

TFYP STEERING COMMITTEE Sr. No. .../2001

**REPORT OF
THE STEERING COMMITTEE
ON**

**SECONDARY, HIGHER &
TECHNICAL EDUCATION**

**FOR
THE TENTH FIVE YEAR PLAN
(2002-2007)**



सत्यमेव जयते

**GOVERNMENT OF INDIA
PLANNING COMMISSION
DECEMBER – 2001**

TABLE OF CONTENTS

	Page No.
1. Foreword	ii
2. Preface	iii
3. Chapter I: Introduction	1 - 2
4. Chapter II: Secondary Education	3 - 17
5. Chapter III: Higher Education	18 - 26
6. Chapter IV: Technical Education	27 - 34
7. Chapter V: Scheduled Castes, Scheduled Tribes, Minorities, Women and Disabled Children	35 - 42
8. Chapter VI: Proposals for promotion of languages	43 - 52
9. Annexures	53

FOREWORD

The last decade of the last century marked a significantly positive note in the history of Basic Education in India. Though the Constitution of the country had made a clear commitment to provide free and compulsory education to all children upto the age of fourteen, the task of providing basic education for all received high priority with concrete plans of action mainly after the National Policy on Education 1986 launched by the then Union Education Minister, Shri K.C. Pant. The educational priorities enunciated in the National Policy on education 1986 have continued through the nineties. This has been reflected in the higher allocation of resources as well as in terms of clearly defined strategies to achieve the goals of "education for all".

There has been a three-fold increase in the outlay for Education in the Ninth Plan over the earlier Five Year Plan. The decade of the nineties has shown remarkable increase in literacy rates both for males and females. Achievements during the last decade are not insignificant. Basic education policies and programmes in the recent years have gone beyond the mere emphasis on numbers to focus on quality concerns in education and education of girls and disadvantaged sections in society. The need for decentralized planning and people's involvement in education programmes is now well recognised.

The concerns for secondary education have been expressed at all international fora. The UNESCO's Dakar Declaration (2000) has called for the elimination of gender disparities in secondary education by the member states by 2005. As per the Dakar framework opportunities for secondary level of education increased in every region of the world after adoption of the universal declaration of human rights.

The role of higher, technical and management education, the crucial components of human resource development in industrial and economic growth of the country is well recognized. Although the number of universities has expanded, and many of the universities continue to maintain high standards of education, it is a matter of serious concern that the expansion in quantity has been accompanied by a fall in quality. Modernisation of syllabi, examination reforms and to issues of governance of universities and colleges, all require urgent attention.

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

As the Chairman of the Steering Committee I have pleasure in commending this valuable report which is a result of indepth discussion of all concerned in this vital sphere. I would also like to place on record my deep sense of appreciation of the devoted work of the Principal Adviser, Smt. Kiran Aggarwal and her team in the Education Division.

(Dr. K. Venkatasubramanian)
Member (E)

PREFACE

Planning Commission constituted a Steering Committee on Secondary, Higher and Technical Education for the formulation of the Tenth Plan under the Chairmanship of Dr. K. Venkatasubramanian, Member, Planning Commission vide Order No. M-12015/2/2000-Edn. Dated 6th December, 2000. The Planning Commission also constituted the following Working Groups for this task:

1. Working Group on Secondary Education
2. Working Group on Vocational Education
3. Working Group on Higher Education
4. Working Group on Disadvantaged Sections for the formulation of the Tenth Five Year Plan— SC, ST, Minorities, Women, Handicapped and other disadvantaged Sections

The Steering Committee had the task of laying down the policy and direction of activities in the above mentioned sectors with the able guidance of the Chairman – Dr. Venkatasubramanian. The Committee's report was finalized in its meeting held on 6th and 13th November, 2001 essentially reflecting the views of the members of the Steering Committee and after taking into consideration the recommendations of the Workings Group.

I place on record my sincere thanks to the Chairpersons and Members of the Working Groups and the Steering Committee for their informed participation and contribution. I shall be failing in my duties if I do not place on record my gratitude to Dr. Venkatasubramanian, Chairman of the Steering Committee.

Last but not the least I express my sincere thanks to the officers and the staff of the Education Division but for whose support this onerous task could not have been completed.

(Smt. Kiran Aggarwal)
Pr. Adviser (Edn.) and
Member Convenor

New Delhi
December 13, 2001

CHAPTER I

INTRODUCTION

1. Education is significant determinant of socio-economic development of a nation. The Ninth Plan views education as the most vital and crucial investment in human development. The Special Action Plan (SAP) of the Prime Minister gave an emphasis to total eradication of illiteracy, equal access to and opportunity of education up to the school leaving stage, improvement in the quality of education at all levels from primary schools to universities and the need for expansion and improvement of social infrastructure facilities for education.

THRUST AREAS OF THE NINTH PLAN

2. The thrust areas for educational development in the Ninth Plan include:

- 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 centres of excellence at the tertiary level.

3. The Government has accorded high priority to the education sector in the Ninth Plan and has allocated, Rs.24908.38 crore (As seen in the table below) against an expenditure of Rs.8521.89 crore in the Eighth Five Year Plan, representing a nearly three fold increase in the funds available to the Department of Elementary Education and Literacy and the Department of Secondary and Higher Education under MHRD.

Expenditure in IXth Plan(1997-2000)

4. During the first four years of the Ninth Five Year Plan expenditure is of the order of Rs.16535.91 crores which is about 66.38% of the Ninth Five Year Plan outlay. Sectoral allocations and expenditure in the first four years of Ninth Five-Year is given in the following table:

Table.

Ninth Plan Sectoral Outlays/Expenditure for Education – Central Sector

(Rs. crore)

Sl. No.	Sub-Sectors	Ninth Plan Allocation (1997-2002)	Actual Expdr (1997-98 to 2000-01)	Anti. Expdr. 2001-02 (As on 23.11.2001)	Ninth Plan Anti. Expdr. (1997-2002)	Tenth Plan Proposed outlay
1	2	3	4	5	6	7
1	Elementary	16369.59	10954.13	2044.98	12999.11	55453.61
2	Adult	630.39	346.38	53.13	399.51	6339.50
A	Deptt. of Elementary Education and Literacy	16999.98	11300.51	2098.11	13398.62	61793.11
1	Secondary Edn.	2603.49	1707.29	301.56	2008.85	10205.02
2	University & Higher Edn.	2500.00	1726.19	285.45	2011.64	8712.00
3	Technical Edn	2373.51	1557.46	191.48	1748.94	10678.85
4	Others : – Languages (including NMEP), Book Promotion, Scholarship, Planning & Administration	431.40	244.46	48.21	292.67	1410.62
B	Deptt. of Secondary and Higher Edn.	7908.40	5235.40	826.70	6062.10	31006.49
	Grand Total (A+B) (Education)	24908.38	16535.91	2924.81	19460.72	92799.60

CHAPTER II

SECONDARY EDUCATION

1. Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education. In pursuance of the National Policy on Education of 1986, India has been able to adopt a common structure of education throughout the country. This structure requires 10 years of primary schooling and 2 years of Secondary and Higher Secondary schooling.

Existing Status and Issues of Concern

2. Children's population at the secondary and senior secondary level (age-group 14-18) as projected in 1996-97 by NSSO has been estimated at 9.66 crore. As against this the enrolment figures shows that only 2.70 crore were attending secondary schools. Thus 2/3rd of the eligible population remains out of the secondary school system. The number of secondary schools in India increased from 7.4 thousand in 1950-51 to 116.8 thousand in 1999-2000. However, this number is not adequate to accommodate the out of school children and the growing number of upper primary school pass outs. **The impact of recent initiatives undertaken for Universalisation of Elementary Education is resulting in increased demand for expansion of secondary education.**

3. While there has been an increase in the number of schools established, **the spread of secondary schools has been uneven.** There is disparity due to geographical reasons, rural urban divide and differing socio-economic status of various States/UTs.

4. The enrolment at the secondary level has increased to 28 million (1999) from 1.5 million in 1950-51. Of these, 62.2% were boys and 37.8% were girls. **There is a significant gender gap in secondary education.** This gender gap is expected to be narrowed down with greater stress on secondary education for all.

5. The number of secondary teachers has increased from 1.27 lakhs in 1950-51 to 17.2 lakhs in 1998-1999. The teacher pupil ratio has also increased from 1:21 in 1950-51 to 1.33 in 1998-1999. Except for States in the Eastern Region most teachers (90% or more) in secondary/higher secondary schools were trained as per data of 1998-99.

6. As per the Sixth All India Educational Survey (1993) nearly 70% of habitations have a secondary school within a radius of 4 km. As many as 91.1% secondary and 97.4% senior secondary schools have pacca building and only 8.9% and 2.6% respectively have either kaccha buildings, thatched huts or tents/open space. According to the '93 Survey drinking water facilities, urinals and lavatories respectively were available in 83.5%, 77% and 57.4% secondary schools and 93.7%, 92.8% and 81.1% higher secondary schools. Thus facility-wise higher secondary schools

are more equipped in comparison with secondary schools. **However, in these institutions the problem of separate urinals and lavatories for girls still persists.**

7. **Institutional capacity building interventions and monitoring and supervision systems are weak in the secondary school system. In the Tenth Plan, it is proposed to strengthen the monitoring of secondary education system .**

8. **The secondary education sector over the Five Year Plans has been neglected in terms of budgetary allocations.** A review of budget allocations for secondary education during the past shows a declining trend from the Sixth Plan onwards as is seen from the table below. The trend is expected to continue in view of the goals of UEE which require a much higher percentage of allocation in the elementary sector.

Table
Plan Expenditure on Education in the Five Year Plans
(Rs. crore)

Five Year Plans	Elementary (%)	Secondary (%)	Higher (%)	Total Expenditure (Rs. crore)
I	85(56)	20(13)	14(9)	153
II	95(35)	51(19)	48(18)	273
III	201(34)	103(18)	87(15)	589
IV	239(30)	140(18)	195(25)	786
V	317(35)	156(17)	205(22)	912
VI	803(30)	736(25)	530(18)	2043
VII	2849(34)	1829(22)	1201(14)	8500
VIII	4006.6(47)	1538(18)	1055.8(12.4)	8521.9
IX	1636488.45(65.7)	2603.5(10.5)	2500.0(10.0)	24908.5

9. There is a need for increased allocations for the secondary education sector in the future five year plans. The Central Govt. will have to play a larger role and share with the States/UTs, the responsibility of expansion and qualitative improvement of secondary education.

10. **Unlike Elementary Education, the Secondary Education sector has not received attention from the foreign funding agencies like the World Bank, ADB, SIDA etc.** The external assistance would have, to some extent, supplemented the budgetary allocations of the Govt. and would have thus strengthened the Secondary Education Sector.

Ninth Plan – Overview and Achievements

11. Based on the recommendation of NPE 1986, POA 1992, in the Ninth Plan various Centrally Sponsored Schemes (CSS) were initiated for secondary education with focus

on improvement of science education, environmental education, cultural and value education, computer literacy, physical education and sports.

12. **In the Ninth Plan, the focus has been on reducing disparities, renewal of curricula with emphasis on vocationalization and employment oriented courses, expansion and diversification of the open learning system, reorganization of teacher training and the greater use of information and communication technology. Hostel facilities for girls, integrated education for the disabled, free education for girls etc. have been some of the issues in the secondary education sector that received attention.** During this period the various Central institutes/organisations like NCERT, NOS, Kendriya Vidyalays and Navodaya Vidyalays were further strengthened.

13. In the secondary education sector, 10 Centrally Sponsored Schemes are in operation. Experiences of implementation/reviews/evaluations of these schemes have indicated that these schemes need modification and strengthening.

14. **In the Ninth Plan there is a budgetary allocation of Rs. 2593.31 crore for the Secondary Education Sector. Against this, an expenditure of Rs. 2400.82 crore has been incurred upto October, 2001.** (please see table)

Ninth Plan Achievements

15. During the Ninth Plan, the progress made by various institutes/organizations as well as achievements made under various centrally sponsored schemes in the Secondary Education Sector are detailed below.

National Council of Educational Research and Training (NCERT)

16. Being an apex national body for research in school education, the NCERT undertakes developmental activities which include renewal of curricula and provision of instructional materials for various levels of school education, teacher training etc. With a view to updating the country's educational concerns and priorities an appraisal of the national curriculum framework for school education has been completed by the NCERT. The framework has been circulated to all the States/UTs for implementation of its recommendations. In the Ninth Five Year Plan, NCERT was allocated an amount of Rs.48.00 crore against which an amount of Rs32 crore could be utilized upto November, 2001.

National Open School (NOS)

17. The National Open School which was established in 1989 as an autonomous organization under the MHRD, provides opportunities for continuing education to those who have missed opportunities to complete school like school drop outs and marginalized groups such as rural youth, urban poor, girls, schedule castes and tribes, backward classes, disabled and ex-servicemen.

18. During 2000-01, NOS had 1278 study centres and 414 accredited vocational institutions. In the same year more than 4 lakh students completed NOS courses and received relevant certificates. The assistance under the Plan to NOS is being provided from the year 1999-2000. A sum of Rs. 17.67 crore has been allocated for the years 1999-2002.

Kendriya Vidyalaya Sangathan (KVS)

19. Kendriya Vidyalayas provide uninterrupted educational facilities for the wards of Central Government employees who are transferred from one region to another. In 2000-01 there were 854 Kendriya Vidyalayas in the country. During the Ninth Five Year Plan KVS is likely to spend a sum of Rs. 417.75 crore against the approved allocation of Rs. 515.00 crore on construction of buildings, setting up of model Schools, computerization, training of teachers, etc.

Navodaya Vidyalaya Samiti (NVS)

20. During the 7th Five Year Plan Government of India launched a scheme to establish Navodaya Vidyalayas, one in each district, for the rural talented children. The scheme provides free residential and educational facilities for all selected children in the age group 6-18. At present, NVS gives admission to about 25000 students every year in class VI. For the Ninth plan, it was proposed to open 94 new Navodaya Vidyalayas to bring the total coverage to 482 districts. However, due to non-availability of suitable offers for land from the State Government and financial constraints, NVS is expected to cover only 468 districts by the end of Ninth Five Year Plan Period.

Central Tibetan Schools Administration (CTSA)

21. Central Tibetan Schools Administration (CTSA) was set up as a separate school system in 1961 to impart education to the Tibetan refugee children. During the 9th Plan period a Plan allocation of Rs. 8.58 crores has been made available to CTSA to take up development of educational infrastructure, in-service training and for other infrastructure like staff quarters, class rooms etc. in schools.

Central Board of Secondary Education (CBSE) and Council for the Indian School Certificate Examination (CISCE)

22. The Central Board of Secondary Education was established in the year 1929 as a national Body to prescribe conditions of examinations and conduct public examinations at the end of Class Xth and XIIth. The Board also prescribes and updates courses of instruction and grants certificates to successful candidates of affiliated schools. A total of 5850 schools were affiliated to the CBSE as on 15th April, 2001.

23. The CISCE conducts the Indian Certificate of Secondary Education (Class X) and the Indian School Certificate (Class XII) examinations. A total number of 1119 schools were affiliated to the Society as on 31st August, 2001. Both CBSE and CISCE are self-

financing bodies, and do not receive any assistance whether plan or non-plan from the MHRD.

Strengthening of Boarding and Hostel Facilities for Girls

24. Under the Scheme for Strengthening of Boarding and Hostel Facilities for Girls Students of Secondary and Higher Secondary Schools, financial assistance is being given to eligible voluntary organisations to improve the enrolment of adolescent girls belonging to rural areas and weaker sections. Since its inception in 1993, beginning with 13 agencies and 571 beneficiaries, the scheme has been able to provide financial assistance (till 2000-2001) to 204 non-governmental organisations. About 5000 girl students have so far been benefited under the scheme.

25. The scheme was revised recently with the following features :

- (i) Revising the non-recurring grant from the existing Rs.1500/- per girl boarder to Rs.3000/-.
- (ii) Revising recurring grant under the scheme to Rs.10,000/- per annum per girl boarder from the existing Rs.5,000/- .
- (iii) Adding new component of reimbursement of rent, repairs and maintenance upto 75% of expenditure subject to an upper limit of Rs.5.00 lakhs per annum in each case.

26. During the IX Plan a budget provision of Rs.60 crore was made for the scheme against which an amount of Rs.10.50 crore is expected to be utilised.

Environmental Orientation to School Education

27. The Scheme envisages assistance to the voluntary agencies for innovative programmes aiming at induction of environmental education into school curricula. There is also a provision for review and development of text-books of environmental studies at secondary level. The scheme is being run entirely by the NGOs, with three agencies identified as the 'nodal agencies'. Resource Centres have been set up at Almora, Ahmadabad and Chennai by the 3 designated nodal agencies i.e. Uttarakhand Paryavaran Siksha Sansthan, Almora, Centre for Environmental Education, Ahmadabad and CPR Environmental Education Centre, Chennai respectively. The scheme has gathered momentum during the Ninth Five Year Plan during which alone about Rs.8.95 crore has been utilised.

Computers Literacy and Studies in Schools

28. This Scheme was initially introduced as a pilot project during the year 1984-85 with the assistance of the Government of the United Kingdom which provided BBC micro-computers. A total of 12,000 such computers were received and distributed to schools through State Governments. The project was subsequently adopted as a centrally sponsored plan scheme during the 8th Plan.

29. However, during a review of the scheme by the Controller and Auditor General it was found that the scheme had not met with the desired degree of success primarily due to short-comings in the implementation strategy. On the advise of the Deptt. of Expenditure the CLASS Scheme was phased out. During the first two years of the 9th Plan when the Scheme was in operation a total number of 150 new schools were covered while about a thousand schools were allocated maintenance grants. A total amount of Rs.1,030 lakhs were spent during the period. An amount of Rs.8,450 lakhs has been earmarked for the Scheme during the last year of the 9th Plan. The Department has recast and launched the Scheme to ensure that the above inadequacies are properly addressed.

Educational Technology Programme

30. The Educational Technology Programme promotes alternative approaches to education by utilizing the first Indian National Satellite (INSAT). Under the Scheme States and UTs are given assistance for the purchase of Radio-cum-Cassette Players (RCCPs) and other equipments for primary schools. The 6 State Institutes of Educational Technology (SIETs) are given 100% financial assistance. These SIETs produce educational programmes both in video and audio format which are transmitted over Doordarshan. The purchase of 29,711 RCCPS and 8,826 Colour TVs were funded by the Scheme during the 9th Plan Period till September, 2001.

Introduction of Yoga in Schools

31. Under the scheme, assistance is provided to States/UTs/NGOs for training of yoga teachers. Since the inception in 1989-90, about 1800 teachers have been trained in Yoga. These teachers are subsequently propagating yoga activities in their respective schools. During the Ninth five Year Plan, major amount of the budget provision of Rs.1.50 crore has been utilised.

Improvement of Science Education in Schools

32. 100% assistance is provided to the States/Union Territories for provision of science kits to upper primary schools, setting up/up gradation of science laboratories, library facilities in secondary/senior secondary schools and training of science and mathematics teachers. The Scheme also provides assistance to voluntary organisations for undertaking innovative and experimental projects in the field of science education.

33. During the 9th Plan Period (1997-98 to September, 2001), a total of 8,549 secondary and higher secondary schools were provided assistance for setting-up/upgrading science laboratories. More than 7,000 secondary & higher secondary schools were provided assistance for purchase of books for libraries. During the same period 26 voluntary organizations were provided assistance for undertaking innovative and experimental projects in the field of science education. Several students from the country were awarded medals including gold during this period at the International

Olympiads The total expenditure during the first four years of the 9th Plan was Rs. 71.82 crore out of the budgeted outlay of Rs. 240.60 crore for the 9th Plan.

National Population Education Project (NPEP)

34. National Population Education Project (School Education) was launched in April, 1980 with a view to institutionalize population education in the school education system. This project is fully funded by the United Nation Population Fund (UNFPA). During the current five year plan, against the budget provision of Rs.10.00 crore, an amount of Rs.8.13 crore has already been utilized

Strengthening of Culture & Values in Schools

35. National Policy on Education lays emphasis on the use of education as a powerful tool for cultivation of social and moral values and to foster universal and eternal values towards unity and integrity of Indian people. The scheme provides for strengthening of cultural and value education inputs in the school systems/NGOs and strengthening the in-service training of art, craft, music and dance teachers. During the 9th Plan an outlay of Rs. 10 crore has been provided to cover larger number of agencies.

Key Issues and Proposals for the Tenth Plan

36. *The key issues during the Tenth Plan would be continuing focus on improving access : reducing disparities, renewal of curricula with emphasis on vocationalization and employment oriented courses; expansion and diversification of the Open Learning System, reorganization of teacher training and the greater use of new information and communication technologies, particularly computers.*

37. As against a budgetary allocation of Rs. 2593.31 crore in the Ninth Plan, an outlay of Rs. 10205.02 crore has been proposed for the Tenth Five Year Plan (Please see table at Annexure-I) by the Working Group on Secondary Education.

38. *The proposals recommended by the Working Group on Secondary Education set up for the Tenth Plan are detailed in the following paras:-*

Access and Equity

39. The major thrust in the Tenth Five Year Plan is to meet the increased demand for secondary education. With the substantial realization of the goal of free compulsory and universal elementary education the demand and pressure for secondary education is on the rise. Presently, there are 116820 high and higher secondary schools in the country. **This increased access would mean greater role for distance education/open schools and increased private sector participation.**

40. The Working Group on Secondary Education has suggested the option of Kendriya Vidyalaya Sangathan (KVS) establishing schools in partnership with voluntary agencies. These schools while remaining under the KVS umbrella may have private management

representing the parents and other stakeholders. 30% of the admission into the schools may be given to the neighborhood economically weak students, either by support from the Govt. or by cross subsidization. The remaining 70% seats would be chargeable.

In the Tenth Plan, the Govt. proposes to set up 150 Kendriya Vidyalayas (fully funded by the Govt.). The Tenth Plan outlay proposed for the KVS is Rs. 836.28 crore.

41. The Govt. is also considering providing a one time grant/ seed money to reputed schools like those run by R.K. Mission, the Jesuits, DAV etc. to set up more schools. The above two options will lead to establishment of more secondary schools.

42. The Navodaya Vidyalayas are operating in 468 districts of the country (with the exception of West Bengal and Tamil Nadu). In the Tenth Plan it is proposed to strengthen these schools by providing them computer and sports and cultural facilities as also establish more NVs to cover the remaining districts. The outlay proposed is Rs. 7501 crore. In addition, an outlay of Rs. 16.50 crore has been proposed for the Central Tibetan School Administration which runs schools for children of Tibetan refugees.

43. During the Tenth Plan efforts will be made to ensure equity in accessibility of the Open School System to the under-privileged groups. The study centres (about 1200 at present) are proposed to be increased @ 15% per year. The annual new admission figure (currently to the tune of 2 lakhs) is likely to increase @ 20% per year. The NOS proposes to implement the schemes of 'On-Demand Admissions' and 'On-Demand Examinations'. An outlay of Rs. 129.14 crore been proposed for the Tenth Plan period.

44. Similarly for increasing the enrolment of girls at the secondary level the Deptt of Secondary and Higher Education has revised the *scheme of providing boarding and hostel facilities for girls*. Under the scheme financial assistance is given to eligible voluntary organizations to improve the enrolment of adolescent girls belonging to rural areas and weaker sections by providing hostel facilities near schools. The non-recurring grant has been increased from Rs. 1500 per girl boarder to Rs. 3000 (per annum). The recurring grant under the scheme has also been increased from Rs. 5000 to Rs. 10000 per girl boarder (per annum).

Revision of Curriculum

45. In order to make secondary education more relevant in the current context the NCERT will continue to give thrust on modernization/revision of curriculum and on vocationalization of education. To strengthen the statistical base, **the NCERT is conducting the Seventh All India Educational Survey. This Survey will continue during the Tenth Plan period.** The Council would operationalise the fifth Regional Institute of Education for the North-Eastern Region at Shillong.

The Working Group on Secondary Education set up for the Tenth Five Year Plan has proposed that the NCERT should get its books printed and published by outsourcing on the basis of royalty or fee. It has also been recommended that the proportion of non-

academic staff in the NCERT should be brought within the limits of 1:1.5 to 1:2 within the next few years. The Deptt. of Secondary and Higher Education has to take a view on these issues after an indepth study of the implications. **An outlay of Rs. 119.90 crore has been proposed for the activities of NCERT during the Tenth Plan period.**

46. A number of Centrally Sponsored Schemes are being implemented for quality improvement/modernization and revision of curricula. These include Promotion of Science Education, Development of Computer and IT related education, Environmental awareness, Population education, Promotion of Yoga and Cultural and Value Education.

47. As part of the on-going exercise taken up by the Planning Commission for weeding/transfer/convergence of CSS the Deptt. of Secondary and Higher Education has proposed convergence of following six Centrally Sponsored Schemes of Secondary Sector under one Scheme/Head "Quality Improvement in Schools":-

- Promotion of Sciences Laboratories
- Environmental Orientation to School Education
- Population Education Project,
- International Science Olympiad
- Promotion of Yoga
- Strengthening of Hostel/Boarding Facilities for Girl students

For "Quality improvement in schools" the State Govts. would develop training modules for in-service training of teachers and provide infrastructure and research inputs. **Rs. 500 crore has been proposed for the scheme of Quality Improvement in the Tenth Plan.**

48. Keeping in view the current demand for IT and computerization a major thrust in the Tenth Plan is to be given to the schemes of CLASS and Educational Technology. These two schemes will be converged into one scheme "ICT in Schools". A need was felt to review the existing schemes of CLASS and ET as also the functioning of SIETs. There is a mismatch between the programme produced by SIETs and the curriculum expectations. The facilities of the six SIETs had not been optimally utilized by the schools. In view of increasing availability of computers and internet, these institutions could be utilized and their staff could be retrained for producing multi-media and other software for schools. The CLASS Scheme has been revised and the State Govts. have been asked to prepare Computer Education Plans (CEP). The components of the merged scheme ITC in Schools would include (a) funding support for CEPs (b) strengthening and reorientation of staff of SIETs (c) Digitation of SIETs' video and audio cassettes on the basis of need assessment and in partnership with NGOs (d) web/internet based education to be managed by the SIETs (e) production of video and audio cassettes after assessing the demand.

49. In the Tenth Plan the Deptt. of Secondary and Higher Education has proposed an outlay of **Rs. 502.10 crore for the merged scheme of CLASS and Educational Technology.** (The corresponding outlay for these schemes in the Ninth Plan is Rs. 301.18 crore.)

Integrated Education for Disabled Children (IEDC)

50. In the Tenth Plan, greater efforts will be made to expand inclusive education so as to cater to the needs of disabled students. The IEDC Scheme will continue as a separate Centrally Sponsored Scheme and will be redesigned [with the following elements in focus:](#)

- a. The programme would establish convergence with the ICDS under the Deptt. of Women and Child Development for early interventions
- b. The programme would establish convergence with DPEP and SSA for education of the disabled upto the elementary level.
- c. IEDC would also establish convergence with the special schools under the Ministry of Social Justice and Empowerment.
- d. The programme would focus more on inclusive pedagogy and curriculum, training of teacher and preparation of teaching learning material.
- e. It would also take up Research and Development (R&D), advocacy and evaluation
- f. It would channelise funding through the PTAs/VECs/management committees of the schools.

51 An outlay of Rs. 250 crore has been proposed for the IEDC scheme in the Tenth Plan as against the corresponding outlay of Rs. 100 crore in the Ninth Plan.

Centrally Sponsored Scheme of Vocational Education

52. **Centrally Sponsored Scheme of Vocationalisation of Secondary Education is being implemented since 1988 through the State Govts/UT Administrations in the formal sector and the NGOs in the non-formal sector.** The main objectives of the scheme are to enhance individual employability, reduce the mis-match between demand and supply of skilled manpower and provide an alternative for those pursuing higher education without particular interest or purpose.

Salient Features of the Scheme

In the **formal sector** the scheme is implemented by the State Govts. at +2 stage of 10+2 scheme through approximately 6700 schools spread all over the country. More than 150 courses are offered in 6 major disciplines : Agriculture, Business and Commerce, Engineering and Technology, Health and Para Medical, Home Sciences and Humanities. The MHRD has taken up with the Deptt. of Economic Affairs, M/o Finance, the issue of providing soft loans to VE pass outs from the nationalized banks and finance companies coming under NBFC to help the candidates to set up their own enterprises.

In the non-formal sector the Centrally Sponsored Scheme of Vocational; Education provides assistance to NGOs for taking up innovative programmes for promotion of vocationalization on project basis. 168 NGOs have been financially assisted

since the beginning of the scheme for taking up these projects which help rural unemployed youth and school drop outs.

53. Funding to the programme in the scheme is done on a sharing pattern between the Centre and the State. 100% assistance by the Centre is given for 11 components like Apprenticeship Training, District Vocational Surveys, Textbook Development Workshops, Instructional Material Subsidy, Resource persons Training, Workshop/Laboratory Building, Equipment to Schools, Teacher Training Courses, Curriculum Development Workshop, etc. 50% assistance to the States is given for 5 components, namely, Vocational Wings at State Directorates of Education, SCERT Vocational Wings, the District Vocational Wings, provision of raw material/contingency and field visits by students, etc. The expenditure on vocational school staff will be funded by the Centre to the tune of 75% (the remaining 25% will be contributed by the State Govt.) The States have to fund completely the expenditure incurred on conducting examination and providing vocational guidance.

The PSSCIVE provides research and development support and training to key stakeholders from States/UTs. This Bhopal based Institute under the NCERT draws up curriculum for 1-2 years for adoption by the SCERTs in major areas of agriculture, business and commerce, engineering and technology, health and para-medical services, home science etc.

During 9th Plan, a plan outlay of Rs. 100 crore was provided under the Centrally Sponsored Scheme for Vocationalisation of secondary education out of which Rs. 63 crore have been spent so far.

Issues of concern in Vocational Education

54. The vocationalization of education at the secondary stage of schooling has achieved only partial success. The students have preferences for general courses - Science, Arts or Commerce at the +2 level and thereafter they move into the general courses at tertiary sector of education. They constitute the bulk of the 60 million educated unemployed youth in the country. On the other hand, the country requires technical and skilled manpower particularly in view of the opening of the economy in recent years and the thrust on liberalization and globalisation. There are large opportunities for trained manpower in a developing economy like ours. The agriculture, manufacturing and social services sector require skilled manpower. Through a properly planned and effectively implemented vocational education, there is a hope to enable the unemployed youth to have some useful employment for sustainability.

55. The scheme was evaluated by Operation Research Group (ORG) in 1996 and also by the NCERT in 1998. Some of the important findings of the ORG Evaluation are :-

- (a) Low priority being accorded to vocational education by states as compared to state run programmes

- (b) Directorate of School Education, by and large are found to be working in isolation with little interaction with other relevant departments
- (c) Reluctance shown by all State Govts. towards appointment of the full-time teachers because of unwillingness to take a long term committed liability, in case of closure of the scheme.

56. Some of the important recommendations of the NCERT Evaluation of 1998 are:-

- (a) The vocational courses may run in general schools as one of the streams, in dual-model under active partnership with industry, as a fully VE school and in collaboration with the Block Level Vocational Institutions (BLVI) that may be established in rural areas.
- (b) Vocational stream should be treated like arts, science and commerce streams and students passing out from this stream at +2 stage should have direct access to tertiary stage in related discipline.
- (c) The National Curriculum Framework of the NCERT should be restructured to give due emphasis to work experience, pre-vocational and generic vocational competencies at various levels of school education.
- (d) Full time teachers must be appointed on a regular and permanent basis as in the case of academic stream.
- (e) All vocational courses at +2 level to be covered under the Apprenticeship Act, 1961.
- (f) The large infrastructure in polytechnics and +2 vocational wings in the higher secondary schools besides those of various departments and NGOs should be reviewed thoroughly for optimal utilization of facilities in the existing vocational education programme.

57. Keeping in view the growing problem of unemployment Planning Commission constituted a **separate Working Group on Vocational Education for the Tenth Five Year Plan**. The terms of reference of this Working Group are given in appendix – III.

58. The Working Group on Vocational Education has recommended (a) networking with Ministries/agencies and networking with other stakeholders for optimal utilization of resources. Private establishments are major providers of employment. At present two prominent NGOs, namely, Don Bosco, Calcutta and RUDSET are actively involved in promotion of self-employment training programmes. In the Tenth Plan there is need to co-opt industries, business houses, Chambers of Commerce, trade associations in the vocational education programmes in schools. (b) The existing system of testing system of assessment in testing for the VE pass outs is generally done by the State School Boards. It does not have high degree of credibility and acceptability from the employment angle. Professional bodies and associations may be encouraged to develop their own system of assessment and certification of VE taken up by schools. This would bring the associations closer to the school system and the school would be in a better position to appreciate their requirement and design their vocational curricula accordingly.

59. The Working Group on Vocational Education has recommended the following revisions in the CS scheme of vocational education.:

- The vocational courses in schools should be competency based and in modular form with credit transfer system and have provision for multi-point entry/exit.
- There is a need to establish linkage between vocational courses at +2 level and courses at university level. The present admission criteria for entry into vocational courses at graduation level also needs to be changed.
- Existing scheme should be strengthened by involving industries through signing of Memorandum of Understanding, design of the course, development of curriculum, training of faculty/students and certification of the courses.
- For sustaining the scheme, school may consider charging fees and the courses may be designed on self-financing basis.
- The apprenticeship training facility needs to be utilized fully and made compulsory. To achieve this, the placement of vocational pass-outs for apprenticeship, training should be decided by the Board of Apprenticeship Training immediately after declaration of the results of +2 examinations.
- Local Business Industry should closely be involved in need analysis and for conducting district vocational surveys before launching of any vocational courses in schools.
- Facilities for running vocational courses should become mandatory for the Kendriya Vidyalaya and Navodaya Vidyalaya school systems under the Central Govt.
- Persons with disabilities should be given special treatment while designing vocational courses and their needs and integration into courses should receive appropriate attention while designing and launching of any course.
- Financial assistance may be provided under the scheme for creating testing and certification systems in States in co-operation with user bodies and professional associations.
- AICTE's vocational education board needs to be reactivated for providing technical support to school system and for establishing linkages with other technical institutions.

59. In the Tenth Plan, it is recommended that the Centrally Sponsored Scheme of Vocational Education should continue to be implemented in the existing form till it is revised. The Scheme for Vocational Education at +2 stage would require financial support for (i) strengthening the existing vocational education programme as well as for (ii) introduction and expansion of the VE programmes in remaining higher secondary institutions.

60. It is proposed that 5000 new model vocational institutions under the revised scheme should be financed in the five year plan period. The investment under the Centrally Sponsored Scheme would be available in the form of capital by way of creating infrastructure and recurring expenditure for limited period but the teacher's salaries and other expenses would have to be met by generating internal resources from fees paid by students and subsidies from State Govts.

61. The Steering Committee recommended that the vocational education at the secondary school level, polytechnic education and ITIs should come under one Department of the State Govt. for better networking, linkages, focused targeting and optimal utilisation of resources.

62. The thrust of the strategies under the Tenth Plan would be to develop vocational education as an integral part of the school systems in the country. This would require exploitation of existing resources and facilities and encouragement to schools to use them. The VE programme in the secondary schools in the Tenth Plan would focus on more freedom to states, flexibility in design and implementation of courses, generation of internal resources by the States for meeting the recurring expenditure

63. The Deptt. of Secondary and Higher Education has proposed Rs. 350 crore for the Tenth Five Year Plan for the vocational education scheme at the secondary stage.

Table

**Plan Projections – Tenth Five Year Plan
Secondary Education**

(Rs. crore)

Sl.No.	Name of the Scheme	9 th Plan (1997- 2002) Approved Outlay	BE (2001- 02)	Total Expdr. In 9 th Plan	Proposed 10 th Plan Outlay
1	Strengthening of Hostel and Boarding Facilities for Girl students	60.00	4.30	10.51	500.00*
2	Environment Orientation to School Education	13.00	2.60	11.45	
3	Promotion of Science Laboratory and Science Olympiad	240.60	18.00	71.82	
4	Promotion of Yoga	1.50	0.30	30.44	
5	National Population Education Project	10.00	3.50	11.63	
6	CLASS	101.18	84.50	116.17	502.10#
7	Educational Technology	200.00	13.70	54.13	
8	Vocationalisation of Secondary Education	100.00	42.70	101.45	350.00
9	IEDC	100.00	21.40	67.85	250.00
10	KVS	553.21	81.10	392.19	836.28
11	NVS	1110.00	349.50	1452.49	7501.10
12	CTSA	-	2.60	8.52	16.50
13	NCERT	48.00	11.20	38.87	119.90
14	NOS	56.00	8.30	33.30	129.14
	TOTAL	2593.31	648.00	2400.82	10205.02

* Include Schemes for Sl.No. 1-5 combine together and given new scheme "Quality Improvement in Schools"

Include Schemes for 6-7 combined together and given new schemes "ITC in Schools"

CHAPTER III

HIGHER EDUCATION

1. We have one of the largest systems of higher education in the world with 244 universities/deemed universities and 11594 colleges (as per data of 1999-2000) spread across the country.

2. However, the spread and developments in this area have been uneven. The infrastructural facilities of universities and colleges vary widely which accounts for variation in quality of teaching and research. The courses offered by the universities are generally of traditional nature and few are related to the job market and environment. The credibility of the evaluation system is being eroded. Though university research is generally acknowledged to be cost-effective, it does not get an adequate proportion of the funds available for the research sector in the country. A major portion of the research and development funds in India are allocated for Govt. agencies like DST, DRDO, CSIR, the research labs in the scientific centre.

3. **The National Policy for Education – 1986 and its Programme of Action** visualized a dynamic higher education system. In pursuance of this Policy, the Government took several steps to improve the university/higher education system. These included (a) Revision of pay scales of university and college teachers (b) Introduction of National Eligibility Test (NET) for recruitment of university and college lecturers (c) Establishment of Academic Staff Colleges (ASCs) in different universities to organize orientation of programmes for newly appointed teachers (d) Conferment of autonomy on a number of colleges (e) Setting up of Inter-University Centres for providing common facilities for research in Nuclear Science, Astronomy, Astro-physics and Atomic Energy. (f) Circulation of model curricula in 27 subjects of Science and Social Sciences (g) Review of the management structure of universities and (h) Expansion of distance learning and open university system.

4. **The University Grants Commission which was established as a statutory organization by an Act of the Parliament in 1956 has been playing a key role in implementing the policies of university and higher education.** The UGC was set up for coordination, determination and maintenance of standards of university education. The Commission serves as a vital link between the Centre and State Govts. and the institutions of higher learning. In addition, to its role of giving grants to universities and colleges, the UGC also advises Central and State Govts. on the measures necessary for the improvement of university education.

NINTH PLAN – Objectives and Achievements

5. The Ninth Plan reiterates the objectives/policy directions of National Policy for Education of 1986 and its Programme of Action of 1992. Broadly the 9th Plan emphasizes on the following strategies which would improve the Higher Education System:-

- a) Consolidation and Expansion of Institutions
- b) Development of Autonomous Colleges and Departments
- c) Redesigning of Courses
- d) Training of Teachers
- e) Strengthening of Research
- f) Improvements in Efficiency
- g) Review and monitoring etc.

6. During the Ninth Plan an outlay of Rs. 2500 crore has been allocated for the University and Higher Education Sub-Sector against which an expenditure of Rs. 2301.68 crore has been incurred so far. (Annexure-I). Of Rs. 2500 crore Rs. 2000 crore was allocated for UGC and Rs. 429 crore was for IGNOU.

Issues of Concern/Reforms needed in the Higher Education Sector

7. The problems of Indian Education system are of access, equity, number, relevance, quality and resource crunch.

Access and Equity

8. The issues of access and equity are central to the university/higher education system. The university system provides access to only 5.75% of the estimated population in the 18-24 age group. (As per the latest data available pertaining to the year 1999-2000, out of a total estimated population of 1345 lakhs in the age group 18-24, 77.33 lakh were enrolled in colleges and universities). We have to increase enrolment in the higher education system. In addition, the enrolment of disadvantaged sections have to be catered to. It has been estimated that out of a total of 11594 colleges only 4683 are rural colleges.

9. The non-formal system (distance and open learning) accounts for only a small percentage of the total enrolment in higher education. As per the data of 1999-2000, out of a total of 77.33 lakh students enrolled in university and colleges, the distance education/correspondence courses covered only 10.09 lakhs students. The coverage of open universities needs to be extended to the backward regions, remote inaccessible tribal areas of the North East and some of the Eastern States. The distance and open learning provides flexibility in terms of combination of courses, eligibility for enrolment, age of entry, pace of learning and methods of evaluation. At present, there are 9 State Open Universities and 52 Correspondence Courses Institutes/Directorates of Distance Education in conventional universities.

Quality Improvement/Academic Reforms/Relevance of Curriculum

10. The basic issue of quality improvement needs to be addressed. This can be brought about by the modernization of syllabi, increased research, networking of universities and departments and increase in the allocation of funds.

11. The university system should move to the centre stage. It should utilize the autonomy for innovations in teaching and pursuing high quality research. The emphasis is on conferring autonomous status to colleges, provision of means to interact across boundaries of institutions, better infrastructure, more rationalized funding of research, integration of teaching, research and evaluation.

12. There is need for better *networking* among institutes. Mutual collaboration and cooperation among universities is needed for optimal utilization of available resources. The *management and governance* of universities has to be improved to enforce better financial and administrative discipline. Decentralization of the university system, greater powers to faculty/department, student nomination to university bodies on basis of merit/excellence are issues which need attention.

13. Financing of higher education is a critical issue. The university fees have been on the low side. The universities should, therefore make efforts to raise their own resources. The extent to which fees can be hiked by universities needs to be looked at. The contribution from trusts, private sector and industries has to be assessed. In the process care needs to be taken to ensure that poorer students are given opportunity to pursue higher education.

Key issues and Proposals for the Tenth Plan

14. Some of the important issues in Higher Education which need to be highlighted for taking corrective action in Tenth Plan inter-alia include (i) low coverage of student population in the higher education system in general, regional imbalances and abysmally inadequate coverage of the socially and economically disadvantaged groups in particular (ii) imperative need to bring greater qualitative improvement in higher education (iii) need to make the higher education interventions relevant to the socio-economic requirements of the country (iv) better financial management in the universities and colleges by adopting a two pronged drive viz. augmentation of internal and external resources and effecting economy in expenditure.

Tenth Plan Proposals

15. **An outlay of Rs. 8712 crore has been recommended for higher education sector by the Working Group** as against Rs. 2500 crore allocated in the current Ninth Plan period. (Please see table)

Access and Equity in the Tenth Plan

16. In the Tenth Plan the thrust would be on increasing the access of higher education. This would mean increase in number of institutions/increase in intake capacity. Considering the critical role of higher education in the socio-economic development **a minimum of 10% of the relevant age group (17-23 years) needs to be enrolled in higher education by the end of Tenth Plan period.** The focus will be on :

- increase in number of institutions,
- increase in intake capacity
- convergence of formal, non-formal, distance and IT education

Activities of UGC – Proposals for the Tenth Plan

The increase in access mentioned above would mean strengthening of the activities of University Grants Commission.

17. The UGC has been providing financial assistance to all eligible Central and Deemed Universities both under Plan and Non-Plan. (assistance to State Universities is available only under plan schemes) Development (Plan) assistance is used for improving infrastructure and basic facilities in universities. **Rs. 2631 crore has been proposed in the Tenth Plan to meet the development and maintenance grants given by the UGC to the universities and colleges.** It is also proposed to set up more central universities specially in States not having central universities. Effort will be made to set up more autonomous colleges and also improve the academic and physical infrastructure of under-graduate colleges. To increase access of higher education private institutions/colleges have a role. However, private sector can fulfil only partial needs of higher education. Public funding will be necessary to fulfil the critical needs of higher education.

18. The principle of equity would be kept in mind by ensuring that those socially, economically, geographically disadvantaged get their fair share in the pursuit of higher education. It is well known that the participation of women in education has not been to the desired extent. The enrolment of women in universities and colleges at the beginning of the academic year 2000-01 was 35% of the total enrolment. To encourage women to pursue higher studies more and more counselling/study centres and hostels for women will be set up in the Tenth Plan. Day care centres are proposed to be set up in the Tenth Plan in universities and colleges to take care of children so that women can take up higher studies. Similar efforts will be made for SC/ST and minorities students. To increase *access and equity* in the North East and backward areas the activities of distance/open universities will be supported. For enhancing access and equity for these sections of society Rs. 700 crore has been proposed in the Tenth Plan.

19. An outlay of Rs. 3014 crore has been proposed in the Tenth Plan **for promoting quality and relevance in higher education** (Rs. 960 crore for promotion of relevance and Rs. 2054 for quality and excellence) in the context of current socio-economic conditions.

(a) The aim is to initiate skill oriented add-on courses. The career development of students will be done by encouraging courses with professional focus. The UGC has already initiated a major programme of vocationalization at the under-graduate level in about 35 subjects. In the Tenth Plan the aim is to start new courses which have job potential, namely, yoga, purohita, value education, astrology etc. (b) In addition, more vocational courses in emerging areas such as information technology, biotechnology,

biomedicine, genetic engineering, applied psychology, tourism and travel, physical education and sports would be introduced in more and more universities. (c) The UGC is continuously updating curriculum and has done so in 30 subjects in different disciplines.

20. Promotion of quality in education is proposed to be given top priority by expediting the process of external accreditation, nurturing of universities of excellence, supporting academic staff colleges etc.

(a) The Administrative Staff Colleges have proved to be good instruments in teacher training and orientation. In the Tenth Plan effort will be to widen and enhance the range and scope of Administrative Staff Colleges (ASC). The Administrative Staff Colleges would be given funds to take up time-bound activities for improving and strengthening the skills of teachers. **A few more new ASCs would also be created so as to have uniform geographical balance.** (b) The UGC has been taking steps for making accreditation of institutes mandatory. In the Tenth Plan, State Govts. would be required to take a pro-active role in the accreditation process by helping NAAC to organize seminars, orientation programmes, discussion meetings for principals, teachers, managers, students, for understanding the advantages of accreditation. (c) The UGC conducts a National Level Test (NET) for lectureship eligibility and Junior Research Fellowship to ensure minimum standards for entrants in teaching profession and research in humanities including languages, Social Sciences, Computer Applications and Electronic Sciences. The test for other science subjects is conducted by the CSIR jointly with the UGC. **NET which is now accepted as a quality ensuring mechanism will continue to be supported by the Govt./UGC** in the Tenth Plan UGC is planning to increase the number of research fellowship in the Tenth Plan. (d) **In the Tenth Plan, efforts will be made for better networking between open and conventional universities.** This would lead to optimal utilization of existing resources.

21. **To develop IT orientation in higher education in the Tenth Plan effort will be made to provide Intranet and Internet connectivity to universities and colleges.** Each university will be encouraged to establish linear area network so as to create connectivity on the campus. The university would also be helped to establish college-network for connecting all the colleges in the jurisdiction of the university. This network for free flow of knowledge and information would enhance the access as well as quality of higher education.

22. In view of the resource crunch faced by the UGC/higher education systems, in the Tenth Plan the UGC will give incentives to universities/colleges which will make efforts to raise their own resources (both internal and external resource generation) and adopt better management practices. An outlay of Rs. 257 crore has been proposed for establishing State Councils of Higher Education which will lead to effective management of higher education in the Tenth Plan. Four States, namely, AP, Tamil Nadu, West Bengal and Uttar Pradesh have already established State Councils. It is expected that by the end of the Tenth Plan, 20 State Councils would be established.

Bharat Shiksha Kosh

The Deptt. of Secondary and Higher Education has set up a Bharat Shiksha Kosh with an initial contribution of Rs. 1 crore as seed money. The initial contribution from the Govt. of India will be supplemented by donations/contributions/endowments from individuals and corporates, NRIs, Persons of Indian Origin (PIOs) etc. for various educational purposes. These contributions would qualify for 100% deduction under the Income Tax Act 1961.

The following activities across all sectors of education are proposed to be funded out of the incomes from the Kosh : (i) provide assistance to educational institutions;(ii) maintain and promote quality in education and establish centres of excellence; (iii) promote/undertake scientific research and activities specially in emerging areas etc.

The Kosh will be managed through Registered Society to be set up and serviced by a Cell in the Planning Bureau in the Deptt. of Secondary and Higher Education. A general body chaired by the Human Resource Minister would determine policy and oversee, supervise and coordinate the affairs of the Kosh. The Board of Governors chaired by Secretary, Deptt. of Secondary and Higher Education would be responsible for management and administration of the Kosh.

Programme to Strengthen Scientific Research

23. For strengthening scientific research Rs. 680 crore has been provided for the schemes of Committee on Strengthening of Infrastructure in Science and Technology (COSIST), Inter-University Centers (IUCs), USIC and research projects in various sciences. Under the above schemes Science Departments in Universities which have achieved excellence in research, are assisted on a selective basis. These Departments are given equipment and provided other facilities so that they can do research and teaching at internationally competitive levels.

Under the Special Assistance Programme (SAP) the UGC provides grants to University Departments that have the potential to do quality teaching and research in various social sciences/humanities/law and allied disciplines. The UGC would continue to assist the university departments in the Tenth Plan which have achieved excellence in research in different disciplines of science specially in the emerging areas of biotechnology, biomedicine, genome engineering, nuclear medicine

24. In addition, an outlay of Rs. 340 crore has been proposed for Engineering and Technology Institutes in universities. The UGC will support the technical universities by providing them development grants so as to strengthen academic infrastructure.

Distance Education and IGNOU

25. IGNOU has expanded its Regional Centres and Study Centres Network in the Ninth Plan period. The enrolment of distance learners in Open and Distance Education System in the Tenth Plan period is expected to rise significantly. The emphasis here would be on increasing access from disadvantaged groups and under-developed regions. IGNOU has been vested with two major responsibilities : (a) to act as an open university and offer need based education, training and extension programmes, with special focus on the disadvantaged sections of the society and (b) to act as the national nodal agency to determine and maintain standards in distance education in the country. IGNOU has established Distance Education Council (DEC) to act as nodal agency for distance education system at the tertiary level. The university has adopted an integrated multimedia instructions strategy consisting of print materials, audio-video programmes, supported by counseling sessions at study centres throughout the country. In January, 2000 IGNOU has launched a 24 hour education TV channel called Gyan Darshan which telecasts educational programmes from school level to tertiary level. During the Tenth Plan, it is proposed to set up open universities in States which do not have them. The Distance Education Council of IGNOU will take necessary steps in the above direction. Activities of Gyan Darshan (TV Channel) and Gyan vani (radio broadcast) would be expanded. The target includes setting up of 40 FM Radio Stations.

26. An outlay of Rs. 890 crore is proposed for IGNOU and state open universities in the Tenth Plan so that the open learning system can reach the unreached and disadvantaged sections of the society specially in low female literacy districts, tribal dominated hilly areas and backward regions of the North East

Social Science Research

27. The higher education system includes research institutions which are outside the university system. There has been a phenomenal expansion in the social science research institutions in the post-independence period. These are the ICSSR, ICPR, ICHR, IIAS and NCRI which are funded by the MHRD. The basic approach during the Tenth Plan period would be to continue and increase the funding of these institutes so that they could play a more meaningful role in national development and the gap between the funding of the national and the social sciences could be somewhat narrowed down. An outlay of Rs. 200 crore has been proposed in the Tenth Plan for the above institutes.

28. The Steering Committee recommended strengthening of the statistical machinery and data collection of the higher education system.

UNIVERSITY AND HIGHER EDUCATION

Table

Schemewise approved outlay and likely expenditure of the University and Higher Education during the Ninth Plan (1997-2002) – Central Sector

Part A.

Sl. No	Name of the Scheme	(Rs. crore)		
		Ninth Plan 1997-02 Allocation	Ninth Plan 1997-02 Likely Expdr.*	Tenth Plan 2002-2007 Proposed Outlay
1	Association of Indian Universities	1.00	1.64	
2	Dr. Zakir Hussain Memorial College Trust	2.00	0.55	
3	Institutions of Higher Learning	2.50	1.99	
4	ICHR	4.00	6.45	
5	IIAS	4.50	7.27	
6	ICPR	7.56	6.25	
7	ICSSR	30.00	50.40	
8	Punjab University	0.05	-	
9	UGC@	2000.00	2047.40	
10	IGNOU	429.00	169.68	
11	National Evaluation Organisation	2.00	0.49	
12	Strengthening of Admn. Machinery	0.05	-	
13	National council for Higher Education	0.50	-	
14	National Council of rural Institutes	10.00	0.90	
15	Commonwealth of Learning	1.00	-	
16	Hindi University	\$	0.90	
17	Urdu University	\$	2.00	
18	Upgradation of Universities and Colleges	\$	-	
19	Philosophy of Culture	-	1.56	
20	PHISPC	5.84	3.19	
21	National Loan Scholarship Scheme	0.00	0.01	
22	Free Education for Girls	-	1.00	
	Total (University and Higher Education)	2500.00	2301.68	8712.00**

@ Includes budget provision of Rs. 28 crore of Programme to Strengthening Scientific Research in Ninth Plan \$ Included under UGC * Includes actual expenditure from 1997-98 - 2000-2001 and 2001-02 Approved Outlays.

** The break-up is on next page

**- Part B
Table (contd.)**

Part B – University and Higher Education

(Rs. crore)

Sl.No	Name of the Scheme	Tenth Plan 2002-2007 Proposed Outlay
1	Development of Universities and Colleges (<i>broadly aid to UGC for Development and Maintenance Grants</i>)	2631.00
2	Enhancing Access and Equity (<i>Schemes for Hostels/Study Centres/Counselling Centres for Women, SC/ST, Minorities in backward areas and North East</i>)	700.00
3	Promotion of Relevance (<i>Promotion of Academic Staff Colleges, Career Orientation, Introduction of New Courses like Astrology, Vedic Studies, Value Education, Yoga, etc.</i>)	960.00
4	Promotion of Quality and Excellence (<i>Development of IT in colleges, Networking among universities, inter-university centres, Research Funding in Humanities and Social Sciences</i>)	2054.00
5	Improvement in Management and Efficiency of Higher Education (<i>Incentives for Resource Mobilisation, Training of Administrators, Promotion of State Councils of Higher Education and College Development Councils, Bharat Shiksha Kosh</i>)	257.00
6	Programme to Strengthen Scientific Research (<i>COSIST, Research Projects in Science, BioTechnology, USIC etc.</i>)	680.00
7	Engineering and Technology (<i>Grants to Technology and Management Institutes in Universities</i>)	340.00
8	Distance Education (<i>IGNOU, Support to State Open Universities, Gyan Darshan and Gyan Vani</i>)	890.00
9	Research and Other Agencies	200.00
	Total 1-9 (Aggregate Requirement for the Tenth Plan)	8712.00

CHAPTER IV

TECHNICAL EDUCATION

1. The Technical Education System which has played a very significant role in the process of economic and technological development of India, covers courses/programmes in Engineering, Technology, Management, Architecture, Town Planning, Pharmacy, Applied Arts and Crafts etc. It produces high quality technical manpower through various institutions, and gives R&D input to industries.
2. At present technical education is provided through IITs, IIMs, IISC Bangalore, IIITM, Gwalior, IIIT, Allahabad, 17 RECs, engineering colleges, specialized institutes, a number of polytechnics etc.
3. Consequent upon the National Education Policy of 1986 which reorganized the Technical Management Education, a number of initiatives were taken. The Ninth Plan focused on four thrust areas such as (a) sustaining and consolidating the infrastructure and further expanding the scope of such infrastructure (b) strengthening systems of management and governance at all levels, networking between institutions and developing effective linkages (c) introducing new and innovative schemes which shall enhance the vibrancy of the system and help it conform to emerging demands of industrial growth in terms of new technologies and (d) expand the base of research amongst technical institutions.

ISSUES OF CONCERN

4. As a result of the above policy framework, there has been an impressive growth in technical education in terms of capacity expansion. Though the sector has expanded substantially in terms of increased number of institutions as well as inclusion of new courses, *the present coverage of technical manpower is much lower compared to the requirements of the country.* The system of technical education faces the following problems which weaken its overall efficiency:
 - Lack of enough training programmes in the area of information technology and other emerging areas
 - Consequently, there is a shortage of talented and high caliber faculty in IT and other emerging areas
 - Inability to make available funds/resources to all the technical institutes.
 - Compartmentalised functioning of IITs, RECs and other engineering institutes
 - Lack of sufficient arrangements to sustain the progress and the tempo created with assistance from the World Bank for the polytechnics
 - Efforts to transfer the technology particularly in rural areas have not been as successful as expected.

NINTH PLAN ACHIEVEMENTS

5. During the Ninth Plan an outlay of Rs. 2373.51 crore has been allocated for the Technical Education Sector against which an expenditure of Rs. 2132.46 crore has been incurred till September, 2001. (please see table)

6. In the Plan period a large number of engineering colleges and other technical institutes were established across the country with the approval of AICTE mainly through private initiative. During the period 1996-2001, the AICTE approved 599 engineering degree institutions and 204 polytechnics.

7. During the period under review the institutions of national importance/excellence like IITs, IIMs, IISc, Bangalore and other central institutes, namely, ISM, SPA, NIFFT, NITIE, IITM, TTIs, NERIST and SLIET provided instructional training to make available high quality trained manpower in the field of Technical Education. The new IIT at Guwahati, new IIMs at Calicut and Indore The Indian Institute of Information Technology and Management, Gwalior and IIIT, Allahabad accelerated their pace of activities so as to operationalise fully. The University of Roorkee has been converted into an IIT in the current year.

8. The Scheme of Community Polytechnics continued to contribute substantially by transferring techno-economic advances in technical education and appropriate technologies to the rural masses. Establishment of polytechnics for people with disabilities is a milestone in the current plan. Under the schemes of Modernisation and Removal of Obsolescence, Research and Development of Thrust Areas in Technical Education, a large number of central technical institutes benefited when they upgraded their infrastructure facilities including laboratories and by development of their R & D bases. The scheme of Apprenticeship Training for engineers, technicians and 10+2 vocational stream pass-outs helped job aspirants in securing better employment prospects. Greater emphasis was given to strengthen and consolidate infrastructure facilities available at institutes of national importance/excellence like IITs, IIMs, IISc, RECs etc. This included upgradation of existing computing facilities at IITs.

9. For strengthening Technician Education and improving the quality of Polytechnic pass outs in the country, massive efforts were made using assistance of the World Bank through a State Sector Project in two phases. The Technician Education Project I & II covered 279 polytechnics in 9 States and 249 polytechnics in 10 States. The Tech. I & II Project contributed in improving the quality of polytechnic education. The Tech. Education Project III began effectively from January, 2001 and is aimed to assist the polytechnics/industries in the backward areas of the North East and Andaman and Nicobar Islands.

10. During the Ninth Plan period the IITs and Indian Institute of Science, Bangalore implemented Technology Development Missions in the areas of food processing engineering, material technology, genetic engineering, bio-technology etc. The Technology Development Missions succeeded in establishing strong industry-institute

linkages . The industry has so far benefited from a large number of projects under different programmes and the technologies developed have been transferred to industry.

High priority was given to modernization and removal of obsolescence in laboratories, workshops in engineering, management, pharmacy and architecture institutes to enhance the functional efficiency of the above institutes for teaching, training and research purposes.

11. To meet the emerging need for quality manpower in Information Technology (IT) and related areas, a Task Force was constituted by the Govt. To determine the gap between demand and supply of IT professionals. necessary initiatives have been taken. Based on the recommendations of the Task Force, a National Programme of HRD in IT is being launched. The National Programme for HRD in IT will target mainly at IT education at the degree level and beyond. Different components of this programme include upgradation of computing facilities and connectivity ; promoting technology enhanced IT education; faculty development initiatives; curriculum and course initiatives; and promoting interface with industry. These initiatives shall be launched along with efforts for overall institutional development and networking of institutions. The primary thrust will be on post graduation education and research in Information Technology.

KEY ISSUES IN TECHNICAL EDUCATION - FOR THE TENTH PLAN

12. The Working Group reviewed the on-going activities and programmes and assessed the needs of technical education sector for development. After intensive deliberations it recommended that programmes and activities initiated during Ninth Plan need to be continued during the Tenth Plan as well. In addition, those provisions of NPE, which could not be implemented so far also need to be taken up during Tenth Plan. The terms of reference of the Working Group may be seen in Appendix.

13. *The key issues identified by the Working Group for development and support during the Tenth Plan include: Strategic Planning and Management of Education Systems, Quality Dimensions, Quantitative Dimension, Development of Human Resources in Information Technology, Pharmacy Education, Architecture & Planning Education and Hotel Management & Catering.*

14. Keeping in view the announcement made by the Prime Minister on 19th January, 2001. regarding a National Mission on Technology Education, following programmes will be given due importance while formulating the initiatives and schemes for the Tenth Plan:

1. Information Technology will be the thrust area in technical education. In addition, new technologies will be developed in view of their great potential including Biotechnology, Bio-informatics, Nano-technology, Advanced New Materials Technology and Alternate Energy Sources etc.
2. EMIS as a scheme through AICTE will be supported at the national level to plan coordinated development of technical education system and will also be implemented in selected lead institutions in the country. The information collected

through the system shall be available on line and will provide an effective real time decision support system to Central and State Governments for effective planning, development and monitoring of the system. It would support other stakeholders as well in taking informed decisions and making informed choices.

3. The National Technical Manpower Information System (NTMIS) shall be strengthened and expanded into other areas of technical education, namely, Management, Pharmacy, Hotel Management & Catering, and Applied Arts. This would assist Central and State Governments and the AICTE to monitor mismatch between supply and demand of technical manpower and facilitate more effective planning and development of technical education in the country.
4. The Rama Rao Committee which submitted its report in December 1998 recommended enhancing the quality of post-graduate education and research capability through doctoral and fellowship programmes will be implemented.
5. Existing resources in the institutions will be strengthened such as modernization of laboratories, workshops, libraries and computer facilities and R&D. For optimal utilization of existing resources, schemes of resource sharing, networking among institutions and other concerned activities will be supported. The resource institutions will be developed to expand existing capacity and accessibility. TTTIs will be strengthened as per the recommendations of The Indiresan Committee (Report submitted in November, 2000) to expand the scope of training to the teachers of degree level engineering institutions as well. (At present the TTTIs are involved in training of polytechnic teachers only).
6. The increasing demand and the need to improve the quality and relevance to meet the changing industrial needs call for alternate delivery modes of technical education. In this context, distance and web-based learning will be given greater thrust in the Tenth Plan. Development of instructional material in modern multi-media formats and their dissemination will be undertaken by key educational technology centers in the country.
7. In view of the diminishing demand for middle level supervisory technical personnel, it is proposed to offer industry oriented and practice-based technician degree programmes in selected polytechnics. In addition to giving an opportunity for diploma holders to obtain higher qualifications, this programme will also provide the much-needed multi skilled manpower to the industry. Such Polytechnics will be developed as Indian Polytechnic Institutes (IPIs) and will play leadership role in strengthening the diploma level education. The IPIs would provide the much needed multi skilled manpower to the industry and they also act as model institutions for the Centres Of Excellence. Further these institutions will undertake research for developing educational programmes, resources and equipments for the physically challenged.

8. Several schemes and programmes will be initiated to expand, develop and retain the faculty in the technical and management institutes. A national policy on training teachers of engineering, management and other professional institutions has been formulated which will be implemented during the Tenth Plan.
9. To optimize resources and to make the system cost effective, two schemes will be initiated (a) networking of like minded institutions in the areas of faculty and student exchange, joint academic and research programmes, faculty mentors, joint consultancy, continuing education and distance learning programmes, designing and updating curricula, preparation of instructional material, staff development and data & information sharing etc.. (b) to avoid duplication of efforts and resources, common laboratory facilities in specialized areas will be created to be shared by other institutions and industry on cost basis to encourage interaction with industry.
10. In the Tenth Plan Regional Engineering Colleges, which have shown great potential will be upgraded to National Institutes of Technology and conferred the status of deemed universities.
11. To enhance the productivity of informal sector appropriate schemes will be developed and implemented in the Tenth Plan with a view to improve the skill profile of manpower employed and adaptation of better technologies.
12. The community polytechnic scheme for socio-economic development will be expanded by bringing all the AICTE approved institutions under the scheme. The components relating to transfer of technology, manpower development and technical and support services will be given due emphasis in implementing the scheme.
13. Pharmaceutical institutions, institutions offering courses in Architecture & Planning and Hotel Management & Catering will be supported for starting advance level courses, R&D and continuing education programmes.
14. IITs and IISc Bangalore are successfully implementing Technology Development Missions in various areas and providing strong support to industry-institute-linkages. These efforts will be continued during the Tenth Plan.

PROPOSALS FOR THE TENTH PLAN

15. As mentioned above an outlay of Rs. 10678.85 crore for the Tenth Plan is proposed for the Technical Education Sector. This includes Rs. 5082.85 crore for the continuing schemes and Rs. 5596.00 crore for the new schemes proposed.
(please see table at Annexure)

Continuing Schemes for the Tenth Plan

16. It is seen from Annexure that in the continuing schemes a major increase in outlay is proposed for the RECs. An outlay of Rs. 700 crore is proposed for the upgradation of the RECs in the Tenth Plan. (During the Ninth Plan Rs. 244.36 crore has been allocated for the RECs. The RECs are proposed to be upgraded to National Institutes of Technology and would be conferred the status of deemed university in the Tenth Plan. Similar increase in outlays is proposed for the IITs and polytechnics. The IITs will enhance their student intake in emerging areas and would be encouraged to open campuses at other places in the country so that different regions get the benefit of quality technical education and larger capacities created. An increased outlay is proposed for AICTE's continuing activities and for its wings like NTMIS, NBA etc.

New Schemes for the Tenth Plan

17. As mentioned above Rs. 5596 crore is proposed for the new initiatives to be taken up under the Technical Education Sector in the Tenth Plan. The highest outlay of Rs. 1300 crore is for the National Programme for HRD in IT. Under the programme introduction of new courses, integration of IT in existing technical and management courses, creating of IT facilities in existing institutions will be supported.

18. Rs. 900 crore is proposed for the Technical Education Quality Improvement Project of GOI. Under the proposed scheme a systematic transformation of the Technical Education sub-sector at state level is proposed with international funding. During the Tenth Plan period 40 engineering colleges will be developed as "lead centres" and 200 engineering institutes and polytechnics will be developed as network institutes.

19. In the Tenth Plan the aim is to make education flexible and enable students to learn at their own time and pace. Keeping this in view Rs. 206 crore is proposed for distance and web based learning in the various engineering and management institutes. Educational Technology Centres will be established/strengthened at IITs, RECs, selected engineering colleges, management institutes and TTTIs. Preparation of course material and converting them into multi-media software ready to be put on line will be taken up by these centres.

20. For development of new and emerging technology areas like bio-technology, nano-technology, bioinformatics, advance new material technology, Rs. 200 crore is proposed to create a full fledged department of bio-technology at IITs, RECs and Indian Institute of Science, Bangalore with under-graduate, PG and doctoral programmes. This will provide a competitive edge to the country in the long term development of biotechnology potential.

21. During the Tenth Plan as in the Ninth Plan the efforts will be on to develop the Technical Education Sector in the North-Eastern States and Jammu & Kashmir. An outlay of Rs. 35 crore is proposed in the Tenth Plan for the Technical Institutes in these two regions. In the area of Technical Education most of the North Eastern States have

infrastructural facilities which are much below the national average. The proposed scheme will support facilities of technical education by modernizing laboratories, libraries and providing digital resources.

Technical Education

Table

(Rs. crore)

A. Continuing Schemes

Sl. No.	Name of the Scheme	Ninth Plan 1997-2002 Allocation	Ninth Plan 1997-2002 Likely Expendr.*	Tenth Plan 2002-07 Proposed Outlay
1	AICTE	400.46	360.73	655.00
2	Sant Longowal Institute of Engineering and Technology	74.61	63.30	50.00
3	Apprenticeship Training	82.00	52.07	150.00
4	UGC Schemes	173.68	123.42	
5	IISc, Bangalore	90.00	80.00	150.00
6	Community Polytechnics	309.84	104.08	701.35
7	Payment for Professional and Special Services	8.82	7.81	20.00
8	IITs	450.75	627.36	1278.00
9	RECs	244.36	246.17	700.00
10	IIMs	102.31	88.39	300.00
11	Engineering College at Jammu	2.50	2.00	
12	Technology Development Mission	0.38	8.00	62.50
13.	Ed.CIL	0.08	0.79	01.00
14	North Eastern Regional Institute of S&T	58.00	58.00	50.00
15	RAGNICAS	11.00	47.00	80.00
16	IIITM, Gwalior	54.43	65.09	80.00
17	Polytechnic for Disabled	21.00	5.95	300.00
18	TTTIs	66.74	43.56	192.00
19	NITIE, Bombay	13.22	21.64	40.00
20	NIFFT, Ranchi	15.60	14.59	44.00
21	SPA, New Delhi	17.21	16.61	34.00
22	Research and Development	23.64	27.14	50.00
23	MODROB*	38.50	25.00	50.00
24	Thrust Areas of Technical Education*	29.10	19.00	50.00
25	Software Manpower Development	62.28	0.01@	
26	ISM, Dhanbad	12.50	12.50	30.00
27	BOATS	10.50	5.64	15.00
28	Research and Information Services	-	3.00@	
29	Student Counselling and Development Programme	-	3.00@	
30	Information Technology	-	-	
31	Technical Education III	-	0.01@	
32	IIT, Allahabad	-	-	
	Total (Technical Education)	2373.51	2132.46	5082.85

* Includes actual expenditure from 1997-98 - 2000-01 and 2001-02 Approved Outlays

@ No expenditure incurred from 1997-98 to 2000-01 and this reflects only approved outlay for 2001-02

B. New Schemes – Technical Education

Table (Contd.)

(Rs. crore)

Sl.No.	Name of the Scheme	Tenth Plan 2002-07 Proposed Outlay
1	New Schemes of AICTE	225.00
2	Strategic Planning and Management a)Research and Case Studies for Improvement in Technical and Management Education b)Study of International Practices	50.00 5.00
3	Quantitative Expansion	180.00
4	Distance Education and Web Based Learning	206.00
5	National Programme for HRD in IT	1300.00
6	Faculty in Technical Education a)Faculty Recruitment and Retention b)Faculty Development	50.00 100.00
7	Optimisation of Resources a)Networking of Institutions b)Setting up of Common Laboratory Facilities c) Setting up of Common Library Facilities	250.00 500.00 50.00
8	New and Emerging Technology Areas – enhancing Facilities for Biotechnology education and other emerging Areas	200.00
9	Postgraduate Education and Research	185.00
10	Indian Polytechnic Institutes	300.00
11	Informal Sector Development	100.00
12	Technical Education Quality Improvement Project of GOI	900.00
13	National Testing Services	10.00
14	Special Programme for NE States	30.00
15	Special Programme for Jammu & Kashmir	5.00
16	Establishing Multiple Campuses by Premier Institutions	500.00
17	Management Education	260.00
18	Quality Enhancement of Pharmaceutical Education/Architecture and Planning/Hotel Management & Catering	100.00
19	Strengthening Science as a Component in Engineering Education	50.00
20	Strengthening Social Science/Humanities and inclusion of Ethics as a component in Engineering Education	20.00
21	Research and Information Services	5.00
22	Student Counselling	5.00
23	National Mission on Technology education (Governance of the Mission)	10.00
	Sub-Total (B)	5596.00
	Grand Total (A+B)	10678.85

CHAPTER V

Educational Development of Disadvantaged Sections – Scheduled Castes, Scheduled Tribes, Minorities, Women and Disabled Children during the Tenth Five Year Plan

The National Policy on Education lays special emphasis on removal of disparities and equalization of educational opportunities of educationally backward social groups, particularly Scheduled Castes, Scheduled Tribes and educationally backward minorities.

1. The Steering Committee considered the recommendations of the Working Group on Educational Development of Disadvantaged Sections. The terms of reference may kindly be seen in Appendix-VI.

2. Several strategies have been adopted and different schemes have been implemented for the educational development of SCs, STs, Minorities, Girls/Women and Disabled Children.

3. The following special provisions for SCs and STs exist in the schemes of the Departments of Elementary Education & Literacy and Deptt. of Secondary & Higher Education: -

- Relaxed norms for opening of primary schools.
- A primary school within 1 km walking distance from habitations of 200 population instead of habitations of 300 population.
- Most of the states have abolished tuition fee for SC/ST students up to the senior secondary level.
- Incentives like free text books, uniforms, stationery, school bags etc. to these students.
- The major programmes of the Deptt. of Elementary Education viz. District Primary Education Programme (DPEP), Non-Formal Education (NFE) and the National Programme for Nutritional Support to Primary Education accord priority to areas of concentration of Scheduled Castes and Scheduled Tribes.
- Reservation of seats for SCs and STs in central government institutions of higher education including Indian Institutes of Technology, Indian Institutes of Management, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas etc. There is also a relaxation in the minimum qualifying cut off percentages for admission in Universities, Colleges and Technical Institutions, apart from reservation.
- Remedial and special coaching is provided for SC/ST students to improve their academic skills, linguistic proficiency in various subjects and to raise their overall level.

- Out of the total number of 43,000 scholarships at different levels, 13,000 scholarships at the secondary stage are allocated to talented SC/ST children from rural areas.
- Fellowships are awarded by UGC for SC/ST students. UGC also provides relaxation for SC/ST candidates in appointment of lecturers.
- NCERT has prepared/developed/published textbooks and teaching/learning material in tribal dialects .
- 146 districts have been identified using the criterion of low female literacy rate and 98 such districts have already been covered under DPEP.

4. In addition to the above mentioned schemes the Department of Secondary & Higher Education is administering three major schemes for the educational development of minorities viz. Area Intensive Programme for Educationally Backward Minorities; Modernisation of Madarsa Education and Appointment of Urdu Teachers.

(a) “The Area Intensive Programme for Educationally Backward Minorities” provides for basic infrastructure and facilities in areas of concentration of educationally backward minorities, which do not have adequate provision for elementary and secondary education. Under this cent per cent financial assistance is given to State Governments and Voluntary Organisations (through State Governments) for establishment of new primary/upper primary schools and residential higher secondary schools for girls; strengthening of educational infrastructure and physical facilities in existing schools; and opening of multi-stream residential Higher Secondary Schools for Girls where arts, science, commerce, and vocational courses are taught.

(b) Under the Scheme “Modernisation of Madarasa Education” traditional institutions like Madarasas and maktabas are encouraged by giving financial assistance, to introduce Science, Mathematics, Social Studies, Hindi and English in their curriculum.

(c) Under the scheme “Appointment of Urdu Teachers”, incentive for teaching/study of Urdu is provided to State Governments/Union Territories to augment educational facilities for girls. Financial assistance for the appointment of full time and part time Urdu teachers is admissible only for one Plan period. This scheme is being implemented in the Minority concentration blocks/districts identified by the Ministry of Social Justice & Empowerment.

8. Other Ministries like the Ministry of Social Justice & Empowerment, Ministry of Tribal Affairs, Ministry of Health, Ministry of Labour and departments like the Department of Women and Child Development also implement schemes for the educational development of SCs, STs, minorities, women and Disabled Children. The following schemes are implemented by them:-

- Under Pre-Matric Scholarship, financial assistance is given to children of Scavengers, sweepers.
- Under the scheme of National overseas scholarship, financial assistance is provided to meritorious students including girls, for pursuing higher studies abroad.

- Under the scheme of upgradation of merit of SC/ST students, 100% Central assistance is provided to States/UTs for arranging remedial and special coaching for SC/ST students studying in classes IX to XII.
- Under the coaching and allied scheme, free coaching facilities are provided to SC/ST candidates including girls belonging to families with annual income levels up to Rs. 44,500 per annum
- Under the scheme of Book Bank, book banks are established to provide SC/ST students, including girls, access to latest Text Books for medical, veterinary, engineering, agriculture and polytechnic courses.
- Full assistance is provided to NGO's for setting up educational complexes for tribal girls studying in class I to V.
- In areas of very low SC female literacy, a package of educational inputs through residential schools in class I is provided.
- Training is imparted to women in basic, advanced and instructional skills and also short-term courses in secretarial practice, electronics, dress making, hair and skin care through ten Regional Vocational Training Institutes and a National Vocational Training Institute at NOIDA.
- Grant-in-aid is given to State Governments for establishment of new ITIs for Women and introduction of new trades in existing ITIs for Women.
- The Protection of Disabled Act (PDA, 1995), provides the legal frame work to the Centre and the States for formulating schemes which will take care of education of children with disabilities. It makes the States responsible for the education of the Disabled.

THE WORKING GROUP ON EDUCATION FOR DISADVANTAGED SECTIONS – SC/ST, MINORITIES, WOMEN, HANDICAPPED - FOR THE TENTH PLAN MADE THE FOLLOWING RECOMMENDATIONS :

9. The Working Group is of the view that for meeting the educational needs of the disadvantaged sections, the existing schemes require better targeting and tighter monitoring to see that the funds allocated are properly utilized. The inputs under the scheme should be made available in a timely manner so that the students belonging to the disadvantaged categories derive the desired benefits and show appropriate results.

The recommendations made by the Working Group for various categories are detailed below

1.Scheduled Castes/Scheduled Tribes

The Working Group recommended the following measures in the Tenth Plan for education of SCs/STs:-

The primary responsibility for promotion of literacy and education amongst Scheduled Castes/Scheduled Tribes throughout the country should vest in the Ministry of Human Resource Development as it is in the best position to promote their educational development by implementing specialized programmes and schemes under the SCP/TSP.

- The role of the Ministry of Social Justice & Empowerment and the other Departments e.g. Department of Women & Child Development should be used for making special interventions to augment and supplement the existing programmes of the Ministry of Human Resource Development and Schemes of the States/UTs.
- The Department of Elementary Education and Literacy should take up the entire responsibility up to the Elementary Education stage. In respect of the other stages viz. Secondary and Higher Education, the Department of Secondary & Higher Education should assume the primary role augmenting its efforts through specific inputs from the Ministry of Social Justice & Empowerment and other concerned Departments.
- Pre-school facilities should be provided in existing schools by changing the timings of the schools for other classes. Such facilities should be provided compulsorily in all schools of the Districts where the literacy among the SCs/STs is less than the national average. Special coaching should be started in the existing schools compulsorily in all the above districts. Such classes could be held after the school hours and on holidays for which the existing teachers should be paid additional remuneration. Similar arrangements may be made for the Scheduled Caste/Scheduled Tribe children living in slums and also for their night stay in the coaching center itself. Some incentive may be provided for those who take up coaching. Such facilities would help the students to be better equipped to handle the curriculum /course load in class-VI.
- In the case of the first generation learners i.e. those who are yet to enter the formal schooling system, it is necessary to improvise their home environment. This can be done through setting up the pre-school centers in addition to the existing schemes such as Anganwadi, crèches etc to stimulate them and facilitate their future educational development. Since the existing pre-school facilities available in the DPEP States for the SC/ST children are minimum, it is vital to give due weightage to these in any policy formulation and its implementation in order to stimulate and motivate them to achieve quality education at the school and subsequently higher education institutions.
- The scheme of the District Model School should be expanded further at block/taluka level and priority in its location be given to the Scheduled Castes/Scheduled Tribes dominated areas along with more weightage to be given to the talented Scheduled Caste/Scheduled Tribe children for admission in these schools. In the appointment of teachers at the elementary stage, qualified SC/ST girls should be given preference.
- Implementation of the Kasturba Gandhi Swatantrata Vidyalaya should be taken up on priority for improving the SC/ST girls' literacy. These schools should be compulsorily established in districts where the literacy standard among the SCs/STs is less than the national average. These schools can also work as feeder schools for the Navodaya Vidyalayas.
- Special Central assistance may be given to the States having low SC/ST literacy rates including the three newly created States, to overcome the financial constraints in providing proper education to the Scheduled Caste/Scheduled Tribe students.
- Providing suitable package of incentives may encourage admission of SC/ST students in technical and professional courses.

- Fees in any form should not be charged from SC/ST students up to matriculation level.
- In each university and college, there should be a Cell for Scheduled Castes and Scheduled Tribes for monitoring admissions, hostel accommodation, and recruitment of the SCs/STs for both the teaching and non-teaching posts.

2.Minorities

The Working Group recommended the following measures for education of educationally backward minorities in the Tenth Plan.

- The Scheme of Area Intensive Programme for Educationally Backward Minorities should be continued with a revised criterion for identifying blocks and the financial parameters. The Programme as currently being implemented covers only the educationally backward Blocks identified as on the basis of minorities' population being more than 20%. Since there is a more pronounced backwardness in the field of education and employment among the minority community, it may be advisable to revise the criteria of eligibility as 12.5% of minority population. The precise number would have to be identified by a district-wise survey in minority concentration areas.
- The standard of education also needs to be improved with focus on the quality of education, effective administration and periodic inspections.
- The whole purpose of a well intended scheme will be lost if recognition is not granted to the schools established with assistance of the Government.
- School mapping exercises are required to be carried out prior to opening of new schools.
- State Governments should give wide publicity to the programme as well as the benefits that the targeted communities are getting from the programme.
- The Scheme should be implemented in a time bound manner.
- State-level committees should exclusively monitor the implementation of the Programme. It is essential to ensure that the target group is benefited as per the objective of the Scheme.
- All States need to evolve a system by which to initiate action as per the provisions of the National Policy on Education and maintain an effective monitoring system.
- Only those NGOs, which have the capacity to bear the cost of the expenses, should be considered under the scheme. For the rest, the assistance will be made available only when the State Government agrees to bear the cost of the recurring expenditure.
- State Governments must pursue the implementation of the Scheme more vigorously.
- Considering the varying standards of Science, Humanities and English Education in Madrasas, it is necessary that standard syllabi be developed. It is necessary to

constitute a Central Madrasa Board and revitalize the existing Boards in the States in order to ensure a higher quality of education in these subjects.

- The task of modernization of Madrasas involves the modernization of teaching methodology and broadening mental horizon of the teachers and managements of these institutions through exposure to the new trends in the field of education, pedagogy, technology, psychology and educational management, motivating them to make use of this knowledge/skill in the teaching of traditional subjects so as to improve the quality of learning of the subjects. The in-service training of madarsa teachers in a modern University setting may be used for the modernization of the scheme. Such a project should expose madarsa teachers to new developments that have taken place both in the sphere of knowledge as well as the society. These programmes may be operationalized either through a programme culminating in a degree like Bachelor of Education (B.Ed.) or basic education diploma, or else it may be a non-formal exposure programme of a lesser duration.
- The teaching of modern subjects appears to be restricted to Class III to Class VIII. It should be extended to the higher classes.
- Assistance for reconditioning and repair of buildings may be provided.
- Funds under the scheme of modernization of madarasas have not been utilized fully for various reasons. These include lack of dissemination of information, particularly about the usefulness of such modernization, to the community and community leaders, lack of coordination between the Union and State Government agencies, absence of interaction with community leaders, delays in release of funds resulting in non-payment of salaries to teachers and consequent abandonment of the scheme, procedural hindrances like registration and recognition of institutions, non-availability of teachers etc. Remedial measures in these areas have to be initiated.
- The Constitution safeguards the right of minorities for conservation of their language and culture. It is, therefore, essential that in the Tenth Plan at least 5000 schools be assisted to have Urdu Teachers, based on accepted parameters of the number of students wishing to learn the language. The average number of Urdu teachers to be deployed may be 1.5 per school. If 5,000 schools are assisted during the Tenth Plan at a cost of Rs. 26,400 per annum per teacher, the expenditure will be around Rs. 19.80 crore. This scheme should apply equally to Minority and non-Minority (including government) educational institutions.
- Community Colleges: Community colleges, particularly in Minority concentration areas, may be established as per the Programme of Action of National Policy on Education.
- Minority Education Institutions: Minority Educational Institutions can play a more positive role in promotion of education among the educationally backward sections among minorities provided their growth is facilitated. Agencies such as the All India Council of Technical Education may consider liberalizing the rules in order to enable minority educational institutions to start recognized professional and technical courses. The Central and State Governments should grant permission to minorities for opening professional institutions such as Medical Colleges, vocational training

institutes and teacher training institutions. The States should issue minority certificates for starting minority institutions on long-term basis. Procedures for issuance of such certificates should also be simplified.

- It is seen that necessary arrangements for teaching of minority languages are also lacking. Necessary arrangements to facilitate the teaching of minority languages may be provided by the Central/State Governments/Union Territories.
- Schemes of Remedial Coaching may be continued in the Xth Plan.
- It is recommended that the Schemes of Coaching Classes for competitive Examinations run by the University Grants Commission and the Ministry of Social Justice & Empowerment be merged.
- Scheme of Community Polytechnics be extended in the Tenth Plan in the remaining 100 other Districts having significant minority population with at least one such community Polytechnic in each District

3.Women

With regard to education of women, the Working Group recommended the following measures in the Tenth Plan.

- Awareness in society should be created for education of girl child in rural areas and urban slums;
- A specified target period should be fixed to cover the girl child in the age group of 6 to 14 years to provide education at least upto upper primary stage.
- The primary schools should be located in or near the vicinity of the village or urban slums preferably within a range of one kilometer;
- Special Central assistance may be given to states which have lagged behind in girls' education to overcome the financial constraints in providing proper education to girl child;
- All the public/convent schools may be requested to ensure that at least 25% of the students admitted by them are girls;
- Admission to girl students in technical and professional courses may be encouraged by providing suitable package of incentives.
- The Scheme may be implemented for payment of scholarship to girl students based on merit-cum-means.
- Proper and adequate hostel facilities are to be made available to cater to the requirement of girl students specially at college level;
- In different universities and co-educational colleges there should be a women's cell for monitoring admissions, hostel accommodation and related issues.

4.Disabled Children

The Working Group recommended the following measures for education of disabled children

- Convergence of Integrated Education for disabled children scheme with the ICDS under the Department of Women and Child Development for early intervention and with DPEP & SSA for education of the disabled up to elementary levels.
- Convergence of IEDC with the special schools under the Ministry of Social Justice & Empowerment.
- Focus more on inclusive pedagogy and curriculum, Training of teachers and preparation of teaching learning materials.
- Support and services by way of educational addition/special teachers.
- Research and development, advocacy and evaluation.
- Funding through the PTAs/VECs/Management committees of the schools with representations of the parents of the disabled.

Chapter VI

PROPOSALS FOR PROMOTION OF LANGUAGES, BOOK PROMOTION AND COPYRIGHT ACTIVITIES, SCHOLARSHIPS AND NATIONAL MINORITIES EDUCATION PROGRAMME IN THE TENTH PLAN

No separate Working Group on Languages, Book Promotion and Copy Rights and Scholarship was constituted for the Xth Five Year Plan. The Department of Secondary & Higher Education, based on its own perceptions has made recommendations for the development of the above sectors in the Xth Five Year Plan.

1. Languages :

Languages being the most important medium of communication and education, their development occupies an important place both in the National Policy on Education (1986) and the Programme of Action (1992). The promotion and development of all the 18 languages listed in Schedule VIII of the Constitution is the main aim of the Language Bureau of Deptt. of Secondary and Higher Education. This Bureau is assisted by the following autonomous organizations and subordinate offices : -

(i) Central Hindi Directorate and its regional centres (ii) Commission for Scientific and Technical Terminology, New Delhi. (iii) Kendriya Hindi Shikshan Mandal, Agra, and its centres (iv) Central Institute of Indian Languages, Mysore. (v) National Council for Promotion of Urdu Language, New Delhi. (vi) National Council for Promotion of Sindhi Language, Vadodara. (vii) Central Institute of English and Foreign Languages, Hyderabad. (viii) Rashtriya Sanskrit Sansthan, New Delhi. (ix) Maharishi Sandipani Rashtriya Ved Vidya Pratishthan, Ujjain. (x) National Book Trust.

Based on the experiences of the 9th plan, the strategy for development of languages in the 10th plan has been evolved by merging/dropping and evolving schemes. The schemes that have not taken off, like the National Council for the Promotion of Kashmiri Language, have been dropped. The Rashtriya Sanskrit Sansthan's "Shaiva Darshana Kosha" Project – that has more or less served its purpose, has been wound up.

Emphasis for development of all languages listed in the 8th Schedule of the Constitution will continue in Tenth Plan as well. The Department of Secondary Education & Higher Education proposes to merge the schemes "Appointment of Modern Indian Language Teachers" , "Appointment of Urdu teachers" with the more successful scheme "Appointment of Hindi Language Teachers". The new umbrella scheme will be called Appointment of Modern Indian Language Teachers.

The policy and programme of the Language Bureau will focus on the following :

(a) PROMOTION AND DEVELOPMENT OF SANSKRIT AS A LANGUAGE AND DISCOVERING ITS LINKAGES WITH SCIENCE

(i) Sanskrit language has occupied a high pedestal among all languages as its knowledge helps us to access treasures of wisdom hidden in various ancient scriptures. Government is committed to the development of Sanskrit. With modern technological advancement, there is even more need to promote Sanskrit using modern technologies and methods, instead of treating it merely as a “traditional”, ‘classical’ language. It is proposed in the 10th plan to digitalize Sanskrit and to make it fully harmonious with modern science and technology.

(ii) Further, the Sanskrit programmes will also concentrate on the identification, collation and preservation of ancient manuscripts. Particular attention will be paid for promoting links between Sanskrit and Science. There is a vast treasure house of scientific knowledge in our ancient texts that needs to be made available to and popularized by promoting partnership between Sanskrit scholars and the Scientific Community.

(iii) Efforts will be made in the Xth plan to complete Sanskrit Encyclopedic dictionary project.

(b) HINDI LANGUAGE AND MODERN TECHNOLOGY :-

Hindi, the national language will be promoted further in the 10th plan. This is proposed to be developed both as a link language in the country as well as the Rajbhasha. New centers of the Kendriya Hindi Sansthan, are envisaged to be opened to train Hindi teachers and new schemes are envisaged to promote the language through modern technological methods both in the country and abroad. The total budget provision for Hindi in the 9th plan was 80.51 crore. In the 10th plan, it is being increased to 116.36 crore.

(c) THE OTHER INDIAN LANGUAGES :-

(i) All the 18 languages listed in the 8th Schedule of the Constitution will receive attention in the 10th plan. Five major projects have been included for their development which lays stress on digitalization, research analysis, translation, the preservation of manuscripts and accessibility to information. Against a 9th plan provision of Rs.136.97 crore, an outlay of Rs. 343.83 crore for other Indian languages is proposed for the 10th plan.

(ii) In the current year an Advisory Body for the Promotion and Development of Indian languages was set up under the Chairmanship of the Prime Minister. This National Council for Indian Languages will provide the necessary impetus and guidance for the development of Indian languages in the 10th plan. Further, special efforts will be made to focus on and document the endangered languages of the country to protect and preserve our diverse cultural heritage.

2. NATIONAL MINORITY EDUCATION PROGRAMME (NMEP) :-

(i) In the 10th plan, the different schemes of the 9th plan related to the development of minority education will be amalgamated to form one major scheme in order to give more focused attention for educational development of the Minorities. This will include the Area Intensive Programme for Educationally Backward Minorities, the Modernisation of Madarsa Education Scheme and some components of the schemes of the National Council for the Promotion of Urdu. The new schemes will operate like the umbrella scheme and will include all the components of the existing schemes and will work towards mainstreaming of the Minority Education.

(ii) The new NMEP, with a proposed budget of Rs. 55.00 crore for the 10th plan, will give education for minorities a new thrust and focus and will help us to better coordinate the different schemes for more effective implementation.

3. SCHOLARSHIPS – IMPROVING WITH THE TIMES :

For the Xth plan, the various scholarship schemes have been modified keeping in mind the problems faced in implementation during the 9th plan, the changing educational scenario and the need to improve quality of education. The schemes were reviewed by a committee headed by Smt. Laxmi Reddy (retd) Joint Secretary (Retd.) which brought out in its report various reason for schemes not becoming very popular. Based on the recommendations, the schemes are being revised and have been made uniform and attractive, fully financed by the Govt. of India. The earlier income ceiling and the distinction between day scholars and hostellers have been removed. Scholarship amounts have been standardized and an extra 25% allowance has been provided for students with disabilities.

4. EDUCATION IN HUMAN VALUES :-

The scheme of Stengthening Culture and Values in Education is proposed to be transferred from the Secondary Education Bureau to the Language Bureau in the Tenth Plan. The Scheme aims to implement NPE 1986 mandate of making education a forceful tool for inculcation of social and moral values. The scheme is proposed to be continued in the 10th Five Year Plan with an expansion in its scope so as to sensitise students, parents, teachers and the community – the four pillars of the society. Recently, new initiatives have been taken to set up Value Education Centres in NCERT, UGC, NIEPA, NOS, IGNOU, IIT Delhi, IIM Lucknow, ICPR and special arrangements are being made for training of teachers in value education. It is proposed to involve States and UTs to seek their active participation in the value education programme. An outlay of Rs. 60 crore is proposed for the scheme in the Tenth Plan.

5. BOOK PROMOTION :-

The book promotion activities of the Deptt. of Education are carried out mostly through the National Book Trust. During the Ninth Plan, the Trust organized a number of book fairs and exhibition to encourage and inculcate reading habits among the people. The NBT celebrated the World Book and Copyright Day on April 23, 2000. With more children going to school and increased adult literacy there is a need to promote availability of books in the country.

'Books for All' is our vision for the coming years, which coincides with the vision of 'education for all' of the Department of Education. This would also mean the availability of books at low prices as indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population to promote literacy and education. Measures will be taken to improve the quality of books, encourage creative writing to protect the authors and preserve the age old wisdom of the Indian society. Special attention will be paid to the production of quality books for children, including textbooks and workbooks'.

During the Tenth Plan the National Book Trust will continue its efforts to enhance the production of quality books in the country and enlarge the distribution system for reaching books to more and more people. An outlay of Rs. 32.59 crore has been proposed for the Tenth Plan.

6. COPYRIGHT

India is a major producer and exporter of copyright material namely books, computer software, cinematograph films and music. The major copyright industries have registered significant growth over the last few years. The exports of books and other printed material has grown from Rs. 26 crore in 1986-87 to Rs. 215 crore (estimated) in 1998-99.

In order to strengthen enforcement of copyright, several measures were taken. These include amendment of Copyright Act, 1999, amendment of Copyright Rules in 1995 and promulgation of the International Copyright Order in 1999. In addition, setting up of Copyright Enforcement Advisory Council, organization of seminars/workshops to create greater awareness about copyright law among the enforcement personnel and general public and creation of separate cells in state police headquarters, etc. strengthened the enforcement machinery of copyright and related rights.

The thrust areas in copyright and related rights in the Tenth Plan are strengthening of enforcement machinery, encouragement of research and academic studies in the higher education stream.

An outlay of Rs. 35 crore has been proposed for Copyright and related rights in the Tenth Plan.

Details of outlay proposed for the Xth plan are as per table in Annexure.

Table

Language, Scholarship, Book Promotion and Copyright, NMEP and EHV - Xth Plan Proposed Allocation

(Rs. In Crore)

S.No.	Bureau	IX Plan	IX Plan Expdr.	Xth plan		Xth Plan Proposed
				Proposals Continuing	New	
1.	Languages including EHV and NMEP	338.19	316.99	604.08	294.51	958.59
2..	Scholarship	5.25	3.22	218.75	15.00	233.75
3.	Book Promotion incl. NBT	12.45	20.78	27.19	5.00	32.59
4.	Copyright	13.53	1.34	30.00	5.00	35.00
	Total	379.42	348.23	940.02	319.51	1259.93

* The scheme of Area Intensive Programme for Educationally Backward Minorities and Modernisation of Madarasas are being implemented by the Planning Bureau of the Deptt. of Secondary and Higher Education in the Ninth Plan. In the Tenth Plan these two scheme will be merged and be called National Minority Education Programme and will be implemented by the Language Bureau of the same Department.

No. M-12015/2/2000-Edn
 Planning Commission
 Education Division

Yojana Bhavan, Sansad Marg
 New Delhi, dated 6th December, 2000

ORDER

Subject: Formulation of the Tenth Five Year Plan 2002-2007 – Constitution of Steering Committee on Secondary, Higher & Technical Education for Tenth Five Year Plan.

In the context of the formulation of the Tenth Five Year Plan 2002-07 for the Education sector it has been decided to set up a Steering Committee Secondary, Higher & Technical Education for Tenth Five Year Plan

2. The composition of the Steering Committee is at Annexure-I

3. The Terms of Reference

- To formulate broad objectives and identify thrust areas in the secondary, higher and technical education sectors for the Tenth Five Year Plan.
- To provide all necessary guidance to the Working Groups.
- To work out financial resources for various components and suggest outlays based on Working Groups' recommendations.
- To work out operational strategy for implementation of the recommendations of the Working Groups/Task Force Committees of MHRD.

4. The expenses towards TA/DA of the official members 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.

5. The Steering Committee should submit their report within six months.

(T.R. Meena)
 Deputy Secretary(Administration)
 Copy forwarded to:

Copy forwarded to:

Chairman & Members of the Steering Committee
 PS to Deputy Chairman, Planning Commission
 PS to MOS (P&PI)
 PS to All Members of Planning Commission
 PS to Special Secretary, Planning Commission
 PS to Secretary (Exp.) Deptt. of Expenditure
 Ministry of Finance (Plan Finance Division)
 Ministry of Home Affairs
 Advisers/Heads of Divisions
 I.F.A. Unit, Planning Commission
 Admn./Accounts/General Branches, Planning Commission
 US(Admn.), Planning Commission
 Plan Coordination Division, Planning Commission
 PS to Deputy Secretary (Admn.), Planning Commission

Annexure.I

P.C. order No.M-12015/2/2000-Edn.

List of Members of Steering Committee - II on Secondary, Higher & Technical Education for Tenth Five Year Plan.

Dr. K. Venkatasubramanian Member, Planning Commission New Delhi-110001	Chairman
Shri M.K. Kaw Secretary, Deptt. of Secondary and Higher Education Shastri Bhavan, New Delhi	Member
Secretary Ministry of Information Technology Electroniki Niketan, New Delhi	-do-
Dr. Hari Gautam Chairman UGC Bahadur Shah Zafar Marg, New Delhi	-do-
Dr. R.A. Mashelkar, Director General CSIR Rafi Marg, New Delhi	-do-
Dr. N.C. Nigam Chairman AICTE Indira Gandhi Sports Complex New Delhi-110002	-do-
Dr. M.S. Vijayaraghavan, Adviser in the Office of Principal Scientific Adviser to the Government of India, Vigyan Bhavan Annexe, New Delhi.	-do-
Chairman FICCI Mandi House, New Delhi	-do-
Chairman ASSOCHAM Jor Bagh, New Delhi	-do-
Chairman CII 24/26 - Institutional Area, Lodhi Road, New Delhi	-do-
Shri N. Vijayaditya Director General National Informatic Centre A Block CGO Complex Lodhi Road, New Delhi.	Member
Director IIM Ahmedabad	-do-

Director IIT Delhi Hauz Khas New Delhi-110019	-do-
Director IISc, Bangalore	-do-
Joint Secretary (Secondary Education) Deptt. of Secondary & Higher Education	-do-
Shri Champak Chatterjee Jt. Secretary, Higher Education Shastri Bhavan, New Delhi	-do-
Shri V.S. Pandey Jt. Secretary, Technical Education Shastri Bhavan, New Delhi.	-do-
Vice Chancellor IGNOU Maidangarhi, New Delhi	-do-
Vice Chancellor Madras University	-do-
Director Homi Bhabha Centre for Science Education Tata Institute of Fundamental Research Homi Babha Road, Colaba Mumbai	-do-
Director Institute of Applied Manpower Research I.P. Estate, M.G. Road, New Delhi.	-do-
Shri Ashok Ganguly Chairman CBSE 2 Community Centre Preet Vihar, New Delhi	-do-
Dr. N.K. Ambasht Chairman National Open School B-31B Kailash Colony New Delhi-48	Member
Prof. J.S. Rajput National Council of Educational Research & Training Sri Aurobindo Marg – New Delhi-110016	-do-
Director National Institute of Educational Planning And Administration (NIEPA) Sri Aurobindo Marg, New Delhi-16	-do-
Director Central Institute of Indian Languages, Mysore	-do-

Chairman National Book Trust Green Park, New Delhi	-do-
Father Fenthome Chief Executive and Secretary Council for Indian School Certificate Examination Nehru Place, New Delhi	-do-
Principal REC Bhubaneshwar	-do-
Director, North East Regional Institute of Science & Technology, Itanagar - Arunachal Pradesh	-do-
Jt. Director, Pt.Sunderlal Sharma Ccentral Institute of Vocational Education, Bhopal	-do-
Pr.Adviser(Education)	Member Convenor

**M-12015/1/2000-Edn.
Government of India
Planning Commission
(Education Division)**

**Yojana Bhavan, Sansad Marg
New Delhi, dated 7.12.2000**

ORDER

Subject: Constitution of Working Group on Secondary Education for the formulation of Tenth Five Year Plan - 2002-07

In the context of the formulation of the Tenth Five Year Plan (2002-07), it has been decided to set up a Working Group on Secondary Education under the Department of Secondary Education & Higher Education, Ministry of Human Resource Development.

The composition of the Working Group may be seen at Annexure.I

The terms of Reference of the Working Group may be seen at Annexure.II

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

The Working Group will finalise its report by June 30th 2001.

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 member belongs. Non-official members will be entitled to TA/DA as admissible to Grade.I officers of the Government of India and this expenditure will be borne by the Convenor Department.

(T.R. Meena)
Deputy Secretary (Admn.)

Copy to: Chairman and Members of the Working Group on Secondary Education.

Copy also to:

- 1...P.S. to Deputy Chairman, Planning Commission
- 2..P.S. to MOS (P&PI), Planning Commission
3. P.S. to all Members, Planning Commission
4. P.S. to Secretary, Planning Commission
- 5 ..P.S. to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, North Block, New Delhi.
- 6 .P.S. to Secretary (Home), Department of Home, Ministry of Home Affairs, North Block, New Delhi.
7. All Heads of the Division, Planning Commission
- 8.IFA Unit, Planning Commission
9. Administration/Accounts/General Branches, Planning Commission
10. Under Secretary (Admn.), Planning Commission
11. Information Officer, Planning Commission
12. Library, Planning Commission
- 13.Plan & Coordination Division, Planning Commission
14. P.S. to Deputy Secretary, Planning Commission

**LIST OF EXPERTS FOR THE WORKING GROUP ON SECONDARY EDUCATION – 10
TH FIVE YEAR PLAN.**

- | | | |
|----|---|----------|
| 1. | Shri M.K. Kaw
Secretary, Deptt. of Secondary & Higher Education,
Shastri Bhavan, Min. of H.R.D. New Delhi. | Chairman |
| 2. | Shri K.S. Sarma,
Addl.Secretary(Education),
Min. of H.R.D.,
Shastri Bhavan, New Delhi. | Member |
| 3. | Prof. J.S. Rajput,
Director(NCERT),
Sri Aurobindo Marg, New Delhi-16. | -do- |
| 4. | Prof. B.P. Khandelwal,
Director(NIEPA),
Sri Aurobindo Marg, New Delhi-16. | -do- |
| 5. | Shri Ashok Ganguly,
Chairman, Central Board of Secondary Education,
2, Community Centre, Preet Vihar,
Delhi-92. | -do- |
| 6. | Shri V.S. Pande,
Joint Secy.(Planning),
Deptt. of Secondary & Higher Education,
Min. of H.R.D., Shastri Bhavan, New Delhi. | -do- |
| 7. | Prof. A.K. Basu,
SRI, BARIATU,
Ranchi-834009, Jharkand. | -do- |
| 8. | Prof. A.K. Sacheti,
PSSCIVE(NCERT),
131,Zone – II, M.P. Nagar,
Bhopal-462011. | -do- |

9. Director(Voc. Trg.) Ministry of Labour, Shrama Shakti Bhavan, Rafi Marg, New Delhi-110001.	Member
10. Prof. N.K. Ambashat, Chairman, National Open School, 31-B/31, Kailash Colony, New Delhi.	-do-
11. Shri S.V. Giri, Vice Chancellor, Shri Sathya Sai Instt. Of Higher Learning.	-do-
12. Mrs. Sushma Choudhary, Secretary(HE.), Jammu & Kashmir, Jammu.	-do-
13. Shri Syed Shahid Mehdi, Vice Chancellor, Jamia Millia Islamia, New Delhi.	-do-
14. Dr. Kirit Joshi Chairman, ICPR, New Delhi.	-do-
15. Dr. M.L. Sondhi, Chairman, ICSSR, JNU Campus, New Delhi.	-do-
16. Dr. A.N. Maheshwari, Chairman, NCTE, New Delhi.	-do-
17. Prof. K. Chandrasekharan, Faith India Bhavan, Poothancruz Post, Ennakulum, Kerala-682308.	-do-
18. Secretary(Education) Govt. of Haryana, Chandigarh.	-do-
19. Secretary(Education), Govt. of Karnataka, Vidhan Soudha, Bangalore.	-do-

- | | | |
|-----|---|----------|
| 20. | Shri F. Fenthome,
Chief Executive and Secretary,
Council for the Indian School,
Certificate Examination, Nehru Place,
New Delhi-110019. | Member |
| 21. | Dr. Ajaya Kumar Mishra,
Chairman, SANKALP,
Khuntia Sahi, Puri-752001,
Orissa. | -do- |
| 22. | Dr. G.L. Jambulkar,
Dy. Adv. , Education Division,
Planning Commission. | -do- |
| 23. | Shri M.M. Jha, JS(SE),
Deptt. of Secondary & Higher Education,
Min. of H.R.D., Shastri Bhavan,
New Delhi-110001. | Convenor |

WORKING GROUP FOR THE XTH FIVE YEAR PLAN – SECONDARY EDUCATION.

Terms of Reference

1. To examine and review the progress of implementation including finance of different schemes in the Secondary Education sector.
2. Suggest measures to have qualitative improvement of curriculum, enrolment of students and facilities in schools.
3. To review and upgrade the curriculum and Text-books to meet the emerging needs. Integration of population education, Culture and value education, languages, Integrated Education for disabled children(special education) etc. in the syllabus of Secondary Education.
4. Ways & Means to implement examination reform measures.
5. Suggest measures to strengthen autonomous organizations in general and KVS and NVS in particular.
6. To involve Panchayati Raj Institutions at village, block and district levels with a view to effective implementation of different schemes/programmes in Secondary sector.
7. Suggest ways to incorporate IT particularly the Computer Education with the educational system.
8. Suggest ways to include Community/NGOs effectively in the implementation of several CS/CSS in the Secondary sector.

Examine Critically the following

- I. Strengthening implementation of Vocational Education at Secondary and Senior Secondary level. National level examination. Apprenticeships Training, Creation of Production-cum-Training Centres, Vocational Guidance, Placement etc.
- II. Suggest specific programmes for backward States/regions/areas, special education for Disability groups/Communities, Minorities Education, Education for Women and Girls etc.
- III. Convergence of similar CS/CSS to avoid duplicating of efforts and overlapping and reduce the number of schemes/programmes.

Appendix-III

**M-12015/1/2000-Edn.
Government of India
Planning Commission
(Education Division)**

**Yojana Bhavan, Sansad Marg
New Delhi, dated 7.12.2000**

O R D E R

Subject: Constitution of Working Group on Vocational Education for the formulation of Tenth Five Year Plan - 2002-07

In the context of the formulation of the Tenth Five Year Plan (2002-07), it has been decided to set up a Working Group on Vocational Education under the Department of Secondary Education & Higher Education, Ministry of Human Resource Development.

The composition of the Working Group may be seen at Annexure.I

The terms of Reference of the Working Group may be seen at Annexure.II

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

The Working Group will finalise its report by June 30th 2001.

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 member belongs. Non-official members will be entitled to TA/DA as admissible to Grade.I officers of the Government of India and this expenditure will be borne by the Convenor Department.

(T.R. Meena)
Deputy Secretary (Admn.)

Copy to: Chairman and Members of the Working Group on Vocational Education.

Copy also to:

1. P.S. to Deputy Chairman, Planning Commission
2. P.S. to MOS (P&PI), Planning Commission
3. P.S. to all Members, Planning Commission
4. P.S. to Secretary, Planning Commission
5. P.S. to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, North Block, New Delhi.
6. P.S. to Secretary (Home), Department of Home, Ministry of Home Affairs, North Block, New Delhi.
7. All Heads of the Division, Planning Commission
8. IFA Unit, Planning Commission
9. Administration/Accounts/General Branches, Planning Commission
10. Under Secretary (Admn.), Planning Commission
11. Information Officer, Planning Commission
12. Library, Planning Commission
13. Plan & Coordination Division, Planning Commission
- 14., P.S. to Deputy Secretary, Planning Commission

ANNEXURE - I

LIST OF EXPERTS FOR THE WORKING GROUP ON VOCATIONAL EDUCATION – 10TH FIVE YEAR PLAN.

Shri K.S. Sarma, Addl. Secretary, Deptt. of Secondary & Higher Education, Min. of H.R.D., New Delhi.	Chairman,
Dr. S.S. Kalbag, Vigyan Ashram, Paball, Distt. Pune, Maharashtra – 412403.	-do-
Prof. A.K. Basu, SRI, BARIATU, Ranchi-834009, Jharkand.	-do-
Prof. K. Chandrashekharan, Faith India Bhavan, Poothancruz Post, Ernakulum, Kerala – 682308.	-do-
Dr. T.N. Dhar, A-66, Yojana Vihar, Delhi-110092.	-do-
Dr. S.Z. Haidar, PSSCIVE(NCERT), 131, Zone 11, M.P. Nagar, Bhopal – 462011.	-do-
Director, Vocational Education and Training, Directorate of Education, 3, Mohapalik Marg, Mumbai, Maharashtra.	-do-
Director (Vocational Training) Ministry of Labour Shram Shakti Bhavan, Rafi Marg, New Delhi-1	Member
Representative from FICCI	-do-
Representative from ASSOCHAM	-do-

Prof. N.K. Ambasht
Chairman,
National Open School,
31-B/31, Kailash Colony,
New Delhi.

-do-

Director (Education)
Directorate of Education,
Vidhan Saudha, Bangalore,
Karnataka.

-do-

Dr. G.L. Jambhulkar,
Deputy Adviser,
Education Division,
Planning Commission, New Delhi.

-do-

Shri M.M. Jha
Joint Secretary (SE),
Department of Secondary & Higher Education,
Ministry of Human Resources Development,
Shastri Bhavan, New Delhi.-1

Member Convenor.

Annexure-II

TERMS OF REFERENCE OF THE WORKING GROUP ON VOCATIONAL EDUCATION
- TENTH FIVE YEAR PLAN.

1. Review the status of secondary and vocational education.
2. Prioritization of vocational education at the Centre and State Levels.
3. Suggest various modalities to make vocational education socially acceptable as a means to fulfill human resources requirements for sustainable development.
4. Suggest different models/modules for vocational education and generic courses for pre-vocational education, workable through out the country.
5. To establish linkages between vocational education at secondary and technical education, higher education etc. to provide vertical mobility.
6. Forge linkages between vocational education and industries to have more and effective participation of industries for Apprenticeship Training and Placement.
7. suggest methods to involve as many disabled children as possible in vocational education programme through open and distance learning.

Critically examine the following:

- a. Setting up of separate residential and vocational schools on the lines of ITIs/NVS/KVs/Community Polytechnics, Block level Institutes to act as a resource centre.
- b. Setting Up of vocational guidance and counseling counselling centres and Student support system.
- c. Ways and Means for a more active participation of the community / NGOs.
- d. Steps to avoid overlapping and duplication of efforts and building of linkages between Ministry of HRD with Ministry of Labour, Ministry of Social Justice and Empowerment, Ministry of Health & Family Welfare, Ministry of Agriculture, Department of Electronics, Ministry of Tourism and Culture, Ministry of Information Technology and Organisations like CSWB etc. who run several similar vocational courses.

**M-12015/1/2000-Edn.
Government of India
Planning Commission
(Education Division)**

**Yojana Bhavan, Sansad Marg
New Delhi, dated 5.12.2000**

ORDER

Subject: Constitution of Working Group on Higher Education for the formulation of Tenth Five Year Plan - 2002-07

In the context of the formulation of the Tenth Five Year Plan (2002-07), it has been decided to set up a Working Group on Higher Education under the Department of Secondary Education & Higher Education, Ministry of Human Resource Development.

The composition of the Working Group may be seen at Annexure.I

The terms of Reference of the Working Group may be seen at Annexure.II

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

The Working Group will finalise its report by June 30th 2001.

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 member belongs. Non-official members will be entitled to TA/DA as admissible to Grade.I officers of the Government of India and this expenditure will be borne by the Convenor Department.

(T.R. Meena)
Deputy Secretary (Admn.)

Copy to: Chairman and Members of the Working Group on Higher Education.

Copy also to:

1. P.S. to Deputy Chairman, Planning Commission
2. P.S. to MOS (P&PI), Planning Commission
3. P.S. to all Members, Planning Commission
4. P.S. to Secretary, Planning Commission
5. P.S. to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, North Block, New Delhi.
6. P.S. to Secretary (Home), Department of Home, Ministry of Home Affairs, North Block, New Delhi.
7. All Heads of the Division, Planning Commission
8. IFA Unit, Planning Commission
9. Administration/Accounts/General Branches, Planning Commission
10. Under Secretary (Admn.), Planning Commission
11. Information Officer, Planning Commission
12. Library, Planning Commission
13. Plan & Coordination Division, Planning Commission
14. P.S. to Deputy Secretary, Planning Commission

**LIST OF EXPERTS FOR THE WORKING GROUP ON HIGHER EDUCATION – 10 TH FIVE
YEAR PLAN.**

1. Shri M.K. Kaw Secretary, Deptt. of Secondary & Higher Education, Shastri Bhavan, Min. of H.R.D. New Delhi.	Chairman
2. Dr. Hari Gautam, Chairman, UGC	Member
3. Dr. M.L. Sondhi, Chairman, ICSSR	- do –
4. Dr. Kireet Joshi, Chairman, ICHR, New Delhi	- do –
5. Dr. B.R. Grover, Chairman, ICHR, New Delhi	- do –
6. Shri S.V. Giri, Vice-Chancellor Shri Sathya Sai Institute of Higher Learning	- do –
7. Dr. Deepak Nayyar, Vice-Chancellor, Delhi University	- do –
8. Dr. M.S. Valiathan, Vice-Chancellor Manipal Academy of Higher Education	- do –
9. Vice Chancellor IGNOU, Delhi	- do –
10. Vice Chancellor SNDT Women's University, Bombay	- do –
11. Dr. Mrinal Miri Vice Chancellor, Nehu, Shillong	-do-
12. Shri Syed Shahid Mehdi VC Jamia Milia Islamia University, New Delhi	-do-

- | | |
|--|--------------------|
| 13. Dr. P.N. Muthiah
Dean, Maduraj Kamraj University
Palkalal Nagar, Madurai | -do- |
| 14. Dr. A. Vanajakshi IAS Retd.
6-3-628/9, Ravindra Nagar Colony,
Khairatabad, Hyderabad-500004. | -do- |
| 15.Sushila Vyas,
Banasthali Vidyapeeth | -do- |
| 16.Prof. K.B. Powar
Association of Indian Universities
New Delhi | -do- |
| 16.Shri Mannirannan
Secretary (HE)
Govt. of Tamil Nadu | -do- |
| 17.Mrs. Sushma Chaudhary
Secretary (HE)
Jammu & Kashmir | -do- |
| 18. Smt. Kirti Saxena
Director , Education Division | -do- |
| 19. Jt. Secretary – Sh. Champak Chatterji U&HE
Deptt. of Secondary and Higher Education | Member
Convenor |

WORKING GROUP FOR THE XTH FIVE YEAR PLAN HIGHER EDUCATION**Terms of Reference**

1. To review the present status of Higher Education in the country. To identify strength and weaknesses of the sector with a particular focus on the development perspective between 2002-2007.
2. To examine issues of relevance, quality access and equity in higher/university education:
 - Revision/modernization of syllabi to take care of emerging needs.
 - Improving quality of teaching/teachers role of Academic staff Colleges, Refresher centers, Inter University Centres.
 - To ascertain new for regular university, open university system has reached far flung areas, backward districts and has been able to target specific target groups like women, minorities, people of hill/North Eastern areas and other disadvantage sections.
3. To examine/forgo links between government university so as to bring better utilization on ongoing research in humanities social sciences specially in sciences through University Science Centres.
4. To explore ways and means of achieving resources for higher education, increased grants, free hikes industry support and self financing courses.
5. To examine the role of UGC in bringing autonomy, coordination control of academic standards.
6. To examine vocationalization at graduate level.

**M-12015/1/2000-Edn.
Government of India
Planning Commission
(Education Division)**

**Yojana Bhavan, Sansad Marg
New Delhi, dated 7.12.2000**

ORDER

Subject: Constitution of Working Group on Technical Education for the formulation of Tenth Five Year Plan - 2002-07

In the context of the formulation of the Tenth Five Year Plan (2002-07), it has been decided to set up a Working Group on Vocational Education under the Department of Secondary Education & Higher Education, Ministry of Human Resource Development.

The composition of the Working Group may be seen at Annexure.I

The terms of Reference of the Working Group may be seen at Annexure.II

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

The Working Group will finalise its report by June 30th 2001.

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 member belongs. Non-official members will be entitled to TA/DA as admissible to Grade.I officers of the Government of India and this expenditure will be borne by the Convenor Department.

(T.R. Meena)
Deputy Secretary (Admn.)

Copy to: Chairman and Members of the Working Group on Technical Education.

Copy also to:

1. P.S. to Deputy Chairman, Planning Commission
2. P.S. to MOS (P&PI), Planning Commission
3. P.S. to all Members, Planning Commission
4. P.S. to Secretary, Planning Commission
5. P.S. to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, North Block, New Delhi.
6. P.S. to Secretary (Home), Department of Home, Ministry of Home Affairs, North Block, New Delhi.
7. All Heads of the Division, Planning Commission
8. IFA Unit, Planning Commission
9. Administration/Accounts/General Branches, Planning Commission
10. Under Secretary (Admn.), Planning Commission
11. Information Officer, Planning Commission
12. Library, Planning Commission
13. Plan & Coordination Division, Planning Commission
14. P.S. to Deputy Secretary, Planning Commission

**LIST OF EXPERTS FOR THE WORKING GROUP ON TECHNICAL EDUCATION –
10TH FIVE YEAR PLAN.**

Shri Ashok Chandra Spl. Secretary Deptt. of Secondary & Higher Education	Chairman
Dr. N.C. Nigam Chairman AICTE	Member
Shri R. Natarajan Director of IIT, Madras	-do-
Director of IIIT Allahabad, U.P.	-do-
Director IIITM Gwalior	-do-
Prof. G. Mehta Director Iisc, Bangalore	-do-
Prof. P.V. Indiresan (Retd. Director IIT, Madras)	-do-
Jt. Secretary Ministry of Information Technology	-do-
Shri G.S. Sethi DDG(Trg) Directorate General of Employment & Training M/O Labour	-do-
Prof. I.C. Aggarwal Principal Regional Engineering College Allahabad	-do-
Shri. Kalvivallal T. Kalasalingam, B.Com Founder Secy., A.K. College of Engineering, 14, Sreeman Srinivas Road Alwarpet Madras-18.	-do-

Shri N.S. Narpchyal Secretary(TE) U.P.	-do-
Secretary, Industrial Training Government of Haryana Chandigarh	Member
Dr. S. Krishnanmurthy Principal TTTI Sector 26 – Chandigarh	-do-
Shri A. Kachhap, Dy. Adv., Education Division.	-do-
Shri V.S. Pandey Jt.Secretary(TE) Deptt. of Secondary & Higher	Member convener

WORKING GROUP FOR THE XTH FIVE YEAR PLAN – TECHNICAL EDUCATION

Terms of Reference

1. To critically examine ways and means of improving quality and relevance of technical education
 - a) Modernization of laboratories, development of key areas, creating appropriate R&D bases.
 - b) To examine the role of AICTE in improving overall quality of teachers, maintenance of academic standards and augmenting infrastructure.
2. To look into functioning of RECS, IITs and other Engineering institutions and examine the demand for setting up new IITs and other Institutes.
3. To propose ways and means of increasing training programmes in the area of Information Technology and Software Development and overcoming shortage of faculty in IT area.
4. To look into critical shortages in fields of fundamental/applied sciences other than IT.
5. To assess progress made by Polytechnics in States/Uts availing World Bank Assistance.
6. To assess the role of TDMs in promoting new development technologies, equipments, devices and find out ways of strengthening Technology Development Missions in future.
7. To propose ways and means of developing indigenous curriculum / course material and for overcoming shortage of training of the faculty in the area of Management Education
8. To study and suggest alternatives to enhance participation of physically handicapped in Technical Education.

**M-12015/1/2000-Edn.
Government of India
Planning Commission
(Education Division)**

**Yojana Bhavan, Sansad Marg
New Delhi, dated 7.12.2000**

ORDER

Subject: Constitution of Working Group on Education for Disadvantaged Sections – SC, ST, Minorities, Women, Handicapped and other disadvantaged Sections for the formulation of Tenth Five Year Plan - 2002-07

In the context of the formulation of the Tenth Five Year Plan (2002-07), it has been decided to set up a Working Group on Education for the disadvantaged Sections under the Department of Secondary Education & Higher Education, and the Department of Elementary Education and Literacy, Ministry of Human Resource Development.

The composition of the Working Group may be seen at Annexure.I

The terms of Reference of the Working Group may be seen at Annexure.II

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

The Working Group will finalise its report by June 30th 2001.

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 member belongs. Non-official members will be entitled to TA/DA as admissible to Grade.I officers of the Government of India and this expenditure will be borne by the Convenor Department.

(T.R. Meena)
Deputy Secretary (Admn.)

Copy to: Chairman and Members of the Working Group on Education for the Disadvantaged Sections.

Copy also to:

- 1.P.S. to Deputy Chairman, Planning Commission
- 2.P.S. to MOS (P&PI), Planning Commission
- 3.P.S. to all Members, Planning Commission
- 4.P.S. to Secretary, Planning Commission
- 5..P.S. to Secretary (Expenditure), Department of Expenditure, Ministry of Finance, North Block, New Delhi.
- 6..P.S. to Secretary (Home), Department of Home, Ministry of Home Affairs, North Block, New Delhi.
- 7.All Heads of the Division, Planning Commission
- 8.IFA Unit, Planning Commission
- 9.Administration/Accounts/General Branches, Planning Commission
10. Under Secretary (Admn.), Planning Commission
11. Information Officer, Planning Commission
- 12.Library, Planning Commission
- 13Plan & Coordination Division, Planning Commission
- 14.P.S. to Deputy Secretary, Planning Commission

LIST OF EXPERTS FOR THE WORKING GROUP ON EDUCATION FOR DISADVANTAGED SECTIONS – SC, ST, MINORITIES, WOMEN, HANDICAPPED AND OTHER DISADVANTAGED SECTIONS – 10TH FIVE YEAR PLAN.

Dr. Kireet Joshi
Chairman
ICPR, New Delhi

Chairperson

Shri N. Gopaldaswamy
Secretary-General
Human Rights Commission
Sardar Patel Bhavan New Delhi

Member

Chairperson
National Commission for Women

-do-

Jt. Secretary
Department of Women & Child Development

-do-

Representative
Central Social Welfare Board
Institutional Area
Qutab Institutional Area
New Delhi

-do-

Representative
National Commission of SC/ST
Vth Floor Loknaya Bhavan
Khan Market, New Delhi

-do-

Representative
Ministry of Health & Family Welfare
Nirman Bhavan, New Delhi

-do-

Shri Sumit Bose
Jt. Secretary
Elementary Education
Shastri Bhavan, New Delhi

-do-

Shri S.K. Saha
Dy. Adviser
Backward Classes Division
Planning Commission, New Delhi

Member

Director, Research Ministry of Tribal Affairs, Shastri Bhavan, New Delhi	-do-
Representative Minority Commission Loknaya Bhavan, New Delhi	-do-
Secretary Deptt. of Women & Child Development Government of Andhra Pradesh	-do-
Secretary Deptt. of Women & Child Development Government of Rajasthan	-do-
Secretary Deptt. of Women & Child Development Government of Karnataka.	-do-
Secretary Deptt. of Women & Child Development Government of Bihar	-do-
Dr. Ms Niti Mohanti Jigyanshu Tribal Research Centre J-21, Hauz Khas, New Delhi-66	-do-
Representative YWCA Ashoka Road, New Delhi	-do-
Dr. G.L. Jambulkar, Dy. Adv., Education Division. Planning Commission.	-do-
Shri V.S. Pandey Jt. Secretary, Deptt. of Secondary & Higher Education, Min. of H.R.D., New Delhi.	Member convenor

Annexure-II

Working Group on Education for Disadvantaged Sections – SC, ST, Minorities, Women, Handicapped and other disadvantaged Sections

Terms of Reference

To review and examine the present status of implementation of different educational schemes for disadvantaged groups.

To identify the neglected areas and gaps, weaknesses and bottlenecks to empower and develop the above mentioned disadvantaged groups / sections of society.

To suggest modalities as to how the disadvantaged groups like women, SC,STs, minorities and disabled can be brought to schools and ensure their retention.

Suggest ways and means to prioritise education for these groups by the State Governments and Central agencies.

To strengthen / introduce incentive schemes for SC, ST, Minorities, Women and Physically Handicapped and other disadvantaged Sections.

To prepare special / specific curriculum / course material for disadvantage groups.

To identify roles and responsibilities for Panchayati Raj Institutions and other NGOs to promote education for these groups.