EXECUTIVE SUMMARY

REPORT ON CBCS AND CFSD FOR IMPLEMENTATION IN HEI's OF TELANGANA STATE

Education is vital for India's competiveness, productivity, economic growth, and social stability. Therefore every aspect of higher education is being reorganized and remodeled to cover qualitative inclusive expansion such as accreditation, funding, infrastructure, access, curricula, faculty, research, leadership, governance, values, linkages with industry, international collaboration and the way teaching and research are conducted.

The Higher Education in India is one of the largest operating systems in the country and the absence of a comprehensive national framework for facilitating proper recognition of the academic programs offered by the different higher education providers posing a challenge to the nation in the context of universalization.

The strength of the university system lies in the cooperation and collaboration of stakeholders, which can amplify the capabilities and capacities in many ways with moderate resources of infrastructure and support services. The Universities known as Temples of Learning, resists for any reform or change that may be brought in or enforced in the system of learning process, however they need to transform into centers of human excellence to know, to learn and to understand the value of level of knowledge and education.

The strength of a country's economy is inextricably linked to the strength of its education system. Therefore it should meet with international standards by training its workforce to become equipped, skilled, adaptable and creative to compete in the marketplace. In contemporary requirements of the workplace needs, it is necessary to devise an educational system that ensures better livelihood with income assurance. The traditional higher education system in the country is rigid in terms of duration of courses, Teaching-Learning timings, Place of study and Choice of subjects.

The world is looking for trained and readily employable persons in all basic fields with sound knowledge base in their core discipline with abilities to adapt for new demands. There is an immediate need of skilled human resources with additional inputs of knowledge to take part in new economic revolution. The present market economy works on the principle of the division of labor, which also implies division of "knowledge". The generalist education need to be made career orientated so that rather than clamoring for administrative government jobs (which are in stagnation presently and bound to be expanded to a limited extent in future) the trained generalists would find more opening at the middle level skill demanding jobs. Education is identified as one among the 12 service sectors by World Trade Organization (WTO). Education will not enable global mobility of students unless the qualifications acquired by them are acceptable as per the universal norms. Further the new initiatives of 'Twinning' and 'Joint Degree' as well as 'Study Abroad' programs gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, has now become part of 'Academic Reforms'.

India's Higher Education is a large and complex system comprising of 700 Universities and 35500 Colleges with a near enrollment of 30 million students against 150 million of targeted age group (18 – 23) in different fields of study including Arts (37%), Science (19%), Commerce & Management (18%), Engineering & Technology (16%) and Professional Courses (10%). Among these 86% are entering into UG courses, 12% entering into PG courses, and 1% each in Doctoral programs and Diploma courses. India is aiming to achieve 30% enrollment by 2020 at least to meet the World average. Further the country has also embarked on a mission for Vocational Education and Skill Development, involving a targeted 1600 new industrial training institutes (ITIs) and polytechnics, 10,000 new vocational schools and 50,000 new Skill Development Centres to develop employable skills among the 15 crore youth in the 18 – 23 age group in addition to the 5 crore to be graduated from higher education system in the country.

Education was included in the concurrent list of the constitution in 1976 through 42 amendment, and since then it became a joint responsibility of the center and state. The central and state governments, both are constitutionally, equally responsible for expediting the process of educational development by extending infrastructure facilities and providing necessary finances in addition to the implementation and monitoring of various policy initiatives. The Center and State has the responsibility for promotion of scientific research and community education. Further it should envisage for the manpower planning in crucial sectors of economy.

The National Knowledge Commission (NKC) and University Grants Commission (UGC) as well as Association of Indian Universities (AIU) directed the Central and State Universities and other Institutions of Higher Learning to carry out Academic Reforms in order to mitigate the differences arising in recognition and equivalence of qualifications and degrees. To equalize the curricular aspects and its certification process due to massification, it is being recommended to transform the existing system of models by means of uniformity and aiming towards universalization of Higher Education system to meet the global standards.

The development and promotion of higher education in the country is in tune with the national agenda based on **'Demand side Intervention Measures'** such as **Access, Equity,** and **Quality,** which were expected realize through implementation of **'Supply side Initiative Policies'** envisaged under **'Academic Reforms'** includes the **Choice Based Credit System (CBCS)** and **Credit Framework for Skill Development (CFSD)**. These policy initiatives enables to make the courses more attractive and adds greater academic value in nurturing the inherent talent among students for knowledge acquisition across the disciplines and prepare them with required employable skills through learner centric approach to foster human abilities for better acceptability, viability and sustainability of the programs offered under General Education stream.

The significance and requirements of reforms and initiatives were recognized through

1. Semesterization of Curricula;
2. Restructuring of Syllabi;
3. Standardization of Examinations;
4. Switching over to Grading System;
5. Value Addition through Relevant Skill Education

The main objectives of the reforms includes the following:

To provide equal opportunity in an exceptional environment to nurture the diverse group of students to achieve high to their individual potential and grow academically, emotionally, intellectually and socially in a unique approach by accessing to both skill and general education;

To empower the student to be more competitive, innovative and productive in the process of life-long learning activities and enable through diverse choice of subjects for a wide range of career paths with seamless mobility across disciplines and institutions to meet the requirements of new world order.

To develop positive personal attitudes, professional competencies and managerial skills that are critical for employment and good citizenship among students through value education;

To counsel, guide and train in strategies necessary for life-coping skills to deal with societal trends and conflicts affecting family and personal stability for a better life career aspirations;

To quantify the successful learning outcomes of a subject as 'Credit' in terms of reliable methods of valid instruction and standard evaluation in acquiring a specified qualification;

To define the Credit Allocation, Acquisition, Acceptance, Accumulation, Equivalence, Flexibility and Transfer for multiple exit and entry options between employment and education;

1. **Semesterization of Curricula;**

The Semesterization of Instructional Course Content is to enlarge the curricular space for academic momentum and accelerate the learning process through a flexible and allowable mix of formal (not less than 60%) and non-formal (not more than 40%) mode of education and also enables to achieve and sustain a system of quality and excellence in higher education;

2. **Restructuring of Syllabi;**

The restructuring of the curriculum/syllabi in the form of credits / modules based on contact hours / student efforts for a specified outcome in order to standardize with comparable programs elsewhere for acceptance, recognition, equivalence and transfer; The credit framework enables for developing modular courses to recognize the degree / qualifications in terms of learning outcome and facilitate for easy exit and entry system.

3. **Standardization of Examinations;**

The Examination is standardized to ensure the validation and time frame for measuring the performance and abilities of individuals through comprehensive continuous assessment, who undergone for a well-defined learning process of acquisition of knowledge, skills and competency among Core, Elective and Foundation based courses in an aptly devised curriculum and evaluated systematically for valuing the human resources over distribution of powers.

4. **Switching over to Grading System;**

Grading System of Evaluation is universally accepted and recognized version to value the Degree or Qualification for further academic and career pursuits.

There are two methods that have been in vogue for awarding grades in a course.

1. Relative Grading 2. Absolute Grading

The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile.

The absolute grading, the marks are converted to grades based on pre-determined class intervals.

To implement the grading system, the colleges and universities can use any one of the above methods.

5. **Value Addition through Relevant Skill Education**

There is a genuine need for a provision of value addition to impart life-coping skills for the students seeking certifiable level qualifications in the process of learning or acquiring a degree in General, Professional and Technical education, which is acceptable nationally and comparable internationally.

The life-coping skills includes

i. Basic Skills (Communication, Computer, Accounts and Arithmetic/Statistics), the lack of basic skills leads to welfare dependency, dropout and unemployment.
ii. Analyzing Skills (Rational Thinking, Decision Making, Problem Solving and Reasoning), the deficiency of analyzing skills are the characteristics of failure, addiction and criminalization.
iii. Personal Skills (Responsibility, Integrity/Honesty, Self-Management and Social Engagement), the dearth of personal skills attributes for corruption, violence and social conflicts.

The value addition is accomplished in General Education stream with the incorporation of relevant sector skills through vocational education (60%) component and pursuit of knowledge through general education (40%) component, where the institute-industry collaborations and linkages promotes for career advancement.

The courses designed must be a mix of knowledge and skill components useful for marketplace, especially to incorporate the requirements of various sectors of economy and employment in its curriculum, in an innovative and flexible manner while producing well-groomed graduates. It is envisaged that professionally qualified graduates with a sound knowledge of their core disciplines and expertise in a concerned skill will have more openings in service, industry and self-employment sectors.

To meet this challenge it is suggested to incorporate the skill oriented and value added components as add-on courses in colleges / universities to be opted by the students as a parallel sub-discipline while pursuing their degree level education.

Formal and Non-formal Mode of Education:

The 'Supply side Initiatives' can be accomplished in a better way, when flexibility in course offerings (Formal and Non-formal) is allowed for acquisition of knowledge and skills for obtaining a qualification or degree.

The formal mode (not less than 60%) of learning provides well-resourced and structured education with defined learning outcomes to value the certification process. However the non-formal mode of learning enables for multiple pathways of organized learning, which includes complimentary aspects of learning process that promotes livelihood and income generating programs and also the supplementary aspects of learning process that supports remedial learning through work integration. Further it enables to experience the world of work, allows to participate in social activities and also to contribute for personality development. The recognition of non-formal mode of learning to a limited extent (not exceeding 40%) enables for flexibility.

Working Days, Contact Hours, Credits and Grades:

Further it is necessary to define the number of working days, contact hours and credits in a semester or year and desired number of credits for a specific UG/PG program.

A Student or Working individual requires to spend mandatorily 40 hours/week and 8 hours a day distributed over five days a week (Academic Administrator – 50 hours/week) as per International norms. In an academic institution this may be split into 70% - 80% class/contact time (28 – 32 Hours/Week) for instruction and 20% - 30% outside the class for Co and Extra-curricular activities time (08 – 12 Hours/Week) for holistic and personality development. Normally the Higher Education system comprises 180 working days in an academic year, which consists of 28 - 30 weeks of actual class room teaching at five working days a week and 6- 8 teaching contact hours a day. Further 12 weeks are allocated for admission and examination, 8 weeks for vacation and 2 weeks for public holidays is distributed over 52 weeks in a year. The semester comprises 90 working days consists of 14-15 weeks. The availability of two days for week end for the students enable to accommodate to seek the courses under non-formal mode. The grades may be awarded for attendance for instruction and examination to be reflected separately in the memo from CGPA.

PART-I - Choice Based Credit System:

The CBCS is an effective 'Supply side Initiative' measure evolved as a process of 'Academic Reforms' that focuses on the learner centric education. It is a flexible, cafeteria-type learning system in a semester pattern to foster creativity and innovation that bridges the gap between professional and liberal education to empower the students for meeting the challenges of Globalization with an inbuilt International mobility. Devise Post Graduate and Under Graduate attributes, while before framing an instructional structure.

A student can exercise the option to decide his/her own pace of learning - slow, normal or accelerated plan and may venture out to acquire extra knowledge/ proficiency through add-on facilities.

- Enables students to choose courses of their choice among Core (60%), Elective (20%) and Foundation (20%) from disciplines that imparts Knowledge, Skill and Competency oriented Education for obtaining a specific Degree Qualification;
- Permits for multi-mode / blended (Regular, Distance, Open, Virtual, Self, Continuous and Extension etc.,) teaching - learning process and allows mobility between formal and non-formal streams;
- Makes best use of the expertise of faculty across various disciplines through interdisciplinary approach in learning;

Courses offered in a UG / PG program may be classified into three kinds: **Core, Elective and Foundation**.

1. Core Course:- There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a program in a said discipline of study.

2. Elective Course:- Elective course is a course which can be chosen from a pool of papers. It may be supportive to the discipline of study, provides an expanded scope, enables an exposure to some other discipline/domain and nurtures student's proficiency/skill.

An elective may be "Discipline centric" opted to enhance the proficiency in specified area of chosen discipline within a faculty or may be "Interdisciplinary" preferred from a converging disciplines that enables to advance fundamental understanding of concepts beyond single discipline within or across the faculties or an "Open Option" chosen within or across or unrelated disciplines/faculties, which add general / specific knowledge to enhance students intellectual acumen.

3. Foundation Course:- The Foundation Courses further classified into two kinds: Compulsory Foundation and Generic Foundation. 'Compulsory Foundation' courses are designed based upon the content that leads to Knowledge enhancement, which are mandatory for all disciplines. 'Generic Foundation' courses are all-purpose value-based and aimed at person-making or humane education, which are optional.

Table – 1: Post Graduate Programs Instructional Structure:

Yr	Sem	Course – 1 (Credits)	Course – 2 (Credits)	Course – 3 (Credits)	Course – 4 (Credits)	Course – 5 (Credits)	Course – 6 (Credits)	Credits	Contact Hours	
									Week	Semester
I	I	Optional – 1 (4) (Discipline)	Optional – 2 (4) (Discipline)	Optional – 3 (4+2) (Discipline)	Optional –4 (4+2) (Discipline)	Elective – 3 (2) (Open)	Communicative English (2)	24	28	420
	II	Optional – 1 (4) (Discipline)	Optional – 2 (4) (Discipline)	Optional - 3 (4+2) (Discipline)	Optional – 4 (4+2) (Discipline)	Elective – 3 (2) (Open)	Computer Applications (2)	24	28	420
II	III	Elective – 1 (3) (Discipline)	Elective – 2 (3) (Interdisciplinary)	Optional - 3 (4+2) (Discipline)	Optional – 4 (4+2) (Discipline)	Elective – 3 (3) (Open)	Personality Development (3)	24	28	420
	IV	Elective – 1 (3) (Discipline)	Elective – 2 (3) (Interdisciplinary)	Optional - 3 (4+2) (Discipline)	Optional – 4 (4+2) (Discipline)	Elective – 3 (3) (Open)	Community / Project Work (4)	25	36	540
		14	14	24	24	10	11	97	120	1800
In addition to the above One can earn assigned credits for co-curricular and extra-curricular activities during the course of study;										

Table – 2: Under Graduate Programs Instructional Structure:

Yr	Sem	Course – 1 (Credits)	Course – 2 (Credits)	Course – 3 (Credits)	Course – 4 (Credits)	Course – 5 (Credits)	Course – 6 (Credits)	Credits	Contact Hours	
									Week	Semester
I	I	Communicative English (3)	Second Language (2)	History & Culture (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Optional – 3 (3+2) (Open)	22	28	420
	II	Mathematics & Statistics (2)	Computer Applications (3)	Science & Civilization (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Optional – 3 (3+2) (Open)	22	28	420
II	III	Communicative English (3+2)	Second Language (2)	Human Values & Ethics (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Optional – 3 (3+2) (Open)	24	32	480
	IV	Practical Accountancy (2)	Computer Application (3+2)	Environmental Science (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Optional – 3 (3+2) (Open)	24	32	480
III	V	Elective – 1 (3) (Discipline Centric)	Elective – 2 (3) (Interdisciplinary)	Elective – 3 (3+2) (Open)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Optional – 3 (3+2) (Open)	26	34	510
	VI	Elective – 1 (3) (Discipline Centric)	Elective – 2 (3) (Interdisciplinary)	Elective – 3 (3+2) (Open)	Optional – 1 (3+2) (Discipline)	Optional – 2(3+2) (Discipline)	Optional – 3 (3+2) (Open)	26	34	510
		18	18	18	30	30	30	144	188	2820
In addition to the above One can earn assigned credits for co-curricular and extra-curricular activities during the course of study;										

Part-II - Credit Framework for Skill Development:

The vocational courses designed under CFSD must be a mix of knowledge and skill components useful for marketplace, especially to incorporate the requirements of various sectors of economy and employment in its curriculum, in an innovative and flexible manner while producing well groomed graduates. It is envisaged that professionally qualified graduates with a sound knowledge of their core disciplines and expertise in a concerned skill will have more openings in service, industry and self-employment sectors. To meet this challenge the incorporation of skill oriented and value added, add-on courses in colleges / Universities to be opted by students as a parallel sub-discipline while pursuing their degree level education.

- Provide an opportunity for students who wish to supplement their General Education with Skill Development Courses for Multiple Pathways into job market through Vocational Education;
- Classify the Skills into Life coping Skills and Sector Skills that covers specific Job roles to attract the students and motivated youth to acquire vocational skills needed for employment;
- Sector Skills Education is offered at 7 levels among 21 recognized sectors for a Certificate, Diploma, Post / Advanced Diploma and Degree starting from IX standard in School;
- Identify the skill gap using Labor Market Information System (LMIS), develop course, design curriculum, establish standards, train the trainers, and formulate the assessment and certification of trainers and students;
- Develop Nationally Standardized, Acceptable and Internationally Comparable Skills Qualifications Framework that enables to integrate with General Education Arts/Science/Commerce Degree;
- The following formula may be used for the credit calculation for various components of the courses:
    - General Education credit refers to a module/unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester system. [One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical/field work

per week, accordingly 14-15 periods of 60 minutes each or 28 – 30 hours of workshops / labs in a semester. However for internship/field work/self-learning based on e-content or otherwise, the credit weightage for equivalent hours of study shall be 50% of that for lectures / tutorials].

- A range of initiatives need to be introduced to recognize the prior learning for seeking equivalence of qualifications and to expand the opportunities of pursuing vocational education through formal education stream.
- Promote the mobility from Diploma to Degree and Degree to Post Degree Programs in acquisition of desirable skills and knowledge and explore the possibility of incorporation of the Credit Framework for Skill Development by mainstreaming Vocational Education into existing Formal System of Education to facilitate such transitions in a large scale through Credit Flexibility, Accumulation and Transfer.
- Minimize the Graduate unemployment problem in India and Make the Graduates Job ready through Sector Skill Courses, as at any given point of time some 12 million graduates are looking for jobs;
- The CFSD selectively focus on following sector skill courses for Under Graduate Programs in IT and IT Enabled Services (Computer Operator / Programmer), Banking and Finance (Small Savings / Accounting), Hospitality and Tourism (Hotel / Tourism Operator), Media and Entertainment (Reporter / Anchor) and Telecom (Customer Care Executive at Call Centres) among 21 identified Skill Sectors for various job needs initially, subsequently it may be expanded other sectors based on pre- requisite qualifications acquired as per SSC's norms and also certified by the Central / State Boards;

Table – 3: B.Voc Program Instructional Structure:

Yr	Sem	Course – 1 (Credits)	Course – 2 (Credits)	Course – 3 (Credits)	Course – 4 (Credits)	Course – 5 (Credits)	Course – 6 (Credits)	Credits	Contact Hours	
									Week	Semester
I	I	Communicative English (3)	Second Language (2)	History & Culture (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	24	30	450
	II	Computer Applications (3)	Mathematics & Statistics (2)	Science & Civilization (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	24	30	450
II	III	Communicative English (3+2)	Second Language (2)	Human Values & Ethics (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	25	33	495
	IV	Computer Applications (3+2	Practical Accountancy (2)	Environmental Science (2)	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	25	33	495
III	V	Elective – 1 (3) (Open Stream)	Vocational (4) (Sector Stream)	Vocational (3+2) (Sector Stream	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	28	36	540
	VI	Elective – 2 (3) (Open Stream)	Vocational (4) (Sector Stream)	Vocational (3+2) (Sector Stream	Optional – 1 (3+2) (Discipline)	Optional – 2 (3+2) (Discipline)	Vocational (4+2) (Sector Stream)	28	36	540
		24	16	18	30	30	36	152	198	2970

Note: In addition to the above a B.Voc. Degree student need to acquire 12 credits spread over 3 years from Industry Internship; Further one can earn assigned credits for co-curricular and extra-curricular activities during the course of study;

The 'Supply side Initiatives' requires an implementation strategy consists of operational and funding models.

Operational Model:

It is an implementation strategy of a process breaks into different components to accomplish its function / mission. Basically both CFSD and CBCS is effectively implemented through following components of Institutional Structure, Affiliation / Franchise Policy, Faculty Resources, Admission Process, Curriculum Development, Course Delivery, Qualification Equivalence, Assessment and Certification, Industry – Institute Liaison, Career Counseling & Guidance, Placement & Training and Scholarships & Loan Facilitation

Funding Model:

Education is one of the 12 service sectors of trade and need to search the possibilities of future growth and investment in Human Capital Development. The Funding Model is envisaged to explore the Institutional Finances from a Non-State Resources to operate the organization for effective functioning. The finances are important factor for quality assurance and sustainability of the specific/particular program delivery.

The sources of finances may be fee based mainly devised on credit centered fee structure and other non-state resource based includes funding sustained as a key source or partnerships / networking / collaborations maintained on revenue sharing mode or corporate social responsibility (CSR) supported modeled on MoU's / MoA's or alumni sponsored focused on endowment oriented enables to offer the courses effectively.

Conclusions:

- The academic programs that are devised based on 'Academic Reforms' envisaged by the UGC as a policy initiative provides an opportunity for both the UG and PG students to expand their knowledge and skills in the area of their interest;
- The CBCS is well suited to all the students, who are interested in gaining the knowledge in other and various subjects with an interdisciplinary approach, doing some courses from arts, science, commerce, law, education, engineering and technology. At the same time to take part in various competitive exams (State and Central Civil services) and enable them to compete well in corporate sector employment in addition to establishing a distinguished progression in their careers including the entrepreneurship and also connect the knowledge to life outside the curriculum or institution;
- The CFSD enables to development of relevant courses in higher education that promotes such educational training, which contributes to the development of human resources instrumental for economic, social and cultural advancement of the country;
- These degrees will help the students in choosing a profession, rather than obtaining a qualification after completion of their studies and further it enable the graduating student to emerge as a leader in the chosen profession in terms of acquisition of abilities to be managerially innovative, ideally competitive and technically productive;
- Adopt the UGC guidelines for both CBCS and CFSD in terms of Semesterization of Instruction, Credits based Curriculum, Examination Standardization and Grading Evaluation with a feasibility to fix the specified number of Credits in available contact hours and working days depends upon the type of the courses being offered by the University / Institution;

Recommendations:

1. Create Institutional Structures on the lines of KAUSHAL centers (ANNEXURE – I) at State / University / Institution levels
2. Empanel Occupational / Optional Skill Develop Centers under University Jurisdiction through MoA / MoU and Mandate Industry-Institutional linkages (ANNEXURE – II)
3. Establish Curriculum Development Cells at State / University / Autonomous Institutions level to monitor the periodic revision of curricula and provide broad guidelines for Semesterization, Develop Broad Framework for Course and Credit Offerings, Devise Course / Subject codes, Standardization of Examination and Evaluation Process, Admission Process, Instructional Structure and Mandate Course combinations and Options for Core, Elective and Foundation courses for CBCS and Skill Education component courses as per SSC's recommendations and General Education component as per UGC norms for effective implementation of CBCS and CFSD as per NHEQF and NSQF (ANNEXURE - III)
4. Prepare norms of standardization of qualifications for examination, evaluation and certification as per NSQF or CFSD and NHEQF or CBCS (ANNEXURE – IV)
5. Devise the Operational Model and Funding Models (ANNEXURE – V) and initiate Administrative Reforms for effective implementation at University and Institutional levels;
6. Develop five industrial cluster incubation centers with specific sectors of economy in envisaged five industrial corridors of the state to house in identified University campuses. (ANNEXURE – VI) and promote collaborations for targeted development of skill education and research innovation;
7. Strengthen the Academics with establishment of minimum number faculties and departments with desired number of teaching faculty in appropriate cadre ratio and also maintain the non-teaching staff ratio as per UGC norms to meet the performance radars. (ANNEXURE – VII)
8. Cultivate Virtual Learning Facilities through ICT infrastructure and develop e-Content for Foundation and Elective courses so as enable to opt such courses under non-formal mode; (ANNEXURE-VIII)
9. Build corpus funds for Institutional Development, Faculty & Staff Development, Research Development and Scholarship & Loan Facilitation etc., (ANNEXURE – IX)
10. Launch Mission Mode Centers at State for effective Implementation and Monitoring (ANNEXURE - X)
11. Mandate the Accreditation System as a Quality Assurance Measure to Certify and Grade the Institutions;
12. Distance and Open Universities / Centers should develop course content and offer programs eligible under non-formal mode, the Professional (Law, Health, Agriculture, Veterinary, Horticulture, Management, Teacher Education etc.,) and Technical (Engineering and Technology) Universities / Centers can devise the course equivalent content and offer it through continuing education program for specific sector skill courses under elective open stream option;
13. Make extended consultations and deliberations among all the stakeholders of higher education system for effective implementation and approve in various academic bodies of the University / Institution.
14. Implement the strategic tools immediately and adopt implementable tools selectively in a phased manner by strengthening the infrastructural facilities.