

ANDHRA PRADESH

STATE HIGHER EDUCATION PLAN (SHEP)

12th Plan Period: 2014-17



**STATE PROJECT DIRECTORATE
ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

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1.1 Mission

The Government of Andhra Pradesh in line with the policy of the Government of India intends to take up the challenging task of realizing the State's human resources potential to its fullest particularly to reap the benefits of demographic dividend and to meet the needs of the rapid and emerging growth areas of the state and world-wide. The Govt., proposes to create a knowledge based economy through a digitally empowered society, knowledge creation and a skilled manforce.

The Government has thus conceived a mission mode development approach that seeks to accelerate all round development of the State. As a part of this approach, a decision has been taken to create seven missions – Social Sector Mission, Primary Mission, Infrastructure Mission, Industry Mission, Service Sector Mission, Urban Development Mission and Knowledge and Skill Development Mission.

The **Knowledge and Skill Development Mission** will cater to the human resources requirement of the other six missions and the Government holds the firm view that the success of this Mission will depend critically on achieving excellence in Higher Education. The State Education policy is conceptualized accordingly to meet the local, regional and global needs not only in imparting knowledge but also in its application to sustainable economic growth.

1.2 VISION

To transform Andhra Pradesh into a knowledge hub with a world-class system of Higher Education, Research, Innovation and Entrepreneurship and into the Global Leader for Skilled, Work-Ready and World-Ready workforce.

1.3 GOALS

- Increase the Gross Enrolment Ratio in Higher Education from the existing 28.4% to 35% by the end of XIIth plan and to 50% by the end of the XIIIth plan.

- To establish competency based education, research, innovation and entrepreneurship as the four nuclei of the new Higher Education system.
- To provide access to high quality and cost-effective education to students of Andhra Pradesh and to attract Indian and foreign students.
- To create adequate pool of human resources for meeting the needs of the rapid and emerging growth areas of the state nationally and globally.
- To create knowledge based economy driven by high value-added products and services created through research, technology and brain power.

2.1 Demographic Profile of the State

2.1.1 The total population in the State of AP is:

Unit	Total	In lakhs	
		Male	Female
Total Population	493.78	247.34	246.44
		50.09%	49.91%

2.1.2 Rural-Urban spread population is:

Unit	Total	Rural	Urban
Total Population	493.78	347.49	146.29
		70.37 %	29.63%

2.1.3 Rural-Urban spread population with reference to male & female are:

Unit	Total	Rural	Urban
Total Population	493.78	347.49	146.29
(a) Male	247.34	174.3	73.03
(b) Female	246.44	173.19	73.25

(Source – Census 2011)

2.2 Higher Education Profile

2.2.1 Higher Education in the State of Andhra Pradesh has both public and private partners offering education through (i) University Colleges (ii) Government Colleges (iii) Government-aided Private Colleges and (iv) Private Colleges. The courses and duration of programs are being modified and upgraded according to the needs and expectations both by the academia and industry.

The courses offered in the State of Andhra Pradesh are:

UG Programs (Entry after 10+2 Edn.,)			PG Programs (Entry after completing UG)		
General	B.A., B.Sc., B.Com.	3 Yr	General	M.A., M.Sc., M.Com.	2 Yr
Engineering	B.E., B.Tech.,	4 Yr	Engineering	M.E., M.Tech.,	2 Yr
Medical	M.B.B.S.,	5 Yr	Medical	M.S., M.D.,	2 Yr
Veterinary	B.V.Sc.,	4 Yr	Pharmacy	M. Pharm	2 Yr
Pharmacy	B.Pharm.	4 Yr	Management	MBA	2 Yr
Agriculture	B.Sc.,	4 Yr	Computers	MCA	2 Yr
Law	LLB	5 Yr	Law	LLM	2 Yr
Post UG Programs (Entry after completing UG)					
Education	B.Ed.,	1 Yr			
Law	LLB	3 Yr.			

2.2.2 The Andhra Pradesh stands 8th place in the Country in having the Universities.

The growth of the Universities in the State of Andhra Pradesh is:

Category of the University	Growth of the Universities – Year wise								
	1920s	1950s	1960s	1970s	1980s	1990s	2000s	2010s	2014
State Universities (HE Dept.)	1	1	0	1	2	1	9	0	15
State Universities (Other Dept.)					1		4		5
Central and Deemed Univ.			1		1			3	5
Specialized Institutes						1			1
Grand Total	1	1	1	1	4	2	13	3	26

District-wise distribution of Universities:

Name of the District	No of Universities/Institutes							Per cent
	Conventional	Technological	Specialized	Other U	Deemed	Institutes	Total	
Srikakulam	1	0	0	0	0	0	1	3.85
Vijayanagaram	0	0	0	0	0	0	0	0
Visakhapatnam	1	0	0	1	1	0	3	11.54
East Godavari	1	1	0	0	0	0	2	7.69
West Godavari	0	0	0	1	0	0	1	3.85
Krishna	1	0	0	1	0	0	2	7.69
Guntur	1	0	0	0	2	0	3	11.54
Prakasam	0	0	0	0	0	0	0	0
Nellore	1	0	0	0	0	0	1	3.85
Chittoor	1	0	2	2	1	1	7	26.92
Kadapa	1	1	0	0	0	0	2	7.69
Kurnool	1	0	0	0	0	0	1	3.85
Ananthapur	1	1	0	0	1	0	3	11.54
Total	10	3	2	5	5	1	26	
	38.46	11.54	7.69	19.23	19.23	3.85		100.0

2.2.3 The Andhra Pradesh have considerable number of colleges. The growth of the Colleges compared nearer to decade is as follows:

Sl. No.	Type of Universities / Institution	Number of Institutions	
		2004	2014
1.	(a) State	6	15
	(b) Central	0	0
	(c) Deemed	2	5
	(d) Other Universities/Institutes	1	6
2.	Colleges offering Engineering Courses	101	365
3.	Colleges offering Medical / dental courses	15	34
4.	Colleges offering MBA program	79	407
6.	Colleges offering MCA program	124	221
7.	Colleges offering Pharmacy program	118	128
8.	Colleges offering B.Ed. program	160	376

9.	Colleges offering Law program	30	34
10.	Colleges offering Agriculture programs	10	11
11.	Colleges offering UG Education	755	1248
12.	Colleges offering PG Education	180	443

2.2.4 GER across categories and the State (United AP)

The Government of Andhra Pradesh has initiated steps to establish education institutions in different parts of the State, covering the urban, rural and tribal pockets to extend access to higher education. In accordance with the Knowledge Commission report the government of Andhra Pradesh had established need based conventional, specialized and technological universities in various parts of the State. Universities growth spurt is phenomenal in the first decade of the 21st century, wherein 13 universities/institutions are established in 13 districts State of AP. They are functioning in the Departments like agriculture, education, endowments and law. The multifaceted approach is a standing testimony that the State has been marching towards a knowledge society. Accordingly, the GER of combined Andhra Pradesh is 28.4% (source: RUSA document, MHRD) and stands at 7th place in the Country.

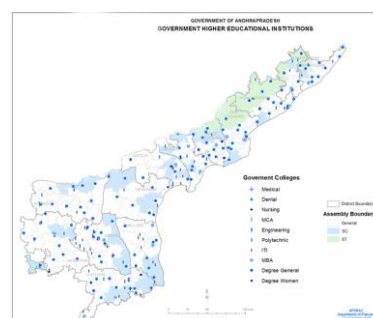
Details of GER for 2011-12 & 2012-13 (united AP)

Sl. No.	Year	GER in Higher Education (18-23 years)								
		All categories			SC			ST		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2011-12	31.8	23.4	27.6	25.9	20.4	23.1	25.6	17	21
2	2012-13	32.7	25.4	29.1	27.7	22.0	24.9	28.9	19.0	23.6

(Source: All India Survey of Higher Education, MHRD, Govt. of India.)

2.2.5 Qualitative comparison between various areas of the State

The State of Andhra Pradesh is broadly divided into three regions based on the Geo-physical resources and the cultural practices. Most of the area comes under peasant rural / tribal with a few pockets of urban agglomerations. The institutional density shows variation among urban, rural and tribal, the



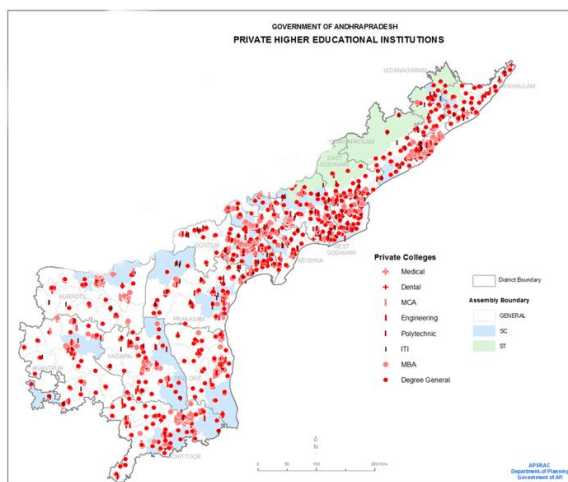
former is in better position in terms of number of educational institutions and the quality training.

Region-wise and District-wise Colleges

S. No	Region	District	Number of Colleges												
			UG	PG	Engg.	Medi./Dent	Pharma	MCA	MBA	B.Ed	Law	Agri./Horti	M.Tech	M. Pharm	Pharma D
1	North	Srikakulam	88	12	10	2	2	3	9	16	2	1	7	2	0
2	Coastal	Vijayanagaram	72	31	16	1	7	8	10	20	1	0	11	8	1
3	Andhra	Visakhapatnam	116	50	32	4	11	16	35	25	6	0	21	8	1
Region Total			276	93	58	7	20	27	54	61	9	1	39	18	2
4	Deltaic Andhra	East Godavari	131	42	35	3	13	20	32	42	4	1	24	14	2
5		West Godavari	101	35	32	3	9	24	39	22	1	1	22	7	1
6		Krishna	110	47	38	4	12	23	47	22	2	0	32	13	1
Region Total			342	124	105	10	34	67	118	86	7	2	78	34	4
7	South	Guntur	123	46	49	4	24	29	46	43	3	3	37	22	12
8	Costal	Prakasam	83	23	21	1	11	18	28	43	1	0	17	8	0
9	Andhra	Nellore	76	37	27	2	10	23	29	20	1	0	14	9	4
Region Total			282	106	97	7	45	70	103	106	5	3	68	39	16
10	Rayala-seema	Chittoor	135	45	39	3	12	29	55	29	8	1	26	11	5
11		Kadapa	81	25	25	3	7	13	24	32	2	2	20	6	4
12		Kurnool	66	24	21	3	6	7	27	37	1	1	17	6	2
13		Ananthapur	66	26	20	1	4	8	26	25	2	1	16	4	1
Region Total			348	120	105	10	29	57	132	123	13	5	79	27	12
State Total			1248	443	365	34	128	221	407	376	34	11	264	118	34

2.2.6 Private Sector Plan

Most of the higher education offering colleges in the State of Andhra Pradesh is in private sector than the public. The course curriculum design, conduct of examinations and the award of degrees is in the control of universities which are in the fold of the Department of Education, Government of Andhra Pradesh. However, in recent years, a few private educational institutions obtained the status of deemed universities, which are in the fold of Government of India.



2.3 SWOT Analysis

As per the standard guidelines, the State Educational Scenario has been presented below:

2.3.1 Strengths

- Introduction of Soft & Technical Skills in UG Curriculum to acquire the job oriented skills at college level as to capture employability in the global market and therefore in order to achieve the objective, the Government has incorporated AP State Skill Development Corporation (APSSDC) under Companies Act 2013 as a not-for-profit company with an aim of attracting industrial partners in the initiative.
- Conduct of Career Awareness Recruitment Drives (CARD) in association with the leading Industries so as to create awareness among student community on the employability in the IT and ITES and skills sets required to capture those opportunities.
- Introduction of 5 Year integrated PG program as a measure to improve the quality of human resource to cater to the needs of R & D and Industry.
- Evolving Performance parameters to Universities – the Universities are funded by public money and it is their responsibility to maintain accountability not only themselves but also to the society at large and hence the performance parameters have been helping the Universities to have self assessment mechanism.
- Introduction of web based counselling for admission into various courses through Common Entrance Tests (CETs) with a view to provide free access of choosing options from any place, which reduces the time and complete the admissions timely.
- To ensure inclusive educational promotion, the Rajiv Gandhi University of Knowledge Technologies is established with a moto of providing quality technical education after Secondary School Certificate (SSC), mainly to rural students.
- Setting up of Jawahar Knowledge Centers (JKCs) in UG conventional and Technical Colleges and Skill Development Centers (SDCs) in Polytechnics to

attract meritorious students of professional and non-professional courses to execute live projects and employable skills.

- In order to meet the global competition and extend opportunities to the students, collegiate education in collaboration with US state department is conducting English Language Fellow Program (ELF) for teachers in degree colleges focusing on Communicative Language Teaching Techniques (CLTT) and training them as master trainers and trainers since 2006.
- The Government of Andhra Pradesh in order to encourage the quality teaching and to acknowledge the services of committed teachers has been awarding State Teacher Awards every year considering the Academic Performance Indicators (API).
- Introduction of Train the Trainer Programme and faculty development programs for training of teachers with industry representatives.
- Net Working of AP State Universities – completed the project with a view to share the academic resources, conduct of online admissions etc.,
- Providing financial assistance to the Universities and Colleges to conduct Conferences and Seminars with a view to create academic environment and also to help the faculty and students to update their subject knowledge and for exchange of ideas.
- Evolving uniform guidelines, from time to time, for better university administration in the areas examinations, evaluation and awarding degrees.
- Admissions into Ph.D. programmes in the Universities with a view to improve research standards and also to avoid complaints on the admission into research programs.
- Model Statutes and Ordinances for good governance of the Universities of Conventional, Specialized and Technological Universities in the State.
- Insisting on adaptation of Finance and Accounting Rules with a view to avoid financial irregularities in the Universities.

- Strict adherence to affiliation and disaffiliation of colleges with a view to improve academic standards in the private sector where most of the students are pursuing higher education.
- To mandate NET/SLET as a qualification in recruitment to those teach UG and PG courses, the Government of AP has been conducting APSET from 2012-13 with the approval of the University Grants Commission for the benefit of unemployed post graduate degree holders.
- Nearly 30% of the Government Universities and near 50% of the Government Aided Degree Colleges are accredited by NAAC.

Key strengths such as existence of strong education hubs, industry clusters etc.

(i) Andhra Pradesh is

- *Second longest coast line State in India - 1030 Kms*
- *Forest area : 22682 Sq. kms*
- *Rivers (M) : 3*
- *Agri. Land : 3632.68 K Ha*
- *Airports : 4*
- *Ports : 5*

(ii) Andhra Pradesh has strong industrial clusters

- *Pharma SEZ at Visakapatnam*
- *Vizag Steel Plant*
- *Hindustan Shipyard*
- *Hindustan Petroleum Corporation Ltd.*
- *Coromandle Fertilizers*
- *Indian Navy*

(iii) Andhra Pradesh has strong and diverse industrial base

<i>Power</i>	- <i>Srisailam Nagarjuna Sagaa hydropwer,</i>
<i>Space Research</i>	- <i>ISRO</i>
<i>Drugs and Pharma</i>	- <i>Dr.Reddy's, Aurobindo, Matrix</i>
<i>Biotechnology</i>	- <i>Biocon, Shanta Bio, Bharat Bio</i>
<i>Fertilizers</i>	- <i>Nagarjuna, Coromandal, Godavari</i>
<i>Cement</i>	- <i>L & T, KCP, India Cement, ACC</i>
<i>Paper</i>	- <i>A.P. Papers, ITC B, Coastal Paper</i>
<i>Infrastructure Dev</i>	- <i>GMR, IVRCL, Nagarjuna</i>

2.3.2 Weaknesses:

- Lack of regulatory authority to control unauthorized Colleges and Universities offering programs not recognized by appropriate authorities and to ensure standards and quality in private unaided institutions.
- No proper regulatory mechanism for conducting academic and financial audit in private unaided colleges.
- Inadequate or poor infrastructure including laboratories in newly established Universities and Colleges.
- Non-availability of sufficient grants to government and government administered aided institutions for salaries and maintenance.
- Unable to introduce industrial relevant and market driven courses. Lack of industrial collaboration with academia.
- Lack of qualified and trained faculty. Unable to maintain student-teacher ratio as per prescribed norms.
- Insufficient number of academic staff colleges to train the teachers.
- No mechanism at State level to assess the quality of institutions through accreditation process.
- Use of ICT and related applications is limited.
- Due to bifurcation of the State a number of educational and research institutes left behind in Hyderabad.

2.3.3 Opportunities

- In order to focus on ensuring quality higher education and vocational education, imparting student with skills that will make them employable and for further education and research, government has launched knowledge and educational mission.

- The demographic dividends of AP can be meticulously harnessed to be the global players.
- Andhra Pradesh has been producing skilled manpower in various fields having wider acceptability across the globe.
- Andhra Pradesh has variety of institutions like conventional, technological and specialised and thereby these can be utilised for creating a knowledge society.
- The specialised and super-specialised academic disciplines can be promoted to conduct inter disciplinary and trans-disciplinary research to achieve the goal of AP as Knowledge Hub.
- About 1,000 km costal line of AP can be promoted as petro-chemical, chemical and pharmaceutical corridor. The offshore and onshore maritime resources can be subjected to scientific research.
- The hill tracts of Eastern Ghats, the treasure trove of minerals, which had a great potential for the development of mining industry.
- The traditional arts and semi-skilled crafts of Andhra Pradesh can be promoted to modern arts and skilled crafts.
- The Central Government is setting up 11 institutes of national importance consequent to bifurcation of the State.

2.3.4 Threats

- The differential growth between private and public sectors leading to an unhealthy academic atmosphere in higher education where the private is dominated over the public particularly in professional education (engineering, pharmacy & law).

- Due to historical reasons the quality of higher education is showing a downward trend resulting in poor employability among the graduates.
- A healthy program of distance education conceived to extend opportunity to the disadvantage and un-reached, has taken a different direction thereby causing a threat to the quality of education.
- Education is listed under concurrent list and hence the State has limited jurisdiction to monitor the functioning of the Institutions and maintain standards in the quality of higher and technical education.

2.4 Academic Information

2.4.1. Number of Universities & Colleges:

Type	No of Universities and Names	
Central Universities	Nil	
State Universities under the Higher Education Department	15	<p>Conventional Universities</p> <ol style="list-style-type: none"> 1. Andhra University, Visakhapatnam 2. Sri Venkateswara University, Tirupati 3. Acharya Nagarjuna University, Nagarjnanagar 4. Sri Krishnadevaraya University, Ananthapur 5. B.R. Ambedkar University, Srikakulam 6. Adi Kavi Nannaya University, Rajahmundry 7. Krishna University, Machalipatnam 8. Vikram Simhapuri University, Nellore 9. Yogi vemana University, Kadapa 10. Rayalaseema University, Kurnool <p>Specialized Universities</p> <ol style="list-style-type: none"> 11. Sri Padmavati mahila University, Tirupati 12. Dravidian University, Kuppam, <p>Technological Universities</p> <ol style="list-style-type: none"> 13. Jawaharl Nehru Technological University, Ananthapur, 14. Jawaharl Nehru Technological University, Kakinada 15. Rajiv Gandhi University of Knowledge Technologies, Idupulapaya
State Universities under other departments	05	<ol style="list-style-type: none"> 16. Dr. N.T.R. Helath University, Vijayawada 17. Sri Venkateswara Veterinary University, Tirupati 18. Sri Venkateswara Vedic Universit, Tirupati 19. Dr. Y.S.R. Horticulture University, T.P. Gudem 20. Damodaram Sanjeevaiah National law University, Visakhapatnam
Private Universities	Nil	
Other degree	01	01. Sri Venkateswara Institute of Medical Sciences,

awarding institutions declared by Univ.		Tirupati
Deemed to be Universities	5	1.Rastriya Sanskrit Vidya Peeth, Tirupati 2. Sri Satya Sai Institute of Higher Learning, Puttaparti 3. GITAM University, Visakhapatnam 4. Vignan University, Guntur 5. Koneru Lakshmaiah University, Guntur
Others	Nil	
Total	26	

Type	No of Colleges
Government funded *	302
Government aided **	141
Private unaided ***	1922
Autonomous ****	59
Other	-
Total (excluding Autonomous)	2365

(* 145 Degree + 01Oriental+ 17 Engineering + 7 Pharma +6 Law + 13 B.Ed + 10Constituent colleges + 28 MBA/MCA colleges + 81 Poly techniques)

(** 126 Degree Colleges + 15 Oriental colleges)

(*** 964 Degree Colleges + 348 Engg. + 28 Law + 363 B.Ed. + 195 Polytechniques + 25 Pharma)

(**** (13 ANU + 1 AKNU+ 14 AU+ 10JNTU-K + 10 JNTU-A + 3 KRU + 3 RU + 1 SKU+ 3 SVU + 1 VSU) included in the first 3 categories also)

Type	No of Colleges
Autonomous colleges	59
Affiliated colleges*	2365
Constituent colleges	42
Other	-
Total (excluding Autonomous)	2407

(* 302 Govt. + 141 Aided + 1922 Private un Aided (including 59 autonomous colleges))

2.4.2 Accreditation of Universities:

Agency	Status	Score Range	No. of Institutions	
NAAC	Not accredited	-	11	
		Accredited and revalidated after 2007	A B C D	5 3 - -
	Accredited but not revalidated after 2007	A	1	
		B	-	
		C	-	
		D	-	
	State Accreditation Authority	Accredited (There is no State Agency)	A	-
			B	-
C			-	
D			-	

2.4.3: Accreditation of Colleges:

Agency	Status	Score Range	Govt. Colleges (146)	Aided Colleges (141)
NAAC	Not accredited		65	81
	Accredited and revalidated after 2007	A	7	12
		B	31	12
		C	3	1
	Accredited but not revalidated after 2007	D	-	-
		A	-	5
		B	36	29
C		4	1	
State Accreditation Authority	Accredited (There is no State Agency)	D	-	-
		A	-	-
		B	-	-
		C	-	-

2.4.4 Faculty status (Regular / on-contract faculty as on March 31st 2010)

Institute	Faculty Rank	No. of Sanctioned Regular Posts	Present Status: Number in Position by Highest Qualification												Total Number of Regular faculty in Positions	Total Vacancies	Total Number of contract faculty in Position
			Doctoral Degree				Masters Degree				Bachelor Degree						
			Engineering Disciplines		Other Discipline		Engineering Disciplines		Other Discipline		Engineering Disciplines		Other Discipline				
			R	C	R	C	R	C	R	C	R	C	R	C			
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17 (5+7+9+ 11+13+ 15)	18 (4-17)	19 (6+8+10+ 12+14+ 16)
Universities	Prof.	539	91	4	310	28	0	0	0	1	0	0	0	0	401	138	33
	Asso. Prof.	942	98	0	248	6	19	0	2	1	0	0	0	0	367	575	7
	Asst. Prof.	1890	99	13	694	255	129	391	66	374	8	9	0	0	996	894	1042
Govt. Colleges	Reader / Lecturer	3759	0	0	750	0	0	0	1559	747	0	0	0	0	2309	1450	747
Pvt. Aided Colleges	Reader / Lecturer	5587	0	0	192	0	0	0	1722	0	0	0	0	0	1914	3673	0
Grand Total		12717	288	17	1790	289	148	391	3753	1123	8	9	0	0	5987	6730	1829

3.1 Summary

The first University in the Unitary State of Andhra Pradesh was established in Hyderabad in the erstwhile princely state of Hyderabad and in subsequent years in 1926 Andhra University, now the oldest university in the residuary State of Andhra Pradesh was established. These two Universities laid path for the emergence of Collegiate Education in various Regions/ Districts of the unitary State. Subsequently the State Government established Sri Venkateswara University, Tirupati in the year 1954. Later on Sri Krishnadevaraya University, Anantapuram was established in 1981. At present there are 26 Universities including the Deemed to be Universities in the State out of which 13 Universities have been added in the recent years.

The globalization processes propelled the education into technical mode and thereby Engineering Education has gained much momentum in Higher Education. Since there has been demand for quality education, and the aspirants are growing at an exponential rate in various fields of knowledge, Common Entrance Tests (CETs) are contemplated thereby quality is assured. The Universities vision of restructuring and revamping course curriculum coupled with introducing tailor made courses to suit to the I.T. and Industrial requirements is the hallmark of unitary Andhra Pradesh. Entering of MoUs with different institutes and industries, both home and abroad, designing twinning programmes and integrated programmes are a few in the direction of setting new trends in the contemporary education. The brain-drain and the Diaspora of unitary Andhra Pradesh in recent years stands as a testimony of its achievement in imparting quality and restructured education.

Performance of AP Universities

- (i) The teaching staff, library, laboratories, health centers and play grounds are found to be satisfactory in old Universities while they are meager in new universities with an exception to technological universities.
- (ii) Due to inadequacy of competent teaching and non-teaching staff and lack of financial resources, the Universities need to take appropriate measures to improve their all round performance, in terms of teaching learning resources through industry oriented courses and curricula, inter-disciplinary programs, use of on-line practices and software packages.
- (iii) The Research and Development can be promoted by establishing relevant Research Centers in collaboration with local Industries. This would facilitate conducting research on the resources like natural gas, history, heritage and culture and water resources etc.,
- (iv) Universities may generate resources by conducting research and extending consultancy services and approaching the philanthropists and alumni.
- (v) There is an urgent necessity to fill the vacancies in all Universities instead of functioning with adhoc and contract appointments.
- (vi) Universities may inculcate dynamic and creative academic leadership to meet the challenging tasks of higher education including the need for civic engagement by involving the faculty students and teachers as partners.
- (vii) The Educational institutions must rejuvenate the responsibility of conducting research/ study programs to assess poverty, violence, environmental degradation, ecological disequilibrium, etc., problems to alleviate poverty and to provide harmonious environment.

(The above observations are based on some inputs from the Expert Committee report)

3.2 Detailed Analysis

3.2.1 Performance against specific goal

Collegiate Education

The Commissionerate of Collegiate Education is the major provider of Higher Education in the State of Andhra Pradesh. About 300 colleges are functioning in different districts. The following are the few healthy practices in vogue:

3.2.1.1. *Training for Faculty:* Training programmes are conducted for teaching and non-teaching staff so as to keep them updated about the developments in the relevant subject areas. 1950 faculty of Government Degree Colleges have undergone Refresher and Orientation courses conducted by Academic Staff Colleges (ASC) of Universities. Besides them, many teachers working in Private Aided Colleges also attend these training programmes. Trainings were organised on Quality Enhancement and Quality Sustenance Initiatives and conduct of Academic Audit

Induction training programmes are conducted by the department for newly recruited teachers on teaching methodology and service matters and for Principals on administrative matters.

3.2.1.2. *English Language Fellow (ELF) programme:* The Department conducts an English Language Fellow (ELF) programme in collaboration with the US State Department. The programme aims to improve the English communication skills of undergraduate students of the State's colleges by improving the teaching skills of English language lecturers. The program aims to accomplish this through two different types of workshops – one for lead teachers selected from all the zones through a district wise representation called English Language Trainers workshop. The second one is for lecturers from each zone which will be called as English Language Teaching Skills Update workshop. The programme started in 2006 and it hopes to enhance critical thinking, problem solving, and decision making and so far 345 English lecturers were trained.

3.2.1.3.**Jawahar Knowledge Centres (JKC):** Establishment of Jawahar Knowledge Centre (JKC) in Government Degree Colleges was initiated in 2005-06 by the State Government to provide employable skills to students. The programme aims to create a research environment for best students in the colleges. Training is given in industry needed skills, soft skills and computer oriented skills. The programme aims to use the potential of digital technology to enhance the knowledge resources in colleges. Through video and teleconferencing facilities, the programme aims to create an interaction between experts and students. During the last eight years, the programme trained 1.42 lakh students in employable skills. To ensure equity, students belonging to disabled, SC and ST categories are exempted from payment of fee.

S.No	Year	No of Students Trained
1	2006 - 2007	619
2	2007 -2008	20787
3	2008 – 2009	27161
4	2009 – 2010	9311
5	2010 – 2011	21916
6	2011-2012	21619
7	2012-2013	15703
8	2013-2014	25778
Total		142894

3.2.1.4.**English Language Labs (ELLS):** English language curriculum was revamped to enhance employability of students by imparting Oral and Aural skills. ELLs were established in 45 of the total 145 existing Government Degree Colleges in the year 2007-08 and the ELLs are successfully utilised in all the Colleges. There is a need to establish ELLs in remaining 100 Government Degree Colleges.

3.2.1.5.**MANA TV:** The Department of Collegiate Education promotes application of ICT in education through the use of MANA TV. The telecast is received by 121 Government Colleges in the State benefiting a large section of the students belonging to rural areas. Further, keeping in view the University

examinations, Special live programmes like Teleconferences, Tele-counseling, and Panel Discussions were organized through MANA TV. The CCE interacts with lecturers, Principals and Students on various academic, administrative and other related issues at regular intervals through Mana TV.

Important Programmes Telecast on Mana TV:

S.No	Special Live Telecast Programme
1	CCE Teleconference with College Staff & Students on Academic Activities
2	Activating English Language Classrooms with ELF Master Trainer from US Mr.Joseph Dwaileebe
3	Energizing Classrooms with ELF Master Trainer from US Mr.Joseph Dwaileebe
4	CCE Teleconference with Visually Challenged Lecturers & Students
5	Dial the Doctor for girl students
6	Vision of Independence Day
7	CCE Teleconference on Academic Activities
8	Rare Photos of Mahatma Gandhi
9	Student Centered Best Practices in Degree Colleges
10	Legal Experts on Atrocities on SC & ST
11	Dial CCE exclusively for students
12	Concentration Enhancement in Students through Yoga
13	Learner Centered Teaching Methodology: CCE interaction with English Teachers and ELF Master Trainers

3.2.1.6. Value Education: *Introduction of Human Values and Professional Ethics (HVPE).* This course aims to lay a strong foundation in value based living in students and attempts to create awareness in students regarding self-realization and the effect of right understanding. It aims to inculcate in students, a sense of respect towards harnessing values of life and spirit of fulfilling social responsibilities and enables students to lead a practical life adding value to human relations. Based on consultations with all stakeholders the HPVE course offered by IIIT Hyderabad, has been adopted and introduced in all Colleges across the state. To transact the curriculum effectively, 1450 lecturers were trained to teach the subject and the lessons were uploaded on to YOU Tube for benefit of students & staff.

3.2.1.7. Inter-University Faculty Forum (IUFF): Launched in 2013-14 to facilitate teachers working in Colleges to interact, share their research work with their counterparts working in Universities and vice versa. The best research papers published in prestigious journals at the international and national level are presented in the Forum through video conference attended by the faculty and students from various Universities and Colleges. 21 subjects were covered during 2013-14.

3.2.1.8. Student Study Projects: To promote student centred learning process in Government Degree Colleges, the teachers were encouraged to take up student study projects on various aspects relating to their subject areas. The best projects were short listed by an expert committee involving University Professors and evaluated on 0-20 scale as per the following criteria:

Parameter	Marks	Total
Creativity/ innovative ideas	5	20
Relevance / Usefulness to society	5	
Resources used	5	
Presentation	5	

Three best study projects were presented with awards during the State-level Academic, Literary & Cultural and Sports Meet titled '**YuvaTarangam**'.

3.2.1.9. State Awards: The Government of Andhra Pradesh presents State Teacher Awards to meritorious University and College teachers every year to acknowledge their services and the awards were given during 2014 considering the Academic performance Indicator (APIs) of teachers.

3.2.1.10. Yuvatarangam - A celebration of Excellence : 'Yuvatarangam' is being celebrated annually since 2011 to facilitate students pursuing general education to explore their innate talents and realize their potential. The festival encompasses all stakeholders viz., students, teachers, principals, non-teaching staff, academic administrators at institution and department level. 'Yuvatarangam' is celebrated in three Categories: 1) Academic 2) Cultural and Literary 3) Games and Sports

The program acts as a platform for acknowledging the services rendered by all the staff, rewarding the best and for students to showcase their talent in cultural, literary, sports and games and excellence in academics.

- 3.2.1.11. Women Empowerment Cell (WEC): Women Empowerment Cells have been established in all Government Degree Colleges. They have evolved into a platform for conducting various activities such as seminars, workshops and conduct of competitions for students on women related issues.

Further, the mail id was created for receipt of complaints and grievances from women staff and students in Govt. Colleges has been created. The complaints and grievances received through the mail have been processed and suitable action has been initiated to redress the issues.

The Government of Andhra Pradesh sets the target of student enrolment and fixes the performance targets against its budgetary allocations. Since, the attainment of quality initiates right at the elementary education and continues to persist till the Higher Education, every stage of education (elementary / High School / intermediate) different Commissions and Councils are established and assigned the tasks of encouraging enrolment and sustaining quality in education. The examination reforms at conduct, evaluation and award levels are on par with any of the proven examination systems. Establishment of School inspectors, District Education Officers, Regional Directors of Education and Executive Councils at University levels are deployed to assure the quality in Higher Education. The performance of the teachers and the students are periodically assessed and accordingly the budgetary allocations are made, thereby the quality is taken care in Higher Education.

3.2.2. Analysis of expenditure made against the allocations, committed unspent and uncommitted unspent balances

Higher Education

(Rs in crores)				
	2013-14	2014-15	Difference	Remarks
Non-Plan	2620.49	2191.96	-428.53	Grants 2013-14 are in combined AP. If 58% on 2013-14 budget has been taken, the budget comes to Rs.1519.88 crores, whereas, the Government has allocated Rs.2191.96 crores (increase of Rs.672.08 crores (44%))
Plan	198.34	157.73	-40.61	Grants 2013-14 are in combined AP. If 58% on 2013-14 budget has been taken, the budget comes to Rs.115.04 crores, whereas, the Government has allocated Rs.157.73 crores (increase of Rs.42.69 crores (37%))

Technical Education

(Rs in crores)				
	2013-14	2014-15	Difference	Remarks
Non-Plan	384.37	512.97	128.60	Grants 2013-14 are in combined AP. If 58% on 2013-14 budget has been taken, the budget comes to Rs.222.93 crores, whereas, the Government has allocated Rs.512.97 crores (increase of Rs.290.04 crores (130%))
Plan	879.62	224.09	-655.53	Grants 2013-14 are in combined AP. If 58% on 2013-14 budget has been taken, the budget comes to Rs.510.18 crores, whereas, the Government has allocated Rs.224.09 crores (decrease of Rs.286.09 crores (56%))

3.2.3 Any particular Universities that need to be mentioned for above or below average performance.

The erstwhile government of Andhra Pradesh has established 9 new Universities from 2006 to 2008 with a view to provide greater access of Higher Education to all sections of the Society. Out of these 6 are conventional and the remaining 3 are technological universities located in the residuary Andhra Pradesh. Though these new Universities recognized under 2 (f) of UGC Act, but they require financial support under 12(b) of UGC Act so as to improve their infrastructural facilities and enhance academic quality has

not been ascertained. The main focus of establishing these universities is to extend access to the rural and tribal people, who are spread mostly away from the centres of towns and cities. These need to be strengthened to provide quality education and research opportunities to rural and tribal students pursuing higher education in these new Universities. The names of these new universities and their years of establishment are detailed hereunder:

Sl.No.	Name of the new University	Year of establishment
1	Adikavi Nannayya University	2006
2	Yogi Vemana University	2006
3	Dr. B.R. Ambedkar University	2008
4	Krishna University	2008
5	Vikrama Simhapuri University	2008
6	Rayalaseema University	2008
7	JNTU, Kakinada	2008
8	JNTU, Anantapur	2008
9	RGUKT, Idupulapaya	2008

3.2.4 Reasons for non-performance

Due to lack of insufficient funds, these new Universities are unable to develop their respective campuses with all facilities required to get 12 (b) status from UGC, which includes land, buildings, teaching positions in the Departments, student and staff amenities etc. Due to unforeseen reasons like land acquisition, alienation, land utilization etc., reasons some of the universities could not takeoff as they are desired.

3.3. Performance of Colleges

A cursory look into the pass percentages of the students in various types of colleges such as Autonomous, Government Aided and Newly established Government colleges is showing variation. An inquiry into these differences have shown that the autonomous colleges performance is attributed to the autonomy in curriculum design and semester system, while the non-autonomous colleges are guided by the university module of examination.

The newly established colleges under performance may be directly correlated to lack of infrastructure and their classes being conducted in somebody's domain in shift system.

The following table presents the detailed data:

S. no	Type of the college	Total Pass %	New Government Degree Colleges Pass%
1	Private Aided. Colleges (Non-Autonomous)	48	-
2	Private Aided. Colleges (Autonomous)	81	-
3	Total pass percentage Private Aided. Colleges	54	-
4	Government Colleges (Non-Autonomous)	38	32
5	Government Colleges (Autonomous)	92	
6	Total pass percentage Government Colleges	65	

3.3.1 Affiliation reform progress with data on the number of affiliating universities and number of affiliated colleges for every university.

The Government of Andhra Pradesh has been following the UGC Regulations on affiliation while granting permissions to Colleges. Further, the Government of Andhra Pradesh has been insisting the Managements to locate their Colleges in the own campus with permanent buildings particularly those completed 5 years of their existence as per AP High Court judgment.

The University wise affiliated colleges are detailed hereunder:

Sl. No.	University	Districts under jurisdiction	Total Affiliated Colleges
Andhra Region			
1	Andhra University	1. Visakhapatnam 2. Vizianagaram	147 123
2	Adikavi Nannayya University	1. East Godavari 2. West Godavari	167 122
3	Dr. BR Ambedkar University	1. Srikakulam	78
4	Acharya Nagarjuna University	1. Guntur 2. Prakasam	135 119

5	Vikrama Simhapuri University	1. Nellore	90
6	Krishna University	1. Krishna	114
7	JNTU-K	1. Srikakulam,	39
		2. Vizianagaram,	41
		3. Visakhapatnam,	62
		4. East Godavari,	67
		5. West Godavari,	69
		6. Krishna,	77
		7. Guntur,	89
		8. Prakasam	65
		9. Nellore	58
Rayalaseema Region			
8	Sri Venkateswara	1. Chittore	162
9	Yogi Vemana	1. Kadapa	110
10	Sri Krishnadevaraya	1. Ananthapur	97
11	Rayalseema	1. Kurnool	100
12	JNTU-A	1. Chittore,	75
		2. Kadapa,	62
		3. Kurnool	49
		4. Ananthapur	48
State wide Jurisdiction			
13	S.P. Mahila Viswa Vidhyalam	All 13 Districts	-
14	Dravidian University	All 13 Districts	-
15	Rajiv Gandhi University of Knowledge Technologies	All 13 Districts	-
			2365

3.3.2 New strategies adopted for improving equity, access and excellence – any new innovative practices adopted by the State.

- Government of Andhra Pradesh has adopted a policy of setting up one University in each District with a view to provide greater access of Higher Education to all sections of the Society. Accordingly, erstwhile Government of Andhra Pradesh has set up 18 new Universities from 2006 to 2008. At present in the residuary Andhra Pradesh, the government is yet to set up one new University each in three districts of Andhra Pradesh (Vizianagaram, West Godavari and Prakasam districts) that do not have a University.
- The then Government of Andhra Pradesh has sanctioned 81 degree colleges and 74 polytechnics since 2007 onwards, out of which 31 new degree colleges and 46 new polytechnics have fallen in the residuary State of AP.

- Emphasis is laid to extend higher education to SC female children by sanctioning two exclusive residential degree colleges which offer employment oriented courses like B.Com. (Hons.).
- In order to extend access to the tribal students, keeping in view their dropouts, 4 Government Model Residential Polytechnics (GMRP) have been established in recent years in the vicinity of tribal habitats.
- Government of Andhra Pradesh has been conducting base line surveys on higher education with regard to number of colleges, student strength, number of pass outs, and such related parameters, before taking decision for permitting new private unaided degree colleges. According to survey reports, the Government used to identify (i) the Mandals, where there is no degree college and (ii) where additional colleges are required to cater the needs of Intermediate pass out students residing in and around such mandals. These surveys are aimed at minimizing unhealthy competition among Education Societies / Trusts / Association, and also to provide opportunities to extend access to higher education facilities proximate to the students.
- Government of Andhra Pradesh has been inspecting the Colleges offering professional courses by way of setting up of Task Forces at (i) State Level (ii) Regional Level and (iii) District Level to conduct inspections on academic and infrastructure facilities available. The emphasis of these inspections is to evaluate and monitor the maintenance of standards in such colleges.
- Government of Andhra Pradesh has evolved a uniform Regulations and Inspection formats for inspection of the Committees to affiliate the colleges offering general courses. These actions are mainly focused to improve academic standards and also to sustain upward linkages between colleges and universities.

3.3.3 Strategies adopted by Collegiate Education Department:

- **Academic Audit** was launched in 2011-12 as an initiative to improve the functional efficiency of Colleges. The conduct of academic activities in Colleges is assessed by a peer team comprising Academic Advisers, a select group of lecturers working in Government and Aided Degree Colleges, in coordination with the members of the Academic Cell, O/o CCE. In the academic year 2013-14, the activity was extended to Private-Aided Colleges also. During 2014-15, this activity will be extended to Pvt. Unaided Degree Colleges in the state.
- **Academic Performance Assessment:** The department has devised Academic Performance indicators (API) for lecturers & Academic & Administrative Performance indicators (AADPI) for Principals in consonance with UGC guidelines for assessment of teacher performance in a systematized way and API scores are placed on the department website for public perusal
- **Jawahar Knowledge Centres Evaluation by CIPS:** A period of 7 years has elapsed since JKC was launched and there has been a significant change in the needs of dynamic job market driven by global and local forces. The Department requested **Centre for Innovations in Public Systems (CIPS)**, an autonomous agency funded by the GOI to undertake the evaluation of the JKC programme in the state. CIPS evaluated JKC programme & the department is strengthening the programme basing on its recommendations.
- **Choice Based Credit System (CBCS):** Choice Based Credit System (CBCS) was introduced in all 6 Govt., Autonomous colleges to follow better system of evaluation and to introduce need based courses in the college from the academic year 2014-15 onwards.
- **Teacher's Evaluation by Students:** Department has devised format for evaluation of teacher performance by students at regular intervals from the academic year 2014-15. An institution-level mechanism is instituted under Internal Quality Assurance Cell (IQAC) in each institution to conduct the process. Based on the feedback from the student, teacher is provided with inputs on his/her strengths and weakness with suggestions to improve.

4.1 Methodology

- The State Council of Higher Education (APSCHE) has convened meetings in Andhra Pradesh State Council of Higher Education (APSCHE) with all the Vice-Chancellors, Principal Secretary of Higher Education, Commissioners of Collegiate Education, Technical Education and Intermediate Education of the State and presented the RUSA programme details through Power Point and discussed at length.
- The Vice-Chancellors of all the universities are advised to nominate a senior faculty member as in-charge for the preparation of Institutional Development Plan (IDP) as per the template of RUSA and the so prepared is deliberated in the successive meeting again in APSCHE.
- The component-wise proposals are enlisted and funding eligibility criterion is evolved taking into account the year of establishment, no of courses, faculty, students, NAAC accreditation, CPE etc of an Institute/ University under the broad guidelines of RUSA document.
- The proposals from the Collegiate, Technical Commissionarates and Intermediate Education are drawn separately and enlisted as per the RUSA eligibility on the recommendations of the respective Commissioners by the following method.
- Meetings were convened with Principals of Government and Private-Aided Colleges to identify the requirements and resources required for improving the colleges.
- Interacted with Principals of all Colleges through video conference and MANA TV teleconference and gave necessary guidelines to prepare Institutional Development Plan (IDP).

- The prepared IDPs are further subjected to scrutiny by an advisory district level committee and the departments of collegiate and technical submitted their departmental proposals to APSCHE.
- An expert committee is constituted to examine the methodology adopted in scrutinizing and suggesting approximate financial outlay.
- So arrived has been presented to the Principal Secretary, Department of Higher Education, Govt. of Andhra Pradesh for the approval of the same and the 35% matching share of the State governments is spelt out.

4.2 Stake holder consultation

- Since, the colleges and Universities of the State show variation in their geographical, academic, faculty, student and infrastructure capacities, the consultations with the respective Principals, Registrars, Rectors and Vice-Chancellors of the State are made to arrive need based allocation of funding under RUSA.
- All the 15 Universities are grouped into 7 categories based on the year of establishment and UGC 2(f) and 12(B) status, student and faculty strength etc. Accordingly, component-wise workable formulae are designed and consensuses are arrived.
- Faculty positions are recommended according to the Universities categorization formulae and the same has been approved by the respective heads of the institutions.

5.1. Introduction

Andhra Pradesh is known for the entrepreneurial nature of its population. It is the first to take cognizance of the fact that proper education paves the way for prosperity. The reforms initiated in 1960's in education, subsequent exploration by medical professionals of the western markets, rapid inroads in engineering and technological areas in 1970's and 1980's, the exploitation of the Y2K opportunity to emerge as a pioneer in the IT space during 1990's and making major inroads into the premier national level educational institutions like IITs in a big way during the last 15 years, show how Andhra Pradesh has leveraged the knowledge and education space for the progress of the state and country.

Despite this there are several shortcomings in the current scenario of Andhra Pradesh after the bifurcation of the state. Some of these are:

- The division of the State has deprived it of a level playing field and it has been left bereft of several educational and research institutions of National repute.
- There has been no attempt to prepare a road map for Higher Education or to exploit the demographic dividend available to the State.
- There is lack of clarity with regard to funding of Higher Education. Informed decisions have to be taken with regard state funding, role of fee and fee reimbursement scheme, generation of internal resources etc.
- The existing Higher Education institutions are in dire need of infrastructure, and filling up of faculty positions. At the same time, there is tremendous potential for expansion at a low capital cost.
- There has been a huge expansion in the private sector but its capacity is not fully utilized.
- Quality has taken a backseat both in Government and Private institutions. Faculty improvement has to be accorded priority and use of IT for virtual learning be introduced.

5.2. The Context

- The challenges presented by bifurcation is being viewed by Government as an opportunity to strategize properly and put in place mechanisms that will accelerate growth and development.
- The Government has recognized the potential of tourism, developing industrial townships; improved air, rail and road connectivity; port-based development; food processing parks, gas based and petro chemicals sectors; IT and Electronics hub; developing of mega and smart cities.
- The State has thus envisioned to be among the three best States in India by 2022 and to achieve status of fully developed State by 2029
- In this regard, Andhra Pradesh will have a huge human resource requirement, across high-priority and emerging sectors.
- As per census 2011, 63.5% of AP's population is in the working age-group of 15-59 years as against 60.3 % for India. Thus, AP is entering the phase of demographic dividend around five years ahead of the country. This demographic dividend can be harnessed with effective public policies for health, education and skill upgradation, which can facilitate rapid economic growth
- However the current GER is only 28.1% which is way below that of developed countries and it requires to be enhanced.

5.3. Mission Approach

The Government has thus conceived a Mission Mode Development Approach that seeks to accelerate all round development of the State. As a part of this approach a decision has been taken to create seven missions - Social Sector Mission, Primary Mission, Infrastructure Mission, Industry Mission, Service Sector Mission Urban Development Mission, and Knowledge and Skill Development Mission.

The Vision and Goal for the Knowledge and Skill Development Mission have already been spelt out in Chaper-1 of this SHEP but again reproduced below along with the Objectives. The implementation would require financial support institutional support, as well as putting in place a monitoring and evaluation mechanism.

5.4. Vision

To transform Andhra Pradesh into a knowledge hub with a world-class system of Higher Education, Research, Innovation and Entrepreneurship and into the Global Leader for Skilled, Work-Ready and World-Ready workforce.

5.5. Goals

- Increase the Gross Enrolment Ratio in Higher Education from the existing 28.4% to 35% by the end of XII plan and to 50% by the end of the XIII plan.
- To establish competency based education, research, innovation and entrepreneurship as the four nuclei of the new Higher Education system.
- To provide access to high quality and cost-effective education to students of Andhra Pradesh and to attract Indian and foreign students.
- To create adequate pool of human resources for meeting the needs of the rapid and emerging growth areas of the state nationally and globally.
- To create knowledge based economy driven by high value-added products and services created through research, technology and brain power.

5.6. Objectives

- To focus on access, equity and excellence in Higher Education.
- To increase funding in Higher Education both from public and private sector, while enhancing State funding to 2% of GSDP by end of XIIIth plan.
- To consolidate the existing institutions to ensure improved quality and capacity expansion at lower capital costs.
- To expand the institutional base by establishing new institutions in the public & private sector.
- To set up specialized institutions, introduce new courses, change curriculum to provide the required human for rapid growth in thrust areas.
- To provide greater opportunities of access with equity, inclusion of vulnerable sections and removal of regional unbalances.
- To particularly support infrastructure and faculty development in the institutions of higher learning.

- To create conditions for knowledge generation through improved research facilities in universities and colleges.
- To promote collaboration and linkage with industries for relevant education and to take up industry driven research.
- To promote collaboration with foreign universities / institutions for advancement of universal knowledge.
- To create alliances, networks, clusters and consortia of academic institutions amongst themselves and with research institutions, industry and foreign institutions.
- To attract talent towards careers in teaching and research.
- To introduce academic reforms including curriculum updation and flexibility in curriculum.
- To introduce affiliation and governance reforms in institutions of higher learning.
- To make accreditation mandatory and to set up State Accreditation Agency.
- To link all institutions to MIS to enable performance based assessments.
- To make world class learning accessible and scalable using Information Technology (IT).
- To develop centers of excellence for academics, research and collaboration with industry.
- To provide environment for innovation and entrepreneurship skill.
- To develop vocational education and skill development.

5.7. The Perspective Plan under RUSA:

i. District as a unit for establishing University (Component-1):

Out of 13 districts of AP, 3 districts do not have university but in the same district there are more than 100 affiliated colleges and a Post-Graduate (PG) centre functioning under the university located in the neighbouring district. These PG centres are proposed to be converted into conventional universities

with a focus on research on local resources and industry, and enhancing quality of affiliated colleges.

Clustering Appendages (Component-1):

The Telugu is a common language for both the bifurcated States. The Potti Sriramulu Telugu University (PSTU) due to geographical location has become part of Telangana, but AP is left with three appendages of PSTU such as *peethams* located at different locales (language at Rajahmundry, Culture at Srisailem and Performing Arts at Kuchipudi). Out of these three, *peetham* at Rajahmundry is proposed to be converted into Language and Culture University to bring in the parameters of culture into one umbrella to have integrated teaching and to conduct inter disciplinary research.

ii. Cluster Universities (Component-2)

As per the guidelines of Component-2, two cluster universities are proposed one each in Srikakulam and Kurnool districts. These two, each belong to the backward areas of AP, north Coastal Andhra and Rayalaseema and qualify qualified to be non-affiliating universities catering to the needs of the students in educationally backward areas.

iii. Infrastructure to Universities (Component-3)

The University as a unit is considered for funding under RUSA. According to the guidelines the respective university's proposals are scrutinized. Accordingly, uniformity in allocation has been proposed for all the 15 Universities. However, the priority for funding will be fixed as per guidelines of RUSA.

iv. Model Colleges (Component-4)

Of the 374 Educationally Backward Districts with Low Gross Enrolment Ratio identified by Government of India, 7 districts are in Andhra Pradesh. Proposal for establishment of 4 Model Colleges in districts one in each district has been approved by Government of India. Now, it is proposed to establish 3 Model Colleges in each of the uncovered districts. Establishment of Model

Colleges will help these districts to enhance access to higher education and thus achieve GER on par with other districts.

v. Upgradation of Existing Degree Colleges to Model Colleges (Component-5)

Of the 374 Educationally Backward Districts with Low Gross Enrolment Ratio identified by Government of India, 7 districts are in Andhra Pradesh. Seven Government Degree Colleges (GDCs) one in each Educationally Backward District (EBD) district is proposed.

vi. Balancing Technological Institutions (Component-6)

The Engineering, Technology and Management colleges across the State are affiliated to two Technology Universities located one at Kakinada catering to the needs of nine coastal districts, while the other at Ananthapur catering to Rayalaseema districts. Most of these affiliated colleges are in private sector due to unprecedented technological boom and unpreparedness of the then Governments. To strike a balance, districts without technological institutions (university/college) has been taken as criterion, and identified 7 such districts for setting up of engineering colleges.

Resource Centric Research Centre/School

Due to bifurcation, the total maritime landscape of nine districts and hill tracts spread over 13 districts have become the priority resource centres of residuary AP. In order to make use of these resources. School of Marine Biology in the north coastal AP and Mining Institute cum Research Centre in south coastal AP are proposed and they are initially attached to JNTU, Kakinada and ANU, Guntur respectively.

Language Institutes

Consequent to bifurcation, the necessity of two languages universities of national importance (Foreign Languages and Urdu Language), is felt. These universities are characteristic of cosmopolitan and local character. Such two are proposed keeping in view the pilgrimage character of Tirupati and Urdu

speaking population of Rayalaseema, particularly Kadapa. Initially, these two are planned as institutes and attached to SVU and YVU respectively, and over the years they may be transformed into universities.

School of Architecture and Fine Arts

The Jawaharlal Nehru Architecture & Fine Arts University (JNA&FAU) located at Hyderabad is a unique university catering to the needs of young talented arts, crafts and architecture students. Most of the courses offered are under self-finance program. Consequent to bifurcation, in order to provide similar facilities to the students of residuary Andhra Pradesh it is proposed to establish a school of Architecture and Fine Arts under the administrative control of Acharya Nagarjuna University, Guntur.

vii. Reinforcing Public Sector Education

Ever since independence the public sector education institutions have shown phenomenal horizontally spread but suffers from vertical growth in terms of quality and excellence, due to lack of proper vigilance and perspective plan. In recent years, the public sector is camouflaged by the private sector in certain fields of education. Governmental pattern of education could not keep pace with globalization induced corporate pattern of education thereby had to take a back seat, but instrumental in sustaining education goals of accessibility and equity. The quality element of education however is showing a down trend. There may be several reasons, but the most critical are infrastructure and faculty. The former is suffered due to meagre funding and the latter for want of recruitment.

In addition, the superannuation policy between the public and private sectors of education lead to differential upward linkages, wherein a superannuated teacher is eligible to teach and guide the research scholars in private sector but ineligible in public sectors. These are a few pertinent issues to be addressed to reinforce the weakening higher education system.

Infrastructure Grants (Component-7):

Most of the colleges, particularly colleges located in rural and tribal areas, are suffering for want of infrastructure facilities like gender-wise hostels, laboratories, instruments and common civic amenities. The infrastructure facilities available in the colleges located in urban areas are not in commensurate with ever increasing intake and new structured courses. Thereby the government degree colleges and university campus/ constituent colleges are considered as unit to strengthen the dilapidated and to build the new in accordance with the dire requirement. Equipping the laboratories and libraries with latest instruments and books, respectively is also considered college-wise. This model would workout for greater accountability and transparency in management in aligning towards quality initiatives.

viii. Innovative and Quality Research (Component-8):

Research in the state of Andhra Pradesh is mostly being carried in Universities by the faculty as well as research scholars. However, there are a few government degree colleges with potential for conducting research. As of now, the research is carried by group of teachers at Interdisciplinary level, faculty at personal and consultative, and students for the award of M.Phil or Ph.D degrees. Most of the equipment available in the universities was procured mostly through project funding by the sponsoring agencies like UGC, DST, CSIR, DoE etc. The research results are presented in various regional, national and international seminars and symposia by the faculty and research students. The quality of research depends on the configurations of the equipment and their make. Updating of equipment is required to compete at global level.

Most of the universities and colleges have requested for updating the equipment or to establish a research lab or research centres or an incubation centre and travel grants. Taking all the proposals of 15 universities of the state, conventional, technical or specialized, a uniformity of allocation is

contemplated. To avoid repetitiveness and duplication care is taken to prioritise the proposals, and vigilant over the execution.

ix. Equity Initiatives (Component-9):

The fund is proposed to strike a balance among the structured and segmented education takers at college and university level. The University and College wise allocation are proposed for conducting softskills training, remedial classes together with inculcating competitive examination spirit among the marginalised sections of the society.

x. Faculty Recruitment (Component-10):

In addition to filling the already sanctioned positions, there is a need to have more teaching positions in the Universities and colleges where new courses are introduced. A differential methodology among all the universities and colleges is contemplated to distribute the 590 positions keeping in view the new universities and colleges.

xi. Faculty improvement (Component-11):

The AP State Council of Higher Education (APSCHE) is contemplating to establish Education Development Centre (EDC) and Education Monitoring Centre (EMC) with an aim to impart knowledge updates among education fraternity through conferencing both in conventional & hi-tech modes by the people of eminence and to develop e- teaching modules and to establish online Data Base Centre at the Council on students, courses, faculty and education administrator to evaluate, assess and monitor the status of Higher Education in the State.

The Commissioner, Collegiate Education is proposing to establish a training center for periodical training of faculty on quality enhancement initiatives and conducting refresher and orientation courses. The proposals of all 15 universities are also considered under this component.

xii. Vocationalisation of Higher Education (Component-12):

Some universities have proposed to conduct vocational courses in collaboration with Board of Intermediate Education & NEQVF. The respective universities in collaboration with Polytechnics and Board Intermediate Education prepare training modules and award certificates and diplomas as add on courses.

In addition to these the recently launched AP State Skill Development Corporation (APSSDC) will also participate in vocationalization of education.

The proposals of the Commissioner, Collegiate Education to establish vocational training centres in selected Government Degree Colleges is also part of this component.

xiii. Leadership Development (Component-13):

This component is totally monitored by the Government of India, thereby no proposal is put forward.

xiv. Institutional Restructuring and Reforms (Component-14):

The State Council of Higher Education has proposed to establish Andhra Pradesh Assessment and Accreditation Board to enhance to quality teaching, encouraging innovative research and transparency in education deliverance on the lines of National Assessment and Accreditation Council (NAAC).

State Project Directorate (SPD) will be established to prepare, execute and monitor the proposals made under RUSA as per the guidelines.

The proposal of Commissioner, Technical Education to establish a research center to generate database on education and for periodic impact assessment of the institutes is considered.

The proposal of Commissioner, Collegiate Education to establish institute-level mechanism in all Colleges integrated with state-level mechanisms is considered.

xv. Capacity building and preparation, data collection and planning (Component-15):

APSCHE will establish a training center to conduct various courses and training program in all branches of knowledge systems. It also proposes to establish a database center capturing entire database of a student from SSC to PG and thereafter to assess and to formulate policy initiatives.

The proposal of Commissioner, Collegiate Education with regard to establish a mechanism to prepare state perspective plan and in to enhance Capacity building is considered.

xvi. Management Information System (MIS) (Component-16):

The APSCHE will establish a data monitoring center at State-level to conduct surveys and to feed the data time-to-time to RUSA main office.

xvii. Support to Polytechnics (Component-17):

Not specified in detail in the RUSA document, thereby it is proposed to subsume all the centrally sponsored schemes being implemented in polytechnics under this component.

xviii. Management Monitoring Evaluation and Research (MMER) (Component-18):

At one percent level of the total state outlay is proposed to provide support to resource center, support groups and overall administrative and unforeseen expenditure.

5.8 Revisions in the targets that the SHEC deems necessary

The proposal submitted by the State Council (APSCHE) had been thoroughly examined and a few suggestions are made in some of the components at Government level. The APSCHE in consultation with universities, and Commissionerates had made necessary corrections and final report is submitted.

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

The department of Higher Education, Government of Andhra Pradesh had verified the proposals component wise and accordingly approved for onward transmission to the Government of India. After the final approval of the RUSA mission authority, the necessary year-wise bifurcations and executions will be monitored.

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

The program-wise proposals will be placed before the State Project Approval Board for their approval. The responsibility of execution will be entrusted to the institution heads for their effective implementation while the SPD will supervise the monitor the implementation of the program.

The periodical progress reports are transmitted to RUSA office through the Dept. of Higher Education, Govt. of AP.

6.1 Priority Areas

The State identifies 6-7 priority areas that it needs to work on. These areas as well as the justifications must be mentioned.

1. Establishment of new universities
2. Filling the loss due to bifurcation (schools, institutes and centers)
3. Access in technical education (professional colleges)
4. Encouraging Research (scientific gadgets)
5. Strengthening the existing educational institutions (infrastructure)
6. Extending quality education (faculty recruitment)
7. Training the trainer (institutes/centers)

6.2 Establishment of New Universities

a) Conventional Universities:

The residuary State of Andhra Pradesh has been experiencing peculiar circumstances due to bifurcation. In this context, the request of Andhra Pradesh has to be considered under special provision by exempting some of the rule positions in RUSA to cope up with the immediate shortages in education requirements.

Three universities are proposed by way of up-gradation of existing autonomous Colleges (one university each at Vizianagaram, TP Gudem and Ongole) at Post Graduation Centres functioning under the existing Universities to overcome the minimum infrastructure and land alienation problems. The only exemption to be approved is read instead of 'existing autonomous' as existing 'Post Graduation Centre' which have NAAC accreditation on par with respective universities.

These PG centers are proposed with a foresight of launching the program at a faster pace.

b) Telugu Language and Culture University:

The PSTU located in Hyderabad has three *peethams* (centres of learning) located at Rajahmundry, Kuchipudi and Srisailam, and these are located in Andhra Pradesh. In the State reorganization the PSTU due to its location had come under the purview of Telangana State. In such context the AP shall have one such university. *Peetham* located at Rajahmundry can be converted into a Telugu University, as it had 45 acres of land and located in an emerging city, unlike other *peetham* at Srisailam, which had about 50 acres of land but in pilgrimage centre in *Nallamala* forest. The proposed university may redefine its vision and mission to sustain Telugu language and culture and to spread across continents

The Kuchipudi (single department) and Srisailam *peetham* (History, Culture and Archaeology Department) can be with the proposed university or may be merged with respective proximate universities, the former with Krishna University located in Machilipatnam, while the latter with Rayalaseema University located in Kurnool, to have viability in view of fewer faculty members at present.

6.3 Filling the loss due to bifurcation (schools, institutes and centers)

Several of the educational and research institutes of the Unitary Andhra Pradesh due to their location in Hyderabad, the AP has to forego many of these. The AP would like to establish sister concern of such institutions and centers.

The institutes / centers proposed under component-6 may be given utmost priority by considering the circumstantial suffering of residuary AP.

(a) Mining Institute

The Eastern Ghats, on east coast of India are a discontinuous range of mountains, and a large portion of them pass through the State of Andhra Pradesh. These Ghats are made up of charnockites, granites, khondalites, limestone, bauxites and iron ore are found.

The economic dimensions of the Eastern Ghats together with their river beds are many folds. The mining has been generating employment on one side and revenue on the other, but unscientific and unscrupulous exploitation of ores and minerals are causing ecological imbalances and emergence of mafia. In this context a localised Institute/university would through a flood of light on the darkening issues of mining, including sand. The focus is on exploration, excavation and transportation related engineering issues at teaching and research levels.

(b) Institute of Urdu:

The Moulana Azad National Urdu University (MZNUU) located at Hyderabad is a non-affiliating language university catering to the needs of Muslim community students. In the State reorganization the MZNUU due to its location would remain in Telangana State. In such context the AP should have one such university to cater to the needs of the Urdu seeking students. Though Muslim populations are spread in clusters across the State of Andhra Pradesh they are more seen in Rayalaseema region particularly in Kadapa and Kurnool districts. In this context institute of Urdu is priority keeping in view the muslim minority populations.

(c) English and Foreign Languages Institute :

The English and Foreign Languages University (EFLU) located at Hyderabad is a non-affiliating central university specializing in teaching of English and some foreign languages. In the context of globalization coupled with bifurcation of Andhra Pradesh such university in residuary state under the State control go a long way in catering to the needs of present generation of students and the corporate sector. It is utmost important to locate such institute in the new formed State.

(d) School of Marine Biology:

The natural endowments of maritime landscape are bountiful. A scientific investigation into the biological resources is essential keeping in view the scientific outcomes, such as, medicinal, food, and other important ingredients for better standard of human life. The same may be attached to JNTU, Kakinada.

(e) School of Architecture and Fine Arts:

The JNA&FAU located at Hyderabad is mostly concentrating on value added self financing and employment generating courses in Fine Arts besides Architecture course. Due to employment opportunities, most of these courses are preferred by students. Such a university initially in the form of a school would fill the gap in courses offered in Fine Arts. This school may be attached to Acharya Nagarjuna University and later on transformed to an independent university with several tailor made courses.

6.4 Access in technical education (professional colleges)

The technical education institutions in the State of AP are mostly in the private sector. The technical institutes under government control are very few and they are unequally distributed if we consider district as a unit. Thereby, seven colleges of technical education are necessary to extend access to the students of such districts where there is no engineering college. In addition a women engineering college is also felt necessary to strike a balance between gender disparity.

6.5 Encouraging Research (scientific gadgets)

The Universities in the State of Andhra Pradesh had different potentials in conducting research, which depends on the labs, equipment and the personnel. During 2006-08, there has been a phenomenal increase in the establishment of universities, which has led to horizontal expansion of university system of education. Now, most of these universities are aspiring for vertical growth in

terms of conducting research but suffering for want of fund. The RUSA had given a row of hope in conducting innovative research besides conventional research activities.

6.6 Strengthening the existing educational institutions (infrastructure)

The UG and PG courses offering educational institutions are spread across the 13 districts of the State. Due to their location, patronage and historicity some of the colleges they are not on par with the rest. Thereby, a need is felt to strengthen the existing institutes which are aspiring to develop on par with the others. Priority is given to the colleges located in backward areas, with low GER and the SC, ST populations. It is aimed to develop infrastructure facilities like classrooms, hostels for both the sexes, libraries, laboratories and extracurricular activities.

6.7 Extending quality education (faculty recruitment)

The faculty is considered as the foremost characteristic feature of higher education in delivering high quality education. Over the last decades there has been deteriorating trend in sustaining quality education mainly due to faculty shortage. Across the state the universities and the Govt. Degree Colleges are not in a position to maintain the prescribed teacher-student ratio. In addition to already sanctioned positions, new faculty is required as there has been diversification of knowledge systems. The emerging knowledge systems have laid a path for the establishment of new departments. Most of the universities have already given advertisements for the recruitment of the faculty.

6.8 Training the trainer (institutes/centers)

Most of the universities and colleges could not cope up with the contemporary developments in teaching particularly in deliverance by using latest pedagogical methods, skills, and instruments. It had taken place due to lack of periodical recruitment of faculty, thereby resulted in a big gap between traditional and modern teaching. In this context, there is a dire necessity to extend training to the recruited to ensure quality deliverance in teaching. Extending training is an ongoing continuous process as there has been a fast growth in deliverance skills at global level. The expertise of both national and international is used to fulfill the targeted object of quality in teaching.

6.9 Strategy

A three tier system of supervisory governance with checks and balances is contemplated to ensure effective implementation of RUSA program.

Tire-I: Consists of the personnel from the Higher Education Department including the Principal Secretary, Commissioners of different Commissionerates who oversee the total functioning and bestowed with suggestions.

Tire-II: The State Project Directorate will oversee the implementation of programs and evaluate the functioning of the program at different levels and reports to the Government.

Tire-III: Universities and colleges and their respective head of departments are responsible for execution of the programs and submitting statement of expenditure together with audited certificate.

The Government is of the opinion that the proposed RUSA endeavour results in:

1. Increase in GER from 28.4 to more than the expected 32.5
2. Increase in employment opportunities at different levels
3. Enhancement of quality education particularly in hi-tech education
4. Promoting research at various levels of knowledge systems
5. Strengthening the existing higher education appendages like APSCHE, CCE, CTE and CIE.

While pursuing the above mentioned goals the basic philosophy of access, equity and excellence of Higher Education are fulfilled.

6.10 Sources of funds (for 3 years up to 2016 – 17)

S.No.	Source	Funds expected Rs. in crores
1.	Rashtriya Uchchar Shiksha Abhiyan (for 3 years)	1747.00
2.	Grants from State Higher Education Dept.(State HE Budget)	7500.00
3.	Grants from other State departments(Scholarships)	7500.00
4.	Grants from Central Departments	
5.	Raised from private sector, institutions, foundations and organizations	0.00
6.	Resources raised by higher education institutions from internal sources like student fees, examination fees etc	1500.00
Total		18247.00

6.11 Major targets and financial outlays

Comp. No.	Name of the Component / Unit cost	Units	Outlay (in Crores)
1	Creation of Universities by way of Up gradation of Existing Autonomous Colleges @ 55.00 crores each	4	220
2	Creation of Universities by conversion of colleges in a cluster @ Rs 55 cr. Each	2	110
3	Infrastructure Grants to Universities @ Rs.20.00 crores each	15	300
4	* New Model Colleges (General) @ Rs.12.00 crores each	7	84
5	* Up gradation of existing Degree Colleges to Model Degree Colleges @ Rs.4.00 crores each	7	28
6	** New Colleges (Professional & Technical) @ Rs.26.00 crores each	12	312
7	Infrastructure Grants to Colleges @ Rs.2.00 crores each	195	390
8	Research, Innovation and quality improvement	-	120
9	Equity Initiatives	-	05
10	*** Faculty Recruitment Support @ Rs.5.80 lakhs per annum per post for three years	590	103
11	Faculty improvement	-	10
12	Vocationalisation of Higher Education	-	15
13	Leadership Development of Educational Administrators	Central Pool	
14	Institutional Restructuring and Reforms	-	20
15	Capacity Building and Preparation, Data Collection and Planning	-	10
16	Management Information System (MIS)	-	02
17	Support to Polytechnics (Not specified No. of units and budget)		0
18	Management Monitoring Evaluation and Research (NMER)		18
Total			1747.00

6.12 Outcome and Output Targets

(Targets have been set assuming that the AISHE/ other Reports for combined Andhra Pradesh state indicate good proxy indicators for residuary state of AP)

Outcome	Output	Indicator	Unit	2014-15	2015-16	2016-17
Greater investment in higher education	Increase in resource allocation at State Level	Increase in investment as a % of GSDP	%	0.75	1.0	1.25
	Increase in resource allocation at State Level	Increase in investment as a % of GSDP	%	0.75	1.0	1.25
Higher GER	Number of HEIs	Creation of new Universities	Number	2	2	-
		Creation of new Colleges	Number	4	3	-
		Upgradation of colleges to universities	Number	1	1	-
		Upgradation of Colleges	Number	3	4	-
	Enrolments	Number	Crores	17.5	18.5	20
	GER	Higher GER	%	30	32	35
Better transition	Increased number of students from secondary to higher education	Increased number	Lakhs	1	2	4
		Higher percentage	%	0.6	1.2	2.4
Better employability	Vocationalisation	Greater pool of trained manpower	Number in lakhs	0.1	0.1	0.1
	Polytechnics	New Polytechnics	Number	-	-	-
		Upgradation of polytechnics	Number	15	15	16
Better equity	SC	Increased GER for these categories	%	27	29	32
	ST		%	26	28	31
	Women		%	27	29	32
Quality Gains	Faculty (ratio)	Improved Student Teacher Ratio	Ratio	1:25	1:23	1:20
	Academic	CBCS	Number of institutions covered	70	90	120
		Semester system	% of institutions covered	35	40	45
	Autonomy	Autonomous colleges of Universities	Number of Institutions covered	70	90	120

		Colleges to Cluster University	Number of institutions covered	3	3	-
	Accreditation	More institutions of higher quality	% of institutions covered	15	20	25
Better research yields	Ph.Ds.	Increase in number produced	Number of Ph.Ds. per year	5000	6000	7000
	M.Phils.	Increase in number produced	Number of M.Phils per year	2000	3000	4000
	Investment	Percentage of GSDP spent on R&D	%	0.5	0.1	0.15

6.13 Prerequisites: Essential commitments from the State

S. No.	Item	State's Commitment (Yes/No)
1	Does the State agree to: Set specific targets and policy goals for higher education and agree about size and shape.	Yes
2	Share the project cost of the Government funded and aided institutions with MHRD in the applicable ratio (35:65)	Yes
3	Scale up to and maintain prescribed levels of funding to higher education as a % of State Gross Domestic Product	Yes
4	Create the State Higher Education Council according to the suggestion made under RUSA	Already existing
5	Commitment of all State HEIs to apply for accreditation	Yes
6	Establish "State Project Directorate" (SPD) located in State Directorate of Higher Education / the department responsible for Higher Education with adequate staff and maintain the staffing with stability?	Yes
7	Fill up vacant faculty positions	Yes
8	Implement all the affiliation reforms mentioned under RUSA	Yes
9	Implement all the sectoral governance reforms mentioned under RUSA	Yes
10	Create and submit the State Higher Education Plan according to prescribed guidelines	Yes
11	Implement the Project according to the Project Implementation Plan	Yes
12	Ensure implementation of both academic and non-academic reforms by all institutions	Yes
13	Discontinue funding to any state beyond the second year of the Project, if the state fails neglects project Implementation	Yes
14	Comply with the Disclosure Management Framework	Yes

Current level and targets for the next year

Sl. No	Indicator	Weightage	Present Rating	Present Score	Target Rating	Target Score
1	GOVERNANCE INDEX–17%					
2	% of Universities with more than 100 affiliated colleges	6%				
3	% of autonomous of colleges out of total colleges covered under RUSA	3.0%				
4	Ratio of teaching to non teaching staff in State Higher Education	3.0%				
5	Delay in exam conduction and declaration of results (in %)	3.5%				
6	% of institutions with a functional website	1.5%				
	Access Index - 21.5					
7	GER of the State	4.5%				
8	Rural Institutional density of the State	4.0%				
9	Urban Institutional density of the State	4.0%				
10	Median capacity intake of Universities	2.0%				
11	Median capacity intake of Colleges	2.0%				
12	% of students in private universities or colleges as a % of students in state/central institutions	2.0%				
13	Scholarships provided by state as a % of total expenditure on Higher education	3.0%				
	Equity Index - 22.5%					
14	SC GER	3%				
15	ST GER	3%				
16	OBC GER	3%				
17	GER for Females	4.5%				
18	% of districts below GER National average	3.0%				
19	% of students from rural backgrounds (define rural) in the higher education system	3.0%				
20	% of institutions “differently abled friendly”	1.5%				
21	Existence of Equal Opportunities commission	1.5%				
	Quality Index - 25%					
22	Student teacher ratio across the State	6.0%				
23	% of institutions accredited by NAAC / State Accreditation Authority	4.0%				
24	Average rating of Universities	3.5%				
25	Average rating of Colleges	3.5%				
26	% of active teachers that are non-permanent	3.0%				
27	Per institution foreign collaboration	2.0%				
28	Capacity at PG level as a % of undergraduate capacity	3.0%				

Research and Innovation index-14%						
29	Capacity at doctoral level as % of undergraduate capacity	4.5%				
30	Average number of publications by State Universities	4.5%				
31	Citation Impact	3.0%				
32	Median patents granted for State universities	2.0%				
Total Score		100.0%				

Overview of the major initiatives

7.1 Governance

The Department of Higher Education, Government of Andhra Pradesh will hold the sole responsibility and accountability of the RUSA program. It supports and encourages the institutes involved in implementing the program at the same time provides checks and balances to ensure transparency and accountability at every stage while implementing the RUSA program.

7.2 Access

The proposed universities, colleges, institutes, schools, centers etc., are basically aimed at extending access to all section of the society. The sanctioned educational institutions will be located in such areas to achieve the goal of extending the access to the un-reached.

- i. University in backward area: The Vizianagaram District is one of the backward districts of AP, having about 120 affiliated colleges now under Andhra University. In order to strengthen these affiliated colleges a University is proposed keeping in view extending access to the tribal and Scheduled Caste populations of the districts besides the others. The proposal is designed in such a way that it ensures quality teaching for the students of the district and research pertaining to local resources. The existing PG center at Vizianagaram has 20,000 sft built up area in 90 acres of land is ideal to be upgraded into a University. (Annexure-I)
- ii. University in West Godavari Dist.: West Godavari is one of the districts of deltaic Andhra which had more than 120 affiliated colleges now under Adi Kavi Nannayya University located in Rajahmundry of East Godavari district. Keeping in view the number of affiliated colleges, a University is proposed to strengthen the quality of teaching and research not only at university level but even at colleges. The existing PG center has about 15,000 sft. built up

area in about 100 acres of land at Tadepalli Gudem is contemplated to be upgraded into a University. (Annexure-I)

- iii. University in Prakasam Dist.: Prakasam is one of the districts in south coastal Andhra Pradesh having a PG center with a build up area of about 10,000 sq.ft., in 110 acres of land functioning under Acharya Nagarjuna University, Guntur. The Prakasam district has about 120 affiliated colleges may come under the proposed university. Keeping in view the number of affiliated colleges and the backwardness in education, a University is proposed. In order to extend the access to the remote areas of the hill tracks and the coastal margins, the existing PG center at Ongole is proposed to upgrade into a University. (Annexure-I)
- iv. The Potti Sreeramulu Telugu University (PSTU) Peetham at Rajahmundry has built up area of about 20,000 sq.mtrs in about 35 acres of land. The appendages of PSTU located at Srisailem and Kuchipudi are clustered at Rajahmundry to gain the status of a University. This University promotes culture related knowledge systems of the State of Andhra Pradesh and its central location extends jurisdiction over entire State. (Annexure-I)
- v. The cluster universities one at Srikakulam and the other at Kurnool will reinforce the existing group of colleges (three each). The concept of cluster University certainly inculcates a sense of pride among the faculty and students hitherto having college status. It extends autonomy in designing course curriculum and awarding degrees which extends access to rural masses. (Annexure-II)
- vi. In the context of technological boom there has been a phenomenal growth in the establishment of engineering colleges. Seven engineering colleges proposed under government sector will cater to the needs of the people in the districts where there is no government engineering college. The main focus of establishing these colleges is to extend accessibility to the

marginalized sections, wherein it ensures convenor quota seats through common CET.

vii. The institutes of languages (foreign and Urdu) will cater to the needs of the emerging corporate demand on one hand and provides scope for local minority people respectively.

viii. The schools of Marine biology and architecture of State character ensures access to the people of 13 districts as they are specialized in their respective fields. These will not only ensures access but also quality teaching and research.

ix. The Mining institute and research center would provide a platform for investigating into the local geological resources, which yield not only economic dividends but also generate employment.

x. The new model colleges being located in Educationally Backward District (EBD) will extend opportunity to have quality education at the door steps of the rural masses.

The enrolment and accessibility is taken care by diversifying the proposed educational institutions in the areas of conventional, specialized and technological facets of education.

7.3 Equity

The government of Andhra Pradesh is making all efforts to convert her segmented society into knowledge society by intervening in all sectors of welfare and development including education. To achieve this goal, the government has considered district as a unit to enable the effective governance and to understand comparative achievements. Accordingly, the Department of Higher Education adopted this model to extend higher educational services to the people in equitable basis.

The state of AP is composed of 13 districts. Based on geopolitical history and natural resources the State can be divided into four regions. Out of these four regions the north coastal and Rayalaseema regions of AP come under backward regions based on human development index. This four-fold division is significant at literacy, infrastructure, industries and institutional variation and distribution. In addition, the natural endowments and human interventions on (i) maritime landscape on the east, (ii) the hill tracts of Eastern Ghats on the west, and (iii) in between undulate plains contributed for differential development. Moreover, certain clusters of populations have been producing traditional arts and crafts, which are at semiskilled levels. These are certain issues characteristic of location, resources, attitudes, aspirations of the people.

Keeping the diversified nature of the State, the proposals of RUSA are mainly aimed at identifying the gaps and programs are designed to fill such gaps. The gaps at University, college, research centre, institution and schools are identified and accordingly programs are designed keeping in mind the philosophy of equity.

The special attention is paid to take care of SC/ST and female children in striking a balance among the educated. To address this issue remedial classes, equal opportunity cell, imparting soft and technical skill are also taken care.

7.4 Quality

The faculty, course structure, pedagogy and such allied components of education are critical in sustaining quality of education. To ensure quality, faculty recruitment, faculty training and periodical up-gradation of skills of faculty are given utmost priority.

In addition, extending autonomy to colleges, introducing Choice Based Credit System (CBCS), Academic Performance Indicators (API), Academic Audit, accreditation, teacher evaluation by students, curriculum reforms and

continuous evaluation are a few initiatives insisted for ensuring quality education.

Establishment of State Assessment and Accreditation Board (SAAB) to fulfill the mandatory accreditation, Education Development Center (EDC) in extending quality training, and Education Monitoring Center (EMC) to evaluate the performance of education sector are a few initiatives.

The proposed add on courses will take care of skill enhancement which ensure employment. Aligning vocational education towards AP State Skill Development Corporation (APSSDC) and Knowledge and Skill Development Mission will ensure quality skill up-gradation.

In all the proposed programs, ICT is used as an integral component to achieve the targeted quality parameters.

7.5 Research

In Higher Education research is one of the major component taken as a parameter to estimate quality education. The project reports, published research articles, books, patents etc., are considered in evaluation of quality of an educational institution. Most of the universities are lagging behind in conducting innovative research which has major ramifications in transforming society. The main reasons seem to be lack of patronage, motivation and dearth of funds. The proposals put forwarded by different universities under RUSA are mainly targeted to bring in innovative research culture.

Incubation centers proposed at university level in collaboration with Government Degree Colleges will bring out the indigenous knowledge systems that were found at semiskilled level. These centers encourage research temperament among staff and students and bring out quality research.

Educational institutions are insisted to undertake community participatory research in addition to the lab oriented research. The results of the research are synergized with the various governmental socio economic and developmental programs.

7.6 Private sector participation

Since there is a large presence of private institutes especially for professional & degree courses, in the State, they will be partners in improving quality and access in higher education.

7.7 . Detailed component-wise allocations

(in Crores)

S. No.	Component	Year 1 Target (2012-13)	Year 2 Target (2013-14)	Year 3 Target (2014-15)	Year 4 Target (2015-16)	Year 5 Target (2016-17)	Total
1	Creation of University by way of upgradation of existing Autonomous College / PG centre	-	-	73.33	73.33	73.34	220.00
2	Creation of University by conversion of Colleges in a cluster	-	-	36.67	36.67	36.66	110.00
3	Infrastructure Grants to Universities	-	-	100.00	100.00	100.00	300.00
4	New Model Colleges (General)	-	-	28.00	28.00	28.00	84.00
5	Upgradation of existing degree colleges to model colleges	-	-	9.33	9.33	9.34	28.00
6	New Colleges (Professional and Technical)	-	-	104.00	104.00	104.00	312.00
7	Infrastructure Grants to Colleges	-	-	130.00	130.00	130.00	390.00
8	Research, Innovation and Quality Improvement	-	-	40.00	40.00	40.00	120.00
9	Equity Initiatives	-	-	1.67	1.67	1.66	5.00
10	Faculty recruitment support	-	-	34.33	34.33	34.34	103.00
11	Faculty improvement	-	-	3.33	3.33	3.34	10.00
12	Vocationalization of Higher Education	-	-	5.00	5.00	5.00	15.00
13	Leadership Development of Educational Administrators	-	-	-	-	-	-
14	Institutional Restructuring and Reforms	-	-	6.67	6.67	6.66	20.00
15	Capacity building and preparation, data collection and planning	-	-	3.33	3.33	3.34	10.00
16	Management Information System (MIS)	-	-	0.67	0.67	0.66	2.00
17	Support to Polytechnics (Not specified No. of units and budget)	-	-	-	-	-	-
18	Management Monitoring Evaluation and Research (NMER)	-	-	6.00	6.00	6.00	18.00
Total		-	-	582.33	582.33	582.33	1747.00

7.8. Justification for the Component

The component wise Abstract of the proposal is also enclosed

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
1	Creation of Universities by way of up-gradation of existing Autonomous Colleges	4 (Rs.55 cr. Each)	1. AU PG Centre, Vizianagaram, Vizianagaram Dt., 2. AU PG Centre, T.P. Gudem, West Godavari Dt., 3. ANU PG Centre, Ongole, Prakasam Dt. 4. Sri Potti. Sreeramulu Telugu University Peetam, Rajahmundry	220.00	These are three districts without conventional universities. Hence it is proposed to upgrade PG Centres as Conventional Universities. Details in Annexure-I Proposed to upgrade as Telugu University to promote language & culture. Details in Annexure-I
2	Creation of Universities by conversion of colleges in a cluster	2 (Rs.55 cr. Each)	1. Cluster-I: Srikakulam District. i. Govt. Degree College (W), Srikakulam, ii. Government Degree College (M), Srikakulam, iii. Govt. Degree College, Narasannapet, 2. Cluster-II: Kurnool District. i. SJ Govt. Degree College, Kurnool, ii. KVR Government Degree College (W), Kurnool, iii. Government Degree College (M), Kurnool	110.00	Proposed 2 clusters in Srikakulam & Kurnool dts, which are Educationally Backward District as per RUSA norms Details in Annexure-II
3	Infrastructure Grants to Universities	15 (Rs.20 cr. Each)	12 Conventional + 3 Technological universities	300.00	
4A	New Model Colleges	7 (Rs.12 cr. Each)	1. GDC Pathapatnam, Srikakulam District, 2. GDC Chipurupalli, Vizianagaram District, 3. GDC to be established in Ananthapur (No GDC is established in Ananthapur District after 01.01.2008. It is under process)	36.00	There are 7 Educationally Backward Districts (EBDs) in A.P. Out of these 4 Model Colleges were approved. And proposing 3 now.

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
4B	New Model Colleges (Approved & First instalment released by RUSA)		1. GDC Jaggampet, E.G. District, 2. GDC Kamavarapukota, W.G. District, 3. GDC Yerragondapalem, Prakasam District, 4. GDC Atmakur, Kurnool District.	48.00	List of 4 Model Colleges approved by RUSA. Details in Annexure-III
5	Up-gradation of existing Degree Colleges into Model Degree Colleges	7 (Rs.4 cr. Each)	1. GDC Veeraghattam, Srikakulam District, 2. GDC Yelleswaram, East Godavari District, 3. GDC Buttayagudem, West Godavari District, 4. GDC Cumbum, Prakasam District, 5. GDC Yerraguntla, Kurnool District, 6. GDC to be established in Vizianagaram District, 7. GDC to be established in Ananthapur District. (No GDC established in these districts after 01.01.2008. Establishment of New GDCs is under process)	28.00	One Govt. Degree college in each from 7 Educationally Back ward Districts (EBDs) identified by GOI Details in Annexure-IV
6	New Colleges (Professional & Technical)	12 (Rs.26 cr. Each)	1. Engg. College at Kurnool, Kurnool District, 2. Engg. College at Srikakulam, Srikakulam Dt., 3. Engg. Coll. at Narsaraopet, Guntur District, 4. Engg. Coll. at Vijayawada, Krishna District, 5. Engg. College at Nellore, Nellore District, 6. Engg. College (W), Tirupati, Chittor Dt, 7. Engg. College, Ananthapur, Ananthapur Dt. 8. Mining Institute & Research Centre , Ongole, Prakasam Dt. (Attached to Acharya Nagarjuna University)	312.00	Proposed in the Districts either which do not have Govt. Engg. Colleges or function on Self finance basis A mining institute is proposed for supply of trained human resources in the region

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
			9.School of Marine Biology, Kakinada, East Godavari Dt. (Attached to Andhra University)		Andhra Pradesh had 1030 km long coastline covering 9 out of 13 districts. Hence, a teaching coupled with research is proposed to make use of the long coastline
			10. School of Architecture & Fine Arts, Guntur, Guntur Dt. (Attached to Acharya Nagarjuna University)		Due to bifurcation of the state these institutes remain in
			11. English & Foreign Language Institute, Tirupathi, Chittoor Dt. (Attached to Si Venkateswara University)		
			12. Institute of Urdu, Kadapa (Attached to Yogi Vemana University)		
7	Infrastructure Grants to Colleges	195 (Rs.2 cr. Each)	Government Degree Colleges = 153 University Constituent Colleges: 42	390.00	Details in Annexure-V
8	Research Innovation and Quality Improvement	State as a unit		120.00	
9	Equity Initiatives	State as a unit		5.00	
10	Faculty Recruitment Support	590 positions (Rs.5.80 lakhs/ position / annum)	Universities – 490 Government Degree Colleges = 100 positions For 3 years of the 12 plan period (2014-15 to 2016-17).	103.00	
11	Faculty Improvement	State as a unit		10.00	
12	Vocationalization of Higher Education	State as a unit		15.00	
13	Leadership Development of Educational Administrators		Central pool		

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
14	Institutional Restructuring and Reforms	State as a unit		20.00	
15	Capacity Building and Preparation, Data Collection and Planning	State as a unit		10.00	
16	Management Information System (MIS)	State as a unit		2.00	
17	Support to Polytechnics (Dealt separately)		-		
18	Management Monitoring Evaluation & Research	State as a unit		18.00	@ 1% of total State out lay
TOTAL				1747.00	

*Outlays for all universities and colleges***8.1 University wise break up****Rs. in crores**

Name of University	Planned Outlay
Andhra University	154.70
Sri Venkateswara University	66.70
Acharya Nagarjuna University	148.10
Sri Krishnadevaraya University	67.10
Yogi Vemana University	69.45
B.R. Ambedkar University	63.45
Adi Kavi Nannayya University	37.45
Krishna University	63.45
Vikrama Simhapuri University	63.45
Rayalaseema University	63.45
JN Technology University, Anantapur	38.45
JN Technology University, Kakinada	90.45
Rajiv Gandhi Univ. of Knowledge Technologies	38.45
S.P. Mahila Viswa Vidyalayam	59.95
Dravidian University	33.95
Proposed new universities	165.00
Total	1223.55

8.2 College wise break up

Name of College	Planned Outlay Rs in crores
Collegiate Education	
1. New Model Colleges @ Rs.12 crores each (7)	84.00
2. Upgradation of existing colleges into model colleges @ Rs.4 crores each (7)	28.00
3. Infrastructure grants to Colleges @ Rs.2 crores each (153)	306.00
4. Collegiate Education, C-8, 9, 10, 11, 14 & 15	44.45
Technical Education	5.00
Board of Intermediate Education	15.00
AP State Council of Higher Education	23.00
Overheads	18.00
Total	523.45

Appendices
Appendix 1: State Base line

Head and Nodal Officer	Name	Phone	Mobile number	Fax number	Email address
Andhra Pradesh	Prof. P. Vijaya Prakash, Vice-Chairman, APSCHE	040- 23311593	09849334310	040- 23311470	prakash.peethala@ yahoo.com

State Baselines

The details furnished for the year 2012-13					
S No	Parameters				
1	Enrolment and GER of the State				
a	Male		Female		Total
b	Male SC		Female SC		Total SC
c	Male ST/DT&ONT		Female ST/DT&ONT		Total ST/DT&ONT
d	Male OBC		Female OBC		Total OBC
e	Male (General)		Female (General)		Total (General)
f	Male (Urban)		Female (Urban)		Total (Urban)
g	Male (Rural)		Female (Rural)		Total (Rural)

2	Degrees Awarded				
		Awarded in 2012	Number that originally enrolled in first year of the program	Ration of degree awarded to enrolled	
	3- year Undergraduate Degrees			Auto-calculate	
	4 -year Undergraduate Degrees			Auto-calculate	
	5- year Integrated Masters			Auto-calculate	
	2- year Masters			Auto-calculate	

3	Total number of Ph.D Degrees				
	Enrolled annually (i)	Awarded annually (ii)			
		Total			
4	Number of research publications in Indian refereed journals in the year				
5	Number of research publications in international refereed journal in the year				
6	Number of patents obtained in the year				
7	Number of sponsored research projects completed in the year				

8	IRG from students fee and other charges (Rs. In lakh)	
9	IRG from externally funded R&D projects, consultancies (Rs. In lakh)	
10	Total IRG(Rs.in lakhs)	
11	Total Number of autonomous colleges	
12	Total No. of colleges granted autonomy during 2012-13	
	Total No.s of autonomy withdrawn in the year 2012-13	
13	Total No. of colleges created *	
	Total No. of colleges closed	

14 Institutional Density (per 1000 sq.km)

	Institutions (Urban)	Institutions (Rural)	Institutions (Total)
15	New institutions created (Urban)	New institutions Created (Rural)	New institutions Created (Total)
16	Total financial contribution of private sector in Higher Education as a % of total higher education expenditure		

17 Expenditure Detail

	State expenditure of higher education as a % of GSDP	
	Expenditure on research, development and related activities as a % total Higher education expenditure	
	Expenditure on capital creation as a % total Higher education expenditure	
	Expenditure on salary of teaching staff as a % total Higher education expenditure	
	Expenditure on salary of non teaching staff as a % total Higher education expenditure	

Appendix 2: Evaluation of State Development Proposal

(to be filled by RUSA Mission Authority, not the SHEC)

No	Evaluation Parameters	Marks
I	A Clarity of State basic information including baseline data	5
	B Overall proposal implementation feasibility	

	1	Clarity in the identification of general development objectives, related specific objectives, their expected results, and its coherence with SWOT Analysis	5
	2	Have the key activities been identified clearly and adequately for each specific-objective	5
	3	Adequacy of the State Project Implementation arrangements	5
C	Quality of SWOT analysis		
	1	Appropriateness for the procedure adopted for the conduct of SWOT analysis and adequacy of participation of stakeholders	5
	2	Clarity in the identification of strengths, weaknesses, opportunities and Threats	5
D	Coherence of proposal with National development plan		5
E	Reasonability of proposed budget		5
Sub-total (i)			40

I	Clarity and Quality of the Action Plans for :		
F	Scaling of Research and innovation		
	1	Quality of action plan for quantitatively increasing and qualitatively improving research activities	5
	2	Quality of action plan to transfer technology and for commercialization of R&D (the innovation agenda)	5
G	Scaling-up PhD enrolment through existing and new programs ¹⁰		
H	Scaling-up enrolment into UG/Masters programs in existing and new programmes ¹⁰		
I	Research collaborative activities with Institution at National and International level		
	1	Identification of options to improve and increase research collaborations at national and international levels	5
	2	Clarity in identification of expected quality enhancement in Masters an doctoral programs and faculty research	5
J	Potential impact and depth of proposed Industry collaboration (to be incorporated in the baseline)		5
K	Faculty development		
	1	Pedagogical training	2.5
	2	Professional development programs	2.5

L	Identification of weak students and for improvement in their learning outcomes through finishing school	5
M	Gender and Disability to incorporated in the state plan (Equity)	5
Sub-total (II)		60
TOTAL(I+I)		100

Abstract of RUSA Proposal

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
1	Creation of Universities by way of up-gradation of existing Autonomous Colleges	4 Rs.55 cr. each	<ol style="list-style-type: none"> 1. Conventional University- AU PG Centre at Vizianagaram-Vizianagaram Dt., 2. Conventional University- AU PG Centre at T.P. Gudem, West Godavari Dt., 3. Conventional University- ANU PG Centre at Ongole, Prakasam District 	220.00	<p>These are three districts (Vizianagaram , West Godavari &Prakasam) without conventional universities. Hence it is proposed to upgrade PG Centres in these districts as Conventional Universities.</p> <p>Details in Annexure-I</p>
			<ol style="list-style-type: none"> 4. Sri Potti. Sreeramulu Telugu University Peetam, Rajahmundry 		<p>Due to bifurcation of the state Telugu University remains in Hyderabad , hence proposed to upgrade Sri Potti. Sreeramulu Telugu Peetam, Rajahmundry as Telugu University to promote language & culture.</p> <p>Details in Annexure-I</p>
2	Creation of Universities by conversion of colleges in a cluster	2 Rs.55 cr. each	<p>1. Cluster-I:</p> <ol style="list-style-type: none"> i. Govt. Degree College (W), Srikakulam, ii. Government Degree College (M), Srikakulam, iii. Government Degree College, Narasannapet, Srikakulam District. 	110.00	<p>Proposed by combination of one NAAC “ A” grade and 2 “B” grade Government colleges situated within the radius of 20 Kms in Srikakulam dt, an Educationally Backward District as per RUSA norms</p> <p>Details in Annexure-II</p>
			<p>2. Cluster-II:</p> <ol style="list-style-type: none"> i. SJ Govt. Degree College, Kurnool, ii. KVR Government Degree College (W), Kurnool, and iii. Government Degree College (M), Kurnool in Kurnool District. 		<p>Proposed as per RUSA norms by combination of one NAAC “A” grade, Autonomous & CPE (College with Potential for Excellence) college and one NAAC “A” grade college & one NAAC “B” grade Government college from Kurnool dt, identified as an Educationally Backward District (EBD) by GOI.</p>

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
					Details in Annexure-II
3	Infrastructure Grants to Universities	15 Universities Rs.20 cr. each	Andhra University, Visakhapatnam (1926) Sri Venkateswara University, Tirupati (1954) Acharya Nagarjuna University, Guntur (1976) Sri Krishnadevaraya University, Ananthapur (1983). Adi Kavi Nannaya University, Rajahmundry (2006). Yogi Vemana University, Kadapa (2006) Dr.B.R.Ambedkar University, Srikakulam (2008). Krishna University, Machalipatnam (2008). Vikram Simhapuri University, Nellore (2008) Rayalaseema University (2008) Sri Padmavati Mahila Viswavidhyalayam, Tirupati (1983) Dravidian University, Kuppam, Chittore District (1997) Jawaharlal Nehru Technological University, Kakinada (2008) Jawaharlal Nehru Technological University, Ananthapur (2008) Rajiv Gandhi University of Knowledge Technologies, Idupulapaya (2008)	300.00	Details in SHEP (State Higher Education Plan) Report
4A	New Model Colleges	7 Rs.12 cr. each	1. GDC Pathapatnam, Srikakulam District, 2. GDC Chipurupalli, Vizianagaram District, 3. GDC to be established in Ananthapur (No GDC is established in Ananthapur District after 01.01.2008. It is under process)	36.00	There are 7 Educationally Back ward Districts (EBDs) in A.P. Out of these 4 Model Colleges were approved. And proposing 3 now. Details in Annexure-III
4B	New Model Colleges (Approved & First instalment released)		1. GDC Jaggampet, E.G. District, 2. GDC Kamavarapukota, W.G. District, 3. GDC Yerragondapalem, Prakasam District, and	48.00	List of 4 Model Colleges approved by RUSA. Details in Annexure-III

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
	by RUSA)		4. GDC Atmakur, Kurnool District.		
5	Up-gradation of existing Degree Colleges into Model Degree Colleges	7 Rs.4 cr. each	1. GDC Veeraghattam, Srikakulam District, 2. GDC Yelleswaram, East Godavari District, 3. GDC Buttayagudem, West Godavari District, 4. GDC Cumbum, Prakasam District, 5. GDC Yerraguntla, Kurnool District, 6. GDC to be established in Vizianagaram District, and 7. GDC to be established in Ananthapur District. (No GDC established in these districts after 01.01.2008. Establishment of New GDCs is under process)	28.00	One Govt. Degree college in each from 7 Educationally Back ward Districts (EBDs) identified by GOI Details in Annexure-IV
6	New Colleges (Professional & Technical)	12 Rs.26 cr. Each	1. Engg. College at Kurnool, Kurnool District, 2. Engg. College at Srikakulam, Srikakulam Dt., 3. Engg. Coll. at Narsaraopet, Guntur District, 4. Engg. Coll. at Vijayawada, Krishna District, 5. Engg. College at Nellore, Nellore District, 6. Engg. College for Women, Tirupati, Chittoor Dt, 7. Engg. College at Ananthapur, Ananthapur Dt. 8. Mining Institute & Research Centre , Ongole, Prakasam Dt. (Attached to Acharya Nagarjuna University) 9.School of Marine Biology, Kakinada, East Godavari Dt. (Attached to Andhra University)	312.00	Details in SHEP Report Rayalaseema region is rich source of ores & minerals and vast scope for establishment of industries in this region. A mining institute is proposed for supply of trained human resources for development of industries in this region Andhra Pradesh had 1030 km long coastline covering 9 out of 13 districts. Two major and 6 minor ports in

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
					operation. The coastal and continental waters of its jurisdiction are rich in faunal and floral marine resources. Hence, a teaching coupled with research is proposed to make use of the long coastline
			10. School of Architecture & Fine Arts, Guntur, Guntur Dt. (Attached to Acharya Nagarjuna University)		JNFAU (Jawaha Lal Nehru Architecture & Fine Arts University) located at Hyderabad is a non-affiliating unique university catering to the needs of young talented arts, crafts and architecture students. In the State reorganization the JNFAU due to its location had come under the purview of Telangana State. Hence, School of Architecture & Fine Arts is proposed to cater to the needs of the deserving students & to promote Arts& crafts in the region.
			11. English & Foreign Language Institute, Tirupathi, Chittoor Dt. (Attached to Si Venkateswara University)		Due to bifurcation of the state EFLU(English & Foreign Languages University) remains in Hyderabad, hence English & Foreign Language Institute is proposed to train the students in English & foreign languages to make use of demographic advantage
			12. Institute of Urdu, Kadapa (Attached to Yogi Vemana University)		Due to bifurcation of the state MAANUU(Moulana Azad National Urdu University) remains in Hyderabad, hence Institute of Urdu is proposed at Kadapa

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
7	Infrastructure Grants to Colleges	195 Colleges Rs.2 cr. Each	Government Degree Colleges = 137 Govt. Oriental Colleges = 01 To be proposed colleges = 14 AP Residential Degree College, Nagarjunasagar-01 University (15) Campus/Constituent Colleges: 42	390.00	Details in Annexure-V
8	Research Innovation and Quality Improvement	State as a unit	Proposals submitted by the Universities, Engineering Colleges and Degree Colleges located in Andhra Pradesh are compiled and scrutinized. Prioritization will be fixed by the expert committee to allocate the grant.	120.00	Details in SHEP Report
9	Equity Initiatives	State as a unit	Proposals submitted by the Universities, Engineering Colleges and Degree Colleges located in Andhra Pradesh are compiled and scrutinized. Prioritization will be fixed by the expert committee to allocate the grant.	5.00	
10	Faculty Recruitment Support	590 positions Rs.5.80 lakhs per position per annum	Category -I: AU, SVU, ANU, SKU - 20 positions each = 80 positions Category -II: SPMVV & DU - 25 positions each = 50 positions Category -III: JNTU-K, JNTU-A & RGUKT- 30 positions each = 90 positions Category -IV: AKNU, YVU, BRAU, KRU, VSU, RU- 45 positions each = 270, and Government Social Welfare Degree Colleges = 100 positions <u>Categorisation is based on the year of establishment</u> For 3 years of the 12 plan period (2014-15 to 2016-17).	103.00	Details in SHEP Report
11	Faculty Improvement	State as a unit	State Council of Higher Education (Andhra Pradesh) and Commissioners, Collegiate and	10.00	Details in SHEP Report

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
			Technical Education would establish a State level hi-Tech Training Institute.		
12	Vocationalization of Higher Education	State as a unit	Board of Intermediate Education (Andhra Pradesh) and Universities and Colleges in the State.	15.00	
13	Leadership Development of Educational Administrators	-	-	0.00	Central pool
14	Institutional Restructuring and Reforms	State as a unit	State Council of Higher Education (Andhra Pradesh) and Commissioner, Collegiate and Technical Education together establish a research centre for data generation on education and development, and for periodic impact assessments on various programmes of governance.	20.00	Details in SHEP Report
15	Capacity Building and Preparation, Data Collection and Planning	State as a unit	State Council of Higher Education (Andhra Pradesh) and Commissioner, Collegiate and Technical Education independently and jointly conduct various courses and training programmes by establishing institutes of skill development.	10.00	
16	Management Information System (MIS)	State as a unit	To conduct surveys and to do analysis, and to create and maintain strong database on education at the State Level	2.00	Details in SHEP Report
17	Support to Polytechnics (Not specified No. of units and budget)	-		-	
18	Management Monitoring Evaluation and Research (NMER)	State as a unit	To provide support to Resource Centres and Support Groups for effective implementation of various programmes under RUSA	18.00	@ 1% of total State out lay

Comp. No.	Name of the Component	No. of Proposals	Details	(Rs. In Crores)	Justification
	TOTAL			1747.00	

Component-1: Creation of Universities by way of up-gradation of existing Autonomous Colleges**Details of Universities Proposed in the District where there is no University & Existing PSTU Peetham as Telugu University**

Name of the College / PG Centre	Type of the College / Centre	Year of establishment	Land (in Acres)	Existing Buildings Space (in sq. ft)	NAAC Grade	CGPA Score	Autonomous status	CPE Status	No. of Sanctioned Posts	Name of UG/ PG Programmes	Student Strength	Financial plan (Amount Proposed in Crores)			
												2014-15	2015-16	2016-17	Total (Rs. In Crores)
AU PG Centre, Vizianagaram	PG Campus	2006	90	20,000	A	3.65/4.00	-	-	-	M.Ed MBA MA (English)	35 30 30	-	-	-	55.00
AU PG Centre, TP Gudem	PG Campus	2004	100	15,272	A	3.65/4.00	-	-	-	M.Ed MBA MA (English)	35 30 30	-	-	-	55.00
ANU PG Centre, Ongole	PG Campus	1994	110	10,000	B	2.85/4.00	-	-	-	M.Com MBA M.Sc (Maths) M.A (S.W) M.A (History) MA (Economics) M.Ed B.P.Ed	50 60 40 40 40 40 35 100	-	-	-	55.00
PSTU Peetham, Rajahmundry	PG Campus	2006	35	20,000	-	-	-	-	-	MA (Telugu)		-	-	-	55.00

Component-2: Creation of Universities by Conversion of Colleges in a Cluster
Details of Colleges Proposed for Cluster University in Srikakulam District

Cluster- I:

Name of the College	Type of the College	Year of establishment	Student Strength	Land (in Acres)	NAAC Grade	CGPA	Autonomous status	CPE Status	No. of Sanctioned	No. of UG Programmes	Name of the UG Programme	Strength	No. of PG Programmes	Name of the PG Programme	Strength	Distance from GDC (W), Srikakulam	Financial plan (Amount Proposed in Crores)			
																	2014-15	2015-16	2016-17	Total
GDC(W), Srikakulam	Govt.	1968	990	12.20	A	3.02	No	No	34	614	B.Sc. B.Co m B.A Total	447 180 363 990	-	-	-	0 Km s				
GDC(M), Srikakulam	Govt.	1951	1695	38.00	B	2.80	No	No	56	635	B.Sc. B.Co m B.A Total	751 377 408 1536	3	M.Sc.(Che m) M.Com M.A (Telugu)	159	2 Km s	27.0 0	15.0 0	13.0 0	55.0 0
GDC, Narasannapet	Govt.	1981	568	5.35	B	2.20	No	No	9	111	B.Sc. B.Co m B.A. Total	228 169 171 568	-	-	-	14 Km s				
Total			3253	55.55					99			3094			159					

Details of Colleges Proposed for Cluster University in Kurnool District

Cluster- II:

Name of the College	Type of the College	Year of establishment	Student Strength	Land (in Acres)	NAAC Grade	CGPA	Autonomous status	CPE Status	No. of Sanctioned	No. of UG Programmes	Name of the UG Programme	Strength	No. of PG Programmes	Name of the PG Programme	Strength	Distance from GDC (W), Srirakulam	Financial plan (Amount Proposed in Crores)			
																	2014-15	2015-16	2016-17	Total
SJ Govt. College(A), Kurnool	Govt.	1972	952	17.00	A	3.01	YES	YES	37	3 12 2	B.A. B.Sc. B.Com. Total	78 444 110 649	3	M.A. M.Sc. M.Com. Total	181 60 55 303	0 Kms				
KVR Govt. College(W), Kurnool	Govt.	1958	2412	13.00	A	3.01	No	No	66	5 7 1	B.A. B.Sc. B.Com. Total	1122 222 970 2314	3	M.A. M.Sc. M.Com. Total	17 33 48 98	3 Kms	32.00	11.50	11.50	55.00
GDC(M), Kurnool	Govt.	1971	1454	12.74	B	2.5	No	No	47	2 7 2	B.A. B.Sc. B.Com. Total	339 494 608 1441	1	M.Com. Total	13 13	2 Kms				
Total			4818	42.74					150			4404			414		32.00	11.50	11.50	55.00

Annexure III

Component- IV: New Model Colleges
List of Colleges Proposed for Model Colleges

S. No	Zone	District	Name of the College	Whether established after 2008	Whether in EBD district	Total Student Strength	Land (in Acres)	UGC 2 (f) & 12 (B) Status	NAAC Grade	Financial plan (Amount Proposed in Crores)			
										2014-15	2015-16	2016-17	Total
1	I	Srikakulam	GDC, Patapatnam	Yes	Yes	508	10	No	Not Accredited	8.40	1.80	1.80	12.00
2	I	Vizianagaram	GDC, Chipurupally	Yes	Yes	406	5	No	Not Accredited	8.40	1.80	1.80	12.00
3	IV	Ananthapur	Newly proposed college (No college in Ananthapur Dt, established after 2008), Proposals submitted to Govt. for sanction of new GDC										

Annexure- III

List of Model Colleges already approved by RUSA.
 (An amount of Rs. 48.00 crores has been sanctioned and 1st Instalment released)

S. No	Zone	District	Name of the College	Status
1	II	East Godavari	GDC, Jaggampet	Already approved by RUSA under Model Colleges
2	II	West Godavari	GDC, Kamavarapukota	Already approved by RUSA under Model Colleges
3	III	Prakasam	GDC Yerragondapalem	Already approved by RUSA under Model Colleges
4	IV	Kurnool	GDC , Atmakur	Already approved by RUSA under Model Colleges

Component- V: Upgradation of Existing Degree Colleges into Model Degree Colleges
List of Proposed Colleges

S. No	Zone	District	Name of the College	Whether established after 2008	Whether in EBD district	Total Student Strength	Land (in Acres)	UGC 2(f) & 12 (B) status	NAAC Grade	Financial plan (Amount Proposed in Crores)			
										2014-15	2015-16	2016-17	Total
1	I	Srikakulam	GDC, Veeragattam	Yes	Yes	104	5	NO	Not accredited	2.00	1.00	1.00	4.00
2	II	East Godavari	GDC, Yeleswaram	Yes	Yes	243	5	2(f)	Not accredited	2.00	.100	1.00	4.00
3	II	West Godavari	GDC, Buttaigudem	Yes	Yes	150	5	2(f)	Not accredited	2.00	1.00	1.00	4.00
4	III	Prakasam	GDC, Cumbum	Yes	Yes	166	5	NO	Not accredited	2.00	1.00	.100	4.00
5	IV	Kurnool	GDC, Yerraguntla	Yes	Yes	217	5	2(f)	Not accredited	2.00	1.00	1.00	4.00
6	I	Vijayanagaram	Newly proposed college (No college is established after 2008) Proposals submitted to Govt. for sanction of new GDC										
7	IV	Ananthapur	Newly proposed college (No college is established after 2008) Proposals submitted to Govt. for sanction of new GDC										

Component-7: Infrastructure Grants to Colleges

List of 137 Govt. Degree Colleges

S. No	Zone	District	Name of the College	Year of Estd.	Student Strength	Land (in Acres)	UGC Status	Autonomy status	CPE	NAAC Accredited year	NAAC Grade/Status	Amount Proposed (in Crores)
1	I	Srikakulam	GDC(M), Srikakulam	1951	1735	38	2(f) & 12(B)	-	-	2011	C2-B	2
2	I	Srikakulam	GDC(W), Srikakulam	1968	1005	12.2	2(f) & 12(B)	-	-	2011	C2-A	2
3	I	Srikakulam	GDC, Amadalavalasa	1984	342	5	2(f) & 12(B)	-	-	-	C1-Under Process	2
4	I	Srikakulam	GDC, Baruva	1981	692	9.54	2(f) & 12(B)	-	-	-	C1-Under Process	2
5	I	Srikakulam	GDC, Itchapuram	1983	569	15	2(f) & 12(B)	-	-	-	C1-Under Process	2
6	I	Srikakulam	GDC, Narasannapeta	1981	700	5.35	2(f) & 12(B)	-	-	2006	C1-B, C2- Under Process	2
7	I	Srikakulam	GDC, Palakonda	1983	518	4.46	2(f) & 12(B)	-	-	2008	C1-C+, C2-Under Process	2
8	I	Srikakulam	GDC, Seetampet	2007	320	22.5	-	-	-	-	C1-Under Process	2
9	I	Srikakulam	GDC, Tekkali	1971	1074	19.2	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
10	I	Srikakulam	GDC, Veeragattam	2008	48	5	-	-	-	-	NA	2
11	I	Srikakulam	GDC, Rajam	2014	-	0	-	-	-	-	Newly sanctioned College	2
12	I	Visakhapatnam	GDC(W), Marripalem	2010	91	6	-	-	-	-	NA	2
13	I	Visakhapatnam	GDC(W), Visakhapatnam	1975	948	4.11	2(f) & 12(B)	-	-	2006	C1-B+, C2-Under Process	2
14	I	Visakhapatnam	GDC, Araku Valley	2010	299	10	-	-	-	-	NA	2

15	I	Visakhapatnam	GDC, Bheemunipatnam	1984	245	10	2(f) & 12(B)	-	-	2008	C1-C, C2-Under Process	2
16	I	Visakhapatnam	GDC, Chintapally	2007	547	6.5	-	-	-	-	C1-Under Process	2
17	I	Visakhapatnam	GDC, Chodavaram	1981	692	1.09	2(f) & 12(B)	-	-	-	C1-Under Process	2
18	I	Visakhapatnam	GDC, Madugula	2008	260	0	2(f)	-	-	-	NA	2
19	I	Visakhapatnam	GDC, Narsipatnam	1984	445	5	2(f) & 12(B)	-	-	2006	C1-B+, C2-Under Process	2
20	I	Visakhapatnam	GDC, Paderu	1985	2237	25	2(f) & 12(B)	-	-	2008	C1-B, C2-Under Process	2
21	I	Visakhapatnam	GDC, Sabbavaram	2008	294	5	2(f)	-	-	-	NA	2
22	I	Visakhapatnam	GDC, Visakhapatnam	1968	1896	6.75	2(f) & 12(B)	Yes	-	2011	C2-B	2
23	I	Visakhapatnam	GDC, Yelamanchili	1987	477	6.27	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
24	I	Vizianagaram	GDC, Gummalakshimpuram	2007	314	24	-	-	-	-	C1-Under Process	2
25	I	Vizianagaram	GDC, S Kota	1984	134	15	2(f) & 12(B)	-	-	2007	C1-B, C2-Peer Team visited	2
26	I	Vizianagaram	GDC, Saluru	1982	863	9.67	2(f) & 12(B)	-	-	2008	C1-C, C2-Under Process	2
27	II	East Godavari	GDC(W), Kakinada	1962	1051	7.73	2(f) & 12(B)	-	-	2011	C2-B	2
28	II	East Godavari	GDC, Kothapet	1979	481	5.69	2(f) & 12(B)	-	-	2014	C2-B	2
29	II	East Godavari	GDC, Mandapeta	1989	269	8.29	2(f) & 12(B)	-	-	-	C1-Under Process	2
30	II	East Godavari	GDC, Pitapuram	2008	308	0	2(f)	-	-	-	NA	2
31	II	East Godavari	GDC, Rajahmundry	1873	3565	38	2(f) & 12(B)	Yes	-	2011	C2-A	2
32	II	East Godavari	GDC, Rampachodavaram	1983	504	10	2(f) & 12(B)	-	-	-	C1-Under Process	2

33	II	East Godavari	GDC, Ravulapalem	1981	460	5	2(f) & 12(B)	-	-	2013	C2-B	2
34	II	East Godavari	GDC, Razole	1968	375	11.62	2(f) & 12(B)	-	-	2013	C2-B	2
35	II	East Godavari	GDC, Seethanagaram	1983	159	10	2(f) & 12(B)	-	-	-	C1-Under Process	2
36	II	East Godavari	GDC, Tuni	1980	489	22	2(f) & 12(B)	-	-	2007	C1-B, C2-Peer Team visited	2
37	II	East Godavari	GDC, Yeleswaram	2008	243	5	2(f)	-	-	-	NA	2
38	II	East Godavari	PR GDC, Kakinada	1884	1993	28	2(f) & 12(B)	Yes	Yes	2011	C2-B	2
39	II	East Godavari	GDC, Ramachandrapuram	2013	-	9.1	-	-	-	-	NA	2
40	II	East Godavari	GDC, Alamuru	2014	-	0	-	-	-	-	Newly Sanctioned College	2
41	II	Krishna	GDC, Avanigadda	1977	363	5	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
42	II	Krishna	GDC, Bantumilli	1997	181	2.75	2(f)	-	-	-	C1-Under Process	2
43	II	Krishna	GDC, Kaikalur	1982	343	7.7	2(f) & 12(B)	-	-	2007	C1-B, C2-Under Process	2
44	II	Krishna	GDC, Kanchikacharla	2013	22	15		-	-	-	NA	2
45	II	Krishna	GDC, Movva	1984	595	4.75	2(f) & 12(B)	-	-	2011	C2-B	2
46	II	Krishna	GDC, Mylavaram	2008	176	5.6	2(f)	-	-	-	NA	2
47	II	Krishna	GDC, Pamarru	1984	91	4	2(f)	-	-	-	C1-Under Process	2
48	II	Krishna	GDC, Tiruvuru	1978	209	8	2(f) & 12(B)	-	-	2008	C1-B, C2-Under Process	2
49	II	Krishna	GDC, Vijayawada	1937	1654	12.5	2(f) & 12(B)	-	-	2011	C2-B	2
50	II	West Godavari	GDC(M), Nidadavole	1971	289	9.68	2(f) & 12(B)	-	-	2013	C2-B	2
51	II	West Godavari	GDC(M), Palakol	1968	506	9.74	2(f) &	-	-	2013	C2-B	2

							12(B)					
52	II	West Godavari	GDC(W), Nidadavole	1983	456	2.5	2(f) & 12(B)	-	-	2013	C2-C	2
53	II	West Godavari	GDC(W), Palakol	1982	520	3	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
54	II	West Godavari	GDC, Bhimavaram	1972	133	0.4	2(f)	-	-	-	C1-Under Process	2
55	II	West Godavari	GDC, Buttaigudem	2008	125	5	2(f)	-	-	-	NA	2
56	II	West Godavari	GDC, Chintalapudi	1987	207	5.74	-	-	-	2007	C1-B, C2-Under Process	2
57	II	West Godavari	GDC, Dumpagadapa	1974	261	14	-	-	-	2007	C1-B+, C2-Under Process	2
58	II	West Godavari	GDC, Eluru	2008	259	0	2(f)	-	-	-	NA	2
59	II	West Godavari	GDC, Ganapavaram	1972	517	3.63	2(f) & 12(B)	-	-	-	C1-B	2
60	II	West Godavari	GDC, Jangareddigudem	1974	564	15.15	-	-	-	2007	C1-B, C2-Under Process	2
61	II	West Godavari	GDC, Narayanapuram	1972	244	5.77	2(f)	-	-	2008	C1-B, C2-Under Process	2
62	II	West Godavari	GDC, Tanuku	1968	603	12	2(f) & 12(B)	-	-	2012	C2-B	2
63	II	West Godavari	GDC, TP Gudem	1966	505	22.43	2(f) & 12(B)	-	-	2013	C2-B	2
64	III	Guntur	GDC(W), Guntur	1944	1396	9.5	2(f) & 12(B)	Yes	-	2011	C2-A	2
65	III	Guntur	GDC, Chebrole	1983	197	1.2	2(f) & 12(B)	-	-	-	C1-Under Process	2
66	III	Guntur	GDC, Macherla	1966	340	58	2(f) & 12(B)	-	-	2006	C1-B+, C2-Under Process	2
67	III	Guntur	GDC, Repalle	1972	545	9.85	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
68	III	Guntur	GDC, Vinukonda	1980	119	38	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2

69	III	Guntur	GDC (W), Bapatla	2014	-	0	-	-	-	-	Newly Sanctioned College	2
70	III	Nellore	GDC(W), Nellore	1964	1074	24.59	2(f) & 12(B)	-	-	2011	C2-A	2
71	III	Nellore	GDC, Gudur	1965	170	80	2(f) & 12(B)	-	-	2007	C1-B+, C2-Under Process	2
72	III	Nellore	GDC, Kovur	2008	142	3.3	-	-	-	-	NA	2
73	III	Nellore	GDC, Naidupet	1983	238	4.06	2(f) & 12(B)	-	-	2008	C1-B, C2-Under Process	2
74	III	Nellore	GDC, Rapur	1984	166	10.3	2(f) & 12(B)	-	-	-	C1-Under Process	2
75	III	Nellore	GDC, Sullurpet	1981	335	5	2(f) & 12(B)	-	-	2007	C1-B, C2-Under Process	2
76	III	Nellore	GDC, Udayagiri	1983	229	15.22	2(f) & 12(B)	-	-	-	C1-Under Process	2
77	III	Nellore	GDC, Venkatagiri	1968	448	13.5	2(f) & 12(B)	-	-	2014	C2-B	2
78	III	Nellore	GDC, Vidavalur	1965	225	11.72	2(f) & 12(B)	-	-	2008	C1-B, C2-Under Process	2
79	III	Prakasam	GDC(W), Chirala	1966	415	7.5	2(f) & 12(B)	-	-	2012	C2-B	2
80	III	Prakasam	GDC(W), Ongole	1984	88	7.72	2(f) & 12(B)	-	-	2014	C2-B	2
81	III	Prakasam	GDC, Addanki	1984	563	21.5	2(f) & 12(B)	-	-	2013	C2-B	2
82	III	Prakasam	GDC, Cumbam	2008	217	5	-	-	-	-	NA	2
83	III	Prakasam	GDC, Kandukur	1966	550	40	2(f) & 12(B)	-	-	2014	C2-B	2
84	III	Prakasam	GDC, Kanigiri	1983	107	16.04	2(f) & 12(B)	-	-	2014	C1-Peer Team visited	2
85	III	Prakasam	GDC, Ulavapadu	1978	51	19	2(f) & 12(B)	-	-	2014	C1-C	2
86	IV	Anantapur	GDC(M), Anantapur	1916	6752	26	2(f) & 12(B)	-	-	2011	C2-A	2

87	IV	Anantapur	GDC(W), Anantapur	1984	1081	3.9	2(f) & 12(B)	-	-	2013	C2-B	2
88	IV	Anantapur	GDC(W), Hindupur	1987	470	0.82	2(f) & 12(B)	-	-	-	C1-Under Process	2
89	IV	Anantapur	GDC, Bukkapatnam	1984	520	3.97	2(f)	-	-	-	C1-Under Process	2
90	IV	Anantapur	GDC, Dharmavaram	1982	548	10	2(f) & 12(B)	-	-	-	C1-Under Process	2
91	IV	Anantapur	GDC, Guntakal	1968	1870	16.5	2(f) & 12(B)	-	-	2013	C2-B	2
92	IV	Anantapur	GDC, Kadiri	1975	1403	27	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
93	IV	Anantapur	GDC, Kalyandurg	1984	1270	10	2(f) & 12(B)	-	-	-	C1-Under Process	2
94	IV	Anantapur	GDC, Madkasira	1991	817	8	2(f) & 12(B)	-	-	-	C1-Under Process	2
95	IV	Anantapur	GDC, Penugonda	1980	942	23.83	2(f) & 12(B)	-	-	-	C1-Under Process	2
96	IV	Anantapur	GDC, Rayadurg	1981	1157	18.09	2(f) & 12(B)	-	-	-	C1-Under Process	2
97	IV	Anantapur	GDC, Tadipatri	1978	242	10	2(f) & 12(B)	-	-	2007	C1-B+, C2-Under Process	2
98	IV	Anantapur	GDC, Uravakonda	1980	1046	12	2(f) & 12(B)	-	-	-	C1-Under Process	2
99	IV	Chittoor	GDC(M), Chittoor	1961	2418	54.86	2(f) & 12(B)	-	-	2011	C2-B	2
100	IV	Chittoor	GDC(M), Srikalahasti	1966	954	10.62	2(f) & 12(B)	-	-	2011	C2-B	2
101	IV	Chittoor	GDC(W), Chittoor	1982	926	23	2(f) & 12(B)	-	-	2006	C1-B+, C2-Under Process	2
102	IV	Chittoor	GDC(W), Madanapalli	1984	815	1.04	2(f) & 12(B)	-	-	2007	C1-B, C2-Under Process	2
103	IV	Chittoor	GDC(W),	1988	577	2.58	2(f) &	-	-	2006	C1-B+, C2-Under Process	2

			Srikalahasti				12(B)					
104	IV	Chittoor	GDC, Kalikiri	2013	21	16	-	-	-	-	NA	2
105	IV	Chittoor	GDC, Karvetinagarm	1995	290	5.93	2(f) & 12(B)	-	-	-	C1-Under Process	2
106	IV	Chittoor	GDC, Kuppam	2008	602	6.08	2(f)	-	-	-	NA	2
107	IV	Chittoor	GDC, Nagari	1978	770	17.16	2(f) & 12(B)	-	-	2007	C1-B, C2-Under Process	2
108	IV	Chittoor	GDC, Pakala	2008	257	5	2(f)	-	-	-	NA	2
109	IV	Chittoor	GDC, Palamaner	1983	972	10	2(f) & 12(B)	-	-	2008	C1-B, C2-Under Process	2
110	IV	Chittoor	GDC, Piler	1980	976	8.48	2(f) & 12(B)	-	-	2013	C2-B	2
111	IV	Chittoor	GDC, Punganur	1983	423	14.05	2(f) & 12(B)	-	-	2008	C1-C, C2-Under Process	2
112	IV	Chittoor	GDC, Puttur	1983	1984	6.89	2(f) & 12(B)	-	-	2013	C2-B	2
113	IV	Chittoor	GDC, Satyavedu	2008	245	7.5	2(f)	-	-	-	NA	2
114	IV	Chittoor	GDC, Vayalpadu	1988	629	4.51	2(f) & 12(B)	-	-	2007	C1-B++, C2-Under Process	2
115	IV	Kadapa	GDC(M), Kadapa	1948	1710	50	2(f) & 12(B)	Yes	-	2012	C2-B	2
116	IV	Kadapa	GDC(W), Kadapa	1973	1782	3.5	2(f) & 12(B)	-	-	2014	C2-B	2
117	IV	Kadapa	GDC, Jammalamadugu	1980	248	20.62	2(f) & 12(B)	-	-	2006	C1-C++, C2-Under Process	2
118	IV	Kadapa	GDC, Kodur	1983	359	9.17	2(f) & 12(B)	-	-	2007	C1-B++, C2-Under Process	2
119	IV	Kadapa	GDC, Mydukur	2008	110	5	2(f)	-	-	-	NA	2
120	IV	Kadapa	GDC, Porumamilla	1981	748	48.65	2(f) & 12(B)	-	-	-	C1-Under Process	2
121	IV	Kadapa	GDC, Proddutur	1966	367	10	2(f) & 12(B)	-	-	2006	C1-B, C2-Under Process	2
122	IV	Kadapa	GDC, Rajampet	1980	723	4.5	2(f) &	-	-	2007	C1-B, C2-Under Process	2

							12(B)					
123	IV	Kadapa	GDC, Rayachoti	1978	368	10.01	2(f) & 12(B)	-	-	-	C1-Under Process	2
124	IV	Kadapa	GDC, Yerraguntla	2008	152	0	-	-	-	-	NA	2
125	IV	Kurnool	GDC(M), Kurnool	1972	1080	12.71	2(f) & 12(B)	-	-	2011	C2-B	2
126	IV	Kurnool	GDC(W), Kurnool	1958	2421	14	2(f) & 12(B)	-	-	2011	C2-A	2
127	IV	Kurnool	GDC, Alur	1987	159	4	-	-	-		C1-Under Process	2
128	IV	Kurnool	GDC, Banaganapalli	1993	614	3.6	2(f) & 12(B)	-	-		C1-Under Process	2
129	IV	Kurnool	GDC, Dhone	1979	502	6	2(f) & 12(B)	-	-		C1-Under Process	2
130	IV	Kurnool	GDC, Koilakuntla	1981	345	22.24	2(f) & 12(B)	-	-	2007	C1-B+, C2-Under Process	2
131	IV	Kurnool	GDC, Nandikotkur	1982	868	14.1	2(f) & 12(B)	-	-	2008	C1-C	2
132	IV	Kurnool	GDC, Nandyal	1967	1085	32	2(f) & 12(B)	-	-	2006	C1-B+, C2-Under Process	2
133	IV	Kurnool	GDC, Pattikonda	1988	873	6.4	2(f) & 12(B)	-	-	2007	C1-B, C2-Under Process	2
134	IV	Kurnool	GDC, Srisailam Project	1993	256	10.09	2(f) & 12(B)	-	-	-	C1-Under Process	2
135	IV	Kurnool	GDC, Yemmiganur	1982	1451	10.6	2(f) & 12(B)	-	-	-	C1-Under Process	2
136	IV	Kurnool	GDC, Yerraguntla	2008	153	5	2(f)	-	-	-	NA	2
137	IV	Kurnool	SJGDC, Kurnool	1972	807	17	2(f) & 12(B)	Yes	Yes	2006	C1-A, C2-Under Process	2

List of Govt. Oriental College

S. No	Zone	District	Name of the College	Year of Establishment	Student Strength	Land (in Acres)	NAAC Grade/Status	Amount Proposed (in Crores)
1	I	Vijayanagaram	Govt. M.R. College, Vijayanagaram	1860	24	1.5	-	2.00

List of Govt. Residential College

S. No	Zone	District	Name of the College	Year of Establishment	Student Strength	Land (in Acres)	NAAC Grade/Status	Amount Proposed (in Crores)
1	III	Guntur	Govt. Residential Degree College, Nagarjunasagar	1982	408	09	-	2.00

To be sanctioned Degree Colleges: 14
University Constituent Colleges: 42
Total: 195 Colleges