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**REPORT OF  
THE STEERING COMMITTEE**

**SECONDARY, HIGHER &  
TECHNICAL EDUCATION**

**FOR  
THE ELEVENTH FIVE YEAR PLAN  
(2007-2012)**



सत्यमेव जयते

**Government of India  
Planning Commission**

1.	CHAPTER-I	INTRODUCTION	0- 4
2.	CHAPTER-II	SECONDARY & VOCATIONAL EDUCATION	5-16
3.	CHAPTER-III	HIGHER EDUCATION	17-29
4.	CHAPTER-IV	TECHNICAL EDUCATION	30-38
5.	CHAPTER-V	DISTANCE LEARNING , INFORMATION AND COMMUNICATION TECHNOLOGY(ICT) AND SCHOLARSHIP	39-41
6.	CHAPTER-VI	DEVELOPMENT OF EDUCATION OF SC,ST,MINORITIES, GIRLS AND OTHER DISADVANTAGED GROUPS	42-43
7.	CHAPTER-VII	LANGUAGE AND BOOK PROMOTION	44-47
6.	APPENDIX-1	CONSTITUTION AND TERMS OF REFERENCE OF THE STEERING COMMITTEE FOR SECONDARY, HIGHER & TECHNICAL EDUCATION	48-52
7.	APPENDIX-II	TERMS OF REFERENCE OF THE WORKING GROUP ON SECONDARY EDUCATION & VOCATIONAL EDUCATION	53-54
8.	APPENDIX-IV	WORKING GROUP ON HIGHER EDUCATION	55-57
9.	APPENDIX-V	WORKING GROUP ON TECHNICAL EDUCATION	58-59
10.	APPENDIX-VI	WORKING GROUP ON EDUCATION FOR DISAVANTAGED SECTIONS	60-61
11.	APPENDIX-VII	LANGUAGE DEVELOPMENT AND BOOK PROMOTION	62-64

## FOREWORD

The beginning of the 21<sup>st</sup> century is witnessing a great thrust in the development of the social sectors and education sector in particular has been assigned top priority. Central Government funding for education in the XI Plan is to have a five fold increase over the X Plan. With the success of Sarva Shiksha Abhiyan we are faced with the challenge of providing universal access to secondary education (SUCCESS). Accordingly, the XI Plan sets the stage for universalisation of access to secondary education (SUCCESS) so as to prepare young persons in the age group 14-18 for entry into higher education and also for the world of work. It is proposed to rapidly expand secondary education by upgrading infrastructure in 15,000 elementary schools, strengthening 44,000 secondary schools, setting up 6,000 high quality model schools with costs to be shared by the Centre and the States. There will be provision for adequate number of mathematics and science teachers to ensure better academic achievement. The vocational educational programme will be restructured in which public/private systems of vocational educational collaborate to meet the needs of industry and individuals.

The role of higher, technical and management education in human resource development of the country is well recognized. Though the Indian higher education system is one of the largest in the world, the Gross Enrollment Ratio (GER) is low at about 10%. Although the number of universities has expanded, and many universities continue to maintain high standards of education, it is a matter of serious concern that the expansion in quality has been accompanied by a decline in standards. Modernization of syllabi, examination reforms and issues of governance of universities and colleges, in particular, require urgent attention.

The XI Plan objectives for higher & technical education are outlined as expansion, inclusion and rapid improvement in quality by enhancing public spending, encouraging private initiatives and initiating the long overdue major institutional and policy reforms. Planned expansion with inclusion and excellence is the core of the XI Plan. GER in higher education is targeted to be increased to 15% by the end of 11<sup>th</sup> Plan. To achieve this, the enrolments in universities/colleges have to be substantially raised at an annual rate of 8.9%.

The Steering Committee on Secondary, Higher and Technical Education was constituted by the Planning Commission to deliberate upon the future policies and plans for these sub-sectors necessary at the beginning of the new millennium. The detailed contributions made by the working groups on various sub-sectors of education have provided useful material which has helped in finalizing the Eleventh Five Year Plan for education. It is with great hope and expectation that we place the Steering Committee Report in the hands of all the stakeholders of India's educational development.

I acknowledge the contribution made by all the members of the Steering Committee and the Working Groups on Secondary and Vocational Education, Higher Education, Technical Education, Languages and Book Promotion, and Development of Education of SC/ST/Girls and other disadvantaged sections. I would also like to place on record a special word of thanks to Secretary, D/o SEL and D/o Higher Education, MHRD for their devoted interest in the preparation of this Report. I would also like to thank the officers and staff of the Education Division of the Planning Commission for their support.

**New Delhi**  
**Dated: 8<sup>th</sup> April, 2009**

**(Prof. B.L. Mungekar)**  
**Member (Education)**

## CHAPTER – 1

### INTRODUCTION

1. The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Education, in its broadest sense of development of youth, is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future. Improvements in education are not only expected to enhance efficiency but also augment the overall quality of life.

### **THRUST AREAS OF THE ELEVENTH PLAN**

2. The thrust areas for the educational development in the XI Plan include:
  - Achieve 80% literacy rate,
  - Reduce gender gap in literacy to 10%,
  - Reduce regional, social, and gender disparities,
  - Extend coverage of NLM programmes to 35 + age group
  - A special focus on SC's, ST's, minorities, and rural women.
  - Focus also on low literacy States, tribal areas, other disadvantaged groups and adolescents
  - Universalisation of elementary education
  - Achievement of full adult literacy
  - Raising the quality of education at all levels
  - Improving learner achievement
  - Upliftment of the educational status of disadvantaged groups including SC/ST/girls and disabled children
  - Removing regional disparities
  - Vocationalisation of education
  - Renewal of curriculum to meet emerging challenges in information technology and support for development of centers of excellences at the tertiary level
  - Increase GER in higher education from 11% in 2006 to 15% by 2011-12 (and to 21% by 2016-17)
  - Expand higher education system rapidly with quality and inclusiveness
  - Restructure and reorient higher education system to impart competitive skills and capabilities of global standards
  - Nurture institutions of excellence aspiring to the world class standards.
  - To accelerate the annual intake capacity of technical education system from the present rate of 10% to 15% per annum by 2011-12
  - Restructuring of polytechnic education to accelerate vertical mobility and ensure market relevance.
3. The Government has pledged to increase public spending on education to 6% of Gross Domestic Product (GDP). This reflects the high priority being given to the education sector by the Central Government. However, during the Tenth Plan, Central Government has incurred an outlay of Rs 58624.08 crore for education sector. Of which an outlay of Rs.46593.22 crore spent for elementary education and literacy (constitutes 79.48%), an outlay of Rs.3808.51 crore spent for secondary education which constitutes 6.5%, and Rs.7548.68 crore incurred for higher education (including technical education) which constitute 12.88% of the over all education sector tenth plan outlay.

## Chapter-II

### Secondary and Vocational Education

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 years for entry into higher education and also for the world of work. Secondary education may be considered as the crucial level of education as it nurtures the children in their most critical age group (entry into adolescence). It is vital because in this age group children particularly the girl child is extremely vulnerable and is pushed into child labour, early marriage or trafficking. Due to the sequential nature of education, good quality of higher education depends on secondary education. More over, Secondary education is the single largest supplier of labour force in most of the developing countries, including India. This reinforces direct relationship between secondary education and economic growth and necessitates for a systematic development of secondary education with life skills.

#### **Review of physical progress:**

The population at the secondary and higher secondary level in the age group 14-18 years as per Census 2001 was 8.55 crore. As against this, the enrolments in secondary and higher secondary (Classes IX-XII) was only 2.76 crore in 2000-01. In 2004-05, the estimated population of this age group was 9.50 crore and the enrolment was 3.70 crore. The gross enrolment ratio for classes IX-XII in 2004-05 was 39.91 per cent. About one crore children were brought into school system during 5 years period i.e.2000-05. However, 60 per cent of eligible age group population for secondary and higher secondary education were out of school system. The table given below shows the status of enrolment and drop-out rates in classes IX-XII as on 30.9.2004,

#### **Secondary Education - Enrolments**

S. No.	Indicators	Boys	Girls	Total
1.	Secondary - Enrolment (IX-X) ( Crore)	1.46	1.01	2.43
2.	Higher Secondary --Enrolment XI-XII) (Crore)	0.74	0.53	1.27
3.	Secondary -- Gross Enrolment Ratio (IX-X) (%)	57.39	45.28	51.65
4.	Higher Secondary -- Gross Enrolment Rat (XI-XII) (%)	30.82	24.46	27.82
5.	Dropout rate - (Class I – X) (%)	60.41	63.88	61.92

**Source: Selected Educational Statistics (2004-05) - provisional data.**

Lack of access to secondary and higher secondary schools may be principal cause for low enrollment of children in the age group of 14-18 years. The All India average of the number of secondary and higher secondary schools per 100 sq.km area is only four and in several large states like Bihar, Uttar Pradesh, Rajasthan, Madhya

Pradesh, Chattisgarh and Jharkhand, this is much below the national average. There were 1, 01,777 high schools and 50,272 higher secondary schools/institutions in the country in 2004-05. Out of this 41.05 per cent has managed by government and local bodies, 29.35 per cent were private aided schools and 29.60 percent by private unaided schools. The Gross Enrolment Ratio (GER) of boys and girls being 44.26 per cent and 35.05 percent. The gender gap is 9.2 percentage points. The GER for students belonging to SCs is 34.68 percent and that for STs is even lower at 27.68 per cent. The drop out rate in class I-X was 61.92 percent.

### **Review of Centrally Sponsored Schemes and Central Schemes:**

Central Government operates four Centrally Sponsored Schemes i.e. (i) Information and Communication Technology (ICT) in schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools, (ii) Integrated Education for Disabled Children (IEDC) for assisting state governments and NGOs in mainstreaming the disabled children in school education, (iii) Access and Equity for providing assistance to NGOs to run girls' hostels in the rural areas, and (iv) Quality Improvement in schools which included provision of assistance to state governments for introduction of yoga, for improvement of science education in schools, for environment education and for population education in addition to supporting science olympiads. A brief description of these centrally sponsored schemes is given below,

#### **Information and Communication Technology in Schools:**

The main objective of the scheme is to establish an enabling environment to promote the usage of ICT, especially, in secondary and higher secondary education in government and government – aided schools in the rural areas. The present scheme has essentially four components. The first one is the partnership with the state governments and union territories for providing computer education and computer-aided education. The second is the establishment of SMART schools, which shall be the technology demonstrators. Universalisation of computer literacy through the networking of Kendriya Vidyalayas and Navodya Vidyalayas with neighboring schools is the third component. The fourth component relate to the activities of State Institutes of Educational Training (SIETs) which are mandated to produce educational content in the form of films, videos, audios, etc. Both KVs and NVs have identified the schools which will be converted into a smart school. KVs and NVs have established 31 and 33 smart school respectively. KVs have covered 1264 schools under the universalisation of computer literacy. The scheme is likely to be merged with the new scheme viz. Universal Access and Quality at Secondary Education (known as SUCCESS) during 11<sup>th</sup> Five Year Plan Period.

#### **Integrated Education for the Disabled Children (IEDC):**

The main objectives of the scheme are to provide educational opportunities for the disabled children in common schools, to facilitate their retention in school system and to integrate the disabled children placed in special schools once they acquire communication and daily living skills at the functional level. The scheme is being implemented through the states and UTs as well as through Non-Governmental Organizations. Under the scheme of IEDC, 100% assistance is being provided under various components including educational aids, assistive equipment, and salaries for special teachers and facilities for children with disability suffering from mild to moderate disabilities in schools. The present scheme is largely NGO driven. Over 250 NGOs were implementing the scheme. By the end of the financial year 2005-06, a total of approximately 2 lakh disabled children have been covered in nearly 85,000 schools. Total budgetary provision during the 10<sup>th</sup> Five Year Plan is Rs.200 crore.

### **Access and Equity (Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools)**

Under the scheme, financial assistance is extended to the societies and NGOs to provide boarding and hostel facilities to the girls pursuing education at secondary and higher secondary stage predominantly belonging to the rural, desert and hilly areas, particularly those belonging to Scheduled Castes, Scheduled Tribes and educationally backward minorities. During 2004-05 a total of around Rs.3.72 crore was granted to 89 voluntary organizations. During 2005-06 funds amounting to Rs.3.46 crore have been approved till 3-3-2006 for assistance to 73 NGOs to run girl hostels. It is presently under review. The scheme is likely to be merged with the new scheme viz. Universal access and quality at secondary education (known as SUCCESS) during 11<sup>th</sup> Five Year Plan Period.

### **Quality Improvements in Schools (QIS):**

During the Tenth Five Year Plan it was decided to introduce a composite centrally sponsored scheme of 'Quality Improvement in Schools' by converging the following five existing schemes as its components. The composite scheme covered (i) Improvement of Science Education in Schools (ii) Promotion of Yoga in Schools (iii) Environmental Orientation to School Education (iv) National Population Education Project (v) International Science Olympiads. Improvement of science education in schools has since been transferred to the state governments as state sector scheme and remaining four components are being implemented by the NCERT. The Tenth Plan outlay for this scheme is Rs.115 cores and a budget provision of Rs.10 crore was made for the year 2005-06. The scheme could not make much progress since it was revised at the end of tenth five year plan.

### **Review of Central Schemes**

The central government is managing and funding fully four types of schools viz. Kendriya Vidyalayas, Navodya Vidyalayas, Central Tibetan Schools, and Open Schools. There are 972 functional Kendriya Vidyalayas with an enrolment of 9.54 lakh and staff strength of about 45,000. The main objective of Kendriya Vidyalayas is to cater to educational need of children of government and public sector employees. There are 520 functional Navodya Vidyalayas. The objective of Navodya Vidyalayas is to cater to the meritorious students predominantly from rural areas. There are 21 Central Tibetan Schools of which 8 are Senior Secondary Schools, 5 Secondary Schools and 8 Upper Primary schools. The main objective of CTSA is to run, manage and assist institutions set up for the education of Tibetan children living in India. The National Institute of Open Schooling provides opportunities for continuing education to those who have missed opportunities to complete school education. At present, there are 14.00 lakh students on rolls at the secondary and senior secondary stages. As against the Tenth Plan outlay of Rs.2, 560 crore for these four Central Schemes, anticipated expenditure is about Rs.3, 232 crore.

### **Review of Financial Progress:**

Central Government has made an allocation of Rs.4325.00 crore for the X Five Year Plan for implementing the above centrally sponsored schemes and central sector programmes. As against this, the likely expenditure for secondary education is Rs.3749.26 crore which includes expenditure of four years expenditure and revised outlay of 2006-07. Year- wise outlay and expenditure on secondary education during X plan period is given in the following table.

**Progress of Outlay and Expenditure Tenth Five Year Plan  
Secondary Education**

(Rs.crore)

Plan/Year	Outlay	Expenditure
X Five Year Plan	4325.00	3749.26
Annual Plans:		
2002-03	649.40	577.57
2003-04	719.00	645.08
2004-05	743.00	680.48
2005-06	895.00	885.83
2006-07	1067.00	960.30 RE

**ELEVENTH FIVE YEAR PLAN**

**Strategy:**

Universal Secondary Education is pursued through environment building and generating public opinion in favor of universalisation of secondary education. Given the emerging scenario of ever increasing globalization and India's emerging role as an important global player, it is necessary to take a quantum jump rather than pursuing incremental growth through piecemeal steps in secondary education. It is only through environment building that the community can be mobilized. This is particularly necessary to ensure participation of girls, Scheduled Castes, Scheduled Tribes; other backward classes, cultural and linguistic minorities and the disabled.

The 11<sup>th</sup> Plan aims to progressively raise the minimum level of education to high school or class X level. The demand for secondary education will also expand significantly as SSA reaches its goal of universal and complete elementary education. A major initiative for expanding secondary education up to class X is initiated in the 11<sup>th</sup> Plan. The target during the 11<sup>th</sup> Five Year Plan is to provide a secondary school within 5 kilometers of every habitation and to provide a higher secondary school within a distance of 7-8 kilometers of any habitation. It is to ensure reducing the drop out rate and 100 per cent retention up to higher secondary stage.

In order to meet the challenge of secondary education, there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural aspects. Universalisation of Secondary Education gives opportunity, to move towards equity. During 11<sup>th</sup> Five Year Plan, a new scheme viz. Universal Access and Quality at Secondary Education (SUCCESS) will be introduced converging all the ongoing centrally sponsored schemes of Secondary Education. The objectives of the scheme are (a) Universalizing access and (b) improvement of quality of secondary education. The above objectives translate into the targets for being achieved by the end of the XI Plan. They are

- Raising Gross Enrolment Ratio (GER) in secondary education from 52% in 2004-05 to 75% by 2011-12 and the combined secondary and senior secondary GER from 40% to 65% in the same period



- Major reduction in gender, social and regional gaps in enrollment, dropouts and school retentions.
- Bringing down pupil-teacher ratio at the secondary stage to 25, and increasing percentage of trained teachers to 100 percent.
- Improving quality of secondary education and pupils' achievement levels so that pass percentage in X and XII Board examination improves to around 75%.

### **Projections of enrolments, classrooms and teachers:**

Due to the thrust on universal elementary education through SSA, there is every possibility of significant increase in demand for secondary education by 2010. Projections made here are based on 75% success of SSA at the elementary level, though the SSA envisages achieving the goal of UEE by 2010. As projected by the CAGE Committee on Universalisation of Secondary Education, the additional enrolment during XI Plan period in Classes IX-X is 2.18 crore ( Boys: 1.28 crore Girls 0.90 crore ). In view of the projected enrolment in Classes IX-X, the total number of additional classrooms required for five years period is 2.39 lakh and total number of additional teachers required is 3.58 lakh. At higher secondary level, the projected enrolment is 50.00 lakh; additional classrooms 1.04 lakh and additional teachers 1.56 lakh during Eleventh plan period.

### **Inputs and Quality Improvement**

In the context of Universalisation of Secondary Education (USE) and expansion of higher secondary education, large-scale inputs in terms of additional schools, teachers and other facilities are to be provided to meet the challenge of numbers, credibility and quality. It interalia requires assessment/ provision of educational needs, physical infrastructure, human resource, academic inputs and effective monitoring of implementation of the programmes. The following measures (financial and non financial) are required to be taken in this regard:

1. Mapping of secondary schooling provisions;
2. Assessment of enrolment and physical infrastructure;
3. Requirement of schooling facilities and learning resource centers including Science and Maths laboratories and art and crafts laboratories; and
4. Training of in-service teachers
5. Curriculum development
6. Strengthening on going talent search programmes and introducing new talent search schemes at state level.
7. Inputs for quality improvement
8. Expansion of Kendriya Vidyalayas and Navodya Vidyalayas in unserved areas
9. Introducing examination reforms
10. Setting up guidance and counseling centers in schools
11. Orientation of educational planners and administrators

Each Learning Resource Centre should be equipped with the input viz. provision for ICT support, link with EDUSAT and library with separate room.

### **Education of Children from Scheduled Castes, Scheduled Tribes and Minorities:**

The following provisions are envisaged in the 11<sup>th</sup> Five Year Plan for education of children of SCs, STs and Minorities.

- Up gradation of elementary schools to secondary schools be given priority in areas with high concentration of SC, ST and Minority population and low female

literacy rate. This will encourage these communities to send girls to schools and retain them in schools.

- Inclusive education where all children study together should become the hallmark of every school especially those located in rural areas so as to take care of the children of disadvantaged groups.
- Setting up of only girls' schools in areas of concentration of minorities and upgradation of KGBVs
- The first priority for establishment of new schools or up gradation of elementary high schools should be in the locality with concentration of SC/ST/OBC/Minorities.

### **Education of Girls**

Taking note of the fact that there is a gross shortage of Secondary Schools for girls (both co-educational and girls schools combined), the dropout of girls is extremely high mainly in northern states. Many girls in rural areas discontinue their schooling because of shortage of girls' schools. The incentives for girls' education need to be revisited. The measures taken need to be of such nature, force and magnitude that they are able to overcome the obstacles such as poverty, domestic /sibling responsibilities, girl child labour, low preference to girls education, preference to marriage over education, etc. The suggested incentives are as follows.

- Providing transport facilities
- Construction of residential quarters for women teachers working in rural areas
- Provision of rural allowance for women teachers working in low female literacy districts
- Provision of special scholarships to promote enrolment of girls
- Provision of incentive to girls for secondary education
- Introducing revised scheme of strengthening of boarding and hostel facilities for girl students of secondary and higher secondary schools
- Upgrading KGBVs upto secondary level and also setting up required KGBVs

### **Education of Children with Disabilities:**

Realizing that inclusion of children and youth with disabilities is not only a human right, it is also good education and promotes the development of social skills, the scheme of IEDC is being revised by the Ministry of Human Resource Development (MHRD) as the Scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS). The proposed new scheme would enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX-XII), in an inclusive and enabling environment. The IEDSS will also support the training programmes for general school teachers to meet the needs of children with disabilities.

### **Open Schooling System:**

During the XI Plan, the thrust of the Open Schooling system should be on (i) developing NIOS as a potential Resource Organization in open schooling at national and international level, besides offering open schooling courses of study (ii) up scaling of the programmes of the existing 10 state open schools, and (iii) setting up SOSs in the remaining 19 States, including NCT of Delhi. The educational needs of the six union territories may be looked after mainly by the concerned neighboring States and NIOS.

A Centrally Sponsored Scheme (CSS) for promotion of open schooling is required to be formulated and operationalised from the first year of the XI Plan. Among other things, the CSS may make provision of (i) setting up and operationalisation of 19 new SOSs, (ii) up scaling of the programmes of 10 SOSs

In order to ensure quality in 'Open Schooling', a full time Coordinator with ancillary staff may be provided in each Study Centre under the Open Schooling system. The Open Schooling system will be required to cater to the educational needs of about 30 lakh students at Secondary stage during 2007-08 with 10% increase every year.

### **Public Private Partnership**

About 57% of high schools and 63% higher secondary schools are run by private sector. Out of these 28.52% of high schools and 31.79% higher secondary schools are classified as private unaided schools. Whereas private aided schools generally receive almost full salary of the teaching staff from the respective state governments and have to only provide for the capital expenditure, private unaided schools do not receive any grant and have to be financially sustainable on their own. Therefore, there is a difference in fee structure though some private unaided schools run on charity. Otherwise unaided schools necessarily have to recover their cost from the school fees. Encouraging such schools would cater only to the population which can pay, unless there is a policy of cross subsidization of fees so that certain percentage of children from the poorer sections of the society can be accommodated free or at subsidized fees.

The public private partnership can be one way of saving public funds by encouraging private sector to be involved in this important human development sector. This can take the following paths:

- Private sector can be encouraged to invest part of its profit towards philanthropic activities in the education sector by adopting Government schools for improvement of infrastructure and resources like, library, science lab., audio-visual and ICT infrastructure, art workshops, sports facilities, drinking water and toilet facilities etc.
- Outsourcing: Several functions of the government school can be outsourced through private sector involvement. For example, entire computer education can be outsourced from private sector that can provide computer and computer teachers for a fee. Such an arrangement would work well for newly emerging or rapidly changing subjects for which permanent teachers and resources can be avoided in a government set up. Similarly transport arrangements for students particularly for girls can be outsourced.
- Vocational schools: In this area, private sector can help greatly as most of the teaching learning can take place profitably in the premises of private sector companies and factories. Private sector should also be involved in designing curriculum and in designing a testing and certification system so that the demand for appropriate skill by the industry can be met.
- Participation on the school management: The corporate sector in the neighborhood of schools may be represented in the school management committee so that they could assist the schools in enhancement of its infrastructure and resources.
- Regulatory structure: The key to successful public-private sector participation is a sound regulatory structure so that public and private sector are accountable to each other in a transparent manner.
- Private sector may be encouraged to setup modal schools at bloc level in collaboration with state governments.

## **Vocational Education**

Secondary and higher education are important terminal stages in the system of general education because it is at these points that options are exercised by the youth to enter the world of employment/go for technical training or pursue higher education. Educationists and experts have consistently recommended that education at these stages should be given a vocational bias to link it with the world of work. The Kothari Commission which is the basis of the National Policy on Education in 1968 felt that it should be possible to divert at least 50 percent of students completing 10 year education to the vocational stream, reducing the pressure on the universities and also preparing students for gainful employment. The vocational education scheme at 10+2 stage came into existence in the late 1970s. However, only handful of Sates and UTs implemented the scheme. The NPE 1986 had set targets to cover 10 per cent higher secondary students under vocational courses by 1990 and 25 per cent by 2000.

The National Working Group on Vocationalisation of Education (V.C Kulandaiswamy Committee 1985) reviewed the VEP extensively and developed guidelines for expansion of the programme, its recommendations led to the launching of the Centrally Sponsored Scheme (CSS) on Vocationalisation of Secondary Education in February 1988.

The CSS of Vocational Education is implemented through state and UTs and NGOs in the formal and non-formal sector respectively. The scheme envisages selection of vocational courses on the basis of assessment of manpower needs. It has created so far infrastructure for 19608 sections in about 6800 schools with an enrolment of 10 lakh students.

Funding of the programme is done on the sharing pattern between centre and states. For 11 components mainly apprenticeships & training, district vocational surveys, development of instructional material, equipment to schools, provision of workshop/laboratory building, teacher training courses etc. 100 % assistance has given by the center; 75% for vocational school staff. 50% assistance is given for vocational wings of state directorates of education, District Vocational Wing, field visits by students and for raw materials.

### **Weaknesses in the existing Vocational Education Scheme of the MHRD:**

The CSS currently in operation has been a non starter. Against the envisaged target of 25% of secondary students opting for the vocational stream, by the year 2000, only 4.8 percent of the students were enrolled in vocational stream.

#### **The reasons for above are as follows:**

- a) Low priority being accorded to vocational education by States.
- b) Directorate of School Education by and large is found to be working in isolation with little interaction with other relevant departments.
- c) Reluctance shown by all states governments towards appointment of the full time teachers because of unwillingness to take a long term commitments liability in case of closure of the scheme.
- d) No provision for training of vocational teachers.,
- e) In most States there has been no serious adoption of curriculum designed by NCERT/PSSCIVE.
- f) Utilization of training seats by vocational pass outs is negligible as placements are rarely available within one's own district.
- g) Lack of linkages with trade, industry and business (ISB).
- h) Old and outdated vocational courses being taught with no linkage to employment market.

- i) As corollary to above there is no scope for induction of new and emerging technologies.
- j) Lack of flexibility in vocational courses-no scope for vertical mobility for students who wish to specialize in the same course or take up additional courses.
- k) No scope for competency testing.

#### **Approach in the Eleventh Plan:**

During the XI Five Year Plan, Vocational Education and Training (VET) should be provided to those who need skills for sustainable livelihood and to meet the challenges of the world of work. The concept of Vocational Education and Training to All should be promoted through the formal education system and non-formal education system. It should cater to the needs of different target groups, with special provisions for disadvantaged groups viz., girls/women, scheduled castes, scheduled tribes, persons with disabilities, and persons living in difficult circumstances. VET may be implemented as a CSS, (with 100 % central government funding).

It is estimated that 1.5 crore youth need initial vocational training every year. During XI FYP, capacity for about 0.5 crore persons should be created for providing initial training through strengthening of existing VET Institutions and by setting up new VET Institutions. The remaining 1.0 crore people should be trained through non-formal/informal mode.

In India, about 4.21 crore persons are working in the informal sector. Only 5 % of this population could receive skill training through the formal system. The remaining about 4.0 crore unskilled and semi-skilled persons, who are already in the world of work, should be given continuous or further training for up gradation of their skills through a variety of delivery systems, including part-time, sandwich system, day release system, block release system, open and distance learning system, etc.

The emphasis in VET would be on development of generic, specific, personal and multiple skills so that persons may respond to changes due to technologies and market demands. Generic skills that cut across a number of occupations would enable an individual to transfer from one field to another during his/her working life.

VET programmes preparing for occupations in farming, artisan trades, crafts, small and medium enterprises, particularly for self-employment, should include entrepreneurship development and elementary training in information and communication technology to enable persons to take responsibility for production, marketing, management and rational organization of enterprise.

VET should be offered in flexible mode through modular courses of varying durations, with credit transfer facility. Strategies for encouraging access to VET for marginalized groups, including SCs, STs, OBCs, Minorities, girls, street children, working children and differently-abled children, should be adopted.

Skill development in organizational planning, entrepreneurship, safe and environmentally sound procedures related to materials and equipment, importance of safe working conditions, first aid training, etc., as an integral part of all VET programmes should be promoted.

**Summary of financial requirements during 11<sup>th</sup> Five Year Plan (2007-12)**

(Rs. in crore)

S.No.	Items	Projected requirement
1.	<b>SECONDARY EDUCATION</b>	
1.1	Curriculum – Creation of new structures and strengthening of existing structure	15.00
1.2	Total capital expenditure on expansion of Secondary Education	3589.30
1.3	Total recurring expenditure on teachers & inspection/supervision charges	19769.70
1.4	Learning Resources – recurring and non-recurring expenditure on Science lab. and Art & Craft lab.	10547.52
1.5	Learning Resource Center	-
1.5.1	ICT @ Schools	24160.0
1.5.2	EDUSAT facilities	300.00
1.5.3	Library facilities	2359.76
2.	<b>HIGHER SECONDARY EDUCATION</b>	12078.00
3.	<b>SECONDARY &amp; HIGHER SECONDARY EDUCATION</b>	
3.1	Incentives to the students belonging to SC/ST/OBC/Minority communities similar to Sarva Shiksha Abhiyan like free textbooks, uniforms, footwear, stationeries etc.	6098.25
3.2	Provision of bicycles for students belonging to SC/ST/OBC/Minority communities	6015.75
3.3	Boarding & lodging facilities for students belonging to SC/ST/OBC/Minority communities (for boys)	*(2075.50)
3.4	Stipend for day scholars belonging to SC/ST/OBC/Minority communities	*(8003.52)
3.5	One additional language teacher (Tribal Language)	1300.00
3.6	Transport facilities for girl students	1050.00
3.7	Residence scheme for Women teachers in rural areas	550.00
3.8	Rural allowance for Women teachers	150.00
3.9	Scheme for incentives to girls for Secondary Education	10990.0
3.10	Construction and running of Girls' Hostel	5523.70
3.11	Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)	26040.00
3.12	State Talent Search Scheme and Chacha Nehru Scholarship for Artistic & Innovative excellence	125.00
3.13	National Science Talent Search Scheme	30.00

<b>3.14</b>	International Science Olympiad	10.00
<b>3.15</b>	QIS (As a component of Universalization of Secondary Education) excluding International Science Olympiad	90.00
<b>3.16</b>	Adolescent Education Programme	381.50
<b>3.17</b>	Open Schooling System	1750.00
<b>3.18</b>	Scheme for out of school children (Over arching scheme)	50.00
<b>3.19</b>	Student assessment and examination reforms	210.00
<b>3.20</b>	Guidance & Counseling	435.00
<b>3.21</b>	Capacity building (In-service training of teachers)	821.00
<b>4.</b>	<b>SCHOOL SUB-SYSTEM</b>	-
<b>4.1</b>	Kendriya Vidyalaya Sangthan (KVS)	4215.01
<b>4.2</b>	Navodya Vidyalaya Samiti (NVS)	10425.80
<b>4.3</b>	Central Tibetan School Administration (CTSA)	44.00
<b>5.</b>	<b>NATIONAL COUNCIL OF EDUCATIONAL RESEARCH &amp; TRAINING (NCERT)</b>	500.00
<b>6.</b>	<b>JOINT INDO-MONGOLIAN SCHOOL</b>	5.00
<b>7.</b>	<b>VOCATIONAL EDUCATION</b>	6876.30
	<b>GRAND TOTAL</b>	<b>166584.61</b>

- May be considered in the budget provisions for Ministry of Social Justice & Empowerment/ Ministry of Tribal Affairs/ Ministry of Minority Affairs.

**Break up of Projected Requirement**

\_(Rs.crore)

<b>S.No.</b>	<b>Items</b>	<b>Projected requirement</b>
1.	SECONDARY EDUCATION	60741.28
2.	HIGHER SECONDARY EDUCATION	12078.00
3.	SECONDARY & HR. SECONDARY EDUCATION	71699.22
4.	SCHOOL SUB-SYSTEM	14684.81
5.	NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (NCERT)	500.00
6.	JOINT INDO-MONGOLIAN SCHOOL	5.00
7.	VOCATIONAL EDUCATION	6876.30
	<b>GRAND TOTAL</b>	<b>166584.61</b>

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### Chapter III

#### Higher Education

#### INTRODUCTION

#### Department of Higher Education – Overview - Tenth Plan

The Tenth Plan was in operation from April 2002 to March 2007. The following table gives details of the allocation/expenditure under various sectors of the Department of Higher Education. The corresponding allocation finalized for 2007-08 as well as projections for the Eleventh plan is given in the table below:

#### SCHEME WISE ALLOCATION AND EXPENDITURE DURING TENTH PLAN AND ANNUAL PLAN 2007-08

(Rs. crore)

S.No	Name of the Scheme	X Plan 2002-07 Allocation	Tenth Plan Likely Expenditure	Percentage of Expenditure Over Tenth Plan Outlay	Annual Plan 2007-08 Allocation	XI th PLAN Outlay Proposed by the Working Group\$
1	2	3	4	5	6	7
	<b>DEPT. OF HIGHER EDUCATION</b>					
I	University and Higher Education Distance Learning (including scholarship) and ICT	4176.50	4262.02	102.05	2471.00*	47365.19
II	Technical Education				624.00	14977.00
III	Development of Language	4700.00	3417.05	72.70	3240.00*	39402.50
IV	Book Promotion	434.00	579.84	133.60	117.50	1884.13
V	Planning and Administration	67.00	52.67	78.61	11.50	37.85
VI	Secretariat –	70.50	34.94	49.56	15.30	-
VII	Social Services				1.20	-
VIII	Works outlay in the Ministry of UD				2.50	-
	<b>TOTAL : Dept. of Higher Edu.</b>	<b>9500.00</b>	<b>8369.02</b>	<b>88.09</b>	<b>6483.00</b>	<b>103666.67</b>

NOTE : \$ For consideration of the Steering Committee

\* Includes OSC Recommendations

## **Review of Policies and future prescriptions**

The Indian higher education system is one of the largest higher education systems in the world. The sheer vastness of the higher education system can be gauged from the fact that in the past five decades there has been an impressive growth in the universities (from 25 to 367) , colleges (from 700 to 18064) students from 1 lakh to 112 lakh.

Higher education has made significant contribution to economic development, social progress and political democracy in independent India. The most important role is that this sector provides the beginnings for the creation of a knowledge society. At the beginning of the 21<sup>st</sup> century, global changes in demography and economy have had their impact on India as well. Employment opportunity patterns are changing and there is the challenge of providing skilled human power, which is confident, flexible and equipped with the knowledge and technical skills needed to effectively face the socio-economic realities of the new century. In nearly two decades from now, 45% of Indians would be in their twenties. This would lead to a need for trained persons who can compete at the national and global level.

### **Tenth Plan – Objectives and Key Issues**

Raising the enrolment of the population in 18-23 age groups from 6% at the start of Tenth Plan to 10% by the end of 2007 was a key objective of the Tenth Plan. Among the other issues flagged were: improving the quality of education, adoption of state specific strategies; liberalization of the higher education system; relevance of the curriculum, vocationalisation, networking through information technology, convergence of formal, non-formal education, increase in private participation; research in frontier areas of knowledge and meeting the challenges of internationalization of Indian education.

In addition to the above objectives of increasing access and improving quality of education, the National Common Minimum Programme (NCMP) of the UPA Government announced in June, 2004 gave stress on equity in higher education. The following specific objectives illustrate this:

“The UPA government will amend the Constitution to establish a Commission for Minority Educational Institutions that will provide direct affiliation for minority professional institutions to central universities”.

“The UPA government will take immediate steps to reverse the trend of communalization of education. It will also ensure that all institutions of higher learning and professional education retain their autonomy. The UPA will ensure that nobody is denied professional education because he or she is poor”.

“Academic excellence and professional competence will be the sole criteria for all appointments to bodies like the Indian Council for Historical Research, Indian Council for Social Science Research, University Grants Commission, National Council for Educational Research and Training etc. Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five years. A review committee of experts will be set up for this purpose”.

## **The progress in the achievement of the Tenth Plan objectives:**

### **(a) Enrolment**

The Tenth Plan had projected an increase of enrolment rate in higher education from 6 per cent to 10 per cent over the Plan period. This was the only quantifiable target for the Tenth Plan. Increasing the access parameter from 6% to 10% over the Tenth Plan period means that the enrolment in the university/colleges should increase from 7.5 million in 2002 to 12.5 million in 2007. As on 31st March, 2006 the No. of students enrolled- in higher education 11.2 million

### **(b) Expansion and increased access**

#### **Growth of higher education system in India –**

No. of Institutions	Beginning of the tenth Plan 2002	Status as on 31 <sup>st</sup> March, 2006
State/Central/Private Universities	133	367
Deemed Universities	27	104
Colleges	12342	18064
Colleges Accredited by NAAC	N.A.	2879 (as on 31.3.2006)
Universities Accredited by NAAC	N.A.	128 (as in 2007)
No. of students enrolled	75 lakh	112 lakh

During each year of the Tenth Plan there has been considerable enhancement in the plan budget of the UGC enabling increased assistance to universities.

The Central Educational Institutions (Reservation in Admission) Act, has therefore, been enacted and has been notified in January, 2007 in pursuance of the 93<sup>rd</sup> Amendment to the Constitution of India, to provide statutory reservations to SCs, STs and OBCs in Central Educational Institutions. Necessary resources have been provided to the Central Educational Institutions, to augment their intake capacity by 54% in a maximum staggered period of three years in accordance with the Act, ensuring that reservations would not lead to any reduction in the seats as were available to unreserved categories before the coming into force of this Enactment.

Four new Central Universities have been created during 2006 through Act of Parliament. Arunachal Pradesh (Rajiv Gandhi National University) and Tripura University have been converted from State Universities into Central Universities, while a new University of Sikkim has been created. A total of six Central Universities have been created (including the Allahabad University and Manipur University which were created by converting the existing State Universities) since 2004.

### **Initiatives taken in Tenth Plan for improvement in the quality of higher education**

The UGC has taken several steps in the Tenth Plan period to improve the quality of education in universities and colleges.

**Five universities** – Jawaharlal Nehru University, University of Hyderabad, University of Madras, Jadavpur University and the University of Pune have been identified for granting the status of “Universities with potential for excellence”.

During the first three years of the Tenth Plan, 51 Academic Staff Colleges continued their orientation programme and refresher courses for in-service teachers and newly appointed lecturers. A total of 296 orientation programmes/workshops and 1271 refresher courses have been approved in 117 universities.

The number of vocational courses for introduction in universities and colleges identified by UGC has increased from 35 to 42 during the period under review. In 2002-03, an amount of Rs. 19.77 crore was paid to 335 colleges for implementation of the Career Orientation to Education programme.

The UGC has taken a number of steps for leveraging the use of ICT. UGC INFONET allows teachers and students to have access to a storehouse of information in the form of e-formatted journals, besides links to other research. Since the network will be run and managed by ERNET India. Information for Library Network (INFLIBNET), an autonomous Inter-University Centre for UGC, is the nodal agency for coordination and facilitation of the linkage between ERNET and universities. States have agreed to encourage their universities, colleges and technical institutes to become members of INFLIBNET and INDEST (Indian National Digital Library for Engineering Sciences and Technology).

The UGC launched an e-journal, Consortium of Universities, in October 2003. The Consortium will use the Internet to provide electronic access to scholarly literature in all areas of learning. This programme is to cover the universities coming under the UGC purview and it will be gradually extended to the colleges as well. The programme needs to be accelerated

The National Accreditation Assessment Council (NAAC), an autonomous body under the UGC, set up in 1994 was strengthened with the opening of four regional centres so as to speed up the accreditation process. NAAC has so far completed the process of accreditation of 128 universities and 2,780 colleges. According to the UGC mandate, NAAC has proposed to review approximately 1000 colleges per year, for the next five years.

The objective of granting autonomy to colleges is to provide academic freedom in designing curricula, evolving new methods of teaching and research, prescribing courses for study, setting examination papers, etc. In the Tenth Plan, the target was to accord autonomous status to 10 per cent of eligible colleges. At present 132 colleges under 29 universities are autonomous. A study should be conducted to assess the impact of autonomy in improving the quality of education and of infrastructure in universities and colleges

### **Objectives and Policies for Higher Education for the XI Plan**

The Tenth Plan had projected an increase of enrolment rate in higher education from 6 per cent to 10 per cent over the Plan period. This meant that the enrolment in universities/colleges should increase from 7.5 million in 2002 to 12.5 million in 2007. As on 31<sup>st</sup> March, 2006 the number of students enrolled in higher education was 11.2 million.

## **Enrolment targets for the XI Plan**

The Eleventh Plan has proposed that the gross enrolment rate be raised by 5 percent as quickly as possible, i.e., 15% by the end of the XI Plan. This would amount to increase in enrolment – by about 84 lakh students over a period of five years. *Despite the initiatives taken in the Tenth plan the quality of higher education in India leaves a lot to be desired. For more than two decades fears have been expressed at various fora about the deteriorating quality of Higher education in India. The National Knowledge Commission in its Note on Higher Education submitted to the Hon'ble Prime Minister in November 2006 spoke about "a quiet crisis in higher education that runs deep..." The Mid Term Appraisal to the Tenth Plan laments the fact that hardly any Indian university ranks among the top world universities.*

*The basic problems facing higher education are inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty, outmoded teaching methods, declining research standards, unmotivated students and widespread geographic income gender and ethnic balances. These problems are a reflection of the poor 'quality of' higher education*

The policies of the Government in the context of the higher education during the Eleventh Plan period have been detailed in the Approach Paper to the Eleventh Five Year Plan which has been approved by the NDC on December 9, 2006. These are listed below:

While India has a well developed a comprehensive higher education system this is now inadequate. The limited access parameter of 10% in the relevant age group compares unfavorably with 20-25% in many developing countries. There is an overwhelming need to undertake major expansion and raise the GER to 15% as quickly as possible consistent with maintaining quality. The higher education system suffers from serious problem of quality. While some of our institutions of higher education have the potential to become comparable with the best in the world, the average standard is much lower. High quality institutions are finding it difficult to get quality faculty.

There are serious shortages of qualified research personnel in educational institutions, in national laboratories and in industrial R&D units. These considerations suggest that the 11<sup>th</sup> Plan must undertake a major effort to expand and improve the quality of higher education system especially in Science and create an environment that attracts bright students to careers in Science and in R&D. Unless these efforts are made, we will run into skill constraints which will limit our ability to gain competitive advantage in this area. India should aim to be a global innovation (R&D Hub).

The regional divide in educational and R&D institutions is a matter of concern. Over 60% of these institutions are located in just about 6-8 States. The 11<sup>th</sup> Plan must address these disparities as they greatly influence distribution of employment opportunities. New colleges/universities must be set up in educationally backward districts to provide easier access to students. A specific plan for upgrading a few select universities with potential for excellence must be formulated.

The strategy for expanding education must also pay attention to ensuring equitable access. Reservation of seats in educational institutions for SCs/STs has been in place for many years. The Centre is taking steps to introduce reservation for OBCs

in Central Universities and other Central institutions in such a way that there is no reduction in the general category of seats.

The 11<sup>th</sup> Plan must address the problems of varying standards, outdated syllabi and inadequate facilities. It must address the need to create an environment that will attract top class faculty to our universities.

While successive Annual Plans will have to provide rising levels of budgetary support, these must be accompanied by internal resource generation by the universities by realistically raising fees. Simultaneously efforts will be made to develop wider merit-cum-means based loan and scholarship programmes through the banking system and other agencies.

The open schooling programme should be strengthened and expanded.

The role of the private sector in providing high quality education also needs to be recognized and a suitable facilitative environment created to allow such institutions to support our objectives of expanding higher education

### **Working Group on Higher Education -XI Plan Proposals:**

Requirement of Funds for the University and Higher Education Sector:

The total estimated outlay which will be required during the 11<sup>th</sup> Plan period for the University and Higher education sector (excluding Distance Education, ICT and Scholarships) is Rs 47365.19 crore as is seen from the table below. This has been estimated by the Working Group on Higher Education

(Rs. crore)		
Sl. No.	Name of the Sector	Proposed Outlay for the XI Plan
1	UGC	43033.53
2	NCRI / IIRT	36.66
3	Minority Education	1525.00*
4	Higher Education Refinance Corporation	2500
5	Others- (ICSSR, ICHR, ICPR, IIAS, Sri Guru Granth Sahib, AIU, Dr ZHMC Trust )	270.00
	Total	47365.19

\* Includes Rs. 800 crore for Maulana Azad foundation and Rs. 725 crore for Modernisation of Madarsas

### **Continuing Schemes of the Tenth Plan**

#### **A. UGC**

The bulk of the outlay (nearly 90%) of the proposed outlay of Rs. 47365.19 crore is for the programmes of UGC to the tune of Rs. 43033 crore. The UGC proposes to strengthen on-going programmes and take up new initiatives. Details are as per table in Annexure-I.

#### **(i) Access**

For enhancing access the Working Group on higher Education proposed to upgrade 20 State universities (one in each State) to the level of Central university at the rate

of Rs. 20 crore per university per year; strengthen infrastructure of existing 164 State universities @ Rs. 10 crore per university and; set up new 150 State universities with an outlay @ Rs. 10 crore per university. It also proposed to provide assistance @ Rs. 5 crore to 25 old deemed universities during the XI Plan period.

Five State Technological Universities would be provided Rs. 100 crore each for infrastructure development.

The Working Group envisages strengthening infrastructure of 6000 existing colleges and also set up new 6000 colleges.

### **(ii) Equity**

The approach to the XI Plan flags the issue of concern regarding regional divide in the matter of educational institutions. Keeping this in view the Department of Higher Education proposes to set up universities/colleges in backward, rural, remote areas and in small towns. Rs. 2050 crore is proposed to be allocated for assisting these universities/colleges during the Plan period.

Proposals for providing education to the disadvantaged which include SC/ST/Minorities/OBC and women, is a key stone during the XI Plan. Special development grants will be provided to universities/colleges with a higher proportion of SC/ST and minority students. Assistance to 20 universities at the rate of Rs. 10 lakh per university and 500 colleges at the rate of Rs. 5 lakh per college would be provided. Universities/colleges with a higher proportion of SC/ST and minority students would also be given grants for hostels. 250 universities would be provided Rs. 1 crore each for setting up women hostels. Similarly 3000 colleges would be given the same amount for women hostels.

### **(iii) Quality and Research**

The Working Group proposes the following initiatives:

Improvement/increase in faculty, research and infrastructure upgradation also provision of sports facilities (a new scheme) is on the agenda of the UGC. The three presidency universities would be provided Rs. 100 crore each for Nano-science centres.

Internal quality assurance cells are proposed to be set up in colleges and universities. 5 new inter-university centres for linguistics, social sciences, life sciences would be set up during the XI Plan.

An amount of Rs. 97.76 core is kept aside for NAAC during the XI Plan. The Parliamentary Standing Committee on HRD in its 172<sup>nd</sup> Report has recommended that the NAAC should start accrediting individual departments of universities in addition to its overall grading, at the earliest. The Committee emphasizes the urgent needs to identify efficient ways and effective strategies for expediting the assessment and accreditation by NAAC within a stipulated time frame.

Setting up new autonomous colleges and strengthening Academic staff colleges, establishment of five Regional institutes of professional development are some of the steps for quality improvement.

A provision of Rs. 3000 crore for implementation of the recommendations of the MM Sharma Committee on basic scientific research has been made for 250 universities.

Enhancement in the numbers and rates of Fellowships, teaching assistantships and post-doctoral fellowships have been proposed.

### **New Schemes**

Following four new initiatives are proposed by the Working Group on higher education under the University Sector the XI Plan:

#### **A. Establishment of international institute of rural technologies & research (IIRT)**

The MHRD has proposed establishment of the International Institute of Rural Technologies & Research (IIRT) in India for providing opportunities for rural technological studies to meet the society's rural needs.

#### **THE CHARACTER OF IIRT**

The Institute will be fully autonomous in all respects including academic matter to attain a Deemed to be university status as a de-nova institution. NCRI will be the nodal Agency for implementation of IIRT

While the Institute's operation are fully funded by the government of India, resources would be generated through consultancies and project implementation for both Indian and international clients. The Institute will also establish a corpus fund with the help of the NCRI/ State Government donations from national and international sources.

The institute will strive to integrate education in a fundamental sense with the rural growth processes.

#### **ORGANIZATION OF IIRT:**

The institute will broadly consists of two distinct parts: (i) Schools of Study (ii) a Gandhian Centre for Holistic Development.

#### **B. Proposals for Students Belonging to Minority Communities in Higher Education**

As a follow-up of the recommendations of the Justice Rajinder Sachar Committee, allocation for education for minorities is proposed to be enhanced during the XI Plan. This has been recommended by the Working Group.

The National University of Educational Planning and Administration (NUEPA) proposes to establish a Center for study of issues in minority education The NCERT is required to build up a data bank and strengthen its educational information system on the above subject.. The UGC is expected to provide special assistance to State/Central/Deemed Universities and other institutions of higher learning to create hostel facilities for girl students in all identified Muslim Concentrated districts. It is also required to provide development grants to colleges located in Muslim Concentrated blocks in rural areas and smaller towns for building hostels, strengthening infrastructure and other faculties. The expansion of the existing capacities of the Aligarh Muslim University and the Maulana Azad National Urdu University and enlargement of the scope of their activities is proposed with an estimated expenditure of Rs. 800 crores in the 11<sup>th</sup> Five Year Plan.



For the Modernization of Madarsas and for the development of infrastructure of minority educational institutions in areas where educational backward minorities reside an outlay of Rs. 725 crores is proposed.

C. A new programme of Rs. 200 crore to encourage sports and related activities in colleges/universities has been recommended by the Working Group.

D. A projected requirement of Rs. 2500 crore during the XI Plan is proposed for the new central sector scheme, namely, Higher Education Refinance Corporation.

A token provision of Rs. 1 crore has been made in the Budget of 2007-08 of the Department of Higher Education for the proposed Student Loan Scheme/Refinance Corporation.

#### Annexure-I

#### Schemes to be funded through the University Grants Commission

SI No	Scheme	Rate	Amount Rs. In crores.	Remarks.
<b>A</b>	<b>Enhancing Access</b>			
1	Upgrading State Universities to the level of Central Universities	20 Universities @ Rs.20 Crores/ University/ year	2000.00	One State University in each state to be funded at the level of Central University.
2	Deemed Universities	25 Universities @Rs.5 crores/University	125.00	To each old deemed universities.
3	Strengthening infrastructure of existing State Universities	164 Universities @ Rs.10 crores / University	1640.00	
4	New State Universities	150 Universities @Rs.10crore/ University	1500.00	
5	Strengthening infrastructure of existing Colleges	6000 Colleges @ Rs. ...Crore / College	6000.00	
6	New Colleges	6000 Colleges @ Rs.1 Crore	6000.00	
<b>B</b>	<b>Special Development Grants to:</b>			
7	New Departments/Faculties/ Centres	100 Departments @ Rs.5 crores/ Department	500.00	For faculty positions, infrastructure & research to help them effectively compete with premier institutions.
8	Faculties of Medical Studies in All Central Universities of North Eastern Region	All Central Universities in North Eastern Region.750.00		

SI No	Scheme	Rate	Amount Rs. In crores.	Remarks.
9	Commemorate Higher Education in Mumbai Kolkata & Madras Universities.	Universities @ Rs.100 crore/ University	300.00	For rejuvenation of infrastructure
10	5 State Technological Universities	5 Universities @ Rs.100 crores/ Universities	500.00	For infrastructure development.
11	Sports facilities in Universities	All Universities and Colleges	200.00	New Scheme
C	Promoting Inclusiveness and Equity			
	Gender Equity:			
12	Women Hostel in Universities	250 Universities @ Rs.1.00 crore/ University	250.00	
13	Women Hostel for Colleges	3000 Colleges @ crore/ College	3000.00	
D.	Social Group Equity			
	(i)Special Development Grants to:			
14	Universities with relatively higher proportion of SC/ST/ Minorities	20 Universities @ Rs.10 lakh/ Universities per annum	10.00	
15	Colleges with relatively higher proportion of SC/ST/Minorities	500 Colleges @ Rs.5 lakh/ College per annum	125.00	
E.	Grant for Hostels			
16	Universities with relatively higher proportion of SC/ST/Minorities/ Poor students in hostels	20 Universities @ Rs.10 lakh /Universities per annum	10.00	
17	Colleges with relatively higher proportion of SC/ST/Minorities/Poor students hostel.	500 Colleges @ Rs.5 lakh/ College per annum	125.00	
18	Â© Development of Community Colleges (ii) Special Grants for Capacity Building Initiative for SC/ST/OBC Minorities to:	500 colleges @Rs 25 Lakh per college	125.00	
19	Schemes for persons with Disabilities		500.00	Infrastructure Development, Teaching aids, fellowships etc
20	Schemes for promotion of Higher Education to minorities		500.00	Fellowships, Projects Development and

SI No	Scheme	Rate	Amount Rs. In crores.	Remarks.
				other assistance.
F.	Regional Equity Special Development assistance to:			
21	Universities in Backward Areas	50 Universities @ Rs.1 crore /University	50.00	
22	Colleges in Backward Areas	1000 Colleges @ Rs.50 lakh/College	500.00	
23	Colleges in Rural Areas	1000 Colleges @ Rs.10 lakh /College per annum	500.00	
24	Universities in emote areas (excluding Central University)	25 Universities @ Rs.10 lakh /College per annum	500.00	
25	Universities in Small Towns	50 Universities @ Rs.10 lakh/ University per annum	250.00	
26	Colleges in Small Towns	500 Colleges @ Rs.10 lakh /college	250.00	
27	To provide assistance for setting up B.Ed. Faculty in College/ Universities of each District Headquarters.	New Scheme	150.00	Over a period of time due to under-investment in higher education. These allocations are made with the commitment that a similar sum (plus allowance for inflation) would be made in the XII Plan as well.
G.	Mitigation of Quality Gaps in Colleges			
28	Fulfillment of Quality Gaps	Assuming 50% covered in XI Plan and 40% as Central Plan.	5584.47	
29	Faculty improvement programme (FIP)	@ Rs.12 lakh/teacher for 2000 teachers	240.00	
30	Catch up grants to young colleges	500 colleges @ Rs 50 lakh	250.00	
31	Rejuvenation of infrastructure in old colleges	500 colleges @ Rs 50 Lakh	250.00	
32	Autonomous colleges	@Rs 1 Crore/college (400 colleges)	250.00	
33	New Autonomous colleges	@Rs 1 Crore/college	400.00	

SI No	Scheme	Rate	Amount Rs. In crores.	Remarks.
		(400 colleges)		
34	Universities with potential for excellence	10 Universities @ Rs 30 Crores/university + 9 old university @Rs 10 Crore	390.00	
35	Colleges with potential for Excellence	@ Rs 1 Crores/colleges (100 New Colleges + @Rs. 40 Lakh for 97 Old Colleges)	138.80	
36	Implementation of the recommendation of the Empowered Committee in basic Scientific Research	250 Universities	3000.00	MM Sharma Committee recommendation @ Rs. 600.00 crores aer annum New Scheme
37	Exchange of junior faculty to institutions of Eminence	500 Teachers @ Rs 1 Lakh/teacher per annum	25.00	
38	Academic Staff College		250.00	Based on Sub-Group report
39	Establishment of Regional Institutes for Professional Development	Converting 5 Academic Staff Colleges (ASC) on experimental basis @Rs. 10 Crores/Institute	50.00	New Schemes
40	Fellowship for doing M.Phil./ Ph.d	30,000 Fellowships @Rs 1 Lakh p.a/ per fellow	1500.00	
41	Teaching Assistantship for Doctoral students (Non Fellowship)		150.00	New Scheme
42	Postdoctoral Fellowships	1000 Fellowship @ Rs 3 Lakh per fellow/pa	150.00	
43	NAAC		97.76	Based on the Sub-Group Report
H.	Internal Quality Assurance Cells			
44	Universities	150 Universities @Rs 5 Lakh/university	7.50	
45	Colleges	4000 Colleges @Rs 2 Lakh/college	80.00	
46	Establishment of New IUCs	5 New IUCs @ Rs.200 crores.	1000.00	(a) Linguistics; (b) Higher Education Research - for Policy & Planning © Life Sciences (d) Humanities & Social Sciences (e) Rural Higher Education.
I.	ICT Integration			
	Digital Repository			

SI No	Scheme	Rate	Amount Rs. In crores.	Remarks.
47	(a) Universities		250.00	Based on Sub-Group report.
48	(b) colleges		1080.00	
49	ICT for Universities & Colleges		150.00	Based on X plan report
50	Special Assistance to ten Premier Universities (a) One-time grant (b) Recurring grant (average 10 Science departments per university) for five years (i) Research (@Rs. 10 Lakh p.a) (ii) Teaching (@Rs.10 lakh p.a.)	2000 50.00 50.00	2,100.00	
51	Summer schools for undergraduate and postgraduate students	30.00	30.00	
	Total		43,033.53	

## Chapter IV

### TECHNICAL EDUCATION

In the context of the robust economic growth in India, anticipating more than 8% economic growth rate in the coming years, the technical education system will be required to play a crucial role, in-terms of development of knowledge and skill-oriented manpower capable of fulfilling the requirements of the various sectors of the economy.

#### **Tenth Plan objectives and Key Issues**

The key issues relating to technical and management education during the Tenth Plan were: a continuing focus on increased intake capacity; improving quality; faculty development; optimization of resources through networking; development of information technology education; improving the quality and quantity of research in technologies; modernization/development of curriculum; international benchmarking developing capacity in new and emerging technology areas; strategic planning and management of the technical education system; and informal sector development.

#### **Progress during Tenth Plan:**

**Expansion of the system:** The Tenth Plan period saw a phenomenal increase in the number of institutions in the technical and management education sector in the country, mainly due to private sector initiatives. During this period, the number of AICTE approved Degree Engineering / Technology institutions has risen from 1,057 to 1,522 and the annual intake has risen from 2,95,796 to 5,82,590. Similarly, the numbers of Polytechnics have increased from 1203 in 2001-02 to 1244 in 2005-06 with corresponding rise in intake from 235,507 to 265,416.

Similarly, other sectors of technical education have also grown during the period. Besides, with the upgradation of University of Roorkee to IIT, the number of IITs increased from 6 to 7 during the plan period. With a view to give fillip to science education and related research two new institutes, i.e., Indian Institutes of Science Education and Research (IISER) have started functioning and one more such institute is being set up at Mohali in Punjab. Further during the period 17 RECs and 3 other institutions were upgraded to NIT level. A new Indian Institute of Information Technology, Manufacturing and Design was established at Jabalpur making it the third institute in the series. All the four Technical Teacher Training Institutes (TTTIs) were upgraded as National Institutes of Technical Teachers' Training and Research NITTTR. Several Engineering colleges were conferred with Deemed to-be-University status. Many Private Universities have become operational imparting technical education through legislation of various State Governments. Efforts made during the Plan for improving quality of technical education and increased usage of ICTs

To enhance opportunities for research in science and technology and improve of quality of education, an access to electronic journals and data basis is being provided to technical institutions. The AICTE and Indian Digital Library for Science and Technology (INDEST) have joined hand to form a combined AICTE-INDEST Consortium

To enhance learning effectiveness and to expand access to high quality education, a National Programme on Technology Enhanced Learning (NPTEL) has been launched. This would provide content support in the form of digital video-based courses/web based courses/enrichment of programmes on a sustained basis/enhance learning effectiveness. The ongoing Technical Education Quality Improvement Programme with World Bank assistance aims at up scaling and supporting ongoing efforts of the GOI to improve quality of technical education.

**Challenges in Technical Education:** There are many challenges before the technical education system in the country. One hand, there are sectoral imbalances in terms of availability of opportunities and on the other there is uneven density of professional education institutions in some of the regions. Some states are lagging behind national average in availability of seats for admission. Making available adequate opportunities for admission and upgrading the technical education system is a major challenge. Another area of concern is inadequate availability of faculty both in terms of quality and in numbers. Promotion of R&D efforts, improvement in employability of trained graduates and post-graduates are some of the areas which need attention.

The above issues have been detailed in the Report of the Working Group on Technical Education:

**Expanding Technical Education:** The Technical Education sector must be geared up to meet the manpower requirement not only of the needs of Indian Industry, R&D houses etc. within the country, but also for the global requirement of technical manpower. For this purpose, the intake of technical education sector must grow at 15% rate. During the last plan period major rise in intake of institutions was due to private initiatives it is proposed during Eleventh Plan that Government would take initiative in expanding the system.

**Assuring Quality of Technical Education:** During the XI plan period, quality of technical education sector continue to be the focus area with emphasis on Masters and Doctorates level programmes to lead the technological revolution. While at present it is estimated that about 450 Doctorates are produced in the country per annum in Engineering & Technology, these figures need to be increased by tenfold to supply the much-needed trained manpower in the country and abroad. Similar targets may be made for other disciplines too. Raising quality standards and achieving world-class excellence by international benchmarking in the midst of big expansion is a major challenge.

**Ensuring relevance to global / local market / industry needs and Improving Employability:** Relevance of technical education should be seen with reference to marketability of the graduate and postgraduate students it produces and its relevance for the socio-economic development of a society. Improving employability of out-turn is a major challenge. In this direction, partnership between industry and institutions needs to be emphasized in framing syllabi, enabling industry-oriented student projects and promotion of mission-oriented R&D relevant to industrial needs.

**Providing Access and Affordability:** There is an urgent need for broadening access to higher education by expanding it and by making it affordable.

**Curriculum Development:** Promoting curricular modernization / revisions / innovations, for greater employability of graduates, in view of the stiff global competition is a major challenge.

**Addressing the shortage of qualified faculty:** Shortage of qualified and competent faculty is been identified as the most pertinent issue in the development of the technical education system in the country.

**Enabling Faculty Development:** Attracting, retaining and developing faculty in technical education sector, particularly in the emerging areas of technology is crucially important

**Facilitating Modernization:** Modernization of technical education sector continue to be a challenge with an objective to modernize laboratories and their equipment, set up state-of-the-art laboratories in the frontier areas of technology, use ICT in education in improving teaching-learning process etc. Modernization of technical institutions particularly those under State Government sector shall be a major challenge.

**Promoting R&D and Innovation:** Research and development will be a challenge with emphasis on research on problems of industrial relevance

**Networking of Institution:** Networking / sharing of knowledge / competency shall be a major challenge for overall growth and development of technical education system.

**Facilitating inclusion of disadvantaged groups / areas / sections of society / states and reducing imbalances:** While the overall growth in technical education has been impressive, it has also created severe regional imbalances as well as sharp skew grossly in favour of a few disciplines neglecting many vital sectors. There is tremendous imbalance in access to technical education in urban and rural areas. Also, there are wide variations in per person expenditure on technical education amongst various states of India. Improving access and equity in the North East and J&K is needed. The four States of Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu, have an intake capacity of over 3, 00,000 amounting to more than half of the national capacity

### Proposal for the Eleventh Plan

An outlay of Rs.39402.50 crores has been proposed for the Technical Education Sector for the XIth Plan. The details are in the table given below:

S.No	Name of the Scheme	XI PLAN 2007-12 Proposed Outlay(Rs. in crore)
<b>A.EXISTING SCHEMES</b>		
1	Technical Education Quality Improvement Programme (Including Capacity Expansion, Upgradation and Strengthening Capabilities)	400
2	Payment for Professional & Spl. Services	-
3	Technology Development Mission (Merged with IITs)	-
4	Research & Development	-



5	MODROB	-
6	Thrust Areas of Tech. Education	-
7	Research & Information services	-
8	National Prog. For HRD in IT (Soft. Manpower Dev.)	-
9	National Programme for Earth Quake Engineering	20
10	National Prog. for Technology Enhanced Learning	40
11	Community Polytechnics	100
12	Polytechnic for Disabled	20
<b>B</b>	<b>Grants-in-aid to Institutions in Technical Education</b>	
1	AICTE	1500
2	Sant Longowal Institute of Engineering & Technology	25
3	IISc , Bangalore	500
4	IITs	1500
5	NITs	1200
6	IIMs	200
7	Investment in Ed CIL	-
8	North-Eastern Regional Institute of Science & Technology (NERIST)	30
9	IIIT Allahabad	100
10	IIITM, Gwalior	50
11	TTTIs (NITTRs)	120
12	NITIE, Mumbai	40
13	NIFFT, Ranchi	30
14	SPA , New Delhi	35
15	ISM, Dhanbad	100
16	BOATS including Apprenticeship Training	150
17	Informal Sector Development	
18	Support for National Level Entrance Test Exam and Competency based Assessment Services	
19	Support for Dev. of Educational Administration.	
20	National Mission for Tech. Education.	
21	International Technical Cooperation (Collaboration/Networking Programme in Technical Education)	10
22	Indian Institute of Information Technology, Jabalpur	50
23	CIT, Kokrajhar	30
24	IIM (North East), Shillong	265
25	IIIT Design and Manufacturing Kanchipuram	200
26	3 Indian Institute of Science For Education and Research (Pune, Kolkata & Mohali)	1000
	Transformation of 7 State University Institutions to the level of IITs	2100
	Setting up of 20 New Indian Institute of Information Technology	2000
	Setting up of 5 new Indian Institute of Science For Education and Research (including Bhopal and Thiruvananthapuram)	1500
	Setting up of 2 New School of Planning and Architecture (Bhopal & Vijayawada)	240
	Setting up of 8 New IITs (including in Rajasthan, Andhra	5200

Pradesh & Bihar)	
Setting up of 7 New IIMs	1750
Setting up of 20 New NITs	1000
Establishing 50 centers for training and research in frontier areas(in existing institutions)	500
Setting up of 125 New Polytechnics	1537.50
Setting up of 50 new Polytechnics for Women	615
Creation of Infrastructure facility in Polytechnics for Manufacturing Sector	400
Strengthening the Base for Research	500
Promotion of Innovations and Transfer of Technologies (including 20 New Centers for Innovation & Technology Transfer)	500
Faculty Augmentation and Development	1500
Innovations in Teaching and Learning	100
Enhancing Knowledge Resource Base	100
Reducing Regional Imbalances and Social Inequities (Schemes for disadvantaged groups and deficient areas / States )	100
Technical Education Industrial Consortium Scheme	100
Virtual Technical University	100
Capacity expansion/Upgradation/Strengthening Capabilities of technical Institutions (including State funded)	1000
Reimbursement of accreditation fee to technical institutes	125
Implementation of OBC Reservation in Management & Engineering Institutes (Moily Committee)	10700
<b>Total</b>	<b>39,402.50</b>

**The Working Group on Technical Education has listed the following Goals and Targets for the XI Five Year Plan:**

**Expansion of technical Education sector:** The expansion of technical education is needed to cater to the vital requirement of technical manpower for sector-wise growth and overall GDP growth. In the last few years, GDP has been growing at 6 – 8% which has been accompanied by the increase in intake at about 10%. Based on this past trend, to keep pace with the target GDP growth of 10% in XI Plan, it is proposed that the intake of technical education sector during the plan period shall be targeted to grow at 15% annually.

The manpower output is required to be supply-driven rather than demand-driven in order to over produce manpower for a post-GATS era.

**Expansion of Capacities in existing World-class Institutions:** The Intake capacities capacity of existing IITs, IIMs, SPA, NIPER and other existing Institutions of National importance needs to be increased at least twofold.

**Upgrading existing Institutions to World-class level:** At present, only IITs, IISc, IIMs and very few other institutions can boast of world-class standards. To enable

the Indian technical institutions to compete with the best institutions all across the globe, At least another 100 technical education institutions must be proposed to be identified in a rational and proportionate manner from amongst the various fields of technical education and brought upto world-class level in terms of faculty and infrastructure in the 11th plan. It is proposed that these select 100 institutions would play the role of a lead institution in regional networks.

**Modernizing State Government Technical Institutions:** State Government funded Technical Institutions suffer from poor infrastructure, laboratory, library, computer facilities etc., even though they get the best students. Their modernization is crucial to the enhancement of quality of technical education. Upgradation of 200 such institutions is proposed.

**Revitalization of Technician Education:** It may be worthwhile to explore two streams of engineers – one with emphasis on design science / knowledge and the other on practical skill orientation, so as to provide manpower for two different needs of industry.

**A Greater Support for World Class R&D and Innovation:** Research and innovation are central to the economic competitiveness. In order to increase the research capability and global standing of India, it is imperative to develop a National Innovation Policy by the Government as well as Industry and academia. For visibility of research outcome, steps must also be taken for creation / modernization of research infrastructure. This will help identify broad based national research priorities in select identified strategically important areas, improve excellence, relevance and impact of research, and maintain / improve the international quality, diversity, impact and industrial-societal relevance of research in various areas of technical education. Furthermore, we must encourage high risk, but potentially high return, adventurous research in at least some select areas.

### **Strategy for Implementation**

In order to achieve the above goals and targets, it is proposed to

- Modernize / upgrade / expand / diversify / strengthen existing institutions to World Class level, especially hitherto poorly funded state government institutions, by providing funds, faculty and infrastructure of international standards
- Grant some degree of academic and administrative autonomy to selected technical institutions,
- Address the problem of faculty shortage and development.
- Design and develop market oriented and design based curricula.
- Promote paradigm shift to learner centered technical education.
- Identify and excel in select high priority emerging thrust areas.
- Expand open and distance education and promote ICT
- Develop Technician Education
- Promote involvement of industry in curricula development, research etc.
- Facilitate international cooperation and global engagement
- Strengthen existing schemes for modernization of technical education for creation of digital infrastructure for learning and teaching, e-connectivity, computing facilities, smart classrooms, digital library and documentation services.
- Enhance Resource Allocation to Technical Education

## **NEW SCHEMES proposed by the Working Group:**

### **A. Capacity Expansion and Upgradation of 100 technical institutions**

The technical education sector should expand to meet the growing manpower requirements of the industry, R&D and teaching both at the local Indian and the global levels. For this purpose, the intake of technical education sector must at least maintain the present growth rate of 15%. At the same time, there should be major investments by the government, instead of abandoning the technical education to the private investors. The government investments should help to upgrade about 100 technical institutions, apart from the existing centrally funded National Institutes of Importance such as IITs, IISc and IIMs, of substantial intake capacity to world-class standard.

### **B. Expansion of Centrally Funded Technical Institutions**

**Implementation of Recommendations of the Oversight Committee:** The recent recommendations of the Oversight Committee to increase the intake capacities of the centrally funded technical institutions in the categories of IITs, NITs, IIITs, NITTRs, and IIMs would provide for an opportunity for major capacity expansion of high level technical and management institutions while providing for social equity.

The expanded technical education capacity should offer substantial scope for Post-Graduate and Doctoral level programmes. The present level of about 450 Doctorates per annum in Engineering & Technology needs to be increased by tenfold within the next five years. This would require considerable attention to develop the capabilities of existing faculty and to attract competent faculty to the teaching profession.

### **C. Establishing 3 new IITs**

The Scientific Advisory Council to the Prime Minister (SAC-PM) has strongly recommended establishing three new IITs for Engineering Education and Research during the XIth Five Year Plan.

### **D. Setting up of 7 more new IIMs**

In view of the growing requirements of the management education system in the country, the working group feels that the present number of IIMs (i.e., 7) is quite inadequate and recommends that seven more IIMs be established in the XI Plan so that there is one IIM each in most of the major States by the end of the XI Plan.

### **E. Setting up of 20 more new NITs**

It is proposed to set up 20 more NITs in the 11th Plan period mostly by converting suitable State Government institutions.

### **F. Setting up of 5 new IISERs**

Two IISERs have been set up in Pune and Kolkata. The third Institute in the chain of IISERs has been approved to be set up at Mohali in Punjab. Subsequently, the Planning Commission has given approval for setting up two more IISERs in Bhopal and Thiruvananthapuram during the Eleventh Plan. In the 11th Five Year Plan, it is proposed to set up an additional three IISERs making it 5 new IISERs in all.

### **G. Setting Up Of 20 New Indian Institutes Of Information Technology (IIITs):**

It is proposed to set up by the end of 11th Plan a new system of Indian Institutes of Information Technology in India numbering a total of 24 IIITs with one in each state. Out of these, four have already been set up.

### **H. Setting up 2 new SPAs**

There is an urgent need for at least five Schools of Planning and Architecture spread in the southern, eastern, central and western parts of the country.

The Planning Commission has accorded 'in-principle' approval for setting up of two new schools of planning & architecture in the first instance and they are being set up at Bhopal and Vijayawada.

### **I. Transformation of 7 Universities Institutions to the level of IITs**

It is proposed to implement the recommendations of the Joshi Committee (followed by the Anandkrishnan Committee Report) and enhance the capabilities and facilities of seven select existing university/ institutions listed earlier in section 4.2.1 to the level of the IITs.

### **J. Strengthening Capabilities of 200 State Funded Institutions**

The State Government Technical institutions attract the brightest students. However, most of such institutions suffer from severe deficiencies in terms of academic infrastructure, equipment, faculty, library, accommodation, physical facilities etc. For the up-gradation of the State technical institutions, Central Government and State Government may make funding available in the ratio of 75:25. A suitable one-time grant may be made by the Central Government for each of about 200 State level engineering colleges for modernization during the next five years.

### **K. Establishing 50 centers for training and research in frontier areas:**

While it is necessary to expand, strengthen and modernize, we also need to diversify into new emerging frontier areas of science and technology to make a meaningful and powerful impact in the world marked. It is proposed to establish 50 centers of excellence for advanced training and research in the following areas: Biotechnology, Bio-informatics, Nano-materials and Nano-technologies, Mechatronics, MEMS, High Performance Computing, Engineering / Industrial Design, Chaos, Complexity and Self-organizing systems, Professional / Business/ Technical/ Engineering Ethics, Value Education and Consciousness Studies, Leadership, Communication, Creativity, Innovation and Soft Life Skills Training and Development.

### **L. Revamping Polytechnic Education**

There is an urgent need to restore the purpose of polytechnic education towards strong skill content. The polytechnic education is a State subject. But the State Governments have not been able to remove obsolescence and modernize the laboratories and workshops of the existing Polytechnics. They, therefore, are not in a position to establish new polytechnics. Ministry of HRD as a special drive may take necessary steps to provide one time assistance for establishing polytechnics and upgrading/ creating infrastructure facilities in the existing polytechnics.

### **M. Strengthening the Base for Research in Technologies**

In order to strengthen base for Research & Innovation, it is necessary to promote (i) Institute Research Studentships (subject specific studentships, project studentships, etc.) and Research Fellowships (e.g. postdoctoral, advanced, senior, industrial, etc.). (ii) Promote Research/Project work at UG level (e.g., through awarding honors degrees, UG research grants, summer research programme.

### **N. Promotion of Innovations and Transfer of Technologies**

Rapid advances and changes in technologies as well as the changing patterns of demand for products and processes necessitate specially trained manpower in innovations techniques and introduction into the economy. Establishment of 20 mission oriented Centres for Innovation and Technology Transfer in various product categories and regions will fulfill such needs.

### **O. Faculty Augmentation and Development**

There is an acute shortage of teachers in the country in all areas covered under technical education. The number of teachers required is as large as 152,590 in 1522 technical institutes with an enrollment capacity of 5, 82,590 in the year 2006-2007. For a well planned and coordinated development of the faculty at the national level, it is imperative to fully implement the recommendations of the Rama Rao Committee Report on Faculty Development 2006

## Chapter V

### Distance Learning, Information and Communication Technology (ICT) and Scholarship

S. No.	Schemes	XI Plan
1	IGNOU	8116.00
2.	Scholarship for College and University Students	1555.00
3.	National Mission in Education through ICT	5306.00
	<b>TOTAL</b>	<b>14977.00</b>

Access to education through the Open and distance Learning system is expanding rapidly. The Indira Gandhi National Open University (IGNOU) now has a cumulative enrolment of about 15 lakh. The University introduced 16 new programmes during 2006-07. The Distance Education Council (DEC), an authority of IGNOU is coordinating the activities of 13 State Open Universities and 119 Institutes of Correspondence Courses in conventional universities.

1. An outlay of Rs. 8116 crore during the XI Plan is proposed for IGNOU. This is for strengthening of IGNOU and existing State Open Universities (SOUs) setting up new SOUs, and strengthening CCIs as also for establishment of an independent statutory authority, namely, the Distance Education Council.

#### ***Distance Education Council***

The Parliamentary Standing Committee on Ministry of Human Resource Development has recommended establishment of Distance Education Council as a separate independent statutory authority. A provision of Rs. 700.00 crore is proposed for DEC in the 11th Plan.

#### ***Setting up of State open universities, Support to existing SOUs And CCIs***

The setting up of 8 more State Open Universities is envisaged under the Eleventh Plan. In addition, another 100 CCIs are proposed to be supported in their quality up-gradation efforts through DEC Initiatives.

#### **2. National Mission in Education through Information and Communication Technology (ICT)**

The MHRD has proposed a National Mission in Education through Information and Communication Technology (ICT) with a proposed outlay of Rs. 5306.00 crore during the XI Plan for which a provision of Rs. 502 crore has been made in the 2007-08 budget of the Department of Higher Education.

The main objectives of the scheme are:

(i) To deliver the benefits of ICT enabled learning including academic, vocational and life skills. The Mission would focus attention on six challenge areas with a view to achieving technological breakthrough in the field of:

(a) very low cost, low power consuming access device and free bandwidth for institutions

- (b) research in pedagogical techniques and development of pedagogically efficient learning modules for the entire spectrum of learners,
- (c) standardization and quality assurance of contents to make them world class,
- (d) research in the field of virtual laboratories,
- (e) techniques and strategies for imparting digital literacy to every Indian, and
- (f) creation of virtual technological university,

### **Projected Out Comes of the proposed Mission :**

Availability of e-books in English for various courses, Value addition to e-books by experts to make them pedagogically effective, easy to understand with depth of knowledge and assurance of high quality, Provision of reference books and research papers from reputed publishers free of cost to students and teachers. Provision of crucial software packages mostly from open domain for practice and value addition in capabilities of students.

Spreading digital literacy, Virtual Technological University run by IITs to enable students passing out from not so renowned institutions to get quality education. Development of very low cost access device either in the form of a laptop or a mobile phone coupled with a tiny projection display device so as to bring high speed internet access to get relevant e-learning content being developed and hosted by us and various other institutions within reach for large section of masses and students. EduSAT teaching hub at each of the 100 Central Institutions. EduSAT Satellite Interactive Terminals at each of the 100 Central Institutions of Higher Learning. Each of the 18000 Institutions of Higher Learning in the Country (whether Govt funded or Self Financing) would have 1 Satellite Interactive Terminal for providing network connectivity.

### **3. Scheme of Scholarship for College and University students**

A scholarship scheme is proposed to provide financial assistance to meritorious students at Graduation level and Post Graduation level including professional courses like MBBS, Engineering, etc. Students pursuing under-graduate studies through NOU and SOU will not be eligible for scholarship under the Scheme.

Scholarship will be paid to students electronically through bank accounts opened by them specifically for the purpose in any of the designated banks. Bank (s) will issue co-branded ATM Cards to the scholarship awardees. This will include flexibility of withdrawal of scholarship by the awardees through ATMs of all nationalized banks, especially SBI and its subsidiaries.

The students who obtain at least 60% or more marks in XII of 10+2 pattern SSBE / Intermediate/ Pre-University will be considered for the scholarship based on Board-wise merit list. Securing at least 60% of marks in the Annual examination of college/ university would be applicable for scholarships during subsequent years of education. Selection of scholarship holders will be decided only once at the time of passing out from class XII and thereafter the scholarship will be continued to be renewed up to PG level. Those students who had been getting scholarship at the school level (i.e. from Class XI to Class XII would also be considered provided they meet other benchmark criteria.

It is estimated that a total of 70,000 (of which 50 % will be for girls) fresh scholarship at the graduation level and 15000 scholarship at PG level will be awarded during first year of the scheme. After the scheme has been in operation for a period of 5 years,



the number of scholarship being awarded every year would reach to 4, 20,000 in the fifth year.

Rate of Scholarship	
Graduation level	Rs 1000 per month (for Engineering, MBBS, BE and B)
Post Graduation level	Rs 2000 per month

There will be parental income ceiling of Rs3 lakh per annum for eligibility of scholarship.

Each Board will be allotted a specified number of scholarships. The Board will accordingly issue eligibility certificate to the selected students coming in the Merit list of the + 2 Exam of that Board. All such students may seek admission in any full time 1<sup>st</sup> year Degrees / proposed courses of their choice in any recognized college/ university within the country. The allocation would be reviewed after every five years. An outlay of Rs. 14 crore has been provided for the scheme of scholarships for college and university students in the Annual Plan 2007-08. As the scheme was forwarded separately by the Department of Higher Education to the Planning Commission and has not been included in the Working Group recommendations, the total estimates under the scheme for the Eleventh Plan has not been firmed up yet.

## **Chapter VI**

### **Development of Education of SC,ST, Minorities, Girls and other disadvantaged groups -**

Recommendations of the Working Group on Development of Education of SCs, STs, and other disadvantaged social groups in the higher education sector, including technical education, are as follows:

- Deficiencies in the disaggregated data pertaining to the educational status of social groups like SCs, STs, OBCs, Minorities and other disadvantaged groups is a major handicap. The Working Group, therefore, recommended that this data gap need to be addressed and that the Registrar General of India (RGI) may be directed to ensure availability of disaggregated data for OBCs, Backward Castes amongst minorities and other disadvantaged groups.
- All the universities should establish SC, ST/OBC/Disadvantaged Groups Cells at the earliest, which could also function as anti-discrimination Cell.
- Government should regulate the fee structure in higher education and in order to make higher education accessible by all, should introduce schemes like fee-waiver, fee-reimbursements, scholarships, free textbooks, free hostel accommodation and other facilities at subsidized rates for students belonging to the disadvantaged groups (SC, ST, OBC, Minorities, Women).. This is necessary in view of the increasing cost of higher education due to increasing number of private higher educational institutions. Subsidized loan facilities for the fees/hostel expenditure could also be considered as an option.
- Reservation being mandatory, government should cancel the recognition/accreditation of the universities/institutions, which fail to implement the reservation policy. Institutions of higher learning may have their own autonomy but at the same time they need to provide protection under the law in relation to reservation etc. UGC should make strict rules and regulations to fill in the post of reserved category. Defaulting universities or affiliated colleges should not be granted financial support or any grants.
- Special coaching should be provided to reserved category candidates for successfully clearing SET or NET examination.
- UGC should prepare norms and guidelines for allocating students for Ph.D. courses. The Professors guiding these Ph.D students should be sensitive to their backgrounds. The quota for Ph.D. in technology for reserved category candidates should be increased.
- Coaching schemes for SCs/STs and Minorities should be transferred to MHRD from other Ministries.
- In respect of education of girls the Working Group recommended an increase in hostel facilities for girls and women in existing educational institutions. Further, a special scheme for construction of hostels especially for girls need to be introduced. Besides, every institution should have women study centres. Further, Day care centres should be made available in all institutions

especially where girls/women are studying / employed. More scholarships should be extended to girls/women for taking up professional studies. A programme of gender sensitization for the disabled girls and women should be put in place.

- In respect of education of disabled/physically challenged students the Working Group recommended barrier free facilities in all higher education institutions. Disabled friendly facilities within a time frame of 3-5 years should be made available. UGC should start a disability cell in all universities. There should be an anti-discriminatory authority/ombudsman and an institutionalized system for checks and balances and corrections required in the system. More scholarships should be extended to disabled students for taking up professional studies. As fees payable for technical education are generally high, free ships, scholarships, subsidized fees and loan facilities should be extended to all disabled students.

## Chapter VII

### Languages and Book Promotion

#### **Progress during the Tenth Plan**

The development of languages occupies an important place in the National Policy on Education 1986 and the Programme of Action 1992. Promotion and development of 22 languages listed in the Schedule 8 of the Constitution, including classical languages on the one hand and English and foreign languages on the other have received due attention. Some of the important programmes that continued during the Tenth Plan are promotion and development of Sanskrit and Hindi through different institutions, training of Hindi teachers for non-Hindi speaking states; Promotion and development of 22 languages listed in the Schedule 8 of the Constitution, and the use of ICT in the sector.

#### **Proposal for the Eleventh Plan**

An outlay of Rs.1921.98 Crore for the Languages and Book Promotion Sectors has been proposed by the Working Group on Languages and Book Promotion for the XI Plan which includes Rs. 1884.13 crore for Languages and Rs. 37.85 crore for Book Promotion.

A broad summary of the proposed outlay for the Languages Sector for the XI Plan is in the table below:

		<b>Languages</b>		<b>(Rs. crore)</b>
<b>Sl. No</b>	<b>Schemes</b>	<b>Allocation Proposed for the XI Plan</b>		<b>Allocation Proposed for the XI Plan – Total</b>
A		Continuing Schemes	New Schemes	
1	Schemes for Development of Languages	---	521.16	-----
2	Schemes for Development of Sanskrit	----	57.00	-----
	Total (A)	755.02	578.16	1333.18
B	New Initiatives			
1	National Translation Mission	-	250.00	----
2	Classical Languages (for Oriental Schools)	-	80.00	----
3	English and foreign Languages (NELTS)	-	1.00	----
4	Language Technology Applications	-	69.95	-----
5.	Central Institute of Classical Tamil.	----	150.00	-----
	Total (B)	-----	550.95	-----
	Total (A+B)	755.02	1129.11	1884.13
C.	Continuing Schemes for	27.85	-	27.85

	Book promotion			
	Total ©	27.85	-	27.85
D	New Schemes	-	10.00	10.00
	for Book Promotion			
	Total (D)	-----	10.00	10.00
	Total (C+D)	27.85	10.00	37.85
	GrandTotal-Languages	782.87	1139.11	1921.98
	and BookPromotion			
	(A+B+C+D)			

The recommendations of the Working Group on Languages and Book Promotion for the XI Plan in respect of four new schemes/initiatives are given below:

### **New Schemes:**

#### **1. Linguistic Survey of India**

The MHRD proposes to undertake a New Linguistic Survey (NLSI) of India during XI Plan as a Central Sector Scheme. The NLSI is proposed to commence from the current month April, 2007. The original Linguistic Survey of India is more than 100 years old. It was supervised by Sir George Abraham Grierson who produced a monumental document consisting of 19 volumes between 1894 to 1927. The Grierson Linguistic Survey of India had identified 179 languages and 544 dialects.

#### **Justification for New Linguistic Survey of India**

During the last 100 years, ever since the first Census in 1891 there has been a steady escalation of the number of languages and linguistic categories (such as mother tongues vs. other tongues)

There has been a significant growth in the understanding of the complexity of issues relating to linguistic mapping and in correlating linguistic and socio-political facts.

At the level of the individual/group, language is not simply a means of comparative identification but a means by which an individual can secure self-expression, education and access to resources.

With the development of tools, techniques and survey instruments and advanced technology the time is ripe for a New Linguistic Survey of India

The theoretical advances in linguistics as well as the overall growth of social sciences would equip the MHRD to take up the challenge of mapping languages in a country which has the world's largest number of languages.

The Grierson's LSI provides information which is partial incomplete and of questionable relevance as it is more than 100 years old.

Recent language studies by scholars have shown that the language situation of India is far more variegated and complex than what Grierson's LSI recorded. While some speech communities are as large as 338 million (as in the case of Hindi) there are many smaller ones with as few as 10,144 as in the case of Maram in Manipur.

The proposed NLSI Survey would focus on 22 languages in the 8 Schedule and their Geo-space but would also pay special attention to the top 15 Non-scheduled

Languages and also to the sign languages which are as complex as spoken languages.

The Survey would be conducted by the CIIL, Mysore and the Departments in select universities which have a strong base in sociology, anthropology, etc.

## **2. Promotion of Non-Scheduled Languages**

At present there is no scheme or organization devoted exclusively for the prevention and development of Non-Schedule 8 languages. Out of the numerous languages in India only 22 languages are recognized by the 8<sup>th</sup> Schedule of the Constitution. There are 122 other languages having at least 10,000 speakers and nearly 234 identifiable mother tongues (as per the figures given in the 2001 Census Report). Linguists, anthropologists, historians and sociologists working on some of these languages have indicated the cultural and linguistic significance of the Non-scheduled languages in India

Against the above background, it is proposed to take up a new scheme for the preservation and development of languages not covered by the 8<sup>th</sup> Schedule, namely the Bharat Bhasha Vikas Yojana.

## **3. National Translation Mission**

The MHRD has forwarded a proposal on the setting up of National Translation Mission (NTM) during the XI Plan. This is a follow-up of the proposal prepared by the National Knowledge Commission on the Translation Mission.

### **Justification for the National Translation Mission**

Access to translated material is vital for increasing access to knowledge in many critical areas and broadening and strengthening people's participation in education and continuance learning.

There is an urgent need to expand quantity and improve quality of translation of different types in different domains (literary, scientific, technical business etc.)

The current facilities available for translation are inadequate.

There is inadequate dissemination of good quality translations which would provide a benchmark and create incentives for most private activities in this area.

The direct and indirect employment generation potential of translation activities is high and can absorb a substantial part of educated youth.

### **Activities under the Translation Mission**

#### **(a). Translators Education:**

##### **Running short-term training programmes**

Creating a course for translators as a part of language teaching programme  
developing specialized courses in translation technology and related areas  
Fellowship programmes

(a) Encouraging research projects

- (b). Information dissemination
- (c). Promotion and dissemination of good quality translation
- (d). Promotion of machine translation and machine aided translation :  
Between English and Indian languages  
One Indian language and another Indian language  
Between Indian languages and major world languages
- (e). Generation of high quality translation tools such as dictionaries and the sourcing software for translation, memory, word net etc.

### **Constitution of the NTM**

The NTM would be a stand alone institution without any support of any existing organization. Simultaneously, it says that the NTM will be headed by an Advisory Council of 7 members headed by the Minister of HRD or his nominee in the chair. The Director (CILL), Mysore will be the member-convenor of the NTM. The other 5 members will be nominated by the HRM. Over and above, these 7 members, JS (Languages), MHRD, Director (NBT) and Secretary (Sahitya Academy) will be ex-officio members.

A Management Committee of the proposed NTM will look after the affairs of the programme and would consist of members of participating lead institutions.

4. The Central Institute of Classical Tamil at Chennai will be set up during the XI Plan It is also proposed to develop Tamil as a classical language.

### **5. Book Promotion**

Under Book Promotion an outlay of Rs. 37.85 crore has been proposed for the XI Plan. The main scheme under the sector is regarding the National Book Trust (NBT) which undertakes the following:

- **Promotion of Indian Books Abroad**
- **Assistance to authors and publishers**
- **Promotion of children's literature (National Centre for Children Literature)**

During the XI Plan, the NBT proposes to strengthen its three regional offices at Bangalore, Mumbai and Calcutta to ensure wider reach of NBT Books in various parts of the country. These regional offices hold book exhibitions, book fairs and arrange book releasing functions. It also proposes to strengthen its activities in the North Eastern Region. The NBT has a subsidy project under which assistance to authors and publishers for producing books of an acceptable standard at reasonable prices for students and teachers of Indian universities and technical institutes.

Training courses in publishing, and Book Export promotion activities would be stepped up. During the XI Plan the on-going scheme of assistance to voluntary organizations for book promotional activities would continue.

**No. M-12015/5/2005-Edn.  
Planning Commission  
(Education Division)**

**Yojana Bhavan, Sansad Marg,  
New Delhi-110001  
Dated 1<sup>st</sup> March, 2006**

**ORDER**

**Subject: Formulation of the Eleventh Five Year Plan 2007-12 – Constitution of Steering Committee on Secondary, Higher and Technical Education for the Eleventh Five Year Plan**

In the context of the formulation of the Eleventh Five Year Plan 2007-12 for the Education sector, it has been decided to set up a Steering Committee on Secondary, Higher and Technical Education for Eleventh Five Year Plan.

2. The composition of the Steering committee is at Annexure-I
3. The Terms of Reference
  - a) To formulate broad objectives and identify thrust areas in the secondary, higher and technical education sectors for the Eleventh Five Year Plan.
  - b) To provide all necessary guidance to the Working Groups
  - c) To work out financial requirements of Secondary, Higher and Technical Education and suggest outlays based on Working Groups recommendations.
  - d) To work out an operational strategy for implementation of the recommendations of the Working Groups/Task Force/Committees of MHRD and to suggest changes, if any.
4. The expenses towards TA/DA of the official members in connection with the meetings of the Steering Committee will be met by the respective Governments/Departments/Institutions to which they belong. TA/DA to non-official members will be paid by the Planning Commission as admissible to Grade-I officers of the Government of India.

The Steering Committee should submit their report within six months.

**Sd/-  
(R. Sridharan)  
JS(Administration)**



**Planning Commission  
(Education Division)**

**List of Members of Steering Committee on Secondary, Higher and Technical Education for the XI Plan.**

- |    |   |                 |
|----|---|-----------------|
| 1. | Dr. B. L. Mungekar,<br>Member, Planning Commission<br>Yojana Bhavan, New Delhi-110001   | <b>Chairman</b> |
| 2. | Secretary,<br>Department of Higher Education,<br>MHRD, Shastri Bhavan,<br>New Delhi   | Member          |
| 3. | Secretary,<br>Department of School Education & Literacy,<br>MHRD, Shastri Bhavan,<br>New Delhi                                    | Member          |
| 4. | Secretary,<br>Ministry of Information & Technology<br>Electronic Niketan,<br>CGO Complex,<br>New Delhi-110003                     | -do-            |
| 5. | DG, NIC<br>'A' Block, CGO Complex,<br>Lodhi Road<br>New Delhi-110003  | -do-            |
| 6. | Chairman,<br>UGC, Bahadur Shah Zafar Marg,<br>New Delhi-110002  | - do-           |
| 7. | Dr. R.A. Mashelkar,<br>DG (CSIR)<br>Anusandhan Bhavan<br>2, Rafi Marg, New Delhi  | -do-            |
| 8. | Shri Pratap Bhanu Mehta,<br>President and Chief Executive,<br>Centre for Policy Research,<br>Dharma Marg, Chanakyapuri, New Delhi | -do-            |
| 9. | Dr. Deepak Nayyar,<br>5-B, Friends Colony West,<br>New Delhi.   | -do-            |

10. Shri Damodar Acharya,  
Chairman, AICTE  
Indira Gandhi Sports Complex,  
I.P. Estate, New Delhi-110002 -do-
11. Shri Ashok Ganguly,  
Chairman, CBSE  
2, Community Centre, Preet Vihar  
Delhi-110092. -do-
12. Prof. Krishna Kumar,  
Director, NCERT  
Shri Aurobindo Marg,  
New Delhi-110016 -do-
13. Prof. Ved Prakash,  
Director, NUEPA,  
17-B, Sri Aurobindo Marg,  
National University of Educational  
Planning and Administration (NIEPA),  
New Delhi-110016 -do-
14. Smt. Shyama Chona,  
Principal,  
Delhi Public School,  
R.K. Puram, Sector-8,  
New Delhi.
15. Smt. Latha Vaidyanathan,  
Principal,  
Modern School,  
Barakhamba Road, New Delhi
16. Prof. Bipin Chandra,  
Chairman,  
National Book Trust  
A 5, Green Park,  
New Delhi-110016 -do-
17. Director  
Central Institute of Indian Languages,  
Department of Secondary & Higher Education,  
MHRD, Manasagangothri, Hunsur Road, Mysore. -do-
18. Chairman, FICCI  
Federation House, Tolstoy Marg,  
(Mandi House),  
New Delhi -do-
19. Chairman, CII,  
24/26, Institutional Area, Lodhi Road,  
New Delhi -do-

- |     |  |                 |
|-----|--|-----------------|
| 20. | Chairman, ASSOCHAM<br>47, Jor Bagh,<br>New Delhi-110003  | -do-            |
| 21. | Vice-Chancellor, IGNOU<br>Maidangarhi,<br>New Delhi-110068   | -do-            |
| 22. | Director,<br>Indian Institute of Technology,<br>Kanpur - 208016  | -do-            |
| 23. | Director<br>Indian Institute of Science, Bangalore<br>Bangalore  | -do-            |
| 24. | Director<br>Indian Institute of Management<br>Diamond Harbour Road, Joka<br>Kolkata - 700104   | -do-            |
| 25. | Dr. U. Kohli,<br>Chairman, Engineering Council of India,<br>701, Hemkunt Chamber, Nehru Place,<br>New Delhi.                           |                 |
| 26. | Director,<br>Homi Bhabha Centre for Science Education<br>Tata Institute of Fundamental Research,<br>Homi Bhabha Road, Colaba<br>Mumbai | -do-            |
| 27. | Director IAMR<br>Plot No. 25, Sector 7 A,<br>Institutional Area, Narela,<br>Delhi-110040   | -do-            |
| 28. | Shri G.V. Siva Krishna Rao,<br>Associate Professor, Department of Electrical Engineering,<br>Andhra University,<br>Visakhapatnam-3     | Special Invitee |
| 29. | Shri S.C. Khuntia,<br>JS (Secondary Education)<br>Department of Secondary and Higher Education<br>MHRD, Shastri Bhavan,<br>New Delhi   | Member          |
| 30. | Shri Sunil Kumar<br>JS (Higher Education)<br>Department of Secondary and Higher Education<br>MHRD, Shastri Bhavan, New Delhi           | -do-            |

31. Shri Ravi Mathur,  
JS (Technical Education)  
Department of Secondary and Higher Education  
MHRD, Shastri Bhavan,  
New Delhi -do-
32. Principal,  
Visvesvaraya National Institute of Technology ( NIT)  
Nagpur-4400011 -do-
33. Senior Consultant (Education) - do-

**Secondary and Vocational Education**

**Dated 19th June 2006**

In the context of the formulation of the Eleventh Five Year Plan (2007-12), it has been decided to set up a Working Group on Secondary and Vocational Education under the Department of Secondary & Higher Education, Ministry of Human Resource Development.

**Terms of Reference**

1. To review the status of secondary education
2. To suggest measures for universalizing quality education upto class X and subsequently class XII for all children in the relevant age group who are willing to pursue education upto that stage.
3. To review existing schemes of secondary and senior secondary education with a view to :
  - i. Improving their effectiveness in terms of increased enrolment, improved quality and increased retention,
  - ii. Suggesting new schemes with focused targeting for increased access and quality secondary and senior secondary education
4. To suggest measures for bringing girls, SC&ST, OBCs, Minorities, the Disabled and other disadvantaged groups on par with the rest, in the area of Secondary and Vocational Education.
5. To suggest measures for reducing gender, spatial (rural and urban), social and other disparities, and focus targeting of marginalized groups.
6. To suggest measures for providing adequate financial and other support to (i) talented and (ii) needy students, so that they are able to realise their full potential, and no one desirous of pursuing Secondary/Vocational Education is deprived of it due to financial and other constraints.
7. Suggest measures for restructuring of Centre and State Secondary Boards and elimination of unauthorized Boards.
8. To review the role of existing institutional arrangement which support secondary education, namely, NCERT, Teacher Training Institutes, SCERTs, NIEPA, NIOS with a view to redefine their role to the extent necessary
9. To assess the financial requirements for existing and proposed schemes and programmes in secondary education for the XI Plan period.
10. To suggest a long term vision for improving access and quality of secondary education and for re-orienting this to the needs of the coming generation and the knowledge economy.
11. To define the role of the private sector in providing secondary education in the XI plan, and in the long term, including examination of incentives required for increased contribution of the private sector.
12. To define the role of open and distance learning in universalizing access and providing education of satisfactory quality to students who cannot pursue formal education.
13. To suggest measures for improvement of vocational education in the secondary /senior secondary school system and identify which subjects can be included in the curriculum, and which should be excluded.
14. To examine how best the employees or end users of vocational education can be included in the process.

## II. The Composition of the Working Group.

1. Secretary (S&HE) - Chairman
2. AS (S&HE)
3. Director, NCERT
4. Director, NIEPA
5. Chairman, CBSE
6. Joint Secretary (Vocational Education), Department of S&HE, MHRD
7. Chairman, NIOS
8. Chairman, NCTE
9. Vice-Chancellor, IGNOU
10. Director (Education), Planning Commission
11. Economic Adviser (P), Department of S&HE, MHRD
12. Vice-Chancellor, Jamia-Millia University, New Delhi
13. Joint Director, PSSCIVE, Bhopal
14. DDG (Trg.), DGE&T, Ministry of Labour
15. Shri C.K. Mathew, Principal Secretary, Education, Rajasthan
16. Dr. M.M. Jha, Principal Secretary, Education, Bihar
17. Chairman, Maharashtra Board of Secondary Education
18. Prof. Arvind Kumar, Director, Homi Bhabha Center for Secondary Education, Mumbai
19. Shri Bhau Gawande, Maharashtra State Project Coordinator (Education)
20. Shri Krishan Khanna, Chairman, i Watch, 305 Olympus, Altamount Road, Mumbai-200026, Fax: 022-23536782; e-mail : [krishan@vsnl.com](mailto:krishan@vsnl.com)
21. Prof. A. K. Sharma, Former Director, NCERT, A-I 8, Sector-33, Noida, UPs
22. Shri Jalaluddin, Rtd. JD, NCERT, C-31-C, Gangotri Apartments, Pocket-C, Alaknanda, New Delhi
23. Shri Anil Bordia, Chairperson, Foundation for Education and Development C-113, Shivaji Marg, TilakNagar, Jaipur-302004 Phone : 0141-2624820
24. Shri Anwar Arif Jafri, "Eklavya", Bhopal
25. Shri Lalit Pande, Uttarakhand Seva Nidhi Paryavaran Shiksha Sansthan, Jakhan Devi, Mall Road, Almora-263601; Phone: 91-5962-234430 Email : [usnpss@sancharnet.in](mailto:usnpss@sancharnet.in)
26. Dr. Kiran Karnik, President, NASSCOM
27. Dr. R. Govinda, Sr. Fellow, NIEPA
28. Mr. Luis Miranda, President & CEO, IDFC Private Equity Company Limited, 17, Vaswani Mansion, 3<sup>r</sup> Floor, Dinshaw Vachha Road, Churchgate, Mumbai - 400020. Tele No : 91 22 22021413. email : [luis@idfcpce.com](mailto:luis@idfcpce.com)
29. Joint Secretary (SE) - Member-Secretary

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

The expenditure on TA/DA etc. of the official members in connection with the meetings of the Working Group will be borne by the parent Department/Ministry/Organization to which the official belongs as per the rules of entitlement applicable to them.

The non-official members of the Working Group will be entitled to TA/DA as permissible to Grade I officers of the Government of India under SR 190(a) and this expenditure will be borne by the Planning Commission.

The Working Group will finalise its report by 30<sup>th</sup> September, 2006.

**Working Groups for the Eleventh Five Year Plan (2007-2012)**

**Higher Education**

**Dated 24th July 2006**

In the context of the formulation of the Eleventh Five Year Plan (2007-12), it has been decided to set up a Working Group on Higher Education under the Department of Secondary & Higher Education, Ministry of Human Resource Development.

**I. The Terms of Reference of the Working Group.**

1. To review the present status of higher education in the country with a particular focus on the future development perspective between 2007-12
2. To examine critically the issues of access, quality, relevance and equity in the higher education system
  - o To increase enrolment in higher education in the relevant age group
  - o To ascertain how far conventional/open universities system has reached educationally backward districts
  - o Improve quality of teaching, with focus on upgrading of infrastructure, filling up of vacant faculty positions, greater use of ICTs, provision of broadband connectivity, revision/modernization of syllabi to take care of emerging needs.
3. To assess the academic and infrastructure standards of the State Universities with a view to minimize variation in standards and in fund releases.
4. To suggest measures for bringing girls, SC&STs, OBCs, Minorities, the Disabled and other disadvantaged groups on par with the rest, in the area of Higher Education.
5. To critically examine the role of the UGC and Association of Indian Universities as regulatory bodies.
6. To suggest measures for providing adequate financial and other support to (i) talented and (ii) needy students, so that they are able to realize their full potential, and no one desirous of pursuing Higher Education is deprived of it due to financial and other constraints.
7. To suggest measures for internal and external resource generation in the higher education system
8. Suggest measures for upgrading a few existing selected universities with a "potential for excellence" in the XI Plan.
9. Suggest measures to tackle the problem of regional imbalances in access to higher education.
10. To examine service conditions of teachers to attract the best talent in teaching and research.
11. To suggest measures to enhance enrolment of women students.
12. To suggest a long-term vision and short term proposals for creating infrastructural facilities for differently abled students.
13. To suggest measures for coordination between the UGC and other Professional Councils.
14. To examine the issue of internal generation of resources and the recommendations made by the CAFE Committee on Financing of Higher and Technical Education that the upper limit of cost recovery by student fees shall not be more than 20%.

## II. The Composition of the Working Groups

1. Secretary (S&HE), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi - **Chairman**
2. Prof. Sukhadeo Thorat, Chairman, UGC, 2, Bahadur Shah Zafar Marg, New Delhi
3. Prof. Ved Prakash, Director, NIEPA, Sri Aurobindo Marg, New Delhi.
4. Prof. H.P. Dikshit, VC, IGNOU, Maidan Garhi, New Delhi
5. Prof. Fr. Xavier Alphons, Director, MCRDCE, Gokul Village, A Block, Flat No. S-5 & S-6, R.K. Mutt Road, R.A. Puram, Chennai-600 028 Fax : 044-24612695
6. Prof. Kolaskar, Former Vice-Chancellor, Prof. Bio-informatics Department, Pune University, Pune-411007 Phone - 020-25690250
7. Prof. Mushirul Hasan, VC, Jamia Millia Islamia, New Delhi
8. Prof. Syed E. Hasnavi, VC, Hyderabad University, Andhra Pradesh
9. Prof. R. Harshe, VC, Allahabad University, Uttar Pradesh,
10. Prof. V.S. Prasad, Director, National Assessment and Accreditation Council, Bangalore.
11. Dr. N.R. Madhava Menon, Director, National Judicial Academy, Bhopal
12. Prof. Vibha Dhawan, VC, The Energy and Research Institute (TERI), India Habitat Centre, New Delhi
13. Prof. N.R. Banerjee, VC and Director, Bhopal Engineering College, Bhopal
14. Prof. Tapas Majumdar, Jawaharlal Nehru University (JNU), New Delhi
15. Prof. Jayati Ghosh, Jawaharlal Nehru University (JNU), New Delhi
16. Prof. Sanjay Dhande, Director, IIT, Kanpur
17. Prof. Balakrishnan, Deputy Director, Indian Institute of Science, Bangalore
18. Ms. Mahashweta Devi, 50-B, Prince Ghulam Shah Road, Kolkata-700032.
19. Principal Secretary of Higher Education Government of Karnataka. Secretariat Bangalore.
20. Principal Secretary of Higher Education Government of Chattisgarh. Raipur.
21. Economic Adviser (P), Department of S&HE. MHRD. Shastri Bahavn. New Delhi.
22. Prof. J.B.G. Tilak, Sr. Fellow, NIEPA. Sri Aurobindo Marg, New Delhi - 16.
23. Director (Education), Planning Commission
24. Prof. M. Ananda Krishna, Chairman, Madras Institute of Development Studies. Chennai.
25. Prof. Govardhan Mehta, Director, NAAC, 2/4, Dr. Rajkumar Road, P. O. Box No. 1075, Rajajinagar, Bangalore - 560 010 .
26. Dr. Ravi Shankar Srivastava, Member, National Commission on Enterprises in Unorganised Sector, 19<sup>th</sup> Floor, Jawahar Vyapar Bhavan, 1, Tostory Marg, New Delhi-110001. Fax: 23701234
27. Prof. Sydney Rebeiro, A-681, Sarita Vihar, New Delhi - 110076. [sydneyrebeiro@yahoo.com](mailto:sydneyrebeiro@yahoo.com) - Member
28. Joint Secretary (HE), Deppt. Of S&HE - **Member-Secretary**

The Chairman of the Working Group may, if deemed necessary constitute subgroups and/or co-opt additional members.

The expenditure on TA/DA etc. of the official members in connection with the



meetings of the Working Group will be borne by the parent Department/Ministry/ Organization to which the official belongs, as per the rules of entitlement applicable to them.

The non-official members of the Working Group will be entitled to TA/DA as permissible to Grade I officers of the Government of India under SR 190(a) and this expenditure will be borne by the Planning Commission.

The Working Group will finalise its report by 30<sup>th</sup> September, 2006

**Working Groups for the Eleventh Five Year Plan (2007-2012)**

**Technical Education**

**Dated 21st June 2006**

In the context of the formulation of the Eleventh Five Year Plan (2007-12), it has been decided to set up a Working Group on Technical Education under the Department of Secondary & Higher Education, Ministry of Human Resource Development.

**I. The Terms of Reference of the Working Group**

1. To review the status of technical education in the country with a particular focus on the future development perspective between 2007-12
2. To critically examine the issues of access, quality and relevance
3. To suggest measures for increased capacity expansion in technical institutions, improvement in quality, revamping of courses, provision of adequate trained faculty, and removal of obsolescence and modernization of laboratories/ workshops/ libraries/computing facilities, international benchmarking and effective transparent accreditation
4. To suggest measures for bringing girls, SC&STs, OBCs, Minorities, the Disabled and other disadvantaged groups on par with the rest, in the area of Technical Education.
5. To assess the progress and achievements of new institutions set up in the Tenth Plan
6. To suggest measures for providing adequate financial and other support to (i) talented and (ii) needy students, so that they are able to realize their full potential, and no one desirous of pursuing Technical Education is deprived of it due to financial and other constraints.
7. To suggest policy measures for private sector participation

**II. The Composition of the Working Group.**

1. Secretary (S&HE), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi - **Chairman**
2. Dr. Damodar Acharya, Chairman, AICTE, I.P.Estate, New Delhi
3. Prof. M.S. Ananth, Director, Indian Institute of Technology (IIT), Chennai-600036
4. Prof. R.P. Dahiya, Director, NIT, Malviya Nagar, Jaipur
5. Prof. Devi Singh, Director, IIM, Lucknow, Prabandh Nagar, Off Sitapur Road, Lucknow- 226013. Fax : 2734005
6. Prof. M. Anandkrishnan, Madras Institute of Development Studies (MIDS), Chennai
7. Prof. (Dr.) S.C. Naik, President, Institute of Engineers, 08, Gokhale Road, Kolkata, West Bengal
8. Principal Secretary (Technical Education), Government of Karnataka
9. Principal Secretary (Technical Education), Government of Rajasthan
10. Director (Technical Education), Government of Bihar, Department of Science and Technology, Patna-800001
11. Prof. Antony Thomas, Principal, College of Engineering, Trivandrum, Kerala
12. Director (Education), Planning Commission, New Delhi

13. Economic Adviser (Planning), Deptt. of S&HE, MHRD, Shastri Bhavan, New Delhi
14. Dr. Rajeev Sangal, Director, HIT Hyderabad, Andhra Pradesh.
15. Dr. K. Vijaya Raghavan, Director, National Center for Biological Sciences, Bangalore
16. Prof. C. S. Jha, former Director, IIT, B-I 80, Sector 31, Noida, Uttar Pradesh
17. Shri N.R. Banerjee, VC, Bengal Engineering College, Shibpur, Howrah, West Bengal
18. Prof. S.K. Sarangi, Director, NIT, Rourkela, Orissa-769008
19. Joint Secretary, M/o Information and Communication Technology, Electroniki Niketan, CGO Complex, New Delhi
20. Joint Secretary, Department of Science and Technology Qutab Institutional Area, New Delhi.
21. JS (Technical), Deptt. of S&HE, MHRD, Shastri Bhavan, New Delhi - Member-Secretary

The expenditure on TA/DA etc. of official members in connection with the meetings of the Working Group will be borne by the parent Department/Ministry/Organization to which the official belongs, as per the rules of entitlement applicable to them.

The non-official members of the Working Group will be entitled to TA/DA as permissible to Grade I officers of the Government of India under SR 190(a) and this expenditure will be borne by the Planning Commission.

The Working Group will finalise its report by 30<sup>th</sup> September, 2006.

**Development of Education of SC/ST/ Minorities/ Girls/and other Disadvantaged Groups**

***Dated 21st June 2006***

In the context of the formulation of the Eleventh Five Year Plan (2007-12), it has been decided to set up a Working Group on Development of Education of SC/ST/ Minorities/ Girls/and other Disadvantaged Groups under the Department of Secondary & Higher Education, Ministry of Human Resource Development.

**I. Terms of Reference**

1. To assess the extent of gap in terms of access, participation and learning achievements of the students belonging to SC/ST/OBCs/Minorities/ Girls and other disadvantaged groups vis-a-vis students of other groups.
2. To assess the effectiveness of the relevant existing schemes for the education of the above groups and to identify their strengths and weaknesses.
3. Suggest a comprehensive strategy along with schemes and programmes (including new schemes and modification of existing schemes) so as to bridge the gap between the disadvantaged groups and other groups by the end of the XI Plan.

**II. The Composition of the Working Group.**

1. Secretary, (S&HE)/Secretary (EE&L), MHRD, Shastri Bhavan, New Delhi - Co Chairpersons
2. Joint Secretary (EE-I), Department of Elementary Education & Literacy, MHRD, Shastri Bhavan, New Delhi
3. Joint Secretary ((EE-II), Department of Elementary Education & Literacy, MHRD, Shastri Bhavan, New Delhi
4. Joint Secretary (AE), Department of Elementary Education & Literacy, MHRD, Shastri Bhavan, New Delhi
5. Joint Secretary (Administration), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi
6. Joint Secretary (SE), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi
7. Joint Secretary (HE), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi
8. Joint Secretary (Technical Education), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi
9. Joint Secretary (Languages), Department of Secondary & Higher Education, MHRD, Shastri Bhavan, New Delhi
10. Addl. Secretary, Ministry of Social Justice and Empowerment, MHRD, Shastri Bhavan, New Delhi
11. Joint Secretary, Ministry of Tribal Affairs, MHRD, Shastri Bhavan, New Delhi
12. Joint Secretary, Ministry of Minority Affairs, Jeevan Prakash Building, 9<sup>th</sup> Floor, 25 Kasturba Gandhi Road, New Delhi
13. Joint Secretary, Department of Women and Child Development, MHRD, Shastri Bhavan, New Delhi
14. Chairman, UGC, Bahadur Shah Zafar Marg, New Delhi-1100012
15. Chairman, AICTE, LP. Estate, New Delhi

16. Director, NCERT, Sri Aurobindo Marg, New Delhi-110016
17. Director, NIEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016
18. Shri Baldev Chand, Principal Secretary (SC/ST), Secretariat, Government of Andhra Pradesh.
19. Smt. Jaya Dasgupta, Secretary (SC/ST), Government of West Bengal
20. Dr. Bhupender Singh, Ex-Special Commissioner for STs, Sector-C, Pocket-8/8680, Vasant Kunj, New Delhi
21. Prof. Zoya Hassan, Chairperson, Centre for Political Studies, 139 Utra Khand, JNU, N.Delhi-110067
22. Ms. Teesta Seetalvad, Editor, Communalism Combat, Sabrang Communications & Pvt. Ltd. P.B. No. 2853, Juhu, Mumbai-400049
23. Shri Javed Abidi, National Centre for Promotion & Employment for Disabled People, A-77, South Extension, Part-II, New Delhi-110049
24. Ms. Mithoo Alur, Founder Chairperson, National Resource Centre for Inclusion, Spastic Society of India, K.C. Marg, Bandra Reclamation, Mumbai-40005
25. Prof. Nanchariah, Vice Chancellor, Dr. Ambedkar Central University, Lucknow
26. Prof. K.S. Chalam, Director, Academic Staff College, Vishakhapatnam
27. Dr. Gail Omvedt, Fellow, Nehru Memorial Museum and Library, New Delhi
28. Shri M. Lakshmiah, Fellow, Centre for Dalit Studies, Barkatpara, Hyderabad
29. Director (Education), Planning Commission.
30. Shri P.S. Krishnan (former Member, National Commission for SC/ST), Apartment No. 1513-B, Beverly Park II, DLF City - Phase I, MG Road, Gurgaon
31. Shri P.M. Gaikwad, Former Principal, Dr. Ambedkar College of Commerce and Economics, Mumbai-400037
32. Shri B.S. Mhaske, Department of Economics, Babasaheb Ambedkar Marathwad University, Aurangabad - 431001
33. Economic Adviser, Department of Secondary & Higher Education - Member-Secretary

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

The expenditure on TA/DA etc. of official members in connection with the meetings of the Working Group will be borne by the parent Department/Ministry/Organization to which the official belongs, as per the rules of entitlement applicable to them.

The non-official members of the Working Group will be entitled to TA/DA as permissible to Grade I officers" of the Government of India under SR 190(a) and this expenditure will be borne by the Planning Commission.

The Working Group will finalise its report by 30<sup>th</sup> September, 2006

**Working Groups for the Eleventh Five Year Plan (2007-2012)**

**Language Development and Book Promotion**

***Dated 25th July 2006***

In the context of the formulation of the Eleventh Five Year Plan (2007-12), it has been decided to set up a Working Group on Language Development and Book Promotion under the Department of Secondary & Higher Education, Ministry of Human Resource Development.

**I. The Terms of Reference of the Working Group.**

1. To review the performance of existing schemes and institutional structures for the development of Indian languages, and for teaching, research etc. in English and Foreign Languages vis-a-vis the objectives for which they were set up.
2. To formulate goals, objectives and targets for the XI Plan period in respect of:
  - i. Development of Indian languages (including preservation of folk, tribal and endangered languages) and
  - ii. Teaching, research etc. in English and foreign languages.
3. To suggest (a) changes in the existing schemes and institutional structures (b) new schemes and structures, to the extent necessary for the achievement of the XI Plan goals.
4. To assess the financial and other resources required for the XI Plan period, in the light of 2 and 3 above.
5. To review the present status of book promotion and to provide a focus for the development perspective for this sector for the XI Plan.
6. To make suggestions for the future direction of the programme in this sector including their expansion and qualitative upgradation in terms of standards, facilities and attainments and with special reference to the backward regions/districts and weaker sections.
7. To suggest measures for utilization of the modern computer and communication technologies in the development and future direction of this sector.
8. To examine critically the resource requirement under different activities/programmes in this sector.
9. Suggest measures for involving the community/NGOs for the effective implementation of the programmes in this sector.
10. To examine the strategy for involving the Panchayati Raj Institutions for the village, taluka/block and district levels and the municipal bodies in the urban areas, with a view to achieving the goals set for book promotion.
11. To review the existing schemes to ensure special emphasis for SC/ST Girls and other disadvantaged groups.

**II. The Composition of the Working Group.**

1. Secretary, Ministry of HRD, Department of Secondary & Higher Education - Shastri Bhavan, New Delhi.- **Chairman.**
2. Director, Central Institute of Indian Languages, Manasagangotri, Mysore - 570006.

3. Prof. B.N. Patnaik, Fellow CIIL, Manasgangotri, Mysore - 570006.
4. Prof. Pushpak Bhattacharya, Computer Science Department, IIT-Bombay, PO IIT, Powai, Mumbai - 400 076.
5. Prof. Ganesh Devy, Bhasha Research and Publication Centre, Near Dinesh Mills, Vadodara- 390007, Gujarat.
6. Prof. Ram Dayal Munda (formerly VC Ranchi Univ.) Ranchi (Jharkhand) Res : Behind Ranchi College, Morabadi, Ranchi - 834008, Jharkhand.
7. Prof. Tista Bagchi, Prof. Department of Linguistics, Art Faculty Extension, University of Delhi, Delhi-110007.
8. Prof. T.B. Subba, Department of Anthropology, North Eastern Hill University, NEHU Campus PO, Shillong-793022.
9. Prof. B.A. Vivek Rai, VC, Kannada University, Hampi Vidyananya - 583276, Hospet Taluk, Bellary District, Karnataka.
10. Prof. Rajesh Sachdeva, Deputy Director, Central Institute of Indian Languages, Manasgangotri, Mysore - 570006. Phone : 0821-2345020. Fax : 0821-2515032. Email: [rajesh@ciil.stmpy.soft.net](mailto:rajesh@ciil.stmpy.soft.net)
11. Prof. Amiya Dev (formerly VC Bidyasagar Univ.), EE 108, Salt Lake, Flat No. 7, Kolkata-700091.
12. Prof. Kamala Prasad, Vice Chairman, Governing Council Kendriya Hindi Sansthan, M-31, Niraala Nagar, Bhadabhada Road, Dhushyant Marg, Bhopal-462003.
13. Prof. V.N. Jha, Director, Centre of Advanced, Study in Sanskrit, University of Pune, Ganeshkhind, Pune - 411007. Email : [vnjha@unipune.ernet.in](mailto:vnjha@unipune.ernet.in) / [cass@unipune.ernet.in](mailto:cass@unipune.ernet.in)
14. Vice-Chancellor, Central Institute of English and Foreign Languages, (CIEFL) Hyderabad - 500007. Phone : Office : 040-27098402
15. Director Kendriya Hindi Sansthan, Kendriya Hindi Sansthan Mars, Agra - 282005.
16. Chairman. National Book Trust, India, A-5, Green Park, New Delhi-110016.
17. Economic Adviser, Ministry of Human Resource Development, New Delhi.
18. Vice Chairman. National Council for Promotion of Urdu Language (NCPUL), Ministry of HRD, West Block-1, R.K. Puram, New Delhi-110066
19. Vice-Chancellor, Rashtriya Sanskrit Sansthan, New Delhi.
20. Vice-Chancellor, Sri Lai Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.
21. Shri Suresh Keswani, Vice-chancellor, National Council for Promotion of Sindhi Language, NCPUL, 6<sup>th</sup> Floor, Darpan Building, R.C. Dutt Road, Alkapuri, Vadodara-390007.
22. Chairman, Sahitya Academy Ferozshah Road, Mandi House. New Delhi.
23. Ms. Mahashweta Devi. 50-B, Prince Ghulam Shah Road, Kolkata-700032.
24. Prof. U.R. Ananthamurthy , Chairman, Film and Television Insititute of India (FTII), Pune -411004.
25. Prof. Sydney Riberio, A-681, Sarita Vihar, New Delhi - 110076.
26. Mr. Luis Miranda, President & CEO, IDFC Private Equity Company Limited, 17, Vaswani Mansion, 3<sup>rd</sup> Floor, Dinshaw Vachha Road, Churchgate, Mumbai -400020. Tele No : 91 22 22021413. email : [luis@idfcpe.com](mailto:luis@idfcpe.com)
27. JS (Languages), Ministry of HRD, Shastri Bhavan, New Delhi.- **(Member-Secretary)**

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