

INTERIM REPORT OF THE OVERSIGHT COMMITTEE ON THE IMPLEMENTATION OF THE NEW RESERVATION POLICY IN HIGHER EDUCATIONAL INSTITUTIONS

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INTERIM REPORT OF THE OVERSIGHT COMMITTEE ON THE NEW RESERVATION POLICY

Preamble

Consequent to the notification of the Constitution (Ninety-Third Amendment) Act, 2005, effecting the 104th Amendment to the Constitution in January this year, the Government of India indicated its intention to provide reservation for students coming from the socially and educationally backward classes of citizens, popularly known as 'Other Backward Classes (OBCs) in higher educational institutions.

2. The Prime Minister's Office, on the 27th of May 2006, constituted an Oversight Committee to monitor the implementation of this decision and directed that " the Committee would, inter alia, look into the following aspects and submit its report by 31st August, 2006:

- (1) Implementation of 27% reservation for the OBCs in institutes of higher learning and
- (2) Assessment of additional infrastructure and other requirements for increasing the overall availability of seats to a level so that the present level of seats available to the general category students does not decline."

3. The PMO constituted specialist Groups to go into detail "about the course of action to be adopted for giving effect to the implementation of reservation in a time-bound manner" and submit their reports by 31 July 2006. The details regarding the formation of the **Oversight Committee and the Groups, and their composition**, may be seen at ***Annexure I***.

4. As per the directions of the PMO, the formation of groups was notified by the Department of Human Resource Development vide their Order No.1-1/2005-UI(A) dated 29.5.2006. Subsequently, the Ministry of Health constituted a **Group in respect of Medical Institutions** on the 1st of May, 2006 (***Annexure II***). The Ministry of Agriculture notified a **Group to deal with Agricultural Universities** on 14 June,2006 (***Annexure III***).

Broad Consensus Reached

5. The Oversight Committee, under the chairmanship of Shri M.Veerappa Moily held four plenary meetings and separate discussions with the group heads. Defining the scope and ambit of the report, it was agreed that the Oversight Committee would cover such institutions of higher learning which have already implemented reservations for SCs/STs. Institutions primarily engaged in R&D will not fall within this ambit. The programme and guidelines drawn up by the Oversight Committee, with the help of the Groups, would act as a point of reference and help the other Ministries of the Govt. of India to take such measures to introduce reservations in institutions of higher learning from the academic year 2007-08.

6. The Oversight Committee considers expansion, inclusion and excellence as the moving spirit behind the new reservation policy. The institutions of higher learning should keep these three principles in view while determining threshold marks for admission to OBC students. While expanding the intake, due care should be taken to ensure that capacities are expanded in subjects or areas in which there are opportunities on account of employability.

7. The Committee recognizes that those institutions of higher learning which have established global reputation (e.g. IITs, IIMs, IISc, AIIMS and other such exceptional quality institutions), can only maintain that if the highest quality in both faculty and students is ensured. Therefore, the committee recommends that the threshold for admission should be determined by the respective institutions alone, as is done today, so that the level of its excellence is not compromised at all.

8. As regards 'cut-offs' in institutions other than those mentioned in para 7, these may be placed somewhere midway between those for SC/ST and the unreserved category, carefully calibrated so that the principles of both equity and excellence can be maintained.

9. The Committee strongly feels that the students who currently tend to get excluded, must be given every single opportunity to raise their own levels of attainment, so that they can reach their true potential. The Government should invest heavily in creating powerful, well designed and executed remedial preparatory measures to achieve this objective fully.

10. The issue concerning the Creamy layer is being considered by the Committee and a view will be taken in the final report.

11. Although the Prime Minister had given the Oversight Committee a deadline till the 31st of August 2006, the Committee resolved to submit an Interim Report in July itself, to enable the institutions to undertake preparatory work for commencing the new reservation policy from the academic year 2007-2008.

Deliberations of the Committee

12. In its first meeting, on the 30th May 2006, the Committee took note of the fact that the main problem lies in increasing the strength of the faculty, especially in institutions where there is already a backlog of vacancies. It was felt that while the 'core compensation' package of academic staff should not be altered to avoid disturbing the existing parities, there was a case for providing non-monetary incentives and, for institutions of excellence, the remuneration system should be made more flexible so as to attract talent and to make the faculty appointments more attractive.

13. At the second meeting of the Oversight Committee, on the 31st May, the Committee took note of the fact that the *Brand Equity* of the institutions needs to be preserved and that the three major principles which would underlie the work of the Committee were (a) planning for expansion of higher education (b) making higher education inclusive (c) maintain and further build up excellence in this area. The

Committee were of the considered view that **expansion, inclusion and excellence** should be the watchwords underlying its recommendations.

14. At the third meeting, on the 8th of June, the Committee had taken steps to expedite the submission of reports of the Groups and nominated officials from the concerned Ministries were asked to assist them as Member-Secretaries, while the Chairman, UGC provided a list of institutions which could be covered by the Committee.

15. The Committee indicated that the 54% increase should commence from 2007-08 and the activities of the Groups were reviewed in the fourth meeting of the Oversight Committee on the 15th of June, 2006 where the time table for submission of the Interim Report was discussed. In the meanwhile, the Chairman of the Committee, based on his discussions with the Members, the Group Chairmen and others, drew up a Theme Paper, highlighting some of the issues which would warrant serious consideration on the part of the Government. A copy of the **Theme Paper** is at **Annexure IV** and the issues contained therein would be discussed with a number of experts.

16. The Theme Paper recognizes that equal opportunity for all, expansion of existing facilities and maintenance of excellence in institutions would facilitate the creation of a knowledge society. The exercise undertaken by the Groups would help in determining the number of additional seats to be created in each course and the concomitant increase in faculty and infrastructure. At the same time, this exercise could take into account the relevance of courses and the need to strengthen research facilities, which underpin academic excellence. The paper emphasizes that academic freedom, access to different disciplines in the curriculum and links between the requirements of local and global markets and academic inputs need to be strengthened. Information and Communication Technology (ICT) would certainly play a role in excellence and the Committee recognizes the need to set up more institutions of excellence like the IITs, the IIMs and the new institutes of Science Education.

17. There is certainly a case for increasing the Plan and budgetary allocations to the higher education sector and it was felt that the additional resources to be generated to give effect to the policy decision of reservation should not be a one-time affair; it should be ensured that the higher education sector is not starved of funds, particularly as a key role has to be played by government institutions and as the Common Minimum Programme mandates that students should not be deprived of education on account of limited resources. A mechanism for funding higher education through loans and scholarships would have to be looked at, as far as economically disadvantaged students are concerned.

18. In order to give effect to the decision to expand student capacity by 54% in institutions of higher learning within a limited time frame, certain administrative and financial powers have to be delegated to the institutions themselves.

19. At this stage the Committee seeks to present the initial views of the five groups regarding measures to enhance capacity in the institutions from 2007-08. This report spells out, in broad terms, the policy and administrative measures required for this purpose. The Groups' Interim Reports, which are annexed, indicate the sector specific issues and problems.

20. Institution-specific details, on each of these issues, as well as broader policy issues, will be addressed in the final report of the Committee.

Administrative measures to implement the new reservation policy

The Synopsis of the Reports of the Groups

21. With the view to operationalize the 27% reservation for the OBC's, five Groups were constituted to provide inputs to the Oversight Committee on the following subjects:

- (a) Central Universities
- (b) Agriculture Education Institutions
- (c) Engineering and Technology Institutions
- (d) Management Institutions
- (e) Medical Education Institutions

1. The Committee and the Groups' objectives are to carry out a quantitative expansion without compromising the quality of education.
2. The Committee has received the interim reports submitted by the respective groups and a gist of their recommendations on two major fronts is summarized.

- I. **Faculty matters**
- II. **Infrastructure Issues.**

22. Recommendations by the Central Universities Group:

22.1 Faculty issues:

In order to meet the requirements for additional teaching staff, the following suggestions were made.

- Re-employ teachers after retirement on the basis of their performance and following a process of screening.
- Appointing on contract, outstanding teachers in various faculties
- Internal adjustment of giving additional teaching load and reasonable honorarium per lecture.
- Teacher's recruitment to be phased out over a period of time.
- Freedom to be given to the University Authorities for filling up vacancies of both teaching and non-teaching categories.
- The present ban on recruitment of non-teaching staff to be removed

22.2 Infrastructure factors.

- Adequate time to be provided for developing infrastructure, particularly building facilities.
- Enhancement in the capacity of classrooms, expansion of library facilities, laboratories and IT structure would not only involve one time expenditure but also a significant increase in recurring expenditure.
- The entire process is a very time consuming one.

23. Recommendations by the Agriculture Sub-group:

23.1 Faculty Issues

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- In Agricultural Universities, the faculty has the triple function of teaching, research and extension activities. As such, a rational teacher student ratio is difficult to indicate. Taking PG/Ph.D students to teachers as the ratio, this indicative figure has been shown as 3:4.
- As the recruitment process will take time, outstanding teachers who retired in the last three years and those who are retiring may be reemployed on contract, initially for 3 years, renewable up to 70 years of age. The emolument for contract has been suggested as previous emoluments drawn minus pension. Also, residential facilities would help to attract and retain competent teachers.
- ASRB be given powers for special recruitment to meet this need within a six month time frame.
- Faculty to be recruited with Ph.D as an essential qualification so as to utilize their services after one year for guiding PG/Ph.D students.

23.2 Infrastructure Issues

- To meet the increased intake, there would be an additional requirement of construction of Hostels, Lecture halls and laboratories.
- Hostel accommodation mandatory as Agricultural Universities lay down residential requirements.
- A suggestion has been made to dispense with requirement of approvals from the Municipal Corporation and Urban Arts Commission and to allot civil works, without tendering, to any semi-governmental agency with an excellent track record.
- Similarly, delegation of power without tendering has been sought for procurement of state of the art equipment. Here again, any company whose past record has been satisfactory may be selected.
- The recurring expenditure also covers heads of expenditure relating to purchase of books, establishment charges, contractual services, operational contingency, fellowship and other contingencies.

23.3 Admission criteria

Admission to the 4 ICAR institutes is based on a Common Entrance Examination. The eligibility criterion for the entrance examination is 50% (General) and 40% (SC/ST). The cut-off in entrance is also 5% lower for SC/ST. The Group has proposed that eligibility marks and cut off for OBC's may be kept in between the General and SC/ST category.

23.4 Remedial Courses

- No remedial courses needed for OBC students as their performance is satisfactory
- Suggestion has been made for training in language & communication skills and soft skills as a confidence building mechanism. This will be an optional non-credit course.

23.5 Monitoring Mechanism

23.5.1 The Board of Management/Governing Bodies/Academic Councils existing in the Agricultural Universities would review the implementation and progress of the OBC education initiative with respect to admission, physical assets including infrastructure, equipment, etc. and Quality assurance.

23.5.2 At the central DARE/ICAR level, a Committee under the Chairmanship of Deputy Director General (Education), ICAR would review the scheme for mid-course corrections annually, until the first two batches of the students admitted after OBC reservation roll out. The Committee, besides others, would comprise the Directors of all ICAR-DUs, and the Vice-Chancellor of CAU.

24. Recommendations by the Management Sub-group

24.1 One of the major observations on the academic aspects relating to the OBC reservation was that the IIMs conduct courses like the Fellows programme, Executive Development Programmes and Faculty Development Courses other than the regular two-year PG-Diploma programmes which lay down work experience, sponsorship etc. as eligibility criteria. The OBC reservation should not be extended to these categories and must be confined to the Post Graduate Diploma and equivalent programmes only.

24.2 Faculty Issues:

On the faculty front, the following constraints are highlighted.

- Even among the existing faculty, the attrition rate is very high.
- Generally, retired faculty members are in great demand.
- Available faculty within the country is limited as both public and private institutions depend on this common pool to draw their teaching staff.
- A high degree of dependence on visiting faculty. However, this cannot be a feasible long-term solution.
- The time cycle for faculty recruitment ranges anywhere between one year to one and half years.
- Given the fierce competition from the private sector to attract IIM students, it is extremely challenging to ensure retention of the qualified faculty due to the handsome compensation and a less demanding workload offered by private management schools and the corporate sector.

24.3 Interim recommendations to tackle faculty constraints

- IIM's/NITIE should be allowed to fill faculty positions immediately on a teacher to student ratio of 1:7.
It is desirable that no separate sanctions will be required and the respective Boards of Governors may be given the authority to recruit extra faculty.
- There must be flexibility in the cadre ratio so that, irrespective of the level; faculty can be recruited as per the availability.
- Enhancing the retirement age to 65 years should be effected immediately, subject to an internal review by the Boards.
- Freedom to reemploy retired faculty up to the age of 70 years as per terms and conditions laid down by each Board should also be permitted.
- Flexibility to decide upon the compensation package of the faculty including the provision of leased housing is suggested. The respective Board of Governors may be empowered to take a decision regarding the compensation package. Going beyond the normal salary structure, attractive pay packages may be offered.
- Such teachers who are willing to take up additional workload may be suitably compensated as determined and approved by the respective Board of Governors.
- In functional subject areas, the requirement of Ph.D as a mandatory condition must be waived. Instead, one has to attract practicing managers from the relevant industries for the functional areas.
- The non-faculty positions may be approved on a ratio of faculty to non-faculty as 1:1.5.
The Board of Governors must be given adequate power for creation of non-faculty positions within these norms and also provide the specify pay scales as per existing norms.
- Commensurate with the increase in the workload and responsibilities suitable up gradation in the levels of the heads of support activities (Administration, Finance and Account, library, computer center etc.) needs to be undertaken.
- Government should support at least 20 Fellows in each of the IIM's

24.4 Infrastructure Issues.

- In view of the scope of expansion and the urgency in setting up adequate infrastructure, the Management Group has recommended the establishment of an Empowered Committee in each IIM. These Committees would enjoy the freedom to define their own transparent procedure for carrying out the expansion expeditiously. Further, it was suggested that audit should also honour their decisions.
- Availability of land is limited in some of the institutions and provision must be made for the time involved in acquiring land.

- Depending upon the size of the project involved, the construction and management cycle would vary from institute to institute. Renting facilities on a short-term basis will not be easy due to the massive expansion. Another contributory factor is the norms laid down for Government buildings.
- The flow of funds for undertaking expansion should commence immediately and there should be no bottlenecks throughout the expansion period.
- Relaxations in the procedures for procurement of goods and services necessary for any construction will be essential so that infrastructure is developed within the optimum time period.

24.5 Other issues.

- To maintain the reputation of IIM and NITIE as centers of excellence, care must be taken to maintain their quality and high standards.
- There is an apprehension that in the whole process of expansion, excellence may be compromised, leading to relegation of their position as leaders and role models in management education.
- There must be no unjustifiable demand on the institutes to lower admission standards.
- In the event of OBC students requiring additional support, facilities and provision for conducting remedial programmes need to be provided.
- A systematic review of the OBC quota implementation must be undertaken after five years in order to reform and effect improvements

25 Recommendations by the Engineering & Technology group

25.1 Faculty Issues:

25.1.1 On the basis of the year wise increase in student strength, the requirement of additional faculty and staff was calculated. The group decided to adopt the following teacher to student ratios (TSR)

Institution other than IITs/IISc

B. Tech/MCA :	1:15
B.Arch./PG/M/Tech./MBA/Ph.d programmes	1:10
Average TSR for all programmes;	1:12
Cadre ratio Prof: AP: Lecturer	1:2:4

For IITs/IISc

B. Tech/MCA :	1:12
B.Arch./PG/M/Tech./MBA/Ph.d programmes	1:7
Average TSR for all programmes;	1:9
Cadre ratio Prof: AP: Lecturer	Not Applicable

25.1.2 Finding a sufficient number of additional faculty members will be one of the major challenges to meet with the increased student's intake. Attracting, retaining and developing faculty was seen as the single most critical component in the whole process of implementing reservation.

25.1.3 The Group has suggested several measures so as to attract and retain competent faculty and also to reduce or avoid attrition. The suggestions are listed -

- Aggressive fast track recruitment strategies.
- Attractive packages including a handsome joining allowance.
- Relocation grant.
- Jobs for spouses.
- Assured admission for children.

25.1.4 Developing an action plan for upgradation and development of existing faculty (for PG as well as Ph.D programmes) by further expansion of Quality Improvement Programmes, National Doctoral Fellowships and career awards for young teachers.

There needs to be an increase in the funding of the Institute

Flexible/modular ME/M.Tech programmes and integrated dual degrees need to be conducted to produce qualified faculty.

Sequential summer programmes also suggested for faculty development.

Establishing a National Centre for faculty development.

Attracting competent professionals from industry to the teaching profession as adjunct/visiting faculty.

A major suggestion was to increase the age of superannuation of faculty upto 65 or 70. This should be with immediate effect so that faculty due to retire in 2006-07 may be retained by immediately bringing out a notification to such effect by the MHRD.

25.2 Infrastructure Issues

25.2.1 The Group has suggested that an Empowered Committee be set up to deal with the procedures involved in the development of infrastructure. This Committee can be given the authority to lay down simple and flexible procedures so as to take expeditious action in putting the infrastructure in place.

- 25.2.2 There is an acute limitation of space and building infrastructure such as hostels and housing in some of the institutions. Others have a problem of being located in distant places, or inaccessible areas.
- 25.2.3 Support services also need to be proportionately augmented and basic amenities and utilities need to be provided in a hassle-free manner.
- 25.2.4 Suggestions have also been made for making optimal use of available infrastructure by using innovative learning approaches such as the virtual learning scheme, technology enabled learning etc.
- 25.2.5 The Technology Group has requested early release of funds i.e. at least nine months before the commencement of the academic year 2007-08.
- 25.2.6 It was also suggested that for facilitating implementation, the statutory authorities may determine the specific manner of relaxing procedures for the development of infrastructure.
- 25.2.7 A suggestion for phased implementation in about three years or so may help proper implementation of infrastructural development.
- 25.2.8 The issue of academic excellence was a major concern and under no circumstances should the cut-off figure should be lowered to accommodate or fill in the reserved seats for OBCs. Remedial/ preparatory courses may be designed to help the OBC students whenever required.
- 25.2.9 The whole process of expansion without compromising quality provides a great opportunity for reorganizing and restructuring teaching with innovative programmes and effective management practices. It is an ideal situation for the top technical institutions to expand, diversify and grow on a massive scale.

26. Recommendations by the Medical Education group

26.1 Faculty Issues

The Group has overall projected concerns relating to faculty enhancement within the existing norms laid down by the MCI.

- 26.1.1 That the ratio of a recognized PG teacher to the number of students to be admitted for the degree and diploma courses shall be 1:2 for Professors and 1:1 for an Associate Professor in each unit per year subject to a maximum of 4 PG seats including Diploma per unit per academic year in the subject/specialty where a Diploma is prescribed, provided a complement of 10 teaching beds is added to the prescribed bed strength of 30 for the unit.

26.1.2 The ratio of recognized PG teachers to the number of students to be admitted for the degree course where a Diploma is not prescribed shall be 1:2 for a Professor and 1:1 for Associate Professor in each unit per year subject to a maximum of 4 PG seats for the degree per unit per academic year provided a complement of 10 teaching beds is added to the prescribed strength of 30 for the unit.

The aforesaid provision would result in an increase of one seat (from 3-4) per unit for each Professor available as against the existing provision of the PG Regulation in subjects where a Degree and Diploma are provided, whereas in subjects where a Diploma is not provided and a Professor is available in the unit, it would result in an increase of two PG Seats (from 2 to 4) per unit provided an additional component of 10 beds is added to the existing bed strength of 30 of a teaching unit.

The augmentation in the bed strength is proposed to ensure that the ratio of the student : beds and clinical material is maintained, so as to maintain academic standards, which is vital for PG training, resulting in conferment of a PG Degree or Diploma, as the case may be.

26.1.3 Further, it is proposed that the amendments suggested by the Council to the PG Regulations, in January, 2004 that are pending consideration by the Government of India in respect of the 'Waiver' of the requirement of additional teaching faculty (1 Associate Professor and 1 Assistant Professor) for the PG Courses in the subjects (Anatomy, Physiology, Biochemistry, Pharmacology, Forensic Medicine, Microbiology, Radiotherapy and Community Medicine) be approved so that the same can be notified by the Medical Council of India.

26.1.4 Likewise, the amendment in regard to the proposed reduction in the faculty, especially in the pre and the para clinical subjects in the Regulation on Minimum Requirements for the Medical College for 50/100/150 seats in January, 2004 are pending consideration by the Government of India may also be approved, so that it could be notified by the Medical Council of India to bring it into effect.

Both these approvals by the Government of India (i.e. recommendations 3&4 above) and subsequent notification thereof by the Council is bound to facilitate enhancement of the existing matrix of PG seats in the concerned subjects.

26.1.5 The above stated 4(Four) recommendations by the Committee are subject to the condition that, against the very same units, teaching personnel and infrastructure, no other PG courses under any other stream like the National Board of Examinations, College of Physicians and Surgeons etc. are permitted.

Recommendations at 26.1.1 and 26.1.2 made by the Committee amount to incorporation of amendments to the existing PG Regulations and therefore, in terms of the governing procedure u/s 20(5) would be required to be placed before the General Body of the Council and upon approval thereof would be required to be sent to the Government of India for approval and notification by the Medical Council of India for operational effect, as per the amended PG Medical Education Regulation.

26.1.6 Additional supportive staff such as nurses, laboratory personnel and ministerial staff will be necessary.

26.1.7 The qualified medical teachers in the Defence Services can be considered for appointment as faculty, as they retire at a much earlier age.

26.1.8 The delinking of DNB degrees granted by the NBE as a pre-condition for relaxation by MCI needs to be considered.

26.2 Infrastructure Issues:

The additional requirements, in terms of infrastructure, vary for each institution.

26.2.1 AIIMS and LHMC have indicated the acquisition of land for construction of hospital buildings.

26.2.2 LHMC pointed out that the Ministry of Urban Development and Poverty Alleviation has specifically stated that no permission will be given for construction of any structure. The CPWD in 2003 declared most of the buildings as unsafe and dangerous. LHMC has submitted a Comprehensive Redevelopment Plan to the Ministry of Health and Family Welfare. The issues of land acquisition and other clearances will require intervention at the highest level.

26.2.2 Improvement and expansion of infrastructure is mainly needed in respect of :

- Additional lecture halls, seminar rooms, demonstration and practical rooms, laboratories, hostel facilities for boys & girls, equipments, furniture and library facilities.
- Residential accommodation for residents and staff

26.3 The infrastructure should be available in not more than two years time.

RECOMMENDATIONS OF THE OVERSIGHT COMMITTEE

27. The guiding principle in the deliberations of the Oversight Committee has been to expand the intake in institutions of Higher Learning, of the Central Government, in a manner that it is more inclusive (by ensuring 27% reservation to OBCs, in addition to the existing reservations of 22.5% for SCs and STs) while maintaining and enhancing the striving for excellence by these institutions. As per the mandate of the Committee, our effort has been to ensure that the reservations should commence from the academic year 2007-08 in such a manner that the existing level of intake of general category students is not curtailed. For achieving this, the prescribed increase in intake in all Central Government institutions will be 54%. The Committee has largely concentrated its deliberations on institutions of Higher Learning under the Ministries of Human Resource Development, Agricultural Research & Education and the Health Ministry. While making recommendations the committee has been guided by the principle that in matters relating to academic and faculty related issues, and infrastructural and development issues, it should be ensured that the existing infrastructure and faculty in the institutions of higher learning are optimally used before considering creation of additional infrastructure and faculty.

28.. This report is based on an aggregation of the reports received from the five Groups (at Annexures I-V). The quantitative estimates of these reports are contained in Summary statements, i.e., Appendix 'A' & 'B', projecting an estimated expenditure of Rs.16,563.34 crore spread over a period of five years, of which the non-recurring component is Rs.9,092.96 crore, and recurring component (for the XIth Plan Period) is Rs.7,470.38 crore. It is expected that after the XIth Plan period, the expenditure will move over to the non-Plan side. These quantitative estimates can be taken as thumb-rule projections by the various Groups and will need to go through the normal vetting and analysis by the Planning Commission and Finance Ministry, when these departments come up with detailed Project Reports and Action Plans.

29.. The recommendations of the five Groups can be classified into:-

- (a) Academic and Faculty-related issues; &
- (b) Infrastructural and Developmental issues

I. RECOMMENDATIONS ON ACADEMIC AND FACULTY RELATED ISSUES.

30. The Directors of the Institutes and Group Members expressed concern about the availability of suitable personnel for filling up of additional faculty positions, in such a short span of time. In many institutions and in many departments particularly in IITs and IIMs, it has not been possible to fill up even the existing vacancies. It was, therefore, the unanimous opinion of all groups that very innovative methods will have to be found for retaining or re-engaging the existing personnel, particularly those who have either superannuated during recent years or those who are likely to superannuate during the next three years. This would be in addition to making optimal use of the existing faculty. The suggestions received in this regard have a wide range and need to be given serious consideration:-

- (a) Raising the age of superannuation to 65 years (across the Board)
and/or
- (b) Engaging retiring faculty on a 3-year contract, extendable up to the age of 70 years. Renewal to be based on a review of performance by the Academic Boards.

Suggestion (b) should be operational for a minimum time period required to achieve a smooth transition to expanded intake, till the regular faculty gets into position.

31. The Oversight Committee considers expansion, inclusion and excellence as the moving spirit behind the new reservation policy. The institutions of higher learning should keep these three principles in view while determining threshold marks for admission to OBC students. While expanding the intake, due care should be taken to ensure that capacities are expanded in subjects or areas in which there are opportunities on account of employability.

32. The Committee recognizes that those institutions of higher learning which have established a global reputation (e.g. IITs, IIMs, IISc, AIIMS and other such exceptional quality institutions), can only maintain that if the highest quality in both faculty and students is ensured. Therefore, the committee recommends that the threshold for admission should be determined by the respective institutions alone, as is done today, commensurate with the level of its excellence.

33. As regards 'cut-offs' in institutions other than those mentioned in para 7, these may be placed somewhere midway between those for SC/ST and the unreserved category, carefully calibrated so that the principles of both equity and excellence can be maintained.

34. The Committee strongly feels that the students who currently tend to get excluded, must be given every single opportunity to raise their own levels of attainment, so that they can reach their true potential. The Government should invest heavily in creating powerful, well designed and executed remedial preparatory measures to achieve this objective fully.

Other recommendations are:-

- (a) Engaging visiting or adjunct faculty – on attractive terms;
- (b) Assigning additional workload to existing faculty, within reasonable limits so that there is no dilution. For motivating the existing faculty additional compensation may be contemplated;
- (c) Amendment in eligibility criteria for faculty recruitment. The requirement of a Ph.D qualification could be considered for waiver by the concerned academic authority where a faculty member has enough relevant experience, like a practicing manager, for example. The Committee is aware that the UGC have made certain relaxations in respect of faculty qualifications.
- (d) Autonomy may be given to the relevant Academic Bodies of each institution to undertake the special recruitment process in a speedy manner.
- (e) Autonomy will also have to be given in respect of the compensation packages to be offered in contractual engagements. Here, providing residential facilities to faculty on contract or reemployed teachers is recommended so as to retain qualified teachers.

- (f) The Committee would support the stand of the Engineering and Technology Group in their specific demands for a one time joining allowance/relocation grant, jobs for spouses and assured admission in schools to children so as to reduce attrition among competent faculty.
- (g) The Committee shares that Group's proposal for developing an action plan for Quality Improvement and upgrading the skills of the existing faculty. The establishment of a National Centre for Faculty Development and also conducting sequential summer programmes for faculty development would provide affirmative action with long term benefits.
- (h) The teacher student ratio (TSR) varies from Group to Group and the Committee would like to categorically state that enhancement of faculty should be based on a rational and viable teacher student ratio. An unreasonable and nonviable teacher student ratio would impede the process of implementing the reservation policy. .
- (i) Suitable policy changes in enhancement of the retirement age, contractual appointments, modifications in eligibility conditions for faculty, lifting of the ban on recruitment of non-academic staff, provision for adequate support staff will have to be effected immediately so that the special recruitment process can be set in motion.
- (j) The Medical Council of India (MCI) will have to expedite changes in their norms relating to teacher student ratio and other academic norms (relating to number of UG seats) to ensure implementation of OBC reservation from the coming academic year.

II. RECOMMENDATIONS ON INFRASTRUCTURAL AND DEVELOPMENTAL ISSUES.

35. In order to ensure that the additional student intake will be matched by commensurate infrastructural facilities, a plan for developmental expansion has been submitted by each Group. Subsequently, each institution will prepare a Detailed Project Report giving timelines and required budgetary outlays. It is suggested that the Committee makes the following recommendations relating to infrastructure:

1. In general, all institutions will need additional physical space, construction of new college and hostel buildings, additional laboratories, library facilities, books, furniture and equipment, computer laboratories, campus wireless connectivity, video conferencing and IT enabled classrooms. Optimal use should also be made of the existing infrastructure.
2. The other major elements of the capital cost would be relating to residential accommodation for teaching staff and in some special cases non-teaching staff.

3. The procedures involved in setting up additional infrastructure especially civil works and procurement of furniture and equipment, have laid down administrative procedures.
4. Necessary delegation of powers and increased autonomy will have to be provided so as to ensure that the necessary infrastructure will be put in position at the earliest.
5. The Committee recommends the setting up of an **Empowered Committee** in each institution and Ministry, which will give the necessary approvals and sanctions.
 - This Empowered Committee can be constituted in each institution as per their relevant governing norms. The Empowered Committee should be given clear cut terms of reference with appropriate powers of delegation.
 - The delegation must ensure that the local unit will have the powers to issue necessary administrative orders for undertaking civil works and procurement of furniture and equipment.
 - The Empowered Committee will also supervise the implementation of the development plan, observance of timelines and quality aspects of the projects' execution.
 - Suitable policies will have to be notified for establishment of the Empowered Committee and also for delegation of financial and administrative powers.
6. Each Group has broadly laid down the infrastructural requirements. However, , the specific requirements institution-wise will also have to be taken into account, which would figure in the final report. The Groups should attempt preparation of institution-wise DPRs.
7. There will be an **Implementation Monitoring Committee** in the Planning Commission, which will review the progress in the implementation of the OBC reservation plan and the execution of DPRs.
8. Wherever land acquisition is necessary for setting up the infrastructure, appropriate administrative orders will have to be issued for removing any bottlenecks and for placing the process on a fast track.
9. In order to ensure that the process of expansion commences immediately, release of adequate proportionate funds will have to be effected. This is essential for timely implementation.
10. The additional infrastructure will involve sizable non-recurring capital costs and also recurring costs, which are being projected separately.
11. Each group will have to submit an institution-wise detailed project report drawing up the master plan for expansion.

35. The Oversight Committee is committed to its mandate that the implementation process needs to commence from 2007-08. However, certain issues and constraints have been posed by the institutions through the groups concerning the time frame for implementation, especially the possibility of sudden expansion leading to loss of merit and excellence. These issues and practical constraints will be addressed by the Oversight Committee, institution wise, on receipt of the Groups' final reports.

36. The administrative and financial measures suggested by the Oversight Committee, such as constitution of Empowered Committees, indications regarding the availability of funds and delegation of administrative and financial powers should be completed by the 31st August 2006, in order to pave the way for the commencement of reservations from 2007-08.

(Rajeeva Ratna Shah)
Member Secretary,
Oversight Committee
27 July 2006

SUMMARY STATEMENT OF EXPENDITURE REQUIREMENTS

SECTOR	NO.OF INSTNS	EXISTING STUDENT INTAKE	ADDL. STUDENT INTAKE	ADDL. FACULTY REQUIRED	NON RECURRING EXP.	RECURRING EXP (5 YRS)	TOTAL EXP IN 5 YEARS
					Rupees crores		
Agriculture	5	825	454	187	111.35	77.86	189.21
Central Universities	17	110044	63005	6615	1579.90	2414.40	3994.30
Management	7	1791	966	139	383.46	228.00	611.46
Medical	11	1528	789	285	1522.67	919.38	2442.05
Engineering							
BE/B.Tech	33	12974	6892	1937	2403.12	1730.28	4133.40
B.Arch	11	463	250	125	105.45	66.72	172.17
Ph.D	30	2549	1376	936	944.45	486.50	1430.95
Dual Degree/Integrated M Tech	8	1239	669	439	449.95	233.40	683.35
M.Tech/M.Arch/MCP	37	9823	5304	1297	1182.48	986.53	2169.01
Integrated M.Sc.	3	91	44	31	32.80	16.40	49.20
M.Sc/MS	13	1289	696	182	177.36	140.67	318.03
MBA	17	1131	611	146	130.08	110.52	240.60
MCA	10	460	248	75	52.17	47.68	99.85
Others	2	78	42	17	17.72	12.04	29.76
Total for Engineering		30097	16132	5185	5495.58	3830.74	9326.32
Grand Total		142757	80557	12126	9092.96	7470.38	16563.34

YEARWISE PHASING OF EXPENDITURE**(RUPEES IN CRORES)**

SECTOR	No of Instns	Non-recurring Expenditure						Recurring Expenditure						Total Expenditure					
		Year 1	Year 2	Year 3	Year 4	Year 5	Total	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Agriculture	5	97.52	4.04	3.44	3.17	3.18	111.35	9.98	13.86	16.85	18.24	18.93	77.86	107.50	17.90	20.29	21.41	22.11	189.21
Central Universities	17	631.96	631.96	315.98			1579.90	208.65	417.30	596.15	596.15	596.15	2414.40	840.61	1049.26	912.13	596.15	596.15	3994.30
Management	7	19.173	134.211	115.038	115.038		383.46	22.80	34.20	57.00	57.00	57.00	228.00	41.97	168.41	172.04	172.04	57.00	611.46
Medical	11	1144.68	222.08	90.53	42.01	23.39	1522.67	68.54	107.69	120.72	307.74	314.68	919.38	1213.22	329.77	211.25	349.75	338.06	2442.04
Engineering																			
BE/B.Tech	33	600.78	600.78	600.78	600.78		2403.12	123.60	247.19	370.78	494.35	494.36	1730.28	724.38	847.97	971.56	1095.13	494.36	4133.40
B.Arch	11	21.09	21.09	21.09	21.09	21.09	105.45	4.40	8.81	13.88	17.61	22.02	66.72	25.49	29.90	34.97	38.70	43.11	172.17
Ph.D	30	188.89	188.89	188.89	188.89	188.89	944.45	32.43	64.87	97.30	129.73	162.17	486.50	221.32	253.76	286.19	318.62	351.06	1430.95
Dual Degree/Integrated M Tech	8	89.99	89.99	89.99	89.99	89.99	449.95	15.56	31.12	46.68	62.24	77.80	233.40	105.55	121.11	136.67	152.23	167.79	683.35
MTech/MArch/MCP	37	591.24	591.24				1182.48	109.61	219.23	219.23	219.23	219.23	986.53	700.85	810.47	219.23	219.23	219.23	2169.01
Integrated M.Sc.	3	6.56	6.56	6.56	6.56	6.56	32.80	1.09	2.19	3.28	4.37	5.47	16.40	7.65	8.75	9.84	10.93	12.03	49.20
M.Sc/MS	13	88.68	88.68				177.36	15.63	31.26	31.26	31.26	31.26	140.67	104.31	119.94	31.26	31.26	31.26	318.03
MBA	17	65.04	65.04				130.08	12.28	24.56	24.56	24.56	24.56	110.52	77.32	89.60	24.56	24.56	24.56	240.60
MCA	10	17.39	17.39	17.39			52.17	3.97	7.95	11.92	11.92	11.92	47.68	21.36	25.34	29.31	11.92	11.92	99.85
Others	2	4.43	4.43	4.43	4.43		17.72	1.05	2.11	2.96	2.96	2.96	12.04	5.48	6.54	7.39	7.39	2.96	29.76
Total for Engineering		1674.09	1674.09	929.13	911.74	306.53	5495.58	319.62	639.29	821.85	998.23	1051.75	3830.74	1993.71	2313.38	1750.98	1909.97	1358.28	9326.32
Grand Total for 5 sectors		3567.42	2666.38	1454.11	1071.95	333.10	9092.96	629.59	1212.34	1612.57	1977.36	2038.51	7470.38	4197.01	3878.72	3066.69	3049.31	2371.60	16563.33

Theme Paper

- 1.1 If India has to face the challenge of the 21st century and find a place for itself in the community of nations, we need to build a knowledge society. To realize that, we have to increase opportunities in education and enhance the capacity of institutions of higher learning. A knowledge society will have to be built up on the foundations of inclusion, (equal opportunity) expansion and excellence. Equal opportunity, expanded opportunity and excellence will create an inclusive society and an environment of vast areas of knowledge. Equal opportunity is at the heart of the matter. Equal opportunity will provide a fair chance to everyone to participate productively in the creation of a knowledge society and add to its excellence by expanding the talent pool.

- 1.2 It is in this context that it has been decided to create expanded opportunities for students belonging to OBCs by providing them with 27% reservation in institutions of higher learning. For this purpose, an Oversight Committee has been set up to monitor the implementation of reservation in these institutions. Final composition and mandate of the Committee is set out at Appendix-I. While working on its mandate, the Committee will ensure that the overall availability of seats is so increased that the present level of seats available to the Scheduled Castes, Scheduled Tribes and general category students does not decline.

1.3 The mandate of the Committee is:

- a) to identify courses at certificate/diploma, undergraduate, post-graduate, Ph.D and Post Doctoral level and student intake for the academic session 2007-08.
- b) to determine the requirement of faculty and other infrastructure for the enhanced intake and to determine the additional requirement of recurring and non-recurring expenditure for the purpose.
- c) to suggest measures to be taken by each institute of higher learning for the enhanced intake from the academic session 2007-08.
- d) to suggest any other preparatory or consequential steps required to be taken in order to implement the policy of reservations.

1.4 While making its recommendations, the Oversight Committee will be guided by the following three major principles:

- EXPANSION: Planning for expansion of higher educational opportunities and infrastructure
- INCLUSION: Making higher education inclusive and equitable by designing a scheme that is transparent, fine-tuned and effective
- EXCELLENCE: Maintaining and adding to the excellence of the institutions of higher learning And building a global brand equity for institutions of national importance

1.5 The expansion of the institutes' capacity will have to be designed by taking into account the following principles:

(a) Physical Infrastructure requirement, availability and utilization

(b) Strategies of faculty recruitment and remuneration etc.

(c) Reorientation of relevant courses

(d) Ways of strengthening research capacity of institutions

(e) Social profile of existing and potential students

1.6 **INFRASTRUCTURE:** While an expansion of opportunities would no doubt require additional infrastructure, we also need to explore ways and means of ensuring optimum utilization of existing infrastructure in these institutions. The important thing is that the existing infrastructure has to be used innovatively. This would call for out-of-the-box ideas as to how this can possibly be done. Infrastructural expansion should be based on a careful assessment of the demand side. We should analyse and assess the number of students aspiring for higher education currently and the estimates for the next 20 years. This would enable us to understand not only the requirements for infrastructure, but also for faculty, courses and research activities.

1.7 **FACULTY:** In respect of faculty, we have to think imaginatively in terms of personnel recruitment, remuneration and conditions of service. One could think of hiring retired faculty on a contractual basis and giving them limited tenures. Also we could develop a separate scheme for faculty who are likely to retire to continue in teaching without occupying their substantial position. While thinking of innovative approaches, the fact has to be kept in mind that the core compensation package of academic staff should not be altered so that the existing parities are not disturbed. In any case, a great deal of

flexibility regarding non-monetary and monetary incentives linked to additional deliverables would be required.

- 1.7.1 One key issue in faculty recruitment is the need for cross-fertilization of ideas in institutions of higher learning. All the great universities of the world have an inflexible policy of recruiting only alumni of other universities into the faculty. In India too, in earlier decades, faculty was from diverse backgrounds and drawn from other universities and states in large measure. But over the past three decades or so, increasingly faculty is drawn largely from among the alumni of the same university. Such academic incest is leading to a stultifying atmosphere of limited intellectual interaction, and undermining fresh thinking, new ideas and innovative research. As part of the effort to rejuvenate our universities, we need to adopt the global best practices in recruitment.
- 1.8 COURSES: It would also call for a critical look at the contents and even, the relevance of the existing courses taught at these institutions. The idea should be to focus on courses that have contemporary relevance and that are demand-driven. The idea should be to bring about a wholesome re-orientation that is both market-friendly and beneficial to the students.
 - 1.8.1 In professional and technical courses, there is very little input in liberal arts and languages. The student's personalities are not allowed to develop fully because of very limited technical inputs. Some of the best universities in the world and a few of our own IITs encourage students to combine technical subjects with liberal arts and the students develop the conceptual skills, communication and deeper insights into life, society and professions. We need to encourage such a mix of courses in all universities/Institutes.
 - 1.8.2 Since the end of 19th century all, great universities in the world started adopting system of electives allowing freedom of choice to the students. In place of a standard set of courses or subjects to be studied for graduation, the student can choose their 'electives' from a wide range of courses on offer. This encourages a mix of course-technical and liberal arts, promotes pursuit of knowledge, which may not have an immediate economic value and facilitates

greater synthesis of knowledge. Also choice of electives often depends on the quality of scholarship of the faculty, and therefore becomes a way of students evaluating the faculty. There is a need to promote such academic freedom and choice by introducing electives system in all our universities.

1.9 RESEARCH CAPACITY: Mere teaching without research is sterile. A critical analysis of the research capacity in these institutes of higher learning would be essential. What we need is to build capacity for research that will create as well as advance new frontiers of knowledge with innovative application potential, which will meet the demands on local as well as global markets.

1.9.1 Stultifying control and rigid uniformity do not promote excellence or creativity. As a result, the degrees awarded by many universities are no longer as respected as they were in earlier decades. Many bright students are flocking to foreign universities, or joining economically useful courses in private institutes without seeking formal degrees. Vast amounts of money are spent by these students in tuition fees outside our universities, deploying our higher education systems of both resources and talent. We need to restore autonomy of universities and encourage flexibility and innovation without external fetters of any kind. Along with autonomy, complete transparency accreditation, independent grading of courses, and disclosure to all students seeking admission need to be institutionalized. Such a deregulated, liberal, flexible environment will promote excellence, restore glory to our universities, help our youngsters fulfil their true potential, and make them true wealth-creators serving the cause of nation building.

1.10 SOCIAL PROFILE: While thinking of expansion, we need to keep in mind the social profile of higher educational institutions and the need to change it. The available evidence shows that opportunities of higher education are highly skewed in favour of a few social groups. Available evidence brings out the extent of inequalities that characterize higher education today across the social groups, specially in urban areas. It shows that the SCs, the STs and the OBCs tend to be grossly underrepresented among the graduates (especially graduates in the medical, engineering and agricultural stream) in urban areas.

The limited evidence available also shows the operation of other kinds of inequalities: women, Muslims, backward regions and poor families cutting across all social groups tend to be under-represented in institutions of higher education.

1.11 DESIGN: Schemes for introducing equity have usually paid insufficient attention to the issues of designing these schemes so as to achieve the objective in the most efficient manner, in order to ensure that the proposed scheme of reservation does not suffer from design infirmities.

1.12 Besides these specific issues of design, there is a need to think about some long-term measures to ensure that the schemes of social justice are put on a firm footing:

- What steps may be taken to enlarge and diversify the pool of candidates who seek admissions to these institutions. A nation-wide talent search (for all students in class VIII, on the same lines as National Talent Search Examination being conducted by the NCERT) could be instituted leading to fellowship and special coaching from class IX to class XII. While half of these fellowships could be reserved for SC, ST and OBC, the remaining half could be offered to general category students studying in any government school (excluding Navodaya, Central & Sainik Schools or any equivalent government school).
- Major lacuna in our higher education is the absence of tutorial system. A strong tutorial system as in some of the renowned institutions of learning like Harvard, MIT, Oxford and Cambridge to all students so that there could be a greater attention to individual differences, cognitive capabilities and potential.

- Whether it would be useful to carry out a comprehensive national survey of the social profile of premium higher education institute and organized sector jobs (public as well as private) so as to generate a robust database that could be utilized for framing and fine-tuning the reservation policies in future.
- Whether it would be advisable to think of a standing body (statutory or otherwise) to monitor the implementation of the reservation and suggest modifications there.

1.13 ICT-enabled education should be utilized to supplement classroom teaching and generate employable skills. Our institutions of higher learning do not have adequate faculty and facilities. This calls for a massive and nationally coordinated plan, which takes advantage of information communication technologies (ICT). The Central Government and some State Governments are certainly making an attempt to utilize ICT but these attempts are disconnected and the thrust is solely on creating an infrastructure to make e-based education possible. There is no nationally accepted plan to utilize this infrastructure efficiently. Every state appears to be creating its own content-pool within self-created instruction methodology. There is little or no sharing or repurposing of content. As a result, the cost benefits achieved due to economies of scale are not realized. There is a need to create a National Learning Repository to be made available to every academic institution across India. We must create a process that makes it possible to repurpose and customize instructional materials to meet specific needs and to deliver the materials in multiple formats across any media.

1.14 A network of institutes along the lines of IITs and IIMs should be created to develop teachers for higher and professional education. India has a large number of capable individuals who have the necessary knowledge, will and expertise to become teachers despite the inequitable remuneration.

1.15 Despite the fact that agencies are in existence to maintain standards it is obvious that there is a vast difference in standards of the multiple institutions across India. Even institutions affiliated to the same university differ vastly in

the quality of services and infrastructure provided. We must develop a new system to enforce standards. In addition, the present institutions of higher learning in the country should prepare a roadmap in order to upgrade themselves to the standards of the institutions of national importance.

- 1.16 The idea, on the whole, is to build a knowledge society by nurturing merit and protecting the excellence of institutions of higher learning and enhancing it, while providing equal opportunities by mainstreaming students belonging to OBCs, SCs & STs. The institutions of higher learning in India have already demonstrated their capability as outstanding centres of knowledge. , The aim now is to build them as an enviable brand by enhancing their equity, inclusiveness and excellence. The brand equity of these institutions will eventually generate talent; in other words it is the merit environment of the institutions, which produce outstanding students.
- 1.17 The funding for higher education in India is extremely low. We spend only 0.37 per cent of GDP on higher education. That being the case, access to the institutions of higher learning in India is limited. Only 8% of the relevant age group go to these institutions. This compares poorly with the experience of many developing countries where the corresponding number is between 20 to 25 per cent. What is needed is a quantum leap in terms of opportunity for access to these institutions of higher learning. Clearly, our approach should be to create an environment in which higher education becomes available to almost everyone who seeks it. Our efforts should be directed at democratizing access to knowledge; in other words, the creation of a knowledge society in which opportunity is not denied and merit is not blunted. The fact remains that social change is always a difficult hurdle to negotiate. It has taken advanced countries many years to cross the hurdles of territorial and social backwardness. Long-term vision of excellence should not be held hostage to short-term gains, however attractive they may be.

1.18 We will be in a position to create and nurture a knowledge society only if there is a large and diverse pool of technical and professional personnel. The Committee sees a window of opportunity in the present expansion scheme of higher education for generating that large and diverse pool. The idea is not merely to maintain the status quo of these institutions, but to take them forward and position them as front-ranking institutions with brand equity. One could look at possible options of public – private partnerships that could help us in achieving this objective. On the whole, the strategy should be to build a knowledge society by inclusion, expansion and excellence.

1.19 The Oversight Committee would thus focus on developing a comprehensive road map regarding:

- Infrastructural requirements for commencing the new scheme from academic year 2007 –2008 in higher educational institutions.
- Faculty provisions commensurate with the additional student in take.
- Research capacity expansion in keeping with the demands of a knowledge society.
- Diversifying the social profile of students with a view to establishing equality of opportunities.
- Designing the reservation scheme in such a way as to target the deserving candidates.

- 1.20 The suggestions and proposals mentioned in this paper are meant to facilitate an open-ended discussion and do not represent the views of the Committee, the Chairman or the Government of India. We seek the opinion/reflections of the stakeholders, public, scholars, students and alumni on the issues focused in this Theme Paper.

1.20 Appendix I

Composition and Mandate of the Oversight Committee

The Oversight Committee has been set up to monitor the implementation of the decision to introduce reservations in higher educational institutions with the following composition.

- | | | |
|--|---|------------------|
| 1. Sri. M. Veerappa Moily, Chairman,
Administrative Reforms Commission | - | Chairman |
| 2. Dr. B. L. Mungekar, Member Planning Commission | | Member |
| 3. Dr. R. Mashelkar, Director General, CSIR | | Member |
| 4. Prof. Sukhadeo K. Thorat, Chairman, UGC | | Member |
| 5. Dr. G. Mohan Gopal, Former VC, National Law
School of India, Bangalore | | Member |
| 6. Dr. R.A. Yadav, Vice Chairman, AICTE | | Member |
| 7. Prof. N.K. Ganguly, Director General, ICMR | | Member |
| 8. Dr. R.V. Vaidyanatha Ayyar, Former Secretary
to Government of India | | Member |
| 9. Sri. S.K. Das, IAS (Retd.) | | Member |
| 10. Secretary, Department of S & ME | | Member |
| 11. Secretary, Ministry of Health & Family Welfare | | Member |
| 12. Secretary, Department of Agricultural Research
and Education | | Member |
| 13. Secretary, Department of Expenditure | | Member |
| 14. Sri. R.R. Shah, Member Secretary,
Planning Commission | | Member Secretary |

The Committee has been asked to look into the following aspects and submit its report by 31st August, 2006

- i. Implementation of 27% reservation for the OBCs in institutes of higher learning; and
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- ii. Assessment of additional infrastructure and other requirements for increasing the overall availability of seats to a level so that the present level of seats available to the general category students does not decline

The Oversight Committee would get inputs from the following expert Groups:

1. Group for Technological / Engineering Institutions
2. Group for management Institutions
3. Group for Central Universities
4. Group for Agricultural Education and Research
5. Group for Medical Education

The terms of reference of the Groups are as follows:

- a. To identify in each of the institutions/Universities, the courses at undergraduate and post-graduate level and students intake for the academic session 2007-08
 - b. To identify in each course, the total number of seats for OBCs and consequently to other categories,
 - c. To identify for each course, the increase in total number of seats so as to maintain the total availability of seats in the unreserved category.
 - d. To determine the requirement of faculty and other infrastructure for the enhanced intake and to determine the additional requirement of recurring and non-recurring expenditure for the same.
 - e. To suggest phasing of expenditure both recurring and non-recurring
 - f. To suggest measures in short term, to be taken by each institute for the enhanced intake from the academic session 2007-08
 - g. To suggest any other preparatory or consequential steps and required to be taken in order to implement the policy of reservations.
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