally the scope for expansion of Teachers' Training Programme has become limited. As such a new complex has been built up for the IASE, Agartala at the location of Kunjaban, where all modern facilities for the both Teachers' training and post graduation programme are being provided. It is also to be encouraged so that B.Ed College for pass out students and partly for Teachers Training are set up in the State under Private Sector as there are greater demand for such Institutions to meet up trained teachers as well as to provide fresh teachers in schools.

There is proposal for the introduction of integrated degree course in Music in Govt. Music College. Further development in the area of Art & Music would be tangible since huge buildings for both the colleges have come up.

Five years degree course has already been introduced in the Govt. Law College and admission to the LL.B. is made through an entrance test. A new building has come up for the Law College in MBB College complex which will be taken over soon. It is being projected to accommodate 350 students of LL.B. (70 x 5 yrs) and LL.M. for 50 students and converting it into a National Law University like NUJS. The main objective of this initiative is to provide all round facilities for the improvement of quality in the field of professional education.

For the training of college teachers in large scale, an initiative has also been taken with IGNOU so that they undertake training of all college teachers in phases in all Degree colleges through distance mode. College teachers are also encouraged to undertake refresher courses and orientation training programme at different universities sponsored by U.G.C.,

CSIR etc. For that, IGNOU Regional centre has been provide a vast chunk of land near Agartala to set up their centre at large scale.

Considering the present day trend of increasing growth of technical education, due importance should be given to go at par with all India scenario. Introduction of various professional courses should be encouraged in degree colleges and these will be regulated by self-financing system to be operated by the Society on no loss no profit basis. As of now permission has been given to six new Degree Colleges to run BCC/CCC courses in self-financing mode through NIELIT.

Physical infrastructure development initiative:-

Physical infrastructure required in the General Degree Colleges can be divided into 5(five) broad categories, namely (i) administrative block (ii) academic block for Arts (iii) academic block for Science with laboratory facilities (iv) Library and (v) General, such as auditorium, playground, facilities for games and sports, boundary wall etc. In this connection master plan for all the degree colleges have been prepared with the help of PWD. All constructions need to be made based on the master plan.

As fund for the purpose is required to be located from different sources like SCA/SPA, NLCPR, it will be appropriate to go for a modular approach for raising required construction. In such a case, depending upon the fund available, units can be set up in phases in the college for meeting the existing as well as additional requirement. A well devised construction Plan has been formulated to strengthen the infrastructure of existing 22 General Degree Colleges & T.I.T. by proposing construction of academic or administrative blocks in addition to the existing ones as per actual requirement of the respective colleges by availing fund under SPA/SCA/ NLCPR.

Academic Reforms:-

Syllabi and curriculum are to be reviewed and updated in every three to five years course with a view to incorporating the new topics and changes by the University for its affiliated Colleges. It should be flexible and student friendly.

Other than traditional Degree Courses, new subjects would be opened so that students can compete in the competition. Subjects like Biotechnology, Tourism, Hotel Management, Financial Mathematics, Geology, Anthropology, Agri-Engineering and many more can be thought of. Medium of instruction for degree honours courses and professional courses should be English but option should also be made for mother tongue those willing. In all technical courses, medium of instruction is already in English. This will enhance the capability of the students.

Switching over to semester system in lieu of Annual Examination System is an imperative step and the State Govt. with the help of Tripura University has already taken step to introduce the system from the current academic session i.e.2014-15.

20% marks may be allotted for continuous evaluation. It will help to increase the students' attendance and ensure the regularity of the students'.

All Colleges should have regular Principals and regular faculties with UGC scales of pay. It is to be ensured that all faculties are present in their institutions as per UGC prescribed time schedule.

Overcrowded classroom jeopardizes the teaching–learning activities and downgrade the quality. So teacher-students ratio should be 1:20.

First admission of the students in the Colleges may be made on-line. That will increase the working days of the Colleges.

UGC sponsored research schemes; both minor and major may be encouraged among College teachers for promoting & accelerating research activities.

Every College should have an active Placement Assistance Cell / Recruitment Cell. This will help the students to apply for recruitment / appointment in various sectors both Government and Non-Government.

All Colleges should take initiative for NAAC / NBA /ISO accreditation.

Major initiative on Art & Culture:-

In the next 8 years time permanent library would be set up under each and every RD Block. In this connection, RRRLF Scheme for setting up new libraries should be utilized every year and the district administration to be approached in a phased manner to allot land in suitable locations.

The Archives will be developed as a center of research and knowledge by collection of copies of rare and valuable documents pertaining to Indian administration, history, freedom movement etc. It would have the facilities for chemical conservation of valuable records and a fully functional reprographic unit. Action will be taken to collect microfilm rolls on Indian history & freedom movement from different Archives of the country.

Private sector participation :-

Setting up of Institutions inside the State by the Private Sector

The State Govt. has encouraged private sector for promoting higher education facilities inside the State. Under legislation of the State Govt., the ICFAI University, Tripura has been set up during 2004. This University has been providing scope for studies in Engineering, Management and some other professional courses. As of now, the following courses are being operated by the ICFAI University :-

Sl.No.	Courses	Intake
1.	B. Tech in Comp. Sc. Engineering, Electrical & Communication, Civil	180
2.	BCA	80

3.	BBA	120
4.	B. Sc in Computer Sc.	60
5.	BHTM	60
6.	MBA	50
7.	B. Ed	100

Besides, Bharatiya Vidya Bhavan has set up Bhavan's College of Sc. & Technology at Anandanagar under allotment of land from the State Govt. The following courses have been offered :-

Sl.No.	Courses	Intake
1.	B.Sc, Computer Sc. (Hons)	30
2.	BCA	24
3.	DCA	30

Now Bharatiya Vidya Bhavan on their demand has been provided No Objection Certificate to set up and new College of Teacher Education on the available space adjacent to their existing Science College. Apart from these Techno India Group who were already provided permission to set up an engineering college in the state, now has constructed and Engineering College campus near Agartala for which AICTE team visited the campus for according permission to start the College from 2014-15.

Keeping in view the resources required for development of infrastructure and posting of qualified teacher in adequate number in the disciplines identified and scope for return, private sector may also be allowed to promote for meeting the emerging demands in Higher Education. The private investor will go only for courses, which are commercially viable, which will be restricted to technical education. It is encouraging that some private investors have invested in the State and some other requests are under consideration. Among other things, private investors require land for setting up the institution. Suitable mechanism has been evolved for processing the request of private promoters quickly and ensure provision of land. Provision of other incentives to the private promoters, if any for meeting specific requirements, may be decided by the Government as per emerging needs from time to time

Detailed component-wise allocations :-   *(Rs. in Crores)*

Component	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
New Universities					
Up gradation of existing autonomous colleges to Universities			20.69	15.52	15.52

Conversion of colleges to Cluster Universities					
Infrastructure grants to Universities					
New Model Colleges (General)			17.12	12.84	12.84
Upgradation of exiting degree colleges to model colleges					

Component	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
New Colleges (Professional)			15.88	11.91	11.91
Infrastructure grants to colleges			20	15	15
Research, innovation and quality improvement			1.45	1.08	1.08
Equity initiatives			0.4	0.3	0.3
Faculty improvements			1.50	1.12	1.12
Research Universities					
Vocationalisation of Higher Education			0.4	0.3	0.3
Leadership Development of educational Administrators			0.2	0.15	0.15
Institutional restructuring & reforms			1.38	1.04	1.04
Capacity building & preparation, Data collection & planning					
Management Information System					
Total			**41.21**	**30.9**	**30.9**

Chapter 8: University-wise plans and financial impact

There is no State University at present in Tripura.

a. Outlay for all universities and colleges:

University wise break up

College wise break up

b. Detailed Allocations for Universities:

Annexures

Annexure 1 : State Baseline

Annexure 2: Evaluation of State Development Proposal

Outlays for all universities and colleges

University wise break up

Name of University	Planned Outlay	Current Score	Target Score
University 1			
University 2			
University 3			
University 4			

College wise break up

Name of University	Planned Outlay	Current Score	Target Score
Tripura University	Rs. 233.32 Crore	Rs. 22.23 Crore	Rs. 211.09 Crore
University 2			
University 3			
University 4			

Detailed Allocations for Universities

University 1

1.1 Short note on the performance over the last year against norms (not exceeding 200 words)

1.2 Short note on the strategy for the coming year (not exceeding 200 words)

1.3 Major Norms – Current and target for coming year

Norm	Current	Target
Governance Quality Index		
Academic Excellence Index		
Equity Initiative Index		
Student Facilities Index		
Infrastructure and others		

Index		

1.4   Components-wise outlay   **Rs. in Crore**

Component	Target
Expansion of Institution	158.63
Research and innovation focus	3.63
Infrastructural upgradation of existing institutions	50.00
Establishing Management Information System	00.00
Faculty support-recruitment and capacity building	4.26
Administrative reforms	3.57
Academic reforms	0.10
Affiliation reforms	
Total:-	**220.19**

Annexures

Annexure 1: State Baseline

Head and Nodal officer	Name	Phone	Mobile number	Fax number	Email address
State (Full time appointee)	Dr. Bipradas Palit	0381-2324689	9436581539	0381-2326503	Jd_dhe@yahoo.com

Annexure 1: State Baseline

S.No	Parameters		
1	**Enrolment and GER of the State**		
A	Male-12.56	Female-7.01	Total:-9.73
B	Male SC-11.30	Female SC-7.54	Total SC-9.38
C	Male ST/DT/ONT-6.93	Female ST/DT/ONT-4.96	Total ST/DT/ONT-5.92
D	Male OBC-NA	Female OBC-NA	Total OBC-NA
E	Male (General)-7.11	Female (General)-5.56	Total (General)-
F	Male (Urban)-	Female (Urban)-	Total (Urban)-
G	Male (Rural)-	Female (Rural)-	Total (Rural)-
2.	**Degrees Awarded**		
		Awarded in 2012	Number that originally enrolled in first year of the program	Ratio of degree awarded to enrolled
	3 year Undergraduate Degree	8144		Auto-calculate
	4 year Undergraduate degree (Engg.)	341		Auto-calculate
	5 year integrated Masters			Auto-calculate
	2 year masters	406		Auto-calculate
3	Total number of PhD degree		
	Enrolled annually (i) 82	Awarded annually (ii) 33	
	Total		
4	Number of research publications in Indian referred journals in the year 20XX-IX- NA		
5	Number of research publications in International referred journals in the year 20XX-IX- NA		
6	Number of patents obtained in the year 2000-14--Nil		
7	Number of sponsored research projects completed in the year 20XX-IX- NA		
8	IRG from students' fee and other charges in the year 20XX-IX (Rs. In lakh)-- NA		
9	IRG from externally funded R&D projects, consultancies in year 2000-14 (Rs. In lakh) Nil		
10	Total IRG in the year 2010-14 (Rs in lakhs) Nil.		
11	Total Number of autonomous colleges in the State in year 2010-14- -Nil		
12	Total nos. colleges granted autonomy in year 2000-14- Nil	Total nos. of autonomy withdrawn in year 2010-14-- Nil	
13	Total nos. colleges created in year 2010-14- 11	Total nos. of colleges closed from in year 2000-14 - Nil	

14	**Institutional Density (per 1000 sq. km)**		
	Institutions (Urban)-1.23	Institutions (Rural)-1.62	Institutions (Total)-2.85
15	New Institutions created (Urban)-	New Institutions created(Rural)-1.04	New Institutions created (Total)-1.04
16	Total financial contribution of private sector of Higher Education as a % of total higher education expenditure		
17	**Expenditure detail**		
	State Expenditure on higher education as a % of GSDF		0.87(2012)
	Expenditure on research, development and related activities as a % of total Higher Education Expenditure		
	Expenditure on capital creation as % of total Higher Education Expenditure		
	Expenditure on salary of teaching staff as % of total Higher Education Expenditure		75(approx)
	Expenditure on salary of non-teaching staff as % of total Higher Education Expenditure.		25(approx)

Annexure 2: Evaluation of State Development Proposal

(to be filled by the RUSA Resource Centre)

No			Evaluation Parameters	Marks
1	**Institutional Preparednes and Implementation Feasibility**			
	A		Clarity of State basic information including baseline data	5
	B		Overall proposal implementation feasibility	
		1	Clarity in the identification of general development objectives, related specific objectives, their expected results, and its coherence with SWOT	5
		2	Have the key activities been identified clearly and adequately for each specific- objective	5
		3	Adequate of the State Project Implementation arrangements	5
	C		Quality of SWOPT analysis	
		1	Appropriateness for procedure adopted for the conduct of SWOT	5
		2	Clarity in the identification of strengths, weaknesses, opportunities and Threats	5
	D		Coherence of proposa with National development planl	5
	E		Reasonability of proposed budget	5
			Sub-total(i)	40
II	Clarity and Quality of the Action Plans for			
	F		Scaling-up research and innovation	
		1	Quality of action plan for quantitatively increasing and qualitatively	5
		2	Quality of action plan to transfer technology and for commercialization of R&D (the innovation agenda)	5
	G		Scaling-up Ph.D enrolment through existing and new programmes10	
	H		Scaling-up enrolment into UG/Masters programs in existing and new programmes 10	
	I		Research collaborative activities with institution at National and International level	
		1	Identification of options to improve and increase research collaborations at national and international levels	5
		2	Clarity in identification of expected quality enhancement in Masters an doctoral programs and faculty research	5
	J		Potential impacts and depth of proposed Industry collaboration (to be incorporated in the baseline	5
	K		Facuty development	
		1	Pedagogical training	2.5
		2	Professional development programs	2.5
	L		Identification of week students and for improvement in their learning outcomes	5
			Gender and Disability to incorporated in the state plan (Equity)	5
Sub-total (II)				**60**
TOTAL (i+i)				**100**