# REPORT

## of the

# STEERING COMMITTEE

## on

UNIVERSITY EDUCATION
OPEN LEARNING SYSTEM
TECHNICAL AND
MANAGEMENT EDUCATION



सत्यमेव जयते

EDUCATION DIVISION
PLANNING COMMISSION
DECEMBER, 1997

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# PREFACE

Planning Commission constituted the Steering Committee on University Education, Open Learning System, Technical and Management Education for formulation of the Ninth Five Year Plan (1997-2002) under the Chairpersonship of Dr. D. Swaminadhan, the then Member, Planning Commission vide its Order No. M-12015/1(B)/95-Edn. dated 27th December, 1995. Planning Commission also constituted Working Groups for formulation of Ninth Five Year Plan (1997-2002) on :

    (i)   Higher Education vide Order No. M-12015/10/95-Edn. dt. 27th Dec. '95.

    (ii)   Technical Education vide Order No. M-12015/11/95-Edn. dt. 27th Dec. '95.

    (iii)   Management Education vide Order No. M-12015/12/95-Edn. dt. 27th Dec. '95.

2.0   The Steering Committee of the Ninth Plan on Higher, Technical and Management Education had the task of laying down the policy and direction of activities in this important sector that provides the country with competent technical and managerial personnel, social scientists and planners, for the next five years. With the able guidance of Dr. D. Swaminadhan, the Chairperson of the Steering Committee, report was finalised in the Steering Committee meeting of 21st July 1996 essentially reflecting the views of the members of the Committee and after taking into consideration the recommendations of the Working Groups and the Approach Paper which was prepared to help the deliberations on the Steering Committee.

3.0   As the Member-Convenor of the Steering Committee and Chairman of the Drafting Committee, I place on record my sincere thanks to the Chairpersons and Members of the Working Groups and the Steering Committee for their informed participation and contribution and to the members of the Drafting Committee but for whose help the task of drafting of the Steering Committee's Report would not have been possible.

4.0   I shall be failing in my duty if I do not place on record my gratitude to Dr. D. Swaminadhan, the Chairperson of the Steering Committee who guided the deliberations of the Steering Committee and the Drafting Committee. I also place on record my sincere thanks to my colleague Shri Darshan Kumar who helped to initiate the work of the Steering Committee and the Working Groups as the then Adviser (Education). Last but not the least, I express my sincere thanks to Dr. V.P. Garg, Joint Adviser and the staff of the Education Division but for whose able support this onerous task could not have been completed.

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N. GOPALASWAMI<br>
Adviser (Education) &<br>
Member Convenor

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New Delhi<br>
December 11, 1997

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# INTRODUCTION

1.1 The Eighth Plan (1992-97) witnessed major changes in the economic policies leading to economic liberalisation and reforms in many parts of the world including India. These changes will have ramification on the structure, management and mode of delivery of Higher, Technical and Management Education in the coming years. The Ninth Plan covering a planning cycle 1997-2002 will have to take into consideration and tackle the demands existing in the system and imbalances and obsolescences emerging from the recent developments.

1.2 To review the existing policies and to formulate necessary policy directions for the IXth Plan, Planning Commission by its order No. M-12015/1(B)/95-Edn. dated 27th December, 1995 constituted a Steering Committee on University Education, Open Learning System and Technical and Management Education under the Chairmanship of Dr. D. Swaminadhan, Member, Planning Commission dealing with the subject of higher and Technical Education. Three Working groups were also constituted one each for Higher Education, Technical Education and Management Education to go into details in respect of their areas.

1.3 The Steering Committee met thrice on 23-02-1996, 24-05-1996 and 25-07-1996 in which valuable suggestions forthcame from eminent educationists, academicians and officials who participated in the deliberations. These deliberations led to the preparation of an 'APPROACH PAPER' for these segments of Higher Education. The Committee has also taken the help of three Working Groups and the Sub-Group on Open Education.

1.4 In order to finalise the report, the Steering Committee constituted a drafting Committee. Based on the inputs of the Working Groups and the deliberations of the Steering Committee this report has been prepared.

1.5 The terms of reference and the constitution of the Steering Committee, Working Groups and Drafting Committee are at Annexure—I-V.

# EXECUTIVE SUMMARY

2.1    The approach to Ninth Plan (1997-2002) in the higher education sector (including technical and management education) has been formulated keeping in view the global changes and the liberalisation policies within the country and the consequent new thrusts and demand on the education system. The issues have been examined broadly from the point of view of consolidation, access, equity and expansion, quality and achievements of excellence, accountability and upholding of the value orientation of education.

2.2    In the higher Education Sector career development and quality improvement in teaching, development of research, strategies to draw women into the system as students and teachers, enrichment through networking and sharing facilities are some of the important areas considered for recommendation. Access for groups and regions in the system which remained marginalised need to be addressed through extra academic inputs. To reach the wider community, two basic programmes on (i) adult continuing education, extension education and community out reach and (ii) Women studies are recommended. A new style of management has become necessary because of the availability of new interactive and multi media technologies of communication and data management. Establishmnt of the National Commission for Higher Education, State level Councils and implementation of the appropriate recommendations of the Gnanam Committee Report are suggested in this context.

2.3    For effective expansion of the Open Learning System, the Group has recommended the establishment of a network which will develop and deliver several programmes of human resource development presently carried out by various developmental agencies, establishment of one open university in each major state and technology infrastrucutre for penetrating the backward and rural areas of the country. The other recommendations include programmes aimed at student mobility, better information services for students and quality assurance.

2.4    Technical education system despite the phenomenal expansion it witnessed during the Eighth Plan call for restructuring with more emphasis on technology absorption, field experiences, practical skill acquisition etc. Faculty would need to be developed with a long term perspective in view on a mission mode approach. The linkages of technical education with manpower planning has been rather weak. A strong technology forecasting and information management system has been recommended to facilitate this. The infrastructure facilities, as available today suffers from two shortcomings, firstly these are not available to many institutions secondly these facilities, even in premier institutions are obsolescent. Pooling of resources by adopting a consortium approach with all infrastructure facilities created at one place and massive input of investment have been recommended. There is a need to make the technical education flexible, modular and need based with provisions for credit transfer etc. A National Board for Accreditation (NBA) under the purview of AICTE has been suggested to meet this. Taking account of the impact of Information Technology already had in metamorphising the traditional libraries into information resources, it is suggested that the classical library centres may be converted as learning centres with extensive use of the technology. The Committee also identified a series of mission mode activities in induction of faculty, creation of infrastructure facilities, establishment of Centres of Excellence, developing mechanisms for industry-institute interaction etc. Incentive scheme to combat the present low level of participation of women, SC/ST and other disadvantaged groups have also been suggested.

2.5    In the management education, the committee has recommended programmes for faculty creation and development, restructuring the existing PG Management Programmes to meet the growing demand intensification of Institution-Industry linkages and develop an information technology perspective. It is also suggested that private secotor participation should come up considerably for balanced and regulated growth of the system.

2.6    On the basis of the requirements of the sector during the Ninth Plan, the respective Working Groups have recommended outlay as follows :

| | |
|---|---|
| 1. Higher Education | Rs. 11667.00 crore |
| 2. Open Learning System | Rs.    750.00 crore |
| 3. Technical Education | Rs.  9667.00 crore |
| 4. Management Education | Rs.    360.00 crore |

Detailed statements showing the recommendations of the Working Grops on the desired level of allocations for the respective sectors are attached at Annexures VI-A, VI-B, VII, VIII-A, VIII-B and IX.

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## OVERVIEW

3.1 The role of higher, technical and management education, the crucial components of human resources development and the industrial and economic growth of the country has been recognised. The establishment of University Grants Commission (UGC) and All India Council for Technical Education (AICTE) and Distance Education Council for Open University System with statutory powers to steer the course of this vast sector is a pointer to this.

3.2 Over the plan peroids, there have been tremendous build up of institutions at various levels. At present there are 224 Universities and 8613 affiliated colleges at the University level. Since the establishment of Indira Gandhi National Open University (IGNOU) during the Seventh Plan, the concept of distance education has taken more concrete shape and the system presently consists of the IGNOU, three State Open Universities and about 50 dual mode institutions in the traditional university system. At the level of technical education, there are currently about 540 recognised technical degree institutions, 1300 recognised polytechnics and 150 institutions like IITs, Deemed Universities, RECs, State Engineering Colleges. India has also emerged as a major centre of management education during the past three decades. Presently there are about 422 recognised Management Institutes/Departments imparting post graduate programmes in management. These institutes at the higher, technical and management levels cater to about 63 lakh students in the relevant age group. A significant progress has been achieved in the gender balance. Women now comprise 33.8% of the students as compared to 13.7% in 1950-51.

## THRUST AREAS DURING EIGHTH PLAN

4.1 The major thrust areas in higher education were (i) integrated approach to higher education; (ii) excellence in higher education; (iii) expansion of education in equitable and cost effective manner and in the process making the higher education system financially self supporting; (iv) making higher education relevant in the context of changing socio economic scenario; (v) promotion of value education and (vi) strengthening of management system in the Universities.

4.2 In Technical Education, including Management Education 8th Plan focussed on five thrust areas :

(i) Modernisation and upgradation of infrastructure;

(ii) Quality Improvement;

(iii) Responding to new industrial policy and consequent interaction between institutions industry and R&D organisations;

(iv) Resource Mobilisation; and

(v) Institutional Development.

## PROGRESS IN EIGHTH PLAN

### 5.1 Higher Education

The achievements in respect of four broad categories, of thrust areas viz., Access and Equity, Quality, Relevance and Resources are as follows.

### 5.1.1. Access to Higher Education and Equity

The Central Government started several new universities during the Eighth Plan mainly in the north eastern sector. While the funds were limited, these universities have opened up new facilities for students in these regions. special efforts have been made to provide equity for special categories including women, the reserved categories and the minority groups. Special coaching classes have been organised to enable persons from the weaker sections to compete with others. New facilities created include increased intake capacity and improvement of distance education mode. Arrangements have been worked out in coordination with the Distance Education Council or Indira Gandhi National Open University to convert all the correspondence course programmes to the distance education mode. IGNOU and other open universities have greatly increased access to those who are unable to access the regular university channel. Special efforts have been made to increase the number and capacity of women's hostels so that women, even from remote areas are enabled to get higher education. Mobility of students and staff would increase if hosteis and housing could be made available. Moreover, without protection of service benefits to teachers, such mobility will not be possible.

### 5.1.2. Quality of Higher Education

A large variety of activities started during the Plan towards quality improvement of education in the universities and colleges include :

(i) Framming of regulations for the minimum qualifications of teachers, schemes for enabling teachers to improve their qualifications and research capabilities through continuing education programmes conducted by Academic

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Staff Colleges and other centres, teacher fellowships, travel support and Career Awards. Special efforts were made to enhance the library facilities and the Information and Liberty Network (INFLIBNET) was set up as an Inter University Centre or computerisation and networking of libraries and providing access to information.

(ii) Enhancement of research facilities through Special Assistance Programme enabled a large number of universities to upgrade their facilities and create special facilities for research. Centres for Advanced Studies were continued in a large number of Universities. Major and minor research projects were funded. The Special Assistance Programmes and Major Research Projects have a built in system of monitoring. University Science Instrumentation Centres (USICs) were supported and new Centres were created. Inter University Centres were strengthened.

(iii) Curriculum Development Cells produced a number of Model Curricula in different subjects. Text book writing was supported.

(iv) The National Assessment and Accreditation Council (NAAC) was set up to enable quality improvement through a systematic assessment procedure.

### 5.1.3 Relevance of Higher Education

Special efforts were made to increase the relevance of higher education through making courses more career oriented. The new scheme of Vocational Courses was started from the year 1994-95. This enabled students in selected colleges and universities to have one of the under-graduate subjects in a special career orriented courses. Extreme paucity of funds curtailed initiation of this programme to a very small number of colleges. Restructuring of courses was taken up simultaneously to provide a component of application to education. A study was started to examine the concept of Community College.

To promote greater involvement of higher education for impacting on society, the scheme of Adult and continuing education and Women's Studies were promoted. There were 104 centres of the former and 22 of the latter in the universities while 11 colleges also had women's cells. Literacy and continuing education programmes were undertaken and the literacy movement, was supported. Women's studies promoted new courses, contributed to modification in the existing courses, promoted research, as also some action and advocacy activities.

### 5.1.4 Management of Higher Education

The Gnanam committee Report, entitled, "Towards New Educational Management", was completed and accepted by CABE. The recommendations of the report are now being reviewed for action to be taken by the UGC, the Ministry of Human Resource Development, and the universities. NIEPA conducted workshops related to the training of Principals, Registrars and others.

### 5.1.5 Resource Mobilisation for Higher Education

In view of the general scenario of resource crunch, a number of steps were intiated to enable the universities to raise resources. these include :

(i) Motivation for contributions from industrial houses and other sources by providing 100% tax exemption to such contribution.

(ii) A contribution by the UGC of 25% of the resource generated by the University towards its corpus fund.

(iii) Initiation of rationalisation of the funding pattern of universities on the basis of unit costs as suggested by the Punnaya Committee.

## 5.2 Distance Education

### 5.2.1 Enrolment in the Open Learning System (OLS)

The Eighth Plan envisaged an enrolment of 15 lakhs students, including 5 lakhs adult learners, in the distance education system during 1992-97. The expectation was that the system would attract at least 50% of the traditional admission seekers to the Universities and colleges in the country.

The Institutes of Correspondence Education of the dual mode universities registered an enrolment of 6.69 lakhs in 1995-96. In the four years beginning with 1992, the four open universities had an aggregate enrolment of 8.30 lakhs. Impressive as these records are. the proportion of school leavers remained low. Home based learning has apparently not yet captured the imagination of the young students and their parents.

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## 5.2.2 Open University System

The OLS is at present offering academic programmes in the humanities, sciences, social sciences as well as in professional areas like agriculture, computer applications, education, engineering, management, nursing, nutrition etc. It has provided a flexible and modular structure for its programmes and also the autonomy to learners to choose courses and their combinations, including levels of attainment in terms of qualifications. The learning packages produced by the system have been very well received and programmes like those in management and computer applications have attracted large enrolments.

## 5.2.3 Promotion and Coordination of the Open University System

The Distance Education Council, established under the IGNOU Act has taken several initiatives for the promotion of the Open University System, in the country. It has provided significant support to three State Open Universities (BRAOU, Hyderabad, YCMOU, Nashik and KOU, Kota) which were eligible for central assistance in the Eighth Plan for their development. The other major initiatives included :

Giving a practical shape to the concept of an Open University Network. The IGNOU, its 16 Regional Centres and the three Open Universities are presently linked in the teleconferencing network.

The proposal for establishing a Common Pool of Programmes that can be shared by all Open Universities has been finalised. According to this proposal, programmes, developed and produced by one Open University can be utilised by another on mutually acceptable terms and conditions.

The sharing of programmes and resources would have the way for mobility of students through credit transfer, etc.

## 5.2.4 National Resource Centres

The IGNOU has developed a state of the art electronic media production facility with Japanese assistance which is proposed to be utilised as a national resource for the open learning system. The infrastructural facilities would be made available to other open universities for production of their electronic media packages.

The Staff Training and Research Institute in Distance Education set up by the IGNOU is being developed as a resource centre for Human Resource Development for the Open Learning System.

## 5.3 Technical Education

5.3.1. The IIT system made its mark on the national scene by persuing the aim of creating excellence in academic instructions and research. They have attracted projects from industry, service and strategic sectors. IITs and IISc. are more aware of financial planning on account of scheme of corpus fund initiated in 1993. They are concentrating attention towards developing avenues for resource generation and on the optimal use of existing facilities. In the year 1994, one more IIT was established in Assam to meet the aspirations of the people in the north eastern region.

5.3.2. The seventeen Regional Engineering Colleges (RECs) gradually focussed towards post graduate and doctoral programmes. The Indo-UK Technical Cooperation Project in eight of these colleges to strengthen four technical themes namely Design, Energy, Materials Engineering and Information Technology was launched during the period 1993-94. The mid-review of the project conducted in June, 1996 recorded its satisfaction on successful implementation of the project so far. To develop REC as Centre of Excellence a Centrally funded scheme (Centre of Excellence) was initiated in all RECs during the Plan period. This has empowered RECs in creation of significant capabilities in computing, library resources and-infrastructure for taking industrial projects.

5.3.3 Development of two centrally funded institutes namely North Eastern Institute of Science and Technology (NERIST) transferred from Ministry of Home Affairs to Ministry of Human Resource Development in 1993-94 and Sant Longowal Institute of Science and Technolog (SLIET) was vigorously pursued. NERIST and SLIET are now conducting post graduate and under graduate programmes respectively. The four Boards of Apprenticeship Training have been able to successfully place about 1.4 lakhs students of degree, diploma and school vocational programmes in industry for training. Under the scheme of Modernisation and Removal of Obsolescence, infrastructure support has been provided to 648 institutions through 1273 projects. Likewise under the thrust areas 508 institutions have been supported through 494 projects. Research and Developmental activities were encouraged in as many as 532 institutions through more than 500 projects. The four Technical Teachers Training Institutes (TTTIs) have assisted the development of more than 500 polytechnics under the World Bank Technician Education Project.

5.3.4 The number of Community Polytechnics increased to 375 during Eighth Plan with a coverage of more than 60.000 rural youth and women. The scheme has been recently reviewed by a National Appraisal Committee.

5.3.5 One of the significant development during this period has been the reorganisation and strengthening of the

AICTE. The National Accreditation Board (AICTE) made a modest beginning during this plan and was activated with finalisation of accreditation process. Proposals from 92 institutions covering as many as 570 programmes have been received till date under this programme.

5.3.6 To meet the requirements of the emerging areas, Rajiv Gandhi National Institute for Computer and Allied Sciences (RAGNICAS) at Hyderabad and the Institute of Information Technology and Management At Gwalior (Madhya Pradesh) were approved during the Plan period.

5.3.7 In order to concentrate on technology assessment and forecast so that futuristic approaches can be reoriented to take up the development of emerging science and technology trends in the country, seven generic areas have been identified and are in operation as Technology Development Missions jointly between Indian Institute of Technologies, Indian Institute of Science, Bangalore and the industry. A comprehensive mechanism for timely review of these missions have been created at institute and National level. The industry is supporting these projects financially upto 20% of the total mission budget.

## 5.4 Management Education

5.4.1 During the last four years the country has witnessed a phenomenal growth in the number of management institutions most of them in the private sector, offering two year full time/three year part time post graduate and/or 1-2 year diploma programmes in different functional areas of management. Additionally, two new Indian Institutes of Management at Indore (Madhya Pradesh) and Calicut (Kerala) are being set up in the Government sector during the current financial year. At present, 422 management institutes/departments have been recognised by the All India Council for Technical education for imparting post graduate programme in management having a total annual intake of 38,500 students; 25,600 full time, 6,600 part time and 6,300 distance education. The number of recognised management institutions were only about 130 with an intake of about 12000 students of which full time students were 8,000, part time students were 3,000 and distance education students were 1,000 in 1991.

5.4.2 All India Council for Technical Education is entrusted with the responsibility of regulating, controlling and ensuring the quality of management education in the country. The National Board of Accreditation of the AICTE is in the process of finalising the criteria for accreditation of management institutions. In regulating the entry of new institutions, AICTE has developed an effective and transparent evaluation system based on certain norms and standards.

## THRUST AREAS DURING THE NINTH PLAN

### 6.1 Higher Education

6.1.1 At the rate of 5.5% compound rate of present growth, there will be 8.4 million students in the relevant age group 18-23 by the end of the Ninth Plan. If the present rate of growth of colleges continues unabated, the requirement would be around 10,000 colleges at the end of the Ninth Plan. While with greater utilisation of existing facilities and open universities, the rate of establishment of both colleges and universities will slow down, some universities, like the colleges, may be set up, mainly to reduce the burden on existing universities. Moreover a total of 60 new universities are likely to require funding in the Ninth Plan, including four Central Universities, for two of which Bills are pending in Parliament and some deemed universities.

6.1.2 The major thrust areas in the Ninth Plan are :

(1) Relevance and quality of Education.

(2) Access and Equity.

(3) The University and Social Change :

(i) Adult, Continuing Education and Outreach.

(ii) Women's studies.

(4) Management of Education.

(5) Finance.

### 6.1.3 (1) Relevance and Quality

These areas cover under graduate, post graduate and doctoral programmes as also research, teacher development, and incentives in the system.

(i) Improvement in the quality of under-graduate education and specially colleges in backward, hilly, desert island

areas and colleges serving women, reserved categories, minorities and the physically disabled. A cluster approach may be utilised by identifying one college as focal for development in a district, and the other colleges sharing the assets.

(ii) Greater linkages between education and employment by placing major emphasis on career orientation to the first degree in the humanities, social science, basic sciences and commerce.

(iii) Greater interaction between educational institutions, industry, trade, agriculture and rural development.

(iv) Emphasis on value education through raising students' social awareness, within the overall framework of sustainable development and raising the quality of life, human development, issues pertaining to environment, human rights and the rights of vulnerable groups (gender, age, social groups). These must be linked to the Constitutional goals of distributive justice, and equity in pluralistic, secular society.

(v) Greater use of information technology for teaching and multi-media approach.

(vi) Cafetaria approach in curricular structural arrangements courses which are to be choice, credit based, with core and optional and modular with several terminal points. This can be specially implemented in post graduate courses, autonomous colleges and unitary universities.

(vii) Interdisciplinary emphasis and greater support to them such as women's studies, ethnic studies, water studies, environment studies and involving humanities, social sciences as well as science and technology.

(viii) Improving the quality of post graduate education through more independent, project oriented, individual work and continuous internal assessment.

(ix) Improving the quality of the Ph.D. through a preparatory Ph.D. programme.

(x) Examination reforms especially in post graduate programmes, autonomous colleges and unitary universities and setting up examination boards for affiliated colleges to remove their burden on examinations.

(xi) Research support to be more adequate than was available in the Eighth Plan in the humanities/social sciences and the sciences.

(xii) Inter-University Centres, which offer qualitative frontline facilities to teachers and research scholars, require better inputs; and setting up of new centres in areas not covered.

(xiii) For teacher development, need for infrastructure support library and access through INFLIBNET, individual work, space rest rooms, child care facilities; university based programmes for faculty development besides Academic Staff Colleges study subbatical leave; increase in the fellowships under the Faculty Improvement Programme and Research Awards; strengthening of Academic Staff Colleges.

(xiv) Changes in the method of recruitment of teachers in colleges through a university level Teachers Recruitment Board.

(xv) Incentives for performance of teachers.

(xvi) Implementation of the Reports of the Curriculum Development centres.

(xvii) Promoting Internal Quality Assessment Cells and Accreditation through NAAC and introducing incentives based development grant to universities and colleges (at least one third of the grant).

## 6.1.3 (2) Access and Equity

Over the years, some imbalances have crept into the system with the marginalisation of certain regions and certain groups like women, minorities etc. There is need to specifically address these concerns of lack of access and quality.

(i) Reducing Regional imbalances in backward areas by upgrading institutions.

(ii) Access for groups under represented or not represented in higher education especially in certain disciplines, keeping in mind effective/optimal employability where there is greater demand and higher returns.

(iii) Delinking degrees from employment through national level competitive tests and introduction of distance mode, even as dual mode, in conventional institutions.

(iv) Establishment of scholarships and loan facilities in individual institutions as also establishing an Educational Development Bank of India.

(v) Subsidies for women, minorities, reserved categories.

## 6.1.3 (3) Universities and Social Change : Role and Functions

To reach out to the wider community, two basic programmes need to be promoted : (a) Adult Continuing Education, Extension Education and Community Outreach; and (b) Women studies.

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### 6.1.3 (4) Management of Higher Education

The measures suggested include :

*(a) At the National level*

    (i) Desired changes in the UGC Act to make coordination and determinance/maintenance of standards, effective and greater autonomy in its functioning to regulate the universities with respect to the guidelines issued by it, including financial and academic discipline, as also to attract the best available talent in the UGC through improved service conditions.

    (ii) Persuing the recommendations of the NPE, 1986 and POA, 1992 to establish a National Council for Higher Education.

    (iii) Simplify its procedures for processing proposals and release of grants and increasing the time devoted to monitoring and development of programmes. This will require the bifurcation of administrative and academic cadres.

    (iv) Changes required in the Acts of the universities, due to newly emerging requirements, point to the development of a model act for universities to facilitate change by State Governments.

*(b) At the State level*

Establishment of State Higher Education councils and greater interaction with state Departments of Education, the Universities and the UGC, as also with Chancellors and the Ministry at the Centre.

*(c) At the University level*

    (i) Effective changes in the affiliating system.

    (ii) Academic decentralisation, increasing autonomy.

    (iii) Implementation of the appropriate recommendations of the report of 'Alternative Models of Management (Gnanam Committee)'.

    (iv) Develop managerial abilities through introduction of courses (short term, job specific and long term) on management of higher education.

    (v) Administrative and financial decentralisation.

    (vi) Use of information technology in management within the university and linking the university with the UGC for accessing policy programmes and guidelines at any given time, as also for financial monitoring and data generation.

    (vii) Effective financial management in the universities development formulate to determine unit costs; and appointing a Director of University Development with primary responsibility for fund raising.

    (viii) Personnel policies including a central pension scheme which would increase the mobility of teachers; and self assessment linked to promotion/selection to higher levels.

*(d) At the College level*

    (i) Integration of College Development Council in the University System.

    (ii) Restriction on the number of affiliating colleges for more effective monitoring, coordination and development.

    (iii) Training to College Principals, preferably before they assume charge or within three months.

*(e) Linkages with School Education*

Create better backward and forward linkages as they are the feeder units and need qualitative development.

### 6.1.3 (5) Resource Mobilisation and Utilisation

    (i) Implementation of the Punnayya Committee Report on generating at least 25% of the resources by the end of the Ninth Plan.

    (ii) Development of a differential fee structure based on the nature of the course and the socio-economic background of the student.

    (iii) Higher Education levy for income tax payers who have benefited from higher education starting at a minimum level of the first degree. It will obviate the need for any steep increase in fees, or arranging loans, as the persons will repay over a period of his/her life-time.

(iv) Enhancing fees of foreign students but determining differentials based on the degree of development and per capital income of the country of origin.

(v) Widening the public funding resource based with all the Departments of Government contributing 10% for higher education to support basic infrastructure such as laboratories, libraries, new courses in emerging areas and professional courses in their areas of activity.

(vi) Increasing community participation : Contributions by M.P.s and M.L.A.s of their earmarked funds for development of colleges in their area.

(vii) External assistance : Contribution from multi-lateral and bilateral agencies for higher education and extension of the Foreign Contributions Regulations Act to all universities for contributions from foreign sources including alumni.

(viii) Ear marking funds for higher education by the Planning Commission in the Central and State Budgets, earmarking of funds for higher education by the Finance Commission in State Budgets.

(ix) Fiscal discipline in the universities.

(x) Restoring the balance in allocations by providing a more equitable share to State Universities and Colleges.

(ix) Economies of scale by cluster approach in sharing of resources by neighbouring institutions and setting up of inter University Centres.

(xii) Streamlining of allocation of plan grants in quarterly instalments rather than by schemes.

(xiii) Creation of a National R&D fund in order to support R&D in University Departments and professional institutions. This may be shared between the Department of Science and Technology, AICTE and the UGC to support research.

(xiv) Consortium approach to use of resources and better utilisation of facilities will be adopted. The strategy will be for networking and sharing of library facilities using INFLIBNET, ERNET, OPENNET, NICNET etc. for the better flow of information within the Sector of education. The recommendations of Dr. Abdul Kalam Committee may be implemented.

### 6.1.4 Value Education

There is need to acquaint teachers and students for value oriented education and if funds available, expand centres of Gandhian Studies, Nehru Studies and Buddhist Studies. At present there are 17 Centres of Gandhian Studies, 6 Centres on Nehru Studies and 5 Centres on Buddhist Studies.

### 6.1.5 Specific Schemes to Respond to the Ninth Plan Priorities and Financial Implication

6.1.5 (1) To operationalise the thrust in the Ninth Plan, the following schemes have been visualised which are clustered under the following broad heads :

1. Infrastructure Development of Univesities and Colleges.
2. Relevance of Education.
3. Promotion of Excellence and Quality in education.
4. Equity and Access.
5. Management of Higher Education System and UGC Administration.
6. Engineering and Technology.
7. Management.

6.1.5 (2) Details of the existing schemes for continution during the Ninth Plan and the new schemes proposed are at Annexure-VI-A and VI-B.

## 6.2 Distance Education

### 6.2.1 Student Enrolment

The student population in the relevant age group by the end of the Ninth Plan is estimated to rise to 8.4 million from the present 6 million. This growth would necessitate further expansion of open education, not only as separate institutions, but also within conventional universities offering dual mode education. The cumulative enrolment in distance education programmes and open learning system should reach 2 million by 2002 AD of which IGNOU and State Open Universities should account for 1 million students in their academic programmes. Relevance to the life and work of rural population will be given pecific attention in the design and development of programmes.

Professional and technical education programmes will be developed and offered on a large scale in collaboration with employing organisations to provide a career orientation to open university programmes.

The Open Learning System should provide, in addition, opportunities through continuing and extension education

programmes to some 15 million people in the Ninth Plan. These programme would include those designed to empower large sections of the population (training of elected members of the Panchayati Raj Institutions, for example) and similar other new initiatives.

**6.2.2. Integrated Programmes of Education and Training**

The Open Learning System should establish a network which will develop and deliver several programmes of human resources development presently sponsored by various developmental agencies (Ministries and Departments). Organisation of appropriate technical and vocational education programmes would receive high priority in this effort at investing in people. The open learning system will provide the academic, technological and methodological support in this endeavour. The establishment of Indian Training and Education Network for Development (INTEND) will be a major component of this efforts.

**6.2.3 Expansion of the Open University System**

The establishment of one open University in each major state should be pursued to achieve the projected expansion in student numbers and also to ensure the effectiveness of the system throughout the country. The availability of open university programmes in all major languages of the country is important to provide opportunities for people in all regions, especially those living in educationally backward areas.

**6.2.4 Education Technology Network and Resource Sharing**

An education technology network to include all physical and intellectual resources in the open university system, combined with teleconferencing/broadcasting network and a computer network would be initiated and operationalised in the Ninth Plan. In order to ensure that the network can penetrate the backward, rural and remote areas of the country, it is essential that the technology infrastructure is put in place during the early period.

**6.2.5 Student Mobility and Linkages**

A flexible and modular approach to the design of programmes and their structure to encourage mobility of students (through credit transfer etc.), among the institutions within the open learning system and between the OLS and this conventional system should be a major strategy in the expansion of the system.

In order to ensure mobility of students among programmes as well as institutions, and also to ensure availability of high quality programmes all over the country, a Common Pool of Programmes that can be shared by all open universities will be established.

**6.2.6 Dual Mode Institutions**

The existing correspondence education programmes of dual mode universities should be transformed into distance education programmes of an acceptable quality. The DEC will support the Institutes of Correspondence Education in this effort.

**6.2.7 Quality and Standards**

The DEC has set up a Quality Assurance Panel to initiate measures to ensure the quality and standards of the programmes offered by the Open Learning System. The Panel will formulate norms and guidelines for the design, development and delivery of the programmes including the facilities and services to the provided to be students. It will also develop appropriate indicators for the assessment of the performance of the different components of the system.

**6.2.8 Information Services for Students**

The OLS will develop and institute appropriate information dissemination mechanisms for the promotion of the system. Home based learning has yet to capture the imagination of young students groups and their parents. The cost effectiveness of distance education and the opportunity that if provides to pursue programmes of study without any interruption in the life and work of people are important considerations in the promotion of open learning. The proposed outlay for Open Learning System is appended at Annexure-VII.

**6.3  Technical Education**

6.3.1 The major thrust areas are :

1. Excellence in the system.
2. Quality improvement and accreditation.
3. Infrastructure development and innovations.
4. Strengthening of the Governance of the institutions.
5. Flexibility, mobility and credit transfer.
6. Human Resource Development.
7. Excellence in Polytechnic Education.

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8. Technology forecasting and growth regulation.
9. Industry-Institute linkages.
10. Upgradation of responsibility for professional Societies/Academies.
11. Greater role for Community Polytechnics; and
12. Resource Mobilisation.

### 6.3.1 (1) Excellence in Technical Education Including New Emerging Areas

Inspite of tremendous effort in last two decades, only a few institutions bear semblance to organisational excellence. In many others, even to progress towards excellence major structural, administrative, managerial and financial reforms are necessary. This apart, their involvement in offering of relevant academic programmes, curriculum and services specifically in emerging technology areas become crucial.

Major reforms therefore, would become necessary during 9th plan to bring a large proportion of institutions such as RECs closer to excellence. These reforms can be accelerated through enhancement of autonomy, flexibility and responsive governance. Reforms will envelop governance, funding the system and infrastructure and the broadening of institutional services. Institutional mechanisms will have to be developed to assist these changes.

### 6.3.1 (2) Quality Improvement and Accreditation

A major concern in contemporary times is lack of appreciation for quality and credibility in many technical institutions. steps taken during Eighth Plan by way of NBA (AICTE) need to be vigorously pursued in the Ninth Plan to bring in ethos of quality and its assurance. This would include provision of adequate numbers of faculty, modernisation of institutional resources, the introduction of education technology to improve instruction, relevant and flexible curricula, and interaction with industry. What are needed are target based quality improvements and early spread of course accreditation for certifying quality.

### 6.3.1 (3) Infrastructure Development and Innovations

During the Seventh and Eighth Plan periods, while the technical education system grew through self financed and self funded initiatives, a form of regional imbalance crept in. This has affected regional manpower creation. Also many institutions preferred to stick to conventional technologies.

Infrastructure development aims at restoring some form of balance in terms of courses, outputs and resource mobilisation. Further, with changing times, paradigm shifts are needed across the board from science based education to more design based and creative education, from knowledge based to skills and competence development, from classroom learning to workplace learning, suitable blending.

These requirements have to be planned and implemented in the next few years in almost all institutional locations. training of staff, and to usher in infrastructure development at a fast pace is a pre-requisite step.

### 6.3.1 (4) Governance of Institutions

Governing and management structures at the Central and State levels need adequate strengthening to manage the changes envisaged in the Ninth Plan. This would imply that the Bureau of Technical Education at the Government of India which plays a vital role in assisting policy generation and funding, State Directorates, Boards of All India Council for Technical Education should be adequately equipped with staff and physical resources, and be provided a clear role. As autonomy has direct link with quality, it is planned to grant autonomy and Deemed University status to some selected technical institutions. Changes in the present model of governance may be required which will revitalise the health of technical education system in the 9th plan.

The style of management should emphasise management by objectives by a management body and/or board of governors with adequate representation from influential alumni, prominent industrialists and leading professionals. The presiding officer of the Board/Management Committees needs to be an eminent academician, technologist or industrialist.

The major functions of these bodies should be to lay down vision goals objectives, and policy of the institutions. The Head of the Institution needs to be provided functional autonomy in matters of academics, institutional development and administration.

### 6.3.1 (5) Flexibility, Mobility, Course Curricula, Credit Transfer

The advent of economic liberalisation and rapid industrial expansion in the country have brought in a spurt of both new institutions and new programmes where hi-tech and new technology programmes, curriculum development, flexibility and credit mobility will assume very critical roles to respond to new challenges. The Ninth Plan will witness new approaches to instructional resources development enabling learners to pace their learning as per choice and for providing entry from multiple fields with credit transfer which would facilitate student mobility.

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### 6.3.1 (6) Human Resource Development

In the current context of economic restructuring Human Resource Development (HRD) would play a very critical and catalytic role to develop appropriate technological manpower profile for the country, and will be pursued on various dimensions involving faculty and staff development. Quality Improvement Programme, Continuing Education, and Curriculum Development, so that the teaching process dynamically assimilates the growth of knowledge into its teaching methodology, where teachers become the peers of knowledge and the institutions work not merely as learning centres but also centres for technology, innovations and research.

### 6.3.1 (7) Excellence in Polytechnic Education

Technicians produced through polytechnics form the backbone of the middle level management and technical manpower in all the industrial activities in the country today and their demand is steadily growing. The implementation of the technician education project during the Eighth Plan glaringly brought out the need for bench marking institutions with flexibility and autonomy in polytechnic education. Further this system has remained isolated from the other systems of technical education and industry inputs with adverse effect on skill relevancy, academic quality and efficiency. This would be served through the proposed five pace setting Indian polytechnic Institutions under Central Sector one in each region with their focus on providing industrially relevant academic programmes. Additional focus would be on close links with industry. ITIs and school stage vocational system on one hand and higher degree education institutions on the other.

The gap between the demand and supply for supporting participation of women and physically handicapped would also be addressed during the Ninth Plan.

### 6.3.1 (8) Technology Forecasting and Growth Regulation

Technology forecasting has a very important role to play in shaping content of science and technical education in a continual manner and linking it with newer demands of society. To gear up to make available the manpower required for new technology, a major employment generating sector, technology forecast and assessment has to become a regular activity for technical education institutions R&D institutions, government agencies, business houses, and Non-Government Organisations. Increasing use of technology forecasting would be pursued at all levels to ensure timely help in bridging gaps and strengthening the linkages as well as in the development of human resources.

### 6.3.1 (9) Industry Institution Linkage, Entrepreneurship and Technology Missions

The need for close interaction between industry and institute cannot be over emphasised, especially in the current context of globalisation of Indian economy. Interaction with industry will have to be pursued as an important institutional mission. Institutions will be encouraged to formulate and adopt autonomous marketing norms (both national and international) and professionals from industries will be involved in curriculum development and student project. Faculty will be encouraged to work on assignments with industry on consultancy projects. Major participation of industry for Apprenticeship Training Programme will be vigorously pursued. Mutual support will culminate in economic development, optimal utilisation of talent, resource and minimising duplication of efforts, improved project quality, focussed activities, greater profitability and generation of new value added products.

Institutions which have proven capability must be encouraged to go in for partnership with industry to promote technology development and transfer, as a mission. The institutions of excellence like IITs and IISc are concentrating on technology development missions. These institutions will also serve as facilitators for starting similar missions in RECs and other institutions of proven quality. Various other recommendations put forth in recent study reports on Industry-Institute-Interaction will be pursued.

### 6.3.1. (10) Upgradation of Responsibility for Professional Societies/Academies

The emergent need of our country to keep pace with the fast rate of technological advancement and increasing global competitiveness necessitate active and orchestrated coordination amongst organisations concerned with technical education. In this context professional societies/academies have very significant roles to play in bringing about an overall quality improvement.

Notwithstanding its responsibility in upgradation of the quality of technical education, a professional society has also to create awareness of the public in matters relating to the profession. Government will also have to involve the respective Professional Body in formulating its policies in matters of engineering activities in the country.

### 6.3.1. (11) Community Polytechnics

The role of Community Polytechnics in technological training and technology transfer to rural youth specially to women has been noteworthy. It is envisaged to bring all the polytechnics under the coverage of Community Polytechnics scheme by involving them in Community Development Work and assigning them the role of training in areas with a technological bias and technology transfer. The greater role of these polytechnics in supporting national missions such as rural sanitation and drinking water supply and other rural development works will be explored.

### 6.3.1. (12) Resource Mobilisation

To supplement the Government funding the higher technical education institutions are now looking forward for alternate measures of resource mobilisation.

The efforts in this direction will be pursued with greater vigour during Ninth plan through innovative approaches such as utilisation of facilities in optimum manner, increase of foreign student enrolment on self financing basis, creation of an Endowment Development Fund and by contribution of alumni, commercial services and industrial sectors, cess on Industry matching government contribution for every rupee earned incrementally by institutions etc.

6.3.2 The scheme-wise details during the Eighth Plan and the proposals for Ninth Plan are given at Annexure VIII-A and VIII-B.

### 6.4 Management Education

6.4.1 Keeping in view the imperative needs of Indian Economy, new dimensions of management education and research have necessitated technology upgradation and management of technology to achieve total quality control, use of information technology for an overall improvement in cost reduction, speed, output, quality and performance as well as competitiveness. There has to be a continuous review of global economic and technological environment in the emerging areas. There is an imperative need of networking and linkages between leading management institutions, reputed departments of management in the universities, centres of management education, especially in private sector and professional societies as well as industry and other user organisations. Such a networking arrangements among different institutions, organisations and industry will benefit the management education through joint activties, sharing of knowledge, experience and collaborative efforts. There is also a need to identify selected management institutions in the university sector for developing them as centres of excellence in each region.

6.4.2 The thrust areas in management education during the Ninth Plan period could be identified as under :

### 6.4.2 (1) Faculty Creation and Development

Faculty creation and faculty development is by far the most crucial factor in management education. There is an acute shortage of high quality management teachers, particularly in functional areas like marketing and finance and also integrative subjects like strategic management. This can be strengthened by providing crash programme to train management teachers, by arranging visiting and contract faculty, setting up of distant education mode for continuing education etc.

### 6.4.2 (2) Strengthening/Restructuring the Existing Programmes

Post experience and distance learning programmes imparted by some institutions and universities for employed graduates to be strengthened. The existing PG management programmes will be restructured to meet the demand for managers for the growing infrastructural and service sectors and in the areas like international Business, Environment Technology Management, Entrepreneurship, Material Management etc. Development of indigenous teaching material and case studies is a prime need since there continues to be a very happy reliance on foreign text books and cases. Institution-industry-linkages will be intensified through consultancies, faculty/professional exchange programmes etc.

### 6.4.2 (3) Development of Information Technology Perspective

The impact of information technology in industry, economy and society across the world is continuously increasing. It is, therefore, essential to develop information technology perspective which should be integrated in management education.

### 6.4.2 (4) Private Sector Participation

The need for private sector participation in the field of management education for a balanced and regulated growth is felt very much. With more and more thrust on private sector participation in industry, the private sector institution for management education should come up considerably keeping in view the demand and supply position of the management personnel.

### 6.4.2 (5) Self Reliance through Resource Generation

The PG programme in management education is one of the strongly market driven professional education programmes in the country. It is, therefore, necessary to review the funding system so as to progressively reduce the grants in order to make the management institutions self-reliant in meeting their operational budget requirements by the end of Ninth Plan period. Some of the measures for achieving self-reliance can be rationalising the fee structure, building of corpus fund, introducing service charge on organisations for campus recruitment, reserving 20% of the seats for industry sponsored for NRI students for whom fees could be at least 4 times of what is charged from the Indian students, encouraging faculty to take up consultancy for industries, establishing partnership alliance between management institutions and lead industries.

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### 6.4.3 Justification for Funds in the Ninth Plan

In the Eighth Plan period, the management education was a part of the working group on technical education. In the Ninth Plan, keeping in view the growth of management education, the Planning Commission has constituted a separate working group on Management Education. The recent growth in management education is phenomenal. In 1971, recognised management institutions were only 130. While the present strength in five years has gone upto 422. This shows the trend of demand for management education at present. It is, therefore, necessary that reasonable amount is earmarked for the development of Management Education in the Ninth Plan.

## FINANCE

7.1 During the 8th Plan period Technical Education and Higher Education were allotted 22% of the total plan outlay; Elementary Education was given 47% of the outlay, Secondary Education 18% and Adult Education 9%. Scholarships, Languages and other miscellaneous claimed the other 4% of the outlay. Keeping in view the Government's commitment to allocate 50% of the total plan outlay for Elementary Education, in the light of the need to push for UEE, and keeing in view the expanding Secondary Education with the expanding Elementary Education, the sectors of Elementary Education, Secondary Education and Adult Education may get an allotment of not less than 75% of the outlay. If scholarships and other miscellaneous items claim 2-3% of the outlay what will be available for Higher/Technical Education may be in the range of 22-23% of the outlay only.

7.2 The Steering Committee took note of the concern of the members of the Steering Committee about the financial allocations for higher education during the Ninth Plan. It was also realised that the Ninth Plan thrust has to be consolidation to obtain optimal gains from the existing infrastructure on the one hand and expansion to provide access to unserved areas and social groups on the other. There was a clear articulation of the view that there was no conflict for inter-se financial allocations within education sector particularly in the context of theneed to given high priority to primary education and a clear understanding that needs of higher education and primary education should be viewed on their own merit. There was unanimity of thinking that in the new "information" age, India was well placed to exploit the advantages (in terms of World trade and services) because of higher education that the country has and the gains that have accrued in diverse fields on that account.

7.3 The Steering Committee carefully considered the above recommended that Technical and Higher Education should get an allocation of at least 25% of the outlay in view of the present demands for consolidation and expansion.

## INSTITUTES DIRECTLY FUNDED BY DEPARTMENT OF EDUCATION

### 8.1 Indian Council of Social Science Research (ICSSR)

8.1.1 At present there are 27 research institutes under ICSSR engaged in research studies in the fields of development, economic and social change, economic growth, rural and industrial development, heatlh , education, poverty alleviation programmes, tribal and women's studies etc. ICSSR has also set up six regional centres in collaboration with universities. Till date, ICSSR has funded 2400 research projects of which 76% have been completed. In addition, the Council has supported about 1000 social scientists through its Fellowship Programme. ICSSR has established a National Social Science Documentation Centre (NASSDOC) for information, documents and published data in social sience in India. It has also established a Data Archives as a repository of primary data base of projects supported by ICSSR.

### Ninth Plan Thrust and Programmes

8.1.2 ICSSR will promote research, strengthen infrastructure of research institutes, promote linkage between the research institutes and university system. In order to widen research acess and research documentation as well as sharing of research findings, the ICSSR will extend the facility of National Social Science Documentation Centre (NASSDOC) to Council supported institutes. This networking arrangement will also cover training and use of information and communication technology. The Council will collaborate with foreign social science research institutes and also interact with social scientists by providing institute fellowships to foreign scholars. Monitoring mechanism will be toned up so as to narrow down the hiatus between planning and performance.

8.1.3 There will be broad-basing of Faculty composition, augmentation of the Library facilities and provision of certain infrastructure. Ninth Plan programmes will include bibliographical documentation projects, strengthening of inter-library resource centre, computerisation of all major operations and establishment of documentation servcies in regional centres. Ten Socio-economic Data Banks are proposed to be set up in the Ninth Plan. International seminars and conferences will be organised on economic relations, trade and commerce, environment, health and education on SAARC, ASEAN, East Asia, Central Asia and Indian Ocean Rim countries. Programmes will be under taken for training of the Council's staff and strengthening of the Council's Secretariat as well as rapid computerisation of its operations.

## 8.2 Indian Council of Historical Research (ICHR)

8.2.1 ICHR has been sponsoring historical research schemes and assisting organisations/institutions engaged in the promotion of historical research. In addition, the Council has brought out its own publications which include (i) The Indian Historical Review, (ii) Encyclopedia of India Archeology (in two volumes), (iii) Indian Historical Abstracts (iv) Itihaas (Hindi), and (v) a series of volumes pertaining to inscriptions. The Council has also undertaken translation and editing of historical works into all Indian languages.

### Ninth Plan Thrust and Programmes :

8.2.2. ICHR will lay emphasis on documentation and reference works pertaining to historical research, cataloguing of records and manuscripts, books, published papers, coins and antiquities, publication of research and reference works, abstracts, translation and editing as well as diffusion of proper techniques of historical research. ICHR will also interact with historical centres abroad in order to study the history of other countries, particularly the history of Afro-Asian countries. In addition, Scientific history will be popularised in order to inculcate appreciation of country's national and cultural heritage, and promotion of national integration.

8.2.3 A new project on caste and class formulations in India will be undertaken in order to trace the genesis, development and remifications of caste system in Indian society. A project will also be undertaken to undertake the study of manifestations of artistic expressions, the artists and the milieu in which the artist worked and produced their masterpieces. An attempt will be made to study the classical literary texts available in Pali, Prakrit, Sanskrit, and Dravidian languages in order to have a proper understanding of the various historical formations. Study of Archeology will be pursued with a scientific outlook. A project will be undertaken to collect documents from various reporters in India and abroad on Indian National Army.

## 8.3 Indian Council of Philosophical Research (ICPR)

8.3.1 ICPR promotes and coordinates researh in Philosophy, gives academic and financial support to institutions and individuals engaged in research activities in philosophy and also encourages programmes of interdisciplinary research in philosophy. During Eighth Five Year Plan, ICPR had taken up several new projects such as (i) Preparation and publication of teaching-learning materials on philosophy; (ii) Project of history of Indian Science, Philosophy and Culture; (iii) Review of research done from 1950 to 1985 in Indian Philosophy by scholars in India and abroad etc. New building of the council was also constructed during the Eighth Plan.

### Ninth Plan Thrust and Programmes :

8.3.2 During Ninth Plan, ICPR will emphasize on documentation of materials on philosophy, dissemination of philosophical ideas through multimedia, coordination and monitoring the programmes of the Council, and decentralisation of activities.

8.3.3 A philosophical documentation centre will be established at Lucknow during the Ninth Plan. For dissemination of philosophical ideas through multimedia, like films, a project will be undertaken. A coordination and monitoring cell will be set up at the headquarters of the council. Four nodal centres of the council will be established during the Ninth Plan. It is also proposed to set up the Bahuguna Institute of Comparative Religions at Allahabad.

## 8.4 Indian Institute of Advanced Study (IIAS), Shimla

8.4.1 IIAS is devoted to higher research and debate, primarily in the areas of humanities and social sciences. there are three major programmes under which scholars are invited to this institute—(i) National Fellowships, (ii) Research Fellowships, and (iii) Visiting Fellowships. The institute also organises a minimum of three national seminars every year. The institute also functions as the inter-university centre for the humanities and social sciences. In recent years, the volumes of institute's publications has increased quite considerably and also the volume of sale of its publications.

### Ninth Plan Thrust and Programmes :

8.4.2 A centre for the study of Indian civilisation will be developed within the institute in order to promote studies of various religious, literary, philosophical and artistic traditions of India. A translation unit will also be attached to this centre which will undertake the work of translating literature in any regional language into other regional languages as well as into English. IIAS will develop structural ties with the universities and other institutions for research towards deeper understanding of the history, literature, economy and environment of the institute and the area.

8.4.3 An attempt will be made to increase the income of the institute from various sources such as (a) sale of publications and (b) fee charged from tourists. A special project will be undertaken for collaboration of the institute with universities and the research instiutes in the North-East to study the contrast as well as similarities between the North-East and North-West of our country. It is proposed to create facilities for (i) a guest house for 50 persons (ii) a conference hall for upto 20 persons, and (iii) an auditorium for lectures, music, play and dance performances, showing of films.

## 8.5 Association of Indian Universities (AIU)

8.5.1 AIU provides a forum to universities and other university level institutions to exchange views on matters of common interest and co-ordinate activities. AIU also undertake activities in the areas of research on higher eduation, sports and culture. In recent years, AIU has emphasised on toning up the administrative machinery in the universities. The Research Division of AIU has been putting emphasis on the areas of (i) costs of higher education, and (ii) quality in higher education, and (iii) reforms in examinations. It is also developing a data base on higher education.

## 8.6 Dr. Zakir Hussain Memorial College Trust, New Delhi

8.6.1 The programmes for the Ninth Five Year Plan are (i) development of college campus, (ii) construction of the assembly hall, (iii) Zakir Hussain Memorial Lecture & Seminars (iv) Internet facility, (v) inter-disciplinary studies and publication of monographs, (vi) improvement of laboratory and library facilities, and (vii) coaching classes for students of Class-XII.

## 8.7 Punjab University

8.7.1 Centre contributes to University's share for development activities.

## 8.8 National Council for Rural Institutes (NCRI)

8.8.1 NCRI is based on Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro-planning at grass roots level for the transformation of rural areas. NCRI encourages and supports educational institutions and voluntary agencies which take up educational programmes based on the concept of integral corelation between socially useful productive work, social service and academic studies.

## 8.9 National Council for Higher Education (NCHE)

8.9.1 The Council is supposed to be activated during Ninth Five Year Plan.

## 8.10 National Evaluation Organisation (NEO)

8.10.1 NEO has been set up to design and conduct tests to determine and satisfy the suitability of candidates for specified jobs that do not require a diploma and degree.

## 8.11 All India Institutions of Higher Learning

8.11.1 Under this scheme financial assistance is extended to the following institutions :—

1. Sri Aurobindo International centre of Education, Pondicherry.

2. Lok Bharati, Sansora, Gujarat.

3. Mitraniketan, Vellanand, Kerala.

4. Sri Aurobindo International Institute of Education Research, Auroville, Tamil Nadu.

## 8.12 Commonwealth of Learning

8.12.1 The Government of India contributes to Commonwealth of Learning for strengthening distance education system.

## Financial Outlays :

8.13 The proposed outlays for the above institutes are as follows :

| Sl. No. | Name of the Institute | Proposed Outlay (in crore) |
|---|---|---|
| 1. | ICSSR | 79.60 |
| 2. | ICHR | 11.62 |
| 3. | ICPR | 13.60 |
| 4. | IIAS | 5.17 |
| 5. | AIU | 1.63 |
| 6. | Dr. Zakir Hussain Memorial College Trust | 3.62 |
| 7. | Punjab University | 0.05 |
| 8. | NCRI | 20.00 |
| 9. | NCHE | 1.00 |
| 10. | NEO | 10.00 |
| 11. | All India Institutions of Higher Learning | 2.00 |
| 12. | Commonwealth of Learning | 5.00 |
| | TOTAL | 153.29 |

No. M-12015/1(B)/95-Edn.
Government of India
Planning Commission
Education Division

Yojana Bhavan, Sansad Marg, New Delhi, the 27th Dec., 1995.

## ORDER

Subject   :   Constitution of the Steering Committee-II-Education Sector-University Education, Open Learning System and Technical and Management Education for the formulation of Ninth Five Year Plan (1997-2002).

In the context of the formulation of the Ninth Five Year Plan (1997-2002) it has been decided to set up a Steering Commitee-II-Education Sector on University Education, Open Learning System and Technical and Management Education.

2. The composition of the Steering Committee may be seen at Annexure-A.

3. The terms of Reference of the Steering Committee will be as in Annexure-B.

4. The Chairman of the Steering Committee, if deemed necessary may constitute sub-groups and/or co-opt additional members.

5. The Steering Committee will submit its report within six months of the issue of the notification.

6. The expenditure on TA/DA etc. of official Members in connection with the meetings of the Steering Committee will be borne by the parent Department/Ministry/Organisations to which the member belongs. Non-Official members will be entitled to TA/DA as admissible to Grade I officers of the Government of India and this expenditure will be borne by the Planning Commission.

(Gurjot Kaur)
Director (Administration)

Copy to :

Chairman and Members of the Steering Committee on University Education, Open Learning System and Technical and Management Education.

Copy also to :

1. PS to Deputy Chairman, Planning Commission.
2. PS to Minister of State for Planning and Prog. Implementation.
3. PS to All Members, Planning Commission.
4. PS to Member-Secretary, Planning Commission.
5. PS to Special Secretary, Planning Commission.
6. PS to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, (Plan Finance Division).
7. Ministry of Home Affairs.
8. All Heads of Divisions, Planning Commission.
9. IFA Unit, Planning Commission.
10. Admn./Accounts/General Branches, Planning Commission.
11. Under Secretary (Admn.), Planning Commission.
12. Information Officer, Planning Commission.
13. Library, Planning Commission.
14. Plan Coordination Division, Planning Commission.
15. PS to Director (Admn.), Planning Commission.

(Gurjot Kaur)
Director (Administration)

**List of Members of the Steering Committee-II—Education Sector—University Education, Open Learning System and Technical and Management Education.**

1. Dr. D. Swaminadhan,
   Member,
   Planning Commission
   New Delhi-110001                                                                    Chairman

2. Sh. P.R. Dasgupta
   Secretary
   Department of Education
   Ministry of Human Resource Development
   Shastri Bhavan,
   New Delhi-110001.

3. Dr. (Ms.) A. Desai
   Chairperson
   University Grants Commission
   Bahadurshah Zafar Marg,
   New Delhi-110002.

4. Dr. R.A. Mashelkar
   Director General
   Council for Scientific and Industrial Research
   New Delhi.

5. Dr. S. Sehagiri.
   Director General
   National Informatics Centre,
   New Delhi.

6. Prof. S.K. Khanna,
   Chairman
   All India Council for Technical Education,
   Indira Gandhi Sports Complex,
   Indraprastha Estate
   New Delhi-110002.

7. Prof. Ashok Chandra
   Director
   Institute of Applied Manpower Research
   Indraprastha Estate                 /
   New Delhi-110002.

8. Dr. Rajammal P. Devadas
   Chancellor
   Sri Avinashilingam Institute for Home Science and Higher Education for Women.
   Coimbatore-641043.

9. Prof. R.G. Takwale
   Vice Chancellor
   Indira Gandhi National Open University
   Maidan Garhi
   New Delhi.

10. Prof. Kuldeep Mathur
    Director
    National Institute of Educational Planning and Administration
    New Delhi-110016.

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11. Prof. Goverdhan Mehta
    Vice Chancellor
    University of Hyderabad
    Hyderabad.

12. Prof. M. Madaiah
    Vice Chancellor
    Mysore University
    Mysore.

13. Prof. V.S. Raju
    Director
    Indian Institute of Technology
    Hauz Khas
    New Delhi-110019.

14. Sh. P. Unnikrishnan Pillai
    Principal
    Regional Engineering College,
    Calicut.

15. Prof. G. Padmanabhan,
    Director
    Indian Institute of Science
    Bangalore.

16. Chairman,
    Steel Authority of India Limited,
    Ispat Bhavan
    Lodhi Road,
    New Delhi-110003.

17. Shri Rajiv Kaul
    President, Confederation of Indian Industries,
    23-26, Institutional Area,
    Lodhi Road,
    New Delhi-110003.

18. Dr. C.N.R. Rao
    President
    J.N. Centre for Advanced Scientific Research Indian Institute of Science,
    Bangalore.

19. Director
    Indian Institute of Management
    Bangalore.

20. Dr. S.N. Saraf
    D-55-A, Hauz Khas,
    New Delhi-110016.

21. Prof. B. Pakem,
    Vice Chancellor
    North Eastern Hill University
    Shillong-793001.

22. Prof. G.S. Randhava
    Vice-Chancellor
    Guru Nanak Dev University
    Amritsar-143005.

23. Adviser (Education)
    Planning Commission
    New Delhi-110001.                                          Member—Convenor

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**Terms of Reference of the Steering Committee-II—Education Sector-University Education, Open Learning System and Technical and Management Education**

1. To formulate the broad objectives and thrust areas in the sector for the Ninth Five Year Plan.

2. To decide the terms of reference and scope of Working Groups to be constituted to cover specific components in the Sector.

3. To guide and coordinate the deliberations of the Working Groups.

4. To consider the question of financial resources for the various components of the Sector and to suggest outlays based on Working Group recommendations.

No. M-12015/10/95-Edn.

Government of India
Planning Commission
Education Division

Yojana Bhavan, Sansad Marg, New Delhi, the 27th Dec., 1995.

**ORDER**

Subject : Constitution of the Working Group on Higher Education for the formulation of Ninth Five Year Plan (1997-2002).

In the context of the formulation of the Ninth Five Year Plan (1997-2002) it has been decided to set up a Working Group on Higher Education.

2. The composition of the Working Group may be seen in Annexure-A.

3. The Terms of Reference of the Working Group will be as in Annexure-B.

4. The Chairman of the Working Group, if deemed necessary may constitute sub-groups, and/or co-opt additional members. However, convenor of the Working Group concurrently keep Education Division of the Planning Commission informed about the same.

5. The Working Group will submit its report within six months of the issue of the notification.

6. The expenditure on TA/DA etc. of the official Members in connection with the meeting of the Working Group will be borne by the parent Department/Ministry/Organisations to which the member belongs. Non-official members will be entitled to TA/DA as admissible to Grade I Officers of the Government of India and this expenditure will be borne by the Convenor Department.

(Gurjot Kaur)
Director (Administration)

Copy to :

Chairman and Members of the Working Group on Higher Education.

Copy also to :

1. PS to Deputy Chairman, Planning Commission.
2. PS to Minister of State for Planning and Prog. Implementation.
3. PS to All Members, Planning Commission.
4. PS to Member-Secretary, Planning Commission.
5. PS to Special Secretary, Planning Commission.
6. PS to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, (Plan Finance Division).
7. Ministry of Home Affairs.
8. All Heads of Divisions, Planning Commission.
9. IFA Unit, Planning Commission.
10. Admn./Accounts/General Branches, Planning Commission.
11. Under Secretary (Admn.), Planning Commission.
12. Information Officer, Planning Commission.
13. Library, Planning Commission.
14. Plan Coordination Division, Planning Commission.
15. PS to Director (Admn.), Planning Commission.

(Gurjot Kaur)
Director (Administration)

**List of Members of Working Group on Higher Education—Ninth Five Year Plan (1997-2002)**

1. Prof. (Ms.) A. Desai
   Chairperson
   University Grants Commission
   Bahadurshah Zafar Marg,
   New Delhi-110 002                                                                      Chairperson

2. Vice-Chancellor
   Dr. B.R. Ambedkar Open University
   Hyderabad.

3. Director
   Delhi School of Economics
   Delhi University
   Delhi-110007.

4. Prof. K.B. Powar
   Secretary General
   Association of Indian Universities
   New Delhi.

5. Prof. R. Radhakrishnan
   Member-Secretary
   Indian Council of Social Science Research
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6. Adviser (Education)
   Planning Commission
   New Delhi.

7. Dr. P.R. Panchmukhi
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   Karnataka.

8. Dr. J.B.G. Tilak
   Senior Fellow
   National Institute of Educational
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   New Delhi-110016.

9. Prof. G.J.V.J. Raju
   Chairman
   State Council for Higher Education
   Hyderabad.

10. Chairman
    Dr. Zakir Hussain Centre for Educational Studies
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    New Delhi.

11. Prof. B. Pakem
    Vice-Chancellor
    North Eastern Hill University
    Shillong
    Meghalaya.

12. Secretary (Higher Education)
    Government of Rajasthan
    Jaipur (Rajasthan).

13. Secretary (Higher Education)
    Government of Bihar
    Patna
    Bihar.

14. Director
    Sir Aurobindo International Centre for Education
    Pondicherry.
15. Shri Sada Nand
    Ex-Adviser to Governor
    Punjab
    Chandigarh.
16. Vice-Chancellor
    Vishwa Bharati University
    Shantiniketan
    Calcutta.
17. Vice-Chancellor
    Banaras Hindu University
    Varanasi.
18. Vice Chancellor
    SNDT Women's University
    Bombay.
19. Vice-Chancellor
    Aligarh Muslim University
    Aligarh (U.P.)
20. Prof. (Ms.) Sushila Vyas
    Director
    Banasthali Vidyapith
    P.O. Banasthali
    Rajasthan.
21. Vice Chancellor
    Central Institute of English and Foreign Languages
    Hyderabad.
22. Director
    Gokhale Institute of Politics and Economics
    Pune.
23. Dr. K.D. Broota
    Head of Department (Psychology)
    University of Delhi
    Delhi.
24. Prof. Gadekar
    Prof. of Geology
    M.S. University
    Baroda.
25. Prof. K.S. Chalam
    Director
    Academic Staff College
    Andhra University
    Waltair.
_26. Joint Secretary (Univ. & Higher Education)
    Department of Education
    Ministry of Human Resources Development
    New Delhi.                                                                  Member—Convenor.

**Terms of Reference of theWorking Group on Higher Education—Ninth Five Year Plan (1997-2002)**

1. To take stock of the position in the sector of Higher Education and Open Learning System in Higher Education with a focus on the development perspective between 1997-2002.

2. To identify strength and weaknesses of the sector with a particular focus on planning and accessibility to the weaker sections of the society viz. SCs/STs, Women, disability groups/backward communities.

3. To suggest measures for upgrading the standards, facilities and attainment of backward states/regions/districts.

4. To suggest measures for effective linkage between Higher Education and other relevant development sectors including rural development, industrial development, environment, health, agriculture etc.

5. To suggest innovative measures and networking for development of meaningful system of distance education and utilisation of modern communication technology so as to make higher education cost effective and efficient.

6. To examine critically the following :

 (i) Resource assessment under different activities/programmes in the institutions of higher learning.

 (ii) To suggest ways and means for mobilisation of resources with particular focus on private partnership and revenue raising capacity from the students.

 (iii) To suggest measures for coordination between general education on the one hand and medical education, agriculture education and other professional streams of education through assessment of the feasibility and pace of progress of restructuring of first degree courses so as to make them employment potential.

 (iv) To suggest networking/interaction between university departments, professional institutions and national laboratories and industry.

 (v) To identify areas of linkages for meaningful research under various departments of universities so as to gain maximum return from applied/basic research.

No. M-12015/11/95-Edn.

**Government of India**
**Planning Commission**
**Education Division**

Yojana Bhavan, Sansad Marg, New Delhi, the 27th Dec., 1995.

## ORDER

Subject : Constitution of the Working Group on Technical Education for the formulation of Ninth Five Year Plan (1997-2002).

In the context of the formulation of the Ninth Five Year Plan (1997-2002) it has been decided to set up a Working Group on Technical Education.

2. The composition of the Working Group may be seen at Annexure-A.

3. The Terms of Reference of the Working Group will be as in Annexure-B.

4. The Chairman of the Working Group, if deemed necessary may constitute sub-groups and/or co-opt additional members. However, convener of the Working Group concurrently keep Education Division of the Planning Commission informed about the same.

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(Gurjot Kaur)
Director (Administration)

Copy to :

Chairman and Members of the Working Group on Technical Education.

Copy also to :

1. PS to Deputy Chairman, Planning Commission.
2. PS to Minister of State for Planning and Prog. Implementation.
3. PS to All Members, Planning Commission.
4. PS to Member-Secretary, Planning Commission.
5. PS to Special Secretary, Planning Commission.
6. PS to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, (Plan Finance Division).
7. Ministry of Home Affairs.
8. All Heads of Divisions, Planning Commission.
9. IFA Unit, Planning Commission.
10. Admn./Accounts/General Branches, Planning Commission.
11. Under Secretary (Admn.), Planning Commission.
12. Information Officer, Planning Commission.
13. Library, Planning Commission.
14. Plan Coordination Division, Planning Commission.
15. PS to Director (Admn.), Planning Commission.

(Gurjot Kaur)
Director (Administration)

**List of Members of the Working Group on Technical Education**

1. Sh. S.K. Khanna
   Chairman
   All India Council for Technical Education
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   I.P. Estate
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2. Dr. H.C. Visesvaraya
   Vice-Chancellor
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   Roorkee-247667.

3. Dr. M. Anand Krishnan
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4. Sh. N. Gopalaswami
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   New Delhi-110001.

5. Shri Inderjit Khanna
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   New Delhi-110002.

6. Director
   Indian Institute of Science
   Bangalore.

7. Director
   Indian Institute of Technology
   Bombay.

8. Director
   Indian Institute of Technology
   Kharagpur.

9. Director
   Indian Institute of Technology
   Guwahati.

10. Director
    Indian Institute of Technology
    Hauz Khas
    New Delhi.

11. Director
    Indian Institute of Technology
    Madras.

12. Director
    Indian Institute of Technology
    Kanpur.

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13. Prof. P.K. Maini
    Director
    Technical Teachers Training Institute
    Bhopal.

14. Sh. R.K. Saini
    Director General
    Directorate General of Employment and Training
    New Delhi.

15. Principal
    Regional Engineering College
    Rourkela.

16. Principal
    Regional Engineering College
    Calicut.

17. Secretary (Technical Education)
    Government of Punjab
    Chandigarh (Punjab).

18. Secretary (Technical Education)
    Government of Karnataka
    Bangalore (Karnataka).

19. Dr. R. Rama Prabhu
    Professor of Mechanical Engineering
    Anna University
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20. Prof. S.D. Phukan
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21. Dr. Thomas Mathew
    Director
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    Bombay.

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23. Dr. S. Venkateswaran
    Director
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24. President
    Federation of Indian Chambers of Commerce and Industry
    Federation House
    Tansen Marg
    New Delhi-110001.

26

25. President
    Confederation of Indian Industry
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    Lodhi Road
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26. Managing Director
    Bharat Heavy Electrical Limited
    New Delhi.

27. President
    Institute of Engineers (India)
    Calcutta.

28. Joint Adviser (Education)
    Planning Commission
    New Delhi-110001.

29. Prof. D.P. Aggarwal
    Joint Educational Adviser (Tech.)
    Department of Education
    Ministry of Human Resource Development
    Shastri Bhavan
    New Delhi-110001.                                                    Member—Convenor.

## Terms of Reference of the Working Group on Technical Education

1. To take stock of the position in the sector of Technical Education with a focus on the Development perspective between 1997-2002.

2. To examine the question of synergic alliance between different technical institutions, national laboratories and industry for attaining the national goals of educational development.

3. To suggest guidelines for ensuring institutional autonomy consistent with accountability in relation to development objectives.

4. To suggest measures for upgrading the standards, restructuring backward and forward linkages, facilities and attainments with respect to the emerging needs of the economic liberalisation of Indian economy.

5. To assess and suggest measures for development of information technology perspective which can be integrated in the Technical Education.

6. To assess resource requirements and suggest measures for resource mobilisation and sources of funding for Technical Education as a self-financing and self-supporting system.

7. Identifying the areas, activities/programmes where private sector could be involved in making Technical Education institutions less dependent upon state funding.

8. To provide guidelines for regulation of manpower planning in technical institutions for the purpose of maintenance of standards and proper coordination.

No. M-12015/12/95-Edn.

Government of India

Planning Commission

Education Division

Yojana Bhavan, Sansad Marg, New Delhi, the 27th Dec., 1995.

ORDER

Subject : Constitution of the Working Group on Management Education for the formulation of Ninth Five Year Plan (1997-2002).

In the context of the formulation of the Ninth Five Year Plan (1997-2002) it has been decided to set up a Working Group on Management Education.

2. The composition of the Working Group may be seen at Annexure-A.

3. The Terms of Reference of the Working Group will be as in Annexure-B.

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(Gurjot Kaur)
Director (Administration)

Copy to :

Chairman and Members of the Working Group on Management Education.

Copy also to :

1. PS to Deputy Chairman, Planning Commission.
2. PS to Minister of State for Planning and Prog. Implementation.
3. PS to All Members, Planning Commission.
4. PS to Member-Secretary, Planning Commission.
5. PS to Special Secretary, Planning Commission.
6. PS to Secretary (Expenditure), Department of Expenditure, Ministry of Finance (Plan Finance Division).
7. Ministry of Home Affairs.
8. All Heads of Divisions, Planning Commission.
9. IFA Unit, Planning Commission.
10. Admn./Accounts/General Branches, Planning Commission.
11. Under Secretary (Admn.), Planning Commission.
12. Information Officer, Planning Commission.
13. Library, Planning Commission.
14. Plan Coordination Division, Planning Commission.
15. PS to Director (Admn.), Planning Commission.

(Gurjot Kaur)
Director (Administration)

## List of the Members of the Working Group on Management Education

1.  Prof. T.N. Kapoor
    Vice Chancellor
    Punjab University
    Sector-14
    Chandigarh                                                                    Chairman

2.  Director
    Indian Institute of Management
    Bangalore.

3.  Shri N. Gopalaswami
    Adviser (Education)
    Planning Commission
    New Delhi.

4.  Director
    Indian Institute of Management
    Calcutta.

5.  Director
    Indian Institute of Management
    Lucknow.

6.  Director
    Indian Institute of Management
    Ahmedabad.

7.  Director
    Indian Institute of Technology
    Hauz Khas
    New Delhi.

8.  Managing Director
    Educational Consultants India Limited
    New Friends Colony
    Mathura Road
    New Delhi.

9.  Sh. J.P. Gupta
    Member-Secretary
    All India Council for Technical Education
    Indira Gandhi Sports Complex
    I.P. Estate
    New Delhi-110002.

10. President
    All India Management Association
    Management House
    14, Institutional Area
    Lodhi Road
    New Delhi-110003.

11. Secretary (Technical Education)
    Government of Maharashtra
    Mumbai (Maharashtra).

12. Director
    Administrative Staff College of India
    Hyderabad.

13. Director
    Indian Institute of Public Administration
    New Delhi.

14. Dr. Abad Ahmad
    Pro-Vice-Chancellor
    Delhi University
    Delhi.

15. Prof. M.P. Gupta
    Faculty of Management
    Delhi University
    Delhi.

16. Managing Director
    National Thermal Power Corporation
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    Lodhi Road
    New Delhi-110003.

17. Joint Adviser (Education)
    Planning Commission
    New Delhi.

18. Prof. J. Philip
    Director
    Xavier Institute of Management and Entrepreneurship
    St. Martha's Hospital Compound
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    Bangalore-560009.

19. Prof. S.D. Awale
    Jt. Educational Adviser (Tech.)
    Department of Education
    Ministry of Human Resource Development
    Shastri Bhavan
    New Delhi-110001.

                                                        Member—Convenor

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**Terms of Reference of the Working Group on Management Education**

1. To take stock of the position in the sector of Management Education with a focus on the development perspective between 1997-2002.

2. To examine the question of synergic alliance between different management institutions vis-a-vis technical institutions, business and industry for attaining the national goals of educational development.

3. To suggest guidelines for ensuring managerial autonomy consistent with accountability in relation to development objectives.

4. To suggest measure for upgrading the standards, restructuring backward and forward linkages, facilities and attainments with respect to the emerging needs of the economic liberalisation of Indian economy.

5. To assess and suggest measures for development of information technology perspective which can be integrated in the Management Education.

6. To assess resource requirements and suggest measures for resource mobilisation and sources of funding for Management Education, self-financing and self-supporting system.

7. Identify the scope of participation of the private sector in supporting the Management Education.

8. To provide guidelines for regulation of manpower planning and coordination of management courses in various departments of universities and other organisations for purpose of quality control and maintenance of standards and to avoid surplus manpower.

**Name of the Members of the Drafting Committee**

1. Sh. N. Gopalaswami
   Adviser (Education)
   Planning Commission
   New Delhi-110001.                                                    Chairman

2. Dr. R.V.V. Ayyar,
   Additional Secretary
   Department of Education
   Ministry of Human Resource Development
   Shastri Bhavan
   New Delhi-110001.

3. Prof. R.G. Takwale
   Vice-Chancellor
   Indira Gandhi National Open University
   Maidan Garhi
   New Delhi.

4. Prof. D.P. Aggarwal
   Joint educational Adviser (Tech)
   Department of Education
   Ministry of Human Resource Development
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   New Delhi-110001.

5. Shri S.D. Awale
   Joint Educational Adviser (Tech.)
   Ministry of Human Resource Development
   Shastri Bhavan
   New Delhi-110001.

6. Prof. P.R. Gangarude
   Additional Secretary
   University Grants Commission
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   New Delhi-110002.

7. Dr. V.P. Garg
   Joint Adviser (Edn)
   Planning Commission
   New Delhi.

8. Mrs. Rugmini Parmar
   Deputy Adviser (Education)
   Planning Commission
   New Delhi-110001.

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**Eighth Plan Expenditure and Proposed Allocation for the Ninth Plan in Various Continuing Schemes for Higher Education**

1. The commitment of the Government allocation of 6% of the GDP in the education sector is assumed to be achieved in a phased manner, starting with 4% in the first year of the Ninth Plan, 4.5% in the second year and so on, to reach finally at 6% in the last year. As indicated by the Ministry of Human Resource Development, the plan allocation will be 2.8% and non-plan allocation will be 3.2% of the 6% GDP. Of this plan allocation, 45% has been indicated as the share of the Central Government and is further assumed here that higher education (UGC) will get 20% of the Central Government share. Two scenarios are presented, based on different assumptions.

Scenario I : Assuming that the GDP increases @15% p.a. on current prices (as per the past trend).

Scenario II : Assuming that the GDP increases @5% p.a. when prices are fixed at 1994-95 level.

**(Details are given in the following table )**

| Scheme | FINANCIAL TARGETS | | |
| | Estimated expenditure during VIIIth Plan | IXth Plan (at current prices) | Scenario-II (at prices fixed at 1994-95 level) (Rupees in crores) |
| --- | --- | --- | --- |
| 1 | 2 | 3 | 4 |
| **Sector A : Development of Universities and Colleges** | | | |
| (a) **Universities** | | | |
| 1. Central Universities | 88.98 | 1001.57 | 613.82 |
| 2. Deemed Universities | 21.81 | 292.54 | 179.29 |
| 3. State Universities | 64.73 | 2245.24 | 1376.02 |
| (b) **Colleges** | 123.38 | 4150.38 | 2543.60 |
| **Sector B : Relevance** | | | |
| 1. Career Orientation of Education | 71.09 | 864.66 | 529.92 |
| 2. Emerging Areas | 19.73 | 864.66 | 529.92 |
| 3. Academic Staff Colleges, Infrastructure Development, and Staff Development in the University | 47.80 | 576.44 | 353.28 |
| 4. Panels | 0.51 | 43.23 | 26.49 |
| 5. Physical Education and Sports | 2.26 | 57.64 | 35.33 |
| 6. Incentive Scheme for Examination Reforms | 1.15 | 115.29 | 70.65 |
| 7. Value Education | 0.40 | 14.41 | 8.83 |
| **Sector C : Quality** | | | |
| 1. SAP | 62.82 | 288.22 | 176.64 |
| 2. COSIST | 27.60 | 176.97 | 108.46 |
| 3. Research Projects | 32.93 | 576.44 | 353.28 |
| 4. Research Awards (including part-time) | 9.73 | 576.44 | 353.28 |
| 5. Travel Grant | 1.53 | 57.64 | 35.33 |
| 6. Retired Teachers | 1.19 | 216.16 | 132.48 |
| 7. CEP are Area Studies | 5.67 | 51.88 | 31.79 |

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 8. NET | 3.70 | 14.41 | 8.83 |
| 9. Seminars and Conferences | 1.97 | 115.29 | 70.65 |
| 10. COSIP/COHSSIP | 2.90 | 144.11 | 88.32 |

**Sector D : Inter-University Resources for Promotion of Quality**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 1. Inter-University Centres | 139.74 | 950.98 | 582.82 |
| 2. National Facilities | 13.09 | 230.58 | 141.31 |
| 3. NAAC | 3.50 | 51.88 | 31.79 |

**Sector E : Access and Equity**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 1. **Schemes for Women** | | | |
| (i) Women's Hostel | 10.00 | 201.75 | 123.65 |
| (ii) Part-time Fellowships including JRF Awards and Research Associateships | Funding will be done under the heads of Research Associates in Sector C and from JRF in Non-Plan | | |
| (iii) Women Studies | 2.02 | 38.19 | 23.40 |
| (iv) Technology Courses for Women | Funds are assigned from E&T Budget | | |
| 2. Coaching Classes for Disadvantaged Group for entry in services | 1.70 | 28.82 | 17.66 |
| 3. Kashmir/N.E. Region Teachers under Visiting Schemes | 0.42 | 11.53 | 7.06 |
| 4. Adult Continuing Education | 12.09 | 864.66 | 529.92 |
| 5. SC/ST Cells | 8.02 | 50.44 | 30.91 |

**Sector-F Management of Education and UGC Administration**

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| 1. Resource Mobilisation (25% UGC share) | 10.00 | 432.33 | 264.96 |
| 2. Training of Administrators | 8.74 | 144.11 | 88.32 |
| 3. UGC Buildings and Campus Development | 0.15 | 288.22 | 176.64 |
| 4. UGC Computerisation | 0.69 | 28.82 | 17.66 |
| *5. New Schemes | 1.63 | 573.91 | 351.73 |

**Sector-G Engg. & Technology Sector from the Technical Edn. Budget.**

| Scheme | Estimated expenditure during VIIIth Plan | IXth Plan (at current prices) | Scenario-II (at prices fixed at 1994-95 level) |
|---|---|---|---|
| | | | (Rupees in crores) |
| 1 | 2 | 3 | 4 |
| (a) Computers to Univs. | 31.47 | 184.23 | 112.47 |
| (b) Computers to Colleges | | | |
| (i) General Colleges | 11.35 | 100.12 | 61.13 |
| (ii) Teachers' Education Colleges | — | 33.37 | 20.37 |
| (c) Development Grants under the subject of Engineering and Technology | 82.73 | 587.40 | 358.60 |
| (d) Technical Courses for Women | — | 534.00 | 326.00 |
| Sub-Total | 125.55 | 1439.12 | 878.57 |

* New Schemes would be required to be designed and implemented over the next five year period keeping in view the changing economic scenario of liberalisation and globalisation.

## Proposed Allocation for New Schemes in Higher Education in the Ninth Plan (1997—2002)

| Scheme | IXth Plan | |
|---|---|---|
| | At current prices | At 1994-95 level |
| | (Rupees in crores) | |
| **Sector-A** | | |
| 1. One time grants to UGC for books and equipment to universities after 1960 (Those before 1960 and all Central Universities reeived it in the Eighth Plan) | 371.23 | 227.51 |
| **Sector-C** | | |
| 2. Modernisation of teaching (Audio-Visual Aids etc.to Universities and Colleges) | 634.09 | 388.60 |
| 3. Networking of Universities and Colleges | 720.55 | 441.60 |
| 4. Implementation of Pay Committee Report on Teachers | 288.22 | 176.64 |
| **Sector-E** | | |
| 5. Day Care Centres | 86.47 | 52.99 |
| 6. Infrastructure for Women Students/Teachers | 28.82 | 17.66 |
| 7. Scholarship for Women in Professional Courses | 28.82 | 17.66 |
| *8. Gender Sensitivity Programmes in Colleges and Universities | 28.82 | 17.66 |
| *9. Data Bases on Women | 14.41 | 8.83 |
| 10. Remedial Coaching for SC/ST and disadvantaged Groups | 57.64 | 35.33 |
| 11. Coaching for NET | 14.41 | 8.83 |
| 12. Facilities for differently abled persons | 28.82 | 17.66 |
| 13. Bharat Bhavan Hostel Complexes | 288.22 | 176.64 |
| 14. Counselling Centres | 28.82 | 17.66 |
| **Sector-F** | | |
| 15. State Councils of Higher Education | 63.41 | 38.86 |
| 16. Planning and Development Division | 14.41 | 8.83 |

* Funds for schemes mentioned at No. 8 and No. 9 has already been requested from the Department of Women and Child Development and Planning Commission, Government of India.

## Proposed Outlay for the Open Learning System During IXth Plan

(Rupees in Crores)

| SCHEME | Outlay |
|---|---|
| 1. Expansion of Open University System : Physical Infrastructure | |
|    (a) Development of IGNOU (Building, Equipment, Computerisation etc.) | 50.00 |
|    (b) Development of the existing 3 State Open Universities, (Multimedia facilities, Computerisation, Training and Buildings) | 15.00 |
|    (c) Establishment of 12 State Open Universities including the three already setup formally | 80.00 |
|    (d) Development of the existing 50 dual mode institutions | 25.00 |
| | 170.00 |
| 2. Development of Programmes and Courses | 50.00 |
| 3. Information Services (Pre-admission counselling student information, etc.) | 25.00 |
| 4. National Technology Support System (multimedia learning centres, Teleconferencing/broadcasting, computer network etc.) | 75.00 |
| 5. Research and Development | 50.00 |
| 6. National Programmes (Common Pool of Programmes, Delivery Network, R&D Centres, HRD, Quality Assurance, Promotion and Coordination etc.) | 25.00 |
| 7. Programme Delivery Costs | |
|    (a) Academic Programmes (Materials and distribution, counselling and tutorials, practicals, examination etc.) Actual enrolment x average cost | 450.00 |
|    (b) Continuing/Extension education Actual enrolment x average cost | 250.00 |
| 8. International Role | 5.00 |
| Grand Total | 1100.00 |
| Less estimated recovery from students | 350.00 |
| Net outlay | 750.00 |

Note :
1. These estimates do not include the expenditure on training which is to be financed by the concerned development sectors.
2. Networking/sharing infrastructure will also have an impact on costs.

## On-going Schemes in Technical Education

(Rupees in Crores)

| Sl. No. | Title | VIIIth anticipated expenditure | IXth Plan proposed outlay |
|---|---|---|---|
| 1. | **Growth regulatory schemes** | | |
| | (a) NTMIS | 5.50 | 40.00 |
| | (b) Tech. forecasting | 0.50 | 8.00 |
| 2. | IITs | 143.10 | 500.00 |
| 3. | IISc | 60.08 | 90.00 |
| 4. | RECs | 197.00 | 920.00 |
| 5. | NERIST | 42.49 | 85.00 |
| 6. | TTTIs | 30.00 | 100.00 |
| 7. | NITIE | 8.12 | 40.00 |
| 8. | NIFFT | 6.68 | 35.00 |
| 9. | SPA | 12.07 | 60.00 |
| 10. | SLIET | 35.01 | 80.00 |
| 11. | Community Polytechnics | 93.00 | 450.00 |
| 12. | Increase in intake capacity | 4.80* | 60.00 |
| 13. | Modernisation of Labs/Workshops | 104.53 | 450.00 |
| 14. | Infrastructural support for excellence in Engineering and Technology | 1.50* | 150.00 |
| 15. | PG Courses and Research (Fellowship) | 11.47 | 100.00 |
| 16. | Apprenticeship Training | 27.69 | 90.00 |
| 17. | Assistance to Technical Deptt. in University Sector | 114.70 | 200.00 |
| 18. | ED CIL | 0.06 | 2.00 |
| 19. | Entrepreneurship and Management Development | 2.68 | 20.00 |
| 20. | Professional bodies and service | 5.97 | 8.00 |
| 21. | Continuing Education | 6.55 | 56.00 |
| 22. | AICTE-Secretariat and Administration | 18.70 | 90.00 |
| 23. | Strengthening of State Technical Education Infrastructure (State Sector) | 18.70 | 400.00 |
| 24. | Thrust Areas (Emerging Areas of Technology) | 92.00 | 680.00 |
| 25. | NBA (AICTE) | 0.50* | 21.00 |
| 26. | RAGNICAS | 1.00 | 300.00 |
| 27. | IITM, Gwalior | 1.69 | 60.00 |
| 28. | Research and Development | 14.96 | 200.00 |
| 29. | Granting Autonomy and Deemed University Status | 1.00# | 100.00 |
| 30. | I.T.I. | 5.78 | 289.00 |

Note :  * Excluding expenditure on AICTE sub-schemes but includes expenditure on regional offices.
\# Part of AICTE scheme during 8th plan.

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## New Schemes in Technical Education for the Ninth Plan

(Rupees in Crores)

| Sl. No. | Title | IXth Plan Proposed Outlay | | |
|---|---|---|---|---|
| | | Centre | State | Total |
| 1. | Technology Dev. ** Missions (IITs, IISc, RECs & Others Instts.) | 200.00 | — | 200.00 |
| 2. | Establishment of new Instt. in Frontier Tech. | 300.00 | 300.00 | 600.00 |
| 3. | Granting Autonomy & Deemed Univ. Status | 40.00 | 60.00 | 100.00 |
| 4. | Linkage of Polytechnics with Voc. Edn. Programme | 40.00 | 24.00 | 64.00 |
| 5. | Indian Polytechnic Institutes | 287.00 | — | 287.00 |
| 6. | Educational Technology Centres | 189.00 | — | 189.00 |
| 7. | Polytechnic Instt. for Handicapped | 160.00 | 270.00 | 430.00 |
| 8. | Implementation of Corpus Fund Scheme (for IITs, RECs, TTTIs etc.) with Matching grant | 400.00 | — | 400.00 |
| 9. | Technical Teacher Training Programme | 50.00 | 10.00 | 60.00 |
| 10. | Strengthening Bureau of Tech. Edn. in GOI | 10.00 | — | 10.00 |
| 11. | Strengthening of State Tech. Edn. infrastructure (State Sector) | — | 400.00 | 400.00 |
| 12. | Curriculum Development & Credit Mobility | 56.00 | — | 56.00 |
| 13. | Distance Education | 40.00 | | 40.00 |
| 14. | Incentives to Industry (to collaborate with Technical Education System to ensure Quality) | 20.00 | — | 20.00 |
| 15. | Academic support to : | | | |
| | (i) Women | 98.00 | 150.00 | 248.00 |
| | (ii) SC/ST & Weaker Section | 52.00 | 150.00 | 202.00 |
| 16. | Networking of Technical Instt. at Regional National and International Levels | 50.00 | 50.00 | 100.00 |
| 17. | Infrastructural support for excellence in Engg. & Technology | 150.00 | — | 150.00 |
| 18. | New Instt. in states | — | 300.00 | 300.00 |
| 19. | Human Resource Dev. | 61.00 | — | 61.00 |
| 20. | Advance Technician Programmes | 20.00 | — | 20.00 |
| 21. | Increase in intake capacity | 30.00 | 30.00 | 60.00 |
| 22. | Visiting Professorship | 2.00 | — | 2.00 |
| 23. | National Chairs in ET&T | 2.00 | — | 2.00 |
| 24. | Emiritus Fellowship | 2.00 | — | 2.00 |
| 25. | Seminar and Travel Grant | 5.00 | — | 5.00 |

** This scheme to be extended to REC and other institutions.

**Proposed Schemes for Ninth Plan in Management Education**

(Rupees in Crores)

| SCHEME | Outlay |
|---|---|
| 1. Indian Institute of Management (6) | 160.00 |
| 2. Faculty Development Training of 500 teachers (100 teachers each year for five years) | 10.00 |
| 3. Development of Centres of Excellence 3 each region X 4 = 12 Centres | 120.00 |
| 4. IT integration & Dev. of PG Management Courses | 50.00 |
| 5. Research including case studies | 20.00 |
| Total | 360.00 |