

Chapter: I**Department of Higher Education, Chandigarh Administration****State Higher Education Plan- Abstract Proposal**

Component No.	Name of the Component	No. of Proposal	Details	Rs. In Crores
3.	Infrastructure Grants to University	1 (Rs.20 Crores)	Panjab University, Chandigarh	20.00
5	Up gradation of Existing Degree Colleges to Model Degree Colleges	1+2=3 (Rs 4 Crores)	Government Home Science College, Sector-10, Chandigarh	4+8=12.00
7	Infrastructure Grants to Colleges	9+7 (Rs 2 Crores for each)	9 Govt. & 7 Private Aided Institutions	31.29
8	Research, Innovation and quality improvement	1+9+7 (Rs 120 Crores) as unit	Panjab University (RIP) & Projection submitted by 16 affiliating colleges	144.68
9	Equity Initiatives	1+9+7 (Rs 5 Crores) as unit	Panjab University & 16 affiliating Colleges	3.98
14	Institutional restructuring & reforms	1 Unit	1 Unit	2.07
15	Capacity building & preparation, Data collection & planning	1 Unit	1 Unit	1.70
16	Management Information System	1 Unit	1 Unit	0.30
18	Management Monitoring Evaluation and Research (MMER)	1 Unit	1 Unit	2.1602
TOTAL				218.1802

(Sh. Rubinderjit Singh Brar)
 State Project Director (RUSA)-cum-
 Director Higher Education
 Chandigarh Administration, Chandigarh

(Prof. Arun K. Grover)
 Chairman, SHEC (RUSA)-cum-
 Vice- Chancellor
 Panjab University, Chandigarh

Chapter: II**PREREQUISITES**

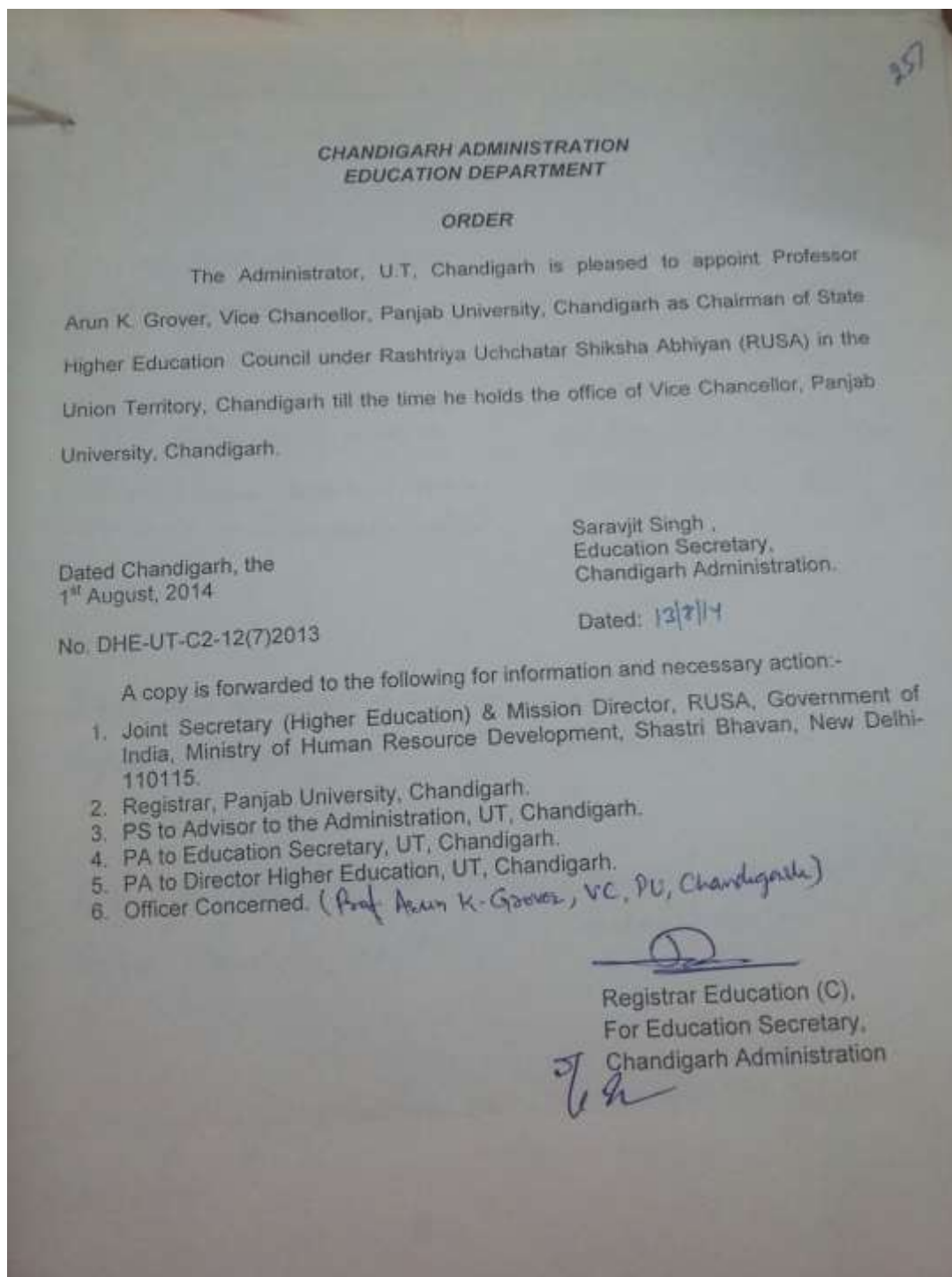
Name of State/Union Territory	Union Territory, Chandigarh																
Sr.No	Prerequisites	Status															
1.	(a) Whether a State Higher Education Council Exist?	Yes															
	(b) If Yes, by what name and what is its composition and role?	Orders attached. The Council was constituted while order No. DHE-UT-C2-12(7)13 dated 13 th April, 2015															
	(c) If not, by when does the state/UT commit to set up one?																
2.	Whether it commits to prepare State Higher Education Plan including the following:	YES															
	(a) Perspective Plan	YES															
	(b) Annual Plan	YES															
	(c) Budget Plan	YES															
	(d) Whether it consents to submit them for consideration of the Project Approval Board?	YES															
3.	(a) What is the expenditure on higher education as a percentage of Gross State Domestic Product (GSDP) in the last three years.	<table border="1"> <thead> <tr> <th></th><th>Amount</th><th>%</th></tr> </thead> <tbody> <tr> <td></td><td>Rs in Lakhs</td><td></td></tr> <tr> <td>10-11</td><td>44557</td><td>2.23</td></tr> <tr> <td>11-12</td><td>43559</td><td>1.88</td></tr> <tr> <td>12-13</td><td>47872</td><td>1.83</td></tr> </tbody> </table>		Amount	%		Rs in Lakhs		10-11	44557	2.23	11-12	43559	1.88	12-13	47872	1.83
	Amount	%															
	Rs in Lakhs																
10-11	44557	2.23															
11-12	43559	1.88															
12-13	47872	1.83															
	(b) Whether it commits to raising its expenditure on higher education as a percentage on the GSDP?	Yes															
	(C) If yes, by what % points (by 2016-17)?	Indicate % points (50)															
4.	Whether it commits to contribute its shares of funds under the scheme and adhere to the timelines for fund release? (10% of NE States, Sikkim, J&K, Himachal Pradesh and Uttarakhand and 35 % of the other States & UTs)	Yes															
5.	(a) Whether there is a ban on recruitment and filling up faculty positions in the state public universities and public and public aided colleges?	No: Education Department, Chandigarh Administration															

		has sent the requisitions of 45 posts of Assistant professors in different subjects to the UPSC and same has been advertised by the UPSC for Govt. Colleges. However, at present there is no ban for filling up vacancy positions in privately aided Institutions in Chandigarh Administration.
	(b) If Yes, Whether orders of removing the ban have been issued?	N.A
6.	Whether it commits to carry out the following reforms at States and Institutional Levels?	Yes
	(a) Accreditation Reforms	YES
	(b) Affiliation Reforms	YES
	(c) Examination Reforms	YES
	(d) Governance Reforms	YES
	(e) Administrative Reforms	YES
7.	(a) Whether it agrees to create a State Project Directorate under a senior officer (not below the rank of Secretary to State/UT Govt.) with requisite staff and Technical Support Group as per RUSA Scheme?	YES
8.	Whether it commits to ensure compliance of institutions to the prerequisites and other reforms.	YES

Chapter: III

DETAILS OF THE STATE HIGHER EDUCATION COUNCIL

Scan copy of the order of the Administrator for appointing Chairman of the Council



Scan copy of the order of the Administrator for appointing members of the State Higher Education Council

CHANDIGARH ADMINISTRATION ORDER		
The Administrator, UT Chandigarh is pleased to constitute the State Higher Education Council, UT Chandigarh under the provisions of the Mission document of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) as per the following composition:		
1.	Prof. Arun Kumar Grover, Vice Chancellor, Panjab University Chandigarh	Chairman
2.	Director PEC University, Chandigarh	Vice Chairman
3.	Prof. Jai Rup Singh, Former VC Central University, Bhatinda Ho. No. 52, Phase IX, Sector 63, SAS Nagar, Mohali	Member
4.	Prof. Yogesh Chawla, Director, PGIMER, Chandigarh	Member
5.	Prof. Girish Sahni, Director, IMTECH, Chandigarh	Member
6.	Prof. D.V.S. Jain, Fellow, Panjab University, Chandigarh (Retd.), H. No. 1529, Sector 49B, Pushpak Enclave, Chandigarh. Mob. 9569213466	Member
7.	Prof. Ronki Ram, Department of Political Science, Panjab University, Chandigarh	Member
8.	Prof. M. Rajivlochan, Department of History, Panjab University, Chandigarh	Member
9.	Sh. Bhim Sain Malhotra, Asstt. Prof., Chandigarh College of Architecture, Chandigarh	Member
10.	Major General Rajinder Nath (Retd.), Chairman Institute of Blind, Sector 26, Chandigarh. H. No. 1547, Sec. 36D, Chd.	Member
11.	Dr. Ashok Chitkara, Founder, Chitkara University, Chandigarh Rajpura Patiala National Highway, National Highway 64, Chandigarh. Mob. 09501105715	Member
12.	Prof. B.N. Goswamy, H. No. 171, Sec. 19A, Chandigarh.	Member
13.	Dr. Neelam Mansingh, House No. 9, Sector-4, Chandigarh	Member
14.	Sh. H.S. Mamik, President Independent School Association (Director Vivek High School, Sector-38, Chandigarh)	Member
15.	Sh. Vikas Ahuja, Centre Head, Infosys Ltd. at Chandigarh	Member
16.	Sh. Vickram Jaidka, House No. 11, Shivalik Enclave, N.A.C., Manimajra, Chandigarh.	Member
17.	Lt. Col. M.S. Dhaliwal (Retd.), Vice President (HR & Admin.), Groz-Beckert Asia Pvt. Limited, Chandigarh	Member
18.	Principal, Govt. Home Science College, Sector-10, Chandigarh	Member
19.	Principal, Chandigarh Engineering & Technology College, Sector 26, Chandigarh	Member
20.	Principal, Guru Gobind Singh College for Women, Sector 26, Chandigarh	Member
21.	Director Higher Education-cum-State Project Director, RUSA	Member Secretary

The above State Higher Education Council shall be responsible for the planned and coordinated development of Higher Education in the UT of Chandigarh. The Council will also work with the aim to foster sharing of resources between Universities, benefit from synergy across institutions, lead academic and governance reforms at the institution level.

establish principles for funding institutions, maintain a databank on higher education and to conduct research and evaluation studies.

Dated Chandigarh, the
13 April, 2015

Sarvjit Singh
Education Secretary,
Chandigarh Administration

No. DHE-UT-C2-12(7)2013

Dated: 24/4/15

A copy is forwarded to the following for information and necessary action:

1. Joint Secretary (Higher Education) & Mission Director, RUSA, Government of India, Ministry of Human Resource Development, Shastri Bhavan, New Delhi-110115.
2. PS to Adviser to the Administrator, UT, Chandigarh.
3. PA to Education Secretary, UT, Chandigarh.
4. PA to Director Higher Education, UT, Chandigarh.
5. Member(s) Concerned.


Registrar Education (C),
For Education Secretary,
Chandigarh Administration.

Chapter: IV

STATE PLAN AT GLANCE

VISION

Realizing human resource potential to its fullest in the higher education sector with access, equity, quality and excellence which leads to holistic development of the personality of the youth with special emphasis on professional qualifications in the field of higher education.

MISSION

- To provide greater opportunities of access to higher education with equity to all the eligible persons and in particular to the vulnerable sections;
- To expand access by supporting existing institutions, establishing new institutions of higher learning in Union Territory of Chandigarh in accordance with needs of the society and aspirations of the youth;
- To initiate policies and programmes for strengthening research and innovations and encourage institutions in stretching the frontiers of knowledge;
- To promote the quality of higher education by investing in infrastructure and faculty, promoting academic reforms, improving governance, and institutional restructuring for the inclusion of the hitherto deprived communities;
- To promote learning and to prepare a comprehensive policy in the area of Higher education, focusing on holistic development of the students;
- To release grant-in-aid in accordance with the needs of the institutions for maintenance of infrastructure;
- To encourage students to achieve excellence in various manifestations;
- To implement the national policy on higher education with special reference to skill development in Higher Education and promoting liaisons with industries;
- To make higher educational sector a brand in certain streams;
- To establish awards for meritorious and needy students; and
- To promote sports and other co-curricular and extra-curricular activities.

GOALS

- To increase the Gross Enrolment Ratio (GER) from the present 41.4% to 55% by the end of the 12th Plan and 66% by the end of 13th Plan.
- To improve the transition rate through concentrated focus on weak students and improved pedagogical practices.
- To Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SCs/STs/OBCs and differently-abled persons.
- To expand institutional base of both Skill and vocational education by creating additional capacity in existing institutions and also establishing new institutions.
- To improve student teacher ration by filling the vacant post and effective utilization of human resources.
- To initiate more capacity building activities for faculty, supporting staff and students.
- To establish institution of excellence with brand by upgrading the existing infrastructure.
- To implement reforms in the area of examination, governance, affiliation and academic as and when issued by the University and the Chandigarh Administration
- To encourage progressive use of ICT in teaching-learning processes, and also in collection and dissemination of information and maintenance of records all the institutions of Higher Learning in Chandigarh.
- To curb the drop-out rate in higher education
- To impart leadership development training programme for Educational Administrator.
- To make 100% accreditation of all eligible institutions in Chandigarh.

Chapter: V

BACKGROUND INFORMATION (Based on AISHE-2012-13)

Chandigarh, the dream city of India's first Prime Minister, Sh. Jawahar Lal Nehru, was planned by the famous French architect Le Corbusier and was named after the local diety "Chandi" – the Goddess of Power. Picturesquely located at the foothills of Shivalik, it is known as one of the best experiments in Urban planning and modern architecture in the 20th century in India. The foundation of the city was laid in 1952 and subsequently in 1966, the city assumed the unique distinction of being a union territory, besides capital of two states Punjab and Haryana. The city was initially planned for a population of 5 lakhs, but as per the census 2011 the population figure is 10,54,686.

The administrative area in the north comprising the secretariat, High Court and Assembly Chamber is the head; the Educational Centres in the north –east are limbs, the Chief Commercial and Civic Centre is the heart where the residential areas are analogous to the trunk of the organism. The network of roads and footpaths through which the circulation of traffic and population takes place is circulatory system. The spacious parks, green belts and other open spaces act as lungs of the city.

The basic planning unit of the city is a sector and stretching over an area of 114 sq.Kms the city is divided into 56 sectors and each measuring 800 metres by 1200 metres having all modern facilities shopping Centres, schools, hospitals, places of worship, recreational Centres, playgrounds, plenty of open spaces etc. are available in each sector for its residents. At present there are 6 villages namely Khuda Alisher, Kishangarh, Raipur Kalan and Makhan majra 7 villages namely KhudaAlisher as per 2011 Daria,MauliJagran and Behlana converted into Census Town as per 2011 Census and two villages namely KhudaLahora and KhudaJassu shown as OG (Out Growth). As per 2011 Census, Nine villages i.e. Badheri, Butrela, Burail, Attawa, Hallomajra, Kajheri, Palsora, Maloya and Dadumajra are under the Municipal limits of Chandigarh (in 2006).

The quality of life in Chandigarh is unparalleled and its excellence social infrastructure makes it a highly livable place. City offers clean and green surroundings with educational and health infrastructure which is high class and most modern. The presence of National level institutes, Educational Centres of Excellence and a large number of other prestigious organizations makes it an important regional hub.

Basic Information					
Name of State	Chandigarh				
Area (in sq kms)	Total: 114	Rural: 34.66	Urban: 79.34	Tribal:----	Hilly:----
Number of Districts	Total: 1	Predominantly Rural: Nil	Predominantly Urban:-Nil	Predominantly Tribal: Nil	Predominantly Hilly: Nil
Number of Blocks (Wards)	Total: 26	Predominantly Rural: Nil	Predominantly Urban: Nil	Predominantly Tribal:Nil	Predominantly Hilly: Nil

Demographics										
Population (In Lakhs) as per the Census year 2011										
	SC		ST		OBC		Ohers/General		Total	
	M	F	M	F	M	F	M	F	M	F
Urban	103580	90532	N.A	N.A	N.A	N.A	459933	372414	563513	462946
Rural	2776	2198	N.A	N.A	N.A	N.A	14374	9643	17150	11841
Total	106356	92730	N.A	N.A	N.A	N.A	474307	382057	580663	474787
Population (In Lakhs) as per the Census year 2001 (Religion wise data of 2011 has not been prepared so far by the Census Department)										
	Hindu	Muslim	Sikhs	Christians	Jains		Others		Total	
Total	852574	51447	138329	8720	1960		1260		1054290	

Population 18-23 years (In Lakhs) as per the Census 2011										
	SC		ST		OBC		General/Others		Total	
	M	F	M	F	M	F	M	F	M	F
Total	16141	13335	N.A	N.A	N.A	N.A	71541	51151	87682	64486

The population of the Chandigarh, Union Territory form 1951to 2011 is mentioned in Figure: 1. The trends in the population and its grown is quite significant which co relate with the development of the various facilities like health, transport, education and required infrastructure development since the inception of the city. At the 1961 Census Chandigarh had a population of 119881 resulting in an absolute increase of 95620 in its population during 1951-61. This phenomenal increase is primarily attributing to its being developed as the capital city of erstwhile Punjab State. During 1961-71, there was a net decadal accretion of 137370 and the population reached 257251 in 1971. During the decade Chandigarh attained the status of a Union Territory and the administrative headquarters of Punjab and Haryana. Chandigarh has been experiencing rapid growth in its population size.

Although, initially planned for a population of half –a – million, its population reached 451610 in 1981, 642015 in 1991 and 900635 in 2001. As per Census 2011, Chandigarh Union Territory has a population of 1054686 which is more than twice that of the number for which it was originally planned. There has been a net accretion of 154051 person in Chandigarh's population during 2001-2011.

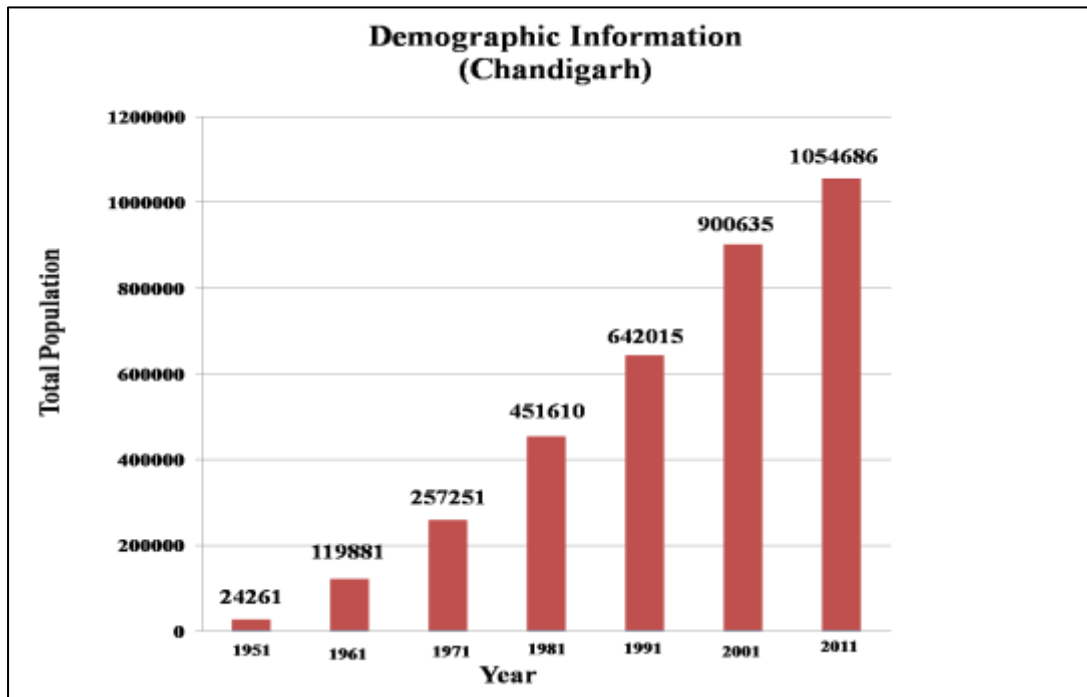


Figure 1: Demographic Information- Chandigarh (1951-2011)

During Census held in 2011 the male and female population are 55.02 and 44.98 respectively (Figure: 2). The ratio between rural and urban population is of significant ratio consequence with growth and development of the city (Figure: 3). The ratio of urban – rural during 1961 was 82.80 and 17.20 respectively while in year 2011 the ratio of urban- rural was 97.25 and 2.75 respectively.

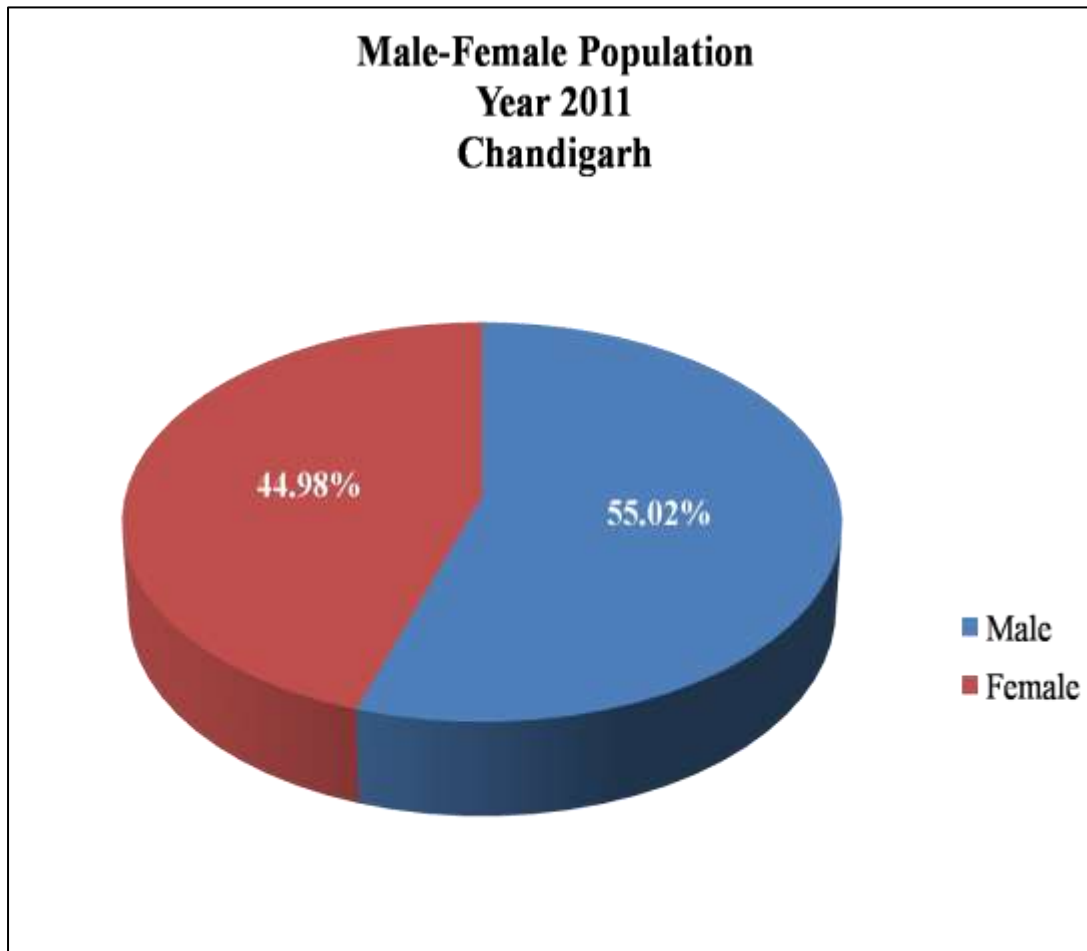


Figure 2: Male Female Population (2011)

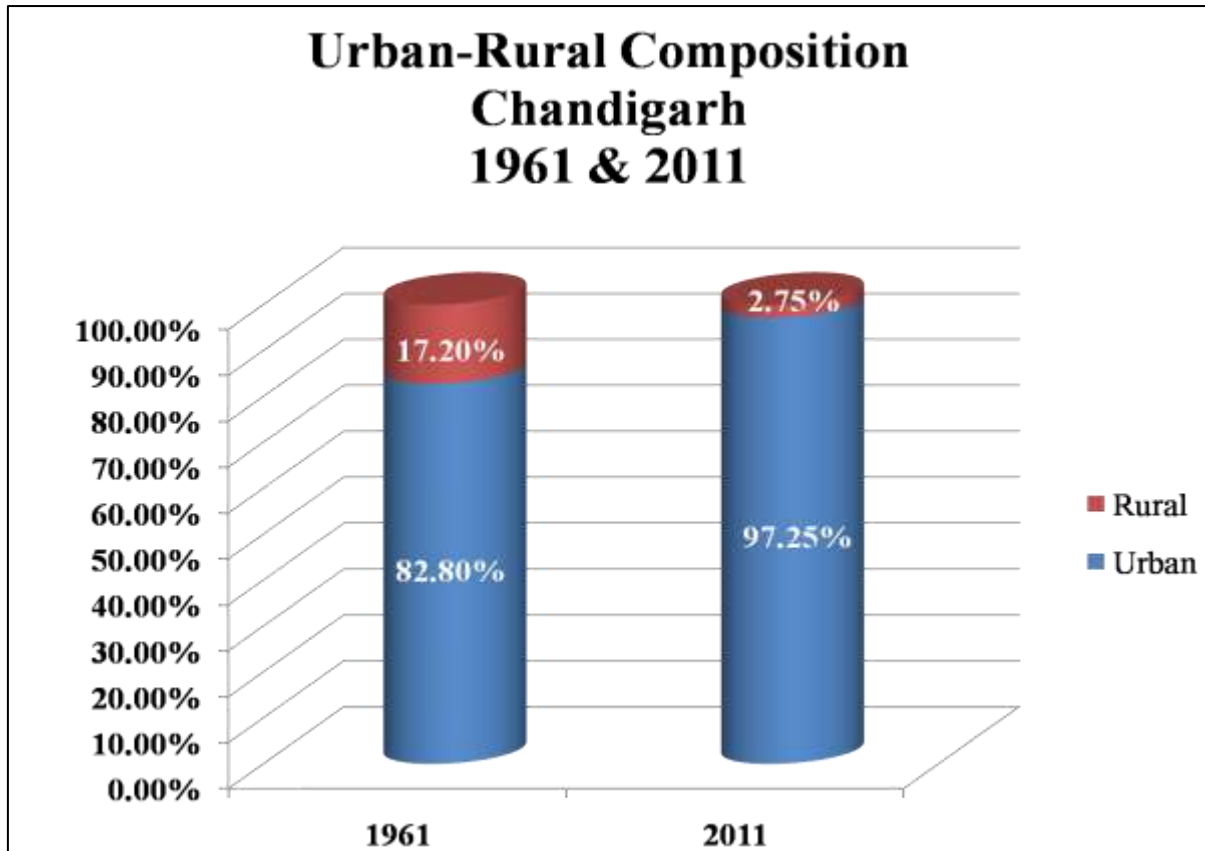


Figure 3: Urban - Rural ratio of Chandigarh (1961 and 2011)

During Census 2011 the SC population in Urban area was 194112 out of 1026459 as compared to 4974 out of 28991 in Rural population. (Figure:4 & 5)

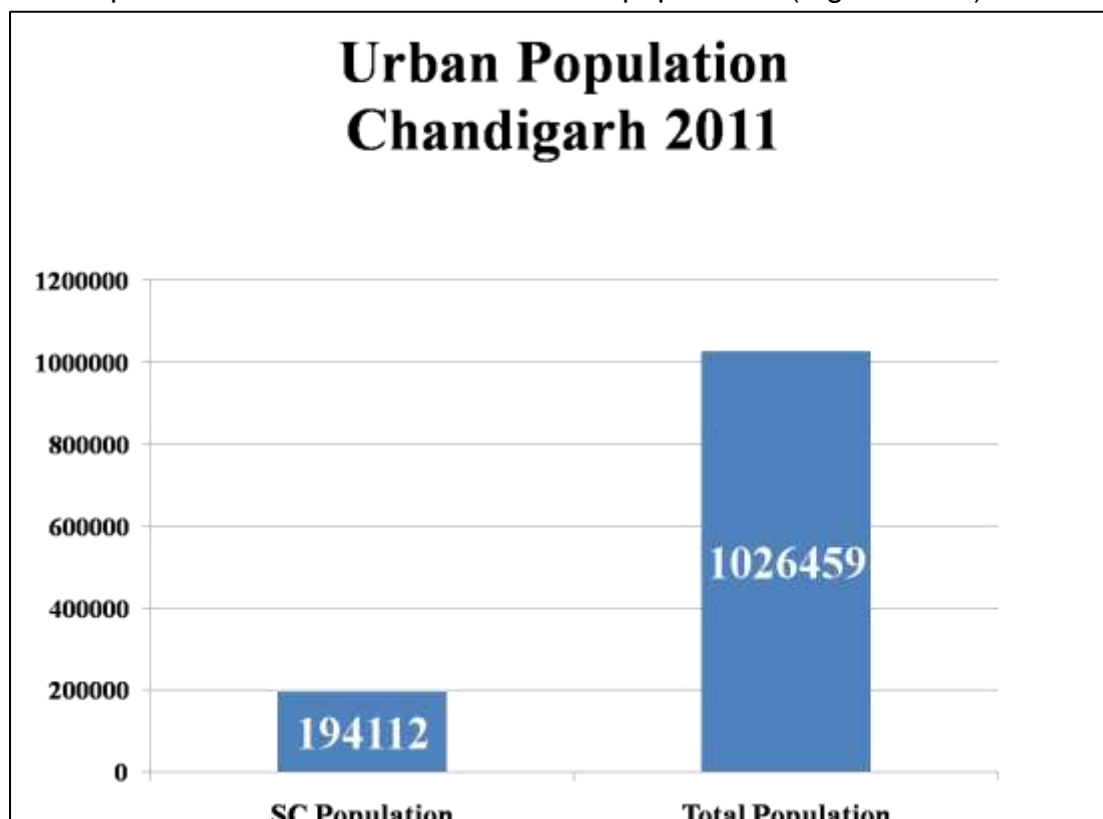


Figure 4: SC Urban Population (2011)

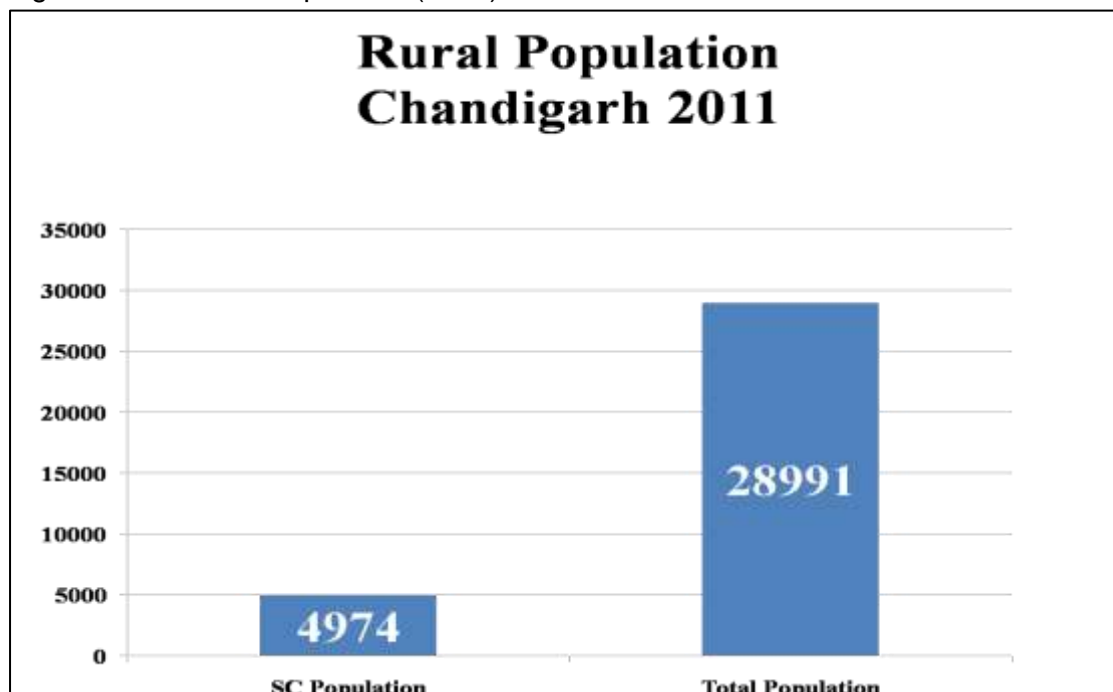


Figure5: SC Rural Population (2011)

During Census 2011 the percentage of males and females SC population in Urban and Rural as comparison to the General/ Other males and females mentioned in Figure: 6

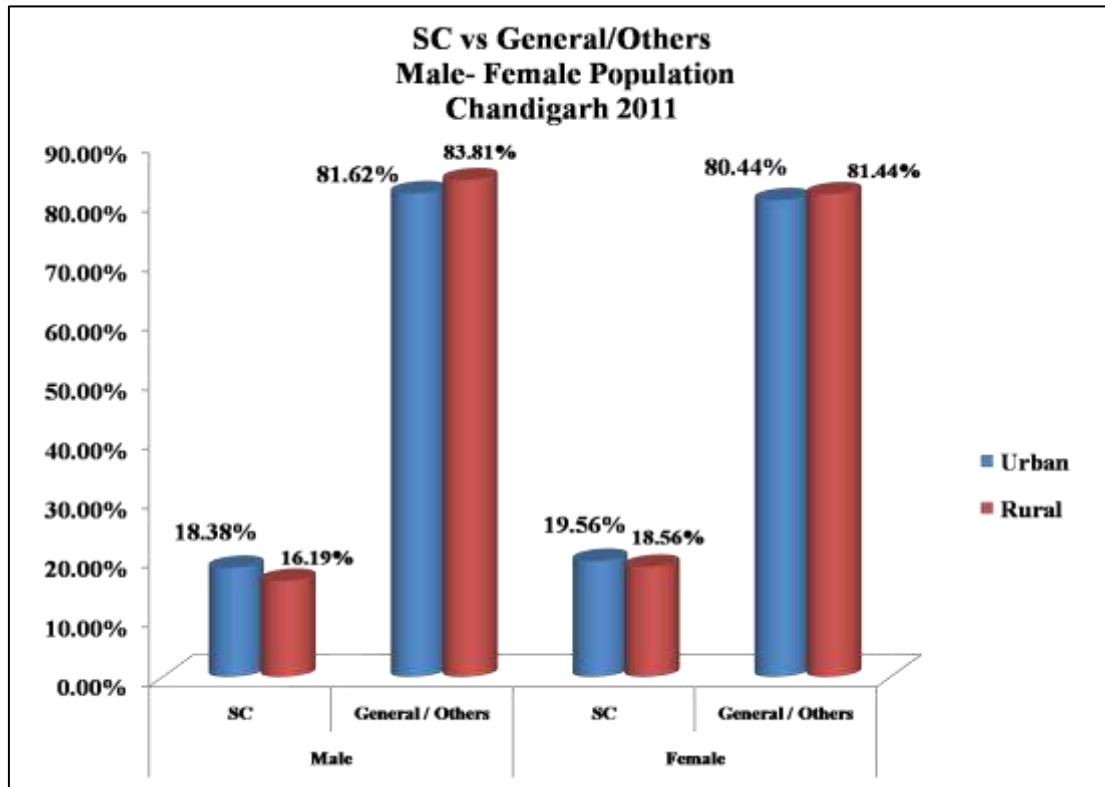


Figure 6: SC Vs General/ others Male- Female Population (2011)

District Wise Profile (Base line data- 2012-13)											
District	Total population (in lakhs)	18-23 age population (in lakhs)	GER	Affiliated Colleges (private-gen unaided)	Affiliated Colleges (private-tech-pro) Engg unaided	Affiliated Colleges (private-gen-aided)	Affiliated Colleges (private-tech-pro-aided) Education	Govt. colleges affiliated to University	Govt universities	Private/deemed Universities	Polytechnic Colleges
U.T., Chandigarh	1054686	147952	41.4	01	01	06	02	14+1 (Local body)	01 + 01 (Institute of National Importance)	01	02
Total:-				00	01	06	02	15	02	01	02

Institutional Data (2012-13)							
Number of Institutions Covering the State:							
	State Public University	Central University	State Private University	Deemed University	Institutions of National Importance	Others	Total
No.	25 (including P.U)	--	--	01	01	02	29

Other includes Polytechnic Colleges

Institutional Data 2012-13								
Number of Institutions Covering the State:								
	Govt Gen colleges	Govt Professional Colleges	Private unaided prof Colleges	Private Gen colleges (unaided)	Private Aided Gen college	Private professional Aided colleges	Polytechnics	Total
No.	07	08	01	00	06	02	02	26

Name of State University	District	General	Technology/ Medical / Agricultural/ Language/ Law/ Veterinary (Please specify)	Constituent Colleges/ University Colleges	Affiliated Govt. Colleges	Affiliated Govt. Aided Colleges	Affiliated Private Colleges	Others	No. of Colleges Accredited
Panjab University	U.T, Chandigarh	General- 07 Professional/Specialised/Technical/Polytechnic - 10		--	15	02	08	00	10

Autonomous Colleges					
Name	Affiliating University	District	Funding (Private/ Government/ Government Aided)	Accreditation Status & Cycle of Accreditation	Enrolment
Brahmrishi Yoga Training Centre, Sector-19	Panjab University, Chandigarh	Chandigarh	Private Unaided	--	11
National Institute of Technical Teacher Training & Research Sector-26	Panjab University, Chandigarh	Chandigarh	Central Govt.	--	572
Total/Average					582

**ASSESSMENT AND ACCREDITATION STATUS OF INSTITUTIONS OF
HIGHER EDUCATION IN CHANDIGARH (As on 17th November, 2015)**

Sr. No.	Name	Earlier GRADE (Cycle I)	Validity Period	Present Status of Accreditation (Cycle II)	CGPA	Validity Period upto
1	Panjab University	A (3.47)	2015	A	3.37	March 2015
2	PG Govt. College-11	B++	Over In March 2009	(SSR) Submitted on 15.10.2015	--	--
3	PG Govt. College for Girls-11	A	Over In March 2009	SSR submitted	--	--
4	PG Govt. College for Girls-42	B+	Over In March 2009	Peer Team visits held on 15-17 October, 2015	A (CGPA 3.21)	--
5	PG Govt. College-46	B+	Over In March 2009	Peer Team visits held on 11-13 September, 2015	A (CGPA 3.04)	--
6	Govt. College of Commerce & Business Administration, Sec-42, Chd	--	--	B (Cycle-I)	2.61	Valid upto 2 nd March, 2020
7	Govt. Home Science College-10	B++	Over In March 2009	SSR (CGCOGN 12267) uploaded on 23.10.2015	-	-
8	Govt. College of Education-20	A	Over In March 2009	Under process	-	-
9	D.A.V College, Sector-10, Chd	A+	Over In March 2009	SSR Submitted in December, 2014 Track I.D CGCOGN 12066 (17-11-2014)	-	-
10	MCM DAV College-36	A	Over In March 2009	Under process	-	-
11	GGSCW, Sector-26, Chd	B+	Over In March 2009	B	2.81	20 th Feb, 2019
12	SGGC, Sector-26, Chd	B++	Over In March 2009	SSR submitted uploaded in July, 2015 LOI generated on 15 th October, 2015. Track I.d CGCOGN11028 (14/10/2015)	-	-
13	Dev Samaj College for Women, Sector-45	B+	Over In March 2009	A	3.06	30 April, 2020
14	Dev Samaj College of Education-36	A	--	A	3.12	27-3-15
15	GGDSD College-32	B++	--	A	3.16	2016
16	Govt. Yoga College-23	-	--	Under process	--	--
17	Regional Institute of English-32	-	-	SSR uploaded IEQA status 28/7/14, LOI submitted 1/7/14. Track I.D CGCOGN-21285	-	-

**NAAC Accreditation Status of Colleges (Colleges affiliated with Panjab University Chandigarh)-
as in 2012-13 (Baseline Data)**

Sr. No	Name of the college	University	District	Funding(Private/Govt./Govt Aided	Accreditation status(Yes/No) Year & Grade	Cycle of accreditation
1	D.A.V College, Sector-10, Chd	Panjab University	Chandigarh	Private Aided	A+ (2004)	Cycle-I
2	Dev Samaj College for Women, Sector-45	Panjab University	Chandigarh	Private Aided	B+ (2004)	Cycle-I
3	Dev Samaj College of Education-36	Panjab University	Chandigarh	Private Aided	A (2011)	Cycle-II
4	GGDSD College-32	Panjab University	Chandigarh	Private Aided	B++ (2004)	Cycle-I
5	Govt. College of Education-20	Panjab University	Chandigarh	Govt.	A (2004)	Cycle-I
6	PGGC-11	Panjab University	Chandigarh	Govt.	B++ (2004)	Cycle-I
7	PGC-46	Panjab University	Chandigarh	Govt.	B+ (2004)	Cycle-I
8	M.C.M D.A.V College women-36	Panjab University	Chandigarh	Private Aided	A (2004)	Cycle-I
9	SGGS-26	Panjab University	Chandigarh	Private Aided	B++ (2004)	Cycle-I
10	PGGCG-11	Panjab University	Chandigarh	Govt.	A (2004)	Cycle-I
11	PGGCG-42	Panjab University	Chandigarh	Govt.	B+ (2004)	Cycle-I
12	GGSW-26	Panjab University	Chandigarh	Private Aided	B+ (2004)	Cycle-I

Faculty – 2012-13 – Base line data for Govt. Colleges/Skt /Engg/Aided colleges.																					
	Professors						Readers , Associate & Assistant Professors						Lecturers & Assistant Professors								
	A/S/C		Prof		Others		Total	ASC		Prof		Others		Total	ASC		Prof		Others		Total
	M	F	M	F	M	F		M	F	M	F	M	F		M	F	M	F	M	F	
Sancti oned	0		32		--		32	124		56		--		180	253		126		--		379
Filled	03		27		--		30	369		51		--		420	586		224		--		810
Vacant	--		05		--		05	--		05		--		05	--		--		--		--
Ad- hoc/ Contra ct	--		--		--		--			--		--		--	--		--		--		--
Total	03		27		--		30	369		51		--		420	586		224		--		810

State Higher Education Development Plan

(To be based on Institutional Development Plan – College, PG Dept. and University)

Part - Basic Information

Basic Profile of Higher Education Institutions

		Total	2f	12B	NAAC Accredited	% NAAC Accredited to total
State Universities		01	Yes	Yes	01	100%
State Private Universities		-	-	-	-	-
Deemed Universities		02	-	-	-	-
Government Colleges		09	Yes (except GCC&BA-50)	Yes (except GCC&BA-50)	1+2	33%
Aided Colleges (Private)		07	Yes	Yes	04	57%
Private Colleges (unaided)		01	--	--	--	--
Total Departments in State Universities	Panjab University	82	-	-	-	-
	PGI	49	-	-	-	-
	PEC	11	-	-	-	-
Academic Staff Colleges		01	-	-	-	-
Any Other (Mention)		1 (Institute of National Importance) PGI	-	-	-	-
Total		29	-	-	11	37.93%

University wise Students and Teachers

Names	University Dept. & Constituent Colleges				Affiliated Colleges			
	Number of Colleges	Number of Students (All Levels)	Number of Teachers in Position	Student Teacher Ratio	Number of Colleges	Number of Students (All Levels)	Number of Teachers in Position	Student Teacher Ratio
State Public Universities								
Panjab University	82	39153	882	44.39	24	40993	1619	25.31
PGI (Institute of National Importance)	1	1071	1101	0.97	-	-	-	-
Deemed University								
PEC	1	1860	105	46.28	-	-	-	-
State Private University								
-	-	-	-	-	-	-	-	-

State Data for Colleges across the State for the Year 2012-13 (Based on Actual response)

Name of Dist.	Sr. No	Name of the college	Year of establishment	University affiliated	Status as per UGC Act 2f/Non 2f/12B/Non12 B	Category (Govt./Govt aided/Pvt/autonomous/constituent)	Accreditation status(Yes/No) Year & Grade	Teachers in positions (All Categories)	Total student strength	%age of Women Students	%age of SC Students	%age of ST Students	%age of OBC Students	%age of Minority Students
Chandigarh	1.	Brahmrishi Yoga Training Centre, Sector-19	1991	Panjab University, Chandigarh	-	Private Unaided	-	3	11	100	9.1	Nil	9.1	Nil
	2.	Chandigarh College of Architecture Sector-12	1961	Panjab University, Chandigarh	-	U.T. Govt.	-	13	179	52.5	13.9	-	-	0.5
	3.	Chandigarh College of Engineering & Technology, Sector-26	2002	Panjab University, Chandigarh	-	U.T. Govt.	-	53	1054	10.2	15.5	0.56	0.66	16.12
	4.	D.A.V.College, Sector 10	1958	Panjab University, Chandigarh	Yes	Private Aided	Yes A+ (2004)	142	5267	31.8	3.8	0.37	0.03	1
	5.	Dev Samaj College of Education for	1981	Panjab University,	Yes	Private Aided	A	19	246	100	9.7	-	-	-

State Higher Education Plan (Chandigarh) Plan Period 2015-17

	women Sector-36		Chandigarh										
6.	Dev Samaj College for Women, Sector-45 B	1981	Panjab University, Chandigarh	Yes	Private Aided	B+ (2004)	52	1141	100	16.3	0.008	0.4	-
7.	Govt Post Graduate College, Sector-46	1982	Panjab University, Chandigarh	Yes	U.T. Govt.	B+ (2004)	75	1897	35.3	13.3	2.9	1.47	36.2
8.	Govt College of Commerce & Business Administratio n, Sector-50	2006	Panjab University, Chandigarh	-	U.T. Govt.	-	23	537	52.7	10.8	0.5	-	-
9.	Govt Post- graduate College for Girls, Sector- 11	1956	Panjab University, Chandigarh	Yes	U.T. Govt.	-	163	3948	100	15.2	3.03	0.9	1.2
10.	Govt Post Graduate College for Girls, Sector- 42	1982	Panjab University, Chandigarh	Yes	U.T. Govt.	-	105	3798	100	15.2	3.03	0.9	1.2
11.	Sri Guru Gobind Singh College, Sector-26	1966	Panjab University, Chandigarh	Yes	Private Aided	Yes B++ (2004)	119	4085	25.7	3.5	0.9	2.9	62.3
12.	Guru Gobind Singh College for Women ,	1973	Panjab University, Chandigarh	Yes	Private Aided	-	50	1143	100	6.03	1.9	3.5	0.08

State Higher Education Plan (Chandigarh) Plan Period 2015-17

	Sector-26												
13.	Govt College of Art Sector-10	1978	Panjab University, Chandigarh	-	U.T. Govt.	-	17	372	52.6	9.6	0.5	12.6	0.5
14.	Govt. College of Education, Sector-20	1954	Panjab University, Chandigarh	Yes	U.T. Govt.	Yes A (2004)	22	337	88.7	18.7	0.6	-	31.7
15.	Govt. College of Yoga Education & Health, Sector-23	1981	Panjab University, Chandigarh	-	U.T. Govt.	-	15	10	60	10	-	-	-
16.	Govt Medical College & Hospital, Sector-32	1991	Panjab University, Chandigarh	-	U.T. Govt.	-	124	352	55.11	9.9	-	-	1.98
17.	Govt Home Science College, Sector-10	1961	Panjab University, Chandigarh	Yes	U.T. Govt.	-	42	440	100	8.86	0.45	1.6	-
18.	Homoeopathic Medical College & Hospital, Sector-26	1974	Panjab University, Chandigarh	-	Local Body	-	14	176	70.4	5.68	-	-	0.56
19.	M.C.M.D.A.V. College For Women, Sector 36 A	1968	Panjab University, Chandigarh	Yes	Private Aided	Yes A (2004)	102	3601	100	1.8	0.6	1.3	0.2
20.	National Institute of Technical	1967	Panjab University, Chandigarh	-	Central Govt.	-	45	572	34.9	9.4	1.2	24.8	0.8

State Higher Education Plan (Chandigarh) Plan Period 2015-17

	Teacher Training & Research Sector-26												
21.	Govt Post Graduate College, Sector-11	1953	Panjab University, Chandigarh	Yes	U.T. Govt.	Yes B++ (2004)	157	3944	16	1.4	0.3	0.3	1.2
22.	Government Polytechnic For Women, Chandigarh	1965		-	U.T. Govt.	-	44	479	100	14.6	-	1.87	-
23.	Regional Institute of English, Sector-32	1963	Panjab University, Chandigarh	-	U.T. Govt.	-	55	21	76	-	-	-	-
24.	Regional institute of Mentally Handicapped , Sector-31	1964	Panjab University, Chandigarh	-	U.T. Govt.	-	6	43	74.4	11.6	-	-	-
25.	G.G.G.S.D.C ollege, Sector-32	1973	Panjab University, Chandigarh	YEs	Private Aided	Yes B++	147	3539	48.8	3.9	0.3	1.0	19.9
26.	State Institute Of Education Chandigarh	1965			U.T. Govt.	-	12	196	89.7	25	-	-	0.5

Faculty-wise Enrollment in Higher Education
Under Graduate Studies 2012-13 – (Baseline Data)

Faculty/ Discipline	Total Enrollment (in lakhs)			% of Total Enrollment		Average Annual Enrollment (in lakhs)		% Annual Average Enrollment	
	M	F	Total	M	F	M	F	M	F
Arts	17248	6991	24239	71	29	17248	6991	71	29
Sciences	382	792	1174	32.5	67.5	382	792	32.5	67.5
Commerce	6011	5250	11261	53.3	46.7	6011	5250	53.3	46.7
Management	838	641	1479	56.6	43.4	838	641	56.6	43.4
Agriculture	-	-	-	-	-	-	-	-	-
Medicine & Allied Health Science	-	-	-	-	-	-	-	--	-
Engineering/Architect/Technology	3455	1133	4588	75.3	24.7	3455	1133	75.3	24.7
Law	1089	536	1625	67	33	1089	536	67	33
Total	29023	15343	44366	65.4	34.6	29023	15343	65.4	34.6

Post Graduate Studies 2012-13 – (Baseline Data)

Faculty/ Discipline	Total Enrollment (in lakhs)			% of Total Enrollment		Average Annual Enrollment (in lakhs)		% Annual Average Enrollment	
	M	F	Total	M	F	M	F	M	F
Arts	-	--	-	-	-	-	-	-	-
Sciences	343	1502	1845	18.59	81.41	343	1502	18.59	81.41
Commerce	456	1527	1983	22.99	77.01	456	1527	22.99	77.01
Management	1114	815	1929	57.7	42.3	1114	815	57.7	42.3
Agriculture	-	-	-	-	-	-	-	-	-
Medicine & Allied Health Science	539	234	773	69.7	30.3	539	234	69.7	30.3
Engineering/Architect/Technology	874	435	1309	66.76	33.24	874	435	66.76	33.24
Law	38	34	72	52.77	47.22	38	34	52.77	47.22
Total	3364	4547	7911	42.52	57.48	3364	4547	42.52	57.48

Research Studies M Phil/Ph D - 2012-13 – (Baseline Data)

Faculty/ Discipline	Total Enrollment (in lakhs)			% of Total Enrollment		Average Annual Enrollment (in lakhs)		% Annual Average Enrollment	
	M	F	Total	M	F	M	F	M	F
Arts	-	-	-	-	-	-	-	-	-
Sciences	3	12	15	20	80	3	12	20	80
Commerce	-	-	-	-	-	-	-	-	-
Management	-	-	-	-	-	-	-	-	-
Agriculture	-	-	-	-	-	-	-	-	-
Medicine & Allied Health Science	-	-	-	-	-	-	-	-	-
Engineering/Architect/Technology	34	22	56	60.71	39.28	34	22	60.71	39.28
Law	20	27	47	42.55	57.45	20	27	42.55	57.45
Total	57	61	118	48.30	51.69	57	61	48.30	51.69

Chapter: VI

ANALYSIS OF PAST PERFORMANCE

India has a very low GER of 19.4% indicating that less than a fifth of the population in the age group of 18-23 years has access to Higher Education in contrast to this. Higher Education in Chandigarh has made great progress in the field by providing increased access for higher education by establishing a large number of institutions in higher Education Sector since 1953 which is reflected in its higher GER of 41.4% as compared to the national average of 19.4%. This establish a strong co-relation between GER and institutional density of Chandigarh. It is worth mentioning that the Institutional density (Number of educational institution per 1000Sq Km) across the U.T., Chandigarh is 236.8 Sq.Km which is highest in any of the Indian State/ U.T. against 11.4 Sq Km of the national average.

During the last session 2013-14, Panjab University has pioneered in the field of higher education by introducing Semester System at the UG level in the affiliated colleges while same was implemented during 2011-12 for PG courses. The details pertaining to examination reform implemented by Panjab University during recent past follows as:

- Setting up of PU Virtual Private Network which is Secured and is available 24X7 for all PU Affiliated Colleges.
- College Information Module has been developed, which works over PU-VPN, making it a secured communicated link between Panjab University and all it affiliated Colleges.
- Online submission of Forms, Internal Assessment and Facility to Download Roll No's for all the Post Graduate courses of the P.U
- All processes related to the PUPIN System have been Computerized and linked together.
- PUPIN record/ Registration Data has been made available on the college information Module and PUPIN Record made available under the College Information Module.
- The Examination Grievance Monitoring Software is Client server based multi-User & easy to use Application Software module.

The Department of Higher Education, Chandigarh Administration and Panjab University has started implementing the reforms as mandated under RUSA and it is expected that the same will result into in bringing excellence in higher education. In respect of the equity, the U.T., administration provides various incentives to the female students in the form of tuition fee waiver and the scholarships to the meritorious ones. The State also provides various incentives to the students belonging to the disadvantaged sections in the form of scholarships and reservations in admissions (Table: 1) and scholarships under various State and Central Government schemes.

Reservation Policy (Table: 1)

Note: The reservation is out of 85 % seats of U.T. Pool and 15 % of General Pool.

Category	U.T. Pool	General Pool
SC	14 %	15%
ST	-----	5%
Differently Abled/Physically Challenged Persons	3%	3%
Wards of freedom Fighters	2%	2%
Wards of Defense Personnel	5%	----
Sports Categories	2%	2%

In addition there is also reservation of seats for following categories:

1. Concession to the Direct Descendants of Kargil Martyrs (1 seat)
2. Reservation of Single Girl Child (1 seat)
3. Cancer ,Thalassemia and AIDS Patients (1 seat)
4. NCC (weightage of 1% for Certificate B and 2% for Certificate C)
5. NSS (weightage of 1% in marks)

The year-wise enrolment of male-female students in institutions of higher learning is indicated in Table: 2 from 2010 to 2015 which shows that in the year 2010-2011 total enrolment was with 17444 males and 18366 females and during 2014-2015 it was 42072 males and 42238 females. The growth in enrolment can also be seen in the graph (Figure: 7)

Year-wise enrolment of male-female students in higher education in Chandigarh (Table-2)

(Number)

Year	Total Enrolment	Male	Female
2010-11	35810	17444	18366
2011-12	61193	27570	33623
2012-13	79472	39584	39888
2013-14	84310	42072	42238

2014-2015	75298	41072	34226
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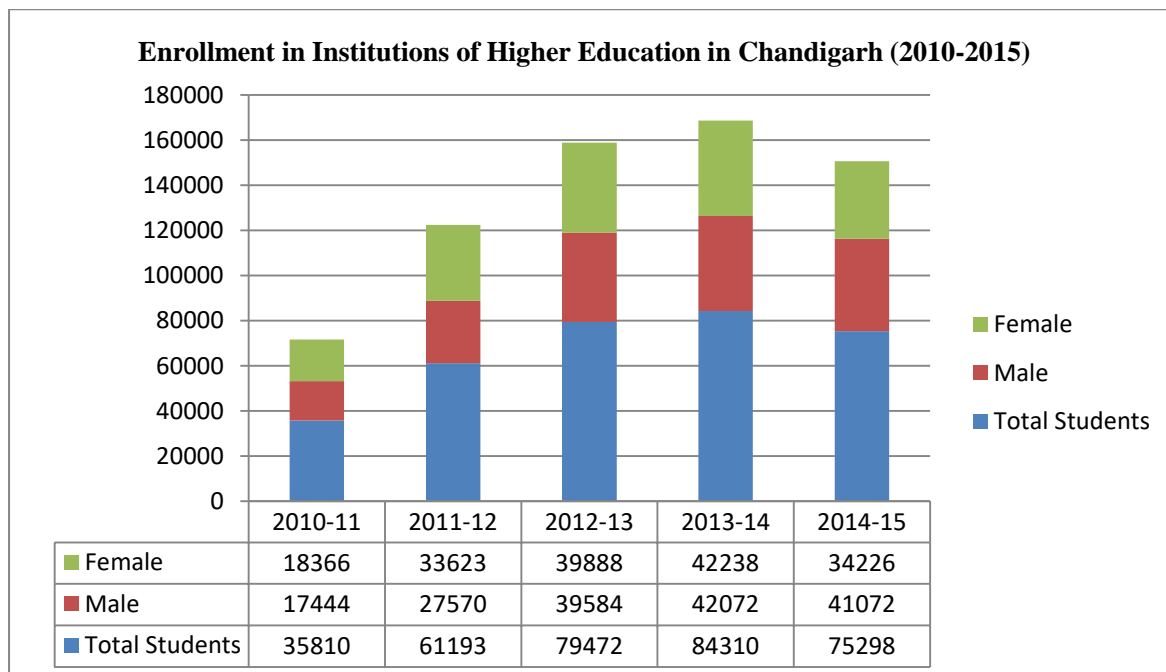


Figure 7: Enrolment Institution of Higher Education in Chandigarh (2010-15)

The expected outcomes in terms of GER in Chandigarh during 12th and 13th plan period would be projected from 41.4% to 66% (Figure: 8)

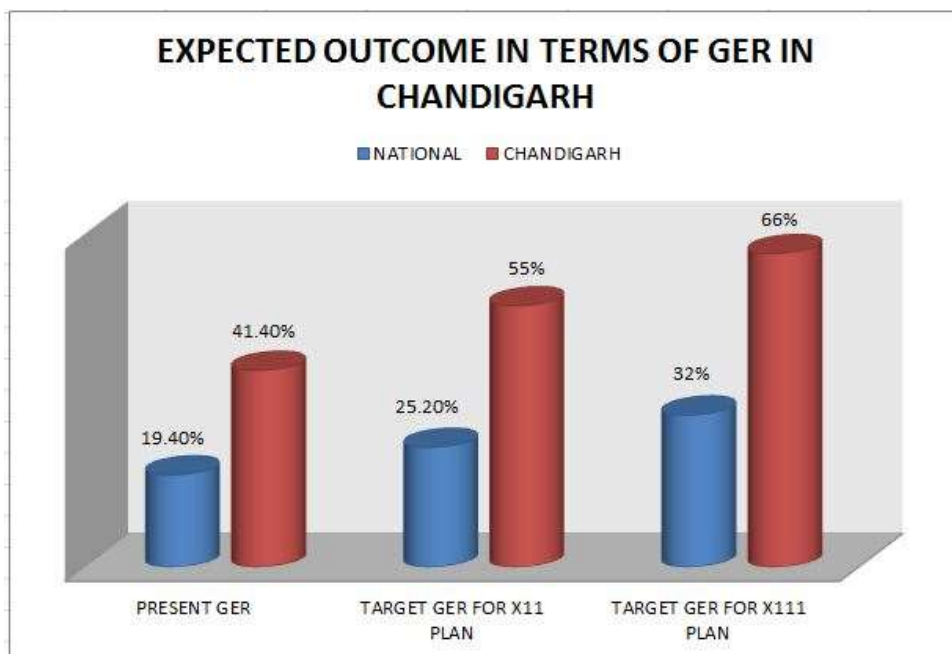


Figure 8: Expected Outcome of GER in Chandigarh

The past performance in respect of growth in literacy rate and its comparison with country has been indicated in the Table: 3. In the year 1971 the literacy rate of

Male and Female in Chandigarh was 75.74 and 63.15 respectively while literacy rate of Male and Female in India was 45.96 and 21.97 respectively Figure: 10. During last census held in 2011 the literacy rate of Male and Female in Chandigarh was 89.99 and 81.19 respectively while literacy rate of Male and Female in India was 82.14 and 65.46 respectively. There has been remarkable growth in the literacy rate of the Chandigarh during the past. The year-wise growth of literacy since 1971 is presented in the following Tables: 3 and the Figure: 9. It is worth mentioning that in Chandigarh UT, there are 809653 literates as per Census 2011 resulting in an overall literacy rate of 86.43 percent. This is well above the MDG set by the United Nations and the Chandigarh UT is heading towards universal literacy. Chandigarh ranked among the most literate part of the country.

Table: 3**Growth in Literacy Rate (Chandigarh and India)****(Percentage)**

Year	Chandigarh		India	
	Male	Female	Male	Female
1971	75.74	63.15	45.96	21.97
1981	78.88	69.3	56.38	29.76
1991	82.04	72.34	64.13	39.29
2001	86.14	76.47	75.26	53.57
2011	89.99	81.19	82.14	65.46

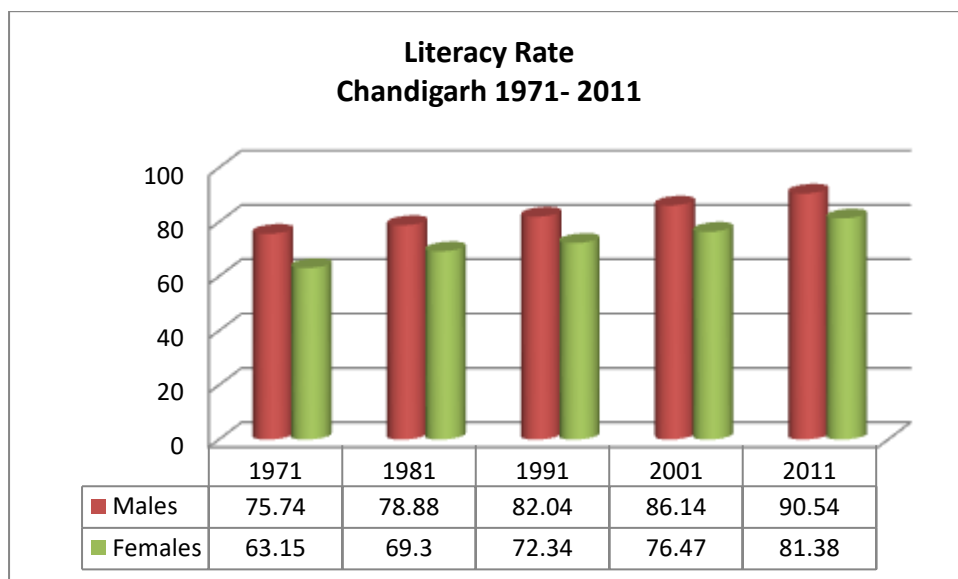


Figure 9: Literacy Rate- Chandigarh (1971-2011)

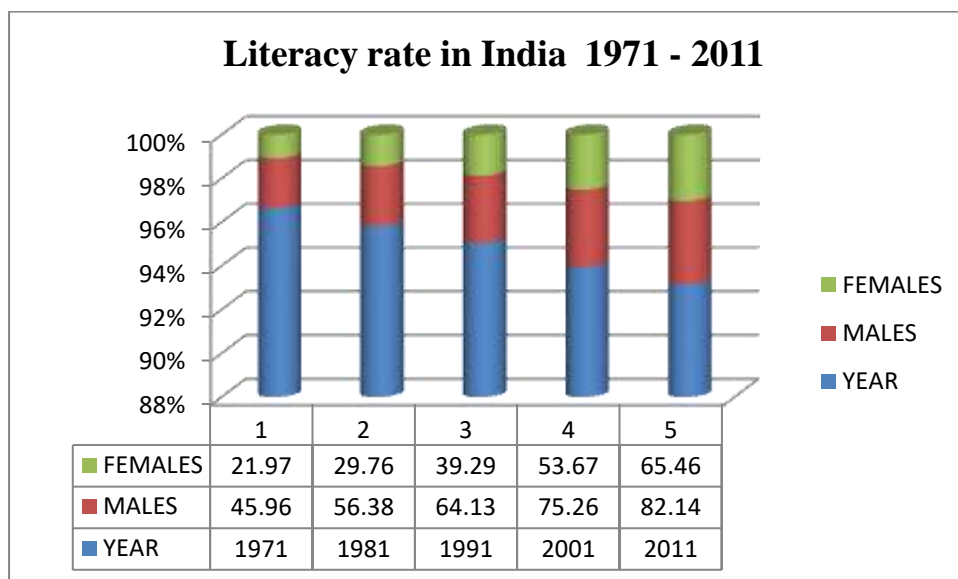


Figure 10: Literacy rate in India (1971-2011)

The quality in education has remained a great concern of the Chandigarh Administration. Some institutions of repute has also been established with the help of Central Government. The detail of such institutions has been shown in Table: 4.

Reputed Universities & Institutes in Chandigarh (Table :4)

S.No.	Name and Location of the institution
1	PGIMR, Chandigarh
2	IMTECH, Chandigarh
3	Panjab University , chandigarh
4	PEC, Chandigarh
5	CSIO, Chandigarh
6	CMCH, Chandigarh
7	TBRL, Chandigarh

One of the oldest University in India, the Panjab University has a long tradition of pursuing excellence in teaching and research in science and technology, humanities, social science, performing arts and sports. The University supports

excellence and innovation in academic programmes, promotes excellence in research, scholarship and teaching.

To bring qualitative improvement in Higher Education, accreditation with National Assessment and Accreditation Council has been made mandatory for all educational institutions imparting Higher Education in Chandigarh. At present Panjab University, 3 Govt. Colleges and 4 Private Aided Colleges are with live accreditation while other colleges are undergoing for accreditation process. The details of the accreditation cycle I & II of the participating Institutions are given below in Figure 11 & 12.

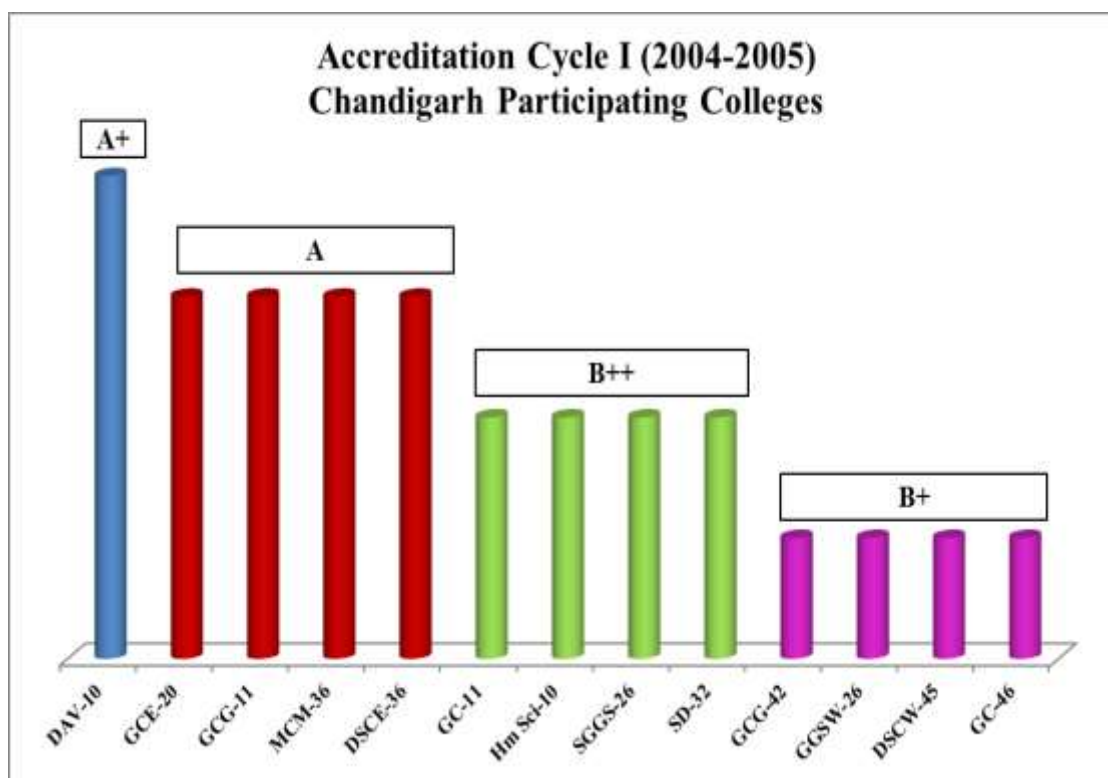


Figure 11: Accreditation Cycle I of participating Colleges of Chandigarh.

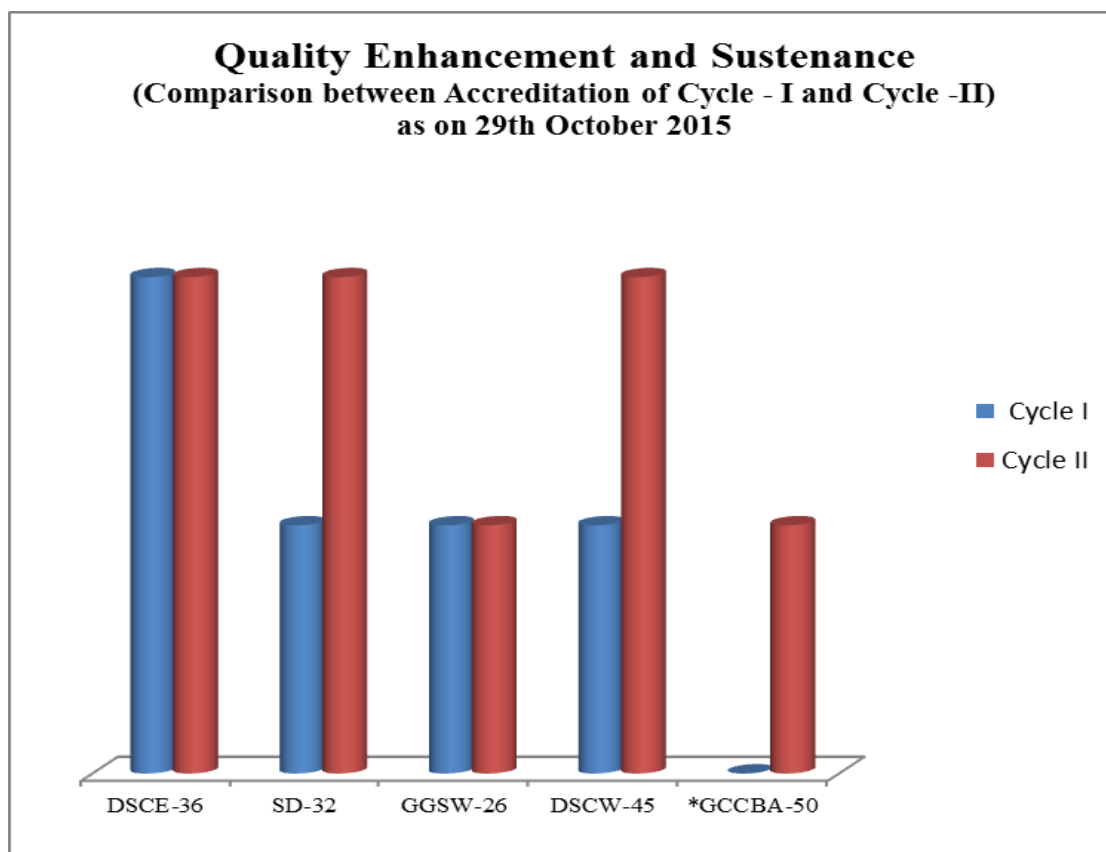


Figure 12: Quality Enhancement and Sustenance- Cycle II

The expansion of Higher Educational Institutions in Chandigarh since 1953 shown in Table: 5 and Figure: 13. The Higher Education Institutions in all fields namely education, medical, engineering, architecture, science, arts, commerce have been established in the U.T. Chandigarh in a phased manner since 1953 which is clearly depicted from the given below graphic representation:

Table : 5
Expansion/Growth in Higher Education (Chandigarh)

Sr. No	YEAR	Name of the Institutions
1	1953	PEC (Established in 1921 & relocated in Chandigarh 1953)
2	1953	GC-11
3	1954	GCE-20
4	1956	PU (Established in 1882 & relocated in Chandigarh 1956)
5	1956	GCG-11
6	1958	DAV-10
7	1961	CCA -12
8	1961	Home Science-10
9	1962	PGIMER-12
10	1963	RIE-32

11	1964	RIMH-31
12	1965	Govt. Poly
13	1965	SIE-32 (SCERT)
14	1966	SGGS-26
15	1967	NITTTR-26
16	1968	MCM-36
17	1973	GGSW-26
18	1973	GGSD-32
19	1974	Homeo-26
20	1975	S. Dhan. Ayurvedic-46
21	1978	Govt. Arts College-10
22	1981	DSCE-36
23	1981	DSCW-45
24	1981	Yoga College-23
25	1982	GC-46
26	1982	GCG-42
27	1991	Brahmrishi-19
28	1991	GMCH-32
29	2002	CCET-26
30	2006	GCBA-50

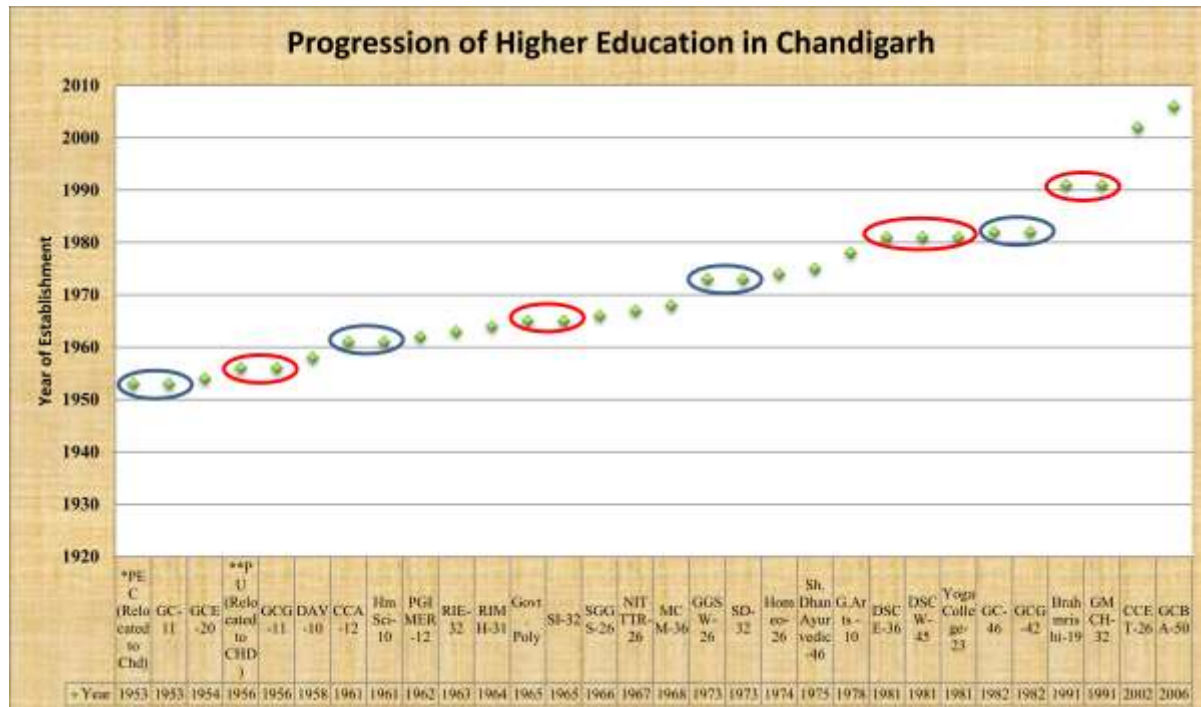


Figure 13: Progression in Higher Education in Chandigarh

Chapter: VII**FINANCIAL DETAILS**

Financial Outlays – 2012-13 (Baseline Data)					
State GDP (in Crores) (Total Grants)	Total Expenditure on Education (in Crores) (Total Expenditure)	Total Expenditure on HE as % of GSDP	Total Expenditure on HE as % of total expenditure on Education	Total Expenditure on Tech. Edn. as % of GSDP	Total Expenditure on Tech. Edn. as % of total expenditure on Education
9.45	1.75	18.5	NA	NA	NA

Financial Outlays – 2012-13 (Baseline Data)						
Name of Institutions	State GDP (Total Grants)	Total Expenditure on Education (Total Expenditure)	Total Expenditure on HE as % of GSDP	Total Expenditure on HE as % of total expenditure on Education	Total Expenditure on Tech. Edn. as % of GSDP	Total Expenditure on Tech. Edn. as % of total expenditure on Education
Government Polytechnic For Women, Chandigarh (Id: S-12472)	6434.10	42477.00	NA	NA	NA	NA
State Institute Of Education Chandigarh (Id: S-5727)	464.98	23415.81	NA	NA	NA	NA
Brahmrishi Yoga Training Centre, Sector- 19 (Id: C- 29365)	345.11	720.99	NA	NA	NA	NA
Chandigarh College Of Architecture Sector-12 (Id: C-29341)	810.00	24110.84	NA	NA	NA	NA
Chandigarh College Of Engineering & Technology, Sector-26 (Id: C-29359)	92647.87	58040.57	NA	NA	NA	NA
D.A.V.College, Sector 10 (Id: C-29426)	245200.00	245200.00	NA	NA	NA	NA
Dev Samaj College For Women, Sector-45 B (Id: C-29348)	26707.29	28387.20	NA	NA	NA	NA

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Dev Samaj College Of Education For Women Sector-36 (Id: C-29446)	21826.84	23383.05	NA	NA	NA	NA
G.G.G.S.D.Coll ege, Sector-32 (Id: C-29440)	249350.34	202860.37	NA	NA	NA	NA
Govt College Of Art Sector- 10 (Id: C- 29411)	1948.42	30746.00	NA	NA	NA	NA
Govt College Of Commerce & Business Administration, Sector-42 (Id: C-29404)	7194.00	0.00	NA	NA	NA	NA
Govt. College Of Education, Sector-20 (Id: C-29418)	39406.06	36022.33	NA	NA	NA	NA
Govt. College Of Yoga Education & Health, Sector- 23 (Id: C- 29420)	6834.16	7885.83	NA	NA	NA	NA
Govt Home Science College, Sector- 10 (Id: C- 29284)	55717.66	53271.00	NA	NA	NA	NA
Govt Medical College & Hospital, Sector-32 (Id: C-29442)	1191.73	1316164.47	NA	NA	NA	NA
Govt Post- Graduate College For Girls, Sector-11 (Id: C-29312)	186988.79	182191.06	NA	NA	NA	NA
Govt Post Graduate College For Girls, Sector-42 (Id: C-29391)	947.30	134.62	NA	NA	NA	NA
Govt Post Graduate College, Sector-11 (Id: C-29410)	249440.90	121310.33	NA	NA	NA	NA
Govt Post Graduate College, Sector-46 (Id: C-29314)	6498.42	76025.65	NA	NA	NA	NA
Guru Gobind	98107.54	34689.41	NA	NA	NA	NA

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Singh College For Women , Sector-26 (Id: C-29344)						
Homoeopathic Medical College & Hospital, Sector-26 (Id: C-29378)	16824.30	12483.83	NA	NA	NA	NA
M.C.M.D.A.V.C ollege For Women, Sector 36 A (Id: C-29377)	102612.74	109636.57	NA	NA	NA	NA
National Institute Of Technical Teacher Training & Research Sector-26 (Id: C-29316)	239574.00	242369.00	NA	NA	NA	NA
Regional Institute Of English, Sector-32 (Id: C-29278)	4737.90	13790.00	NA	NA	NA	NA
Regional Institute Of Mentally Handicapped, Sector-31 (Id: C-29322)	52476.65	32299.40	NA	NA	NA	NA
Sri Guru Gobind Singh College, Sector-26 (Id: C-29433)	166675.94	147362.18	NA	NA	NA	NA

Chapter: VIII

PREPARATION OF STATE PLAN

Methodology

A bottom-up approach was adopted for the preparation of State Perspective Plan to address the problems relating to Access, Equity and Quality in Higher Education.

Both primary and secondary data have been used to prepare State Prospective Plan and the Annual Plans. The Primary data was collected through Institutional Development Proposal received from all the government and government aided colleges and Panjab University. This information was supplemented by the information provided by the official at the Directorate level. In addition to this, a series of meetings were held with the Heads of these institutions to record the problems existing in their institutions and frame a strategy to solve them.

The secondary data was collected from the AISHE, from the official website of Census Directorate , Chandigarh , Statistical & Economics Department , Chandigarh Administration. The data was compiled, tabulated and analyzed and used in the State Perspective Plan.

Has the state conducted a baseline survey?

Not as such .However, each institutions carried out the same as per provisions laid down in RUSA scheme .

Stakeholder Consultation: The institutional higher educational plans were developed by the participating institution in active consultation and participation of students, faculty, educational administrators, non-teaching staff, students and prominent educationists and members of the society, business and industry getting valuable inputs on problems and issues of concerns and possible alternatives (SHEC members). The analysis of these plans carried out at the State level in wide consultations with the Principals of the affiliated Colleges, University authorities, educationalists and other concerned staff have made it possible to develop State Higher Education Plan.

TEAMWORK AND STAKEHOLDER PARTICIPATION AT INSTITUTIONAL LEVEL :

A core team first of all identified key stakeholders of the college. The team met several times within a period of one month and had consultations / brainstorming sessions in participatory mode. Core committee and subcommittees were constituted. Both the committees have interactive sessions with diverse groups like Head of the Departments ,faculty members , support departments , administrative staff ,library staff, hostel staff , lab and other supportive staff , students council members , students , alumni , parents/guardians . Each group of stakeholder was required to submit their inputs on

various issues ranging from academics, inclusion, development, quality, access, excellence, co-curricular to community outreach activities. The Alumni, students and parents were required to fill a questionnaire. The questionnaire was designed by the faculty of the college and was duly tested before distribution to the stakeholders. The questionnaire so designed included information which when analyzed gave inputs with respect to strengths, weaknesses, opportunities and threats.

The inputs received from faculty members comprised an important source in identifying strengths and weaknesses of the college. The core committee also had interactive sessions with diverse stakeholders to learn their view point and collaborate with them in finding mutually acceptable solutions to some controllable issues.

Once the inputs from various interactive meetings were received, the core team collaboratively analyzed the information and prepared a draft SWOT Analysis Report with respect to college. This initial draft SWOT Analysis Report was then circulated to all the departments. The departments were asked to hold meetings at their level and submit comments on the draft report as analytically as possible. Based on the suggestions and other inputs received from various departments, following were identified as Strengths, Weaknesses, Opportunities and Threats, and prioritize the plan of actions

Chapter: IX**SEVEN -YEAR PERSPECTIVE PLAN**

BROAD OBJECTIVES	TARGETS PROPOSED	INDICATORS
<ul style="list-style-type: none"> • To increase the Gross Enrolment Ratio (GER) from the present 41.4% to 55% by the end of the 12th Plan and 66% by the end of 13th Plan. • To curb the drop-out rate in higher education and enhancing transition rate from Secondary to Higher Education level. • To expand institutional base of both Skill and vocational education by creating additional capacity in existing institutions and also establishing new institutions. • To increase access to higher education. • To provide hostel facilities in all institutions for the students coming from different states of the country. • To bring higher education within the reach of the disadvantaged groups and weaker sections of society. • To Improve equity in higher education by providing adequate opportunities to socially deprived communities; promote inclusion of women, minorities, SCs/STs/OBCs and differently-abled persons. • Quality in higher education in UT, Chandigarh would be achieved and maintained by improving standards of education by implementing, Examination ,Academic and Governance reforms. • To encourage higher educational institutions to get accredited at the earliest on becoming eligible. • To undertake reforms in the higher education sector in progressive manner by creating a proper institutional structure for planning and monitoring. • To implement governance, academic, examination and 	<p>To increase GER 66% after 7 years</p> <p>To increase employability</p> <p>To increase Equity among SC,ST, Women & weaker sections of the society.</p> <p>To improve quality education</p>	<p>Upgradation of colleges and university system</p> <p>Greater pool of trained/ Skilled Human resource</p> <p>Increased GER for SC,ST, OBC</p> <p>Improve student teacher ratio, CBCS, Semester system,</p>

<p>evaluation reforms to make higher education system efficient, effective and innovating one.</p> <ul style="list-style-type: none"> • To establish backward and forward linkages between school education, higher education and the job market by focusing on skill development and vocational education. • To provide adequate quality faculty to improve the teacher-taught ratio as per the UGC norms to achieve excellence. • To undertake measures for capacity building through training and development programmes for enhancing and updating of knowledge and skills. • To identify and fill up the critical infrastructure gaps by augmenting and supporting the efforts of higher educational institutions. • To promote healthy competitions among various institutions of higher learning for improving the quality and to encourage research and innovation. • To encourage institutions for introduction of educational programmes that have higher employment potential. • To encourage progressive use of ICT in teaching-learning processes, and also in collection and dissemination of information and maintenance of records. • To promote academic autonomy, research and innovation and improve efficiency with academic reforms in institutions to make education relevant to the youth. • To ensure greater participation of students in various co-curricular and extra- curricular activities as well as sports in the interest of students • To create an effective Management Information System for monitoring of institutions for their better and effective functioning. 	<p>To ensure student teacher ratio 20:1 after 7 years.</p> <p>Better research yields</p>	<p>Autonomous colleges to universities, colleges to cluster university, more institutions of higher quality.</p> <p>Improve student teacher ratio.</p> <p>Increase in number of PG/M.Phils/ Ph.Ds produced. Percentage of GSDP spent on R&D.</p>
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Chapter: X**Component: 3****INFRASTRUCTURE GRANTS TO UNIVERSITY****Panjab University, Chandigarh.**

1. INFRASTRUCTURE			(In Crores)	
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	3.00	1.50	1.50
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	3.00	1.50	1.50
3	Modernization of classrooms	5.00	1.50	3.50
4	Updation of Learning Resources	2.00	0.5	1.5
5	Procurement of furniture	3.00	1.00	2.00
6	Establishment/Up gradation of Central and Departmental Computer Centers	1.00	0.5	0.5
7	Modernization/improvements of supporting departments	1.00	0.5	0.5
8	Modernization and strengthening of libraries and increasing access to knowledge resources	1.00	0.5	0.5
9	Refurbishment (Minor Civil Works)	1.00	0.5	0.5
Total		20.00	8.0	12.0

Component: 5**UPGRADATION OF EXISTING DEGREE COLLEGES TO MODEL DEGREE COLLEGES**

A. Name of the College: Government Home Science College, Sector-10, Chandigarh.

B. Name of University: Panjab University, Chandigarh

C. Name of the District: Chandigarh

D. Is the district an EBD: No

Details of the College proposed for Up gradation in to Model College

District	Chandigarh
Name of the college	Government Home Science College, Sector-10, Chandigarh
NAAC Accredited years	2004
Cycle	1
Grade	B++
Status	SSR (CGCOGN 12267) uploaded on 23.10.2015
UGC Status	2f and 12(B)
Area	15 acres
Total Classrooms	16
Smart Classrooms	11
Laboratories	22
Auditorium	01
Year of Establishment	1961 (shifted to the existing campus in 1977)
Student strength	577 (UG- 450; PG-123; Ph.D-04)
SC %	61 (11.27%)
ST%	03 (0.55%)
OBC%	13 (2.40%)
Women%	100%

E. BACKGROUND NOTE:

Government Home Science College is one of the pioneer institutes in Home Science in the country inculcating professional and specialized needs of the contemporary women. It was established in 1961 at Model School building, Sector 10, Chandigarh by the dynamic Chief Minister of undivided Punjab, Late Sardar Partap Singh Kairon. It was shifted to the present campus in 1977. The Government Home Science College, Sector – 10, Chandigarh has proud privilege of being one of the largest government educational institutes of the region. It covers almost the entire gamut of Home Science activities in North India.

It has grown into an excellent educational centre satisfying the professional and specialized needs of the contemporary woman. Starting with a three year degree course in B.Sc. Home Science, it has now expanded its horizons in the true sense by offering a revamped undergraduate programme in B.Sc. Home Science by moving it towards specialization to make it career oriented. Need based changes have been introduced as five specializations namely Apparel and Textile Design, Dietetics, Human Development and Family Relations, Interior Design and Resource Management along with a B.Sc. Home Science Composite course. The college offers a degree in B.Sc. Fashion Designing and Postgraduate degree courses in Clothing and Textiles, Foods and Nutrition, Human Development and Family Relations; Postgraduate Diplomas in Fashion Designing, Nutrition and Dietetics and Child Guidance and Family Counseling. A Ph.D. programme is also offered.

The college runs a laboratory Nursery School, Chaitanya, with 50 students on its rolls, attached to the department of Human Development and Family Relations, to impart practical training to its students. The college has made its mark through its participation in the Adult and Community Education Schemes of Panjab University and offers short term training to the Gram Sevikas and Associate Village Women of U.T. Chandigarh, besides undertaking projects offered by various Universities.

Home Science is a unique field of knowledge. Its inter disciplinary approach in synthesizing knowledge drawn from physical and biological sciences, social sciences, arts and humanities has enriched its educational programmes and also caters to the present day needs of education in order to meet the rapidly changing demands of family life and the multiple roles that women have to play in home as well as professional life. The different areas of specialization also concentrate on providing suitable training to the students for various job opportunities. The trained graduates and postgraduates are absorbed in hospitals, industrial units, hotel industries, and health fitness clubs and also as teachers, counsellors, sales managers, designers, consultants and field workers in extension education and community development programmes.

Over the years, the college has built up great credibility and gained recognition as a premier institute for education, research and extension work. The beautiful spacious college and hostel buildings offer a peaceful, serene yet stimulating environment to the students. The campus is endowed with well manicured lawns, spacious lecture theatres and laboratories which are a delight to work in.

The faculty comprises of very well qualified and experienced members, instrumental in imparting a high standard of education to its students. The faculty also participates in national and international conferences, seminars and workshops and has technical and professional affiliation. In anticipation of the changing environment and also the changing skill requirement of professionals, the curricula has been revised to make it more relevant, holistic, contextual and specialized. The college offers facilities for academic excellence as well as cultural enrichment of the students to build a multifaceted personality and prepares them to face the challenges that lie ahead.

Staff and Students

S. No.	Teaching Staff (Total = 41)		Non-teaching Staff (Total = 75)		Students (Total = 577)	
	Category	Number	Category	Number	Category	Number
1	Regular	22 (Ph.D. 12)	Regular	58	Undergraduate	450
2	Contractual	19 (Ph.D. 4)	Contractual	17	Postgraduate	123
3	----	----	----	----	Ph.D. (enrolled)	004

Hostel

B.Sc. Hostel		
S.No.	Infrastructure	Details
1	Rooms	165
2	Dormitories	024
M.Sc. Hostel		
1	Rooms	55

History of Courses Offered Since Inception

S.No.	Title of programs	Level (UG, PG, PhD)	Duration (Years)	Year of initiation	Present status
1	B.Sc. Home Science	U.G.	3 Years	1961	Continued
2	M.Sc. Home Science(General)	P.G.	2 Years	1975	Discontinued
3	M.Sc. Clothing & Textile	P.G.	2 Years	1974	Continued
4	M.Sc. Foods and Nutrition	P.G.	2 Years	1976	Continued
5	M.Sc. Human Development and Family Relations	P.G.	2 Years	1986	Continued
6	PG Diploma in Nutrition and & Dietetics	P.G.	1 Years	1986	Continued
7	PG Diploma in Fashion and Designing	P.G.	1 Year	1983	Continued
8	B.Sc. Fashion Designing	U.G.	3 Years	2007	Continued
9	Advanced Post Graduate Diploma in Child Guidance and Family Counselling	P.G.	1 Year	2007	Discontinued
10	PG Dip in Child Guidance and Family Counselling	P.G.	1 Year	2010	Continued

SWOT ANALYSIS

Strengths

- Chandigarh has potential to be the hub of education. Chandigarh Administration is upgrading institutes to international standards.
- Our Institute will cater to the population of Himachal Pradesh, Punjab, Haryana, Uttaranchal and other areas of northern India in respect of education, medical diagnostics and treatment.
- The institution is well strategically located in the city, Chandigarh and easily accessible within the city. The city is well connected with other cities of the country and overseas through air, rail and road transportation.
- The institution is a professional college and it has specialized postgraduate courses (Ph. D., M.Sc./Diploma) in three major streams. These courses have high placement value in the market.
- The campus is lush green and pollution free.
- The college has very good reputation in the courses that it offers and is a brand in itself.
- The course curriculum is formulated keeping in view the market requirement and placement of the students.
- The college has been updating its Undergraduate as well as Postgraduate curriculum from time to time keeping in mind the new advancements in the field and the need of the hour.
- The college has an active alumni association which provides its feedback regularly for the betterment of the college functioning.
- The college is equipped with smart class rooms, computers, and instruments.
- There is adequate infrastructure to facilitate student's overall development.
- The college has dedicated and highly qualified staff which is a good mixture of young energetic and enthusiastic as well as experienced and visionary faculty members.
- The college has been consistently maintaining good liaison and networking with professionals from diverse fields from both national and international arena.
- The college is involved in various grass root activities for the welfare of society in general and slum dwellers, village ladies, senior citizens, street children, special children, drug addicts, defence personnel, and disadvantaged people in particular.
- The college has worked hand in hand with Chandigarh administration on various welfare programs for the school going population such as curriculum development and teacher training for preschool children, career counseling for school children, workshops and seminars pertaining to psychosocial wellbeing of adolescents and development of psychological tools.
- The college is running counseling cell for the welfare of college students and public in general. The college has successfully organized International and national conferences, workshops, seminars in the past few years.

Weaknesses

- College does not have scholarship for economically weaker section of the society other than SC/ST/Minorities.
- Lack of seed money provision for research and development activities.
- No emergency exit as per the standard operating procedure for disaster management.
- The building is not disabled friendly with no ramp/lift.
- Hostel hours are restricted.
- There are no additional funds for research.
- There is very limited research Journals in the Library.
- There is no separate financial provision for research and participation in seminars/symposiums etc.
- There is no provision for duty leave for academic purposes including research and participation in seminars/symposiums etc.
- Campus placement procedure is not streamlined as there is no separate allocation of finances.
- International collaborations are lacking.
- The expertise of visiting professors is not available in the college.
- There is no guest house for visiting academicians and parents of hostellers.
- No campus accommodation for teaching and non-teaching staff.
- Common room for teaching, non-teaching staff and students is not available.
- Number of permanent teaching staff is less than the sanctioned posts.
- The college is not an autonomous body.
- Interdisciplinary interactions and collaborations in research and development among the departments are rudimentary.
- No specific rules have been formulated for availing consultancy services.
- Labs to land programs are absent.
- Parking facility is inadequate.
- Modernization of present building needs to be done to cater to new equipment and courses.
- It does not offer Post graduation in Interior Design and Resource Management program which is one of the integral branches of Home Science College The infrastructural requirements are already there and the scheme of studies and syllabus have already been approved by the competent authorities.

Opportunities

- The human resource developed by the institute will have an impact in various industries and institutes such as:
 - a) Entrepreneurship, Agro industries, Biotechnology industries, Pharmaceuticals, Hospitals.
 - b) Diagnostic laboratories, Food industries. Fisheries, Soap industries, Wine industries, Non conventional Energy development, Govt. Research and Development institutes, Contract Research Outsourcing and NGOs.

- Providing Model OPD Services for counseling from Monday to Friday 09:00 AM- 01:00 PM. in Nutrition Management, Psychology and Genetic Disorders for the population of Chandigarh, Himachal Pradesh, Punjab and Haryana for better health and disease management, to reduce the burden of medical expenditure on the exchequer.
- M.Sc. and Advanced Post Graduate courses in DNA Fingerprinting and Molecular Diagnostics and allied subjects will generate human resource for the world market.
- The DNA Diagnostic wet Laboratory will generate revenue for the institute by providing services in India and abroad. The services would include commercial DNA fingerprinting (non forensic), DNA database, plant DNA analysis, DNA sequencing, paternity establishment, human identification and Sequence specific diagnosis of different diseases.
- The organization under single roof will provide the facility for service and human resource development in Nutrition Sciences, Genetic Counseling, DNA fingerprinting, applied genetics and diagnostics.
- The Institute will utilize a high degree of automation which will enable easier quality control and process accreditation.
- The placement record of Post graduate students of the college will rise.
- The college can be involved more in interdisciplinary projects.
- Placements fair can be under taken by the college.
- The college has planned to approach funding agencies for research projects in order to contribute to the society in a better manner.
- The institute has smart classrooms, well equipped labs, seminar room, conference hall, administrative block etc. which can be utilized for new courses as well.

Threats

- The institute does not have adequate regular faculty (teaching and non-teaching) which affects the quality of higher education.

OBJECTIVES OF MODEL COLLEGE

- To establish a world-class institute & conduct research in frontier areas of Nutrition Science and Genomics, Human Development, Clothing and Textiles, and Family Resource Management .
- To provide quality consultancy services to the general population.
- To collaborate with MNCs and Institutes for internships, short training programs, research and job opportunities.
- To offer Genetic Counselling service to food processing entrepreneurs of Punjab for better quality nutritious food processing.

- To impart the intensive training in computer aided drafting and designing of residential and commercial interior spaces) with ergonomic consideration & to develop entrepreneurial management skills in terms of self employment and micro-enterprise management which further enables the students to be empowered both financially and personally.
- To invite internationally reputed experts through foreign collaborations to aid in innovative teaching methods as well as to improve the quality of teaching.
- To give an insight to understand retailing as a business management discipline and to fulfill the growing demand of the Retail Industry for trained Retail Professionals by nurturing the latent talent.

Background for upgradation into Model Degree College.

The Higher education in design industry is gaining popularity both in India and abroad and they will have greater responsibilities to meet the needs of society. We must be prepared to accept this challenge so that we can continue to lead advances in educational and technological innovation, creative expression and design led problem solving. At the same time there is need to foster strategic design linkages of innovation and entrepreneurship with the various sectors of industry related to interiors.

It is pertinent to mention here that the subject of Family Resource Management is one of the integral branches of home science programme. The college is offering Post graduation in all other subject of home science Viz food and Nutrition, clothing and Textiles, Human development and Family Relations. This is no Post Graduation in the subject of Family Resource Management not only in this college but only in the neighboring area except Punjab Agriculture University, Ludhiana. So, students having an aptitude for the subject find it difficult to get institution offering Post Graduation. This also leads to the shortage of teaching staff in the subject. Hence there is an urgent need and demand for starting M.Sc. in Interior Design and Resource Management.

After completing the Post graduation in Interior Design and Resource Management, the students can be absorbed by construction companies, architects, interior Design and decorators, furniture and furnishing houses, paint companies and can also work as Freelancer Interior Designers.

Career opportunities are available in design and brand consultancies, in-house design and marketing departments as designers, design manager, project and account manager, buyers and marketing communication manager. Post Graduates also become freelance consultant set up their own business and pursued careers in research and teaching.

After completion of MBA programme in Fashion and Retail Management students can join the Fashion or Retail Industry as Management Trainees, Retail

Merchandise, Category Manager, Buyer, Department Manager, Retail Manager, Floor Manager District Manager, Fashion Consultant, etc. with National & International brands like Reliance, Shopper Stop, Lifestyle, Pantaloon, Big Bazar, Bata, Chanel, Burberry, Armani, Versace, Tommy Hilfiger, Puma, Zara, Benetton etc.

After completing the M.Sc. Home Science (Interior Design and Resource Management), the students can be absorbed by construction companies, architects, Interior Design and decorators, furniture and furnishing house, paint companies and can also work as Freelance Interior Designers.

Applied field of genetics and molecular biology concept and techniques have implications in many disciplines of biological Science, especially in Nutrition Science, Medical Diagnosis, Genetic Counseling, forensic DNA Fingerprinting and molecular Diagnostics and allied subject will service in India and abroad will generate revenue for the Institute.

One-tenth of the successful students getting degree from the institute will be absorbed as trainee scientists in the laboratory.

JUSTIFICATION

- Sole reputed Pioneer Institution in this discipline in P.U. with huge potential for expansion.
- Availability of experts in diverse fields related to personal, family and community development.
- Equipped core group for planning, implementation, monitoring and evaluation of programmes, schemes and policies of Chandigarh Administration in the field of nutrition, health care, pre-school education, Genetics, Molecular Diagnostics.
- Thrust on research and interdisciplinary approach gives the institution an edge over others to provide inputs to the administration for initiatives to be undertaken.
- Already existing collaboration and networking of the institution with various departments of the administration, NGOs and organizations would get an impetus.
- Empowerment of girls and women is the need of the hour. Enhanced facilities and introduction of diversified courses by virtue of being a model college would be a major step in this direction.
- Employability / Entrepreneurship/ Income generation opportunity would be enhanced by skill development due to addition of new courses, infrastructure and competent human resource.
- Thrust on inclusiveness in curriculum –Disabled/rural women/ elderly/ EWS/ Children living in disadvantaged circumstances.

- Opportunity for generating revenue for the institution through services and counseling.

EMPLOYMENT OPPORTUNITIES

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IMPROVEMENT OF ACADEMIC SKILLS

Practical exposure would be an integral part of the courses introduced which will enhance the quality of learning. Field trips, visits to institutes, in-house training are also proposed. Special tutoring by staff members on a voluntary basis for weaker students after the college hours is also being planned to improve the quality of education.

Students will be encouraged to attend and participate in the regional, state, national and international conferences and symposia. A conducive environment will be provided for pursuing research activities along with faculty members. Students would be persuaded to design formulate and draft research proposals and encouraged to published research papers of minor/major research projects. The STATE OF THE ART Diagnostic Laboratory will be an excellent footage on which it will be possible to build a research orientation to bring cutting edge working knowledge into the postgraduate curriculum.

IMPROVING INTERACTION WITH INDUSTRY

The institute will collaborate with national and international institutes/ organizations for faculty and student exchange program for academic and research purpose. Preliminary understanding is being developed with different institutes on personal level. Tie ups for internship, short term programs and placement oriented workshops are proposed to be conducted in collaboration with various organizations/institutions. Hospitals and schools will also be covered in the ambit of interaction in capacity of working under varied professions associated with the institutions.

ENHANCEMENT OF RESEARCH AND CONSULTANCY ACTIVITIES

Research and Development will be an integral part of the curriculum. Research and Development of the institute will be encouraged by providing seed money to the researchers for preparing their research proposals and to approach funding agencies for possible funding for their research. Interdisciplinary Research activity will be encouraged to make the outcome more relevant to the current time.

Researchers will be encouraged to publish their paper in peer reviewed journals with impact factors, citations. Lectures, panel discussions and symposiums are proposed to be held involving experts and professionals working in various fields.

Model Out Patient Department (OPD) will be the gateway for the consultancy services for our college. In the OPD the public will be receiving consultancy, Monday to Friday 09 AM to 01 PM. The faculty members of different departments will be on duty by rotation. This unique model OPD will generate research data for research within the campus. The wet- Lab will provide opportunity for innovation and data generation for the researchers.

CONSULTANCY SERVICES:

In addition to above mention courses and services the institute also plans to launch consultancy services related to:-

- Nutrition management counselling
- Psychological counselling
- Genetic disorders counselling
- Skill development and training in textile/interior design management

SOCIO-ECONOMIC RELEVANCE

There is a need to promote child care facilities especially in today's socio-economic system where most of the families are having both working parents. Females are also contributing for the economic development of the nation. There is a dire need for trained personnel for the care of their children and elders at home so that the parents don't have to compromise with the quality of care for their family members in their absence. Day care centres can be another good alternate for the same purpose. Pre-school education is the foundation stone for the new generation. Trained persons in this field can actually contribute a lot for positive psychological development of the new generation, hence making them more productive members of the society.

As per the new educational policy there is requirement of special educators in every school for identifying and dealing effectively with especially able children because early intervention can make such children able to manage their problem and contribute their part for national development.

In today's time when most of the youngsters are becoming job seekers which is resulting into more competition for getting a job and creating more pressure on the government to provide more employment opportunities, the college has designed various new courses like M.Sc. Home Science (Interior Design and Resource Management) and M.B.A. in Fashion and Retail Management which would produce such students who are capable of becoming not only self-employed but they would also generate employment opportunities for others by becoming entrepreneurs in these areas. Moreover, producing products related to interior design in the state market would increase the possibility of exporting such products which are currently being imported from other countries. This will intern contribute towards the revenue of the state government.

At present the whole world is trying to review the concept of biological information for the improvement of life in every respect. In contemporary biology the Biotechnology and genetic information is almost exclusively reduced to genes, i.e. messages encoded into specially organized segments of DNA. India cannot be an

isolated one in the domain of Biotechnology and genome era and needs to address the improvement of availability of human resource related to the upcoming fields such as Biotechnology, Molecular diagnostics, Genomics, Proteomics, Food and Nutrition Sciences, Clinical and Sports Nutrition, Eco-Biology and Toxicogenomics, Medical genetics, Food processing and food technology, Industrial Microbiology, Forensic and Criminal Psychology etc. to make it most attractive and competitive for investment in these areas.

JOB AVENUE AND OPPORTUNITY IN THE FOLLOWING AREAS:

- Nutrition Sciences and Nutrigenomics
- Clinical and Sports Nutrition.
- Genetic Counseling and Diagnostics.
- Eco- Biology and Toxicogenomics
- Medical Genetics
- Food Processing and Food technology
- Industrial Microbiology
- Forensic and Criminal Psychology
- Agro Industries
- Biotech Industries
- Pharmaceuticals
- Hospitals and Diagnostics Laboratories
- Food Industries
- Fisheries
- Soap industries
- Wine Industries
- Non conventional energy development
- Govt. Research and Development institutes
- Contract research outsourcing
- Apparel Industry
- Store Managers in the malls/retail outlets
- Textile industry
- Fashion Merchandisers

A: INFRASTRUCTURE BUDGET AS PER COMPONENT 5 OF THE RUSA SCHEME**(Converting existing Degree College to Model Degree College).**

S.No	Item	Requirement	Amount (Rs. in Lakhs)	Justification
1	Academic building	1. Rs. 8000000/- (New Construction 5 rooms X 40 m ² = 200 m ² 1 room X 53 m ² =53 Total area 200+53 =253 m ² @ Rs 31622/- per m ²) 2. Rs.6200000/- (Renovation for basement, Zoology lab, and Food Lab)	190.00 (80.00 + 48+62.00)	Rooms to be constructed, renovated and upgraded to make suitable for proposed new courses as per the requirement of the respective courses
2	Administrative buildings	Not Required	---	The college already has sufficient resources which would be utilized for this purpose
3	Campus development	Not Required	---	The college already has sufficient resources which would be utilized for this purpose
Total			190.00	

B: BUDGET REQUIREMENT FOR EQUIPMENTS IN RESPECT OF PROPOSED COURSES**M.Sc. Nutrigenomics/Applied Genetics, DNA Finger Printing and Molecular Diagnostics**

List of Equipment				
Sr. No	Name of the instrument	Quantity	Price@ in Rs.	Total Cost in Rs.
1.	Automated DNA Sequencer, Applied Biosystems 310,	1	30,000,00/	3000000
2.	Real-time PCR (ABI PRISM)	1	20,00,000/	2000000
3.	PCR(Thermal Cycler)	1	3,50,000	350000
4.	Micro pipettes (3 Sets 6 in No)	3 sets	2000 x 6	36000
5.	Water purification system	1	5,000,00	500000
6.	Minigel Electrophoresis with power pack	2	45,000	90000
7.	Analytical gel electrophoresis	1	98,000	98000
8.	-20 refrigerator(Double door, Vertical)	1	70,000	70000

9.	Table top refrigerated centrifuge	1	2,60,000	260000
10.	Gel documentation system	1	5,00,000	500000
11.	CO ₂ incubator	1	3,00,000	300000
12.	Hybridization oven	1	1,50,000	150000
13.	Orbital Shaker	1	1,50,000	150000
14.	U.V.Cross Linker	1	1,00,000	100000
15.	Electronic balance	2	50,000	100000
16.	Water Bath(micro processor control)	1	50,000	50000
17.	UV Trans illuminator	1	1,00,000	100000
18.	BOD incubator	1	2,00,000	200000
19.	Ultra Deep Freezer(-80)	1	6,50,000	650000
20.	Eliza	1	2,00,000	200000
21.	UV Double beam Spectro- photometer	1	4,00,000	400000
22.	HPLC	1	6,00,000	600000
23.	Spin Win	2	22,000	44000
24.	pH meter	2	12,000	24000
25.	Laminar air flow	1	80,000	80000
26.	Dry Bath 90 ⁰ (Micro processor control)	1	30,000	30000
27.	Water bath	1	15,000	15000
28.	Autoclave(Vertical)	1	70,000	70000
29.	Refrigerator(500 Lit, Double Door)	1	45,000	45000
30.	Incubator	2	50,000	100000
31.	Hot air oven (microprocessor control)	2	50,000	100000
32.	Trinocular Research Microscope with photograph and PC attachment	1	6,00,000	600000
33.	Enzymes, Consumables and kits	1	10,00,000	1000000
34.	Glass/ Plastic Wires	1	2,00,000/	200000

M.Sc. Family Resource Management

List of Equipment				
Sr. No	Name of the instrument	Quantity	Price@ in Rs.	Total Cost in Rs.
35.	Microwave (4 different brands)	4	15000	60000
36.	Cooking Range with hot plate	3	50000	150000
37.	Dishwasher	3	35000	105000
38.	vacuum cleaner	3	7000	21000
39.	Cook Top - 4 burners	1	8000	8000
40.	Cook Top - 3 burners	1	5500	5500
41.	Oven	1	3000	3000
42.	Food processor	2	5500	11000
43.	Refrigerator - Double Door	1	60000	60000
44.	Ironing board	1	3000	3000
45.	OTG	3	5000	15000
46.	Toaster	3	1500	4500
47.	Sandwich toaster	3	1500	4500
48.	Air fryer	1	8000	8000
49.	Pressure Cooker	2	1500	3000
50.	Frying Pan	3	1500	4500
51.	Karahi/Skillet	3	800	2400

52.	Copper bottom utensils	1	5000	5000
53.	Spill proof Cooker	1	400	400
54.	tawa	2	600	1200
55.	serving Trolley	1	8000	8000
56.	Anthropometric Rods Aluminium & Brass	1 kits	18000	18000
57.	caliper	1	1500	1500
58.	Depth caliper	1	4000	4000
59.	Ski fold	1	3000	3000
60.	Measuring Tape	1	500	500
61.	Pulsar Heart Rate Monitor	1	35000	35000
62.	Sphygmomanometer with stethoscope	1	3000	3000
63.	Stop watch	1	2500	2500
64.	Flexicurve	1	4000	4000
65.	Dynamometer	1	100000	100000
66.	Baseline Posture sets	1	38000	38000
67.	Sound level meter	1	5500	5500
68.	Furnishings window furnishings upholstery, household linens Floor Coverings	--	--	100000
69.	Flower Arrangement (Flower vases)			5000

Post Graduate Diploma in Sports Science, Fitness and Nutrition

List of Equipment				
Sr. No	Name of the instrument	Quantity	Price@ in Rs.	Total Cost in Rs.
70.	Height Rod/standiometer	2	20,000	40000
71.	Standiometer+ weighing machine	1	55,000	55000
72.	Body composition analyser	1	16,50,000	1650000
73.	Spirometry test Equipment	3	5,000	15000
74.	Elliptical Trainer	1	60,000	60000
75.	Twister	2	5,000	10000
76.	Stepper	1	40,000	40000
77.	Rowing Machine	1	60,000	60000
78.	Treadmill for stress test	1	2,50,000	250000
79.	Smithline Machine	2	5,000	10000
80.	Hack Squat	1	50,000	50000
81.	Swissball	4	1,000	4000
82.	Medicine ball	2	5,000	10000
83.	Dumbbells	2	10,000	20000
84.	Free Weight	2	10,000	20000

P.G. Diploma in Preschool Education

List of Equipment				
85.	Montessori Equipments	--	--	200000
86.	Psychological Tests	50	1000-15000	200000
87.	Observation Tools: One Way Mirror, Display Board	--	--	200000
88.	Video and Audio Recording	1	100000	100000
Total				16009000

C: BUDGET REQUIREMENT FOR LIBRARY

S.No.	Item	Amount
1	Renovation of Library	500000/-
2	Books	2000000/-
3	Journals (Hardcopy and online Subscription)	1000000
4	Digitalization of Books, Journals and Thesis (Web Space, Scanner, Software, Wi-Fi)	1500000/-
Total		5000000/-

A. Academic Building	= 190
B. Equipments	=160
C. Library upgrading & digitalization	=50
Total	=400 (4 Crores)

Remarks: It is also proposed to upgrade two more affiliated colleges into Model Degree Colleges during the annual plan 2016-17.

Component: 7

At present there are 9 Government Colleges under the Administrative control of Department of Higher Education, Chandigarh Administration while 7 are Private Aided Colleges. These colleges are offering Undergraduate and Postgraduate Education in the field of Arts, Commerce, Science and Physical Education. The colleges namely PG Government College, Sector-11, PG Government College for Girls, Sector-42, DAV College, Sector-10, GGSD College, Sector-32 and SGGC, Sector-26 are also imparting research education in the field of science subjects as these colleges are having approved research centres in the same stream. The proposed financial layout will enhance basic infrastructure in these colleges which would provide a platform for quality enhancement and sustenance.

Action Plan

The action plan for infrastructure development and up gradation will be in the following proposed percentage:

- Up gradation and modernisation: 40%
- Renovation and establishment of resources: 30%
- Strengthening of laboratories, ICT resource and maintenance: 30%

Physical and Financial Projection

The infrastructure grants proposed are to be utilized by the participating colleges for strengthening existing or creation of new laboratories, to acquire and develop learning resources, purchase of furniture and fixture, to acquire and built ICT resources, modernization of libraries, strengthening of supporting departments and carrying out civil works as per requirements.

The details of infrastructure grants priorities wise proposed for all the participating colleges are given below:

Priorities for fixed for support of Infrastructure Grants

	Name of College		Infrastructure (in Lacks)									Total	Total (in Lacks)
			Modernisation & strengthening of Laboratories/ sports facilities	Establishment of new laboratories for existing programmes and for new	Modernisation of Class room	Updation of Learning Resource	Procumbent of furniture and fixtures	Establishment / upgradation of computer Centre/ Lab	improvement of supporting department/Ac ademic and Administrative block/ hostel/ toilets	strengthening of libraries and access to knowledge resource	Refurbishment (Minor Civil works in Hostel/ Toilets etc.)		
A	PG Govt. College for Girls -11	2015-2016	22.64	8.00	16.00	16.00	10.00	2.00	5.32	16.00	4.00	99.96	200.00
		2016-2017	20.00	2.00	16.00	16.00	19.00	2.00	5.04	16.00	4.00	100.04	
	PG Govt. College - 11	2015-2016	12.00	6.00	4.00	10.00	8.00	35.00	7.00	10.00	10.00	102.00	200.00
		2016-2017	12.00	17.00	2.00	27.00	10.00	15.00	0.00	10.00	5.00	98.00	
	PG Govt. College for Girls-42	2015-2016	18.65	20.00	14.85	5.10	5.59	8.34	6.00	8.85	10.97	98.34	200.00
		2016-2017	24.30	7.50	15.05	10.00	10.37	3.78	6.30	16.36	8.00	101.66	
	Govt. College of Commerce & Business Administration -50	2015-2016	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	20.00	100.00	200.00
		2016-2017	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00	20.00	100.00	
	PG Govt. College- 46	2015-2016	2.5	2.5	70.00	5.00	2.5	13.03	6.0	10.00	10.5	122.03	200.00
		2016-2017	2.5	2.5	40.00	2.5	7.00	4.00	5.00	3.97	10.5	77.97	
	Govt. Home Science College - 10	2015-2016	50.00	50.00	10.00	6.00	10.00	9.00	4.00	14.00	0.00	153.00	200.00
		2016-2017	2.00	4.00	0.00	7.00	4.00	14.00	0.00	16.00	0.00	47.00	
	Govt. College of Education-20	2015-2016	10.00	10.00	10.00.	10.00	10.00	10.00	10.00	10.00.	10.00	90.00	200.00

State Higher Education Plan (Chandigarh) Plan Period 2015-17

		2016-2017	20.00	10.00	10.00	15.00	15.00	10.00	10.00	10.00	10.00	110.00	200.00
	Regional Institute of English-32	2015-2016	6.00	12.00	7.00	6.00	12.00	14.00	7.00	3.00	3.00	70.00	
		2016-2017	6.00	12.00	23.00	14.00	11.00	20.00	26.00	13.00	5.00	130.00	
	Govt. College of Yoga Education, Sector -23	2015-2016	3.00	30.00	5.00	15.00	10.00	2.5	1.00	10.00	0.00	76.5	129.00
		2016-2017	20.00	0.00	5.00	5.00	5.00	2.5	10.00	5.00	0.00	52.5	
B	DAV College ,Sector-10	2015-2016	15.00	13.00	20.00	5.00	7.00	10.00	10.00	10.00	10.00	100.00	200.00
		2016-2017	15.00	13.00	20.00	5.00	7.00	10.00	10.00	10.00	10.00	100.00	
	MCM DAV College , Sector -36	2015-2016	14.00	14.00	8.00	2.00	8.00	20.00	3.00	9.00	13.00	91.00	200.00
		2016-2017	20.00	20.00	10.00	4.00	10.00	20.00	2.00	11.00	12.00	109.00	
	GGSCW, Sector-26	2015-2016	14.45	5.00	10.00	4.00	4.5	0.00	17.20	24.04	12.41	91.6	200.00
		2016-2017	20.1	9.00	18.00	8.00	4.50	0.00	3.80	34.5	10.50	108.4	
	SGGC, Sector-26	2015-2016	26.3	17.00	11.5	6.75	10.00	10.00	18.00	2.00	10.00	111.55	200.00
		2016-2017	9.7	2.7	12.2	8.85	5.00	10.00	24.00	6.00	10.00	88.45	
	Dev Samaj College for Women ,-45	2015-2016	4.00	8.00	4.00	5.00	3.00	4.00	40.00	10.00	5.00	83.00	200.00
		2016-2017	6.00	11.00	6.00	10.00	6.00	6.00	40.00	20.00	12.00	117.00	
	Dev Samaj College of Education-36	2015-2016	9.00	8.00	10.00	10.00	6.00	10.00	7.00	14.00	10.00	84.00	200.00
		2016-2017	20.00	6.00	20.00	17.00	8.00	17.00	10.00	10.00	8.00	116.00	
	SD College , Sector -32	2015-2016	15.00	10.00	20.00	10.00	10.00	15.00	0.00	10.00	0.00	90.00	200.00
		2016-2017	20.00	10.00	20.00	10.00	10.00	10.00	20.00	10.00	0.00	110.00	
Grand Total													31.29 (Crores)

A: INFRASTRUCTURE GRANTS TO GOVERNMENT COLLEGES**1. Post Graduate Government College for Girls, Sector- 11, Chandigarh.**

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	42.64	22.64	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG/UG programs	10.00	8.00	2.00
3	Modernization of classrooms	32.00	16.00	16.00
4	Updation of Learning Resources	32.00	16.00	16.00
5	Procurement of furniture	29.00	10.00	19.00
6	Establishment/ Upgradation of Central and Departmental Computer Centers	4.00	2.00	2.00
7	Modernization/improvements of supporting departments	10.36	5.32	5.04
8	Modernization and strengthening of libraries and increasing access to knowledge resources	32.00	16.00	16.00
9	Refurbishment (Minor Civil Works)	8.00	4.00	4.00
	Total	200.00	99.96	100.04

2. Post Graduate Government College, Sector- 11, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	24.00	12.00	12.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG/UG programs	23.00	6.00	17.00
3	Modernization of classrooms	6.00	4.00	2.00
4	Updation of Learning Resources	37.00	10.00	27.00
5	Procurement of furniture	18.00	8.00	10.00
6	Establishment/ Upgradation of Central and Departmental Computer Centers	51.00	36.00	15.00
7	Modernization/improvements of supporting departments	7.00	7.00	0.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	20.00	10.00	10.00
9	Refurbishment (Minor Civil Works)	15.00	10.00	5.00
	Total	200.00	102.00	98.00

3. Post Graduate Government College for Girls, Sector- 42, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	42.95	18.65	24.30
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	27.50	20.00	7.50

3	Modernization of classrooms	29.9	14.85	15.05
4	Up gradation of Learning Resources	15.10	5.10	10.00
5	Procurement of furniture	15.96	5.59	10.37
6	Establishment/ Up gradation of Central and Departmental Computer Centers	12.12	8.34	3.78
7	Modernization/ improvements of supporting departments/ Campus Development	12.30	6.00	6.30
8	Modernization and strengthening of libraries and increasing access to knowledge resources	25.21	8.85	16.36
9	Refurbishment (Minor Civil Works)	18.97	10.97	8.00
	Total	200.00	98.34	101.66

4. Government College of Commerce & Business Administration, Sector- 50, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	20.00	10.00	10.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	20.00	10.00	10.00
3	Modernization of classrooms	20.00	10.00	10.00
4	Up gradation of Learning Resources	20.00	10.00	10.00
5	Procurement of furniture	20.00	10.00	10.00
6	Establishment/ Up gradation of Central and Departmental Computer Centers	20.00	10.00	10.00
7	Modernization/ improvements of supporting departments/ Campus Development	20.00	10.00	10.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	20.00	10.00	10.00
9	Refurbishment (Minor Civil Works)	40.00	20.00	20.00
	Total	200.00	100.00	100.00

5. Post Graduate Government College, Sector- 46, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories (Equipments)	5.00	2.5	2.5
2	Establishment of new laboratories for existing UG and PG programs and for new PG/UG programs	5.00	2.5	2.5
3	Modernization of classrooms	110.00	70.00	40.00
4	Updation of Learning Resources (Internet networking and Wi-Fi)	7.50	5.00	2.5
5	Procurement of furniture	9.50	2.5	7.00
6	Establishment/ Upgradation of Central and Departmental Computer Centers	17.03	13.03	4.00
7	Modernization/improvements of supporting departments	12.00	6.00	6.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	13.97	10.00	3.97
9	Refurbishment (Minor Civil Works)	21.00	10.5	10.5
	Total	200.00	122.03	77.97

6. Government Home Science College, Sector- 10, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	52.00	50.00	2.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	54.00	50.00	4.00
3	Modernization of classrooms	10.00	10.00	0.00
4	Updation of Learning Resources	13.00	6.00	7.00
5	Procurement of furniture	14.00	10.00	4.00
6	Establishment/Up gradation of Central and Departmental Computers	23.00	9.00	14.00
7	Modernization/improvements of supporting departments	4.00	4.00	0.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	30.00	14.00	16.00
9	Refurbishment (Minor Civil Works)	0.00	0.00	0.00
	Total	200.00	153.00	47.00

7. Government College of Education, Sector- 20, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	30.00	10.00	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	20.00	10.00	10.00
3	Modernization of classrooms	20.00	10.00	10.00
4	Updation of Learning Resources	25.00	10.00	15.00
5	Procurement of furniture	25.00	10.00	15.00
6	Establishment/Up gradation of Central and Departmental Computers	20.00	10.00	10.00
7	Modernization/improvements of supporting departments	20.00	10.00	10.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	20.00	10.00	10.00
9	Refurbishment (Minor Civil Works)	20.00	10.00	10.00
	Total	200.00	90.00	110.00

8. Regional Institute of English, Sector- 32, Chandigarh.

1. INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	12.00	6.00	6.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	24.00	12.00	12.00
3	Modernization of classrooms	30.00	7.00	23.00
4	Updation of Learning Resources	20.00	6.00	14.00

5	Procurement of furniture	23.00	12.00	11.00
6	Establishment/Up gradation of Central and Departmental Computers	34.00	14.00	20.00
7	Modernization/improvements of supporting departments	33.00	7.00	26.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	16.00	3.00	13.00
9	Refurbishment (Minor Civil Works)	8.00	3.00	5.00
	Total	200.00	70.00	130.00

9. Government College of Yoga Education and Health, Sector- 23, Chandigarh.

1. INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	23.00	3.00	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	30.00	30.00	0.00
3	Modernization of classrooms	10.00	5.00	5.00
4	Updation of Learning Resources	20.00	15.00	5.00
5	Procurement of furniture	15.00	10.00	5.00
6	Establishment/Up gradation of Central and Departmental Computers	5.00	2.5	2.5
7	Modernization/improvements of supporting departments	11.00	1.00	10.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	15.00	10.00	5.00
9	Refurbishment (Minor Civil Works)	0.00	0.00	0.00
	Total	129.00	76.50	52.50

B: Infrastructure Grants to Government Aided Colleges

1. DAV College, Sector- 10, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	20.00	15.00	15.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	26.00	13.00	13.00
3	Modernization of classrooms	40.00	20.00	20.00
4	Updation of Learning Resources	10.00	5.00	5.00
5	Procurement of furniture	14.00	7.00	7.00
6	Establishment/Up gradation of Central and Departmental Computer Centers	20.00	10.00	10.00
7	Modernization/improvements of supporting departments	20.00	10.00	10.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	20.00	10.00	10.00
9	Refurbishment (Minor Civil Works)	20.00	10.00	10.00
	Total	200.00	100.00	100.00

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2. MCM College for Women- 36, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories (Renovation of Psychology Lab., Language Lab., Science Labs., Procuring latest equipments gadgets	34.00	14.00	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	34.00	14.00	20.00
3	Modernization of classrooms (Modernization of classrooms by installing smart boards/ projectors etc)	18.00	8.00	10.00
4	Updation of Learning Resources (Installation of Wi-Fi, Lanning)	6.00	2.00	4.00
5	Procurement of furniture (Procurement of furniture for Labs and library) Classrooms, Magazine Stands, Almirahs	18.00	8.00	10.00
6	Establishment/ Up gradation of Central and Departmental Computer Centers (Procurement of Computers/ Printer for library, computer labs, departments, Faculty and Reading Room)	40.00	20.00	20.00
7	Modernization /improvements of supporting departments (Electrical Installations/fans in the class rooms, glass doors in library, rain harvesting system)	5.00	3.00	2.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources (Purchase of books/journals/ Educational CD's/ DVDs), Networking	20.00	9.00	11.00
9	Refurbishment (Minor Civil Works) (Alterations/ additions in washrooms, water sources)	15.00	13.00	12.00
	Total	200.00	91.00	109.00

3. Guru Gobind Singh College for Women, Sector- 26, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	34.55	14.45	20.1
2	PG programs and for new PG programs	14.00	5.00	9.00
3	Modernization of classrooms(Smart Classroom)	28.00	10.00	18.00
4	Updation of Learning Resources (Data Base Books)	12.00	4.00	8.00
5	Procurement of furniture	9.00	4.50	4.50
6	Establishment/Up gradation of Central and Departmental Computer Centers*	0.00	0.00	0.00
7	Modernization/improvements of supporting departments*	21.00	17.20	3.80
8	Modernization and strengthening of libraries and increasing access to knowledge resources	58.54	24.04	34.5
9	Refurbishment (Minor Civil Works)*	22.91	12.41	10.50
	Total	200.00	91.60	108.40

4. Shri Guru Gobind Singh College, Sector- 26, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	36	26.3	9.7
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	19.70	17.00	2.7
3	Modernization of classrooms	23.7	11.5	12.2
4	Updation of Learning Resources	15.6	6.75	8.85
5	Procurement of furniture	15.00	10.00	5.00
6	Establishment/Up gradation of Central and Departmental Computer Centers	20.00	10.00	10.00
7	Modernization/improvements of supporting departments	42.00	18.00	24.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	8.00	2.00	6.00
9	Refurbishment (Minor Civil Works)	20.00	10.00	10.00
	Total	200.00	111.55	88.45

5. Dev Samaj College for Women, Sector- 45, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	10.00	4.00	6.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	19.00	8.00	11.00
3	Modernization of classrooms	10.00	4.00	6.00
4	Updation of Learning Resources	15.00	5.00	10.00
5	Procurement of furniture	9.00	3.00	6.00
6	Establishment/Up gradation of Central and Departmental Computer Centers	10.00	4.00	6.00
7	Modernization/improvements of supporting departments	80.00	40.00	40.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	30.00	10.00	20.00
9	Refurbishment (Minor Civil Works)	17.00	5.00	12.00
	Total	200.00	83.00	117.00

6. DEV Samaj College, Sector- 36, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	29.00	9.00	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	14.00	8.00	6.00
3	Modernization of classrooms	30.0	10.00	20.00
4	Updation of Learning Resources	27.00	10.00	17.00
5	Procurement of furniture	14.00	6.00	8.00

6	Establishment/Up gradation of Central and Departmental Computers	27.00	10.00	17.00
7	Modernization/improvements of supporting departments	17.00	7.00	10.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	24.00	14.00	10.00
9	Refurbishment (Minor Civil Works)	18.00	10.00	8.00
	Total	200.00	84.00	116.00

7. SD College, Sector- 32, Chandigarh.

INFRASTRUCTURE				
S. No	Name of the Activity	Project Life Allocation	2015-16	2016-17
1	Modernization and strengthening of laboratories	35.00	15.00	20.00
2	Establishment of new laboratories for existing UG and PG programs and for new PG programs	20.00	10.00	10.00
3	Modernization of classrooms	40.00	20.00	20.00
4	Updation of Learning Resources	20.00	10.00	10.00
5	Procurement of furniture	20.00	10.00	10.00
6	Establishment/Up gradation of Central and Departmental Computer Centers	25.00	15.00	10.00
7	Modernization/improvements of supporting departments	20.00	0.00	20.00
8	Modernization and strengthening of libraries and increasing access to knowledge resources	20.00	10.00	10.00
9	Refurbishment (Minor Civil Works)	0.00	0.00	0.00
	Total	200.00	90.00	110.00

Total of A+B = 31.29 Crores

COMPONENT: 8

RESEARCH, INNOVATION AND QUALITY IMPROVEMENT

A. Panjab University, Chandigarh

Proposal for the centre of Research and Innovation

“Panjab University has a long tradition of pursuing excellence in teaching and research, in science and technology, humanities, social sciences, performing arts and sports. I truly feel proud to have been associated with this great institution, both as a student and later as a faculty member.”

**--Dr Manmohan Singh,
Hon'ble Prime Minister,
Nov 3, 2009,
Panjab University,
Chandigarh**

a) Rich Legacy

Since its inception 132 years ago in 1882 (at Lahore, now in Pakistan), **Panjab University, Chandigarh**, fourth oldest university in the country, has been in the forefront in imparting quality education and undertaking intellectually challenging as well as socially relevant research. By virtue of its age, experience, achievements and philosophy, it continues to be a University of national recognition and global character/stature, with its faculty and students drawn from all over India and abroad. The Chandigarh campus has 85 Teaching and Research Departments including 4 independent Chairs and 3 Regional Centres at Hoshiarpur, Muktsar and Ludhiana, One Regional Rural Campus and 4 constituent colleges in rural areas as well as 190 affiliated colleges in Chandigarh and Punjab State, having a student base of more than 3.5 lacs. Panjab University has been ranked the best university in India in the recent, Times Higher Education Survey of the global universities. It has also been rated 13th best in the BRICs and Emerging Economies survey, catapulting it to a status of a premier institution of higher learning.

P.U. Vision 2020 envisages:

- a) promoting quality education at affordable prices;
- b) attracting and retaining highly talented and innovative minds; strengthen basic and applied research;
- c) promoting quality research relevant to the society, economy, polity and administration;
- d) engaging actively in patenting its research for value addition to creativity;
- e) shaping students relevant not only to the market (local, national and international) but also sensitive to Indian culture, human values and patriotism and
- f) widening and enhancing the achievements in the basic sciences where Panjab University has already received National and International recognition such as

Mathematics, Geology, Chemistry and Chemical Engineering and Technology, Physics (especially Accelerator based Nuclear and Particle Physics), Botany, Zoology, Pharmaceutical and Bio-medical sciences.

NAAC has succinctly opined the strength of the University: ***“As an institution which has gone through the vicissitudes of time, the Panjab University has demonstrated its resilience, durability, utility and acceptability as a unique institution of higher education. Retaining the time honored and valued subjects of study, it has simultaneously started programmes in emerging areas and provided infrastructure of a substantial nature to provide quality education”***. As many as 18 Departments of the University have been recognized under the Special Assistance Programme (SAP) of the University Grants Commission (UGC) and seven teaching departments accorded the status of Centres of Advanced Studies (CAS) besides FIST grants from DST. The multi-faculty character of the university has enabled the quick initiation of high quality interdisciplinary programmes and research during last five decades.

DST, New Delhi has selected P.U. for the ***PURSE (Promotion of University Research and Scientific Excellence)*** award. The University has been recognized by the UGC as the ***“University with Potential for Excellence in Bio-Medical Sciences”, Centre of Excellence in “Application of Nano Material, Nano Particles and Nano Composites”*** as well as ***Centre of Excellence in “Cultural Fixation on Honour: A gender Audit of Punjab and Haryana”***. Recently, DST has awarded Science Policy Research Centre (SPRC) at Panjab University.

Panjab University has been reaping optimal advantages of globalization. The University in the recent past has signed 11 Memoranda of Understanding (MoU) with foreign universities/institutions. It has been an active participant in High Energy Physics Experiments at Global Laboratories in CERN (Switzerland), FermiLab (USA), KEK (Japan) and DESY (Germany), besides several MOUs with national institutes.

b) Leveraging Existing Strengths to Harness Creativity and Innovation:

P.U. had commenced Honours School (HS) system in Sciences and Humanities in 1920s to enroll students for seamlessly connected Bachelors and Masters degree phases culminating in exposure to meaningful research before eventual graduation. After learning the basics, a Honours School student explored and contributed to the newer developments in a given field in partnership with a chosen teacher. The senior students of HS also performed supervisory duties in laboratories and conducted tutorial sessions. The efficacy of such an approach can be gauged from the fact that ten of the sixty five founding Fellows of Indian Academy of Sciences (IASc), Bangalore in 1934 were faculty and alumni of the University of Punjab at Lahore. Upto 1940, eight more academics of PU had become Fellows of I.A.Sc., Bangalore. In 1939, the founder Director of the University Chemical Laboratories and Chemistry Honours School at P.U. Lahore, Dr S.S. Bhatnagar, had been requested to conceive the plan for industrial research and exploration of mineral resources of India as Director of Scientific and Industrial Research by the then Government of India.

After Indian independence, when PU reassembled at its present campus at Chandigarh in early 1960s, the Honours School programme recommenced only in Science streams and Economics. The five year Masters programme at IITs and newly established IISERs and the integrated Masters and PhD programmes at the premier research institutions of India, like Indian Institute of Sciences, Bangalore, Tata Institute of Fundamental Research, Mumbai etc. are today offering a challenge and inspiration to remodel and expand the Honours Schools of Panjab University on the lines of “Graduate Schools” in Western universities.

Keeping in view the paradigm shifts in teaching learning pedagogies and to maintain its leadership position, **PU has ambitious plans:**

- i) **To restructure and upgrade the overall academic organization of existing teaching departments into Graduate School-Research Institute binaries.** The academic framework of P.U. today at one level comprises eleven faculties, namely Faculties of Education; Design and Fine Arts; Science; Arts; Languages; Business Management and Commerce; Pharmaceutical Sciences; Dairying and Animal Husbandry; Engineering and Technology. It is proposed to create upto ten Graduate Schools with appropriate nomenclature. Each Graduate School shall offer a gamut of courses that students may freely select matching their interests, talents, needs and demand of the global work force. Barriers to taking courses even across Graduate Schools shall be systematically lowered for maximum flexibility and openness. ***The twinning of the academic Schools with semi-autonomous Research Institutes*** in the areas where Panjab University has already achieved the necessary research momentum, recognition and expertise could allow the University to compete effectively with the elite National Research Institutes functioning as Deemed Universities without losing the vital connection between degree students and researchers as in a traditional University in the overall background of capacity building.
- ii) **To strengthen and synergise the inter-disciplinary and multi-disciplinary teaching, research, extension services** including apprenticeship and consultancy, in tune with current demands. The new centres for excellence in emerging areas of research through multi-disciplinary approach hopefully would act as the think tanks for formulation of scientific, public, legal and managerial policy frameworks.
- iii) **To develop the Incubation Centres and Research Parks** for commercially exploitable technologies through active participation of industry, academia and scientific community, where anyone from other institutions may come and experiment with the assistance from the university.
- iv) **To develop P.U. as the Nodal Centre for promoting cluster approach towards teaching and research** by working in tandem with institutions of repute in and around Chandigarh region i.e Post Graduate Institute of Medical Education and Research (PGIMER); PEC University of Technology, Institute of Microbial Technology (IMTECH), National Agri-Food Biotechnology Institute (NABI), Mohali; National Institute of Pharmaceutical Education and Research (NIPER), Mohali; Indian Institute of Science Education and Research (IISER), Mohali; Indian School of Business, Mohali; I.I.T. Ropar, *Terminal Ballistics Research Laboratory (TBRL)*, Rambagh (Haryana) as well as the pharmaceutical industry cluster at Baddi

(H.P.), Rajiv Gandhi Chandigarh Technology Park, Software Technology Park India (STPI), Mohali etc. The **CRIKC (Chandigarh Region Innovation Knowledge cluster)** model offers immense opportunities to synergise research facilities.

- v) **To Realise the notion of a *Meta University*** to harness multi faculty competencies of PU in partnership with neighbouring national institutes operating as deemed Universities to equip students and other possible participants for globalised skill sets
- vi) **To Develop Technology Incubator and Testing Facilities** to help budding entrepreneurs and idea generators to fructify them

c) Strategic Intent for Developing Intellectual Capital:

This mandates undertaking following action points:

- i. **Developing Decentralised Educational Management** which promotes dynamic, decentralized and transparent governance system centric to aspirations of students, industry, society and faculty through restructuring and reengineering. Focus of the reform process will be on devolution of administrative powers with a strong focus on e-governance. Time bound delivery of services would be benchmarked.
- ii. **Developing different Schools Systems of Learning** covering Physical Science and Technology; Chemical Science and Technology; Bio-Science and Technology; Applied Mathematics, Computer Science and Information Technology; Linguistics and Cultural Studies; Historical and Humanistic Studies; Legal Studies; Social, Political and Economic Studies; Performing Arts and Creative Studies; Commerce and Management Studies, and Educational Technology *per se* have been envisaged.
- iii. **Spreading across such schools, seven institutes of interdisciplinary research will be created.**
 - **University Institute of Basic Sciences to integrate researches** in the disciplines of Chemistry, Botany, Zoology, Mathematics, Statistics and Environmental Sciences.
 - **University Institute of Physical Sciences and Technology** comprising centres of i) Accelerator Physics and Detector Development, ii) Materials Science and Nanotechnology and iii) Theoretical and Computational Science.
 - **University Institute of Bio-medical Sciences** with the objective of integrating knowledge domains of biochemistry, microbiology, biophysics, pharmaceutical sciences, genetics and biotechnology.
 - **University Institute of Economic Development and Management Sciences** encompassing strengths of existing departments of UBS, UIAMS, Economics, Commerce with a view to undertake holistic research.
 - **University Institute of Social Sciences and Governance Studies** with the aim to comprehend social reality in a more comprehensive manner and prepare researchers for a critical social-analysis for understanding and solving vital problems of the contemporary society. It will have an embedded dedicated centre, **University Institute of Policy and Governance Studies.**

- **University Institute of Languages, Culture and Performing Arts.**
 - **University Institute of Educational Technology and Management.**
- iv. **Offering to 10+2 students in all streams, a comprehensive course work and research schedule encompassing the core of Honours School System of P.U. and quintessential features of Graduate School education.** The INSPIRE programme of DST aims to nurture students primarily in Sciences. We propose to provide benefit of such a programme to students in all streams, with the flexibility of movement across disciplines. We envisage a seven year integrated programme in all disciplines after 10+2 stage, to be followed by independent research for 3 to 4 years culminating in PhD degree. **Integrated Courses and joint/dual degrees (both within and across disciplines)** (BSc-BTech, Integrated PhD), BTech (Biomedical Engg, Stem Cell, Environmental Engg), (BTech-LLB) with lateral entry and exit options to provide inter- and intra- School flexibility are proposed.
- Ten-year Integrated (Honours School) Programmes after 10+2 Stage may be offered across disciplines. In addition to traditional (BA + MA + MPhil + PhD) mode, we envisage the route (BSc + BTech + MTech: 12 Semesters), BSc + MSc + MPhil: 12 Sem), (BSc + MSc + MTech: 12 Sem) etc.** The programmes will be flexible with exit options at three stages and lateral entries after three, five and seven years co-terminus with graduation, Masters and M.Phil degree, wherein for initial two semesters, core subjects will be taught. Students in all the programmes will be admitted on the basis of All India test.
- v. **Introducing Choice Based Credit System** with flexibility of choice to the students across disciplines/Departments. Innovation in curricula including evaluation would comprise giving operational autonomy to the concerned teachers to design curriculum as per societal and market needs. Evaluation will comprise of two components namely continuous evaluation and terminal examination assigning equal weightage to each. Exceptionally talented students would have option to complete a stipulated stage in a shorter duration.
- vi. **The emphasis of innovations would be to develop student centric pedagogy** comprising methods including lecture, seminars, participatory approach, case method, problem-solving method, hands on experience. Student internship and field based project reports will also be made integral part of each course. With the aim of increasing achievements of students, learning materials of various undergraduate courses wherever not available, will be prepared using Computer Aided Learning (CAL) method, besides making use of National Knowledge Network, video conferencing, etc. Internal assessment through surprise tests and assignments will be made online by creating question banks of various courses. Admission to courses will be done by holding online test across the country twice in a year, offering e-learning solutions for enhancing reach.
- vii.(a) **Horizontal, vertical and diagonal movement of students and faculty** (including retired) from departments and affiliated colleges by incentivizing through sabbaticals, fellowships. This would ensure to and fro flow of knowledge

and experience. This can evolve into organic growth of college teachers and students through sustained embedded interaction.

- b) **Initiating a programme to draw doctoral college teachers to spend a sabbatical semester every three years in the university campus to engage in research.** We envisage upto 100 college teachers spending their sabbatical semesters along with their summer vacation at the campus at any time.
- viii. Creating Fellowships for young achievers and Chair Professorships for academic leaders for 3-5 years period will help motivate faculty.
- ix. **Progressing the mandate and aspirations of newly formed Chandigarh Regional Innovation Knowledge Cluster (CRIKC) through synergistic tie ups with neighboring institutes of higher learning**
- x. **Developing Management Information System with institutional, departmental and faculty accreditation on regular basis will help re-engineer the processes.**
- xi. **Developing a facilitation hub** wherein serving as well as retired/Emeritus Professors will help young faculty and students from campus and affiliated colleges to satiate their innovative ideas. In addition, strengthening industry participation in academic decision making by mandatory participation in content development and delivery will help in developing translational research centre for translating basic science innovations into patents and marketable products.
- xii. **Enhancing youth employability and meeting the local, national and international demands** with a strong focus on developing entrepreneurial skills and competencies among the students.
- xiii. Ensuring Social equity and inclusive growth of higher education with honour and dignity to all. This includes disadvantaged community, promoting girl education, differently-abled and economically-weaker sections of the society.
- xiv. **For attracting and retaining good quality students, each student above a cutoff point of quality norm will be paid fellowship.** Teaching assistantship will also be offered to senior students belonging to disadvantaged groups, besides an option of earning while learning. In order to attract good students in the stream, a Hostel for Graduate male and Graduate female students will be required, each with a capacity of 300 students. The money for this would again be required for under the RUSA Scheme.
- xv. **Advisory bodies comprising eminent alumni** from within India as well as abroad and national icons from other institutions will be constituted for each Graduate School to monitor progress.
- xvi. **Strengthening Industry-Institute Partnership.** Research at our University is industry oriented as many industrial houses have joined hand with our faculty for research and our Centre for Industry Institute Partnership Programme (CIIPP) is promoting industrial consultancy work

d) Operationalisation Proposal under RUSA:

In a recent survey wherein Panjab University, Chandigarh (PUC) has been placed 13th among the best Universities of BRICS and emerging economies, first position is occupied by Peking University, Beijing (PUB). In the next few years, Panjab University aims to bridge the gap between PUB and PUC. One of the distinguished features of Peking University is its various “Schools” running integrated Undergraduate-Postgraduate programmes and Graduate Schools running integrated Postgraduate-doctoral programmes. At Panjab University, we wish to develop similar programmes suitable to our own system, in order to enhance the standard of teaching and research. In the Vision-2020 document of Panjab University, which is a comprehensive developmental treatise, such a concept of school system has already been envisaged. However, it could not be implemented because of want of funds.

The programmes will be developed in two ways:

Panjab University is already running Honours School Programmes in which a student is admitted to first year of B.Sc. (Honours School) after completing Class 12th. He/She completes B.Sc. (Honours School) in three years and all the students having completed B.Sc. (Honours School) are admitted to Two Year M.Sc. (Honours School) programmes. Such a programme is running in various Science Departments of the University and in the Department of Economics.

These Schools proposed in other disciplines will follow Choice Based Credit and Grading System. The First year of the programme would be common for all students admitted in each such School. In Second year, the students will be partially inclined towards a subject and the Third year will be totally devoted to the subject of choice, in which the student will get Honours Degree. At the end of three years, besides the regular University Examinations, a special “Aptitude Examination” will be conducted. A fixed number of selected students, who qualify the “Aptitude Test” will be admitted to the Postgraduate Programme of the related Graduate Schools. The students admitted to the Graduate Schools will be offered adequate Scholarship for two years of Master’s Course. Rest of the students will continue to do M.Sc. (Honours School) Degree with smaller amount of Scholarship. The funds for providing Scholarships will be required under the RUSA Programme.

To run this programme, it is also mandatory to have large class rooms accommodating approximately 150 students each. Two four storey lecture theatre complexes each having 16 such e-Class Rooms need to be constructed for the purpose. For this also, the funds will be required under RUSA.

The Second proposal is to develop integrated Postgraduate plus doctoral Programmes, i.e., so called “Graduate Schools”. These Graduate Schools would be either individual Department-wise or as per the School-wise as mentioned above. The emphasis will be on inter-disciplinary Studies. The Scheme is to hold a Graduate School Entrance Examination for students, who have done Graduation besides the students coming from integrated Programme as mentioned above. Students who have done Graduation from elsewhere may also compete to join these programmes. A fixed number of them will be admitted to these Graduate Schools and will be given Scholarships. After two years, again an “Aptitude Test” will be conducted and those who qualify, will continue to do Ph.D. in these Schools with

enhanced Scholarship. These students will be encouraged and coached to take NET/JRF Examinations. Those all such students, who qualify NET/JRF will be shifted to these Fellowships and others will continue with the University Scholarships to complete their Ph.Ds. The required money for Scholarships and enhancing the faculty strength to run these programmes and other infrastructure is being requested under RUSA. The newly recruited faculty is required to be research oriented and hence is to be provided initial support to start some research projects. The seed money for this would be required under RUSA.

This proposal is in consonance with the spirit of RUSA, wherein it is mandated "The spectrum of higher educational institution must include multidisciplinary Research University...". Similarly, one of the salient objectives of RUSA is mentioned as "enable Conversion of some of Universities into Research Universities at par with the best in the world". RUSA Document proposes that each State (including UTs) can think out re-orienting one of its Universities in the State into a Research University.

Panjab University produces a bulk of original research, both basic and applied. But dedicated funding for research is not available as is available to many Central Universities in the country. Academic culture of our university is oriented towards research but research reward structure is missing for want of sufficient fund allocation. The young faculty does not have much inbuilt incentives for research except next stage promotion. Our University which is at threshold of infusing fresh blood into the system through massive recruitment at entry level, needs to have a kick start from the very first day of their joining research. As a research University the teachers can be given modest teaching responsibilities besides ample time to undertake and publish research. Such orientation of faculty will enable our University to play a very critical role in training and developing professionals, high level specialist and scientists and carry out research needed by Indian economy and developing the country as a knowledge economy. Our University is elite and meritocratic in domain of hiring and admission policies besides high promotion standards. Panjab University has imbibed academic freedom in its academic decision making bodies. It has on its rolls at present approximately 2,500 research scholars. Many departments of our University take pride in the fact that their research contributions are being acknowledged globally.

The Panjab University has huge untapped potential for high quality research recognised by society and peers in the academic world. A liberal research grant under RUSA for promoting research, for updating infrastructure for realising the objectives enshrined in the document articulated as "Vision 2020", will help it to compete more vigorously with global education hubs.

Details of financial support under research and development in respect of Panjab University, Chandigarh.

The investment will be made in a progressive and phased manner to develop an appropriate culture for research, innovation and quality improvements in the educational institutions -universities and colleges- by creating suitable infrastructure and environment through strategic intervention. The Panjab University, Chandigarh has submitted a detailed plan and funds will be made available to it for the purpose out of RUSA grants in a phased manner so that the research, innovation and quality

improvement initiatives serve useful purpose. Further, colleges will also be encouraged through financial support to take appropriate steps in achieving the objective of creating the research and innovation culture and ensuring quality enhancement.

Is the State/UT covered under this component	Yes/no	Yes	
Has the state/UT implemented reforms/given commitment to reforms	Yes/no	Yes	
Details	Unit 1+9+7	Panjab University, Chandigarh	9 Govt. Colleges and 7 Private Aided Colleges

A	Panjab University		
Details	Indicator	Unit	Remarks
Plans for research & innovation	<ul style="list-style-type: none"> • Publication /Patents • Transfer of technology • Suggest Policies 	109.59 Crores	Detailed project proposals submitted by faculty (enclosed as Annexure I-XII)

Remarks: As many as 69 Research Proposals amounting to Rs. 109.59 Crores under Research & Innovation Plan have been received under 12 Themes (A to L) pertaining to different faculties and streams. Theme A: Emerging Technologies and Related Domains will be coordinated by Director, PEC University of Technology (Deemed University, Chandigarh) and Co- coordinated by Panjab University, Chandigarh while Theme B to L will be Coordinated by Panjab University, Chandigarh.

The proposed financial layout in respect of the Research Proposals would be utilized in the ratio of 60% for the hard components while 40% towards soft components. It is further submitted that building/ construction expenditure would not exceed 10% of the sanctioned amount.

**PROPOSALS UNDER RUSA SCHEME:
RESEARCH AND DEVELOPMENT SUPPORT**

**A. Theme: Emerging Technologies and Related Domains
(Attached as Annexure -I)**

**Theme Coordinator: Prof. Manoj Arora, Director, PEC University of Technology,
Chandigarh**

**Theme Co-Coordination: Prof Renu Vig, Director, UIET
Prof. Anupama Sharma, TEQIP Coordinator,
SSBUICET, PU**

S.No.	Title	Researcher	Amount
1.	Metal Oxide Semi Conductor Gas Sensors for Air Monitoring	PI :Prof J K Goswami Co-investigators: Mamta Sharma, UIET Gurinder Singh, UIET S K Tripathi, Physics Devinder Mehta, Physics	Rs. 13,96,350
2.	Development of web based, smart phone enabled educational intervention “Care for breast cancer” for prevention, management and education of breast cancer patients	PI :Dr M K Sharma, UIET Co-I: Prof Gurpreet Singh, PGIMER Dr Sukhpal Kaur, PGIMER	Rs. 42,21,800
3.	Starch Based Biodegradable [polyurethanes with shape memory effect as proposed material for cardio vascular implants	PI :Prof Anupama Sharma, UICET	Rs. 64,04,000

4.	Medical Image Processing Platform as a service on cloud (MIPaaS)	PI : Prof Savita Gupta Co-I: Prof Sukhwinder Singh, UIET Dr Naveen Aggarwal, UIET Dr Preeti Aggarwal, UIET Dr Mamta Juneja, UIET Dr Mukesh Kumar, UIET	Rs. 48,54,000
5.	Evaluation of Biocontrol Potential of chitinase and characterisation for the development of environmentally safe bio-fungicide	PI : Dr Gursharan Singh, UIET	Rs. 24,00,000
6.	Neural Network based water demand forecasting for Chandigarh	PI : Dr Mukesh Kumar, UIET	Rs. 23,30,000
7.	Development of Ionic Substituted Nano-dimensional Hydroxyapatite	PI : Prof Seema Kapoor, UICET	Rs. 83,77,750
8.	Establishment of a Skill Development Centre in Manufacturing & Automation	PI : Prof Manoj Arora, Director, PEC Co-PI : Dr. Sanjeev Kumar, Sh. Dina Nath	Rs. 18,00,00,000
9.	Persistence of pesticides in fruit, soil, snow, water of intense apple orchards areas of Himachal Pradesh.	PI : Dr. Siby John Co-PI : Dr. S. K. Singh	Rs. 3,19,00,000
10.	Plasma State Sintering Technology for rare earth ceramics for lasers.	PI : Dr. J. D. Sharma Co-PI : Dr. Uma Batra	Rs. 1,60,00,000
11.	Digital Library	PI : Dr. Seema Vashishtha Co-PI : Ms. Maninder Kaur Dr. Sucheta	Rs. 53,00,000
12.	Mechanical and Metallurgical behavior of friction stir spot welding of similar and dissimilar materials.	PI : Dr. Sarbjit Singh Co-PI : Dr. Sanjeev Kumar	Rs. 1,61,00,000

13.	Data Centre for Central Research Lab	PI :Mr. Sanjay Batish Co-PI : Mr. Sushil Kumar	Rs. 1,79,00,000
14.	Ergonomic Evaluation and Design of School Backpacks	PI : Dr. ParveenKalra Co-PI : Dr. Suman Kant Dr. Jagjit Singh	Rs. 1,67,00,000
15.	Phase evolution, dielectric and magnetoelectric studies of doped BiFeO ₃ -PbTiO ₃ multiferroics.	PI : Dr. Sanjeev Kumar Co-PI Dr. Vasundhara Singh	Rs. 60,00,000
16.	New Approaches Towards Synthesis of Sphingolipids and Related Compounds	PI Dr. Vasundhara Singh Co-PI : Dr. Sanjeev Kumar	Rs. 56,00,000
17.	Study, Capacity Building & Research & Development in Generating Actionable Intelligence for Countering Cyber Terrorism using Computational Techniques & Analysis in India.	PI : Dr. Divya Bansal Co-PI : Dr. Sanjeev Sofat	Rs. 2,03,00,000

Rs. 34,57,83,900

**B. Theme: Emerging Areas of Research in Physical Sciences
(Attached as Annexure -II)**

Theme Coordinator: Prof Devinder Mehta

Theme Co-Coordinator : Prof. S.K. Tripathi, Deptt. Of Physics, PU

S.No.	Title	Researcher	Amount
1	Development of Nanomaterials for Electronic and Energy Conversion Devices	PI : Prof. S.K. Tripathi Deptt. Of Physics, PU Co-Is : 11 co-investigators	Rs. 20,15,00,000
2	Development of nanomaterials for removal and sensing of metal ions in water : Design and Delivery of cost-effective water purification plants for use at the family and community/village levels	PI: Prof Devinder Mehta, Dept of Physics and 25 Co-I	Rs 19,66,40,000
3	Understanding the Flavor riddle	PI: Dr. Gulsheen Ahuja Deptt. Of Physics, PU Prof. Manmohan gupta, Physics	Rs. 26,55,000
4	Interface modification of Organic-Inorganic Hybrid Nanocomposites for improvement of their sensing properties	Dr. Rajesh Kumar, Deptt. Of Pysics, PU	Rs. 21,50,000
5	Up-gradation of existing Raman spectroscopic facility and its applications in surface enhanced Raman scattering of some biomolecules	PI : G.S.S. Saini, Physics, PU Co-I: Prof. S.K. Tripathi, Physics Ganga Ram Chaudhary, Chem	Rs. 85,23,000

Rs. 41,14,68,000

**C. Theme: Recent Advances in Chemical Sciences
(Attached as Annexure -III)**

Theme Coordinator: Prof S K Mehta, Dept of Chemistry, PU

Theme Co-Coordinator: Dr. Deepak B. Salunke, Dept of Chemistry, PU

S.No.	Title	Researcher	Amount
1.	Fabrication of Biodegradable nanoparticles to study the chemo-preventive effect of Benzyl Isothiocyanate: Effects on dose reduction of Tamoxifen	PI: Dr. Khushwinder Kaur Department of Chemistry	Rs. 42,43,000
2.	EXPLORING NOVEL AMPHIPHILIC ASSEMBLIES AS NANOREACTORS AND THEIR BIOMOLECULAR INTERACTIONS	PI: Prof S K Mehta, Dept of Chemistry Co-I: Prof S K Kansal, UICET	Rs 1,70,00,000
3.	Development of Durable Color Changing Lenses and Glasses using Organic Photochromes and Supramolecular Host Systems for Spectacles, Toys, Clothing and Industrial Applications	PI : Dr Palani Natrajan Co-I: Prof S K Mehta, Dept of Chemistry	Rs. 47,30,000
4.	Design and Synthesis of New Metal-Organic Frameworks (MOFs) for Energy Storage Application in Batteries and Super Capacitors	PI : Subash Ch. Sahoo, Co-I: Prof S K Mehta, Chemistry	Rs 75,00,000
5.	Design and Synthesis of Novel Amphipathic Molecules as Squalamine and Polymyxin B Mimics: Development of New Antimicrobial and Antiangiogenic Agents	PI : Deepak B. Salunke Dept of Chemistry Co-I: Prof S K Mehta, Chemistry	Rs. 1,25,00,000
6.	Detection of Toxic Heavy Metal ions in Environmental Samples using Peptide and Aptamer based Nano-conjugates	PI: Dr. Rohit Kumar Sharma Deptt. Of Chemistry, PU Co-I: Dr. Nishima, UIET, PU	Rs. 20,00,000
7.	Fabrication of visible light responsive catalysts for the degradation of organic pollutants and industrial wastewater/sewage	PI: Prof. Sushil K. Kansal, UICET, Co-I: Prof. S K Mehta, Chemistry, PU	Rs. 35,00,000

Rs. 5,14,73,000

D. Theme: NanoScience and Nanotechnology**(Attached as Annexure -IV)****Theme Coordinator: Prof B S Bhoop, UIPS****Theme Co-Coordinator: Prof. O P Katare, Director Research, PU**

S.No.	Title	Researcher	Amount
1.	Surface-Functionalized Electrospun Cellulose (Derived From Waste Biomass) As An Optical Sensing Membrane	PI : Prof Anupama Sharma, UICET	Rs. 1,76,58,000
2.	Lipid Based Nanostructured Drug Delivery Systems with enhanced performance	PI : Prof B S Bhoop Co-I: Prof O P Katare & Prof Anil Kumar, UIPS	Rs 2,50,00,000
3.	Targeted Delivery of Chemotherapeutic Drug Using Peptide Functionalized Gold Nanocarriers.	PI: Dr. Nishima, UIET, PU Co-I: Dr. Rohit K Sharma, Chemistry	Rs. 22,00,000

Rs 4,48,58,000

E. Pharmaceutical Sciences
(Attached as Annexure -V)

Theme Coordinator: Prof O P Katare

Theme Co-coordinator: Prof Anil Kumar, UIPS, PU

S.No.	Title	Researcher	Amount
1	Topical probiotic formulation for skin ailments	PI : Prof. Indu Pal kaur, UIPS, PU Co-I: Dr Praveen Rishi, Deptt. Of Microbiology, PU Dr O.P. Katare & Dr BS Bhoop, UIPS	Rs. 85,75,000
2	Novel Topical Nanogel Of Tacrolimus And White Curcumin For Treatment Of Atopic Dermatitis	PI : Dr. Vandita Kakkar, UIPS, PU	Rs. 43,60,000
3	Systematic Development of novel Nanocarriers for Effective Management of Neurodegenerative disorders	PI : Prof. B S Bhoop, UIPS, PU Co-I: Prof O P Katare & Prof Anil Kumar	1,16,60,000
4	Development of xanthine derivatives for the treatment of Parkinson's disease: Computer aided drug design, synthesis and pharmacological evaluation.	Prof. Ranju Bansal UIPS, PU	Rs. 27,76,000
5	Evaluation of a probiotic (phytoestrogen-prebiotic) to ameliorate obesity, gut Microbial derangements, neurobehaviour and endothelial dysfunction in postmenopausal rodents	PI : Prof. Kamaljit Chopra, UIPS Co-I: Mahinder bishnoi & Kanti Kiran K.	Rs. 35,77,600
6	Design and Development of Novel Nano-Structural Pharmaceutical Products for external application in Burns and Wounds	PI : Prof. O.P. Katare, UIPS Co-I: Prof. BS Bhoop, Sanjay Chibber, Prof Anil Kumar – UIPS & Dr. Vijay Goni-PGIMER.	Rs. 1,57,13,100
7	Neuroprotective strategies in experimental model of traumatic brain injury-induced cognitive deficits: Possible Neuroinflammatory and Apoptotic Pathways	PI : Prof. Anil Kumar, UIPS Co-I: Prof. OP Katare, Prof. BS Bhoop, Prof. Rupinder Tiwari - UIPS & Prof. Sukant Garg – HSJIDSH	Rs. 1,89,29,000

Rs. 6,55,90,700

F. Theme: Microbiology, Medical & Biomedical Sciences
(Attached as Annexure -VI)

Theme Coordinator: Prof Sanjay Chhibber, Deptt of Microbiology, PU

ThemeCo- Coordinators: Prof Praveen Rishi, Deptt, Deptt of Microbiology, PU

Prof Ashish Jain, HSJIDS, PU

Prof. D. K. Dhawan, Deptt Of Biophysics, PU

S.No.	Title	Researcher	Amount
1	Functional validation of gut microbiota in pathogenesis of celiac disease and to evaluate effect of zingerone (dietary compound) on immunomodulation and microbiota modulation	PI : Prof. Kusum Harjai Deptt of Microbiology Co-I: Dr. Rakesh Kumar Kochhar, & Dr. B.R. Thapa, PGIMER	Rs. 1,33,50,000
2	Defining the transcriptomic landscape of <i>Candida glabrata</i> during and planktonic growth phase by RNA-sequencing	Khem Raj, Deptt. Of Microbiology, PU	Rs. 28,30,000
3	Prophylactic potentials of probiotic in conjunction with nanoparticle entrapped celecoxib in experimental colon carcinogenesis	Prof. Geeta Shukla Deptt of Microbiology, PU	Rs. 59,36,000
4	Evaluation of OPS-FyuA conjugate as a vaccine against <i>Klebsiella pneumonia</i> pmediated lung infection	Prof. Sanjay Chhibber Deptt of Microbiology, PU	Rs. 78,20,000
5	Evaluation of native and redesigned alpha-defensin as potent therapeutic agent against methicillin resistant <i>staphylococcus aureus</i> mediated topical infections	PI: Prof Praveen Rishi, Dept of Microbiology, PU CO-I: Prof Girish Sahni, DG, CSIR Prof Indu Pal Kaur, UIPS	RS. 70, 16,932/-
6	Structural Characterization of Elongation factors of <i>Mycobacterium tuberculosis</i>	Dr. Ranvir Singh Dept. Cum NCHGSR, PU	Rs. 8,00,000
7	Transcriptional regulation of Rv0774c in <i>Mycobacterium tuberculosis</i>	Prof. Jagdeep Kaur, Deptt. Of Bio-Tech, PU	Rs. 10,00,000

8	Effect of treatment of Periodontal Disease on systemic inflammatory load and glycaemic control in type II diabetic patients.	PI : Prof Ashish Jain, HSJIDS, PU Co-I: Dr Shipra Gupta, Dr Jyoti Gupta, Dr Savita Prashar	Rs 85,65,637/-
9	Assessment Of Mechanistic Role Of Zinc In Ameliorating Neurodegenerative Changes During Huntington Disease	PI : Prof. D. K. Dhawan Deptt Of Biophysics, PU Co-I: Dr. Neha Singla, BioPhysics, PU	Rs. 63,36,228/-
10	Implications of N-butyldoxynojirimycin mediated glycosylation inhibition in adjuvant arthritis	PI : Dr. Tanzeer Kaur, Deptt Of Biophysics, PU Co-I: Prof. D. K. Dhawan, BioPhysics, PU	Rs. 64,86,228/-
11	Radiolabelling, Characterization and Bioevaluation of N-Acetylneuraminic acid for its potential role in invivo imaging of cancer sialylation	PI : Dr. Vijayta D Chadha, Nuclear Medicine, PU Co-I: Prof. D K Dhawan, Dept. of Biophysics & Prof. Rajat Sandhir, Dept. of BioChemistry, PU	Rs. 1,95,80,000
12	Development and Investigation of Optically stimulated luminence dosimeters (OSLD) and its application in Medical dosimetry	PI: Dr. Vivek Kumar, Centre for Medical Physics Co-I: Dr. D. Mehta & Dr. JS Shahi	1,57,16,000
13	Assessing the involvement of calcium deregulation in vascular dementia induced Alzheimer's Disease	PI: Prof. Rajat Sandhir, Dept. of Biochemistry, Pu	Rs. 44,50,000

Rs. 9,88,87,025

**G. Theme: Stem Cell and Tissue Engineering
(Attached as Annexure -VII)**

Theme Coordinator: Prof Sanjiv Puri, UIET

Theme Co-Coordinator: Dr. Seemha Rai, Centre for Stem Cell and Tissue Engineering,

S.No.	Title	Researcher	Amount
1.	Developing Whole organ Scaffold for renal tissue regeneration	PI : Prof Sanjiv Puri, UIET Co-I: Prof V. Jha, PGIMER Prof Rakesh Tuli, UIET & Dr. Veena Puri	Rs 75,00,000
2.	Understanding reno-neural axis in mouse model of acute kidney injury.	Dr Veena Puri, Systems Biology and Bioinformatics, PU	Rs 40,00,000
3.	Identification, isolation and characterisation and Kinome analysis of cancer stem cells of human renal cancer cell line	PI : Dr Seemha Rai, Stem Cell and Tissue Engineering, Co-I: Prof Sanjiv Puri, UIET	Rs 51,65,000

Rs. 1,66,65,000

H. Theme: Computer Science
(Attached as Annexure -VIII)

Theme Coordinator: Prof R K Singla, DCSA

Theme Co-Coordinator : Dr Anu Gupta, DCSA

S.No.	Title	Researcher	Amount
1	Panjab University Data Centre Modernization Project	Prof. R K Singla DCSA, PU	Rs. 1,95,00,000
2	Online Handwritten Mathematical Expression Recognition	PI : Prof R K Singla, DCSA Co-I: Dr Anu Gupta, DCSA Dr Anuj Sharma, DCSA	Rs 20,00,000
3	Academic performance Indicators of University Students towards Web based Learning: A comparative study	PI : Dr. Sonal Chawla, DCSA, PU	Rs. 2,10,000
4	Readiness & Impact of E-learning on academic performance of University Students	PI : Dr. Sonal Chawla, DCSA, PU	Rs. 2,10,000

Rs. 2,19,20,000

I. Geological, Anthropological and Forensic Sciences
(Attached as Annexure -IX)

Theme Coordinator: Vishal Sharma, Forensic Science

Theme Co-Coordinator : Dr J S Sehrawat, Anthropology

S.No.	Title	Researcher	Amount
1.	Morphometric, Ontogenic and intraspecific-Geographic variation studies of early Middle Cambrian trilobites Pagetia and Oryctocephalus indicus in the Spiti Region, Northwest Himalaya	Dr. Birendra P. Singh Dept. Of Geology , PU	7,80,000
2.	Forensic anthropological estimation of tissue thickness and craniofacial dimensions utilizing improved radio-diagnostic techniques (MRI/CT): Its interdisciplinary deliveries	PI: J S Sehrawat, Dept of Anthroplgy Co-I: Vishal Sharma, Rajashi Bahadur	29,21,000
3.	A Novel Approach For Characterization And Differentiation Of Paper/Ink Samples From Optical And Elemental Analysis Coupled With Chemometrics: Forensic Application To Questioned Document	Vishal Sharma, Forensic Science	70,50,000
4.	Hybrid Engineered Poly (D, L lactic-co glycolic) acid (PLGA) nanoparticles as Potent Drug Delivery Vectors for Enhanced Drug Loading and Bioavailability	Dr. Shweta Sharma Institute of Forensic Science & Criminology, PU	Rs. 57,00,000

Rs. 1,64,51,000

**J. Theme: Management
(Attached as Annexure -X)**

Coordinator: Prof Sanjeev Sharma, Director, UIAMS

Co-Coordinator: Dr. Aman Khera, UIAMS

S.No.	Title	Researcher	Amount
1.	Strategies for Citizen Centric e-Governance Initiatives in North India – An Empirical Investigation.	PI : Prof. Sanjeev Sharma, UIAMS Co-I: Dr Nitesh Goyal, DAV College, Chandigarh Dr Monika Aggarwal, PDF, UIAMS	Rs. 49,60,000
2.	Causes, Treatment and Rehabilitative Management of Drug menace in Punjab-- anthropological and legal perspectives	PI : Dr. Aman Khera, UIAMS Co-I: Dr. J.S.Sehrawat, Department of Anthropology and Dr. Sanjeev Sharma, UIAMS, PU, Dr Ajay Ranga, UIILS, P.U.	Rs. 39, 22,000

Rs. 88,82,000

**K. Theme: Social Sciences
(Attached as Annexure -XI)**

Coordinator: Prof Nandita Singh, Education

Co-Coordinator: Prof. Ramanjit Kaur Johal, Dept. of Public Administration

S.No.	Title	Researcher	Amount
1	Youth Empowerment through Capacity and Competency Building Modules	PI : Prof. Nandita Singh, Deptt. Of Education Four Co-I	Rs. 87,86,500
2	Electoral Politics in Chandigarh Parliamentary Constituency: A Study of Political Attitudes and Opinion	Prof Ashutosh Kumar Deptt of Political Science, PU	Rs. 85,500
3	Impact Assessment of socio-economic Development Programmes by NGOs in the Chandigarh Region	PI: Prof. Ramanjit Kaur Johal, Dept. of Public Admn Co-I: Dr. Monica Munjial Singh & Dr. Bharti Garg	Rs. 10,40,000

Rs. 99,22,000

L. Theme: Laws**(Attached as Annexure -XII)****Coordinator: Dr Ajay Ranga**

S.No.	Title	Researcher	Amount
1	Socio-Economic Empowerment of Weaker Sections: Strategies with Special Reference to North India	Dr Ajay Ranga, UILS, P.U.	Rs. 40,00,000

Rs
40,00,000

GRAND TOTAL of Theme A to L= Rs. 1,09,59,00,625/- (109.59 Crores)
(Rupees One Hundred Nine Crores Fifty Nine Lacs Six Hundred And Twenty Five)

	Panjab University		
Details	Indicator	Unit (Rs. in lakhs)	Remarks
Plans for research & innovation	<ul style="list-style-type: none"> Publication /Patents Transfer of technology Suggest Policies 	109.59	Detailed project proposals submitted by faculty under Themes from A to L as mentioned above.
Adoption of meta-university concept that offer cross university education & credit transfer facility to students	--	NIL	--
Procure high quality e-resources	<ul style="list-style-type: none"> e-resources like databases, softwares 	200.00	To support teaching and learning process
Upgrade library and laboratory facilities	<ul style="list-style-type: none"> GLP compliant labs and animal facilities 	500.00	Since building and lab facilities are 5 decades old; need upgrade
Facilities like Incubation centre, Innovation hubs, etc.	--	NIL	--
Initiatives to attract top-rated international faculty	<ul style="list-style-type: none"> No. of faculty visits as per budget 	30.00	For networking & interaction with academic stalwarts
Competitive compensation for faculty	<ul style="list-style-type: none"> Awards / Incentives to encourage faculty 	20.00	To encourage & motivate faculty
Initiatives to attract high quality researchers and students	<ul style="list-style-type: none"> Travel support 	50.00	Competitive fellowships, subsidized accommodation

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Merit-based scholarships	<ul style="list-style-type: none"> Competitive scholarships 	10 approx. (50.00)	To attract talent
Fully-funded doctoral fellowships	<ul style="list-style-type: none"> Competitive scholarships 	20 approx. (100.00)	To attract good researchers
Post-doctoral fellowships	<ul style="list-style-type: none"> Competitive scholarships 	10 approx. (100.00)	To strengthen research
Exposure visits for both faculty and students	--	20 approx. (100.00)	Experiential learning
Faculty and students exchange programs with world-class institutions	--	20 approx. (100.00)	To facilitate student & faculty exchange through MoUs with foreign universities
Initiatives to scale up industry-academia partnership	<ul style="list-style-type: none"> Joint collaborations, MoUs / Patents / Technology transfers 	5 approx. (100.00)	Enhance employability & transfer of knowledge to industry and society
Promotion of inter-disciplinary and trans-disciplinary research centres	--	-	
Promotion of research and entrepreneurial activities	<ul style="list-style-type: none"> Initiatives for startups 	100.00	To promote translation of research, funds will be provided for startups by university researchers
Support for the setting up of science parks & cutting edge technology & instrumentation facility	<ul style="list-style-type: none"> Capacity built 	1500.00	Central facilities like CIL will be upgraded with latest equipments to meet the needs of world class research
Support different types of research programs	--	NIL	-
Top quality University-Convergence model	--	100.00	In this, CRICK initiative of PU will be further strengthened to promote interdisciplinary translational research while exploring the potential in basic research
Outreach and public engagement facility	<ul style="list-style-type: none"> Awareness programmes, lectures, seminars, radio / TV broadcasts etc. 	100.00	This will have a direct societal impact and development of human resources
Staff excellence and organizational stewardship	--	NIL	-
Support in bifurcating undergraduate, postgraduate and research programs	--	NIL	-

Identify a few depts. Or fields of critical importance and move them into a position of world leadership	--	--	-
Special grants to faculty for conducting outstanding research	• No. of grants given	200.00	Faculty conducting outstanding research will be encouraged and supported with special grants
TOTAL		137.59	

Remarks: The institutional plan received from the participating colleges would involve Research, Innovation and Quality improvement parameters as per details mentioned in the table. This would enhance research and innovations dimension in all the participating colleges. The Research and Innovation Plan in respect of participating Colleges both Government and Private Aided Colleges follows as:

B

Details	PGGCG-11	PGGC-11	PGGCG-42	PGGC-46	GCC&BA-50	GCE-20	GCTE&H-23	GHSC-10	RIE-32
Plans for research & innovation	6 Lacs (Research and Innovation Grant to the Faculty)	12 Lacs	<p>10 Lacs The Department of Biotechnology has prepared a Research and Innovation Plan and vision document for the creation of Chandigarh Colleges Biotech Mission (CCBM) for participation in Institutional social responsibility and extension activities which further lead for national socio-economic development. CCBM has well defined thrust areas and objectives for Biotechnology applications as below:</p> <p>THRUST AREAS:</p> <ul style="list-style-type: none"> • Nutrition (Human and Animal) • Healthcare (Medicinal plant, germplasm, identification and propagation/ certified extracts for medicinal use) • Energy conservation (bio-fuel promotion as an alternative to LPG) • Pollution control (Biotechnology interventions for managing water pollution/ sludge disposal and also air pollution caused by foul gasses from city garbage) • Employment generation at UG/ PG level <p>OBJECTIVES:</p> <p>1.To promote production and use of Vegetarian proteins: from bio-waste e.g.</p>	15 Lacs	---	5 Lacs	5 Lacs	5 Lacs (Seed Money)	3 Lacs

			<p>oyster mushrooms/ spirulina in mid-day meal schemes and messes/canteens of educational institutes in Chandigarh and also promote production and use of low-cost, protein rich 'animal feeds' for augmenting milk production.</p> <p>2. To promote production and use of biotech based tools for germplasm identification and propagation and also preparation of certified extracts of medicinal plants: DNA based identification for authenticating exports of the plant materials, extracts and also quality controls. Tissue culture for rapid propagation of rare and endangered medicinal plants. Certified extracts to convert low value produce into high value products.</p> <p>3. To promote production and use of bio-fuels as an alternative to LPG/ petrol/ diesel: Wheat straw/ bio-waste e.g. fallen leaves, based fuel pellets are a 'carbon neutral source' of energy, which can be used to replace LPG in hostel messes and canteens. Ethanol pumps in colleges can promote use of bio-fuel driven vehicles.</p> <p>4. To promote production and use of microbes/ earthworms for combating water and air pollution: Microbes can treat city sludge and clear streams/rivers. Vermi-composting can prevent city air</p>						
--	--	--	---	--	--	--	--	--	--

			<p>fouling, by removing obnoxious smells and preventing emission of foul smell, yielding a valuable bio-fertilizer (vermi-compost) as a by-product.</p> <p>5. To promote employment generation amongst students: by setting up of IEDC (Innovation and Entrepreneurship Development Centre) in Biotech Department of every member college of CCBM, developing linkages with Biotechnology Incubators in India and Abroad, providing funds to start-up companies/spin-offs vide National Entrepreneurship Development Board, TEPP scheme etc. and also supporting growth of 'Biotech Ancillary Support Unit' or BASU, which supply products to well-established larger industries.</p>						
Adoption of meta-university concept that offer cross university education & credit transfer facility to students	---	---	----	---	---	---	---	---	---
Procure high quality e-resources	5 Lacs (Statistical Software for Research, Ebooks, eJournals, etc.)	5 Lacs	5 Lacs (Insight v 2(5 Lac) GCG Accelerays (4 Lac) Science-Direct Subscription(3 Lac))	4 Lacs	10 Lacs	2.5 Lacs	----	7 Lacs (e-Journals, e-Books, and Soft weirs)	8 Lacs
Upgrade library and laboratory facilities	15 Lacs (augmentation of existing computer systems, RFID Hardware and Software etc for Library and	13 Lacs	10 Lacs (Books related to Bioinformatics ,Biotechnology, Nanotechnology, Biophysics, Tissue culture, Microbial Biotechnology, Genomics & Proteomics ,Immunology)	4 Lacs	5 Lacs	8.5 Lacs	10 Lacs	7 Lacs (Subscription of Research Journals , Fittings/ Minor equipment	2 Lacs

State Higher Education Plan (Chandigarh) Plan Period 2015-17

	equipment 4for Labs)							for Laboratories)	
Facilities like Incubation centre, Innovation hubs, etc.	---	4 Lacs	4 Lacs (Instruments for UG, PG Labs – Spectrophotometer, Lypholizer ,Gel Doc , ELISA Reader , Cold Centifuge , -20 ⁰ Refrigerator , Phase Contrast Microscope) (Bring a non technical institute this type of steps will not provide desireable result)	---		1 Lacs	---	4 Lacs (Fittings , Computers to develop Incubation centre)	1 Lacs
Initiatives to attract top- rated international faculty	---	---	---	---	---	1 Lacs	---	----	1 Lacs
Competitive compensation for faculty	---	---	---	---	---	---	----	---	1 Lacs
Initiatives to attract high quality researchers and students	---	---	5 Lacs (Up Gradation of laboratories. Invites Professionals from Industry & Research Institutes for Job Oriented Courses.)	5 Lacs	NA	2 Lacs	----	5 Lacs (Research Funding)	---
Merit-based scholarships	5 Lacs (Number 30-40) (for Meritorious Students)	---	2 Lacs (63-PG, 3-UG)	Numbers-20	8 for first three positions in each class= total 24 Per semester for three semester (July 2015 to Dec 2015) (Jan 2016 to June 2016) (June 2016 to Dec 2016) amounting to Rs. 3.5 lacs	5 @ 20,000/- per annum = 1Lacs	----	5 Lacs (Number 6-Graduate) 18- Post Graduate.) (Graduate Scholarship. , @ 15000/ year x 6; Post Graduate Scholarship @ Rs. 22770/ year x 18(6 streams))	1 Lacs
Fully-funded doctoral fellowships	---	---	---	---	---	---	---	----	---
Post-doctoral fellowships	----	---	----	---	---	---	---	----	---
Exposure visits for both faculty and students	3 Lacs (Number 10) (Industrial & Institutional Visits)	3 Lacs	2 Lacs 10 Numbers (FDP(Faculty Development Programme) Visits to Industries & Research Institutes for students)	Numbers-20	3 @ 10000= 3 Lacs	5 Lacs	----	5 Lacs (Number 20) (Rs. 30,000/ Faculty/Stu dents/2 years)	2 Lacs

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Faculty and students exchange programs with world-class institutions	2 Lacs (Number 8-10) (Faculty exchange programmes with renowned Institutions located in Delhi, Mumbai, Pune, etc.)	---	2 Lacs 10 Numbers (FDP(Faculty Development Programme) Visits to Industries & Research Institutes for students)	---	---	---	----	----	2 Lacs
Initiatives to scale up industry-academia partnership	---	---	2 Lacs 5 Numbers (Sign MOU's with Industries & Institutes of National & International Repute)	Numbers-03	---	2 Lacs	----	6 Lacs (Number 20) (Rs. 30,000/ Faculty/Students/2 years)	15 Lacs (Project II :language in context of Employment / Industry interface)
Promotion of inter-disciplinary and trans-disciplinary research centres	3 Lacs (Augmentation of existing facilities in Faculty Research Centre)	---	3 Lacs	---	10 Lacs	3 Lacs	----	1 Lacs	---
Promotion of research and entrepreneurial activities	---	---	2 Lacs (Seminars & Interactive Sessions with people from Industry & Research Institutes. RCED-Regional Centre for Entrepreneurship Development , Sector-34, Chandigarh)	4 Lacs	2 Lacs	4 Lacs	5 Lacs	----	---
Support for the setting up of science parks & cutting edge technology & instrumentation facility	7 Lacs (Support for setting up of cutting edge technology & instrumentation facility)	5 Lacs	3 Lacs	---	---	3 Lacs	----	5 Lacs	---
Support different types of research programs	---	5 Lacs	---	5 Lacs	---	3 Lacs	----	---	---
Top quality University-Convergence model	---	---	---	---	---	---		---	---
Outreach and public engagement facility	2 Lacs (Workshops and visits)	---	---	5 Lacs	1.5 Lacs	2 Lacs	5 Lacs	---	---
Staff excellence and organizational stewardship	1 Lacs (Workshop and	3 Lacs	---	4 Lacs	5 Lacs	2 Lacs	----		---

	seminars)								
Support in bifurcating undergraduate, postgraduate and research programs	----	---	---	4 Lacs	---	---	----	---	---
Identify a few depts. Or fields of critical importance and move them into a position of world leadership	----	---	---	---	---	5 Lacs	----	---	---
Special grants to faculty for conducting outstanding research	1 Lacs (To promote high quality research)	---	---	----	10 Lacs	---		---	14 Lacs
Total	50 Lacs	50 Lacs	50 Lacs	50 Lacs	50 Lacs	50 Lacs	25 Lacs	50 Lacs	50 Lacs

Total of B= 4.25 Crores

C							
Details	MCM-36	Dev Samaj-36	Dev Samaj for Women-45	GGSCW-26	SGGC-26	DAV-10	GGSD-32
Plans for research & innovation	10 Lacs	1Lacs (Construction and publishing of Standardised tests and tools)	6 Lacs	---	10 Lacs (Development of Common Research Facilities for various departments in form of Instrumentation Center, Central Bioscience Instrumentation Facility, Bio informatics Facility for Biosciences, Computer Center for Research)	2 Lacs	10 Lacs <ul style="list-style-type: none"> Strengthening of Existing Research Centres in Chemistry & Biotechnology Introducing New Research Centres in Commerce & Economics Research in collaboration with other Govt. / Professional Bodies.
Adoption of meta-university concept that offer cross university education & credit transfer facility to students	---	---	---	---	---	---	---
Procure high quality e-resources	5 Lacs	1.5 Lacs (Purchase of High quality e-books and e-journals)	5 Lacs	4 Lacs (E-Resource & Software)	4 Lacs (Licensed Software's for office, library, Science Labs, Computer Center; e-journals subscription)	0.5 Lacs	12 Lacs <ul style="list-style-type: none"> Subscription of E-Books and E-Journals Purchase of Database Purchase / Subscription of ERP Solution (Learning Exchange)
Upgrade library and laboratory facilities	15 Lacs	2 Lacs (Purchase of new books, reference books, encyclopedias, purchase of apparatus for Educational Technology lab, language lab)	10 Lacs	2 Lacs (Books and Journals)	10 Lacs (Biotechnology, Chemistry Zoology, Labs for PG Classes, Herbarium, Zoological Museum, Reference Books, General Books, Research Journals for PG Classes)	5 Lacs	20 Lacs <ul style="list-style-type: none"> Radio Frequency Identification Device (RFID) for Library Purchase and up-gradation of Laboratory equipments Procurement of Consumables for day to day laboratory & research experiments
Facilities like Incubation centre, Innovation hubs, etc.	5 Lacs	---	---	---	6 Lacs (Tissue Culture Lab for Biotechnology, other facilities)	1 Lacs	---

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Initiatives to attract top-rated international faculty	---	---	---	---	---	1 Lacs	---
Competitive compensation for faculty	---	1 Lacs (Professional growth of the faculty members)	3 Lacs	2 Lacs (Seed Money)	---	---	---
Initiatives to attract high quality researchers and students	4 Lacs	0.50 Lacs (Conducting workshops on Research methodology)	2 lacs	---	5 Lacs (To extend Concessions to meritorious students and seed money to PG Students; & Teachers with Research Aptitude)	1 Lacs	---
Merit-based scholarships	4 Lacs	1.5 Lacs (Awarding meritorious students)	10 Lacs	Number= 7 (2 Lacs) Above 75% Full Free ship	1 Lacs (Numbers= 50) (@ Rs 2000/month to 50 students)	10 Lacs (Number=10)	Numbers =100 (Scholarships to meritorious students.)
Fully-funded doctoral fellowships	---	---	---	---	---		Numbers= 2 (Fellowship will be provided to One Student per research centre per year for pursuing Doctoral degree at GGSD College, Chandigarh)
Post-doctoral fellowships	---	----	---	---	---	---	---
Exposure visits for both faculty and students	Number = 25 2 Lacs	0.50 Lacs (Visits to Educational innovative centres and research labs)	6 Lacs	Number =(2visits) 1 Lacs (Educational Visits)	4 Lacs (Numbers = 25) (Visits to State/ National facilities like National Museums, Centres, Labs, Technology Parks, Science City)	0.5 Lacs (Numbers as per initiative of faculty and students)	Numbers= 20 <ul style="list-style-type: none"> • Visits of students to the research laboratories / institutions / universities and industries • Participation of faculty & students in training programmes in research institutes / universities / industries
Faculty and students exchange programs with world-class institutions	---	1 Lacs (Linkups to be established with world class universities and student exchange programmes to be organised)	---	---	---	1 Lacs	---
Initiatives to scale up industry-	Number = 20 2 Lacs	1.5 Lacs (Procurement of instructional	3 Lacs	---	---	0.5 Lacs	Numbers= 1 (interaction with industries will be conducted i.e. at least One meet per year per department)

academia partnership		material for the practicing schools)					
Promotion of inter-disciplinary and trans-disciplinary research centres	---	1.5 Lacs (Setting up of research centre in the college. The proposal has already been sent to Panjab University, Chandigarh.)	---	---	5 Lacs (Development of Bioscience Research Center for Biotechnology, Zoology and Botany Sikh Studies Research Center)	1 Lacs	---
Promotion of research and entrepreneurial activities	---	2 Lacs (Purchase of materials, tests, apparatus for Psychology lab)	---	---	5 Lacs (Research & Entrepreneurial activities of all faculties)	0.5 Lacs	---
Support for the setting up of science parks & cutting edge technology & instrumentation facility	---	1 Lacs (Purchase of scientific instruments, apparatus and chemicals for the Science lab)	---	---		15 Lacs	---
Support different types of research programs	---	---	---	---		1 Lacs	5 Lacs (Seed money support or as per requirement for Pursuing research project)
Top quality University-Convergence model	---	---	---	---		---	---
Outreach and public engagement facility	---	---	5 Lacs	---		1 Lacs	---
Staff excellence and organizational stewardship	---	---	---	2 Lacs (Workshop & Seminars)		1 Lacs	
Support in	3 Lacs	1.5 Lacs		2 Lacs		1 Lacs	---

bifurcating undergraduate, postgraduate and research programs		(Purchase of software for PG and UG research work)		(Remedial Classes & NET)			
Identify a few depts. Or fields of critical importance and move them into a position of world leadership	---	College is single faculty i.e. Education.		---		5 Lacs (Numbers= 5)	Numbers=4 <ul style="list-style-type: none"> • Department of Commerce & Management • Department of Biosciences • Department of Physics • Department of Economic
Special grants to faculty for conducting outstanding research	----	2.5 Lacs (Grants for the faculty for carrying out minor research projects.)		---		2 Lacs	3 Lacs <ul style="list-style-type: none"> • Financial assistance for pursuing research programme i.e. Purchase of consumables, Softwares. • Presentation in seminars and Publication in Journal of National & International repute • Rs
Total	50 Lacs	19 Lacs	50 Lacs	15 Laca	50 Lacs	50 Lacs	50 Lacs

Total of C= 2.84 Crores

A= 137.59 Crores

B= 4.25 Crores

C= 2.84 Crores

Total A+B+C=144.68 Crores

COMPONENT: 9**Equity Initiatives**

The main objective of this component is to ensure equality in access in the interest of disadvantaged group, the initiatives planned include:-

1. Equal opportunity cells
2. Remedial classes
3. language lab
4. Financial aid/ Scholarship for socially and economically backward students
5. Equity and gender sensitization campaigns/ group discussion/ workshop/ seminar
6. Innovative schemes/ programmes to enhance equality and inclusion.

Basic information	
Is the state/ UT due to receive funds under this components in 12 th plan	Yes
Has the state prioritize college for funding	Yes
Colleges prioritize for funding	Yes

	Name of the Institution	Equal opportunity cells		Remedial classes		language lab		Financial aid/ Scholarship for socially and economically backward students		Equity and gender sensitization campaigns/ group discussion/ workshop/ seminar		Innovative schemes/ programmes to enhance equality and inclusion		Total (in lacks)
		2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017	
A	Panjab University	.5	.10	-	-	-	.25	.10	.20	.3	.3	.1	.1	.78
B	PGGCG-11	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	PGGC-11	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	PGGCG-42	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GCC&BA-42	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	PGGC-46	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GHSC-10	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GCE-20	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GCYE&H-23	.05	.05	-	-	-	-	.1	.1	.05	.05	-	-	.4
	RIE-32	.05	.05	-	-	-	.5	-	.1	.05	.05	-	-	.8
C	MCMW-36	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	Dev Samaj College of Education-36	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	Dev Samaj Women-45	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GGSCW-26	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GGSC-26	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22

	DAV-10	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	GGSD-32	.05	.05	.1	.2	-	.5	.3	.7	.1	.1	.05	.05	.22
	Grand total													3.98

Total of A+B+C= 3.98 Crores

A= 0.78 Crores

B= 1.66 Crores

C= 1.54 Crores

In case of Private Aided colleges the ratio will be (50%: 50%) basis.

C= 1.54 Crores

GOI share (50%) = 0.77 Crores

College/ Management share (50%) = 0.77 Crores

Remarks: The main thrust area of the present component enhance and improve the equity initiatives in the Higher Education sector in the Union Territory of Chandigarh. This would further ample opportunities to socially deprived section, inclusion of women, minorities, SC/ST/OBC and differently –abled persons.

The proposed financial projection amounting to Rs. 5 Crores is as per consonance of the guidelines of the RUSA.

The proposed layout would be utilized as per details mentioned in Table: - 9 by the Institution of Higher Learning including Panjab University in the Union Territory of Chandigarh.

No financial layout has been proposed for the new construction. However, the amount can be utilized for renovation and addition of internal structure.

Chapter: XI**SOURCE OF FUNDS**

Source	Funds expected 2015-16 (amount in crores)	Funds expected 2016-17 (amount in crores)	Total(Crores)
1. Rashtriya Uchchatter Shiksha Abhiyan	71.0938	140.8562	211.95
2. Grants from UGC	Variable	Variable	Variable
3. Grants from Higher Education Department, Chandigarh Administration	-	-	67.7075 crores (35% share)
4. Grants from other departments	-	-	
5. Grants from Central Departments	-	-	-
6. Raised from private institutions(50 % share)			9.25 crores (50% share)
7. Resources raised by higher education institutions from internal sources like student fees, examination fees etc	Variable	Variable	Variable
Total	71.0938	140.8562	211.95

Chapter: XII**Major targets and financial outlays (for Plan period)**

Component	Adherence to Programmatic Norms and future commitments*					
	15-16	16-17	Total	15-16	16-17	Total(Crores)
Up gradation of existing autonomous colleges to Universities	Nil	Nil	Nil	Nil	Nil	Nil
Conversion of colleges to Cluster Universities	Nil	Nil	Nil	Nil	Nil	Nil
Infrastructure grants to University	01	--	01	7	13	20.00
New Model Colleges (General)	Nil	Nil	Nil	Nil	Nil	Nil
Upgradation of existing degree colleges to model colleges	01	02	03	4.00	8.00	12.00
New Colleges (Professional)	Nil	Nil	Nil	Nil	Nil	Nil
Infrastructure grants to colleges	16	-	16	-	-	31.29
Research, innovation and quality improvement	01 Panjab University and 16 Affiliated colleges	-	01 Panjab University and 16 Affiliated colleges	-	-	144.68
Equity initiatives	01 Panjab University and 16 Affiliated colleges	-	01 Panjab University and 16 Affiliated colleges	-	-	3.98
Faculty Recruitment Support	Nil	Nil	Nil	Nil	Nil	Nil
Faculty improvements	Nil	Nil	Nil	Nil	Nil	Nil

State Higher Education Plan (Chandigarh) Plan Period 2015-17

Vocationalisation of Higher Education	Nil	Nil	Nil	Nil	Nil	Nil
Leadership Development of Educational Administrators	Nil	nil	Nil	Nil	Nil	Nil
Institutional restructuring & reforms	01 Unit (Chandigarh)	01 Unit (Chandigarh)	01 Unit (Chandigarh)	0.26	1.81	2.07
Capacity building & preparation, Data collection & planning	01 Unit (Chandigarh)	01 Unit (Chandigarh)	01 Unit (Chandigarh)	0.54	1.16	1.70
Management Information System	01 Unit (UT Chandigarh)	01 Unit (UT Chandigarh)	01 Unit (UT Chandigarh)	0.10	0.20	0.30
Management Monitoring Evaluation and Research (MMER)	1% of the total projection	1% of the total projection	1% of the total projection	0.719988	1.440212	2.1602
Total				72.718788	145.461412	218.1802

Chapter: XIII**OUTCOME AND OUTPUT TARGETS**

Outcome	Output	Indicator	Unit	2015-16	2016-17
Greater investment in higher education	Increase in resource allocation at State Level	investment as a% of GSDP	%		
	Increase in resource allocation at State Level	investment as a% of GSDP	%	-	-
Higher GER	Number of HEIs	Creation of new Universities	Number	-	-
		Creation of new Colleges	Number	--	--
		Upgradation of colleges to Universities	Number	-	-
		Upgradation of Colleges	Number	01	02
	Enrolments	Number	crores	--	--
	GER	Higher GER (expected)	%	52.00	55.00
Better transition	Increased number of students from secondary to higher education	Increased number	lakhs		
		Higher percentage	%		
Better employability	Vocationalisation	Greater pool of trained manpower	Number in lakhs	-	-
	Polytechnics	New polytechnics	Number	-	-
		Upgradation of polytechnics	Number	-	-
Better equity	SC	Increased GER for these categories	%	15.00	15.00
	ST		%	--	--
	Women		%	variable	variable
Quality	Faculty (ratio)	Improved	Ratio	1.28	1.22

Gains		Student Teacher Ratio			
	Academic reforms	CBCS	% of institutions covered	---	50
		Semester system	% of institutions covered	66.5	100
	Autonomy	Autonomous colleges to universities	Number of institutions covered	-	-
		Colleges to Cluster university	Number of institutions covered	-	-
	Accreditation	More institutions of higher quality	% of institutions covered	75	100
Better research yields	PhDs	Increase in number produced	Number of PhDs per year	283 (2013-14)	283 (2014-15)
	M Phils	Increase in number produced	Number of M. Phils per year	-	-
	Investment	Percentage of GSDP spent on R&D	%	-	-

	Chapter: XIV State Data (Baseline Consolidated – received from respective Institution for the period 2012-13)																					
Name of Institutions	Parameters																					
	Total strength of students in all programs and all year of study in the year 2012-13	Total women students in all programs and all year of study in the year 2012-13	Total SC students in all programs and all year of study in the year 2012-13	Total ST students in all programs and all year of study in the year 2012-13	Total OBC students in all programs and all years of study in the year 2012-13	Number of fully functional P-4 and above level computers available for students in the year 2012-13	Total number of textbooks and reference books available in library for UG and PG student in the year 2012-13	Student- teacher ratio	% of UG students placed through campus interview in the year 2012-13	% of PG students placed through campus interview in the year 2012-13	% of high quality undergraduates (>75% marks) passed out in the year 2012-13	% of high quality post graduates (>75% marks) passed out in the year 2012-13	Number of research publication in India referred journals in the year 2012-13	Number of research publication in international referred journals in the year 2012-13	Number of patents obtained in the year 2012-13	Number of patents filed in the year 2012-13	Number of sponsored research project completed in the year 2012-13	The transition rate of students in percentage from 1 st year to 2 nd year in the year 2012-13	IRG from student's fee and other charges in the year 2012-13	IRG from externally funded R&D projects, consultancies in the year 2012-13	Total IRG in the year 2012-13	Total annual recurring expenditure of the institutions in the year 2012-13
Panjab University	37967	16776	3737	792	1522	@2000	>5,50,000	1:20.82	25%	7%	15%	17.7%	@700	@400	8	26	73	85%	14924.28	5663.38	19587.66	30249.6
PGGCG-11	3994	3994	607	118	36	151	88000	Not mentioned	10.27%	2.92%	6.06%	15.78%	45	8	Nil	Nil	01	All student=88.21% SC=83.33% ST=87.80% OBC=100%	480.55	Nil	480.55	1797.8
PGGC-11	4037	611	611	133	56	88	104696	4037:144	50/177	0	(45/3690)*100	(18/357)*100	13	17	Nil	Nil	2	All student=73.5% SC=110.5% ST=76.3% OBC=43.5%	71668170	Nil	71668170	37512624
PGGCG-42	3798	3798	445	60	27	225	36830	22:1	54	00	98	30	29	12	00	00	5	All student=96.13% SC=94.05% ST=94.11%	129.96	5.00	134.96	1344.6

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		OBC=100%				
GG&BA-42	537	283	57	03	NA	30	2598	24:1	11%	NA	14	NA	Nil	Nil	Nil	Nil	Nil	All student=92% SC=92.3% ST=100% OBC=NA				54.76
PGGC-46	1762	502	272	56	28	35	38544	1:25	512		13.55	9.38	86	15	Nil	Nil	6	All student=80.10% SC=NA ST=NA OBC=NA	186	Nil	186	758
GHSC-10	440	440	39	2	7	100	35000	11:1	Nil	Nil	25.37%	45.07%	26	18	Nil	1	Nil	U.G=73.27% P.G=100%	2210859	Nil	2210859	53271000
GCE-20	335	299	63	17	0	35	38151	12:1	42%	10%	116%	15%	21	02	Nil	Nil	02	SC=M.Sc-80%, B.Sc-76.92% ST=M.Sc-Nil, B.Sc-Nil OBC= M.Sc-Nil, B.Sc-Nil	433	Nil	433	385
GCYE&H-23	12	08	01	0	0	15	10396	7:1	Nil	Nil	03	Nil	Nil	Nil	Nil	Nil	Nil	NA	216304	NA	216304	7885825
RIE-32	5575	24/25	1/25	1/25	0	50	23281	30:1	-	-	-	13%	-	-	-	-	-	-	713717	4194376	4908093	18754571
MCM-36	3601	3601	75	21	49	145	34200	1:25	49%	Nil	12.46%	2.67%	22	08	Nil	Nil	Nil	All student=94.34% SC=67% ST=89% OBC=56.40%	34100000	Nil	34100000	27000000
Dev Samaj-36	246	246	22	0	NA	24	15741		26%	52%	35%	33%	6	8	NA	NA	2	NA	7233000	0.55	7288000	4288000
Dev Samaj Women-45	1038	1038	22	1	Nil	186	18103	18:1	2.5%	Started w.e.f.(2012-13)	1.25%	21.4%	3	4	Nil	Nil	Nil	All Students=68.65% SC,ST,OBC = 85.7%	142	Nil	142	452
GGSCW-26	1166	1166	78	22	35	110	18130647	21:1	Nil	Nil	1%	23%	12	Nil	Nil	Nil	Nil	All student=13.67% SC= 46.67% ST=20%	19074022			

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		OBC=45.16 %				
SGGC-26	3772	978	153	39	121	136	44837	32:1	0.187	0.172	0.45	3.45	02	11	Nil	Nil	02	All student=39.52% SC=39.52% ST=88.00% OBC=93.3%	68911819	Nil	68911819	147362185
DAV-10	8978	2956	148	130	69	307	120762	1:320	0.17%	0.1%	21.78%	44.80%	97+34 books	134	-	01	03	All student=91% SC=90% ST=88% OBC=87%	3612	Nil	3612	3049
SD-32	3630	1802	443	11	36	400	63745	1:25	11%	20%	10%	32.17%	17	07	Nil	Nil	Nil	UG=67% - 100% PG= 62.5%-100%				

Name of Institutions	Chapter: XIV State Data (Baseline Consolidated – received from respective Institution for the period 2013-14)																					
	Parameters																					
	Total strength of students in all programs and all year of study in the year 2013-14	Total women students in all programs and all year of study in the year 2013-14	Total SC students in all programs and all year of study in the year 2013-14	Total ST students in all programs and all year of study in the year 2013-14	Total OBC students in all programs and all years of study in the year 2013-14	Number of fully functional P-4 and above level computers available for students in the year 2013-14	Total number of textbooks and reference books available in library for UG and PG student in the year 2013-14	Student- teacher ratio	% of UG students placed through campus interview in the year 2013-14	% of PG students placed through campus interview in the year 2013-14	% of high quality undergraduates (>75% marks) passed out in the year 2013-14	% of high quality post graduates (>75% marks) passed out in the year 2013-14	Number of research publication in India referred journals in the year 2013-14	Number of research publication in international referred journals in the year 2013-14	Number of patents obtained in the year 2013-14	Number of patents filed in the year 2013-14	Number of sponsored research project completed in the year 2013-14	The transition rate of students in percentage from 1 st year to 2 nd year in the year 2013-14	IRG from student's fee and other charges in the year 2013-14	IRG from externally funded R&D projects, consultancies in the year 2013-14	Total IRG in the year 2013-14	Total annual recurring expenditure of the institutions in the year 2013-14
Panjab University	13251	6474	2089	587	336	1850 + Desktops	581825	Approx 18:1	489		830	3035	3649	371	2	6	42	Approx 96%	15519.78	5647.48	21167.26	34462.44
PGGCG-11	3953	3953	676	108	12	156	88500	3938/134=29.39	7.32%	3.94%	8.23	-	07	1	-	-	2	All Students=80.70% SC= 67.0% ST= 48.0% OBC= 100%	11929	-	11929	8805729
PGGC-11	4125	4125	640	106	16	181	33582 text books (71538 Reference Books)	4125:228	0.1075	--	2.07%	3.21	9	3	-	-	1	All Students=76.11 SC= 74.3 ST= 82.7 OBC= NA	690	-	1402	1402
PGGCG-42	4183	4183	551	66	-	165	36995	1:23	0.92%	-	0.67%	0.25%	121	97	-	-	2	All Students=80.7% SC=73.8% ST= 95%	6221021	-	677647	157135776

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		OBC= NA				
GG&BA-42	564	304	64	2	-	41	2797	564/18=31	20.39%	-	7.8%	-	5	3	-	-	-	All Students=92.89% SC= 88% ST= 100% OBC= NA	83.26	-	83.26	81.95
PGGC-46	1762	502	272	56	28	-	38953	-	63.6%	18%	-	-	176	2	-	-	-	-	5116245	-	-	-
GHSC-10	485	485	50	5	9	15	24487 Text book 6929 reference book	11.83:1	-	-	22.58%	49325	12	31	-	-	-		101.98755	-	637.7000	637.7000
GCE-20	329	298	57	5	0	45	37751	1:15	-	-	19%	25%	24	4	-	-	0	-	8014282	0	9573395	37941144
GCE&H-23	24	18	3	0	0	16	10739	4:1	-	-	-	8	-	-	-	-	-	Only one year duration course	5.73	-	5.73	97.29
RIE-32	23	21	-	-	-	50	13785	30:1	-	80%	-	-	6	2	-	-	-	100%	159331	-	16703	16703
MCM-36	3974	4071	111	26	67	160	391 and 33	1:29	23.2	-	8.85	1.27	18	27	-	-	-	All Students=94.3 SC=98.0 ST= 97.0 OBC=96.0	259.54	-	259.54	1187
Dev Samaj-36	248	248	35	1	-	163	247 (text books) 268 (reference books)	12:1	65%	12/35	41%	40%	28	5	-	-	-	NA	44600 (one year fee)	-	-	30778286
Dev Samaj Women-45	1096	1096	23	1	-	496	17876	20:21	-	-	15	0	23	3	-	-	-	All Students=1% SC= ST= OBC=	180	-	180	200
GGSCW-26	1329	1329	83	13	70	96	19253	25:1	-	-	4	9	8	10	-	-	-	All Students=65.5% SC= 68% ST= 87.5% OBC= 70.6	715.37	-	715.37	772.28
SGGC-	4292	1102	234	74	15	142	48665	37:1	0.18%		3.89%	13.32%	35	32	-	-	6	All	862	967	8718	1874070

State Higher Education Plan (Chandigarh) Plan Period 2015-17

26					8													Students=15 .01% SC= 73.57% ST= 85% OBC= 71.87%	187 21	800	6521	26
DAV-10	6949	2293	304	22	18	228	81839	1:29	2%		0.78%	7.9%	19	7	-	-	Completed=1 Ongoing = 2 Sanctioned= 3	77.76%	144 051 000	220 200	3054 9590 00	2995320 00
SD-32	4760	2008	241	14	48	300	15353 (textbooks) 1888 (reference book)	1:29	19.8 7%	65.74 %	18%	16%	17	17	1	-	5	All Students=94 .82% SC=98.4% ST= 90.22% OBC=79.72 %		710 684 1	1723 2041 2	1784733 29

Name of Institutions	Chapter: XIV State Data (Baseline Consolidated – received from respective Institution for the period 2014-15)																					
	Parameters																					
	Total strength of students in all programs and all year of study in the year 2014-15	Total women students in all programs and all year of study in the year 2014-15	Total SC students in all programs and all year of study in the year 2014-15	Total ST students in all programs and all year of study in the year 2014-15	Total OBC students in all programs and all years of study in the year 2014-15	Number of fully functional P-4 and above level computers available for students in the year 2014-15	Total number of textbooks and reference books available in library for UG and PG student in the year 2014-15	Student- teacher ratio	% of UG students placed through campus interview in the year 2014-15	% of PG students placed through campus interview in the year 2014-15	% of high quality undergraduates (>75% marks) passed out in the year 2014-15	% of high quality post graduates (>75% marks) passed out in the year 2014-15	Number of research publication in India referred journals in the year 2014-15	Number of research publication in international referred journals in the year 2014-15	Number of patents obtained in the year 2014-15	Number of patents filed in the year 2014-15	Number of sponsored research project completed in the year 2014-15	The transition rate of students in percentage from 1 st year to 2 nd year in the year 2014-15	IRG from student's fee and other charges in the year 2014-15	IRG from externally funded R&D projects, consultancies in the year 2014-15	Total IRG in the year 2014-15	Total annual recurring expenditure of the institutions in the year 2014-15
Panjab University	14673	6932	2355	637	463	2600 + Desktops	588731	Approx 18:1	167		848	3518	3649	371	1	0	32	Approx 96%	18105.00	5294.45	23399.45	39706.64
PGGCG-11	4047	4047	684	96	12	161	89000	4020/1304=30.0	10.88%	4.18%	10.01%	16.85%	32	4	-	-	-	All Students=88.5% SC=89.5% ST= 77.7% OBC=100%	13005	-	13005	7555348
PGGC-11	3997	3997	551	27	10	181	33826 (text book) 72102 (reference books)	3997:243	0.0573%	-	2.7%	2.83%	6	4	-	-	4 major project ongoing	All Students=79.12 SC=64 ST= 0.04 OBC=NA	758	-	1588	1855
PGGCG-42	4333	4333	589	64	-	208	38010	1:24	1.18%	-	0.73%	11.94%	133	111	-	-	2	All Students=82.8% SC=79.9%	13212376	-	817334	179519946

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		ST= 6739% OBC=NA				
GCC&B A-50	612	328	71	4	-	52	2891	612/ 20= 31	3.42 %	-	5.23%	-	6	10	-	-	-	All Students=95 .83% SC=82.14% ST= OBC=100%	100. 13	-	100. 13	86.95
PGGC- 46	1866	607	334	55	No da ta	-	39825	-	58.5 7%	20%	-	-	-	-	-	-	-	-	355 439 7	-	-	-
GHSC- 10	541	541	52	7	22	15	24619 (textbook) 6944 (referenc e books)	13.5 2:1	-	-	14.68	65	10	14	-	1	-	All Students=99 .45% SC=100% ST= 50% OBC=75%	138. 235 67	-	763. 580 00	763.580 00
GCE-20	327	296	55	4	-	50	38707	1:15	-	-	41%	31%	38	6	-	-	-	---	957 339 5	0	957 339 5	4568393 7
GCYE&H- 23	55	32	4	0	0	16	11192	5:1	-	-	-	22	-	-	-	-	-	Only one year duration courses	11.4 5	-	11.4 5	118.23
RIE-32	26	22	-	-	-	45	14438	30:1	-	80%	-	-	4	5	-	-	-	100%	148 198	-	205 08	20508
MCM-36	4443	4443	118	30	13 7	167	444 and 29	1:27	24.7 6	-	8.41	10.54	21	38	-	-	-	All Students=95 .89 SC=98.0 ST= 98.0 OBC=97.0	283. 80	-	283. 80	1226
Dev Samaj-36	264	264	37	-	-	16	303 (text books) 134 (referenc e books)	12:1	20%	9/35	34%	Result awaited	33	1	-	-	-	NA	527 00 (one year fee)	-	-	3296071 9
Dev Samaj Women- 45	1184	1184	23	4	-	360	18127	20:6 1	-	-	14	1	7	6	-	-	-	All Students=1 % SC= ST= OBC=	223	-	223	237
GGSCW -26	1637	163	183	22	15 7	122	20386	25:1	-	14	15	18	10	15	-	-	-	All Students=62 .48% SC=55.31% ST= 26.66%	749. 44	-	749. 44	875.86

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		OBC=76.44 %				
SGGC-26	5108	1501	386	93	178	163	49220	34:1	10.98%	25.91%	4.07%	13.97%	15	24	-	-	5	All Students=15.46% SC=75.39% ST= 75.60% OBC=66.67%	95686647	951800	96638447	226850652
DAV-10	7579+54 (Ph.d)	2413	215	246	-	307	82456	1:29	2%		0.74%	7.7%	97+34	134	-	-	Completed= 1 Ongoing = 3 Sanctioned= 4	89.79%	155100000	3853000	348398000	367010000
SD-32	5904	2460	242	15	38	340	15585 (text books) 1929 (reference books)	1:30	17.07%	43.75%	22%	18%	16	42	-	-	2 (ongoing)	All Students=93.58% SC=100% ST= 92.30% OBC=78.72%		2629748	184368493	216244391

Name of Institutions	Chapter: XIV State Data (Baseline Consolidated – received from respective Institution for the period 2015-16)																						
	Parameters																						
	Total strength of students in all programs and all year of study in the year 2015-16	Total women students in all programs and all year of study in the year 2015-16	Total SC students in all programs and all year of study in the year 2015-16	Total ST students in all programs and all year of study in the year 2015-16	Total OBC students in all programs and all years of study in the year 2015-16	Number of fully functional P-4 and above level computers available for students in the year 2015-16	Total number of textbooks and reference books available in library for UG and PG student in the year 2015-16	Student- teacher ratio	% of UG students placed through campus interview in the year 2015-16		% of PG students placed through campus interview in the year 2015-16	% of high quality undergraduates (>75% marks) passed out in the year 2015-16	% of high quality post graduates (>75% marks) passed out in the year 2015-16	Number of research publication in India referred journals in the year 2015-16	Number of research publication in international referred journals in the year 2015-16	Number of patents obtained in the year 2015-16	Number of patents filed in the year 2015-16	Number of sponsored research project completed in the year 2015-16	The transition rate of students in percentage from 1 st year to 2 nd year in the year 2015-16	IRG from student's fee and other charges in the year 2015-16	IRG from externally funded R&D projects, consultancies in the year 2015-16	Total IRG in the year 2015-16	Total annual recurring expenditure of the institutions in the year 2015-16
Panjab University	15152/901	5014 & 55.6%	1306	376	430	3500+ desktops 13000+ wifi nodes registered	590272	18:1	128		-	-	-	3649	371	0	6	44	Approx 96%	1259.29	1874.07	14469.36	21862.39
PGGCG-11	3974	3974	710	107	-	135	89350 (till now)	4006/157=25.52	5.91%	-	-	-	-	8	7	-	-	-	-	7448785	-	7448785	238775000 (approx)
PGGC-11	3901	3901	591	63	0	181	34169 (textbooks) 72540 (reference books)	3901:213	0.0371%	-	-	-	-	-	-	-	-	-	All Students=93 SC=80 ST= 88 OBC=NA	428	-	1333	1035
PGGCG-42	4434	4434	646	56	-	233	38864 (as on 31.10.2015)	1:23	0.36%	1.93%	1.73%	8.54%	173	154	-	-	5	All Students=87.4% SC=79.9%	8144758	-	902772	119071173	

State Higher Education Plan (Chandigarh) Plan Period 2015-17

																		ST= 83.3% OBC=NA%				
GCC&B A-50	680	361	67	2	-	52	2891	680/ 20	0.29 %	-	Result awaited	-	2	-	-	-	-	All Students=95 .83% SC=82.14% ST= OBC=	99.3 5	-	99.3 5	106.07
PGGC- 46	1882	575	386	44	No da ta	-	40488	-	64%	25%	-	-	-	-	-	-	-	-	366 887 9	-	-	-
GHSC- 10	552	552	61	3	23	15	25000 (textbook s) 7000 (referenc e books)	13.8 :1	-	-	NA	Na	4 till date	6 till date	1	-	-	NA	142. 572 59	-	735. 4318 7	503.500 00 till date
GCE-20	139	129	23	0	0	50	39387	1:6	-	-	25%	Result awaited	46	8	-	-	-	-	957 339 5	0	9573 395	4568393 7
GCYE&H- 23	59	33	5	1	0	16	14422	5:1	-	-	-	Examinati on not yet conducted for this session	-	-	-	-	-	From current session the B.Ed (yoga) is for 2 years course and examination not yet conducted	6.34	-	6.34	63.39 til date
RIE-32	37	28	1	-	-	45	14791	30:1	-	-	-	-	2	-	-	-	-	100%	335 405	-	2033 0	20330
MCM-36	4900	4900	156	37	11 9	172	322 and 23	1:25	-	-	Paper yet to be conducted by University	Paper yet to be conducted by University	12 till date	21 till date	-	-	-	All Students=96 .12 SC=98.0 ST= 98.0 OBC=98.5	279. 00	-	279. 00	1410
Dev Samaj-36	150	150	14	2	-	15	204(text book) 60 (referenc e books)	12:1	-	-	-	-	9	4	-	-	1	NA	950 00 (two year fee)	-	-	-
Dev Samaj Women- 45	1336	1336	56	4	10	360	19276	21:1	-	-	Examinati on still to be conducted	Examinati on still to be conducted	-	Data to be compile d	-	-	-	All Students=1 % SC= ST= OBC=	228 (app) till 31.1 0.20 15	-	228 (app) till 31.1 0.20 15	103 (app) till 31.10.20 15
GGSCW	1943	1943	183	22	15	112	21155	25:1	-	-	-	-	-	-	-	-	-	-	770.	-	770.	804.57

State Higher Education Plan (Chandigarh) Plan Period 2015-17

-26					9														59		59	
SGGC-26	5698	2223	460	251	273	163	49410	37:1	Nil (yet to be started)	Nil (yet to be started)	00	00	8	-	-	-	-	All Students=18.39% SC=74.19% ST= 76.29% OBC=67.20%	88970090	00	-	41192959
DAV-10	9056+56 (Ph.D)	3028	137	127	-	320	84186	1:33	-	-	-	-	100+34	135	-	-	Completed= 1 Ongoing = 3 Sanctioned= 4	-	-	-	-	-
SD-32	6641	2899	256	27	221	541	15648 (textbook) 1952 (reference books) 134000 (E-books)	1:32	In process	In process	Result yet to be declared	Result yet to be declared	11	10	-	-	-	All Students=90.65% SC=98.64% ST= 92% OBC=81.4%		200000	192727876	251546500

Chapter: XV

SWOT ANALYSIS OF THE PARTICIPATING INSTITUTIONS IN U.T. CHANDIGARH

PANJAB UNIVERSITY

STRENGTHS

Let us first dwell on the strengths of the University and how these can be utilized to further advantage of the University

One of the important assets of the University is its beautiful campus with sufficient accommodation for most of its departments. The buildings are used only between 9 AM to 5 PM and even during this period many laboratories and lecture halls are not fully utilized. The only exception is Arts Block I where classes for the evening college are held after 5 PM. In contrast, even the most prosperous countries of the world like USA use such resources continuously from 7 AM to 11 PM including the weekends. The University can start new professional, vocational and interdisciplinary courses with minimum of inputs by properly scheduling the classes at different hours.

The University can be proud of its Library which holds about 6.5 lakh volumes and is open for long hours, seven days a week. The access to about 4000 research journals in different subjects on line through INFLIBNET is the dream comes true for any researcher. With further digitization and net working it may be necessary to have arrangements for installation of more PC's in the library. The University can enrich itself by bringing out limited edition reprints of some of its rare books/scripts in possession of the library without infringing upon the copyright act.

The University has excellent support facilities including UGC sponsored Academic Staff College with EDUSAT; DST funded SAIF (earlier called RSIC) providing access to sophisticated instruments to the scientists in the region; workshop facilities at CIL and USIC; Computer Centre that provides scientific computing facilities (7000 MegaFlops) set up by TIFAC (DST) and also works as central hub with 1100 active nodes spread over the campus and an elaborate EPBAX connectivity

The University has sprawling sports grounds and excellent facilities for indoor and outdoor games. The University Botanical and Herbal gardens are the envy of any university in the country and abroad.

WEAKNESSES

One of the glaring weaknesses of the University is its archaic and excessively centralized administrative system. This puts undue burden on its important functionaries like the Vice-Chancellor, the Dean of University Instruction and the Registrar. They have to spend lot of their time on routine matters that can be disposed at lower levels. The movement of papers is very slow due to long processing chain and many a times the delays are frustrating to students, teachers and other staff members. Halfhearted attempts have been made in the past to rectify

the situation but without any perceptible change. There is lack of coordination between different divisions amounting to hostility in some cases. A dynamic, user friendly decentralized transparent governance system is the crying need of the hour and it should receive the top priority without which it will be difficult for the University to move forward in the academic set up of 21st century. A large scale exercise will have to be taken to completely computerize the various wings of the administration and to arrange for the training of the concerned employees.

Most important things in an academic institution are men and ideas. The University has 800 faculty members and 3700 other employees but their average age is on the higher side. The recruitment programme for all categories of employees should be so regulated that every year some new recruits with new ideas are inducted. This not only brings freshness in the organization but also increases its functional efficiency over the years. Particular attention has to be paid for the recruitment of teachers. Special measures will have to be adopted for search of talented and gifted teachers and also for creating congenial environment for them to stay. This is particularly important as in some subjects much more lucrative opportunities are available to them outside the university system. Rating of a University depends on the standing of its faculty members amongst their peers. During 1960 -1985, many prestigious awards and honours were bestowed on the faculty members and their advice was sought after by various government departments and agencies. It is a matter of grave concern that we have been left behind in the race during the past 20 years and there has been only a trickle of few laurels for our teachers. Is it the result of complacency or lack of motivation on the part of the teachers or it is due to some structural deficiency in the functioning of the departments? How can we develop interdisciplinary areas when there is lack of team work in a single department? The University will have to give due consideration for multidisciplinary appointment of a teacher so that he may be associated with more than one department and may prove a link for the interdepartmental projects.

Recently a host of private universities and institutions of higher education have been set up in the territory that earlier used to be the exclusive domain of the University. Although these have been set up with commercial interest, they have many advantages due to their flexible approach. They can create necessary infrastructure quickly without any budgetary constraints; can attract faculty members with higher emoluments wherever necessary and can start new courses attracting adequate number of students ready to pay higher fees. The University will have to devise innovative strategy to meet the new challenge by starting socially relevant revenue generating courses and also to propose incentives for meritorious faculty members.

Having taken cognizance of the strength and weaknesses of the university and to convert dreams into reality a practical action plan is required.

Action Plan

The committee has recommended a three-phased action plan strategy.

Phase I

It is proposed that during the phase one drastic streamlining will be undertaken in the following areas:

Administrative

(i) A manpower auditing will be undertaken to identify under-utilized academic and administrative staff. An HRD cell would look into the existing manpower and need for new recruitments.

(ii) Recruitment procedure will be strengthened and all new applicants will be required to present a research seminar at the department/university level for more effective and objective judgment. A contractual appointment will be offered in the first place at the entry level and only after satisfactory performance a candidate will be inducted in permanent cadre.

(iii) Computerization of the administrative wing of the University will be implemented. A University Governance Centre will be established to train staff in the application of information technology and in the best possible practices in administration. Efforts will be made to make the administration, student and teacher friendly

(iv) Facilitate visits by international scholars, cutting down on red-tape and unnecessary procedural delays.

Academic

(i) Teaching and research in the inter-disciplinary areas will be promoted by introducing more interdisciplinary contents in the existing courses; starting new courses; establishing new centres and by encouraging interdisciplinary seminars/conferences/workshops.

(ii) Expansion of the Dental Institute into a full fledged Medical Institute.

(iii) Introduction of socially relevant courses.

Technical

(i) Access to computers, LCD projectors, photocopiers etc. to all department and offices.

(ii) Centralization of infrastructural facilities used by more than one discipline.

(iii) Establishment of a Central Information Technology Cell which would deal with the hardware/software related problems of the campus.

E - Connectivity

The existing campus wide net work will be extended and strengthened. The existing band width will be enhanced from 2 Mbps to 8Mbps. The number of e- journals and e-books will be increased and e-access will also be offered to affiliated colleges.

Finances

A new budgetary approach will be adopted and financial matters would be managed by professionals. Steps will be taken for facile management of gr ants received by the faculty for their project work.

Miscellaneous

Steps will be taken to have healthy environment and proper security on the campus. The University will encourage group based tasks, cultural activities and sports for release of stress and promotion of culture of co-operation.

Phase II

Medium - Term Action Plan (2008 - 12)

The administrative reforms and technical up-gradation initiated in the first phase will continue. In particular the following steps are proposed:

- (i)Improvement of information technology facilities like providing multimedia projectors to the departments and laptops to staff members.
- (ii)Linking teaching departments, regional centres and affiliated colleges electronically with the central administration of the University
- (iii)Developing multi-skilled manpower.
- (iv)Periodic review of administration to improve work online.

Development Plan in Health Sciences

The University can take the lead in the area of Health Sciences by way of synergistic Pharma-Medico-Engineering contributions at the research level to evolve new generational formulations. Professional Courses in Pharmaceutical Sciences, Engineering andTechnology Law and Management can together merge to provide direct services for the benefit of society.

Schools of learning

The University proposes to set up Schools of Natural and Applied Sciences, Bio-Medical Sciences, Engineering andTechnology, Social Sciences, Languages, Visual and Performing Arts and Commerce and Management Sciences. The objectives of the schools are to provide inter-disciplinary teaching and research; close interaction

among sciences, humanities and social sciences, and to encourage regular interaction of students with the public/industry, national research institutions and rural areas. Besides the schools mentioned above, following three centres of excellence for interdisciplinary research are proposed:

(i) Centre for Experimental and Theoretical Physical Sciences

The major participating disciplines would be Chemistry Geology Mathematics and Physics. The thrust area of the centre would be on Material Sciences, Nano-science and Nano-technology

(ii) Centre for Biological and Bio-medical Sciences

The participating disciplines would include Botany Environmental Studies, Biophysics, Biochemistry, Biotechnology, Pharmaceutical Sciences, Human Genome Studies, Microbiology and Zoology The thrust area of the centre would be stem cell, tissue engineering and conservation of biodiversity and its exploitation for practical purposes including drug development.

(iii) Centre for Inter-disciplinary Studies in Social Sciences, Humanities, Performing Arts and Languages

The departments of Political Science, Economics, Philosophy Psychology, Sociology, Public Administration, Ancient Indian History, Culture and Archaeology would participate in this centre. It will undertake interdisciplinary research in traditional and contemporary literature, language and culture, theatre, dance, music and fine arts.

Phase III

The University will intensify its efforts to provide greater access to the marginalized groups of our society to affordable quality education through its Departments of Correspondence Studies and Evening Studies. Special attention will be given to colleges affiliated to the University by periodic inspection by teams from the University to ensure the colleges are equipped with proper infrastructure and facilities. University will regularly arrange lectures by distinguished teachers at the colleges. Efforts will be made to introduce job -oriented and socially relevant courses in the colleges.

At the national level the University will continue to interact with other universities in the country and develop faculty and student exchange programme. Co-curricular activities with other institutions will be probed and encouraged.

During the third phase the University aims at becoming an international institution of repute. It plans to produce best of the students most sought after in the international market. The University will facilitate interaction between renowned teachers and researchers internationally specially with those successful NRIs who can be easily motivated to pay back something to their nation and the students of our University through video conferencing, guest lecture series and Internet website mode.

To convert the dream of becoming a world class institution of higher learning into reality, the University proposes the following steps:

- (i) Attracting and retaining the best minds across the globe in each faculty;
- (ii) Build world-class state of art infrastructure, including scientific laboratories and hostels by utilizing global capital;
- (iii) Continuous faculty development programmes and up-gradation of infrastructure to international standards;
- (iv) Inviting eminent scholars as visiting professors for a longer duration;
- (v) Developing partnership with top ranking universities for teaching, research, training and consultancy;
- (vi) Promoting international exchange of faculty and students;
- (vii) Introducing the practice of dual degrees;
- (viii) Encouraging students for internship with MNCs and top ranking research institutes/laboratories;
- (ix) Increasing the problem solving inputs in the courses as per international standards;
- (x) Encouraging the patenting of research out come;
- (xi) Presentation and viva voce of Ph. D. research scholars through teleconferencing;
- (xii) Undertaking exercise for major restructuring of the courses on regular basis incorporating global changes taking place in respective fields;
- (xiii) Attracting more foreign students through cultural exchange programme;
- (xiv) Offering on the spot admission to students of developing countries;
- (xv) Offering single window based admission to foreign students;
- (xvi) Allocating additional seats for the foreign students;
- (xvii) Activating already signed Memoranda of Understandings (MoUs) with the foreign universities/institutions and also entering into fresh Mo Us in future with international institutions of repute.

The Vision - 2020 is a dream woven around ideals, good intentions, wishes and imagination. It can be translated into reality only when all concerned act with responsibility and determination. Now that we have started the journey we hope to reach somewhere. Let us remember the famous lines "If you want to reach the tree, sky should be your aim".

POST GRADUATE GOVERNMENT COLLEGE FOR GIRLS, SECTOR- 11,
CHANDIGARH.

STRENGTHS

- One of the oldest (established in 1956) and reputed Institution of the region.
- All girls' institution in sync with Government's policy of women empowerment.
- The college boasts of a sprawling 44 acre campus with a total constructed area of 58116 sq.mt.
- 15 lush green lawns with pergolas and 4000 shady trees and bowers.
- Excellent Infrastructure; spacious ventilated classrooms, more than 40% of which are technology-enabled 'Smart' classrooms, gymnasium, well-equipped science, computer and language laboratories, seminar rooms and auditorium provide the infrastructural support.
- The amply spacious playgrounds cater to all the necessities of all the field events and games as well as an indoor Badminton Court.
- The college has three gardens; Botanical Garden with a collection of diverse flora for study and sample collection, Herbal Garden having 200 medicinal and rare varieties and a Solace Garden with lush green lawns, musical fountain and a variety of flowers for students to refresh, relax and to practice yoga. There is also a Green House for nurturing specific plant varieties for students of Botany.
- Vermi-Composting project has been in use and vermin-compost manufactured in the dug-up pits is used to fertilise plants in the campus.
- The college has three Hostel-blocks for 600 Resident Students. The quality and popularity of the college attracts substantial number of students from Punjab, Haryana, Himachal Pradesh, Uttarakhand, Jammu and Kashmir, Rajasthan, Uttar Pradesh, Bihar, Meghalaya, Mizoram, Manipur, etc.
- The college has qualified and dedicated teaching faculty. More than 50% possess Doctoral degrees.
- Wide range of courses offered; 27 Pass Course subjects in Humanities, 14 Honours Subjects, B.Com(Pass Course and Honours), BCA, BSc (Medical, Non-Medical & Computer Science), 11 Post Graduate Courses in Humanities and Sciences, and Job Oriented Add-On courses.
- Well Stocked library with about 90,000 books, journals, magazines and online INFLIBNET facility, as well as department libraries cater to academic needs
- Cordial teacher-taught relationship
- **Excellent Results**; a large number of University Positions
- **Career Guidance and Placements Cell**:The Cell functions as a guidance mechanism for the students to provide them knowledge about various career opportunities available for them as per their educational qualifications. A wide range of activities are organised throughout the year such as preparation for Group Discussion and Interview, guidance regarding CV preparation, expert lectures on Career Awareness, opportunities, personality development, etc.

- **Co-curricular activities:** It is noteworthy that the students excel not only in the academic field but also in the arena of co-curricular activities. Their participation and success in various events and activities is glorious. Their performance in Literary and Debating activities like declamation, debate, quiz, poetry-writing, poetry recitation, essay-writing, elocution; in performing arts like dance, instrumental music, vocal music, Vaar, Kavishri; in Fine Arts and home science events like collage, sculptor, photography, rangoli, dasturi, knitting, pakhi and also in dramatics has been winning laurels for the college. They have excelled at the Zonal, Inter-Zonal and Inter-University levels. Besides the competitions organised by P.U. Chandigarh the students participate in contests organised by other institutions like PEC and other colleges and bring prizes.
- **Community Outreach through Societies:** Holistic development of students and community out-reach through their participation in various Clubs and Societies with an aim to make them better citizens, such as: Drug De-addiction Society, Gender Equity Society, Best out of Waste Society, Community Hygiene and Sanitation Society, Heritage Society, Traffic Awareness and Road Safety Society, AIDS Awareness and Public Health Society, Cancer Awareness Society, 'Prakriti'- Environment Society, 'Epiphany'-Literary Society, Commerce Society, 'Kala Srijan'-Fine Arts Society, 'Rasayanika'-Chemistry Society, 'TechZeal'- Computer Applications Society, 'Jeevansh'- Zoology Society, 'Green Thumbs'-Botany Society, 'Galaxy'-Physics Society, 'Globus'-Geography Society, 'Psychovision'-Psychology Society, 'Prashaasnika'-Public Administration and Political Science Society,
- **Low Fee Structure and scholarships:** The Fee structure of the course is low as compare to Private Colleges. Moreover, meritorious students are motivated by way of scholarships which are given by the governmental bodies as well as by private individuals and agencies. The needy students are also helped by way of Fee Concession and scholarships. Following are the scholarships being given by the college; DHE Chandigarh Administration Scholarship, DHE Punjab Government Scholarship, Punjab State Merit Scholarships for the Disabled, Sanskrit Scholarship, Hindi Scholarship, Sports Scholarship, Nirmal Vasudeva Scholarship, Kirpal Singh Chauli Trust Scholarship, Guru Harkishan Das Society Scholarship, Parbha Kapila Scholarship, Harjinder Singh Scholarship, M.C. Bhatia Award, Pushpa Verma Scholarship, Dharam Rattan Scholarship, Gurdeep Dhir Silver Medal, S.P. Dutta Honesty Award. The members of the faculty have started a fund by the name of 'Sahyog' wherein donations are given generously by the teachers. This fund is used for assisting the needy students for payment of fee and purchase of books and stationery. During the session 2012-13, twenty students benefitted from this initiative and more than Rs. 80,000/- was disbursed for the same.

- **Alumni:**The College boasts of well-placed alumni in diverse fields like civil service, judiciary, police, corporate sector, medicine, technology and research, engineering, business etc. The Alumni Association meets every year and new members join the group making it more vibrant through the participation of different age-groups.

WEAKNESSES

- Inadequate permanent staff (Sanctioned/filled/contract). Out of 146 sanctioned posts, 108 are permanent, whereas 27 are on contract. Additionally, 30 are appointed on contract basis out of other funds.
- Inadequate trained support staff.College has 104 non-teaching sanctioned posts, out of which 73 are presently working on permanent basis and 28 are on contract basis. With changes in methodology, technology and curriculum, support staff requires to be trained. Additional support staff is required with the introduction of new courses.
- High Student Teacher Ratio. In humanities subjects, there is high Student teacher ratio which is in certain subjects is as high as 1:100.
- Less interaction with industry as it is not mandatory as per university curriculum. The main focus remains on finishing the vast syllabi.
- Inadequate research facilities for the faculty.
- No faculty Exchange programs under Govt. policy.
- Lack of Autonomy resulting into administrative delays.
- Insufficient rooms/labs to start new courses. Though a new Teaching Block is planned for the college, but the work hasn't been started due to administrative procedures.

OPPORTUNITIES

- New job oriented course in collaboration with local industry
- Establishment of Research Development Centre a 49 members of faculty possesses Doctoral Degrees and are very keen to carry on with research work in their respective fields.
- Faculty Development Centre for enhancing the skills of the faculty.
- Involvement of faculty in re-structuring the curriculum according to requirements of industry, as many of the faculty are members of BOS and Faculties of Panjab University.
- Autonomous status of the colleges
- Strengthening of Library; digitisation of rare books/manuscripts, subscriptions of reputed national & inter-national e-Journals & e-Books.
- Availability of reputed Companies and Industries in both Public and Private Sectors to enhance industrial collaborations, exposure and employability of students.

- College has abundance of space to construct new teaching blocks, hostels and sports facilities.

THREATS

- Competition due to mushrooming of private universities, professional institutes, technical institutes and private colleges.
- Declining interest of students in traditional courses due to distance learning programs.
- Inadequate trained faculty to fill vacancies.

POST GRADUATE GOVERNMENT COLLEGE, SECTOR- 11, **CHANDIGARH.**

STRENGTH

EXCELLENT REPUTATION

- A Heritage College, with more than 60 years of glorious history (year of establishment 26th May 1953) High Enrollment-4037 (2012-13) for both UG & P.G courses and has shown a continuous upward trend.
- Complete intake of students under various reserved categories S.C(15.4%);S.T(3.3%);O.B.C & differentially abled.
- Increasing Gender parity in student enrolment in Co –educational courses (female male) 2:3(2012-13) (includes only those courses which are Co-educational).
- NAAC Accreditation of UG programmes. (B++ in 2004),(LOI submission date for new accreditation by NAAC is 20/04/2013)
- A preferential institute amongst meritorious students from India and abroad thus providing a multicultural setting.(13 states of India & 5 countries)

HERITAGE INFRASTRUCTURE

- 40 acres Campus o located in the heart of City Beautiful, thus providing it a demographic and geographical advantage
- All facilities catering to holistic development of students.
- Excellent heritage buildings, well equipped laboratories, (for Undergraduate courses

- Networking & Wi-Fi connectivity (partially) for all students and faculty.
- Well equipped library (for undergraduate classes),
- Spacious hostels for male students, guest house and faculty/ staff houses (Warden House, Principal's residence), seminar halls and auditorium.
- Excellent sports and recreational facilities for curricular and extracurricular development.

PROGRAMMES, CURRICULUM AND TEACHING, LEARNING PROCESS

- Student centric Undergraduate (7), Post Graduate (6) academic programmes
- The College offers a high number of Under Graduate Programmes(7)
- Knowledge centric, up-to-date curriculum, implemented with active participation of faculty and students
- A judicious mix of Theory, Practical, & project work oriented teaching learning process.
- Highly flexible (continuous evaluation), open, efficient and learner oriented assessment and evaluation System.
- Availability/Subscription of INFLIBNET[2012-13]

HUMAN RESOURCES AND MANAGEMENT

- Qualified and Competent faculty with 38.5% having Ph.D. degree in sciences, humanities, commerce and professional courses.
- Motivated and dedicated faculty with a blend of high experience coupled with young energetic dynamism
- High level of student involvement in different projects programmes and process of the institute
- Student chapters of many Community Outreach Programme.
- Active Alumni Association.
- Highly transparent, efficient and effective administrative system

An effective Social Protection Cell consisting of

- a) Anti Stress Helpline
- b) Redressal Committee for Physically Challenged student
- c) Foreign Student Advisory Committee
- d) Grievance & Redressal Cell for Student

- e) Anti Ragging Committee
- f) Medical Cell
- g) Guidance bureau for Girl's ; S.C / S.T students
- h) Legal cell
- i) Fee Concession & Student Aid Fund Committee.
- j) Anti Sexual Harassment Committee

UG PROGRAMMES

- High merit cut out in different streams for admission of students in UG programmes.
- Examination and result as per schedule.
- Innovative & Integrated 4 year BPE.D course.
- NAAC Accreditation

WEAKNESSES

ACADEMICS

LACK OF QUALITY RESEARCH

- Although the college boasts of 57 Ph.D, there are still 91 non Ph.D teaching faculties. Though in 2012-13 there were 2 faculty who had been awarded Ph.D , a lot still remains to be done, in terms of improving research capabilities of faculty members.
- Lack of Industry –Academia interface
- Negligible expert lectures and exchange of experts between the College and industry, thus a lack of awareness among faculty members towards latest market/industry , trends and employability avenues
- No Research programme currently being offered by the institution leading to M.Phil & Doctoral degree.
- No funding for Research & Innovation
- No transfer of appropriate technology/ latest know how especially in Science stream
- Lack of entrepreneurship development
- Less number of PG students compared to UG enrolment.
- Quality of students in PG programme not as high as in UG programme

- Low employability and placement specific to ITES sector.
- Courses/ Syllabus not Job Centric & Industry Specific.
- Revision of syllabus is not time bound, & industry specific.
- Lack of accreditation for PG programmes
- Weak research culture and no administrative initiative to facilitate a development of culture
- Absence of collaboration and networking with R&D laboratories and industrial R&D houses, in Science & I.T stream.
- Lack of high end and value added technology labs and supporting infrastructure for the same.
- No self generated R&D reports and publications
- No patents
- No ear marked funds to promote Research,
- No clarity and uniformity in administrative policy guidelines regarding being treated as on “ON DUTY” or spate /earmarked fund for the faculty to participate/present papers at National & International workshops/ conferences, /symposia,/ seminars, held in India and abroad.

INFRASTRUCTURE

- No girls hostel
- No Quality Research Labs for any programmes
- Paucity of Lecture Theatres
- No interactive smart Class room
- No Campus Wi-Fi connectivity for students & Faculty
- No separate cubicles for the faculty members to pursue academic & research work

OPPORTUNITIES

- Good infrastructure and expertise to initiate new programmes like proposed Post Graduate teaching in various disciplines. (after necessary approval from Panjab University & Chandigarh Administration)
- Interdisciplinary Research Centre offering M.Phil & PhDs degrees.
- High scope for R&D and consultancy projects.

- Collaboration and networking with industries, industrial associations, R&D laboratories and national and international technical institutions and universities, by signing MOU's with them.
- Potential for creating "Centre of excellence" in existing & new and interdisciplinary areas of Science & Humanities
- Modernization of library through digitization and RFID
- Enhancement of quality of education through training and knowledge up gradation of faculty and staff (Encourage faculties participation in International/NationalSeminar/Symposia/workshop/Conferences/Summer & Winter School, for knowledge enhancement & pedagogical updation)
- Improvement in operational efficiency of academic and administrative systems through enrichment programmes for senior administrative college functionaries.
- Renewed Accreditation by NAAC for existing accredited UG & P.G Programme.
- NAAC accreditation for existing (non-accredited) U.G & P.G Programmes.
- Innovative practices to improve performance of weak students/under privileged students

THREATS

- Mushrooming growth of private institutions offering under graduate & post graduate programmes, followed with high decibel media campaign to attract potential students.
- Establishment of collaborative or independent campuses by foreign universities, thus chances of drain of quality students.
- Rigid government rules and regulations, leading to slow pace of administrative and academic change.
- Slow pace of Infrastructure development.

POST GRADUATE GOVERNMENT COLLEGE FOR GIRLS, SECTOR- 42,
CHANDIGARH.

STRENGTHS

- Excellent infrastructure resource in terms of classrooms, playgrounds, laboratories , and library
- Qualified faculty and Quality Teaching
- Diverse faculty in terms of ethnicity and gender(25% regular staff are males and 75% are females)
- Placement Record
- Active and Supportive Alumni Association
- ICT facilities and smart class rooms
- E- Content material on college website
- Dedicated and experienced support staff
- Scholarships and awards and fee concessions to the deserving students
- Voluntary contribution from faculty towards fees of many students
- Diversity in the academic courses at UG/PG
- Community outreach activities like adoption of Khajeri village by our college
- Geographical location catering not only to the students of Chandigarh but also neighboring states of Punjab and Haryana and other states
- Excellent reputation in terms of discipline, quality teaching, sports facilities and academic results and teacher –student relations
- Horizontal Academic movement because of availability of Nine add on courses in diverse areas
- Humane teacher student relations is what our college is famous for
- Representation in academic bodies like BOS, Academic Council, Faculties , Finance Board , Dean , Senate ,Syndicate at the University level
- Active involvement of staff in Research Projects/activities financed by UGC, ICSSR/ DST.
- Collaborations with NGO's for carrying on social service and community outreach services
- Remedial classes for SC/ST /OBC and weak students in specific subjects like Maths, Science, Economics and Accountancy etc
- State of the art sports facilities and Incentives for our athletes.

- Hands on experience of market scenario through OJT and industrial visits, surveys
- Active participation of College Student Council and Society Office holders in organizing various academic and co-curricular activities.

WEAKNESS

- Shortage of permanent faculty in almost all subjects(we have 92 regular and 52 contractual faculty members)
- Low emphasis on research as there are no incentives available at present
- Lack of appreciation & recognition to faculty members
- Relatively slow responding curriculum process as the curriculum is decided by the university in Board of Studies for each subject
- No control over enrolment of students in various courses like Sociology, Political Science etc
- Aging technology and equipment in some of our laboratories
- Inadequate facilities for student activities-our auditorium is still in progress
- Website not responsive to user needs
- Faculty load inequities because of shortage of staff leading to inadequate time for mentoring and research
- Non skilled supportive staff
- Lack of financial aid for PG Students to carryout research or work as research assistants along with senior faculty
- Poor Industry – Institute Interaction because of lack of technical and managerial skills among our students
- High student teacher ratio in class makes it almost impossible for faculty to understand specific needs of each student
- Lack of infrastructure for the faculty for research purposes
- Availability of Public transport to the college
- Limited seats in our Hostel (267 seats against a demand of 900 applicants)
- Rigid and non industry suitable curriculum resulting in low employability of students

OPPORTUNITIES

- Opportunity to use its reputation for quality education
- Geographic location to develop new courses opportunities
- Diverse faculty with international linkage can be used to develop student study abroad opportunities
- Long – term realignment of the placement office with different companies provides an opportunity for better placements services
- Broad based disciplinary bases of the curriculum provide opportunities for cross curricular synergies to connect and develop partnerships with the community and diverse array of agencies
- Ability to secure cutting edge funding from UGC/other state and National agencies
- Community interest in academic programmes provides opportunity for quality inputs.

THREATS

- Competition from other college with diverse academic opportunities and resources for students
- Limited number of qualified applicants for faculty position in certain courses like Biotechnology, Bioinformatics, Microbial Science, Mass Communication etc.
- External pressure to cope up with growing students numbers
- Low salary of contractual faculty members
- Limited funding for research and infrastructural improvement
- State of art facilities of other institution amplify the aging facilities
- Political Pressure
- Misperception and myths what the college does in terms of academic and scholarly activities
- Changing demographics of students making difficult to fill allocated seats
- Commercialization of education
- Economic and socio cultural factors
- Mushrooming of coaching centres
- Non fulfillment of posts falling vacant due to retirement of senior faculty.
- Building teacher – student relation – mentoring as size of the classes is too big
- Integrating university curriculum to the changing needs of industry

GOVERNMENT COLLEGE OF COMMERCE & BUSINESS
ADMINISTRATION, SECTOR- 50, CHANDIGARH.

STRENGTHS

- New College scope for growth
- Smart Classrooms
- Use of E Content for Imparting Knowledge to the student
- Young dedicated Faculty with new Ideas, Zeal and Enthusiasm

WEAKNESS

- Shortage of Space for starting new courses---waiting to shift to new and permanent college building
- No regular faculty of the college—Creation of posts is awaited
- Sometimes Young faculty sometimes lack experience and vision to handle situations
- Do not have Hostel facility of our own within the premises which is a hindrance for the students to take admission in our college
- Do not have Bus facility of our own to transport the students from other hostels to the college to attend classes, to ferry the students to other Institutes to participate in various Institutes.
- Fee and Other Remuneration of self financed courses and other courses are not revised regularly to meet the expenses.
- Lack of competition due to the absence of other subjects sometimes makes the student overconfident/ lack interest in something very relevant to their branch of knowledge.
- Sometimes same students involved in similar activities make it monotonous and will to give the best is lost... can also lead to over confidence

OPPORTUNITIES

- Every student is given the platform to study at his /her own pace beyond classroom teaching
- Every staff member provided with democratic environment to conduct the activities and for professional growth
- Access o IN FLIB NET for all to carry on research activities and prepare E content for staff and students to prepare their projects.

- Help the students in counseling on carrier opportunities after graduation
- Help the students in preparing for soft skills and Group Discussions and personality development
- The students are provided facilities for physical fitness by playing in college teams or in free time in team activities
- The management fest helps the students to learn to handle stress and team work and managerial skills by planning and execution of the fest
- The participation of the students in various college and Inter college competitions helps the students to compete and gain confidence ,above all to widen their horizon through exposure
- The assistance is also provided to the students in placements in banks, hospitality, Insurance, police dept. Retail etc.
- The students in the annual functions are also awarded prizes and college colours and a role of honour for their outstanding achievements.
- The students select their leaders through elections and this helps them to select their leaders democratically who help the staff in the college administration
- The societies working on Drug Awareness, Against Gender Discrimination, Save the Environment, Literary Society, Management Society, Help the students to question the discrimination, work towards elimination and understand the society by indulging in Community Outreach Programme and working with them and understanding them and getting sensitized to the societal Issues

THREATS

- If it remains a single Department college for long it may lead to autocratic style of working which may not be good for the development of the Institute
- If the regular faculty is not appointed in near future, the contractual staff feeling insecure about their future may not be able to give her/his best and look for other opportunities and move out with a fear of not being regularized and the Institute may lose a good teacher.
- The staff members and the non teaching staff when only for one Dept. have to do re evaluation of his/her own activities/achievements and the judgment of self

may not be able to find the missing links and scope of improvement may be limited.

- Whenever there are no alternatives it would promote an opinion that may be compromising with his/ her own objectivity
- Whenever due to unavoidable situations/ circumstances/ close relationship, staff members may become sympathetic to some and unsympathetic to the interest of others
- Too much familiarity may threaten objectivity among the teaching and non-teaching staff members
- If the fee structure especially of self financed courses is not revised regularly and does not keep pace with the price Index the institute will not be able to sustain on its own and not be able to pay different kinds of remuneration and provide facilities to the staff and students

POST GRADUATE GOVERNMENT COLLEGE, SECTOR- 46,
CHANDIGARH.

STRENGTHS

- Computerized library
- Infilbnet membership
- UGC Network resource centre
- Enabling Unit
- Trilingual teaching
- PG Course M.Com.
- Personality Development Programme
- Enhancement of infrastructure
- Student participation in college administration through student Council
- Book bank
- Entry in services/NETSLET/Remedial Coaching classes for SC/ ST'S/ OBC's/ BPL/ Minorities/Women
- Promotion of research
- Achievement in cultural activities

- Societies to promote academic excellence
- Smart class rooms
- Wi- fi enabled Campus
- College Auditorium

WEAKNESS

- Lack of Student's centre
- Lack of Hostel building on the college campus
- Insufficient sports infrastructure
- Lack of Department Libraries

OPPORTUNITIES

- ICT facilities can be increased
- To start to Science classes
- More PG Programmes can be started
- Research Center opportunity
- Ph.D.Programmes can be started
- The calibre of faculty can be utilized for further research
- To get more funds from the UGC
- Better research avenues for staff and students

THREATS

- To complete civil works
- Self-defence for girls
- More funds and grant from UGC and other Bodies
- Affiliation from the Panjab University for various PG Programmes
- Approval by the Panjab University for Ph D supervision by college faculty

GOVERNMENT HOME SCIENCE COLLEGE, SECTOR- 10, CHANDIGARH.

STRENGTHS

- Chandigarh has potential to be the hub of education and UT Administration is determined to create some world class institute.
- Himachal Pradesh, Punjab, Haryana, Uttaranchal are the catchments area of northern India for Delhi in respect of Education and medical diagnostics and treatment.
- The institution is well strategically located in the city, Chandigarh and easily accessible within the city. The city is well connected with other cities of the country and overseas through air, rail and road transportation.
- The institution is a professional college and it has specialized postgraduate courses (M.Sc./Diploma) in three major streams.
- The campus is lush green and pollution free.
- The college has very good reputation in the courses that it offers and is a brand in itself.
- The course curriculum is formulated keeping in view the market requirement and placement of the students.
- The college has been updating its Undergraduate as well as Postgraduate curriculum from time to time keeping in mind the new advancements in the field and the need of the hour.
- The institution is a professional college. The courses that are offered have high placement in the market.
- The college alumni association is very active and provide its feedback regularly for the betterment of the college functioning.
- The college is equipped with smart class rooms, computers, and instruments.
- There is adequate infrastructure to facilitate students overall development.
- The college has dedicated and highly qualified staff which is a good mixture of young energetic & enthusiastic as well as experienced & visionary faculty members.
- The college has been consistently maintaining good liaison and networking with professionals from diverse fields from both national and international arena.
- The college is involved in various grass root activities for the welfare of society in general and slum dwellers, village ladies, senior citizens, street children,

special children, drug addicts, defense personals, and disadvantaged people in particular.

- The college has worked hand in hand with Chandigarh administration on various welfare programs for the school going population such as curriculum development and teacher training for preschool children, career counseling for school children, workshops and seminars pertaining to psychosocial wellbeing of adolescents, development of psychological tools, to name a few.
- The college is running counseling cell for the welfare of college students and public in general. The college has successfully organized International and national conferences, workshops, seminars in the past few years.

WEAKNESSES

- College does not have scholarship for economically weaker section of the society other than SC/ST/Minorities.
- Lack of seed money provision for research and development activities.
- No emergency exit as per the requirement of disaster management manual.
- The building is not disabled friendly with no ramp/lift.
- Hostel hour are restricted.
- There are no additional funds for research.
- Research publications are limited.
- There is very limited research Journals in the Library.
- Ph.D. enrolments are almost nil.
- There is no separate financial provision for research and participation in seminars/symposiums etc.
- There is no provision for duty leave for academic purposes including research and participation in seminars/symposiums etc.
- Campus placement procedure is negligible as there is no separate allocation of finances.
- International collaborations are lacking.
- The expertise of visiting professors is not available in the college.
- There is no guest house for visiting academicians and parents of hostlers.
- No campus accommodation for teaching and non-teaching staff.
- Common room for teaching, non-teaching staff and students is not available.

- Number of permanent teaching staff is less than the sanctioned posts.
- The college is not an autonomous body.
- Interdisciplinary interactions and collaborations in research and development among the departments are rudimentary.
- No specific rules have been formulated for availing consultancy services.
- Labs to land programs are absent.
- Parking facility is inadequate.
- Modernization of present building needs to be done to cater to new equipment and courses.
- It does not offer Post graduation in Interior Design and Resource Management program which is one of the integral branch of Home Science College The infrastructural requirements are already there and the scheme of studies and syllabus have already been approved by the competent authorities.

OPPORTUNITIES

- The human resource developed by the institute will have an impact in various industries and institutes such as:
c) Entrepreneurship, Agro industries, Biotech industries, Pharmaceuticals, Hospitals
and Diagnostic laboratories, Food industries. Fisheries, Soap industries, Wine industries, Non conventional Energy development, Govt. Research and Development institutes, Contact Research Outsourcing and NGOs.
- Providing Model OPD Services for counseling from Monday to Friday 09AM-01PM. In Nutrition Management, Psychology and Genetic Disorders for the population of Chandigarh, Himachal Pradesh, Punjab and Haryana for better health and disease management, to reduce the burden of medical expenditure on the exchequer.
- M.Sc. and Advanced Post Graduate courses in DNA Fingerprinting and Molecular Diagnostics and allied subjects will generate human resource for the world market.
- The DNA Diagnostic wet Laboratory by providing service in India and abroad will generate revenue for the institute.

- Punjab, Haryana and Himachal Pradesh, Uttaranchal are rich in biodiversity and requires authenticated diagnostic facility to protect its right. DNA fingerprinting for the authentication of rice “Basmati” is mandatory since 2007 for its exports. Punjab, Haryana, Uttaranchal are the largest exporter of the “Basmati”. No private laboratory exists in India who can provide commercial DNA fingerprinting service (non forensic).
- Market research has shown that DNA Diagnostic Laboratory has high growth potential. The Labs will offer the following services in Molecular Diagnostics using a battery of DNA markers for –DNA database, Plant DNA analysis, DNA sequencing, Paternity establishment, Human identification, Sequence specific diagnosis of different diseases.
- The wet lab will also generate employment and revenue for the institute. One-tenth of the successful students getting degree from the institute will be absorbed as trainee scientists in the laboratory. Internationally accredited Wet Lab will offer the most cost effective service and be the natural choice and industry leader through continued technical research and innovation.
- No organization under single roof is providing the facility for service and human resource development in Nutrition Sciences, Genetic Counseling, DNA fingerprinting, applied genetics and diagnostics.
- The Institute will utilize a high degree of automation. This will enable easier quality control and process accreditation.
- The placement record of Post graduate students of the college is very high.
- The college can be involved more in interdisciplinary projects.
- Placements fair can be under taken by the college.
- The college has planned to approach funding agencies for research projects in order to contribute to the society in a better manner.
- The institute has smart classrooms, well equipped labs, seminar room, conference hall, administrative block etc. which can be utilized for new courses as well.

THREATS

- Total students intake is less than the sanctioned strength because new colleges and universities are coming up.
- Lots of private institutes which offer similar kind of regular as well as distance educational programmes are mushrooming with lucrative placement offers which attract young minds.
- The administration is not providing regular faculty (teaching and non-teaching) which is directly affecting the quality of higher education

GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20, CHANDIGARH

STRENGTH

- Only Teacher Education Institute run by UT Administration, affiliated to Panjab University.
- Only Teacher Education Institute with access to World class facilities available in the Hi-tech city of Chandigarh
- Only Teacher Education Institute with close proximity and collaboration with Panjab University and its resource availability.
- Only Teacher Education Institute in the region with more than 25 fully qualified (23 holding Doctoral degree) Teacher Educators.
- Only Teacher Education Institute with strength of 335 plus in the region.
- Only Teacher Education Institute with huge lush green and pollution free campus area and infrastructure.
- The institute is centrally located in the city, Chandigarh and easily accessible within city. The city is well connected with other cities of the country and overseas through air, rail and road transportation.
- The institution is a professional college. The courses that are offered have high placement in the field of Education.
- The college have very good reputation in the courses that it offers and is a name of repute in itself.

- The college had been revising its Undergraduate as well as Postgraduate curriculum for keeping it updated as per the advancement in the field.
- The college is operational with smart class rooms, well equipped laboratories, computers, instruments and a rich library.
- There are adequate human and non human resources to facilitate overall development of students.
- Institute has dedicated, highly qualified and visionary faculty members.
- The college has been consistently maintaining good liaison and networking with professionals from diverse fields form both national and international arena.
- The college is involved in various grass toot activities for the welfare of society such as Awareness Programmes, Rallies, Blood Donation camps, National Immunization Campaign, classes for economically weaker children and disadvantage people in particular.
- The college is running Guidance and Counseling Cell for the welfare of students.
- The college has successfully organized national conference, workshop, seminars in the past few years.
- The college students had been consistently achieving laurels in various curricular and co- curricular activities at various levels llike zonal, inter zonal and national.
- The college has a very rich library with 37751 books including Reference collection, Encyclopedias, Dictionaries, Handbooks and Survey etc. Book bank facility is also provided to needy students. From this year to approach e-books and e-journals INFLIBNET has been subs bribed for college faculty and M.Ed. student. Sever for Library has also ben added. It has rare books section also.
- The college provide scholarship for economically weaker, SC/ST/ Minorities and physically challenged students.

- The college organizes various lectures, talks for students on various academic and social issues.
- The college has its own Placement Cell which has a good record for appointing its students in various institutes of good repute. The cell is actively responding to the various urgent calls made by the different educational institutions regarding their demands for teachers, lectures.
- The college has an anti ragging cell and committee for addressing sexual harassment to safeguard the students.
- The college provides fee concession to economically weaker students.
- We take pride in publication of our Research journal “ The Educational Beacon’. It features articles/ papers on various educational issues related to Teacher Education, ICT and School Education. The publication of the Journal is a realization of the dreams and culmination of hard work.
- The college has a fully equipped Language Lab.
- The college has three units of NSS with the enrolment of 100 volunteers each. Village Kajheri is the adopted village of college.
- Red Ribbon Club of college is actively working for eradication of AIDS from the region.
- Faculty Development Programmes have become an annual feature of the college. It helps the faculty to be aware of many vital issues of education, teacher education and need for teacher’s self- renewal for meaningful educational efforts at all levels in general and as teacher educator in particular.
- Students participate in various skill in teaching and teaching aids preparation competition which have been organized at Zonal and inter Zonal levels.

WEAKNESS

- The duration of course of Bachelor of Education should be increased to two years so as to refine the teaching skills and competencies of pupil teachers.

- Modernization of present building needs to be done to cater to new equipment and courses.
- Duration of library is limited to 9 a.m. to 4 p.m.
- The building is not disabled friendly with any ramp/ lift.
- There is very limited research Journals in the library.
- There is no separate financial provision for research and participation in seminars/ symposium etc.
- There is no provision for duty leave for academic purpose including research and participation in seminars/ symposium etc.
- There in no additional funds for research publications.
- Campuses placement procedure is negligible as there is no separate allocation of finances.
- International collaboration are lacking.
- The expertises of visiting professors are not available in the college.
- Campus accommodation available only for hostel wardens.
- No staff Car available with the institution.
- No staff van/ Bus available for small groups for conducting field work.
- Common room for non-teaching staff and students is not available.
- The college is not an autonomous body.
- There is no guest house for visiting academicians and parents of hostlers.
- There is no provision of medical practitioner to take care of health needs of hostellers and day scholars.
- Interdisciplinary interaction and collaboration in research and development among the department is lacking

OPPORTUNITIES

- Research Centre for facilitating research ventures is required.
- Resource Centre needs to be strengthened for research and innovation.
- Alumni interaction need to be strengthened.
- The college can be involved more in interdisciplinary projects.
- The college has planned to approach funding agencies for research project in order to contribute to the society in a better manner.
- The institute has smart classrooms, well equipped labs, seminars room, conference hall, administrative block etc. which can be utilized for new courses in field of school education, Distance Education, inclusive education and Adult education etc.
- As the curriculum is market friendly, the placement record of Post Graduate students of the college is very high.
- Need to bring academic and evaluation reforms like Semester system, Grading system, Choice based credit system and flexibility in choice of teaching subjects.
- More emphasis should be given on Research in methodology of teaching of Pupil teachers and Teacher Education.

THREATS

- Lots of private institutes which offer similar kind of regular as well as distance educational programmes are mushrooming, thus deteriorating the quality of education.
- A number of teaching and non teaching posts are laying vacant which are affecting the quality of education.
- With the abolishing of an entrance test for admission to College of Education, the admission criteria being merit based, a large number of students form other

states with high merit but poor standard of education get admitted, thereby adversely affecting the result of the institution.

**GOVERNMENT COLLEGE OF YOGA EDUCATION & HEALTH, SECTOR-23,
CHANDIGARH.**

STRENGTH

- Only Government Teacher Education College in the field of Yoga, run by U.T. Administration affiliated with Panjab University, Chandigarh.
- The institution is a professional college and it has specialized Post Graduate Diploma in Yoga therapy.
- The campus is lush green and pollution free.
- The institution is centrally located in the city, Chandigarh and easily accessible with the city. The city is well connected with other cities of the country and overseas through air, rail and road transportation.
- The courses of this college offered well placement in the field of Yoga Education.
- The college is equipped with computers instruments, laboratories, steam bath, Sauna bath and Jacuzzi.
- There is updated infrastructure for providing yoga facility for general masses.
- The college has been venue for State Yoga Festival, state and National Yoga Competition national conferences, yoga campus, meditation sessions etc.
- The college holds round the clock yoga classes for the general public at very nominal costs.
- The college has very good reputation in the courses that it offers and is a name of repute in itself.
- The college has very rich library including Encyclopedias, Dictionaries, hand books and other references books.

- We have established closer liaisons with national level institute viz. Moraji Desai national Institute of Yoga, Dhanwantri Ayurvedic College, Regional Institute of Mental Retardation. They assist us in Professional training of our students as well as involve our students in short term placement.
- The college has Anti-ragging cell and committee for addressing sexual harassment to safeguard the students.
- The college provides fee concession to economically weaker students.
- Red Ribbon Club of college is actively working for eradication of AIDS from the region.
- College also provides consultancy service in the fields of Yoga Therapy and Shatkriyas at subsidized rate.
- Modern facilities like sauna bath, Jacuzzi bath and Stream bath are provided to the general public at highly subsidized rate under hygienic conditions.
- The college provides various extension lectures for students and staffs.
- The college organizes Yoga awareness drives for general public , students and staff from time to time.
- The college runs sub centers for yogic activities through out the cities.
- The college readily provides professional assistance in yoga awareness and training activities at different institutions from time to time. Our clients includes prestigious institution Regional Institute of English, Panjab University, Chandigarh, national Institute of Technical Teacher Training Research, regional Institute of Mental Retardation etc.
- Provide yogic facilities, Education and assistance to the school of the zone are in a routine of the college.

WEAKNESS

- Regular appointment for the post of Principal of the college is required.
- Regular appointment of Professors, Associate Professors and Assistant Professors for the college are required.
- Available office staff is inadequate according to needs and nature of college.
- No promotional avenues are there for the existing staff.
- There is no hostel facility for students in the premises.
- No seminar room available.
- Common room for boys is not available in the college.
- Parking facility is inadequate.
- Inadequate number of hails required for yoga activities for students as well a public.
- International collaboration is lacking.
- No auditorium hall facility available for conducting the functions of the college.
- College premises is being shares with sports department for swimming and squash rooms which creates lots of disturbance.
- Exclusive spacious premises for the college is highly desired towards North East side of the city preferably.
- Smart class facilities needs to be updated.
- Research facilities and funds are not available for the faculty.
- There is no medical room as well as medical professional available in the campus for proving first aid in case of emergency.
- Individual faculty rooms are not there for all the members.
- There is no lobby as well as guest house for the visitors.

- More courses in Yoga need to be introduced (Post Graduate and Degree Level Professional Courses, under Graduate Level Yoga Courses and hobby courses).
- No emergency exist as per the requirement of disaster management.
- Overall manual infrastructure needs improvement.
- Proper Canteen facilities are not there.
- No staff car available with the institution.
- Common room for non teaching staff is not available.
- Computer lab needs latest infrastructure.
- Faculty and students exchange programmes at national and international level is not there.
- Employability opportunities for students needs to be created.
- There is no yoga research/ journal/ magazine/ bulletin published by the college.
- No campus accommodation for teaching and non teaching staff.
- The building is not disabled friendly with no ramp/lift.
- There is no separate washroom and changing room for the general public as well as students.
- Bathrooms with elaborate change room and locker facility (separate for boys and girls) being constructed keeping in mind the nature of the courses.

OPPORTUNITIES

- New courses viz M.Ed (Yoga Education); M.Phil (Yoga Education) and Ph.D (yoga Education) can be initiated as none of them exists in North India and nor does any college/ Department affiliated with Panjab University offer it.
- Research Centre in Yoga Education, with a scope to become nodal centre for dissemination of activities and information in Tricity (Chandigarh, Mohali,

Panchkula) and the states of Punjab, Haryana and Himachal Pradesh can be established.

- Chandigarh being a world class city, International alliance with foreign University and Embassies can be established for arrangement of short term and long term courses in Theory and practice Yoga.
- Liaisons can be established with the interdisciplinary fields viz. medicine, alternative medicine, psychology, Para psychology, philosophy, Indology, Culture and Art.
- Market friendly commercials packages of Yoga Sadhna can be introduced for aspiring sportspersons, theater and cinema entrants/ professionals, cosmetology, professionals corporate sector workers, Administrators and other high stress related workers.
- Association with Naturopathy, Ayurveda mass awareness drives about correct practice of yoga and its benefits can become a regular feature through organization of yoga week and mobile yoga awareness camps in schools/ college/ communities/ public places.
- Despite the introduction of yoga subject in NCF 2005, Majority of the school have not introduced yoga as a subject. The Government Policy frames may be directed to introduce Yoga as an independent subject at school level.
- The college should be upgraded into autonomous Yoga Education University in the long run.
- Panch Karma centre can be established in the college premises under public private partnership scheme.

THREATS

- U.G.C Net in Yoga has not been introduced at National Level there by diluting entry level of Assistant Professor in Yoga.
- National Level Yoga University, which deals with holistic aspect of yoga has yet not been established there by leading to lack of desired direction in field of Yoga.

- Absence of clear cut sound directions in field of Yoga Education is leading to fragmented approach in the area of Yoga education and the college remains no exception to that.
- There is absence of independent Yoga Department in the majority of Indian University including Panjab University.
- Sub standard, non accredited mushroom growth of Yoga institution is posing a serious threat to the qualitative yoga education institutes like ours.
- In the absence of Yoga Education accreditation council/ body at national level the college has to be dependent for its qualitative direction on bodies like NCTE, Ayush (which deals only with medical aspect of yoga), sports council etc.
- There is dearth of sanctioned posts for the college for both academic and non academic staff which makes the functioning of the college extremely difficult.
- In the light of the massive rapid expansion in the field of Yoga Education and allied activities that present campus is such going to be inadequate therefore future expansion plans of human and material infrastructure should be initiated right now.
- Introduction of competition culture in Yoga (both by the universities as well as national level autonomous as well as self styled Yoga bodies/ association) is negating the very spirit of Yoga Education which promotes inner peace and co-operative co existence.
- Over commercialization of Yoga is reducing this ancient discipline into quick result oriented physical activity only instead of a discipline which promotes holistic well being of the individuals as well as the society.

REGIONAL INSTITUTE OF ENGLISH, SECTOR- 32, CHANDIGARH.

STRENGTHS AND OPPORTUNITIES

The RIE has an excellent faculty as many of them have had international training in their field. The faculty is trained to handle a variety of areas efficiently. The

institute has been striving to widen its scope by adding more programs and it has the potential to introduce programs such as MA (General Linguistics) and MA (Applied Linguistics), MA (Translation), B.Ed (English) and more general programs such as Personal Development for college students and general public. The institute also has a very good library in the field of English language teaching and English literature which is a great aid for development of human resources. Apart from the latest books in the library, it also has two language labs with 30 computers each which are sufficient for the students of existing courses. The software installed in the computer labs is also very good. In addition, the location of the institute i.e. Chandigarh is a positive point as it is within the physical reach of all the states it caters to. It needs to be mentioned that Chandigarh Administration has also sanctioned an additional building in its campus.

Although the RIE is essentially an institute for promoting teaching and learning of English, it is planning to start another program i.e. MA Translation Studies which will prepare students for job opportunities in translation bureaus, government departments, media, newspapers, publishing houses etc.

India being a multicultural and multilinguistic society, there is need to promote these languages and cultures through some kind of multidirectional institutional support. For this, the Institute will need to diversify by introducing taught courses at various levels for the languages of the region - Punjabi, Dogri, Himachali, Urdu in addition to Hindi. The Institute dreams of transforming itself to a LANGUAGE UNIVERSITY in near future, a one of its own kind in this region. (Refer Proposal attached)

Another important addition will be B.Ed (English) for raising competent cadre of English which is the need felt across the country. The RIE already caters to the needs of in-service training and by adding B.Ed to its programs; it will also cater pre-service training needs of English teachers. It is also important for the vertical integration of pre-service with in-service and MA (English). MA (English) students can opt for B.Ed (English) at the RIE if they plan to go in for teaching profession.

WEAKNESSES AND THREATS

However, with addition of more programs, the RIE will need additional space to accommodate the programs envisioned above. Though the Institute faculty is competent to fill up the gaps between the education sector and the employment scene, the institute will definitely require more faculty at all levels – Professor, associate professors and assistant professors for better functioning. The resources of RIE – the library, the computer lab will need more material. The Infrastructure will need to be improved and will require another building with fully equipped classrooms for all the programs mentioned above. The NCTE, Regional office, Jaipur gives affiliation only if there is a separate building and faculty for running a B.Ed program. The RIE will therefore require an additional building with two separate hostels, well equipped smart classrooms, additional language labs and software keeping in view the globalization trends and the need to provide doorstep education and modernization, Wi-Fi internet enabled campus, books and other necessary infrastructure such as guest accommodation, spacious parking, sports and entertainment facilities, warden and faculty and help staff accommodation.

However, without the above mentioned requirements, the RIE will not be able to go for the expansion and may not be able to realize the potential it is capable of.

MCM DAV COLLEGE FOR WOMEN, SECTOR-36, CHANDIGARH

STRENGTHS

- The reputation of the college as one among the topmost women college in the region for nearly four decades.
- Advantageous location in the center of the city, surrounded by garden on all side. Its green ambience is an assets.
- Imposing building and state of the art Infrastructure facilities including a well stocked digital library, cyber café and laboratories.
- Safe and comfortable hostel facility – a home from home – offering residential comfort, safe environment and modern facilities to nearly 1000 students.

- Caters to the academic ambitions of the stakeholders at the under graduate and post graduate level through a variety of streams (humanities, commerce and science)
- Post graduate courses in subject most popular with the girl students.
- Awards/ Incentives/ Cash prizes to university position holders in academics, sports and cultural activities.
- Quality teaching, innovation pedagogical techniques and technologies. Highly qualified, dedicated and experienced faculty.
- Caters to the vest takers in the tricity – no dearth of aspirants for admission.
- Finest result in Panjab University. Top positions in many streams in PU testify level of quality teaching.
- An impressive number of faculty members motivated in their careers and conscious of research and changing dynamics of higher education.
- Initiating research at Under graduate level.
- Experienced support staff.
- A long list of highly placed and widely recognized alumni.
- Grievance redressal/ anti ragging and counselling cells.
- Community outreach activities (Rotaract, NSS, Arya Samaj)
- Placement cell
- Key emphasis on teaching beyond class room- regular workshops and industrial visits are conducted.

WEAKNESS

- No International Linkages or MOUs.
- More infrastructural facilities are required.
- Paucity of funds.

- Limited facilities for research.
- Lack of transport facility to cater to other areas in the vicinity.
- Needs for a larger grant-in-aid faculty to cater to the rush of stakeholders. Appointment have been restricted by the Punjab Government since 1986.
- Limited facility to the faculty (Reading Room/ Internet/Xerox/ Infibnet/ Projectors/ Computers)
- Limitation of covered land area as per the norms of Chandigarh Estate Office for further construction.
- Equipment and instruments needs to be upgraded.

OPPORTUNITIES

- Located in Chandigarh which is the educational hub of North India.
- The presence of a huge number of model school, play schools and coaching centers, Degree/ Professional and Training colleges apart from, Panjab University attracts large crowds of students from across the region.
- Since Chandigarh has emerged as a major centre for medical care with multi-specialty hospitals such PGIMER, Govt. hospitals, Fortis, Mukut, Alchemist and many others, it has generated a huge opportunities of employment.
- As the capital of two neighboring states which have their industrial centers in Mohali, Panchkula and Chandigarh along with Rajiv Gandhi Technology park, Chandigarh offer a plethora of opportunities to local students in industry.
- The presence of Panjab University offers wide opportunities for research in almost every discipline- Humanities, language, Science, Medicine, Engineering and Commerce.
- Since the college is a post graduate institution and has potential to become a research centre, it can offer research facilities to both post graduate students and faculty.

- Chandigarh is a young city where latest technology is easily available. It is easy to procure pedagogical aids, equipment and gadgets to facilitate effective teaching.
- Being a college for women, it offer a wide range of resource personnel in domestic fields who can also contribute in GDF.

THREATS

- Inclination of students to opt for technical courses.
- External pressure for seats in course/ hostels.
- Limited funds and grants to future innovation and collaborative initiatives from outside agencies.
- Non- existent financial support (scholarship) for SC/ST, OBC, poor students from the state/ local government.
- Large turnout of unskilled graduated with limited chances of employability.
- Lack of resources can lead to lack of initiative and making the best of resources.
- The fee structure is decided by PU where the rate of increase too low to meet the growing expenditure owing to inflation.

DEV SAMAJ COLLEGE OF EDUCATION- 36, CHANDIGARH.

STRENGTHS

- An institution with 34 years of rich history and heritage in the training of women teachers.
- Highly supportive management and Principal
- Good instructional facilities
- College community partnership is good
- Good performance of students in the university examination and getting 1st and 2nd ranks in B.Ed. and M.Ed. every year.
- Learned faculty

- Enhancement in M.Ed. intake from 35 to 50 seats in first year and total 100 in two year programme.

WEAKNESS

- Consultancy not formalized.
- Books and references for B.Ed., M.Ed., PGDG&C and research programmes can be added.
- More number of computers to be made available considering the strength of students
- Physical facilities and infrastructure needs to be improved for raising funds for the college.

OPPORTUNITIES

- The college can exploit the potential of Alumni association
- Introduction of latest teaching techniques and strategies in teaching practice
- Research projects are undertaken by the faculty under UGC scheme and some are under pipeline.
- To strengthen the Ph.D. programme in Education and make the college a Research centre for Ph.D.
- UGC may be approached to start NET-SLET coaching centre for weaker sections.

THREATS

- Introduction of two-year Degree Programme of B.Ed and M.Ed by NCTE
- Extra financial burden on college for appointing additional faculty for B.Ed and M.Ed course
- Extra burden of two years on students for attaining B.Ed and M.Ed Degree
- Extra financial burden on students for attaining B.Ed and M.Ed Degree
- Mushrooming of self-financed colleges of Education

GURU GOBIND SINGH COLLEGE FOR WOMEN, SECTOR- 26, CHANDIGARH.

STRENGTHS

- Diversity in courses at UG/PG level
- Quality teaching

- Well qualified faculty
- Updated learning resources
- Extension activities
- Excellence in the field of Sports
- Scholarships and awards
- Support services

WEAKNESS

- Intake of students with low proficiency level
- Weak placement opportunities
- Increasing Drop-out rate especially in humanities
- Aging technology
- Lack of ICT facilities
- Lack of interest in research and consultancy activities
- Weak Alumni base
- Lack of industrial linkages
- No provision for coaching for UGC/CA/CS/Banking and other competitive exams
- No short term vocational or add on courses

OPPORTUNITIES

- Since the college is running three PG courses successfully, it has the potential to set research centers in these faculties
- Existing infrastructure can support the establishment of short-term/add-on course
- Add-on courses, Short term courses will help in improving linkages with industry.
thus provide employability.

THREATS

- Competition from other colleges, especially Government Colleges due to variation in financial structure especially Hostel.
- ICT facilities at other institutions
- Reduced attraction of humanities courses due to increasing BPO culture

DEV SAMAJ COLLEGE FOR WOMEN, SECTOR- 45, CHANDIGARH.

STRENGTH

Literary education is of no value if it is not able to build up a sound character this thought of Mahatma Gandhi finds reflection in our college motto “Acquire knowledge build character” Here at DSCW it is our firm belief that the core of a student’s personality should be formed on a strong value system. Special attention is therefore, paid in our institution to inculcate among students altruistic feelings namely reverence, gratitude, spirit of sympathy and charity, sense of duty, sense of discipline etc. The college distinguished itself in the cause of female education when education of women was not much in favour. The college endeavors to provide quality education with the right ambience.

ICT is the sine-qua-non of modern education. The emerging practice of multi channel learning which focuses on enriching the educational experience by engaging all resources that are available to help effect incremental change by coordinating the various ways to connect learners with information, knowledge and stimulation and to mediate those interactions, provides valuable insight into how blended learning approaches can be delivered and tailored in areas of great resource scarcity. Today our college which is spread over a vast area of 8 acres and positioned in UT Chandigarh, boasts of smart class rooms with modern equipments like projector, screen, computer. College has state-of-art computer labs, fashion designing labs, Psychology lab, music rooms, language lab and a fine arts studio. College is also equipped with fully computerized library and Wi-Fi campus.

The strength of the college also lies in its highly qualified and experienced staff. The enlightened and dedicated faculty is fully committed to maintain the high standards in academics and extracurricular activities. They try to keep pace with changing times by updating their knowledge so that holistic education through modern learning techniques can be imparted to the students.

Our college gives due recognition to our supporting staff. Employer-Employee Day is celebrated in college wherein all the employees are made to be part of Dev Samaj family. Their contributions are valued by the management. These very special virtues have helped the college to carve a niche for itself amongst other colleges in Chandigarh.

The college takes care of its needy and meritorious students by giving them scholarships and fee concessions. 104 students have been awarded scholarships, tuition fee waiver out of scholarship account, Red Cross Fund, Student’s Aid Fund, Sports Fund and Scholarships donated by philanthropists amounting to Rs. 6, 56,000.

The college also conducts community outreach programmes through extension activities undertaken by NSS volunteers and NCC cadets. The basic objective of

these activities is to enrich the student's personality and deepen their understanding of the social environment. The cardinal principle of NSS program is that it is organized by the students themselves and both students and teachers through their combined participation in community service, get a sense of involvement in the tasks of nation building. NCC cadets are groomed for regular commission in the army as well as in the paramilitary forces. Thus the college very aptly caters to the need of developing socio-economic awareness.

To further enhance the overall personality of the students and help them become responsible and responsive members of the society, the college has construed various clubs and societies. In its ambit, it includes Career Guidance and Counseling Cell, Grievance and Anti-Ragging Cell, Women Cell, Rotaract Club, Red Ribbon Club, Environment Club, D Master's Club, 'HOPE' Psychology Club, Design Aura (Fashion Designing Club), Music Club. Besides this we offer a book bank facility to our needy, deserving and meritorious students.

The college also offers plethora of academic courses both at post-graduate and graduate level. Under PG level, we have M.A.(Eco) and a Post Graduate Diploma in Computer Applications. Courses at Under Graduate level are B.B.A., B.C.A., B.Sc (IT), B.A. and B.COM.

WEAKNESS

The major challenge for our college is that of inadequate sanctioned posts. At present the number of posts required to be sanctioned is as follows:

Asst. Professor-39 (full time), Lab Attendant-3, Tabla instructor-1, Office Staff – 5, Supporting Staff -3

As is evident from the above financial burden of the payment of salaries for a large no. of employees lies on the college itself. The college is not in a position to pay salary with full scale to those employees who are under unaided posts. This kind of scenario results in the problem of maintaining employee retention. Therefore the college is being deprived of an ample no. of experienced staff. The root-cause of the problem lies in paucity of funds with which college has to function. To add to this competitive strength of the college vis-à-vis other colleges in the city is comparatively low. In the area of faculty development Programme, College is unable to meet the training needs of the staff because of lack of adequate funds. At present, the strength of the college is 1067 which is low as compared to other colleges of the city. This has become our major cause of concern. One major reason for this is the disadvantageous location of the college vis-a-vis other colleges of the city.

OPPORTUNITIES

The question of GER and educating the youth has gained additional significance given the critical stage of development that our nation is going through. According to international labour organization (ILO) estimates, by 2020 India will have 116 million

workers in the age group of 20-24 years as against 94 million in china. In addition to this, the average age of Indian population by 2020 will be 29. While many developed countries will be in early or late forties. To take advantage of this demographic dividend this massive workforce would need to be gainfully employed. So there is an immediate need to introduce new courses at UG/PG level which will also address the problem of low strength of our college. During this plan, the college wants to start M.Com a PG level course and B.Sc (non-medical) a UG level course. In the category of vocational courses two new courses are to be introduced namely, Interior Designing and yoga and mental health. Workshops on self-defence, soft skills, personality development and health and nutrition shall be conducted. Our college plans to expand our library in terms of seating capacity and increase access to online databases on internet and to augment it with the acquisition of CD-ROM databases, purchase of advance version of the software, digital information display system and RFID system for library materials.

Thus with the introduction of above courses, our college intends to provide quality education in quality ambience not only to the students of the city but also intends to tap the rural masses. We wish to make a concerted effort to mobilize students from remote areas as we can well afford to offer hostel facility to the girls with all the ultra modern amenities. Armed with this progressive vision our girls when they leave the portals of the college come true to being achievers with a difference and find a place amongst the best.

THREATS

Our major threat is the competition which our college faces from the other colleges in increasing the GER. Today there is an imperative need to empower our students with the skills to face contemporary global challenges while at the same time keeping them rooted to our ethics, culture and heritage. To achieve the key objectives of higher education i.e. access, equity and quality, funds are our foremost concern.

After this SWOT analysis, we can thus conclude that Dev Samaj College has ample scope for growth but we will need adequate financial support consistently from the Govt.

DAV COLLEGE, SECTOR- 10, CHANDIGARH.

STRENGTH

- The college believes in ethical & moral values along with modern education system.
- 1st in North India to Procure Ancient Indian Manuscripts (8360) and Rare Books (10303) in Lal Chand Library.
- The college library has huge collection of books & also there is provision for digital library to access online journals.

- Integrated software “Campus Whizz” for the inter-connectivity of administration and Library.
- Fully Wi-Fi and automated campus.
- DAV is one of the few colleges in northern India to have been granted the INFLIBNET connection by the UGC
- Well-equipped Laboratories for Research & Development.
- Smart classrooms equipped with Multimedia facilities.
- Post Graduate Diploma courses in Mass Communication & Marketing Management.
- Free computer classes for Senior Citizens.
- The college students have established an NGO ‘Navsankalp’ to help the weaker section of society.
- Foreign students from various countries contribute to the cultural diversity in the college.
- The college organizes number of extracurricular events including the Zonal Youth Festival of Panjab University.
- The college has established a central placement cell for all the departments which continuously strives to establish relationship with the corporate sector.
- College has given a large number of national & international players, administrative officers, politicians and Bollywood personalities.
- The college believes in Learning by doing.
- The college has well equipped gymnasium and big sports ground.
- NCC & NSS units to impart the feeling of patriotism and social service among the students.
- Departments of Biotechnology and Bioinformatics had got grant from Department of Biotechnology (DBT) – Ministry of Science and Technology, Govt. of India under the star college scheme.
- College has got grant of Rs.3.32 Crores to run vocational courses under community college and B.Voc Programs.
- College has eight industry partners to run the vocational courses.
- College has three research centers for Biotechnology, Chemistry and Zoology.

WEAKNESS

- The college cannot enhance infrastructure more than the existing one due to Floor Area Ratio (FAR) constraints as per the U.T administration bi-laws so that physical growth is not possible.
- Latest equipment required in emerging fields and lab testing.
- Implementation of latest technology in labs.
- College strength is around 9000. As a result the college needs more staff members. To maintain teaching & non-teaching number of Sanctioned posts are not sufficient.
- Long gestation period for starting new courses is in demand.
- Permission for new courses rests with the university.
- Marketing budget, as private universities increase intake on the basis of effective marketing.
- Need of establishment of Entrepreneur Development Cell.

OPPORTUNITIES

- Job oriented courses like Photography and videography, Nutrition and Dietetics, Fashion technology, Tourism Management & Hotel management etc can be offered by college in future.
- Providing additional teaching & Research Assistantships for enrolment in Masters & Doctoral progress in topics linked to economic or societal needs in the thematic areas.
- Industry collaboration for applicable research and development activities.
- Personality Development Programs and communication skills enhancement courses for better employability of students.
- Short term & certificate courses in various disciplines can be started.
- Starting remedial classes for weak SC/ ST and OBC students.
- More research Centers.
- RUSA can provide an excellent opportunity to overcome its weakness and emerge as a college for excellence.
- RUSA the college can offer various programmes related to engineering, technical, information technology and medical science.

THREATS

- Mushrooming of private universities in the nearby periphery.
- Issues in the implementation of reforms.
- Global environmental, Technical & Legal changes at rapid rate.
- Chandigarh being the U.T. and availability of number of academic & Technical institutes of national repute, the key faculty & staff may shift.

SHRI GURU GOBIND SINGH COLLEGE, SECTOR- 26, CHANDIGARH.

STRENGTHS

- The college has impressive infrastructural network equipped with amenities and is constantly refashioned and updated.
- Presence of ramp to ease movement of Physically handicapped and medically unfit persons and to connect three blocks housing various offices, teaching faculties and student centre
- Separate Parking area for vehicles of students and staff
- Impressive environmental and academic ambience of the Institutional Campus supporting three colleges, one Senior Secondary School and two hostels (Girls & Boys)
- Establishment of Centre for Sikh Studies for research on Guru Granth Sahib & illuminating Sikh religio-cultural literature and to contribute to ideals of Universal Brotherhood
- It is located close to Madhya Marg on the periphery of Chandigarh to have students not only from Chandigarh but also Haryana, Himachal and Punjab.
- There is diversity in the academic courses both at Under-Graduate/Graduate level. College imparts instructions in 7 UG & 9 PG courses, besides four add-on career oriented bachelor courses are offered to B Com, BSc and B A
- Continuous Representation of the faculty in the Academic Bodies of the Panjab University, Punjab School Education Board, etc.
- College has garnered excellent reputation for all the faculties in teaching and some sections in research particularly Biotechnology and Commerce.
- Good number of Published work – academic and research with sufficient citations

- Fully Equipped Modern Labs in the Department of Biotechnology & Bioinformatics and Computer Science.
- Research Centre in Biotechnology is in the process of approval by Panjab University which will enable the faculty of Biotechnology to pursue independent research, run course works, introduce M.Phil and serve as guides to PhD Scholars.
- The college awards full and half fee concession to good percentage of students belonging to SC/ST/OBC, Minority and economically weaker section. Besides, applications of SC/ST and Single Girl child for securing scholarships are forwarded to UGC/ State Agencies for sanction.
- Consistent Sports Achievements; Proud holder of the coveted Sir Shaadi Lal trophy for General Championship in Sports of the Panjab University, Chandigarh.
- Positions gained by Sport persons of the college in International, national, state and intervarsity championships
- Garnering of 55 prizes by the students in the Panjab University Youth & Heritage Festival (Zone A) and 6 Prizes in Inter-zonal Youth Festival of Panjab University and 1 in intervarsity Youth Festival. Besides, 2 prizes in Inter University – Punjab Sangeet Natak Academy.
- Presence of good number of functional Cultural Clubs and Associations, Red Ribbon Club, NCC wings, NSS, Gurmat Vichar Sabha (for enriching Ethics of Sikh Religion) and Environmental Society to enrich and refine the student community to expose/participate in different types of activities including community outreach.
- The Active and supportive alumni association represented by luminaries from various walks of life and professional, administrative and business circles bringing immense reputation to the Alma Mater
- The teaching faculty, office staff and students exhibits diverse ethnicity and gender.
- Active Placement and Career Counseling Cell with good placement record.
- Support- staff managing library, offices and laboratories is dedicated and experienced.
- Regular organization of Educational Trips and Excursions for students

WEAKNESSES

- Absence of Social Protection cell.
- Faculty is short as per requirement of UGC/Panjab University Norms.
- Student Teacher ratio is on the higher side.
- Low computer coverage for non-computer faculties.
- Except for a few Departments, low emphasis on Research.
- Hostel insufficiency for Boys.
- Absence of separate Girls' hostel. The Girl's hostel is shared with the Sri Guru Gobind Singh College for Women (Sister College under the same management and in the same campus). Hence the number of offered seats depends on the Women college occupancy.
- Absence of Computational and Internet facility in the hostels.
- Absence of user responsive website of the college.
- Aging equipments of traditional science departments and needs replacement.
- Insufficient trained Laboratory, Library and Office staff. Absence of provisions for regular updating of their functional office/Lab skills.
- Absence of Language labs for Punjabi and Hindi disciplines.
- Absence of Computer Centre for teaching staff and dedicated computer center for the Faculty of Biosciences.
- Absence of Centralized Instrumentation Facility for Biosciences.
- Absence of PG course in traditional Science Subjects and most of the Art subjects.
- Absence of Job Oriented courses, other than Commerce.
- Absence of Staff room as well as HOD Rooms in most of the Departments.
- Botanical Garden also houses the Nursery (Separation of Nursery from Botanical Garden is needed).
- Absence of Gymnasium, concerned equipments and Laboratory for Department of Physical education and Sports.
- Absence of Provision/facility for majority of Indoor Games.
- In absence of RFID (Radio Frequency Identification Device) there is a loss of good number of costly and rare books from Central Library.

- Absence of centralized PBX facility hampers prompt access of the callers to reach the concerned office for information/guidance.
- Absences of Separate Enquiry counter to handle all kind of enquiries.
- Absence of provision of Counseling Cell for Admission and for handling day today problems faced by students and other examination related problems.
- Absence of active and proper Grievance Cell / Grievance Redressal forum to address the grievances of students and staff.
- Absence of Language Assistance Program for Weak Students
- Lack of Industrial linkages
- Absence of Finishing School

OPPORTUNITIES

- Good Geographic location to attract students from other states i.e. Haryana, Himachal, Punjab and J & K.
- Located in Chandigarh which is turning into education and employment hub of the region.
- Placement office can be realigned with different companies / corporates to provide opportunity to students for the placement services.
- Broad based and strong curriculum produces opportunities to develop liaison with community, industry and diverse array of placement agencies.
- Ability to secure and use funds received from various funding agencies, including UGC.
- Well placed and diverse Alumni of college extend opportunities to secure financial aids for the college and employment opportunities to passing outs.
- Modernized, well equipped laboratories of some departments' gives opportunity to their faculty to secure research projects from different funding agencies.
- Existing infrastructure and its further augment gives opportunity for introduction of new courses
- Sufficiently equipped labs of existing PG departments, though needs further strengthening, provides opportunities to set up research centers for in-house research for their faculty and the PG students.

THREATS

- Internal and external pressure from various quartets.
- Lack of well equipped labs in majority of science streams, diverts students to other colleges.
- Limited funding from granting agencies holds back the college from providing the sufficient facilities.
- Entry of virtual class rooms and establishment of tutor centers diverts students to correspondence courses.
- Lack of well equipped hostel for boys and separate hostel for girls divert students to other institutions
- Lack of Research Centers in Majority departments prevents qualified Postgraduates to join research projects awarded to teachers.
- Absence of Sophisticated Instrumentation Facility in the Biosciences prevents cutting edge research
- Absence of modernized labs and smart class rooms diverts students to government colleges which do not have dearth of funds for extending modern facilities.

SD COLLEGE, SECTOR-32, CHANDIGARH

STRENGTH

- Intke Ratio 1:2 for B.Com and B.B.A
- Cut of Percentage more than 90% for B.Com, B.B.A, B.Sc Biotechnology
- The college has grown from a two Kanal Kothi to a Premier institution of north India on the strength of dedicated staff. The growth of the college is closely linked with growth of the department of commerce , as per latest India Today rating which is 1st in non-metro cities and 29th in India.
- However, the college subsequently gained lot of strength in Science faculty and is now running three PG programmes in science also.
- The college has ICT enable Smart Classrooms.
- The college is running 24 Career Oriented Programmes Courses.
- The college has 10Mbps Internet Leased line connectivity.

- The college has fully used opportunities of various UGC schemes for Academic improvement in recognition of these effort college has been granted the status of College with Potential for Excellence (CPE) by UGC, New Delhi.
- Two departments of college i.e. PG Department of Commerce and PG Department of Biosciences have been declared as Star Development by UGC, New Delhi.
- The Science faculty of the college is getting Research Funding form Department of Biotechnology and Department of Science and Technology, New Delhi.
- The college has entered MOUs with University Fraser Valley, British Colombia, BC, Canada (UFC), Normandy Business School, National Stock Exchange (NSE), Mumbai and Microsoft IT Academy.

WEAKNESS

- The college cannot enhance infrastructure more than the existing one due to Floor Area Ration (FAR) constraints as per the U.T Administration bi-laws that physical growth is not possible.
- The sanctioned post have not been reviewed by Chandigarh Administration after 31st july1982, while the students strength gone up to more than 4300. The sanctioned staff is only for the students strength of 1440. As a result the college is extremely constraints in meeting faculty requirement as per UGC norms. As a consequence of this college is placed in disadvantaged position vis-a vis other colleges. Somewhere the students coming from lower strata are placed relatively in an inequitable situation.
- The college also feels extremely constraints due to the decision emerging from academic bodies to the faculty of the college e.g. sanctioning the course which university wants in its exclusive domain, hurdles are faced in approval of research supervisor and research centers.
- Lack of industry sponsored and demand driven P.G and U.G Programmes.
- Lack of research oriented activities and programmes sponsored by Govt. and U.G and P.G students. Collaborative research with institute of repute is needed. Ph.D programme is required to be introduced.

- Lack of student and teacher exchange programmes with other universities/institutions of national and international repute.
- Lack of sports infrastructure of international repute.
- The college is providing education only in non-technical areas i.e. in the field of commerce, humanities and sciences.

OPPORTUNITIES

- The college sees RUSA as an important opportunity to address its weakness and emerge as a college for excellence. The overall thrust of Govt. of India under the 12th and 13th Plan if backed by Chandigarh Administration and Panjab University, Chandigarh can provide and excellence opportunities for the college to reach greater heights.
- The college has applied for Research Centre in the department of PG Department of Biotechnology, Chemistry, Commerce and Economics. The college sees definite opportunities for making contribution in the field like science, commerce, management and economics.
- The college is only college of Chandigarh which has been granted status of “College with Potential for Excellence” and RUSA document envisage has been assigned the Role of lead institution under RUSA for setting up of a Cluster University. For setting up a Cluster

University “3-5 existing colleges with combined enrollment of 2000 students” is required as per RUSA. The college itself has strength of 4300 students. Two colleges within a radius of 1.5 KM also have strength of 4000 students. The college is willing and is in a position to play role envisaged for it under RUSA.

However, since Chandigarh is a compact Union Territory it will be better to have a separate University of Chandigarh consisting of all its colleges making it multi-disciplinary university with institutions engaged in Teaching Medicine, Ayurvedic, Homeopathy, Engineering, Architecture, Home science, Arts, Education and degree colleges.

- As per the objectives of RUSA the college can offer various programmes related to engineering, technical, information technology and medicine science.

- The college can collaborate for students and teacher exchange programmes with other university/ institution of national and international repute.
- Industry sponsored and demand driven P.G and U.G programmes will be introduced.
- The college will initiate research oriented activities and programmes for U.G and P.G students.

THREATS

- The threat to convert these opportunities into reality primarily is linked to the inherent threats to the execution of mission like RUSA. If for any reason the planning commission or Govt. of India decides or fails to execute the plan it will become difficult for the college to avail the opportunities visible at this point of time. A lot will depend on the decision making, setup of Chandigarh Administration and the willingness to back the initiatives of the college in the emerging scenario of higher education the constraints being experienced by the college to enhance Physical Infrastructure because of space and other by laws could also provide to be a major bottle neck.
- Non availability of competent and qualified faculty.
- Competition from private and foreign universities/ institutions.

Chapter: XVI

REFORM AGENDA/ BEST PRACTICES

I. EXAMINATION REFORMS

The Online College Information Module has been launched.

This Module works over the secured Virtual Private Network (VPN) and available for all the affiliated colleges 24x7. VPN contains College Information Module. Setting up of PU Virtual Private Network which is Secured and is available 24x7 for all PU Affiliated Colleges.

College Information Module has been developed, which works over PU-VPN, making it a secured communication link between Panjab University and all its Affiliated Colleges. It is a secured communication link between Panjab University and all its Affiliated Colleges for sharing data, applications and other useful information.

College PUPIN Record along with Results related to the PUPIN System has been provided under this Module. This includes all Important Announcements, Notices, Schedules and Other Information for the Colleges.

Online submission of Forms, Internal Assessment and Facility to Download Roll Nos for all the Post-Graduate courses of the PU.

All processes related to the PUPIN System have been Computerized and linked together.

PUPIN record/Registration Data has been made available in the College Information Module immediately after the allocation of PUPIN to all the colleges.

Very useful and unique student-friendly application EGMS has been introduced for redressal of Examination Grievances.

The Examination Grievance Monitoring Software is Client-Server based Multi-user & easy to use Application Software Module.

The Software provides 2-tier security architecture both at User and Branch Level. This is 24x7 Availability of the software over the PU Intranet.

Reporting and Printing Facility is another feature of this Software, where a user can easily take the print of various types of Reports.

The Web Interface of the Grievance Monitoring System and PU Mail has also been linked with this Software proving ease in access.

Candidate post his/her grievance through E-Mail in a prescribed format.

(Roll No., Name, Class, Session, Grievance Type, Brief Description & Contact No.). Grievance is received through E-Mail at Official E-Mail Id of Examination Branch. (i.e. examgrievances@pu.ac.in)

The E-Mail received is then punched in the application Software. Candidates' grievances are taken care for redressal in a time bound manner.

ONLINE-Re-evaluation Application is another feather towards Examination Reforms which has been launched for the expeditious processing of Re-evaluation.

Recently Panjab University has also started SMS alerts facilities about Roll No. and the Date sheet of the examination scheduled across all the affiliated colleges .

II. Governance Reforms

A) e- Campus Solution/ online admission

The software Campus Solution, an initiative of Chandigarh Administration has following modules :

- Admission
- Student Returns and Ledgers
- Fee Collection
- Attendance
- Schedule
- Assignments
- Societies
- Examination
- Library

The Software was made online for the **Admission** and **Fee Collection** module from the academic session 2014-2015. The software was developed to ensure transparency and ease in admissions.

For the convenience of students, telephone helpline and provision for online filling up of the admission forms in the college computer labs was made available. An interesting feature of admission helpline is that the college M.Sc IT students manage the helpline and assist the students/candidates fill online admission forms. The software helped in the decentralization of initial phase of form filling. With this now the student can fill admission forms at their own convenience 24x7 during admission days. The prospectus is downloadable free of cost from the college as well as online admission portal. Students could fill as many forms for various courses and colleges free of cost. The software enabled easy and quick report generation as per the needs of the institution. In order to decongest the college corridors, the e-campus solution provides for the fee collection facility at e-Sampark centres and through debit cards also. Gradually more modules will be made online in a phased manner. Such an effort not only ensures good governance but also provides ease in doing work.

B) Financial management

Qualitative and quantitative improvements in standards of teaching are must to achieve goals of higher education. Expansion of education facilities is equally important. In this regard financial management plays an important role too. Financial mgt in government colleges is achieved through budgets.

The budget is a document designed to assess income and expenditure over a time period usually the previous year and altered to accommodate any predictable variations. The budget consists of two parts- Non Plan and Plan sections. The non plan part reflects the fixed expense and usually covers salaries and annual maintenance while all other expenses which are non -recurring are covered under the plan expenditure category. Every year finance is allocated to the college based upon budget proposals and then the resources are optimally utilised for the intended use as per the GFR rules as applicable to the college. A Grant or appropriation is utilised only to cover the charges (including liabilities, if any, of the past year) which are to be paid during the financial year of the Grant . No expenditure is incurred exceeding the total grant or appropriation by government for a financial year. No expenditure is incurred during a financial year on a “New Service” not contemplated in the annual budget for the year. Re-appropriation of funds is made only with the prior sanction of the competent authority. And the procurement procedure as specified under GFR rules is adhered to in letter and spirit in all expenditures made.

Budget also serves as a performance measurement tool in the sense that any balance unspent at the end of financial year is an indication of non fulfilment of goals set.

III. Research and Innovation initiative

CHANDIGARH REGION INNOVATION AND KNOWLEDGE CLUSTER

The idea of having knowledge cluster/hub has its genesis in the 'Narayan Murthy Report' April 2012, commissioned by Planning Commission on corporate participation in 'higher education'. This also finds echoed in the 'Knowledge Commission Report' of GOI. Further, the idea of having alliances between institutions of higher education and research, in and around a given city, also finds reference in the 12th Plan Document of Government of India. The idea of having knowledge cluster/hub is also inclusive of the 'Meta-University' concept, being advocated by MHRD, GOI in its RUSA document. Furthermore, 'Science, Technology and Innovative (STI) 2013 policy' of GOI also refers to clusters/hubs as tools for innovations. The Sam Pitroda report has also underlined the development of excellence in educational and research institutions facilitating innovation and knowledge cluster.

Keeping these broad ideas in mind, several rounds of meetings involving heads and/or their representatives have been held, involving institutions of higher education and research in and around Chandigarh. In one of the meetings held on 24th November 2012 at Panjab University, it was agreed to name the knowledge cluster/hub as Chandigarh Region Innovation and Knowledge Cluster (CRIKC).

CRIKC would endeavor to foster and sustain close academic alliances between institutions of higher education and research in the Chandigarh region, to facilitate innovation and knowledge creation and for achieving excellence in all academic spheres without compromising in any manner the autonomy of the participating institutions.

CRIKC would aim for:

1. To identify and carry out joint and collaborative research projects.
2. Attempt to initiate joint teaching/training programs including pre-PhD courses.
3. To encourage the pooling of research facilities of the participating institutions.
4. Nurturing scientific culture from school level.
5. To promote the spirit and philosophy of 'Meta-University' concept.
6. To promote and sustain the following themes for excellence in research in Biomedical Sciences, Applications of Nano-science and Nano-Technology and Theoretical Studies.
7. Policy planning for better comprehension of GOI programs and societal needs.

For strengthening the research dimensions in the affiliated colleges Panjab University has taken a stride in granting research centres and also allowed college faculty members as approved research supervisors. This would add new outlook in respect of the affiliated colleges to achieve new heights in research and innovation.

Chapter: XVII

Activities organised under RUSA (Summary Report)

i. State Workshop on – A ROADMAP FOR EXCELLENCE IN HIGHER EDUCATION (20th November, 2013)

One day workshop on Rashtriya Uchchatar Shiksha Abhiyan (RUSA) - A ROADMAP FOR EXCELLENCE IN HIGHER EDUCATION held at Post Graduate Govt. College for Girls-42, Chandigarh. Mr Sandeep Hans, Director Higher Education , Chandigarh Administration was the chief guest on the occasion . More 100 members including teaching and supportive staff, Principals from the city Govt. Colleges as well as from the office of the Directorate of Higher Education participated in the deliberation of the workshop . Mr Sandeep Hans while delivering his key note address on “RUSA Mission for inclusive growth in Higher Education Sector” emphasised that Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is an ambitious attempt by the Govt. of India after two successful Abhiyans, Sarva Shiksha Abhiyan(SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) ,were started in the area of school education. It is for the first time that higher education is earning an unprecedented prominence in action. Accessibility and quality education are the two main challenges in the area of higher education .Though the GER in higher education in Chandigarh (41.4 %) exceeds the national rate (19.4 %) but we should still make efforts to further raise GER here . Besides , our efforts should not be rely to feel contented with the present infrastructure but should also enhance it further enabling the institutions to make themselves brand names in various specializations with a target to be on the prime list of the great institutions of the country.

Mrs Mani Bedi Principal Of the host college elaborated that in order to reap benefits of demographic dividend, access through expansion, equity through inclusion and quality have been major concerns of the Government by way of launching of new scheme .Mrs Manjit Brar , Principal of Govt. College of Commerce & Business Administration ,gave presentation on “RUSA need of the hour –its goals and objectives. She basically highlighted the various academic dimensions of for achieving equity and excellence in the field of higher education.

Dr Dalip Kumar , faculty member of PGGCG-42, gave resource presentation on “ Plan of action- Approach, Planning and Appraisal “. He demonstrated all aspect of the Instructional Development Plans as well as of State Higher Education Plan which actually forms the basis of funding under the proposed scheme . Chandigarh Administration must integrate Chandigarh colleges as College Cluster University and also work out modalities for the creation of Chandigarh State accreditation agency as per provions laid down in the scheme . He further explain the strategy about contribution of RUSA towards educational reforms in higher education. RUSA, which would involve an expenditure of Rs 98,134 crore over XII and XIII Plan period, will be implemented in a mission mode by a Special Purpose Vehicle (SPV) and a Technical Support Group (TSG). Over the two plan periods the Centre's share would be Rs 69,675 crore and that of state's share would be Rs 28,459 crore. During the remaining period of XII Plan, RUSA would have an outlay of Rs 22,855 crore of which Rs 16,227 crore and Rs. 6628crore will be the Central and state govt. share respectively. Mr Puneet from PG Govt College -11 presented model Management Information System which is of vital importance in integrating baseline data . Dr Rakesh Thakur proposed vote of thanks. Ms Shwata Bali conducting the proceeding of the workshop.

- ii. National Conference on - Quality Intervention in Higher Education (13th November 2014) (Details of Media coverage)

Conference on RUSA

CHANDIGARH, NOVEMBER 14

A one-day national conference on the Rashtriya Uchchatar Shiksha Abhiyan (RUSA)-As quality intervention in higher education sector was organised at Post Graduate Government College (PGGCG), Sector 42.

Sandeep Hans, Director Higher Education, was the chief guest. Earlier, Hans also released e-Abstract Resource Book comprising 54 abstracts.

More than 150 delegates from Punjab, Himachal Pradesh, Haryana, Delhi and Chandigarh took part in deliberations. College principal Mani Bedi spoke on policy initiatives of the higher education sector. — TNS

150 delegates attend meet on higher education

CHANDIGARH: A conference on Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was organised under the aegis of UT department of higher education at Post Graduate College for Girls, Sector 42, on Thursday.

More than 150 delegates from Punjab, Himachal Pradesh, Haryana, Delhi and Chandigarh participated in the event.

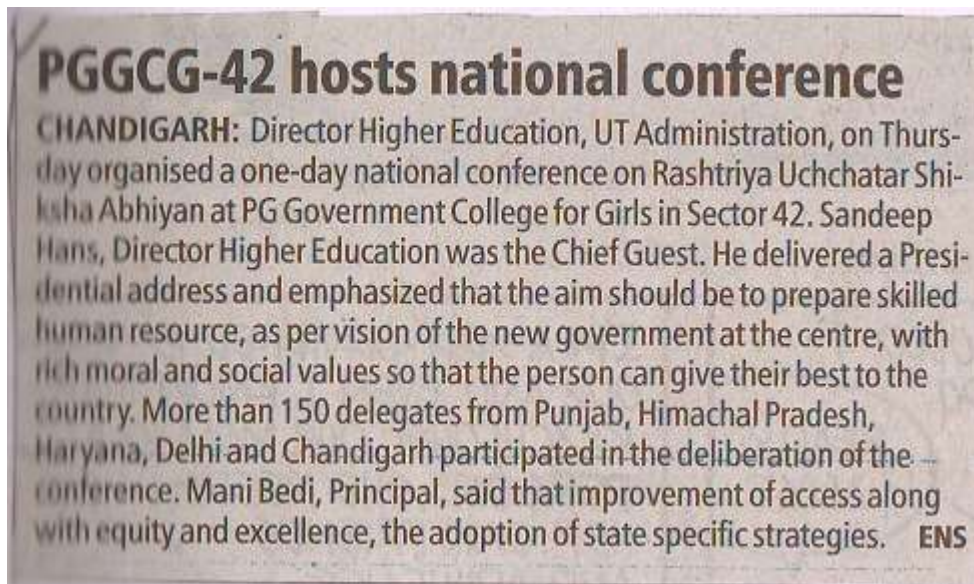
Chief guest Sandeep Hans, UT director higher education, emphasised on the need to prepare skilled human resource with rich moral and social values.

He also released e-abstract resource book containing 54 abstracts. College principal Mani Bedi said improvement of access along with equity and excellence, the adoption of state specific strategies, enhancing the relevance of higher education through curriculum reforms, vocationalisation, information technology, networking and distance education were some of the main policy initiatives of the higher education sector for achieving the desired goal of quality enhancement.

Dalip Kumar, senator, PU, elaborated about assessment and accreditation - a gateway for quality assurance in higher education. He said at present only 96 Indian universities out of 700 and 3,001 colleges out of 35,539 had valid accreditation. **HTC**

जीसीजी-42 में क्वालिटी एजुकेशन पर कांफ्रेंस

चंडीगढ़। सेक्टर-42 स्थित पोस्ट ग्रेजुएट गवर्नमेंट कालेज(जीसीजी-42) में राष्ट्रीय उच्चतर शिक्षा अभियान (रुसा) थीम पर एक दिवसीय नेशनल कांफ्रेंस का आयोजन किया गया। डायरेक्टर हायर एजुकेशन(डीएचई) संदीप हंस कांफ्रेंस में मुख्य अतिथि थे। डा.दलीप कुमार की देखरेख में आयोजित कांफ्रेंस में देश भर से 150 से अधिक डेलीगेट्स ने हिस्सा लिया। इस मौके पर 54 शोधपत्रों की रिसर्च बुक का विमोचन भी किया गया। कांफ्रेंस में सेक्टर-26 स्थित एनआईटीटीटीआर डायरेक्टर डा.एमपी पुनिया, रूपसे रिसर्च सेंटर एमएचआरडी से सीनियर कंसलटेंट डा.विवेक नागपाल ने भी शिरकत की।



E- Abstract Book on “RUSA- as quality Intervention in Higher Education” released by Mr. Sandeep Hans, Director Higher Education.



iii. Minutes of the State Higher Education Council Meetings

MINUTES OF THE INTRODUCTORY MEETING OF STATE HIGHER EDUCATION COUNCIL UNDER RASHTRIYA UCHHATTAR SHIKSHA ABHIYAN(RUSA) HELD ON 14.05.2015 AT 3:30 PM UNDER THE CHAIRMANSHIP OF ADVISOR TO THE ADMINISTRATOR, UT, CHANDIGARH

An introductory meeting of the State Higher Education Council (SHEC) under Rashtriya Uchhatar Shiksha Abhiyan was held on 14.05.2015 at 03:30 PM under the Chairmanship of Sh. Vijay Dev, Advisor to the Administrator, UT, Chandigarh. The following were present:-

1. Prof. Arun, K.Grover, Vice-Chancellor, P.U., Chandigarh
2. Sh. Sarvjit Singh, IAS
Finance-cum-Education Secretary, Chandigarh Administration
3. Sh. Sandeep Hans, Director Higher Education-cum-Member Secretary.
4. Dr.Manoj Arora, Director, PEC, Chandigarh
5. Prof.Ronki Ram, Department of Political Science, P.U., Chandigarh
6. Prof.Rajiv Lochan, Department of History, P.U., Chandigarh
7. Maj. Gen. (Retd.) Rajinder Nath
8. Sh. Vickram Jaidka, Chandigarh.
9. Sh. H.S.Mamik, President, Independent School Association.
10. Sh. Puneet Randhawa, (representing Vikas Ahuja) of Infosys.
11. Sh. Bheem Sain Malhotra, Associate Professor, College of Architecture.
12. Dr. (Mrs.) Charanjit Kaur Sohi, Principal, GGS College, Sector 26
13. Dr. (Mrs.) Madhu Kaul, Principal, Home Science College, Sec.10.
14. Dr. M.S.Gujral, Principal, CCET, Sector 26, Chandigarh.
15. Prof. D V S Jain, Fellow, Panjab University, Chandigarh.
16. Prof. Jai Rup Singh, Former VC Central University, Punjab.
17. Dr. Ashok Chitkara, Chancellor, Chitkara University.
18. Dr. Yogesh Chawla, Director, PGI/ Dr. Samir Malhotra, PGI.
19. Mr. Arjun Dev, Registrar Education (Colleges), Chandigarh Administration.
20. Dr. Dalip Kumar, Department of Higher Education, Chd. Admn.

At the outset, Director Higher Education, UT, Chandigarh Administration apprised the Committee through Power Point Presentation that Govt. of India has launched a new Centrally Sponsored Scheme called Rashtriya Uchhatar Shiksha Abhiyan (RUSA) which would be spread over the XII and XIII Plan period for funding the State Universities and Colleges to achieve equity, access and excellence in Higher Education. The allocation of funds under RUSA would be based on well-defined norms and linked to certain key academic, administrative and governance reforms in the State Higher Education System.

Prof. Arun Grover, Vice Chancellor, Panjab University, Chandigarh-cum-Chairman, State Higher Education Council, emphasised for ensuring quality education in the Govt. Colleges of U.T. Chandigarh through the RUSA Scheme. He also mentioned that the Private Colleges should also be covered by extending the scheme for Govt. Aided Privately Managed Colleges in UT Chandigarh.

Sh. Sarvjit Singh, Education Secretary, Chandigarh Administration stated that there is a good team in Higher Education of UT Chandigarh and now with the aid and advice of this highly experienced State Higher Education Council, the endeavour of the Higher Education Department would be to bring more improvement in the Laboratories and other required infrastructure with the additional funding for new set up.

Shri. Vickram Jaidka stated that it is good that we fixed the GER target at double the national level. He was of the opinion to ensure quality education in the new context.

Prof. Manoj Arora emphasised upon the change in curriculum according to the requirement of the stakeholders.

Prof. Ronki Ram stated that institutional framework does not correspond with our system. RUSA empowers to make major changes in our educational set up/ laboratories which needs to be ensured.

Prof. Rajivlochan stated that practical skill for Arts students is need of the hour.

Prof. Jai Rup Singh made a mention about the baseline data preparation by the Chandigarh Administration. Skill development could be implemented and achieved after coming across the data. The number of colleges and universities have increased manifold with increase of population. Production of B.Tech./ Bachelor of Engineering should not be the aim merely for obtaining degrees. Emphasis should be laid on knowledge and skills.

Maj. Gen. Rajinder Nath stated that PEC do not have facility to train the teachers.

Dr. (Mrs.) Charanjit Kaur, stated that change in syllabi in consultation with the Industry as per the need of the society/industry should be re-framed so as to make the same more job oriented.

Dr. DVS Jain, emphasised on quality. GER achieved is good, still major problem is quality of education and good infrastructure requirement.

Dr. Madhu Kaul stated that due importance should be given to research, teaching skill development, personality development skill, languages and foreign languages.

Prof. Yogesh Chawla stated that time management is the need of hour for higher education and more efforts should be made for innovation.

Sh. Malhotra mentioned that lack of relations of students with teachers and teachers with Principal is one of the reasons for not coming up to the expectation of quality.

Dr. Manpreet Gujral, Principal, CCE&T, Sector 26, Chandigarh stated that lot of problems are faced by the students when companies come for placement drive. Common syllabus/ curriculum at National level, promotion of teaching pedagogy, budget utilisation, salary/ infrastructure, machinery equipment be provided through committed budget for quality and faculty development fund.

Sh. H.S.Mamik emphasised upon the teachers commitment towards the teaching.

The Advisor to Administrator, U.T. Chandigarh-cum-Chairman, Selection Committee, RUSA congratulated the best brains of Chandigarh for their participation. He stated that SHEC is really a dynamic Committee. We are already above National GER. This should not be our consolation. We must see the targets to be qualified and identify the areas where we are lacking behind. He appreciated some of outstanding suggestions given by all the members. The question is :

- i) How do we ensure maximum employability in all streams?
- ii) Quantifiable jumps in employability in any form not only jobs related avenues but thrust areas should also be worked out by creating facilities for holistic development of the students.

We hope that this Council would be able to resolve all the bottlenecks in time bound manner. The Council should not only work within the boundary of RUSA but also suggest measures to improve higher education in Chandigarh for global level projection of the City institutions of higher learning. Based on the committee's recommendations, everything will be made available by the Chandigarh Administration.

MINUTES OF THE FIRST MEETING OF THE STATE HIGHER EDUCATION COUNCIL UNDER RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA) HELD ON 2ND JULY ,2015 AT 11:00 AM UNDER THE CHAIRMANSHIP OF PROF. ARUN K. GROVER , VICE-CHANCELLOR , PANJAB UNIVERSITY, CHANDIGARH .

The following members were present :

1. Prof . Arun K. Grover, Vice- Chancellor, PU, Chandigarh
2. Prof. Manoj Arora, Director , PEC, Chandigarh
3. Mr. Kamlesh Kumar Bhadoo, Director Higher Education- cum -State Project Director
4. Prof Jai Rup Singh, Former Vice- Chancellor, Central University Punjab
5. Prof. D.V.S. Jain, Fellow, Panjab University, Chandigarh
6. Prof. Girish Sahni, Director ,IMTECH, Chandigarh
7. Sh. Bhim Sain Malhotra, Asstt. Professor, Chandigarh College of Architecture, Chandigarh
8. Major General (Retd.) Rajinder Nath, Chandigarh
9. Dr. Ashok Chitkara, Founder Chitkara University
10. Prof. B. N. Goswam, Chandigarh
11. Dr Neelam Mansingh, Chandigarh
12. Sh. Vikas Ahuja, Centre Head, Infosys Ltd., Chandigarh
13. Sh. Vikram Jaidka, Chandigarh
14. Dr Madhu Kau, Principal, GHSC-10, Chandigarh
15. Dr Charnjit Sohi, Principal, GGS College for Woman, Chandigarh
16. Dr M.S. Gujral, Principal CCET, Sector-26, Chandigarh
17. Dr Vivek Nagpal, Sr. Consultant, MHRD, New Delhi
18. Ms. Manjit Brar, Principal, Govt. College of Commerce & Business Management
19. Dr. Dalip Kumar, Department of Higher Education, Chandigarh Administration
20. Mr. Arjun Dev, Registrar , Department of Higher Education, Chandigarh Administration

The following members could not attend the meeting :

1. Prof. Ronki Ram, Department of Political science, PU, Chandigarh
2. Prof. Rajiv Lochan, Department of History, PU, Chandigarh
3. Prof. Yogesh Chawala, Director, PGI, Chandigarh
4. Sh. H.S. Mamik, President, Independent school Association, Chandigarh
5. Lt.Col. (Retd.) M.S. Dhaliwal, Vice-President , Groz-Beckert Asia Pvt, Ltd. , Chandigarh

Prof. Arun K. Grover welcomed the members and appraised about the vision of the Chandigarh Administration to have Higher Education Institutions as a unified unit to move towards developing National level Brand Institutions. He further elaborated to create national level facilities for sports and culture. He opined that the holistic development of students can be possible only when the Choice Based Credit System prevails across the city in Institutions of Higher Learning.

Mr. Kamlesh Kumar Bhadoo emphasized that accessibility and equity are good in Chandigarh but there is a need to create quality and excellence in Higher Education

Sector. He assured the council that there would be full administrative and financial support in achieving the objectives of RUSA. He further shared that they are in the process of recruiting more than 1100 teachers in schools in Chandigarh and claimed it to be completely transparent. It is for the first time, probably, that the recruitment is being made online based on Technology access system without interviews.

Dr Neelam Man Singh was of the view that the interview should also be part of the selection process because a soft skill, especially communication, is very important for imparting knowledge.

Prof. Arun Grover explained that there are two kinds of colleges i.e., Govt. Colleges where the recruitment process is within the purview of UPSC where our role is limited but in case of grant- in-aid affiliated colleges of Panjab University, the representatives of DPI colleges and the Panjab University could ensure to send such people as experts who would try to ensure to select the best teachers .

Prof B.N.Goswamy pointed out that transparency is a critical part of entire process of academics and we should exercise same quality control at the lowest level as we are having it at the highest level.

Mr. Vikas Ahuja stated that he would like to put on record that students from Chandigarh region are very good as compared to the students who join from other parts of the country and as such we do not have to spend much on their training as compared to students from other regions.

Prof Girish Sahni emphasised the need to have vision document, road map and an action plan with a task force in place . We have to identify some strategy so that everybody is on the same board to take advantage of each and every faculty in all the colleges so that our students take courses wherever they like and in whatever manner they want.

Prof Manoj Arora said that there ought to be a bridge kind of training programme at school or college level. There should be one month orientation programme for every employed teacher. Probably, there is a need to frame sub-committees to look into these aspects and also to start working on that.

Prof D.V.S Jain talked about Quality in Higher Education since National Policy in Education 1986 as modified in 1992. Though there are good ideas, real problem arises with implementation. There is a need for structural requirements in institutions of higher learning. If our colleges are supposed to deliver much better pattern of higher education in the world we should grasp the ground realities before implementation. Autonomy to be given and responsibility to be shared should also be assessed.

Mr. Vikram Jaidka stated that very poor quality lab working is done by the engineering colleges. Resultantly, the industries are not satisfied with practical knowledge of the students. He further emphasized that a lot of discussion was made and no record of the last meeting has been made available. Prof Grover respond to state that the minutes of the last meeting would be provided to each and everyone .

Major General (Retd.) Rajinder Nath stated that in our country we lack character and not intelligence. Attention should be paid to character building which can ensure transparency. We can think of a setup for character building which is an important aspect of any college and university for being recognised and it cannot be secured by examination alone . We could have research on high level in colleges , universities and engineering colleges that can produce something fruitful .

Prof. Girish Sahni stated that we have institutes here in this region which are known for excellence like Panjab University, IISER, IMTECH, PEC. It is our collective responsibility to bring the standard and cooperation between private colleges and government institutions. We should cooperate positively with institutes imparting skills to grow . If the Panjab University will, it can deliver hundred times more . He added there are lakhs of under privileged people living in slum areas around in our region who ought to be cared for as well because many of them talented children could be amongst, who should be nurtured .

Major General (Retd.) Rajinder Nath stated that he is running a Blind institute for the last thirty two years. Blind people want option to proceed further for attaining higher education.

Prof Arun Grover stated that it has to be ensured that all the city Colleges undergo NAAC Accreditation in next 12 months. No college should be without NAAC accreditation. We are to make them aware about NAAC accreditation and also to help them to get a better score for the NAAC accreditation. Mr Kamlesh emphasised that deserving level accreditation should be done.

We may invite three College Principals in asking each college to make a short presentation of 10-15 minutes highlighting their strengths and aspirations. Prof Grover assigned Dr Dalip responsibility to pick up three different colleges, i.e., a Govt. College, a grant in aid College and a professional college for presentation and Dr Dalip Kumar , Dr Charnjit Sohi, Dr Madhu Kaul and Dr M.S. Gujral will draw the proposal in this regard Prof Grover stated that Advisor has desired that we should compile year-wise report on behalf of the State Higher Education Council and our committee should meet him at least once in a year. Dr DVS Jain stated that there should be an orientation programme for the faculty members. Prof Grover stated that this responsibility is supposed to be discharged by the Academic Staff Colleges. IQAC has to be there in every College and in every teaching Department of the University. This has to be done as there is no escape from it . This is one of the responsibilities of RUSA to attempt a serious evaluation of the colleges and continuously work with them so that they have to improve and only then they can be taken towards autonomous status eventually .

Prof. Grover wished if Dr Chitkara could share some of his experiences. We have already invited Rayat -Bahra University, Chitkara University and Chandigarh University have been brought into the fold of Chandigarh Region Innovation Knowledge Cluster. Rayat - Bahra University has developed skill development centre which is a good beginning but we have to take up and to develop skills further to some extent . A good centre has to be near the Chandigarh Region. There would be few National Kaushal Kendras all over the country. If we could get one of them in the Chandigarh Region it would be a good thing and we could get it located in the Sarangpur area.

Prof. Girish stated that there should be lot of planning and lot of inputs. Several layers have to be explored in fostering innovation in this region. We should work like the structures at universities of Nottingham or Birmingham and we may emulate the same in a time frame work manner .

Prof Grover stated that Advisor UT said RUSA is for the University as well as colleges. University campus is one entity and Colleges in UT are like distributed University as another entity. Now College Teachers have been recognized as PhD guides and so research has emerged integral part of the Colleges. So this is the broad agenda and the job of the RUSA is to help the university and distributing colleges to grow in parallel and also in competition .

Dr M. S. Gujral stated that framing of recruitment rules is a very long process and same may be framed in time bound manner .First of all the faculty is key component for the quality education. We should expedite the process of filling up all faculty position in all Govt. Colleges. If we do not do that then the mode of education is going in very ad hoc manner .There are under privileged students who cannot afford higher education or engineering education .The state of affairs in the ITIs and the Poly -technics is not rosy . The industry interface is missing in these institutes. We should ensure one Training and Placement Officer, a dedicated one, is to be deployed in these institutes whose sole responsibility is to know at what stage training should be provided to the students and which industry can provide the training.

Mr Kamlesh Kumar stated that very recently he took over the charge of Director Technical Education and visited all the ITIs in Chandigarh and none of the students who has got passed out from ITI situated in Chandigarh is without a job. Rather there are people who are getting an opportunity to go abroad as well.

Major General (Retd.) Rajinder Nath pointed out that medical college without a hospital is a non-entity. The final year students of Medical college are to be provided training and the hospital can provide such training. Similarly, the Engineering Colleges should be near the industry for better interface and providing better practical training .

Principal Manjit Brar gave presentation on Baseline Data for Chandigarh with reference to the data filled in by the institute on the AISHE portal. This presentation will be sent to all the members. The second agenda is the assessment and

accreditation status of different colleges that we have already discussed and the third one is to consider the integration of the institutional development plan received from University and Govt. Colleges into State Higher Educational plan with respect to 2015-2016 and 2016-2017 which will be reviewed and discussed next time. Number four agenda is to consider the proposal of upgrading existing Govt. Home Science College into Model degree college which will also be discussed next time. Advisor and Mr. Sandeep Hans, said Prof. Grover, are very keen to the agenda item five i.e., to discuss and work out the modalities for skill oriented college which is to be proposed in Manimajra under the Community College and Bachelor of Vocation education as per the UGC guidelines as part of the master plan of Chandigarh Administration . This would also be reviewed next time

Dr Vivek Nagpal stated that Chandigarh should have its own accreditation agency . Director of the Academic Staff College, Panjab University, is to be contacted to organise some NAAC related workshops . Prof. Grover opined that INFOSYS may tell us about their expectations from us so that more of our graduates may be added to the INFOSYS family or expan its activities in Chandigarh region. Prof. Arun Grover asked Dr Ashok Chitkara to share his experiences as he has started from a traditional place and created something extraordinary at different levels . Prof Arun Grover asked Dr Dailp Kumar to help in preparation of the minutes meaningfully and faithfully and he expressed his happiness to have him as special invitee in the council meeting.



MINUTES OF THE MEETING OF THE STATE HIGHER EDUCATION COUNCIL UNDER RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA) HELD ON 12 August , 2015 AT 11:00 AM UNDER THE CHAIRMANSHIP OF PROF. ARUN K. GROVER, VICE-CHANCELLOR, PANJAB UNIVERSITY, CHANDIGARH.

The following members were present :

1. Prof .Arun K. Grover , Vice- Chancellor, PU, Chandigarh
2. Prof. Manoj Arora , Director , PEC, Chandigarh
3. Mr. Kamlesh Kumar Bhadoo, Director Higher Education- cum -State Project Director
4. Prof Jai Rup Singh, Former Vice- Chancellor ,Central University Punjab
5. Prof. D.V.S. Jain , Fellow, Panjab University , Chandigarh
6. Dr. Ashok Chitkara , Founder Chitkara University
7. Prof. Rajiv Lochan , Department of History , PU , Chandigarh
8. Dr NeelamMansingh , Chandigarh
9. Major General (Retd.) RajinderNath, Chandigarh
10. Sh. H.S. Mamik, President , Independent school Association , Chandigarh
11. Sh. Vikas Ahuja , Centre Head , Infosys Ltd., Chandigarh
12. Dr MadhuKaul , Principal , GHSC-10, Chandigarh
13. Dr CharnjitSohi , Principal , GGS College for Woman , Chandigarh
14. Dr M.S. Gujral , Principal CCET, Sector-26, Chandigarh
15. Dr Samir Malhotra, PGI, Chandigarh
16. Dr Bhushan K Sharma , Principal , SD , College , Chandigarh
17. Prof Karamjit Singh , PU, Chandigarh
18. Sh.Atul Grover, Skillpedia.org, Sector 9, Chandigarh
19. Dr Sandeep Singh Kaura, Jt CMD ,Rayat – Bahara , Punjab
20. Dr. Dalip Kumar , Department of Higher Education , Chandigarh Administration
21. Sh. Arjun Dev, RegistrarDepartment of Higher Education , Chandigarh Administration

The following members could not attend the meeting

1. Prof. Girish Sahni , Director ,IMTECH , Chandigarh
2. Sh. BhimSainMalhotra ,Asstt. Professor , Chandigarh College of Architecture , Chandigarh
3. Sh. VikramJaidka, Chandigarh
4. Prof. B. N. Goswamy , Chandigarh
5. Prof. Ronki Ram , Department of Political science , PU, Chandigarh
6. Prof. YogeshChawala , Director, PGI, Chandigarh
7. Lt.Col. (Retd.) M.S. Dhaliwal , Vice-President , Groz-Beckert Asia Pvt, Ltd. , Chandigarh

Prof. Arun K. Grover welcomed the members and at the outset he emphasised that we should avoid the postponement of meeting . The minutes of the earlier meetings have been circulated quite late and next time minutes will be circulated well in time . He further apprised the house that MHRD organised regional conference of RUSA in Chandigarh and as many as seven states, viz. , J& K, Himachal Pradesh, Uttarakhand , Uttar Pradesh ,Haryana , Punjab and Chandigarh participated during the deliberations and presented overviews on performance as well as present status position of the of the RUSA scheme with respect to their respective states . During the course of the discussion MHRD clearly stated that future money would not be released till the submission of Utilization Certificate with respect to already received preparatory grant . In this background Prof Grover mentioned that it becomes necessary to work in a time frame manner to utilize the preparatory grant received by U.T. , Chandigarh before October , 2015 .

Mr Kamlesh Kumar stated that grant received would be utilized for setting up of RUSA office , SHEC and hiring of human resource . He apprised that we should devise State

Prospective Plan as well as Annual Plan as per guidelines mentioned in the RUSA document, which is to be submitted to MHRD for final approval. Recently, he constituted a committee to visit Department of Higher Education, Himachal Pradesh to understand the plan of that state as the same has already been approved by MHRD and this would further facilitate in preparing an action plan.

Prof Grover was of the opinion that we should know how to execute plan by 31st October, 2015 as we have already given commitment to MHRD. Prof. Manoj Arora cited the case of Chitkara University in setting up and establishing the RUSA office with full automation.

Mr Kamlesh Kumar stated that there is no need to create a separate department for RUSA. At the moment there is a need to prepare an action plan which should be evaluated and guided by the council. Prof Arun Grover emphasised that there is a need to establish management information system. We have to plan reform agenda as well as utilization in respect of received grant in a time bound manner. He further elaborated that preparatory grant can be utilized towards institutional restructuring and reforms area, capacity building, preparation and data collection and for management monitoring evaluation area (MMER).

Dr Manoj Arora was of the opinion that we should form different committees immediately. First committee should look into the utilization of preparatory grant while second committee should devise an Action Plan. It was further deliberated upon about the purview of the scheme whether non-aided private institutions could be a part of this scheme or not? On this Mr Kamlesh Kumar categorically stated that this scheme is for Govt. and Govt. aided institutions only and private unaided institutions cannot be funded at present juncture and included. He further mentioned that private Govt. aided institutions can be funded to the extent of 50 : 50 ratio.

Dr M.S. Gujral emphasised on the composition. He opined that an official on deputation from the colleges could be sought for the RUSA office and called for setting up of secretariat at the earliest. There is a need to appoint designated official on deputation from colleges and we should avoid multitasking. Mr Kamlesh Kumar stated that we have already devised the office layout and same will be finalised soon. Prof Arun Grover stated that we should form a committee today only for the execution of tasks in place.

A committee consisting of the following persons has been formed for preparing a draft for the SHEC's Institutional Plan, that will then be discussed by the SHEC:

Professor M Rajivlochan, Department of History, PU, Chandigarh
Dr. Dalip Kumar, Department of Higher Education, Chandigarh
Shri Atul Grover, Skillpedia.org, Sector 9, Chandigarh
Dr. Ashok Chitkara, Chitkara University, Sector 9, Chandigarh

Principal SD college would also suggest name from Govt. aided institutions for providing inputs to this committee.

The committee consisting of following members would work-out the modalities for setting up RUSA office :

Dr Madhu Kaul, Principal Govt. Home Science College
Registrar, PEC, Chandigarh
Registrar, Department of Higher Education, Chandigarh

Prof Jai Rup Singh was of the view that we should write again to the beneficiary institutions to provide information about their institutional plans with regard to the growth and development of Higher Education.

The agenda items were then taken up one by one .:

Presentations were given by the Principals on Quality enhancement and sustenance in respect of their colleges :-

- Chandigarh College of Engineering and Technology, Sector-26, Chd
- Govt. Home Science College, Sector-10, Chandigarh
- Goswami Ganesh Dutta Sanatan Dharm College, Sector-32 C, Chandigarh.

Next item on the agenda, i.e., the Assessment and Accreditation Status of different Government and Government Aided Colleges was also discussed .

The proposal for upgrading the existing Govt. Home Science College, Sector-10 into Model Degree College was discussed and approved.

MINUTES OF THE MEETING OF THE STATE HIGHER EDUCATION COUNCIL UNDER RASHTRIYA UCHCHATAR SHIKSHA ABHIYAN (RUSA) HELD ON 18TH SEPTEMBER ,2015 AT 3:00 PM AT PEC UNDER THE CHAIRMANSHIP OF PROF.ARUN GROVER, VICE-CHANCELLOR, PANJAB UNIVERSITY, CHANDIGARH

The following persons attended the meeting:

- 1) Prof . Arun K. Grover , Vice- Chancellor, PU, Chandigarh
- 2) Prof. Manoj Arora , Director , PEC, Chandigarh
- 3) Prof. D.V.S. Jain , Fellow, Panjab University , Chandigarh
- 4) Prof. Ronki Ram , Department of Political science , PU, Chandigarh
- 5) Sh. Vikram Jaidka, Chandigarh
- 6) Sh. Bhim Sain Malhotra ,Asstt. Professor , Chandigarh College of Architecture
- 7) Sh. Vikas Ahuja , Centre Head , Infosys Ltd., Chandigarh
- 8) Dr Madhu Kaul , Principal , GHSC-10, Chandigarh
- 9) Dr Charnjit Sohi , Principal , GGS College for Woman , Chandigarh
- 10) Sh. Atul Grover, Skillpedia.org, Sector 9, Chandigarh
- 11) Dr Sandeep Singh Kaura , Jt CMD ,Rayat – Bahara , Punjab
- 12) Dr B.C. Josan , Principal , DAV College , Sector-10, Chandigarh
- 13) Ms Mani Bedi , Principal, PG Govt. College for Girls, Sector-42, Chandigarh
- 14) Ms Achla Dogra , Principal, PG Govt. College for Girls, Sector-11 Chandigarh
- 15) Dr J.S. Raghu , Principal, PG Govt. College , Sector-11 Chandigarh
- 16) Ms. Manjit Brar , Principal, Govt. College of Commerce & Business Administration , Sector-42, Chandigarh
- 17) Dr Mukesh Chauhan , PG Govt. College, Sector-46, Chandigarh
- 18) Dr. Dalip Kumar , Department of Higher Education , Chandigarh Administration
- 19) Sh. Arjun Dev, Registrar ,Department of Higher Education , Chandigarh Administration

The following SHEC members could not attend the meeting

- 1) Mr. R. S. Brar , Director Higher Education- cum -State Project Director
- 2) Prof Jai Rup Singh, Former Vice- Chancellor ,Central University, Punjab
- 3) Dr. Ashok Chitkara , Founder ,Chitkara University
- 4) Prof. Rajiv Lochan , Department of History , PU , Chandigarh
- 5) Dr Neelam Man Singh , Chandigarh
- 6) Major General (Retd.) Rajinder Nath, Chandigarh
- 7) Sh. H.S. Mamik, President , Independent school Association , Chandigarh
- 8) Dr M.S. Gujral , Principal CCET, Sector-26, Chandigarh
- 9) Prof. Girish Sahni , Director ,IMTECH , Chandigarh
- 10) Prof. B. N. Goswamy , Chandigarh
- 11) Professor Yogesh Chawala , Director, PGI, Chandigarh
- 12) Lt.Col. (Retd.) M.S. Dhaliwal , Vice-President , Groz-Beckert Asia Pvt, Ltd. , Chandigarh

Prof. Arun K. Grover welcomed the members and apprised them about the visit to the present premises of Govt. College of Commerce and Business Administration, Sector-42, Chandigarh. It was told that this college would be shifting to a new campus very soon. It is proposed to established RUSA office in part of the space being vacated in the present building. There is a need for refurbishment and as such some inputs from the Architect are required. It was also suggested to prepare a summary minutes of the meeting held in this college. The meeting was presided over by DHE (UT).

The agenda items were then taken up one by one:

Presentations were given by the following institutions on Quality enhancement and sustenance:-

- DAV College , Sector-10, Chandigarh
- PG Govt. College for Girls, Sector 42, Chandigarh
- PG Govt. College , Sector -46, Chandigarh
- Skill Development Centre , Rayat- Bahara University , Mohali
- INFOSYS Ltd., Chandigarh

The following observations were made:

There is a need for pre- NAAC visit to the Colleges of Chandigarh. There is a need to introduce Skill , Interdisciplinary and Vocational Courses and Choice Based Credit System in all the institutions . The Colleges should also come up with more research environment to supplement the Post Graduate teaching programmes being run there . There is also a need to tie up with other institutions of Higher Learning in close proximity. The faculty members in colleges should consider to participate as Co-Investigators in the first instance. Prof Manoj Arora laid emphasis on utilization of academic resources in the programmes, like, Cyber Crime, Disaster Management and Environment Management for which the resources are easily available. The colleges may invite experts from the institutions of higher learning located in and around Chandigarh . The honorarium and travel expenses may be met out of the Council budget. The letter pertaining to amount of honorarium issued already in this regard by the Chandigarh Administration may be adopted to pay suitable honoraria to the experts . A letter in this regard may be issued to all the colleges by the Chandigarh Administration .

It was also decided that faculty members may upload self-assessment profiles, with at least self-assessment one page write up . The Chandigarh Administration should encourage faculty members with liberal terms and conditions for Consultancy and for this the liberal provisions laid down in the Panjab University rules may be adopted, in the ratio of 70 : 30 . Recently NAAC PEER TEAM visited PG Govt. College , Sector-46 and it was also brought to the notice that NAAC team shall be visiting PG Govt. College for Girls, Sector-42, Chandigarh from 15th October to 17th October .

Dr. Sandeep Singh Kaura ,from Skill Development Centre of Rayat – Bahara University , during his presentation said that they have established Skill Development Centre in the field of Automobile sector ,which is supported by forty six industries and they also provide human resource of required nature . He elaborated that the Skill Centre in Automobile sector which has been established is the first of its kind and IT and Informal cluster will be functional in near future and as such they will contribute to 1 % of the national target. At present industry provides technology and national institutions provide training and curriculum. The Rayat – Bahara type of cluster can be set up in the Chandigarh region and for that there is need to prepare an action plan. Prof. Arun Grover stated that we can work out further modalities for setting up of clusters in institutions across the city . The colleges should make efforts to visit Skill Development Centre of Rayat – Bahara at Mohali . The University bus facility can be provided to visit the Centre . Prof Grover also emphasised that

the schools should take vocational agenda seriously. Mr. Vikas Ahuja from INFOSYS laid emphasis on the requirements of the industry expected from the young graduates .

DPR from Home Science college was also discussed. This college stands identified under up gradation of degree Colleges to Model College scheme of RUSA . It was decided that the College may submit a list of peer evaluators for objective evaluation of their proposal and one more name may be added to this by Prof Grover.

The Consolidated Institutional Project Budget (IPB) submitted by Panjab University, Govt. Colleges and Govt. Aided Colleges of Chandigarh was placed for discussion. Dr Dalip Kumar explained that Institutional Development Proposal (IDP) was received from 17 institutions including Panjab University . Many of the IPB received are not as per norms of the RUSA plan . The colleges are required to review the IPB in this context. He further elaborated that the colleges IPB can be included if they are having NAAC accreditation or LOI otherwise IPB cannot be the part of the SHEP . Prof Grover stated that the colleges may be duly informed about the latest timelines issued by NAAC. The copy of this may also be circulated to Dean College Development Council, Panjab University .He will also present the same in the Syndicate meeting scheduled for 20th September, 2015. The timelines for NAAC accreditations may be issued by the Chandigarh Administration to all colleges .

The next item on the agenda was to create separate web portal of the SHEC. It was decided that the Registrar Higher Education may coordinate and appoint one IT person to update the same .

The next item on the agenda was to sanction funds to the tune of Rs three lakh to each of the Govt. Colleges in UT Chandigarh out of the Preparatory Grant . The colleges may meet out expenditure on Workshops (CBCS, Vocationalization , Syllabus Reforms) , Training (Faculty and Non- teaching Staff), Capacity building activities of institutional leaders and students activities (NET , Remedial classes , Coaching for Competitive Exams) from this grant . The expenditures incurred shall be met out strictly as per the provision of the General Financial Rules .

Principal Manjit Brar was of the opinion that upper limit should be five lakhs . Dr B. C. Josan said that private aided Colleges may also be included for the sanction of funds out of the Preparatory Grant . Prof Arun Grover supported the view point of Dr Josan and said that the private aided colleges may incur an expenditure involvement to their 50 % share in the first instance and, thereafter ,the remaining 50 % may be released by the Chandigarh Administration .

There was a detailed discussion on the issue related to commitment from Govt. aided Colleges to contribute 50 % of its share in the ratio of 50:50 of the total grant to be received under RUSA scheme . The Chandigarh Administration may issue a letter in this regard to all Private aided Colleges .

Prof Grover said he has received the representation from teachers working in Chandigarh Colleges with regard to the enhancement of age from 58/60 to 65 years .The service conditions are not favourably comparable in UT Chandigarh Colleges v/s those existing in other Union Territories across the country . He also wrote a letter in this regard to the

Honourable Advisor to UT Administration and he read out his that letter. (Copy enclosed as Annexure). Earlier the Chandigarh Administration had enhanced the age of faculty members working in PEC from 58 to 62years. After threadbare discussion the Council recommended that age of faculty members working in all colleges may be enhanced to 62 years as an interim measures and eventually to 65 years , on the pattern of Centrally Funded Institutions . Prof Grover's letter to UT Advisor was endorsed for consideration and adoption by the Chandigarh Administration for all the Government and Government aided Colleges in U.T.

Prof Grover also opined that the some members of the Council may visit those States which are doing well in implementing the RUSA scheme . He mentioned that Kerala State has implemented the RUSA scheme in an effective manner and more such states may be identified so that best SHEP can be formulated by the SHEC of Chandigarh .

Meeting concluded with thanks to Director , PEC for hosting the meeting .

The next meeting of the Council would be held on 29th October, at 3:00 pm at DAV College , Sector-10, Chandigarh .

Encl:

1. Transcript of the Letter written by Chairperson of the SHEC to the Advisor , U.T., as above .
2. Ppt files of presentations made during the meeting .



Hon'ble Chairman of the State Higher Education Council, Prof. Arun Grover interacting during the council meeting held on 18th September, 2015 at Punjab Technical University, Chandigarh.

Minutes of the meeting of the State Higher Education Council under Rashtriya Uchchatar Shiksha Abhiyan (RUSA) held on 29th October, 2015 at 3:00 pm at DAV College , Sector-10 under the Chairmanship of Prof. Arun Grover, Vice-Chancellor, Panjab University, Chandigarh

The following persons attended the meeting :

- 20) Prof. Arun K. Grover , Vice- Chancellor, PU, Chandigarh
- 21) Prof. Manoj Arora , Director , PEC, Chandigarh
- 22) Mr. R. S. Brar , Director Higher Education- cum -State Project Director
- 23) Prof. D.V.S. Jain , Fellow, Panjab University , Chandigarh
- 24) Dr Neelam Man Singh , Chandigarh
- 25) Dr M.S. Gujral , Principal CCET, Sector-26, Chandigarh
- 26) Prof. Rajiv Lochan , Department of History , PU , Chandigarh
- 27) Prof. Ronki Ram , Department of Political science , PU, Chandigarh
- 28) Dr. Charanjeet K. Sohi , Principal , GGS College for Woman , Chandigarh
- 29) Prof. A. K. Bhandari, DUI, Panjab University, Chandigarh
- 30) Prof. Sanjeev Sharma , Panjab University, Chandigarh
- 31) Dr. B.C. Josan , Principal , DAV College , Sector-10, Chandigarh
- 32) Ms Mani Bedi , Principal, PG Govt. College for Girls, Sector-42, Chandigarh
- 33) Ms Achila Dogra , Principal, PG Govt. College for Girls, Sector-11 Chandigarh
- 34) Dr. J.S. Raghu , Principal, PG Govt. College , Sector-11 Chandigarh
- 35) Ms. Manjit Brar , Principal, Govt. College of Commerce & Business Administration , Sector-50, Chandigarh
- 36) Dr. Gurjeet Kaur , Principal , PG Govt. College, Sector-46, Chandigarh
- 37) Dr. Harsh Batra, Principal, Govt College of Education, Sector- 20, Chandigarh.
- 38) Dr. Samir Malhotra, PGI, Chandigarh
- 39) Dr. S.S. Kang , Principal, SGGGS College , Sector-26, Chandigarh
- 40) Dr. Nirupa Marwaha , Govt. Home Science College , Sector-10, Chandigarh
- 41) Dr. Vandana Lunyal, RIE, Sector-32, Chandigarh
- 42) Mr. Naveen Dalal , SD College , Sector-32, Chandigarh
- 43) Dr. S.S. Dahiya , Director SCERT, Sector-32, Chandigarh
- 44) Dr. Nisha Bhargava , Principal, MCM College , Sector-36, Chandigarh
- 45) Dr. Dalip Kumar, Department of Higher Education , Chandigarh Administration
- 46) Sh. Arjun Dev, Registrar, Department of Higher Education , Chandigarh Administration

The following SHEC members could not attend the meeting

- 13) Prof. Jai Rup Singh, Former Vice- Chancellor ,Central University, Punjab
- 14) Dr. Ashok Chitkara , Founder, Chitkara University
- 15) Sh. Vikram Jaidka, Chandigarh
- 16) Sh. Bhim Sain Malhotra , Asstt. Professor , Chandigarh College of Architecture
- 17) Sh. Vikas Ahuja , Centre Head , Infosys Ltd., Chandigarh
- 18) Sh. Vikram Jaidka, Chandigarh
- 19) Major General (Retd.) Rajinder Nath, Chandigarh
- 20) Sh. H.S. Mamik, President , Independent school Association , Chandigarh
- 21) Prof. Girish Sahni , Director ,IMTECH , Chandigarh
- 22) Prof. B. N. Goswamy , Chandigarh
- 23) Professor Yogesh Chawala , Director, PGI, Chandigarh
- 24) Lt. Col. (Retd.) M.S. Dhaliwal , Vice-President , Groz-Beckert Asia Pvt, Ltd., Chandigarh

At the outset, in this Special meeting of the SHEC, Prof Arun Grover said that not only members but also Principals of the affiliated colleges have been invited so that they could articulate and discuss the draft proposal of the State Higher Education Plan (SHEP). The abstract of the Draft Proposal of the plan was circulated for the information of the members.

The details of the campus proposal of the Panjab University Campus were elaborated by Prof A.K. Bhandari, DUI, and he was of the opinion that there is a need for the revision of financial layout in respect of Panjab University Campus as University wants to be equipped with lecture theatre complex and other academic building proposal in view of the Choice Based Credit System (CBCS) which is to be implemented from the coming session. Director Higher Education said that Department of Higher Education, Chandigarh Administration has asked many times for the revision of the financial plan from the participating institutions and any addition at this stage is difficult but same may be included in the next phase of the proposal. Prof Grover said that university will do the minimum changes and resubmit the consolidated revised plan. He said that Prof Bhandari and Prof Sanjeev Sharma in consultation with Dr Dalip Kumar would revise the plan for the university and same may be placed before DHE-cum-SPD(RUSA) for consideration. The Council gave authorization to Prof Grover for making changes in the SHEP.

Dr Dalip Kumar presented the details of the draft proposal of the State Higher Education Plan in respect of Chandigarh and elaborated the details pertaining to : Component No 3, i.e., Infrastructure grants to Panjab University (Rs.20 Crores); Component No.5, i.e., Upgradation of Existing Degree Colleges to Model Degree Colleges i.e. Govt. Home Science College and two more Colleges during plan period 2016-2017 (4+8=12 Crores), Infrastructure grants to Colleges which includes 9 Govt. Colleges and 7 Grant-in-Aid Colleges (Rs.2 crores for each participating college and Govt. College of Yoga Education & Health which has submitted plan amounting to Rs 1.29 Crores). As such total plan projection under this component amounts to Rs.31.29 Crores. Under component No. 8, i.e., Research, Innovation and Quality Improvement there is a total projection of Rs 30 Crores for Panjab University and Rs.11.387 Crores for Govt. and Private Aided Colleges. Under component no 9 total projection for all colleges and Panjab University is Rs.3.98 Crores. Total Plan Proposal for all the components amounts to Rs.108.387 Crores.

Dr Dalip Kumar also elaborated about the demographic information, literacy rate, analysis of past performance, assessment and accreditation status, expansion of higher education with special reference to Chandigarh and expected outcome of GER by the end of 12th and 13th Plan . The financial draft proposal projected is based on the Project Proposal Budget (PPB) submitted/ revised by Panjab University, Govt. Colleges and Govt. Aided Colleges of Chandigarh. Prof. Grover opined that data should be based on facts and figures. Dr. Dalip Kumar said all information mentioned in the proposal was based on Census Report -2011 for Chandigarh and details mentioned in AISHE and he further elaborated that all baseline informations mentioned in the plan have been provided by Nodal Officer; AISHE-cum-Principal Mrs.Manjit Brar .

The DHE/SPD(RUSA) said that Department of Higher Education has sent letters to the participating Colleges and Panjab University Campus for revising the Budget Proposal many times and as such at this stage it will be difficult to make changes in the SHEP as he will present the SHEP proposal in the meeting with MHRD which is to be held on 31st October. However, Panjab University may revise the proposal and same should be submitted by tomorrow upto 2:00 pm.

Prof. Arun Grover inquired about the proposals from Professional Colleges, like, Chandigarh Medical College, College of Architecture, Chandigarh College of Engineering and Technology, Punjab Engineering College and so on in the ambit of the Plan proposal to be

submitted on behalf of SHEC, UT. Dr. Dalip Kumar explained that RUSA document as per page 85 Section 4.2 provides details of the scope of the participating institutions and at present 306 State Universities and 8500 affiliated colleges are included in the RUSA document across the country. Prof. Grover asked Prof Bhandari to find out the details to include these institutions. The DHE-cum-SPD(RUSA) emphasised that three months have already passed and last minute changes should be avoided and the same may be included at later stage.

He further said that we must compliment and appreciate the efforts of Dr. Dalip Kumar in preparing the Draft Proposal of the State Higher Education Plan in respect of Chandigarh. Prof. Grover and other members also endorsed this view point.

Dr. Dalip Kumar further explained that four colleges, viz., Govt. Home Science College, Govt. College of Education, Sector-20, Govt. College of Yoga Education & Health -23 and MCM College -36 are still to start the process of accreditation. Dr Nirupa Marwaha of the Home Science College however clarified that the College had applied on 23 October for accreditation to NAAC. DHE-cum-SPD(RUSA) emphasised that left out colleges should also submit their SSR to NAAC within two to three weeks' time period and same may be recorded in today's meeting about the commitment made by these Colleges. Dr Harsh Batra, Principal of Govt. College of Education, Sector-20 said that college would apply within two weeks while Dr. Nisha Bhargava, the new Principal of MCM College said that college would apply within three weeks.

Next item on the agenda related to considering the modalities for introducing the conventional or skill related courses in the Proposed new College which is to be started in Manimajra, Chandigarh. Prof. Neelam Man Singh emphasised that proposed college should focus on the programmes in the areas of performing arts. Prof. Grover mentioned that we could consider integrating courses on Fine Art, Performing Art and Commercial Art in more holistic concept. Prof. Sanjeev Sharma was of the opinion that the new College should be started on self-sustaining model, as they are running the UIAMS on the University Campus. Prof. Rajiv Lochan mentioned that there is absolute shortage of Skilled Manpower and the efforts should be made in this direction. Prof. Ronki Ram mentioned that there is a need for specialised courses. Prof. M.S. Gujral opined that some agency may be hired for undertaking the survey in this regard. On this DHE-cum-SPD(RUSA) said that there is no need for hiring such agency and same be planned under RUSA scheme under the existing provision of New Professional college. After discussion two committees have been constituted under Prof. Sanjeev Sharma and Prof. Neelam Man Singh for working out the possible model and courses respectively. It was resolved that one time exemption for delay in applying for the affiliation with Panjab University in respect of the new College to be opened in Manimajra by Chandigarh Administration may be considered by the Panjab University. The proposal in this regard may be submitted.

Dr. S. S. Dahiya, Director, SCERT wanted to interact and present the details of Newly proposed National Policy on Education. Dr. Dahiya elaborated that the National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that call for a revision of the Policy. The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirements with regard to quality education, innovations and research, aiming to make India a knowledge super power by equipping its students with the necessary skills and knowledge,

and to eliminate the shortage of manpower in science, technology, academics and industry. For the first time, the Government of India is embarking on a time-bound grass root consultative process, which will enable the Ministry of HRD to reach out to individuals across the country as well as taking input from citizens online. For this purpose, 20 themes for Higher Education have been identified for discussion and members of the council are requested to submit comments as well as recommendations, etc. by tomorrow upto 2:00 pm.

There was a suggestion from one of the member of the State Higher Education Council to pay suitable honorarium as the sitting fee to the extent of Rs 3000/- per visit to the members who are either retired or non working on the basis of option of respective member; which was duly endorsed by Professor Grover, DHE-cum-SPD(RUSA) and other members.

Prof. Grover said that Chandigarh College of Engineering and Technology should take initiative to get prepared a blue print in respect of Govt. Medical College, College of Arts and College of Architecture so that all the four Colleges can be seen as seeking excellence, as the PEC is doing at present. Prof. Manoj Arora mentioned that if anyone is having view point on Smart City Project, the same may be sent to him as this would be discussed during next meeting of the Council. He further elaborated that vision document about the same is available on the official website of the Chandigarh Administration. The next meeting of the Council will be held on (tentatively) 17th November, 2015 at PEC, Chandigarh under the Chairmanship of Honourable Advisor, U.T. Mr Vijay Dev.

Meeting concluded with thanks to Principal, DAV College, Sector-10, for hosting the meeting.