



Government of India

R F D

(Results-Framework Document)
for

Department of Higher Education

(2014-2015)

Section 1: Vision, Mission, Objectives and Functions

Vision

To realize India's human resource potential to its fullest in the higher education sector, with equity and excellence.

Mission

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

Objectives

- 1 Access, Participation and Expansion •• To expand the higher education sector in all its modes of delivery to increase the enrolment in higher education by 10 million during the XII Plan so as to reach 30% GER by 2020. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society. • To enhance employability of our students with focus on skill based higher education.
- 2 Equity and Inclusion (i) To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii) To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas. • To provide enhanced financial assistance to students so that all students can access higher education irrespective of their means
- 3 Quality Enhancement (i) To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii) To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii) Consolidation and strengthening of State Institutions. (iv) To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v) To promote development of Indian languages
- 4 Research & Innovation
- 5 Governance Reforms and Leadership. (i) To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii) To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework
- 6 Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-research & innovation Better governance Internationalization of Education

Functions

Section 1: Vision, Mission, Objectives and Functions

- 1 Enhancement of Gross Enrolment Ratio by expanding access through all modes;
- 2 Promoting the participation of those sections of the society whose GER is lower than the national average;
- 3 To improve quality and to promote academic reforms;
- 4 Setting up of new educational institutions and also capacity expansion and improvement of the existing institutions;
- 5 Use of Technology in Higher Education;
- 6 Development of Vocational Education and Skill Development
- 7 Development of Indian Languages;
- 8 International Collaboration in the field of education

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
[1] Access, Participation and Expansion <ul style="list-style-type: none"> • To expand the higher education sector in all its modes of delivery to increase the enrolment in higher education by 10 million during the XII Plan so as to reach 30% GER by 2020. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society. • To enhance employability of our students with focus on skill based higher education. 	15.00	[1.1] Critical evaluation of State Plans to ensure holistic planning for higher education sector	[1.1.1] Appraisal of State Higher Educational Plan (SHEP) by Technical Support Group	Number of states	2.00	18	15	10	5	4
		[1.2] Disbursal of funds to States / UTs for implementing RUSA	[1.2.1] Release of RUSA funds to States/UTs for components approved by PAB	Number of states	2.00	18	15	10	5	4
		[1.3] Shifting of new CFIs to permanent campuses	[1.3.1] CFIs shifted	Number	1.00	5	4	3	2	1
		[1.4] Setting up of new polytechnics	[1.4.1] Operationalization of New Polytechnics	Number	1.00	60	50	40	30	25
		[1.5] Upgradation of existing polytechnics	[1.5.1] Polytechnics upgraded	Number	2.00	60	50	40	30	20

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		[1.6] Establishment of Community Colleges	[1.6.1] Community colleges made functional	Number	4.00	200	180	160	150	140
		[1.7] Skill Development of population in adjoining areas through Community Polytechnics	[1.7.1] Persons trained	Number	3.00	160000	150000	140000	130000	120000
[2] Equity and Inclusion (i) To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii) To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas. • To provide enhanced financial assistance to students so that all students can access higher education irrespective of their means	17.00	[2.1] Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1] Operationalization of new Women Hostels	Number	3.00	130	120	110	100	90
		[2.2] Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1] New/Additional Centers in Universities and colleges	Number	1.00	60	50	40	30	25
		[2.3] Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1] New/Additional Centers in universities and colleges	Number	1.00	25	20	18	15	12

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		[2.4] Coaching centres for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	[2.4.1] New/Additional Centers in universities and colleges	Number	1.00	40	35	30	25	20
		[2.5] Impact Study for assessing effectiveness of coaching centers related to NET/SET and entry in Services for SC/ST/OBC	[2.5.1] Completion of Study	Date	1.00	31/12/2014	31/01/2015	28/02/2015	15/03/2015	31/03/2015
		[2.6] Disbursal of fellowships/scholarships	[2.6.1] Direct Benefit Transfer (DBT) of fellowships/scholarships	%	2.00	100	90	85	80	75
		[2.7] Impact study of fellowships /scholarships disbursed	[2.7.1] Completion of study	Date	1.00	31/12/2014	31/01/2015	28/02/2015	15/03/2015	31/03/2015
		[2.8] Equal Opportunity Cell	[2.8.1] New cells operationalised in universities and colleges	Number	1.00	50	45	40	35	30
		[2.9] Implementation of the Scheme for Integrating Differently Abled persons in the mainstream of Technical and Vocational Education	[2.9.1] Differently Abled Persons covered	Number	2.00	2300	2200	2100	2000	1900
		[2.10] Review of Central Sector Interest Subsidy Scheme	[2.10.1] Completion of review of the Scheme by the IIM, Bangalore, and NUEPA	Date	2.00	31/07/2014	30/09/2014	30/11/2014	31/01/2015	28/02/2015

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		[2.11] Regulations for prevention, prohibition and redressal of sexual harassment of students	[2.11.1] Approval of Regulations by the Central Government	Date	2.00	31/10/2014	31/12/2014	31/01/2015	28/02/2015	31/03/2015
[3] Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii)Consolidation and strengthening of State Institutions. (iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages	34.00	[3.1] National Mission on Teachers and Teaching	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Number	2.00	7	5	4	3	2
			[3.1.2] Setting up Schools of Education	Number	2.00	6	5	4	3	2

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
			[3.1.3] Faculty development	Number trained	4.00	27000	26000	25000	24000	23000
			[3.1.4] Faculty development through ICT	Number	2.00	12000	10000	9000	8000	7000
			[3.1.5] Education Management Centres	Number	1.00	5	4	3	2	1
		[3.2] Capacity building of Teachers under TEQIP II	[3.2.1] Conduct of Workshops	Number	1.00	20	17	14	11	8
			[3.2.2] Performance Assessment of trained teachers	Date	1.00	30/11/2014	31/12/2014	31/01/2015	28/02/2015	31/03/2015
		[3.3] Strengthening of National Translation Mission (NTM)	[3.3.1] Training of Translators	Number	1.00	300	280	260	250	240
		[3.4] Strategy for promotion of Indian languages	[3.4.1] Impact evaluation study for existing schemes	Date	2.00	31/12/2014	31/01/2015	28/02/2015	15/03/2015	31/03/2015
			[3.4.2] Converting Central Institute of Indian Languages into an autonomous body	Date	1.00	31/12/2014	31/01/2015	28/02/2015	15/03/2015	31/03/2015
		[3.5] Mandatory accreditation	[3.5.1] CUs applying for accreditation	%	2.00	100	95	90	85	80
			[3.5.2] Opening of Regional offices of NAAC and NBA	Number	1.00	5	4	3	2	1

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
			[3.5.3] According autonomy to NAAC	Date	1.00	31/12/2014	31/01/2015	28/02/2015	15/03/2015	31/03/2015
		[3.6] National Mission on Education through ICT	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the Universities)	Number (Mbps)	2.00	30	27	24	21	18
		[3.7] Shift to norm based funding from demand and inspection based funding	[3.7.1] Completion of pilot testing	Date	1.00	30/12/2014	30/01/2015	15/02/2015	28/02/2015	15/03/2015
		[3.8] Regulation of Private Universities	[3.8.1] Notification of regulation relating to Private Universities	Date	2.00	30/09/2014	30/11/2014	31/12/2014	31/01/2015	28/02/2015
		[3.9] Regulation of Deemed Universities	[3.9.1] Notification of Deemed University regulations	Date	1.00	30/09/2014	30/10/2014	31/12/2014	28/02/2015	31/03/2015
		[3.10] Review of AIU	[3.10.1] Implementation of report on AIU	Date	1.00	30/11/2014	31/12/2014	31/01/2015	28/02/2015	31/03/2015
		[3.11] Creating an eco-system of Research in Central Educational Institutions	[3.11.1] Publications in Peer Reviewed Journals	Number	2.00	16000	15000	14000	13000	12000
			[3.11.2] Filing of Patent applications and patents.	Number	2.00	200	150	100	75	50
		[3.12] Universities for Excellence/ Universities with Potential for Excellence	[3.12.1] Selection of new universities	Number	1.00	6	5	4	3	2

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		[3.13] Regulations for Open and Distance Learning	[3.13.1] Notification of Regulations by the Central Government	Date	1.00	31/10/2014	31/12/2014	31/01/2015	28/02/2015	31/03/2015
[4] Research & Innovation	5.00	[4.1] Promotion of Research and Innovation	[4.1.1] Identification of Centers with Potential for Innovation	Number	2.00	5	4	3	2	1
		[4.2] Establishment of Design Innovation Centre	[4.2.1] Establishment of Centres	Number	3.00	10	9	8	7	6
[5] Governance Reforms and Leadership. (i) To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii) To undertake institutional restructuring for improving efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework	12.00	[5.1] Industry Academia Linkage	[5.1.1] Meeting of the Council for Industry Academia collaboration	Number	1.00	4	3	2	1	0
		[5.2] Online Registration of ISBN	[5.2.1] Completion of automation	Date	2.00	01/03/2015	08/03/2015	16/03/2015	24/03/2015	31/03/2015
		[5.3] Digitalization of Records in Copyright office	[5.3.1] Completion of digitalization of records in copyright office	Date	2.00	01/03/2015	08/03/2015	16/03/2015	24/03/2015	31/03/2015
		[5.4] E-governance in UGC	[5.4.1] Operationalizing UGC schemes through web-based applications	Date	1.00	31/10/2014	31/12/2014	31/01/2015	28/02/2015	31/03/2015

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		[5.5] Setting up of portals for CUs	[5.5.1] Launch of the portal	Date	2.00	30/09/2014	31/10/2014	30/11/2014	31/12/2014	31/01/2015
		[5.6] Ranking of central universities	[5.6.1] Holding of orientation workshops.	Number	2.00	4	3	2	1	0
		[5.7] Timely dissemination of Education Statistics	[5.7.1] Release of Statistics of Higher and Technical Education for 2012-13 based on AISHE.	Date	1.00	31/10/2014	30/11/2014	31/12/2014	31/01/2015	28/02/2015
			[5.7.2] Release of "Education at a Glance 2014"	Date	1.00	31/12/2014	20/01/2015	10/02/2015	28/02/2015	31/03/2015
[6] Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-research & innovation Better governance Internationalization of Education	2.00	[6.1] Connect to India Programme	[6.1.1] Visit of first batch of international students	Date	1.00	30/09/2014	31/12/2014	31/01/2015	15/02/2015	28/02/2015
		[6.2] Joint Research Programmes	[6.2.1] Joint Research programmes funded	Number	1.00	50	40	30	20	10
* Efficient Functioning of the RFD System	3.00	Timely submission of Draft RFD for 2015-2016 for Approval	On-time submission	Date	2.0	05/03/2015	06/03/2015	09/03/2015	10/03/2015	11/03/2015
		Timely submission of Results for 2013-2014	On-time submission	Date	1.0	01/05/2014	02/05/2014	03/05/2014	06/05/2014	07/05/2014
* Enhanced Transparency / Improved Service delivery of Ministry/Department	3.00	Rating from Independent Audit of implementation of Citizens' / Clients' Charter (CCC)	Degree of implementation of commitments in CCC	%	2.0	100	95	90	85	80

* Mandatory Objective(s)

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		Independent Audit of implementation of Grievance Redress Management (GRM) system	Degree of success in implementing GRM	%	1.0	100	95	90	85	80
* Reforming Administration	8.00	Update departmental strategy to align with revised priorities	Date	Date	2.0	01/11/2014	02/11/2014	03/11/2014	04/11/2014	05/11/2014
		Implement agreed milestones of approved Mitigating Strategies for Reduction of potential risk of corruption (MSC).	% of Implementation	%	1.0	100	90	80	70	60
		Implement agreed milestones for implementation of ISO 9001	% of implementation	%	2.0	100	95	90	85	80
		% of Responsibility Centres with RFD in RFMS	Responsibility Centres covered	%	1.0	100	95	90	85	80
		Implement agreed milestones of approved Innovation Action Plans (IAPs).	% of implementation	%	2.0	100	90	80	70	60
* Improve compliance with the Financial Accountability Framework	1.00	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	0.25	100	90	80	70	60
		Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	0.25	100	90	80	70	60

* Mandatory Objective(s)

Section 2: Inter se Priorities among Key Objectives, Success indicators and Targets

Objective	Weight	Action	Success Indicator	Unit	Weight	Target / Criteria Value				
						Excellent	Very Good	Good	Fair	Poor
						100%	90%	80%	70%	60%
		Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2014.	Percentage of outstanding ATNs disposed off during the year.	%	0.25	100	90	80	70	60
		Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2014	Percentage of outstanding ATRs disposed off during the year.	%	0.25	100	90	80	70	60

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
[1] Access, Participation and Expansion <ul style="list-style-type: none"> • • To expand the higher education sector in all its modes of delivery to increase the enrolment in higher education by 10 million during the XII Plan so as to reach 30% GER by 2020. • To expand institutional base of higher education (including technical, professional and vocational education) by creating additional capacity in existing institutions, establishing new institutions and incentivising state governments and Non-Governmental Organizations / civil society. • To enhance employability of our students with focus on skill based higher education. 	[1.1] Critical evaluation of State Plans to ensure holistic planning for higher education sector	[1.1.1] Appraisal of State Higher Educational Plan (SHEP) by Technical Support Group	Number of states	--	--	15	13	1
	[1.2] Disbursal of funds to States / UTs for implementing RUSA	[1.2.1] Release of RUSA funds to States/UTs for components approved by PAB	Number of states	--	--	15	13	1
	[1.3] Shifting of new CFIs to permanent campuses	[1.3.1] CFIs shifted	Number	--	--	5	7	10
	[1.4] Setting up of new polytechnics	[1.4.1] Operationalization of New Polytechnics	Number	50	61	50	50	50

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	[1.5] Upgradation of existing polytechnics	[1.5.1] Polytechnics upgraded	Number	--	92	50	50	50
	[1.6] Establishment of Community Colleges	[1.6.1] Community colleges made functional	Number	--	60	180	180	180
	[1.7] Skill Development of population in adjoining areas through Community Polytechnics	[1.7.1] Persons trained	Number	207683	218075	150000	160000	160000
[2] Equity and Inclusion (i)To provide opportunities of higher education to socially deprived communities and remove disparities by promoting the inclusion of women, minorities and differently abled persons. (ii)To remove regional imbalances in access to higher education by setting up of institutions in unserved and underserved areas. • To provide enhanced financial assistance to students so that all students can access higher education irrespective of their means	[2.1] Provision of Women Hostels in Universities, colleges and Polytechnics	[2.1.1] Operationalization of new Women Hostels	Number	50	63	120	120	120
	[2.2] Remedial Coaching centers for SC/ST/OBC (non-creamy layer) & Minorities	[2.2.1] New/Additional Centers in Universities and colleges	Number	1645	40	50	50	60

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	[2.3] Coaching centers for NET/SET for SC/ST/OBC (non-creamy layer) & Minorities	[2.3.1] New/Additional Centers in universities and colleges	Number	331	20	20	20	20
	[2.4] Coaching centres for facilitating Entry in Services for SC/ST/OBC (non-creamy layer) & Minorities	[2.4.1] New/Additional Centers in universities and colleges	Number	1162	40	35	40	50
	[2.5] Impact Study for assessing effectiveness of coaching centers related to NET/SET and entry in Services for SC/ST/OBC	[2.5.1] Completion of Study	Date	--	--	31/01/2015	--	--
	[2.6] Disbursal of fellowships/scholarships	[2.6.1] Direct Benefit Transfer (DBT) of fellowships/scholarships	%	100	100	90	100	100
	[2.7] Impact study of fellowships /scholarships disbursed	[2.7.1] Completion of study	Date	--	--	31/01/2015	--	--
	[2.8] Equal Opportunity Cell	[2.8.1] New cells operationalised in universities and colleges	Number	916	40	45	50	55
	[2.9] Implementation of the Scheme for Integrating Differently	[2.9.1] Differently Abled Persons covered	Number	2339	2173	2200	2000	2000

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	Abled persons in the mainstream of Technical and Vocational Education							
	[2.10]Review of Central Sector Interest Subsidy Scheme	[2.10.1] Completion of review of the Scheme by the IIM, Bangalore, and NUEPA	Date	--	--	30/09/2014	--	--
	[2.11]Regulations for prevention, prohibition and redressal of sexual harassment of students	[2.11.1] Approval of Regulations by the Central Government	Date	--	--	31/12/2014	--	--
[3] Quality Enhancement (i)To enhance plan support for infrastructure and faculty development in the institutions of higher learning and to attract talent towards careers in teaching and research. (ii)To create conditions for knowledge generation through improved research facilities in universities and colleges. (iii)Consolidation and strengthening of State Institutions.	[3.1] National Mission on Teachers and Teaching	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	Number	--	--	5	6	8

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
(iv)To promote collaboration with International community, foreign governments, universities/institutions and regional and international organizations, for the advancement of universal knowledge and intellectual property rights. (v)To promote development of Indian languages								
		[3.1.2] Setting up Schools of Education	Number	--	5	5	5	5
		[3.1.3] Faculty development	Number trained	--	--	26000	26000	26000
		[3.1.4] Faculty development through ICT	Number	--	--	10000	10000	10000
		[3.1.5] Education Management Centres	Number	--	4	4	5	5
	[3.2] Capacity building of Teachers under TEQIP II	[3.2.1] Conduct of Workshops	Number	18	25	17	20	20
		[3.2.2] Performance Assessment of trained teachers	Date	--	29/11/2013	31/12/2014	31/12/2015	31/12/2016
	[3.3] Strengthening of National Translation Mission (NTM)	[3.3.1] Training of Translators	Number	--	250	280	300	300

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	[3.4] Strategy for promotion of Indian languages	[3.4.1] Impact evaluation study for existing schemes	Date	--	--	31/01/2015	--	--
		[3.4.2] Converting Central Institute of Indian Languages into an autonomous body	Date	--	--	31/01/2015	--	--
	[3.5] Mandatory accreditation	[3.5.1] CUs applying for accreditation	%	--	--	95	100	100
		[3.5.2] Opening of Regional offices of NAAC and NBA	Number	--	1	4	--	--
		[3.5.3] According autonomy to NAAC	Date	--	--	31/01/2015	--	--
	[3.6] National Mission on Education through ICT	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the Universities)	Number (Mbps)	51	30	27	30	30
	[3.7] Shift to norm based funding from demand and inspection based funding	[3.7.1] Completion of pilot testing	Date	--	--	30/01/2015	--	--
	[3.8] Regulation of Private Universities	[3.8.1] Notification of regulation relating to Private Universities	Date	--	--	30/11/2014	--	--
	[3.9] Regulation of Deemed Universities	[3.9.1] Notification of Deemed University regulations	Date	--	--	30/10/2014	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	[3.10]Review of AIU	[3.10.1] Implementation of report on AIU	Date	--	--	31/12/2014	--	--
	[3.11]Creating an eco-system of Research in Central Educational Institutions	[3.11.1] Publications in Peer Reviewed Journals	Number	--	2500	15000	15000	15000
		[3.11.2] Filing of Patent applications and patents.	Number	--	100	150	200	200
	[3.12]Universities for Excellence/ Universities with Potential for Excellence	[3.12.1] Selection of new universities	Number	--	--	5	6	6
	[3.13]Regulations for Open and Distance Learning	[3.13.1] Notification of Regulations by the Central Government	Date	--	--	31/12/2014	--	--
[4] Research & Innovation	[4.1] Promotion of Research and Innovation	[4.1.1] Identification of Centers with Potential for Innovation	Number	--	3	4	5	6
	[4.2] Establishment of Design Innovation Centre	[4.2.1] Establishment of Centres	Number	--	5	9	6	--
[5] Governance Reforms and Leadership. (i)To promote autonomy, innovation and academic reforms in institutions of higher learning. (ii)To undertake institutional restructuring for improving	[5.1] Industry Academia Linkage	[5.1.1] Meeting of the Council for Industry Academia collaboration	Number	--	--	3	5	6

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
efficiency, relevance and creativity in higher education. (iii) Ensuring compliance to the Financial Accountability Framework								
	[5.2] Online Registration of ISBN	[5.2.1] Completion of automation	Date	--	--	08/03/2015	--	--
	[5.3] Digitalization of Records in Copyright office	[5.3.1] Completion of digitalization of records in copyright office	Date	--	--	08/03/2015	--	--
	[5.4] E-governance in UGC	[5.4.1] Operationalizing UGC schemes through web-based applications	Date	--	--	31/12/2014	--	--
	[5.5] Setting up of portals for CUs	[5.5.1] Launch of the portal	Date	--	--	31/10/2014	--	--
	[5.6] Ranking of central universities	[5.6.1] Holding of orientation workshops.	Number	--	--	3	--	--
	[5.7] Timely dissemination of Education Statistics	[5.7.1] Release of Statistics of Higher and Technical Education for 2012-13 based on AISHE.	Date	28/09/2012	31/12/2013	30/11/2014	31/12/2015	31/12/2016
		[5.7.2] Release of "Education at a Glance 2014"	Date	28/02/2012	29/11/2013	20/01/2015	31/12/2015	31/12/2016
[6] Globalization Reforms in Higher Educational Sector Convergence of interdisciplinary studies-	[6.1] Connect to India Programme	[6.1.1] Visit of first batch of international students	Date	--	--	31/12/2014	--	--

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
research & innovation Better governance Internationalization of Education								
	[6.2] Joint Research Programmes	[6.2.1] Joint Research programmes funded	Number	--	--	40	50	50
* Efficient Functioning of the RFD System	Timely submission of Draft RFD for 2015-2016 for Approval	On-time submission	Date	05/03/2013	05/03/2014	06/03/2015	05/03/2016	05/03/2017
	Timely submission of Results for 2013-2014	On-time submission	Date	30/04/2012	30/04/2013	02/05/2014	30/04/2015	30/04/2016
* Enhanced Transparency / Improved Service delivery of Ministry/Department	Rating from Independent Audit of implementation of Citizens' / Clients' Charter (CCC)	Degree of implementation of commitments in CCC	%	--	--	95	100	100
	Independent Audit of implementation of Grievance Redress Management (GRM) system	Degree of success in implementing GRM	%	--	--	95	100	100
* Reforming Administration	Update departmental strategy to align with revised priorities	Date	Date	--	10/09/2013	02/11/2014	--	--
	Implement agreed milestones of approved Mitigating Strategies for Reduction of potential risk of corruption (MSC).	% of Implementation	%	--	--	90	100	100
	Implement agreed milestones for	% of implementation	%	100	100	95	100	100

* Mandatory Objective(s)

Section 3: Trend Values of the Success Indicators

Objective	Action	Success Indicator	Unit	Actual Value for FY 12/13	Actual Value for FY 13/14	Target Value for FY 14/15	Projected Value for FY 15/16	Projected Value for FY 16/17
	implementation of ISO 9001							
	% of Responsibility Centres with RFD in RFMS	Responsibility Centres covered	%	--	--	95	100	100
	Implement agreed milestones of approved Innovation Action Plans (IAPs).	% of implementation	%	--	100	90	100	100
* Improve compliance with the Financial Accountability Framework	Timely submission of ATNs on Audit paras of C&AG	Percentage of ATNs submitted within due date (4 months) from date of presentation of Report to Parliament by CAG during the year.	%	100	100	90	100	100
	Timely submission of ATRs to the PAC Sectt. on PAC Reports.	Percentage of ATRS submitted within due date (6 months) from date of presentation of Report to Parliament by PAC during the year.	%	100	100	90	100	100
	Early disposal of pending ATNs on Audit Paras of C&AG Reports presented to Parliament before 31.3.2014.	Percentage of outstanding ATNs disposed off during the year.	%	--	32	90	100	100
	Early disposal of pending ATRs on PAC Reports presented to Parliament before 31.3.2014	Percentage of outstanding ATRS disposed off during the year.	%	100	100	90	100	100

* Mandatory Objective(s)

Section 4: Acronym

Sl.No	Acronym	Description
1	AICTE	All India Council for Technical Education
2	AISHE	All India Survey on Higher Education
3	AIU	Association of Indian Universities
4	ASC	Academic Staff College
5	ATNs	Action Taken Notes
6	ATRs	Action Taken Reports

Section 4: Acronym

Sl.No	Acronym	Description
7	C & AG	Comptroller and Auditor General of India
8	CCC	Citizens'/ Clients' Charter
9	CFI	Centrally Funded Institute
10	CU	Central Universities
11	DBT	Direct Benefit Transfer
12	DIC	Design Innovation Centre

Section 4: Acronym

Sl.No	Acronym	Description
13	DPRs	Detailed Project Reports
14	DST	Department of Science and Technology
15	EFC	Expenditure Finance Committee
16	EOI	Expression of Interest
17	GER	Gross Enrolment Ratio
18	GRM	Grievance Redress Mechanism

Section 4: Acronym

Sl.No	Acronym	Description
19	ICT	Information & Communication Technology
20	IIM	Indian Institute of Management
21	IISc	Indian Institute of Science
22	IISER	Indian Institutes of Science Education and Research
23	IIT	Indian Institute of Technology
24	IPR	Intellectual Property Rights

Section 4: Acronym

Sl.No	Acronym	Description
25	ISBN	Indian Standard Book Number
26	ISO	International Organization for Standardization
27	NAAC	National Assessment and Accreditation Council
28	NBA	National Board of Accreditation
29	NDIN	National Design Innovation Network
30	NET	National Eligibility Test

Section 4: Acronym

Sl.No	Acronym	Description
31	NIT	National Institutes of Technology
32	NMTT	National Mission on Teachers' and Teaching
33	NTM	National Translation Mission
34	NUEPA	National University of Educational Planning and Administration
35	OBC	Other Backward Class
36	ODS	Open Design School

Section 4: Acronym

Sl.No	Acronym	Description
37	PAB	Project Approval Board
38	PAC	Public Accounts Committee
39	PG	Post Graduate
40	PPP	Public Private Partnership
41	RFD	Results Framework Document
42	RUSA	Rashtriya Uchchatar Shiksha Abhiyan

Section 4: Acronym

Sl.No	Acronym	Description
43	SC	Scheduled Castes
44	SET	State Eligibility Test
45	SHEP	State Higher Educational Plan
46	ST	Scheduled Tribes
47	TEQIP	Technical Quality Improvement Programme
48	TSG	Technical Support Group

Section 4: Acronym

Sl.No	Acronym	Description
49	UG	Under Graduate
50	UGC	University Grants Commission
51	UK	United Kingdom
52	USA	United States of America

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
1	[1.1.1] Appraisal of State Higher Educational Plan (SHEP) by Technical Support Group	SHEPs are the State Higher Educational Plans to be prepared by the State Higher Education Councils under RUSA. After being appraised by TSG, the SHEPs would be placed before the PAB for approval.	This component is under RUSA scheme, which is aimed to improve the quality of State universities and colleges so that they become dynamic, demand-driven and responsive to rapid economic and technological developments and also to improve the access, equality and excellence of higher education in the country.	(In numbers) SHEPs submitted by the State Govts and appraised by the TSG.	
2	[1.2.1] Release of RUSA funds to States/UTs for components approved by PAB	There are 18 components under RUSA scheme. The state government/ UT and institution may seek funding under any of 18 components	It is a step after appraisal of SHEP	(in %) Funds released to these State/UT and institutions.	
3	[1.3.1] CFIs shifted	Some of the CFIs have been functioning from temporary/rented campuses. To facilitate efficient functioning and expansion of activities, they are to be shifted to permanent campuses. The work of shifting is at various stages such as procurement of land, construction etc.	Newly established CFIs have started functioning in rented/temporary campuses. They are to be shifted to permanent campuses.	(In numbers) Number of institutes shifted to new permanent campuses.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
4	[1.4.1] Operationalization of New Polytechnics	The State Governments submit proposals seeking funding for setting up polytechnics in the identified and approved districts. Based on progress, funds are released in installments.	It refers to the number of new polytechnics operationalized during the year under the centrally sponsored scheme of "Sub-Mission on Polytechnics".	(in numbers) Based on information received from State Government about completion of construction of new Polytechnics and their Operationalization on getting approval of AICTE.	
5	[1.5.1] Polytechnics upgraded	Proposals are sent by the State Governments for upgradation of infrastructure facilities of the concerned AICTE approved Polytechnics. A Committee constituted for this purpose examines and makes recommendations based on which funds are released.	The number of polytechnics upgraded during the year under the centrally sponsored scheme of "Sub-Mission on Polytechnics".	(In numbers) Based on receipt of Utilization Certificate from the State Government about upgradation of infrastructure/procurement of equipments etc.	
6	[1.6.1] Community colleges made functional	Community colleges scheme aims to provide skilling to young students within NVEQF and in coordination with NSDC. The programme has been introduced on pilot basis in Degree Colleges and Polytechnics.	It is a scheme for providing appropriate skills as per NVEQF.	(In Numbers) Number of colleges upgraded to the level of community colleges	
7	[1.7.1] Persons trained	Selected Polytechnics in States are provided financial assistance to run short duration non-formal skill development courses. A variety of employment oriented courses are envisaged to be	The number of persons trained in Polytechnics during the year under the centrally sponsored scheme of "Sub-Mission on Polytechnics" called	(In numbers) Based on information received from the State Government about the	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
7	[1.7.1] Persons trained	offered under the Scheme depending on local demands and needs.	Community development through Polytechnics (CDTP)	number of persons trained in Polytechnics under Community Development through Polytechnics scheme.	
8	[2.1.1] Operationalization of new Women Hostels	With a view to encouraging participation of women in higher education, provision of hostels in universities, college and polytechnics are made.	Operationalization of women hostel for improving infrastructure for stay of women students in higher educational institutions	(In Numbers) Report from the UGC on number of women hostels operationalized during the reporting period.	
9	[2.2.1] New/Additional Centres in Universities and colleges	In order to gain admission in professional courses, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.	Starting of centres in universities and colleges to impart remedial coaching for SC/ST/OBC (Non-creamy layer) and minorities	(in numbers) No. of coaching centres in higher educational institutions, not previously covered under the scheme, for which new sanctions would be issued by the UGC.	
10	[2.3.1] New/Additional Centres in universities and colleges	In order to assist SC/ST/OBC (non-creamy layer) & Minorities candidates for recruitment as lecturers in Universities and Colleges, a scheme of Coaching Classes for qualified SC/ST/OBC (non-creamy layer) & Minorities to prepare them for National Eligibility Test (NET),	Starting of centres in universities and colleges to impart coaching for SC/ST/OBC (Non-creamy layer) and minorities for NET	(in numbers) No. of coaching centres in higher educational institutions, not previously covered under the scheme, for which new sanctions would be issued by the UGC.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
10	[2.3.1] New/Additional Centres in universities and colleges	<p>which is an essential eligibility condition for becoming a lecturer in universities or colleges is under implementation. Under this scheme, coaching classes are organized in selected universities for which grant on 100% basis is made available. Effort is being made to approve at least one centre in each State, which can accept the responsibility for NET Coaching and has sufficient number of willing faculty members to provide coaching. The classes in the coaching centre are to be arranged by arranging teachers on honorarium basis.</p>	Starting of centres in universities and colleges to impart coaching for SC/ST/OBC (Non-creamy layer) and minorities for NET	<p>(in numbers) No. of coaching centres in higher educational institutions, not previously covered under the scheme, for which new sanctions would be issued by the UGC.</p>	
11	[2.4.1] New/Additional Centres in universities and colleges	<p>In order to gain employment in group A, B & C including all India and State Services, the Scheme of Coaching Classes for SC/ST/OBC (non-creamy layer) & Minorities for entry in Services has been introduced in selected universities and colleges. The classes in the Coaching Centres are to be arranged by arranging teachers on honorarium basis.</p>	Starting of centres in universities and colleges to impart coaching for SC/ST/OBC (Non-creamy layer) and minorities for entry in services	<p>No. of coaching centres in higher educational institutions, not previously covered under the scheme, for which new sanctions would be issued by the UGC.</p>	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
12	[2.5.1] Completion of Study	The UGC has been implementing scheme for coaching centres for imparting coaching for NET/SET and entry into services for weaker sections and minorities. The evaluation of the sachem in terms of impact will give inputs for desirability and direction of reformulating the scheme.	Evaluation of the scheme for coaching for NET/SET and entry into services in terms of impact on the targeted beneficiaries.	(Date) receipt of the report from the study committee.	
13	[2.6.1] Direct Benefit Transfer (DBT) of fellowships/scholarships	Direct Benefit Transfer through Aadhar Payment Bridge would be ensured so that there is seamless transfer of funds directly to the bank accounts of the beneficiary.	Transfer of funds directly from the UGC to the bank account of scholarship awardees	(in percent) Percentage of postgraduate scholarships for SC/ST students in professional courses transferred directly to the scholarship awardees by the UGC.	
14	[2.7.1] Completion of study	The UGC has been implementing scheme for scholarship and fellowship for NET/SET and entry into services for weaker sections and minorities. The evaluation of the sachem in terms of impact will give inputs for desirability and direction of reformulating the scheme.	Evaluation of the scheme for scholarships and fellowships for NET/SET and entry into services in terms of impact on the targeted beneficiaries.	Date of receipt of the report from the study committee.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
15	[2.8.1] New cells operationalised in universities and colleges	With a view to enhance the employability and success of deprived sections, by emphasizing on learning and creating an opportunity for them to be in the mainstream, UGC has decided to create Equal Opportunity Cells (EOCs) in all universities which have been declared fit to receive grants under section 12-B of the UGC Act, 1956. The cell takes up programmes of sensitizing university/college community on problems faced by SC/ST students in higher education.	Opening of equal opportunity cells for promoting equity in higher educational institutions	(in numbers) No. of cells in higher educational institutions, not previously covered under the scheme, for which new sanctions would be issued by the UGC.	
16	[2.9.1] Differently Abled Persons covered	In order to bridge the gap in the facilities currently available for training the PwDs, a Centrally Sponsored Scheme for Integrating Persons with Disabilities (PwDs) in the mainstream of Technical and Vocational Education is being implemented in 50 Polytechnics selected by an Expert Group for implementing the scheme. Each polytechnic provides facilities for 3-yr regular diploma level courses to 25 Students with Disabilities along with normal	It refers to PwDs trained in Polytechnics during the year under the centrally sponsored scheme for Integrating Persons with Disabilities (PwDs) in the mainstream of Technical and Vocational Education	(in numbers) Based on information received from the State Governments about the number of Persons with Disabilities trained under the scheme of MHRD in select Polytechnics.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
16	[2.9.1] Differently Abled Persons covered	students, and vocational training /skill development programmes ranging from 3 to 6 months for 100 Students with Disabilities. The students are encouraged through provisions like scholarship, supply of books/educational materials, uniforms, free boarding and lodging etc.	It refers to PwDs trained in Polytechnics during the year under the centrally sponsored scheme for Integrating Persons with Disabilities (PwDs) in the mainstream of Technical and Vocational Education	(in numbers) Based on information received from the State Governments about the number of Persons with Disabilities trained under the scheme of MHRD in select Polytechnics.	
17	[2.11.1] Completion of review of the Scheme by the IIM, Bangalore, and NUEPA	NUEPA and IIM, Bangalore have been entrusted to evaluate the interest subsidy scheme which is meant for providing loan with subsidy to EWS students for professional education.	The evaluation of central sector interest subsidy scheme to be carried out by IIM, Bangalore and NUEPA.	Submission of status report.	
18	[2.12.1] Approval of Regulations by the Central Government	MHRD has been receiving lot of complaints regarding sexual harassments and discrimination against girl students. There is a need to bring out a separate regulations to prevent sexual harassment and discrimination of students in higher educational institutions.	This regulation pertains to prevention of sexual harassment and discrimination of students. This regulation is being brought out by the central Government.	(Date) Date of grant of approval to the draft regulations by the Central Government.	
19	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	A National Mission on Teachers and Teaching will be launched to address, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising	Improving existing academic staff colleges for imparting better teacher training.	(in numbers) No. of existing academic staff colleges to which dedicated fund for improvement, as per the NAAC DPR, released by	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
19	[3.1.1] Transforming Existing Academic Staff Colleges (ASCs) into model Academic Staff Colleges	the quality of teaching in schools and colleges. It is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.	Improving existing academic staff colleges for imparting better teacher training.	the UGC during the reporting period.	
20	[3.1.2] Setting up Schools of Education	The Schools of Education are envisaged to include several units/centers that would undertake in-depth work in specific areas that have remained neglected in areas of elementary and secondary teacher and school education. These include concerted	The Schools of Education will form the main backbone for integrated teacher development across all sectors.	(in numbers) Opening of School of education in Central Universities, selected State Universities, and other Centers of Higher Education.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
20	[3.1.2] Setting up Schools of Education	research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation apart from the responsibility of educating teachers and teacher educators.	The Schools of Education will form the main backbone for integrated teacher development across all sectors.	(in numbers) Opening of School of education in Central Universities, selected State Universities, and other Centers of Higher Education.	
21	[3.1.3] Faculty development	Faculty development will include various kinds of refresher courses /training programmes, such as: In service training Continuous orientation/ refresher programmes Summer/winter schools Training through distance mode	Faculty Development refers to all forms of capacity building and training/retraining activities aimed at quality improvement	(in numbers) Number of Teachers attended orientation, training, refresher courses, summer & winter schools	
22	[3.1.4] Faculty development through ICT	Under NMEICT, using the A-View software, several 14 day duration teachers' empowerment programmes have been conducted for batches of 1,000 teachers at a time by IIT Bombay.	Empower teachers and faculty through ICT and technology enabled training. This will help teachers/ faculty to integrate technology in classroom teaching and improve pedagogy in distributed classrooms	(in numbers) Number of teachers who attend such empowerment programmes	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
23	[3.1.5] Education Management Centres	Centres of Educational Management will provide a post-graduate degree in Education Management for heads of DIETs, SCERTs and other in-service practitioners. These courses can be designed to include credit courses across institutions with specializations in curriculum and pedagogic studies.	Centres of Education Management are aimed to provide capacity building for institutional heads of teacher training institutions.	(in numbers) Establish five Zonal Centres of Educational Management.	
24	[3.2.1] Conduct of Workshops	Workshops for training to administrators of TEQIP institutions are planned	Capacity building to strengthen institutional management under Sub-component 2.1 of TEQIP	25 workshop/ trainings will be conducted by 7 IIMs (Indore, Lucknow, Bangalore, Kozhikode, Trichy, Raipur and Udaipur)	
25	[3.2.2] Performance Assessment of trained teachers	Feedback is taken from the trained teachers/ administrators on the basis of parameters such as training on procurement management, financial management etc.	Feedback is taken from trained teachers/ administrators regarding the training imparted	500 teachers/ administrators are planned to be trained by 7 IIMs	
26	[3.3.1] Training of Translators	Translator to be trained by the NTM in their institute under the supervision of experts in the field of the translation of and different Indian language.	To promote development of Indian languages, one of the goals of NTM is certification and training of translators in different areas and long term goals is to establish translation as a viable profession and give rise to translation industry.	(in numbers) Monthly reporting by the concerned institute on the number of translator trained leading to the achievement of the number of translator trained.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
26	[3.3.1] Training of Translators	Translator to be trained by the NTM in their institute under the supervision of experts in the field of the translation of and different Indian language.	To promote development of Indian languages, one of the goals of NTM is certification and training of translators in different areas and long term goals is to establish translation as a viable profession and give rise to translation industry.	(in numbers) Monthly reporting by the concerned institute on the number of translator trained leading to the achievement of the number of translator trained.	
27	[3.4.1] Impact evaluation study for existing schemes	A study will be instituted to determine the impact of the scheme pertaining to training of translators. It will facilitate to ascertain the benefits of the schemes and extent to which objectives of scheme are fulfilled. It will also provide future direction for fine tuning the scheme to achieve desired results.	It aims to evaluate the impact of the scheme of training of translators.	(date) The Implementation of the recommendations of the evaluation study	
28	[3.4.2] Converting Central Institute of Indian Languages into an autonomous body	To facilitate better administrative functioning and faster decision making, it is proposed that central institute of Languages will be given greater autonomy by converting them into autonomous body.	To convert the central institute of Indian Languages into a autonomous organization	(date) The approval of the Cabinet for conversion of the institute in to an autonomous organization.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
29	[3.5.1] CUs applying for accreditation	To sensitise the Central Universities for accreditation, workshops are being organized in collaboration with NAAC. Accreditation will help in improving the quality of the CUs	CUs to be accredited as per UGC regulations for mandatory accreditation.	(in percent) Number of eligible Central Universities applying for accreditation	
30	[3.5.2] Opening of Regional offices of NAAC and NBA	A proposal for establishing Regional Center of NBA in view the Government Policies to make the Accreditation Mandatory. There is a need for establishment of Regional Offices/ Centres.	These Regional Centres will cater to the needs of South, Eastern and Western parts of the country highlighting NBA's role and activities.	One Centre already opened at Visvesvaraya Technological University Campus at Bangalore. On this pattern the other two Regional Centres i.e. Kolkata and Ahmedabad will be opened.	
31	[3.5.3] According autonomy to NAAC	Making Structural changes and restructuring of processes in NAAC to keep it at an arm's length from the Regulator to avoid conflict of interest and enhance its capacity to undertake assessment and accreditations.	NAAC to be provided autonomy to avoid conflict of interests with UGC..	(Date) Date of according approval to amendments to MoA and Rules of NAAC by the UGC.	
32	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the Universities)	Under NMEICT, Universities and Colleges have been provided internet connectivity, which facilitate them to be networked.	This defines the quantum of bandwidth utilization of the internet connectivity provided to Universities.	(in Mbps) Measurement provided by BSNL	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
33	[3.7.1] Completion of pilot testing	The framework from UGC will achieve the objective of using norms and entitlements instead of demand and inspection based grants disbursal. This will ensure an objective method of grant disbursal with lesser scope of discretion and linked to outcome related to quality of education.	Issuance of norms based funding framework instead of the present demand and inspection based framework.	(Date) Date of UGC meeting granting approval to the framework.	
34	[3.8.1] Notification of regulation relating to Private Universities	The activity will be undertaken through UGC and the success indicator is issue of Regulations by UGC relating to Private Universities.	The proposed new Regulations will be notified in supersession of the regulations made in 2003. The Regulations elaborate specific & detailed conditions for setting up Private Universities, their off-campus centre (s), off-shore campus centre (s) & provisions for inspection of Universities in order to maintain the standard of higher education in Private Universities.	(Date) The issue of notification by UGC.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
35	[3.9.1] Notification of Deemed University regulations	Regulations to replace the guidelines on Deemed to be Universities for regulating in an orderly manner, the process of declaration of institution as deemed to be Universities and preventing institutions of dubious quality from being so declared have been brought out to maintain quality of higher education imparted by institutions deemed to be Universities deemed to be consistent with the ideals of the concept of a University.	The amendments to Deemed Universities Regulations, 2010 was proposed in view of the discrepancies in the provisions of the earlier Regulations, 2010. The Commission has framed the new Regulations (Amendment), 2014.	(Date) The issue of notification by UGC.	
36	[3.10.1] Implementation of report on AIU	The One Man Committee submitted its report on the AIU Certain recommendations were made. Government has accepted the report, and in order to take forward the recommendations, a Committee has been constituted which shall look into the governance structure, modification of MoA, staff structure, irregularities to appointments, financial status of the AIU and audit observations, revamping of research division, issues of equivalence etc	The recommendations contained in the Report of the Committee to review Association of Indian Universities will be implemented	(Date) Approval of the report of the Committee and Issuing of guidelines	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
37	[3.11.1] Publications in Peer Reviewed Journals	Encouraging faculty and students for Publications in Peer reviewed Journals. Strengthening IPR education to encourage creation of IPR, filing of patent applications, creation of IPR Centres.	Review of a journal by peers to determine suitability of journal for publication.	(Numbers) Based on the data received from NITs, IITs, IISERs and IISc	
38	[3.11.2] Filing of Patent applications and patents.	Encouraging faculty and students for Publications in Peer reviewed Journals. Strengthening IPR education to encourage creation of IPR, filing of patent applications, creation of IPR Centres.	A licence conferring a sole right or title for a set period.	(Numbers) Based on the data received from NITs, IITs, IISERs and IISc	
39	[3.12.1] Selection of new universities	To achieve excellence in teaching and research and for holistic development, the UGC has been assisting universities which are identified and granted the status of university with potential for excellence. Further selections under the scheme will extend the reach of UGC's assistance for quality assurance.	Selection of universities by the UGC for coverage under its scheme of Universities with Potential for Excellence/Universities with Excellence.	(Numbers) Number of Universities selected by the UGC during the reporting period under this scheme.	
40	[3.13.1] Notification of Regulations by the Central Government	Based on recommendations reforms of Madhav Menon Committee, these are being brought out Open Distance Learning.	ODL regulations would be a set of rules for maintenance of standards of ODL education.	Adherence to these regulations will ensure quality.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
41	[4.1.1] Identification of Centers with Potential for Innovation	A greater emphasis of Research and Innovation within our existing higher educational institutional by setting up cluster innovations center, Technology Development Centres encouraging inter-disciplinary Research and Focus on Social Science Research.	These are Centres which promote research & innovations	(Numbers) Development of centres	
42	[4.2.1] Establishment of Centres	To establish 20 Design Innovation Centres (DICs) to provide Design Education and Innovation in processes, products and systems. To establish National Design Innovation Network (NDIN) To establish Open Design School (ODS)	Design Innovation Centres aim to create an eco-system for innovation Design Education in the country.	(Numbers) Release of funds for establishment of DICs in the institutes.	
43	[5.1.1] Meeting of the Council for Industry Academia collaboration	Meetings of the Council for Industry Academia collaboration will be held.	It aims to Council for better interaction of industry & academia	Quarterly meetings are proposed	
44	[5.2.1] Completion of automation	An application will be developed to computerize all the processes involved for registration of International Standard Book Numbers (ISBN). Online Applications and allotment of	To facilitate online registration of ISBN by the stakeholders, online allotment of ISBN and management of publishers' / authors'	(Date)	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
44	[5.2.1] Completion of automation	numbers will be fully automated.	data by ISBN Office.	(Date)	
45	[5.3.1] Completion of digitalization of records in copyright office	Digitization of old extracts from Register of Copyrights (1.00 lakh documents) in Copyright Office will be completed.	Creation of Metadata of old extracts from Register of Copyrights (ROC) and retrieval of data through advance search procedure.	(Date)	
46	[5.4.1] Operationalizing UGC schemes through web-based applications	UGC Schemes through web based applications would be Operationalized.	Online applications for all UGC schemes along with online display of receipt and disposal status.	(Date) Operationalization of the web applications on the UGC	The Portal will also help in speedy communication between this Ministry and CUs.
47	[5.5.1] Launch of the portal	Portals for Central Universities will be launched.			
48	[5.6.1] Holding of orientation workshops.	None of CUs feature among top 200 institutions of higher education globally. Hence, leadership of CUs will be oriented to achieve better ranking.	To orient Central Universities towards improving their ranking	Holding no. of workshops.	

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

Sl.No	Success indicator	Description	Definition	Measurement	General Comments
49	[5.7.1] Release of Statistics of Higher and Technical Education for 2012-13 based on AISHE.	Publication indicating various statistics on Higher & Technical Education Data is being collected from Higher Educational institutions in the country in prescribed proforma. Thereafter it is compiled and indicators are calculated for releasing in the form of publication.	Higher Education is defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months(full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education .Data are collected on Basic detail, Programme detail, Teaching & Non-Teaching Staff, Student Enrolment, Out-turn, Financial Information, Scholarship, Accreditation, Infrastructure.	(date) Releasing in the form of publication.	Required for research, policy making and international comparison.
50	[5.7.2] Release of "Education at a Glance 2014"	Publication contains various Statistics on education and related sectors.	It is a pocket book compilation of the published data on education sector.	(Date) Release of pocket book.	Required for ready reference

Section 4: Description and Definition of Success Indicators and Proposed Measurement Methodology

SI.No	Success indicator	Description	Definition	Measurement	General Comments
51	[6.2.1] Visit of first batch of international students	First Batch of international students to be completed.	The first batch of foreign students will take up a short term programme of 4-6 weeks in select Indian Universities. The aim of the Connect to India Programme is to familiarize these international students with the Indian Culture, Economy, History, Polity and contemporary India.	(Date) Initiation of the programme in Indian Universities	
52	[6.3.1] Joint Research programmes funded	Proposals relating to Joint Research Programmes with seven countries to be approved.	Jointly developed Research Project between the Universities/Institutes of India and the respective Institutes from the above countries will be jointly assessed and financed. The countries identified are US,UK, Australia, New Zealand, Israel, Germany and Norway	(Numbers) Approvals of Joint Research Projects between Indian and respective Foreign University.	

Section 5 : Specific Performance Requirements from other Departments

Location Type	State	Organisation Type	Organisation Name	Relevant Success Indicator	What is your requirement from this organisation	Justification for this requirement	Please quantify your requirement from this Organisation	What happens if your requirement is not met.
Central Government		Departments	Department of Telecommunications	[3.6.1] Utilization of connectivity(Average bandwidth utilization in Mbps by the Universities)	Timely internet connectivity and uninterrupted connectivity of internet circuits	Utilization of bandwidth by university is solely dependent on provision and uptime of connectivity	Connectivity and uptime of internet connections is provided by PSUs of DoT	It is impossible to meet the target without the support of DoT.
State Government	All States	others	Others	[1.1.1] Appraisal of State Higher Educational Plan (SHEP) by Technical Support Group	Preparedness of the state government with regard to state higher education plan	It is a mandatory pre requisite for getting funds under the scheme	The scheme can not be implemented unless state submits SHEP, hence fully dependent.	Scheme would not be implemented.

Section 6: Outcome/Impact of Department/Ministry

Outcome/Impact of Department/Ministry	Jointly responsible for influencing this outcome / impact with the following department (s) / ministry(ies)	Success Indicator	Unit	FY 12/13	FY 13/14	FY 14/15	FY 15/16	FY 16/17
1 Enhancing Enrolment	All State Governments	Increase Gross Enrolment Ratio	Percentage					25.2
2 RUSA to ensure holistic planning in Higher Education	All States Governments	State Higher Education Plan (SHEP)	Number			15	13	6
3 Quality Enhancement		Improvement in Research Output in terms of publication and filing of patent applications	Number		100	150	200	200
		Publication in Peer Review Journals	Number		2500	1500	1500	1500
4 Improving faculty student ratio and faculty undergoing development		Recruitment of faculty under RUSA	Number					
		Faculty undergoing development	Number			26000	26000	26000
		ICT empowerment of teachers	Number			10000	10000	10000
5 Creating eco system for Design and Innovation		Establishment of Design and innovation Center	Number		5	10	5	