

**FIFTY NINTH MEETING
OF THE
CENTRAL ADVISORY BOARD
OF EDUCATION**

**AGENDA ITEMS
&
BACKGROUND NOTES**

**6th June, 2012
At 11.00 A.M.
The Convention Hall,
Hotel Ashok,
New Delhi**

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA**

**AGENDA & BACKGROUND NOTES FOR THE 59TH MEETING OF
THE CENTRAL ADVISORY BOARD OF EDUCATION**

6th JUNE, 2012 AT 11.00 A.M.

**Venue: Convention Hall
Ashok Hotel, New Delhi**

1.	Confirmation of the Minutes of the 58 th Meeting of the Central Advisory Board of Education held in June 2011	1-26
2.	National Mission on Teachers' and Teaching	27-35
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59th MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION

MINUTE TO MINUTE PROGRAMME

11.00-11.05	Welcome Address by Secretary (HE) cum Member Secretary CABE	
11.05 -11.20	Opening Remarks of Hon'ble HRM	
11.20- 11.25	Agenda Item 1- Confirmation of the Minutes of the 58 th CABE Meeting and Submission of Action Taken Report	
11.25 - 11.35	} Presentation on Agenda Item 2- National Mission on Teachers and Training } Presentation on Agenda Item 3- Two Years of RTE-SSA } Presentation on Agenda Item 4- CABE Committee Report on ITC in Schools	
11.35 -13.30	Discussions on Agenda Items 2, 3 and 4	
13.30 -14.30	Lunch Break	
14.30-14.50	} Presentation on Agenda Item 5- Meta University } Presentation on Agenda Item 6- Credit Guarantee Fund for Higher Education	
14.50-16.50	Discussions on Agenda Items 5 and 6	
16.50-17.00	Concluding Remarks	
17.30	Press Conference	

Agenda Item 1: Minutes of the 58th Meeting of the Central Advisory Board of Education (CABE) held on 7th June 2011 at Conference Hall, Ashok Hotel, New Delhi

The 58th Meeting of Central Advisory Board of Education was held on 7th June 2011 under the Chairmanship of Shri Kapil Sibal, Hon'ble Minister of Human Resource Development. The list of participants is Annexure-I.

At the outset, Ms. Vibha Puri Das, Member Secretary (CABE) and Secretary, Department of Higher Education, Government of India welcomed Shri Kapil Sibal, Hon'ble Minister of HRD, Dr. D. Purendeswari, Hon'ble Minister of State for HRD, Shri Ajay Maken, Hon'ble Minister of State for Sports, Shri Narendra Jadhav, Member (Education), Planning Commission, Hon'ble Ministers of States/UTs, distinguished members of CABE, Smt. Anshu Vaish, Secretary, Department of School Education & Literacy, Secretaries and Additional Secretaries, Heads of various autonomous organisations, academicians, senior officials of Central and State Governments, attending the meeting.

Ms. Vibha Puri Das, Member Secretary briefly outlined the agenda of the meeting and mentioned that CABE is the highest advisory body to advise Central Government and State Governments in the field of Education. She further stated that CABE has served as a forum of wide ranging consultations relating to education. She also referred the last CABE meeting held on 19th June 2010 and said that since the last meeting, many developments have taken place in the education sector. She also touched upon the recommendations of the last meeting of CABE held on 19th June 2010 and follow up action thereon with regard to Higher Education and Research Bill, National Academic Depository Bill, harmonising of Sarva Shiksha Abhiyan norms and National Vocational Education Qualifications Framework. She referred to 2-Day Conference of Vice-Chancellors of Central and State Universities held on 25-26th March 2011 under the aegis of the University Grants Commission. She referred to formulation of XII Five Year Plan. Once again, welcoming Hon'ble Ministers of HRD, other Union Ministers, Hon'ble Ministers of State Governments and distinguished members of CABE, she requested Chairman, (Hon'ble HRM) CABE to kindly set the tone of the meeting by giving his opening remarks.

Shri Kapil Sibal, Hon'ble Minister for Human Resource Development

Hon'ble HRM, in his opening remarks, touched upon various issues concerning education sector. He stated that this was the third meeting of the CABE, during the last 2 years, being first on 20.8.2009 and second on 19.6.2010. He also referred his interaction with State Education Ministers, Secretaries to the Government of various States and with other officials. HRM was of the view that the power of ideas is the only way to move forward and the civilisations that don't understand the power of ideas, always fail their people. He felt that though India is having a demographic advantage, we can take

advantage of the same only if we embrace the agenda of equity and quality. He stressed that investment in the minds of our young people, is the best way forward to unleash the kind of economic development that the country is talking about. He stated that 672 million people in India are in the age group of 15 to 64 years and the country should take the advantage of these demographics which is possible without equity and quality in the education system. He emphasised on the need to provide quality education and choice to the students. He also emphasised the need for taking elementary education forward up to 12th class as is available in other countries. He referred to the agenda for the discussion for extension of RTE to secondary level. He also shared the thought of Mahatma Gandhi who said that a human being is incomplete till he works with his hands, think with his mind, and listens to his conscience.

With regard to National Vocational Education Qualification Framework (NVEQF), he stressed that we should give children the choice of vocational courses so that they can contribute to the society, as also to their own families. He was of the view that what is required is to empower the child by various skills options to enhance his future employability. For this, an NVEQF that sets common standards, but with diversity within the system and has provisions for mobility, is the need of the hour. He felt that children should not be allowed to face discrimination on matters of belief, caste and creed. HRM also urged the State Governments identify the areas for skill development that are relevant from regional to local context. He was of the view that the qualification frame work should ensure mobility of the child to move from vocational to academics, and vice-versa. HRM also urged that the element of diversity must be built into the education sector in the context of vocational training.

He stated that there is enormous expansion in the education sector and a number of institutions are coming up in private sector as well as Government aided/unaided institutions. He stated that many malpractices are being seen like capitation fee, discriminatory ways of admission excluding the marginalised communities, etc. He, therefore, stressed the need to set these mal-practices in order through the Prohibition of Unfair Practice Bill for higher education on which the Parliamentary Standing Committee has given its Report and hoped that it will be introduced in the ensuing Parliament Session.

With regard to prevention and prohibition of unfair practices in school education, HRM referred to the agenda of the CABE and said that Government is intending to have a similar legislation to end malpractices in school education and the model law, which deals with higher education, could be the basis for preparing such a law. HRM urged the State Governments to support the proposed legislation as State Governments are equally concerned about the malpractices within the States, especially of certain private institutions who are allegedly misusing their powers.

He also referred to recommendations made in the conference of Vice-chancellors of Central and state Universities, held in Delhi recently, and sought the views of State Governments on these recommendations with reference to affiliation system. HRM also drew the attention of state education ministers and CABE members about the need to have National Book Promotion Policy to inculcate the kind of interest in reading books. He also drew the attention of the members that many languages are now endangered particularly in the north-east and sought the co-operation from all to preserve these endangered languages.

Shri Ajay Maken, Hon'ble Minister of Youth Affairs & Sports

Shri Ajay Maken, Hon'ble Minister of Youth Affairs & Sports stressed the need for seeking integration, synergy, and conversion of academic curriculum with Sports & Physical Education. He thanked HRM for ensuring every school to have the facility of at least one playground through RTE, making physical education instructor mandatory and making compulsory that every school should have some game-equipments which the students of that school can use. He expressed happiness that the Sarva Shiksha Abhiyan norms have been modified, so that it would be easier for the schools to get sports equipments and also for the circular issued by CBSE asking all the schools under them to keep at least one day for sports activities upto class X and two periods per week for XI and XII standard students. He was of the view that if these things are implemented in true spirit, Government will be able to achieve the objectives of sports policy "Sports for All" and "Sports for Development". He mentioned that one of the biggest challenges will be to provide large number of physical education teachers which would be required in schools. The Ministry of Youth Affairs and Sports have Lakshimibai National University of Physical Education, where the total capacity of training will be up scaled but more is needed at the state level, which perhaps, the State Ministers may like to take it up at their respective State level. He further pointed out that another issue which needs to be addressed is that the physical education and sports is not adequately addressed into the school time table, which the Education Ministers representing various states may like to ensure. He also pointed out that the playgrounds which are available in many schools have not been properly maintained. At present, disproportionate emphasis on academic curriculum is made, whereas there is need to give emphasise on sports.

Dr. Narendra Jadhav, Member (Education), Planning Commission

Dr. Narendra Jadhav, Member, (Education), Planning Commission in his opening remarks mentioned that CABE meetings are always important, but this meeting is even more important as it is taking place at a time when we have just commenced work on the formulation of XII Five year Plan which begins on 1st April, 2012. He was of the view that compared to other countries like USA, countries in Western Europe, China, Japan, etc, India has

tremendous advantage in terms of youth power and the need of the hour is to harness this demographic dividend, the key to which lies in education and skill development. In his address, he also touched upon the issue of demographic dividend and average age group of Indians in comparison to other countries. He pointed out that the key to maintaining and sustaining the double digit economic growth lies in education and skill development. He expressed happiness that in the Full Planning Commission Meeting held on April 21, 2011. It was stressed that education, skill development and health deserves high priority in the Resource Allocation in the XIIth Five Year Plan. He mentioned that Planning Commission has constituted several Steering Committees and Working Groups which have bearing on the issues being debated in the CAGE Meeting. He also stated that all the Steering Committees and the Working Groups have representations from the different State Governments, wide range of educationists, experts, sub-sectoral specialist teachers, innovators, NGOs and field level workers. He also informed that a dedicated website has been launched for the XII Five Year Plan, and it is the Planning Commission's endeavour that the XII Five Year Plan becomes truly a people's plan, reflecting their views, goals, and their ever growing aspirations. He also stated that this time Planning Commission commenced the formulation of XII Five Year Plan, with very wide consultative process, both formal and informal, on the major challenges under the plan. He stated that Planning Commission is looking to the deliberations of this CAGE meeting which is going to provide vital inputs in the formulation of the XII Five Year Plan.

Before moving to formal agenda items, Hon'ble HRM requested to confirm the minutes of the 57th meeting of the CAGE. The members confirmed the minutes of the 57th meeting unanimously. Thereafter an Action Taken Report on the Minutes of the 57th Meeting of CAGE was also circulated to all the members.

After the address of HRM, the first agenda item, namely, National Vocational Education Qualification Framework was taken up.

AGENDA ITEM-1: NATIONAL VOCATIONAL EDUCATION QUALIFICATIONS FRAMEWORK (NVEQF)

AGENDA ITEM-2: EXTENDING RTE UPTO SECONDARY LEVEL

A presentation was made by Dr. Santosh Mehrotra, DG, Institute of Applied Manpower Research (IAMR) on the National Vocational Education Qualifications Framework (NVEQF)

Dr. Mehrotra underlined the problem that the majority of Indian workforce is in informal employment in the unorganized sector, with low levels of literacy and numeracy, yet no mechanism was available for them to enter formal education system. Hence, it is desirable to focus on educational component to build a sound TVET system. An element of general education

element needs to be built into vocational education and vice versa, to ensure a holistic approach to human resource development. For this purpose a credit based semester system with periodical assessment and feedback for improvement of performance has been suggested. This would encourage performance based learning with definable competencies through internal and transparent assessment, based on unambiguous competency criteria. Further it was also informed that at present there are The NVEQF would also enable a unified system for the 17 Ministries offering different vocational courses in the country.

Vocational education would be demand driven with involvement of industry to identify skill requirements and gaps at national and local level. The NVEQF provides for Recognition of Prior Learning for persons having skills form the informal sector. Testing and certification of knowledge and skills that an individual has acquired in previous training and through work experience, will enable him to achieve particular levels of competencies, thus mainstreaming his expertise. Bridge courses to fill competency gaps, if any, would be provided by NIOS/State Open Schools, IGNOU/State Open Universities.

The Framework would bring about uniformity in standards of vocational courses being offered, by registration of NVEQs and accreditation of programs and institutions. NVEQ levels will be introduced in secondary and higher secondary schools, Polytechnics, Universities & Colleges for seamless pathways and progression. There would be a shift from the present fragmented to a unified vocational education governance.

The management mechanism, operationalisation structure at the district level as well as a time frame for the roll out of the NVEQF was presented. An Inter Ministerial Committee on NVEQF is also proposed. The role of the State Govts in taking the framework forward was also highlighted. A pilot in the State of Haryana on a few sectors would also be implemented in 2011-12.

AGENDA ITEM-3:LAW TO PROHIBIT UNFAIR PRACTICES IN SCHOOL EDUCATION

Presentation made by Shri R. P. Sisodia, Joint Secretary, MHRD on Law to prohibit unfair practices in school education

In his presentation, Shri R. P. Sisodia referred to the earlier meeting of CAGE endorsing a legislation prohibiting unfair practices in universities, higher educational institutions and higher technical institutions. He also informed that in the course of consultation, suggestions were received for extension of this law in the school education as well. He informed that there was a strong feeling that separate law exclusively catering to the needs of school education sector should be put in place. He briefly gave statistics about the number of school in the country and the percentage of private and aided schools. He pointed out the unfair practices being adopted by certain private/aided schools in terms of admission, capitation fees, donations, etc. In his presentation, he

made reference of Tamil Nadu who has enacted legislation in 2009 in which the fee regulation has been fixed. He referred to CBSE affiliation by-laws which prohibit certain unfair practices and any action taken for disaffiliation affects the students for no fault of theirs. There is no central law at present which can effectively curb and control such unfair practices. He said that in this background, the instant proposal is being placed before the CABE. He clarified that the proposed Bill is not going to be some kind of an inspection and approval regime but it will be based on self-disclosures and clients have the proper information so as to make appropriate informed choice when it comes for admission.

Shri Bosiram Siram, Hon'ble Minister of Education, Arunachal Pradesh

Hon'ble Education Minister of Arunachal Pradesh stated that lot of unfair practices is entrenched in school education. He, therefore, supported the proposal with the hope that proposed legislation would streamline the transparency in the management of school education. He alleged that many school managements provide misleading information with an intention to cheat teachers and students. He also stated that such laws would curb and discourage mushrooming of unplanned private schools. With regard to extension of RTE to secondary education, he termed it as an admirable step. He also said that free education and financial assistance extended up to secondary level will automatically reduce the dropout rates at elementary and secondary levels. He also suggested extending RTE to the higher secondary level, instead of secondary level thereby covering children from 6 to 18 years age group. As far as NVEQF is concerned, he stated that it is an encouraging step and it should ensure that local specific needs and demographic dividend of the nation, should also be equally considered. He also endorsed a common reference and framework guidelines at national level.

Shri Rabindranath Bhattacharya, Hon'ble Minister of School Education, West Bengal

Hon'ble Education Minister of West Bengal stated that the ratio of primary and upper primary schools in the State is not satisfactory. He stated that for implementation of RTE, the existing ratio of primary and upper primary schools should be increased. He sought financial help from the Central Government to overcome the problems concerning buildings, sanitary system, drinking water, etc. He also sought financial help for setting up higher secondary schools and also for teaching staff.

Dr. Himanta Biswa Sarma, Hon'ble Minister of Education, Assam

Hon'ble Minister of Education of Assam strongly supported the proposed law to prohibit unfair practices in school education. He also stated that extension of RTE to secondary education will be another innovation in the

education sector. He also endorsed the NVEQF and suggested that it would require some more consultations.

Shri Rakesh Dhar Tripathi, Hon'ble Minister of Education, Uttar Pradesh

Hon'ble Minister of Education of UP suggested for holding CABE meeting twice in a year. With regard to NVEQF, he offered full support of the state Government and suggested formation of a Committee for this purpose. With regard to law for unfair practices, he explained that State Government has also noticed the unfair means of copying and State Government had enacted a law, long back to check the menace of copying. He was of the view that Government should enact law to check such practices by revoking affiliation of colleges found mass copying. He stated that students of the State have to compete with CBSE and also with other state boards and uniformity in the education system would help student in this regard. He was of the view that there should be uniformity in the fee structure across the colleges. He also suggested that govt should also give funds to all schools including aided schools. He referred to his earlier suggestion that funding pattern under SSA and RMSA should be 90:10 instead of 65:35. He informed HRM that no funds have been released to the state so far under Sarva Shiksha Abhiyan.

Shri C. Subramanian, CABE Member

Shri C. Subramanian, CABE member thanked HRM for holding 58th meeting. With regard to law to prohibit unfair practices in school education, he stated that management of many schools in Tamil Nadu have switched over from State Board to Central Board and further that there has been a mushroom growth of such schools in Tamil Nadu. He urged HRM that there is no need for affiliation of these schools as they charge exorbitant fee. He strongly supported the proposed law curbing unfair practices in school education. He also urged that CBSE regulations should to be modified and it should be made compulsory for the educational agencies to make full disclosure clearly before starting their academic session. As regards extension of RTE to Secondary schools, he said that this is a positive move and the process should be speeded up as oppressed and suppressed can get benefits. In case of NVEQF, he supported this proposal and suggested that it should be circulated to all the States, NGOs, Universities and other stakeholders before its implementation.

Shri Brijmohan Agrawal, Hon'ble Minister of Education, Chhatisgarh

Hon'ble Education Minister of Chhattisgarh stated that State specific requirements should be considered while framing the NVEQF. He suggested that guidelines may be issued from Centre but finalisation of courses and syllabus should be done by the respective State Governments. He also stated that Chhatisgarh is dominated by tribals and their economic status and

education standards are very low. Therefore, they would not be able to compete with national standards. This needs to be addressed. He suggested that vocational education should be given to all children with specialisation from Class-XI-XII. With regard to law for unfair practices in school education, he stated that there are many small schools which do not take capitation fee but they also do not have requisite infrastructure. He suggested that Government should provide one time grant to these schools to implement RTE for imparting quality education. He stated that financial support would also bring state control on these schools. He suggested enhancing the existing grant pattern of 65:35 to 75:25. He also referred the issue of teachers' training which is still pending with the Centre. He also brought to the notice of HRM about sanctioning of Rs.36 lakh for the construction of girls' hostel and said that project cannot move forward, as the amount is inadequate.

Shri Arvinder Singh Lovely, Hon'ble Minister of Education, Delhi

Hon'ble Education Minister of Delhi thanked to HRM for bringing legislation to regulate unfair practices in schools. He stated that in some States they have their own act and CBSE also has certain norms which are taking care of these unfair practices to some extent. He suggested that the draft legislation should be sent to states for their comments so that the proposed Bill could also take into account the existing laws of the State Governments in this area. He endorsed the proposal of extension of RTE to secondary level with the condition that funding requirement for infrastructure should be taken into consideration. With regard to NVEQF, he supported the proposal. He requested HRM to clarify the definition of no-detention policy as it is creating some misunderstanding among students and parents. He suggested that at least 50-60% attendance is essential for allowing a student to move in the next class. He also stated that ban on corporal punishment is also being misinterpreted as total lack of discipline which is not a healthy trend. He also suggested that the role of Commission of Protection of Child Rights needs to be clearly defined alongwith process of looking into the complaints.

HRM

HRM clarified that at present there is no draft Bill on Prohibition of Malpractices at school level and Ministry of HRD is planning to set up a Committee with State Education Ministers to prepare a draft Bill on this matter as State Government are running the schools and they are in a better position to present the case. MHRD will give the State Governments a model draft in higher education for purpose of reference. With regard to extension of RTE to secondary education, HRM clarified that it will be moved only with extensive discussions with CAGE members. As regards no-detention, HRM clarified that no-detention does not mean that a student may stay away from school and shall get promoted.

Shri P. K. Shahi, Hon'ble Minister of Education, Bihar

Hon'ble Education Minister of Bihar sought clarification from HRM as to how the State Government could regulate unfair practices being followed by the institutions set up under Article 29 of the Constitution. He also wants to know as to how to regulate unfair practices being followed by regulator itself. He was of the view that generally it is found that regulators of the Central or State Government institutions themselves indulge in unfair practices. He also pointed out that such proceedings should not be cumbersome. With regard to extension of RTE to secondary schools, he endorsed the proposal. However, he suggested that present funding pattern of 65:35 needs to be reviewed. He informed that State Government would require Rs.20,000 crore (one time requirement) for implementation of RTE. He, therefore, urged that for initial period of implementation of RTE, the funding pattern should be 90:10. He also suggested that there should not be mandatory provision while extending RTE to secondary schools and the limitations of the State should also be taken into account. He also urged that while finalising/altering the list of schools under RMSA, States should be taken into confidence.

HRM

With regard to educational institutions set up under Article 29 of the Constitution, HRM made it clear that right to manage does not mean to right to mismanage. In the case of minority schools they cannot adopt unfair practices on the pretext of Fundamental Rights. With regard to regulator, HRM clarified that in the long run everything will be based on self-disclosure. The institutions will have to disclose all the information in the website as it has been followed by AICTE. If there is variation in the information given in the prospectus and website, then it should be treated as unfair practice. He further clarified that Government of India will form a Committee and it is the Committee that will decide about the provisions, regulations and protection under the proposed legislation.

Shri N.K. Pradhan, Hon'ble Minister of HRD, Sikkim

Hon'ble Education Minister, Sikkim in his opening remarks welcomed the proposals contained in the agenda. He stated that in so far as vocational education is concerned, it was started in the State in 2004 and it continued upto 2007 vocational training is being done from State funds. However, State Government is continuing vocational training from state funds. Regarding RTE, he requested to consider age group of 5 also. As far as Sikkim is concerned, he said that enough children are not coming in Primary classes as basic education has not been provided to them. He supported the law to prohibit unfair practices and felt that it should be stringently implemented and the State will try to follow the norms laid down by the Central Government.

HRM while responding to the observations of Education Minister, Sikkim, clarified that the issue of right to education of children of five years of age is a policy matter which has to be decided at the level of Central Government and there are other issues involved many of which are not within the mandate of Ministry of Human Resource Development. He mentioned that Government has a commitment to spend 6% of GDP on education but we have not reached that level so far. He further pointed out that which Central Government is spending more funds on education, the amount being spent by the State Governments is coming down. HRM stated that earlier we used to spend 3.78% of GDP on education and the share of the Centre was 0.6% which has now gone up from 0.6% to 0.9% while the State share has gone down, which shows that State Government is not spending enough funds on education.

Dr. Jitendra Singh, Hon'ble Minister of Higher Education, Rajasthan

Hon'ble Education Minister of Rajasthan brought to the notice of HRM latest instructions issued by this Ministry stating that girls' hostel will be constructed only at those places where Kasturba Gandhi Balika Vidyalaya have been set up. He stated that there are many blocks in Rajasthan where Kasturba Gandhi Balika Vidyalayas have been set up but not senior secondary schools. Therefore, he urged that the issue of location of the hostel should be left to the State Government. He also stated that the Central Government releases Rs.36 lakh for the construction of girls' hostels which is inadequate. He urged that this amount should be enhanced. He also brought to the notice of HRM that CPWD rates given by the Centre for construction of model schools is about 25% less than the rate of States. Therefore, State is facing difficult to construct model schools at these rates. With regard to extension of RTE to secondary education, he suggested that physical education should also be included. He also suggested that Central Government should also provide financial help to those students who are participating in sports.

Secretary (SE&L)

She clarified that Central Government has not issued any instruction stating that girls' hostel should be set up only in places where Kasturba Gandhi Balika Vidyalayas are in existence. She was of the view that if the land and other facilities are available, hostels can be opened as per the convenience of the girl students. With regard to unit cost of the construction of girls' hostel, she clarified that Ministry of Finance has already approved states scheduled rates for the construction of girls' hostel.

Smt. Hemavati, CABE Member

With regard to implementation of RTE, she said that its implementation has started in Pudducherry. She also informed that 25% reservation for

weaker sections in the neighbourhood as per RTE has started. She suggested that more teeth is needed for implementation of RTE. She, therefore, supported the proposed Bill to check unfair practices in the school education. She indicated that the compulsory promotions up to class-VIII is going well, but suggested to put in place a mechanism to maintain quality, which is very important.

Shri Pratap Jena, Hon'ble Minister of School and Mass Education, Odisha

Hon'ble Minister of School and Mass Education, Odisha at the outset appreciated HRM for initiating discussions on these important agenda and expressed happiness that when implemented, they will give a new dimension to the education sector of the country. He cautioned that when the law to prohibit unfair practices in school education is implemented, care should be taken that there should not be any harassment to private schools by taking advantage of this law. He felt that the funds being provided for improvement of playgrounds for high schools by the Ministry of Youth Affairs and Sports are not adequate and suggested for making provision in the RMSA for improving the playgrounds of High Schools. He also stated that as per the RTE norms, there is a provision to provide a part-time Instructor for Physical Education for Upper Primary Schools. He suggested for making a provision to provide full time Physical Education Instructor to each and every school. He also urged HRM to include government aided schools under the RMSA to enable them to avail the government funds for improving infrastructure facilities. He also demanded for hostel facility in model schools, and stated model schools will be more useful if hostels are provided. He requested for making an amendment in the RTE to provide one teacher in every class in elementary education.

Smt. Anshu Vaish, Secretary (School Education & Literacy) in her reply to the observations made by Education Minister of Odisha stated that the Ministry has moved a proposal to Ministry of Finance, for extending RMSA to government aided schools and expressed hope of getting approval very soon. Regarding hostels for model schools, she informed that depending upon the kind of outlay that the Ministry may get for the XII Five Year Plan, Government might consider including hostel in the model school scheme. She also informed that the Government will request the working group on secondary education to consider this proposal.

HRM emphasised that in order to reach out to the marginalised sections, they have to be provided with residential accommodation. He also endorsed earlier the suggestions for increasing the frequency of CUBE meetings to twice a year.

Shri Vinod Raina, CABE Member

With regard to National Vocational Education Qualification Framework, he welcomed that a Committee has been set up under the Hon'ble Education Minister of Bihar. He felt that most of the vocational educational programmes end up strengthening the formal sector whereas the need of the hour is to strengthen the informal sector where about 95% of the labour force is engaged. He suggested setting up a pilot project for informal sector. With regard to the Bill to prohibit unfair practices in school education, he endorsed the proposed legislation. He appreciated that the Bill will be drafted by a Committee and suggested that the Bill should benefit from some of the fine provisions of the State legislations such as that of Tamil Nadu which is already in place and has some very good provisions. As regard extending RTE to Secondary schools, he congratulated HRM for taking this step and highlighted the importance of pre-school education, which he said as the basis for giving a positive affirmation to the first generation learners whose parents are not educated. He suggested that due to financial constraints, though it may not be possible to start with three years of pre-schooling but it can be started one year in the beginning, which should not be part of an Anganwadi, but should be a part of a primary school. Regarding the quality dimensions of the RTE Act, he suggested that Central Government may issue an advisory which should include information on no-detention norms or ban on corporal punishment and continuous and comprehensive evaluation system. He felt that it is good that so many legislations are made, but legislations by themselves do not work unless there is a total societal support for them. He requested the Central Government to create an action plan, at least up to March, 2013- to monitor the implementation of RTE, child identification, child mapping, formation of HDPs, etc.

HRM

The skills to be offered under the NVEQF will be local specific. The States have been asked to identify locally relevant courses which would be integrated into the national standards being developed.

Smt. Geeta Bhukkal, Hon'ble Minister of Education, Haryana

Hon'ble Education Minister of Haryana thanked HRM for agreeing to convene the meeting of CABE twice in a year. With regard to law for prohibition of unfair practices, she endorsed the proposal as this will end malpractices being followed by the private schools. She also suggested to provide ID number to school teachers working in private schools so that their educational qualifications, salary and other records are maintained. As regards extension of RTE to secondary schools, she supported this step and also termed the government expenditure on education, as an investment. However, she urged HRM to consider to defer implementation of extension of RTE in secondary

schools by one or two years to enable the states to implement RTE satisfactorily. With regard to NVEQF, she stated that this issue has already been discussed number of times with HRM and a Committee has also been formed. She was of the view that NVEQF will help India in supplying skilled manpower to various countries. She urged all the States to prepare road maps on this issue and also to give their input to move forward.

HRM

With regard to extending RTE to secondary schools, HRM clarified that a CABE committee will be constituted to look into this issue and Government will make legislation on the recommendations of this committee.

Shri Nyeiwang Konyak , Hon'ble Minister of School Education, Nagaland

Hon'ble Education Minister, Nagaland supported the legislative proposal for extension of RTE to secondary schools. He also supported the NVEQF and suggested that carpentry, blacksmith, agriculture education, health education, physical education and music can be integrated into the proposed NVEQF. He also endorsed the law for unfair practises in secondary education and felt that it will check unfair practices being followed in private schools. He further stated that the State has to construct three more teacher training institutes in the newly created districts for which the Minister has sought support from the central government.

Shri Peerzada Mohd Syed, Hon'ble Minister of School Education, J&K.

Hon'ble Education Minister of Jammu & Kashmir congratulated HRM and members of CABE for bring out a proposal to check the malpractices being followed by the private schools. He stated that the proposed Bill will prevent unfair practices being followed by the private schools in admission, fee, exploitation of teachers, donations, etc. With regard to NVEQF, he endorsed the proposal and was hopeful that this will give job opportunities to youth of this country. He also supported the legislative proposal for extension of RTE to secondary schools and urged HRM to implement this initiative. He also urged for enhancement of funds for girls' hostel.

Ms. Teesta Seetalvad, CABE Member

Ms. Teesta Seetalvad thanked HRM for accepting the suggestion to hold CABE Meeting twice a year and suggested that CABE should spend half a day in one of the meetings only for RTE compliance. She pointed out that if we look at RTE compliance, it can be seen that States have done excellent work on both quality and access and there could be very fruitful meetings across the states, to share ideas & best practices and learn from each other. She welcomed that physical education and sports are being emphasized in school education and

suggested the Ministry to consider giving training on self defence and martial arts options to girls in school because crimes against girls and women are growing. She mentioned that there are culture specific martial arts in the country like Kalari payattu and other options which may be explored. She suggested that it should be a component of both physical education and cultural education. Regarding Vocational Education, she felt that the Government should ensure that there is democratic thinking vis-à-vis choice available.

Shri Baidyanath Ram, Hon'ble Minister of Education, Jharkhand

Hon'ble Minister of Jharkhand while welcoming the proposal for extension of RTE to Secondary school suggested for in depth consultation and examination. He also suggested that RTE which has just been enacted, requires thorough examination as to whether it is successfully implemented or not. He also referred to views expressed by State Education Ministers about the shortage of teachers, infrastructure and expressed apprehension that it would take at least 5 years for implementation of RTE. With regard to law for prohibition of unfair practices at schools, he welcomed the initiative as it will check unfair practices being followed by private institutions. He also mentioned that State Government has set up Education Tribunal in 2007 which is not very effective. He, therefore, urged HRM that the law likely to be enacted for prohibiting unfair practices in schools should be made as effective as RTE Act. With regard to provision of providing 25% seats to students belonging to weaker sections in private schools/neighbourhood schools under the RTE Act, he desired to know whether Centre and State governments have to bear the expenditure, the ratio of expenditure may be clarified. He also urged that there should be a provision of hostel facility under Kasturba Gandhi Balika Vidyalaya scheme.

Smt. Archana Chitnis, Hon'ble Minister of School Education, Madhya Pradesh.

Hon'ble Education Minister, Madhya Pradesh, while welcoming the agenda points on School Education, suggested that there should be rating of the schools, accreditation of the educational institutions in technical education and according to the rating; they should make a self declaration of the fee and other things that they charge. Regarding the NVEQF, she stated that it is a welcome step. She, however, suggested that agriculture and allied sectors should also be addressed. She also opined that there was a need to have a plan for conservation and research and development of indigenous knowledge. There should be provisions for certification of people with expertise but no formal education. Regarding extending RTE to Secondary level, she welcomed the step. She, however, agreed with the views of other State Education Ministers to examine this issue in depth, to review and think over the experiences, problems and bottlenecks that the states are facing in

implementation of RTE in their respective States and if any modifications are required to make this programme more implementable, the same should be done. Regarding the languages, she urged HRM to include Sanskrit in that list, in addition to 22 listed languages and regional languages.

Shri Vishweshwar Hegde Kageri, Hon'ble Minister of Education, Karnataka

Hon'ble Education Minister, Karnataka felt the urgency of passing the prohibition of unfair practices Bill and finalise a time table for its implementation as education now-a days is becoming a big industry. He highlighted the unfair practises being adopted by private school managements and suggested to deal such issues very seriously. Regarding extending RTE to secondary level, he suggested that there is a need to see the implementation, progress, shortcomings with regard to implementation of RTE and the difficulties being faced by the State Governments should be taken into account. He was of the view that after these assessments, necessary steps could be taken to implement RTE at secondary level.

Shri Lalsawta, Hon'ble Minister of Education, Mizoram

Hon'ble Education Minister, Mizoram while welcoming extension of RTE to Secondary level stated that the implementation of RTE at the elementary level has just started and the state government have not been able to completely implement it. He suggested that RTE at secondary level may be implemented after a few of years on the basis of experience of implementation of RTE at elementary. Regarding the unfair practices Bill, he requested to extend it to all those professional post matriculate institutions as he had been approached by several students complaining against increasing of fees, particularly during mid-term. He also pointed out that some times the institutions extend the duration of the courses and charges fees for extended period. Unless the student pays the fees, institutions do not release their original certificates. He also pointed out about the unhealthy practice of not holding classes in class IX and XI. Students are taught only in classes for two years targeting examination year Class X and class XII. He expressed confidence that this problem will be taken care of by the proposed legislation.

Shri Rajindera Darda, Hon'ble Minister of School Education, Maharashtra.

Hon'ble Minister for School Education, Maharashtra, complimented HRM for including extending right of children to compulsory education to secondary level as an agenda for this meeting. He stated that compulsory primary and secondary education combined with the vocational education, is the foundation of a vibrant economy. While talking about the prohibition of unfair practices bill, he pointed out that Government of Maharashtra has introduced a Bill during the last session of the Assembly regarding fee regulation and curbing of unfair practices which is under active consideration of joint legislative

committee. In the draft Bill, the factors for determination of fees by the school managements, approval of fees by the parent teacher associations, and committees constituted at the regional and state level have been prescribed. He stated that Government of Maharashtra is contemplating to cover pre-primary under the school education. He also said that Government of Maharashtra is contemplating to have common entrance test for teachers of secondary and higher secondary schools. State Government is also in the process of introducing a legislation for self-financing schools. Regarding the extension of RTE to secondary education, while supporting the proposal, he stated that it would have tremendous impact in decreasing the drop out rate of girls and improving higher education status. Regarding the NVEQF, he felt the need to set up an employer-driven demand-driven, training, assessment and certification system for vocational training. He urged that private schools should also be covered under RMSA to achieve universalisation of secondary education in the next five years. He pointed out that though the general size of the annual plan has grown up; the sharing pattern gradually became unfavourable to the states leading to heavy financial burden with the implementation of RMSA and other schemes. He stated that Central-State share is changing to 50:50 from the next year, which will lead to huge financial burden on the states. Therefore, for implementation of the RMSA, model schools and other schemes, there is huge financial burden on the States for which financial assistance should be extended by the Centre.

Shri D.D. Thaisii, Hon'ble Minister of Education, Manipur

Hon'ble Minister of Education, Manipur while supporting the agenda items discussed in the meeting, requested to speed up and finalise the processes so that all these issues could be translated into action as soon as possible.

HRM

HRM while concluding the morning discussions stated that with the unanimous support on all the agenda items, Ministry will have to set up CABE Committee on each agenda which will involve Ministers, members of CABE and other people/experts that they wish to co-opt, so that there could be wide ranging discussions. HRM was hopeful that these issues could be finalised in the next three months. He stated that he would like next meeting of the CABE before the end of the year so that there are two meetings this year and then from next year, a meeting will be held in the early part of the year and another at the end of the year – February/March and September/ October would be appropriate months to hold these meetings.

AGENDA ITEM-4: RECOMMENDATIONS OF VICE-CHANCELLORS' CONFERENCE INCLUDING REFORMS IN AFFILIATION SYSTEM IN HIGHER EDUCATION

Presentation by Prof. Ved Prakash, Chairman UGC on the recommendations of Vice Chancellors' Conference including reforms in affiliation system in Higher Education.

Prof. Ved Prakash, Chairman UGC, in his presentation, stated that UGC had recently convened a meeting of Vice-Chancellors of all state and central universities. He stated that a number of recommendations have been made which will be of relevance to the states. He briefly explained the purpose of holding the conference. He also sought guidance and solicited the comments with regard to these recommendations which will help in formulation of XII Five Year Plan. He stated that the conference deliberated upon 8 important themes covering almost all aspects of higher education like sustaining enhanced equity and access, engagement and outcome, content and quality, research and innovation, faculty development, models of financing higher education and good governance. He also stated that all the VCs who participated opined that there is a need to create an authentic database in higher education and University management information system should be put in place. He also stated that VCs' conference also suggested emphasis on policy of inclusion for both public and private institutions because each institution is a social institution and it should have a social agenda. The VCs also suggested for providing greater flexibility and autonomy. They also suggested for setting up of innovative incubators to create necessary linkages between the industries and research labs. In the said conference it was also suggested that central government must supplement funding of state universities and their colleges through additional grants. It was also suggested that there is a need of appropriate institutional structures for good governance, through appropriate policy frame work, and there has to be greater autonomy. Depoliticisation of the campuses, and their freedom from political and bureaucratic interference was also surfaced during the meeting.

AGENDA ITEM-5: NATIONAL BOOK PROMOTION POLICY.

Presentation made by Shri Amit Khare, Joint Secretary, MHRD.

Shri Amit Khare, Joint Secretary in his presentation briefly touched upon back ground of the draft National Book Promotion Policy. He referred to the relevant paragraphs of the National Policy of Education 1986 (as amended in 1992) relating to book promotion and libraries emphasizing on the importance of this subject. He also referred to the remarks of HRM in the meeting of National Book Promotion Council, held on 25th September, 2009 stating that we should have a policy and then develop suitable programme of action for book promotion in the next five years. He informed that Ministry had

constituted a task force and after consultations with various stake holders and deliberations of task force on seven occasions, the proposed draft is being placed before the CABE for the considered view of the CABE members. He also stated that in the proposed draft entire spectrum of book promotion right from authorship to the publication, distribution and making books available have been addressed. He stated that in the policy it has been suggested that there should be special cell at different levels, which would encourage and empower the physically-challenged and the visually-impaired to have greater access. It has also been suggested that in the master plans that are developed, some particular space could be allocated for the book shop.

AGENDA ITEM-6: PROTECTION AND PRESERVATION OF ENDANGERED LANGUAGES

Presentation made by Shri Rajesh Sachdeva, Director, CIIL, Mysore

Shri Rajesh Sachdeva, Director, Central Institute of Indian languages, Mysore made a presentation on preservation of endangered languages. He informed that the XI Plan provides for launching a Scheme “Bharat Bhasha Vikas Yojna” and the first time it was made visible about protection, preservation and development endangered languages. He stated that the root for moving forward in this direction goes to NCF which stipulates that every community should have a say and access to their own language in schools and there should be quality reading materials and have equal opportunity to participate. The mission of the Bhasha Vikash Yojana is to safeguard our entire linguistic heritage and promote healthy multi-linguistic with strong roots in mother tongue. He stated that there are 22 languages in the VIII Schedule of the Constitution, however, our effort is also to preserve those languages which are not included in the VIII Schedule. He stated that there are 100 non-Scheduled languages, out of which 75 are endangered as per the UNESCO document. He stated that people have got cultural and educational rights where any section of the citizen of India residing in the territory and any part of having a distinct language or culture of its own shall have the right to conserve the language. However linguistic diversity is a part of our collective history, and therefore, Government has a stake to develop all languages. He stated that a number of languages are in danger because they don't enjoy institutional support. He suggested creation of more job opportunities by involving linguists and web based technology. He suggested several activities like training of teachers, preparation of text books and dictionaries and grammars, encyclopaedia, pictorial glossaries, documentation of languages etc.

Shri D.D.Thaisii, Hon'ble Minister of Education, Manipur

Hon'ble Education Minister, Manipur stressed the importance of maintaining transparency in appointment of Vice-Chancellors in Universities

and unnecessary interference needs to be avoided. He stated that since all three Universities in Manipur are under the Central Government, the State does not have any objection if any guidelines are adopted. The Minister welcomed the National Book Promotion Policy. Regarding protection and preservation of endangered languages, he stated that in Manipur alone, there are a number of tribal dialects which are not included in this programme of 100 languages. He suggested, if possible to include these ethnic languages from Manipur which are not spoken by less than 10,000 population.

Shri Lalsawta, Hon'ble Minister of Education, Mizoram

Hon'ble Education Minister of Mizoram felt that the National Book Promotion Policy is very timely because the children are getting addicted to computers, internet and of course TVs. The proposal made is very exhaustive and implementation would be fruitful. Regarding the recommendations of the Vice-Chancellors Conference, he was of the view that it would require proper implementation. He also stated that in the matter of development of colleges, state Governments have been bypassed to a great extent. He requested UGC to associate the State Governments in the matter of development of colleges.

HRM informed that there are two additional items on the agenda which were not put up, but sought the views of CABE (i) need for integration of sports and physical education with the academic curriculum as proposed by the Ministry of Youth Affairs and Sports and (ii) ten Great Thinkers of modern India in the syllabi of Government schools which has been proposed by the Ministry of Culture.

MS. Teesta Seetalvad , CABE Member

Smt.Teesta Seetalvad, stated that Book Promotion Policy and the language policy are very heartening, very timely and very much needed. She suggested roping in TV Channels particularly in promoting the Book reading habit scheme that will facilitate taking it to the last person.

Shri Laxmikant Sharma, Hon'ble Minister of Higher and Technical Education, Madhya Pradesh

The recommendations of Vice-Chancellors' Conference are very encouraging and many of these have already been implemented in the State. He assured that remaining recommendations if agreed by the CABE will be implemented. He informed that State Government is having financial problem and therefore, urged the Centre to extend cooperation. With regard to private participation in higher education, he stated that if Central Government frames a model in this regard, State Government will also make similar efforts. He

also said that State Government will fully support if model schools are opened in backward area. He also stated that many universities are opening branches in other States and are charging exorbitant fees from students. He urged Centre to issue instructions to check these practices. With regard to Book Promotion Policy, he appreciates the same and said that it will promote languages and he also suggested that books in Hindi literature should be made available.

Shri Nyeiwang Konyak , Hon'ble Minister of School Education, Nagaland

Hon'ble Education Minister of Nagaland stated that Nagaland has 17 local dialects in the State and that tribal language officers are appointed for 17 tribes under School education. He demanded local textbooks in tribal languages.

Shri Jenab Abdul Gani Malik, Hon'ble Minister of Higher Education, J&K

Hon'ble Education Minister of Jammu & Kashmir stated that the need of the hour is to diversify to the relevant areas of knowledge. He stated that there is big gap in enrolment in graduation and post graduation and this poses a major challenge. He also drew attention of HRM on latest development taking place in the education sector. With regard to PPP mode, he was of the view that these modules need to be examined and expenditure on education should be enhanced. He endorsed the recommendations made by VCs' Conference and also suggested that distance mode education should be given priority and technology could be used to check the mad rush for getting admission in colleges and universities. He strongly suggested giving priority on area specific studies.

Shri Brijmohan Agrawal, Hon'ble Minister of Education, Chhatisgarh

Hon'ble Education Minister of Chhatisgarh stated that the State Government has to open more institutions of higher learning and Government organisations as also private sector is coming forward in this regard. He suggested that we should fix responsibility on these entrepreneurs. He said that at present 5% funding cost comes under Corporate Social Responsibility (CSR). He suggested that it should be raised to 25%. He also informed that Central Public Sector Enterprises located in Chhatisgarh have done a commendable work under CSR. He urged that universities and colleges which are likely to be opened in near future should be set up first in backward areas. He suggested that Central Public Sector Enterprises should step in to finance for expansion in higher education. He also suggested that a provisions of enrolling 75% student from own State should be made in the universities being set up in near future. He also urged UGC to relax the norm for filling up teachers as about 50% post are vacant in Chhatisgarh. With regard to book

promotion policy, he stated that the State Government has enacted library law and every district has a library. He urged that Chhatisgarh language spoken by more than 1.25 crore people, should be included in the VIII Schedule.

Shri Bhanwar Lal Meghwal, Hon'ble Minister of Primary & Secondary Education, Rajasthan

With regard to suggestions of VCs' conference, particularly with reference to ratio of universities and colleges, Hon'ble Education Minister of Rajasthan stated that it will be very difficult for Rajasthan to implement this suggestion because Rajasthan is the largest State geographically. He mentioned that owing to constraint of funds, Rajasthan is coming out with PPP mode colleges at 27 places where there is no Government or private college. He stated that state government is giving them Rs.2 crore as financial assistance under this scheme. He clarified that the students of universities having 50 college could be applicable for small States; larger states like Madhya Pradesh, U.P, and Rajasthan who have large population, cannot be brought under this norm. Hon'ble Education Minister, Rajasthan further pointed out that there is need to bring down the norms of requirement of land for setting up colleges for example two acres in cities and five acres in rural areas, as it is very difficult to get two acres of land in cities and five acres in rural areas. With regard to representation of SC/STs and OBCs in universities, he suggested that recruitment of lecturers in Universities should be done by Public Service Commission as a single unit and present system of splitting of departments with reference to promotion goes against the interest of these categories.

HRM appreciated the suggestions and said that in so far as the selection process of faculty is concerned, a separate meeting could be convened.

Shri Vinod Raina, CABE Member.

Shri Raina, CABE Member in his remarks appreciated HRM for holding the meeting and placing before CABE of the issues of great importance which requires considerable amount of thought for finding its solution. He also appreciated HRM for showing urgency in reforms of higher education. He was of the view that expansion of GER, with quality, is a question central to India's development. He congratulated HRM for involving great number of people in the series of consultations. He was of the view that the country does not only need to have a large skilled workforce, but efforts should also be to encourage people who are at the forefront of research and innovation. He was of the view that we have committed some mistakes in school sector by rapid expansion without looking into definition of school and also the issues relating to teachers. He cautioned that we should not repeat the same mistake in higher education sector. He, therefore, urged that expansion of higher education and quality concern should work at tandem because maintaining balance between expansion and retaining equity and quality, is a very challenging proposition.

He also suggested that the proposals to be taken up within the university should be discussed with all the stakeholders including teachers who run the university. He was of the view that college teachers should not be treated as labour force. He also suggested that any person in college or university should be given an opportunity to give their suggestions through a process of regional consultations, academic conferences, etc.

Prof. Vasudevan

Prof. Vasudevan while supporting Shri Raina highlighted the importance of humanities in higher education saying in the broadest sense – humanities i.e. from jurisprudence to history, languages, literature, art etc. are vital for the next generation and for the future of the society and the country.

HRM

While replying to Shri Vinod Riana's suggestions, HRM clarified that in the case of some of the legislations for e.g. National Commission for Higher Education & Research, the kind of consultation made has perhaps never been done in the history of the country. Similarly, in the case of reforms in IITs too, there was a dialogue with academics. So, those processes are taking place, but that does not mean the reform process should wait for years as children are getting older. Regarding the Semester System, he felt that if we depend only on consultations, practically nothing may come out because half of the people may say it is good and other half may say it is not good, therefore, reform process cannot be stopped. He requested the CBE to agree to have a Committee of Ministers, they may co-opt anybody they like, let them talk to the faculty, to the vice-chancellors and other stakeholders. He also suggested to have a parallel process through the CBE.

Smt. Geeta Bhukkal, Hon'ble Minister of Education, Haryana

With regard to integration of physical education, Hon'ble Education Minister of Haryana stated that inclusion of sports in higher education will encourage students to go for higher education as some of the students are only interested in sports. She further stated that inclusion of physical education would help in checking the drop out rate. She also apprised that Government of Haryana is contemplating to bring out a sports policy; this will generate interest among students for study. With regard to establishment of universities under PPP mode, she stated that many private universities are being setting up in Haryana bringing the courses which are profit oriented and which are operating on commercial purpose. He urged HRM to take up this issue so that our general education should not left behind. With regard to recommendations of Vice Chancellors' Conference, she stated that many recommendations contained in the report have already been implemented in her state. The State Government has already taken initiatives for commencing evening shift for

maximum utilisation of existing infrastructure and the issue of faculty shortage has also been addressed. She also suggested that percentage of internal assessment should be enhanced from 10% to 20% to minimise absenteeism. With regard to National Book Promotion Policy, she was of the view that it should be promoted and reading habits should be inculcated amongst students. She also suggested that adequate sitting arrangements to be made in the library.

Shri N.K. Pradhan, Hon'ble Minister of Education, Sikkim

Hon'ble Education Minister, Sikkim informed that Sikkim has only one Central University and four private Universities. In Central University, semester system has already commenced and it is running smoothly. With regard to implementation of semester system in private universities, he welcomed the suggestion of HRM to involve State Education Ministers and UGC to take this issue to a logical conclusion.

Prof. Vasuben N. Trivedi, Hon'ble Minister of Education, Gujarat

Hon'ble Education Minister, Gujarat said that much discussion has taken place in education and she was of the view that we should give thought about the objective of our education. She suggested that respect to the nation should be linked with the education. She also suggested to ponder about the present teaching methods. With regard to book promotion policy, she suggested that there is no need to help publishers and writer as lot of books and literatures are already available. The need of an hour is to guide children how to extract the benefits from the books. She referred to the initiatives taken by the Gujarat Government for book promotion.

Shri Rakesh Dhar Tripathi, Hon'ble Minister of Education, Uttar Pradesh

With regard to Model Colleges under PPP mode, Hon'ble Minister of UP said that many State Education Ministers are not agreeable to this proposal and suggested that a consolidated plan may be prepared and grants may be released in two instalments to enable the state governments to procure the land and construct the building. As regards setting up of model schools in low GER districts, he suggested that criteria for requirement of land measuring 10 acre, 5 acre for setting up of model school may be relaxed as land is not available to this extent. He also referred that this issue was also raised by him in the last CABE meeting. He also raised the issue of withholding of 80% grants by Centre for payment of arrears of revised pay scales to teachers of universities and colleges, on the basis of recommendations 6th Pay Commission. He informed that despite taking up the matter at the highest level, this has not been solved so far. He also drew the attention of UGC for financing the colleges and universities for holding more seminars and research workshops which will improve the quality of higher education. He also urged

Government to give financial assistance to un-aided colleges as they are playing vital role in spreading education in the State.

Shri P.K. Shahi, Hon'ble Minister of Education, Bihar

Hon'ble Minister of Education, Bihar stated that he supports the proposal for setting up of new universities to meet the requirement for pursuing higher education. He, however, suggested that the need of the hour is to see that they also maintain academic standards. He also suggested a policy to be framed at national level on this issue. He strongly supported that power of appointment of Vice Chancellor should be vested with political executive as it is they who are answerable to the public. He also stated that accountability should be discussed together with autonomy. With regard to recommendations of Vice-Chancellors' Conference, he was of the view that universities should be given autonomy in matters which concern to academics. However, as far as autonomy in governance is concerned, he suggested that it should be examined in depth before taking any view. He did not endorse the recommendations of Vice Chancellors with regard to autonomy to VC to function in the way he/she wishes to run the university. He was of the view that universities are being financed by Centre and State Governments and Government is responsible for their activities, therefore, the universities must be accountable to them. He also endorsed the suggestion for setting up of a Committee to look into entire gamut of issues like affiliation, autonomy, etc.

HRM

With regard to autonomy, HRM clarified that Vice Chancellors' Conference, suggested norm based funding, autonomy in curriculum, syllabus and selection of teaching staff. He further clarified that autonomy does not mean to allow VC to do as per his whims but to act within the parameters of Act, Rules and Statutes.

Shri Bratya Basu, Hon'ble Minister of Higher Education, West Bengal

Shri Bratya Basu, Hon'ble Minister of, Education Minister West Bengal in his address welcomed the proposal for preservation of the languages and pointed out that there are five non-scheduled endangered languages spoken in West Bengal such as Sherpa, Tamang and Bhuij etc. He also suggested that Central Institute of Indian Languages may be involved for promoting these endangered languages. He also welcomed the proposal from Minister of Youth Affairs and Sports for Introduction of sports and physical education alongwith academic curriculum. He invited attention regarding the prevailing unemployment of students doing classical dances, singing art theatre etc. and suggested to introduce these subjects from school level particularly in XI and XII so that some employment could be ensured for these students.

Dr. Himanta Biswa Sarma, Hon'ble Minister of Education, Assam

Hon'ble Minister of Education, Assam stated that every University in the State has 150-250 affiliated colleges and Universities only conduct an examination. University don't even revise the syllabi, and no Vice-Chancellors visits affiliated colleges. He suggested that examination and grant of degree to colleges should be segregated from the control of University and University should be promoted as a centre of excellence or in stand alone basis. He was of the view that Vice-Chancellor's recommendations are more concerning about strengthening the financial system in their own Universities rather than reforming the higher education as a package. He suggested that the Committee which HRM has promised to be constituted should be represented by people with great knowledge and expertise.

HRM in reply to the Assam Education Minister pointed out that academics have been included in the Committee.

Shri Bosiram Siram, Hon'ble Minister of Education, Arunachal Pradesh

Hon'ble Minister of Arunachal Pradesh was of the view that recommendations of VCs' Conference are fair. With regard to National Book Promotion policy, he supported it. As far as protection and preservation of endangered languages is concerned, he stated that Arunachal Pradesh is a multi-lingual and multi-cultural state and there are more than 100 tribals different languages. Therefore, there is a need to promote multilingualism.

Ms. A. Hemavathi, CABE Member

With regard to ten great thinkers, she suggested that the list of 10 great thinkers of modern India must be finalised with lot of discussions. Regarding integration of sports and physical education, she suggested to disseminate information regarding the role of school in the sportsman's development.

Shri K.K. Aboobacker, CABE Member

He congratulated HRM for his farsightedness in bringing reforms in education in the country. He pointed out that the National Educational Policy came into existence in 1986 which is twenty five years ago. He desired to know if any further reform is on the anvil. Regarding the faculty development initiatives and inter university resource sharing, Shri Abu Backer stated that proposal to create Indian Education Service is a wonderful suggestion and needs to be implemented in the earliest. He further stated that establishing Indian Education Service has several benefits, the faculty selection will be made on All India level thereby discrimination can be avoided. He also said that the reservation policy can be more effectively implemented if the selection entire faculty of the Public Universities is carried out under a single agency.

He also suggested that International Institutions may be allowed to start their International campuses in our country to enable Indian students to study in such institutions without leaving the country. This will not only provide an international environment for Indian students but will also prevent the brain drain to a large extent.

HRM, in response to Shri Aboobacker's request for new education policy, explained the procedure to be followed in setting up a commission i.e. Ministry will propose the names of the committee and the Cabinet will finalize the names and then only it will be announced.

Dr. C. Subramanian, CABE Member

Dr. C. Subramanian urged that the recommendations of the Vice Chancellor's Conference may be implemented without any delay. He also suggested to constitute a committee of educational experts including teachers for framing New National Education Policy. With regard to recommendation of the Vice Chancellors for giving incentives to teachers working in rural areas and state universities, he suggested that there should be parity in the age of retirement, as per the norms of the central universities and some incentives should be given to teachers to retain the talented persons in rural areas. He also stated that this will also check the exodus of movement of teachers from state universities to central universities as the retirement age in Centre Universities is high compared to the State Universities. Regarding protection and preservation of endangered languages, he suggested that incentives may be given to the students who are interested in studying in the endangered languages so that they can be preserved. He also suggested that if there is a language which is spoken by 1000 people or 500 people that is also to be protected. He also endorsed the National Book Promotion Policy as suggested by experts. He felt that there is an urgent need to create National Education Organisation (NEO) to maintain quality in education by setting standards and benchmarks for comparisons amongst courses, institutions, and individuals.

In his concluding remarks, HRM stated that the meeting was very constructive and the members expressed their views very openly and frankly and we have been able to evolve a consensus of the meeting. Thereafter, HRM read out the consensus points emerging of the 58th Meeting of CABE.

The meeting ended with vote of thanks to the Chair.

AGENDA ITEM 2: NATIONAL MISSION ON TEACHERS AND TEACHING

Background

1. Hon'ble President of India in her Address to both the Houses of Parliament on 12th March, 2012 had announced as under:

“The teacher is at the core of the education system. My Government intends to launch a National Mission for Teachers aimed at improving teacher education and faculty development”

In pursuance of the announcement made by the Hon'ble President of India, Ministry of Human Resource Development has held meeting with different stakeholders on 17th April 2012 to work out the contours to launch a National Mission for Teachers aimed at improving teacher education and faculty development. This was also discussed with State Secretaries of Higher & Technical Education in a meeting held on 13.4.2012.

2. Due to the rapid expansion of educational facilities and rising aspirations of the people, securing adequate supply of good quality teachers in schools, colleges and universities has become urgent. Figures in this regard indicate substantive shortage of teachers at school as well as collegiate levels. For instance, estimates prepared by NUEPA and MHRD show that implementation of the RTE Act would require the appointment of 0.51 million additional teachers over and above the existing vacancies of 1.26 million. The task of ensuring the supply of required number of qualified teachers to the school system remains a principal challenge. Unevenness of the situation across different states makes it even more complicated. The states with large number teacher positions vacant (as in 2011) included Uttar Pradesh with 3,12,222 vacant teacher positions, followed by Bihar with 2,62,351, West Bengal with 1,80,945 vacancies, Madhya Pradesh with 89,224, Chhattisgarh with 62,466 and Rajasthan with 51,100 Odisha with 25,138 vacant posts of teachers. Even

in terms of teacher supply at the higher education level, there is wide variation across the states.

The state-wise details of teacher vacancies are at **Annexure-I**.

The state-wise details of teachers' education capacity are at **Annexure-II** and High Deficit States are at **Annexure-III**.

3. At the Higher Education level, the details of vacant teaching positions in the Central Higher Educational Institutions in the country is as under:

S. No.	Name of Institution	Total posts	No. of vacant teaching posts
1.	Central Universities	16602	6542
2.	Indian Institutes of Science Education and Research	518	131
3.	Indian Institutes of Management	638	111
4.	Indian Institutes of Technology	5092	1611
5.	Indian Institutes of Information Technology (IIITs)	224	104
6.	National Institutes of Technology	4291	1487

In addition, State Universities are estimated to face shortages of 40 to 50% in faculty position.

4. Apart from shortage in the supply of teachers, one finds inadequate opportunities for continuous professional development of teachers, declining social and professional status and working conditions of teachers, and growing erosion in the professional identity of teachers and the status of teaching as a profession. There is total absence of standard setting for performance of teachers at various levels and suitable system of recognition and incentives for meritorious work.

5. Under the Centrally Sponsored Scheme of Teacher Education, resource support is provided to State Governments for establishment and running of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs), and strengthening of the State Councils of Educational Research and Training (SCERTs). The allocation and expenditure under the Scheme during the XI Plan is tabulated as under

(Rs. in Crore)

Year	Budget Estimate	Revised Estimate	Expenditure
2007-08	500.00	312.00	315.11
2008-09	500.00	307.34	253.71
2009-10	500.00	325.00	326.13
2010-11	500.00	375.00	340.24
2011-12	500.00	372.45	365.19

6. For the XII Plan, the Government has approved the revision of the Teacher Education Scheme with an approved outlay of Rs of Rs 6308.45 crore to be shared between the Centre and the States in the ratio of 75:25 (90:10 for the NE States, including Sikkim). The revised Scheme of Teacher Education is guided by the following factors:

- (a) To integrate teacher education with overall education development in the States;
- (b) To address the qualitative and quantitative issues arising of the various provisions of the RTE Act impacting on teacher education and teacher training

- (c) The need for expansion of capacity of teacher education institutions, especially in some of the deficit States of East and North-Eastern Region;
- (d) Address the problem of large number of untrained teachers and the possibility of large number of persons being recruited (because of the Pupil Teacher Ratio (PTR) specified in the RTE Act) without possessing the prescribed professional qualification;
- (e) Expanding institutional capacity to provide in-service training for secondary school teachers in light of the Rashtriya Madhyamik Shiksha Abhiyan;
- (f) To link elementary teacher education with the higher education system
- (g) To develop and put in place a mechanism to monitor the implementation of the Scheme on various physical and financial parameters with pre-defined outcomes for improving the overall quality of various activities of the teacher education institutions.

7. At the Higher Education level, several steps have been taken to meet the shortage of faculty. Age of retirement of faculty has been extended up to 65 years in central educational institutions with a further provision of re-employment up to 70 years. The All India Council for Technical Education (AICTE) has allowed recruitment of teachers with B.Tech qualification as pro-term Lecturer for a limited period of three years with the condition that they would secure Masters qualification within the same period. The AICTE has also permitted second shift in the existing institutions and intake (number of seats) in Masters Programmes has been increased, so that faculty shortages could be minimized. The University Grants Commission (UGC) has launched a scheme called Operation Faculty Recharge for augmenting the research and teaching resources of universities to tackle the shortage of faculty in university system, and also reappointment of faculty beyond the age of superannuation.

Proposed National Mission on Teachers and Teaching

8. It is proposed to launch a National Mission on Teachers to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development. This will be one of the major thrust areas of action during the 12th Five Year Plan. The relevant extracts of the Approach Paper to the XII Plan are placed at **Annexure-IV**

9. The final contours of the Mission and its operational features are under discussion. The Mission, however, would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. On the other, it is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

10. The Mission would focus on these goals in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

11. The programmatic thrusts of the Mission would inter alia cover the following:

- a. Enhancing the availability of teachers to meet the demands of the education systems. This would involve an analysis of the present policies and institutional/organisational structures at the local, district, state and national level for teacher development and management; and the development of a comprehensive policy and strategy to address issues relating to the preparation, recruitment and deployment of teachers;

- b. Ensuring that all the existing set of teachers are provided with continuing professional development opportunities, and that teachers are properly supported with appropriate working conditions and adequately remunerated to ensure high levels of teacher performance, morale and motivation;
- c. Development of guidelines/frameworks for the improvement of the existing institutional structures and processes involved in the continuing professional development of teachers, with a view to ensuring that teachers at all levels would receive high quality professional development opportunities that prepare them for carrying out their duties in diverse social, economic, cultural, and technological contexts;
- d. Formulating strategies for attracting and retaining talented youth into the teaching profession; significantly raising the social and professional status of teachers; ensuring that teachers are properly supported with appropriate working conditions and incentives for performance that are needed to sustain high levels of teacher motivation and morale; giving teachers a sense of belonging and leadership in their profession and involving them more in policy dialogues and in participatory action research within their own teaching environments;
- e. Enhancing quality of teaching, teacher education and teacher training and use of technology

12. The National Mission on Teachers, it is envisaged, would function through a national focal point that would help consolidate and strengthen on-going programmes related to teachers and teaching through effective coordination and synergetic action by significantly enhancing financial investment. The Mission may also expand the scope and initiate new programmes to meet the various goals mentioned above in consultation with various stakeholders, as we recognize that issues and concerns related to

teachers are already being addressed by various national and state level departments and institutions.

13. The Kakodkar Committee constituted by the Ministry of Human Resource Development, has also made some major recommendations including scaling up of PhD students from the present number, which is less than 1000 Ph. D graduates per year to 10,000 PhD graduates by 2020-25. Earlier, the Dhande Committee had also looked into the challenges of the faculty shortages. The Empowered Committee headed by Prof. Anil Kakodkar is working out the details of the schemes for:-

- i) Induction of some of the best B.Tech students (say top 5% to 10%) from any Indian institution which agreed to participate in the programme at the end of their third year into a PhD programme at one of the IITs. Rigorous selection process would be followed. Initially the IITs aim to get about 300 students which could be scaled to 2500 students in ten years.
- ii) Proposal for an executive M.Tech. Programme mainly for industry professionals desiring to earn a degree while continuing to work with the quality of pedagogy comparable to that of face to face course delivery.
- iii) Engaging with industry and engineering colleges for M.E. Programme in distance learning mode.
- iv) A proposal to move forward with online M.Tech. programme for teachers. In the existing IIT Kharagpur model, lectures are beamed at two centres at Kolkata and Bhubneshwar for the teachers in these two cities to travel to these centres and attend classes.

14. Technology Enabled Learning can also play an important role in enhancing the capacity of teachers. Presently under the National Mission on Education through ICT, up to March 2012, Virtual Private Network and

internet connections have been provided to 392 universities and 18189 colleges/polytechnics across the country.

A number of projects have been sanctioned under the NMEICT scheme to various institutions of the country. For UG courses, Consortium of Educational Communication (CEC) has been tasked for e-content generation. In phase-I, e-content for 19 UG subjects and in phase-II e-content for 68 subjects will be generated. For 77 PG subjects, e-content generation activity has been assigned to University Grants Commission (UGC). MHRD has also started Virtual Labs Project under the National Mission on Education through ICT.

15. Following specific proposals have been made by UGC:

- (i) Establishment of Centers of Excellence in Science and Mathematics Education in leading national level institutions, namely Indian Institute of Science, Tata Institute of Fundamental Research etc. for development of specialized cadre of academy of teaching and teacher educators.
- (ii) Setting up of Four Regional Centers of Educational Management in the Indian Institute of Management at Ahmedabad, Kolkata and Bangalore and in the National University of Educational Planning and Administration.

16. UGC has already invited applications for 300 Post Doctoral Fellowships for Indian scholars in United States under Singh-Obama 21st Century Knowledge Initiative 2012. The total number of fellowships will be gradually increased to 1500.

17. As regards training of teachers for polytechnics the four National Institutes of Technical Teachers' Training & Research (NITTTRs) located at Bhopal, Chandigarh, Chennai and Kolkata have been directed to organize "Summer Schools" during the forthcoming summer for training 1,000 technical

teachers of polytechnics by each NITTTR. They have further been advised to take action in this regard after consultation with the concerned State Governments so that they may nominate their participants in the programme.

18. It is submitted that CIBE may like to deliberate on the issue and form a Sub-Committee on National Mission on Teachers and Teaching.

AGENDA ITEM 3: IMPLEMENTATION OF RTE-SSA

I. INTRODUCTION

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21-A and the RTE Act became operative on 1.4.2010.

The Constitutional validity of the RTE Act, which was challenged by several private managements, has been upheld by the Supreme Court vide its judgement dated 12 April 2012.

II. RECAP OF IMPORTANT DEVELOPMENTS IN 2010-11

1. **RTE Rules:** The Central RTE Rules were notified in the Official Gazette on 8th April 2010. The Central Rules are applicable to Union Territories without Legislature. Model RTE Rules were also circulated to facilitate States to formulate their State RTE Rules. The Central and Model RTE Rules are available on the website: www.ssa.nic.in)
2. **Harmonization of SSA with RTE:** MHRD had set up a Committee to consider the issue of harmonizing the SSA vision, strategies and norms with the RTE mandate. The Committee held seven meetings between September 2009 and January 2010, during which it had interaction with State Secretaries of Education, educationists, representatives of teachers' unions, voluntary agencies and civil society organizations. The Report of the Committee, titled *Implementation of RTE Act and the Resultant Revamp of SSA* was finalized in April 2010 and is available on the website: www.ssa.nic.in. The Committee made, *interalia*, the following suggestions:
 - a. It is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. This includes strategies and approaches on (a) school access, including its physical and social dimensions, (b) age appropriate

enrolment of out-of-school children through special training, (c) gender as a systemic issue, rather than an add-on, (d) inclusion of children from marginalized communities including SC, ST, Muslim Minority, most under privileged, children affected by civil strife and children with special needs; (e) improving the curriculum and evaluation process; (f) making teachers and teacher training relevant; (g) role of civil society organizations in operationalising RTE; (h) provision for adequate infrastructure; (i) governance and (j) financial mechanisms.

- b. To undertake such harmonization certain norms / unit cost under SSA need revision, and new interventions need to be incorporated to fulfill the RTE mandate.
 - c. In view of the large financial requirements and burden on the States, the current funding pattern of SSA, which is on the sliding scale, should be revised.
 - d. RTE requires the entire education department to be geared in a unified manner to take up the task on a long term basis. This would require the unification of the existing SSA structures with the regular education department.
3. **Revision of SSA Framework:** Based on the Report of the *Committee on Implementation of RTE Act and the Resultant Revamp of SSA*, the SSA Framework of Implementation was revised to correspond with the provisions of the RTE Act. The revised norms included sanctioning additional teacher posts as per the pupil teacher ratio prescribed under the RTE Act, additional classrooms, teaching learning equipment to enable States to move to an eight year elementary education cycle, enhancement of academic support for better school supervision, expansion of Kasturba Gandhi Balika Vidyalayas (KGBVs). In addition, new interventions were approved under SSA for providing uniforms, transportation and residential facilities. Further, based on the experience of ten years of SSA implementation certain other norms, such as in-service teacher training costs, and costs for the education of children with special needs were also revised.
 4. **Revision of Fund Sharing Pattern:** The fund sharing pattern between the Central and State Governments for implementation of RTE-SSA programme was also revised. The fund sharing pattern was originally

approved for the 11th Plan in a sliding scale, namely 65:35 in the first two years of the 11th Plan, 60:40 in the third year, 55:45 in the fourth year, and 50:50 in the fifth year. The fund sharing pattern in the sliding scale was revised to a fixed sharing pattern in the 65:35 ratio between the Centre and States for a five year period from 2010-11 to 2014-15.

5. **13th Finance Commission award:** The 13th Finance Commission earmarked funds for a five year period from 2010-11 to 2014-15 specifically for elementary education.
6. **Constitution of NAC:** Government notified the constitution of the National Advisory Council (NAC) for RTE on 8th July, 2010. NAC has constituted the following Taskforces:
 - i. Task Force on Child Entitlements.
 - ii. Task Force on Teacher Recruitment, Deployment, Education and Development.
 - iii. Task Force on Curriculum & Pedagogy.
 - iv. Task Force on Community Mobilization and Public Awareness.
 - v. Task Force on Research and Evaluation.
 - vi. Task Force on Equity and Inclusion.
7. **Academic Authority for Curriculum Framework:** Section 29 of the RTE Act prescribes that the Curriculum and evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. Consequentially, the Central Government had authorised the National Council of Educational Research and Training as the academic authority to lay down the curriculum and evaluation procedure for elementary education, and to develop a framework of national curriculum under clause (a) of sub-section (6) of Section 7 of the Act.
8. **Academic Authority for Teacher Qualifications:** Section 23(1) of the Act states that “Any *person possessing such minimum qualifications as laid down by an academic authority authorized by the central government by notification shall be eligible for appointment as a teacher.*” Consequentially, the Central Government has issued notification dated 5th April, 2010 authorizing the National Council for Teacher Education (NCTE) as the academic authority to lay down the minimum qualifications for a person to be eligible for appointment as a teacher.

9. **Revision of Teacher Education Syllabus:** NCTE has prepared a model syllabus for D.Ed and B.Ed programmes in consonance with the National Curriculum Framework – 2005 prepared by NCERT and the National Curriculum Framework for Teacher Education, 2009 prepared by NCTE. The model syllabus is on the NCTE website: www.ncte.india.org
10. **Public Service Announcements:** A series of five films were developed by the Department of School Education and Literacy with support from UNICEF as part of the Department's advocacy for the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The tag line '*Ab padhna pakka*' conveys the Government's promise to fulfill children's right to education.

III. DEVELOPMENTS IN 2011-12

11. **RTE-The First Year:** The year 2011-12 began with the release of a document titled: *RTE – The First Year*. This document gives a state-wise position of the status of elementary education with reference to certain enrollment, teacher-related, and infrastructure parameters, and will serve as a benchmark to assess progress in the years to come. The booklet *RTE: The Second Year* was released on completion of the 2011-12.
12. **Enhanced fund allocation:** The Central outlay for implementation of the combined RTE-SSA programme was enhanced to Rs. 19,838 crore in 2010-11 representing a 51% increase over the allocation for 2009-10. For the year 2011-12, the Central allocation was Rs. 21,000 crore. For the year 2012-13, budget allocation of Rs. 25,555 crore has been made representing a 21% increase over the allocation for 2011-12. In addition, the 13th Finance Commission committed Rs 24,068 crore over five year period.
13. **Teacher Eligibility Tests:** The CBSE conducted two Central TETs on 26 June 2011 and 29 January, 2012 across 84 cities in India and two cities abroad. Approximately one lakh fifty five thousand applicants cleared the TET. Several States, including Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand have also conducted the State level TET.

14. **Shiksha ka Haq Abhiyan:** In October 2011, the National Advisory Council (NAC) for RTE took a decision to launch a country wide campaign for RTE. The proposal of the NAC was discussed in a meeting of State Education Ministers. The Prime Minister of India addressed a letter to the children of the country, which was read out on the occasion of National Education Day, 11th November 2011, at a special function organized at Nuh, Mewat, Haryana. The event on 11th November 2011 was the starting point for a year-long campaign for raising public awareness about RTE and mobilizing communities to ensure that all schools become RTE compliant schools. States have prepared detailed plan of action for the implementation of the programme in their Annual Plans for 2012-13.

15. **State RTE Rules:** By November 2011, the number of States/UTs that had notified the State RTE Rules/ adopted Central Rules had increased to 33. Only Goa remains to notify the state rules.

16. **Notifications to reiterate child centered provisions of RTE Act:** States took steps to issue several notifications reiterating the child centered provisions of the RTE Act. 32 States/UTs issued notifications prohibiting corporal punishment and mental harassment; 32 States/UTs issued notifications prohibiting screening for admission and capitation fees; 31 States/UTs issued notifications prohibiting expulsion and detention; 33 States/UTs issued notification banning Board examinations till completion of elementary education; 30 states have ban private tuition, 29 states have notified minimum working days and instructional hours, 21 states have constituted SCPCR/REPA and 31 States/UTs notified academic authority under RTE Act.

1V. PROGRESS IN EDUCATIONAL INDICATORS:

1. Universalisation of elementary education

There has been substantial spatial and numerical expansion of primary and upper primary schools; access and enrolment at the primary stage of education have reached near universal levels; the gender gap in enrolment has narrowed, and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Nonetheless, there remains an unfinished agenda of universalizing education at the upper primary stage. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before

completing upper primary education, remains high, and the quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education. Nonetheless, efforts to universalize elementary education gained momentum during the last few years as per progress indicated below:

Table 1: Progress since 2006-07			
	2006-07	2009-10	2010-11
Primary schools	7.79 lakh	8.10 lakh	8.27 lakh
Upper Primary schools	4.17 lakh	4.94 lakh	5.35 lakh
Primary Enrolment	132 million	133 million	135 million
Upper Primary Enrolment	47.5 million	54.5 million	57.8 million
Elementary Enrolment	180 million	188 million	192.8 million
GER Primary	111	115	118.6
NER Primary	93	98	99.8
GER Upper Primary	64.7	75.8	81.2
NER Upper Primary	48.4	58.3	61.8
Teachers in Govt. Schools	3.6 million	3.9 million	4.19 million
Out of School Children*	11.3 million	8.1 million	--

Source: DISE, * IMRB Survey

2. Schooling facilities

The country has witnessed substantial increase in the number of primary and upper primary schools and improvement in the school infrastructure. The table below indicates the sanctions issued under SSA till 2009-10 prior to the RTE Act becoming operational, and the sanctions issued in the period 2010-12 after RTE came into force to address the issue of gaps in infrastructural facilities.

Table 2:				
Item	Sanctioned till 2009-10	Achieved till 2009-10	Sanctioned in 2010-12	Cumulative progress
Opening new PS	1,70,412	1,57,759	39,502	1,81,522
Opening new UPS	1,62,017	1,45,243	11,952	1,52,818
Construction of PS	1,64,195	1,54,113	28,197	1,69,363
Construction of UPS	98,820	95,429	6,742	99,666
Construction of ACR	11,05,797	10,77,727	4,97,992	14,34,899
Toilets	3,34,924	319,547	2,48,605	4,99,472
Drinking water	1,98,162	1,92,486	24,924	2,10,335
Teachers	12,82,419	10,30,201	6,82,788	12,26,441

The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 31 in 2010-11. There has been substantial increase in the availability of basic facilities in schools including, increase in percentage of schools having drinking water facility from 83.1 percent in 2006-07 to 92.6 in 2010-11. Girls' toilets are now available in 57 percent in schools against 42.58 in 2006-07. The percentage of schools having ramp has increased from 26.61 percent in 2006-07 to 57.1 percent in 2009-10. The details of improvement in school infrastructure are given in Table below

Table 3: School infrastructure

Indicator	2006-07	2010-11
Average SCR	36	31
% Schools with drinking water	84	92
% Schools with girls' toilet	42.5	57
% Schools with ramps	26.6	57.1

3. Enrolments

Enrolments at elementary level increased from 179 million in 2006-07 to 188 million in 2009-10 and further to 192.8 million in 2010-11. In 2006-07, 126 million children were enrolled in government schools. This figure increased to 130 in 2010-11. In addition, another 17 million are enrolled in

government aided schools, and 42 million are attending private unaided schools in 2010-11.

GER at primary level is high at 118.6%, and NER has improved significantly from 92.7% in 2006-07 to 99.8% in 2010-11.

GER at upper primary level has shown considerable improvement of 11.8 percentage points in the four years between 2006 and 2009, and further improvement of 5.4 percentage points in 2010-11. With the RTE stipulations in regard to the entry level at age 6, no detention, expulsion, 8-year elementary education cycle, and maintenance of record of children, a definite improvement is to be expected in the years to come.

3.1 Enrolment – Gender

The percentage of girls in the total enrolment at primary and upper primary level was 48.0 and 46.5 respectively in the year 2006-07; this increased to 48.41 and 48.38 at primary and upper primary levels respectively in 2010-11. The annual average growth rate of enrolment for girls is considerably higher as compared to boys.

Academic year	Primary (Grades I-V)			Upper Primary (Grades VI-VIII)			Elementary (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2006-07	6.84	6.34	13.19	2.54	2.21	4.75	9.38	8.55	17.93
2007-08	6.95	6.47	13.41	2.70	2.39	5.09	9.64	8.86	18.50
2008-09	6.94	6.50	13.44	2.80	2.54	5.34	9.73	9.04	18.77
2009-10	6.88	6.47	13.35	2.83	2.62	5.45	9.71	9.09	18.80
2010-11	6.98	6.55	13.52	2.99	2.80	5.78	9.96	9.34	19.31

Source: DISE

Gender parity index (GPI) has also shown significant increase, particularly at the upper primary level. The primary level GPI improved marginally from 0.93 in 2006-07 to 0.94 in 2010-11. However, GPI at upper primary level increased from 0.87 in 2006-07 to 0.94 in 2010-11. Year-wise details are given in Table 4 below: -

Table 5: Percentage girls to total enrolment and GPI in enrolment				
Academic Year	% Girls to total enrolment		Gender parity index (GPI)	
	Primary	Upper Primary	Primary	Upper Primary
2006-07	48.0	46.5	0.93	0.87
2009-10	48.4	48.1	0.94	0.93
2010-11	48.4	48.3	0.94	0.94

Source: DISE

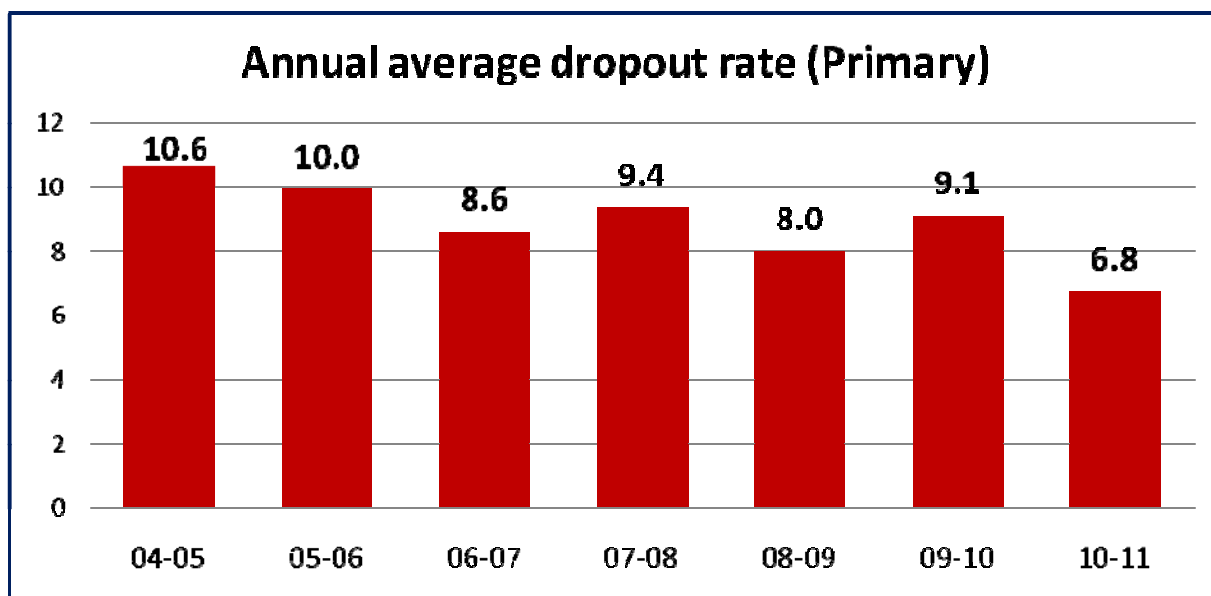
3.2 Enrolment - Social categories

Data for the year 2010-11 suggests that the percentage enrolment of SC, ST and Muslim children corresponds with their percentage share in population. The details of percentage enrolment and population are given in Table below.

Table 6: Percentage enrolment and population by social category		
	% population share (Census 2001)	% enrolment share (DISE 2010-11)
SC	16 %	19 %
ST	8 %	11 %
Muslim	13 %	13 %

4. Dropout rates

Cohort dropout rate denotes the percentage of class 1 children who discontinue schooling before completing the relevant stage of education. DISE calculates the average annual dropout rate which is based on two years data for the same set of schools, grade-wise as well as for entire primary cycle. The chart below indicates the average annual dropout rate at primary level. There has been significant decline in the overall annual average dropout rate between the years 2009-10 and 2010-11



5. Out of School Children:

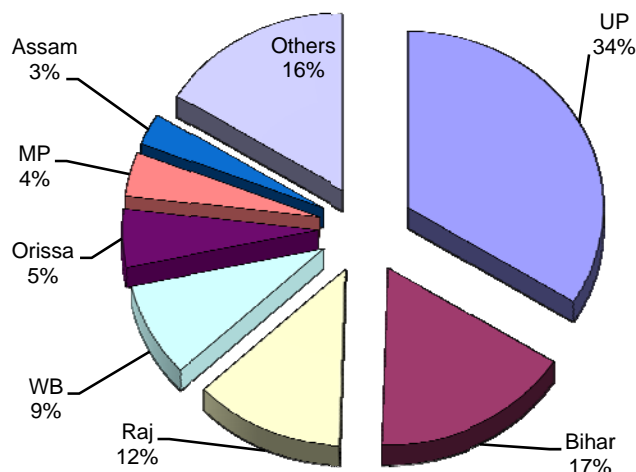
Census 2001 estimated that 3.2 crore children in the 6-14 age are out of school. This represented 28.2% of the population in the 6-14 age groups. An independent national sample survey conducted in 2005 estimated the number of out of school children at 1.3 crore. A second independent national sample survey conducted in 2009 acknowledged the steady decline in the number of out of school children, and reported 81 lakh children out of school. The details of reduction in out of school children by gender and social category from 2005 to 2009 are given in the Table below.

Year	Percentage out of school children to total corresponding population				
	Total	Girls	SC	ST	Muslim
2005	6.9%	7.9%	8.1%	9.5%	10%
2009	4.2%	4.6%	5.9%	5.2%	7.7%

Source: IMRB

Decline in the percentage of out of school children has taken place across gender and all social categories; nonetheless Muslim, SC and ST children need greater and focused attention. The percentage of out of school children aged 6-14 years has decreased from 6.94 percent in 2005 to 4.28 percent in the year 2009. This decrease is sharper in rural areas, where it drops from 7.08 percent to 4.53 percent compared to urban areas where it has moved from 4.34 percent to 3.18 percent only.

Chart 3 below also shows that the States like Uttar Pradesh, Bihar, Rajasthan and West Bengal account for 72 percent of the total out of school children in the country as per the independent survey of IMRB 2009.



6. Teachers in position

There has been substantial increase in the availability of teachers at elementary level in the past few years. The total number of teachers in Government schools increased from 3.6 million in 2006-07 to 3.9 million in 2009-10, and further to 4.19 million in 2010-11. This has resulted into the improvement of Pupil Teacher Ratio (PTR) from 36:1 in 2006-07 to 32:1 in 2010-11 at the primary level and 29:1 at the upper primary level.

The norm of 50% of all teachers recruited under SSA to be female teachers has resulted in increase in percentage of female teachers from 41.86 in 2006-07 to 45.51 in 2010-11.

The real challenge, however, lies in imbalance in teacher deployment. The number of schools with adverse PTR remains high, though it has reduced from 46% primary and 34% upper primary schools in 2009-10 to 42.44% primary and 31.32% upper primary in 2010-11. Even in States with an overall comfortable PTR, there are many schools with adverse PTR. Moreover, there are 7.7% percent single teacher schools with enrolment of more than 15 children, functioning in the country. This is undoubtedly an improvement over 10.5% single teacher schools in 2006-07. However, there are large inter-state variations: Arunachal Pradesh (26.6%), Assam (14.1%), Madhya Pradesh (14.7%), Manipur (10.1%), Orissa (11.9%), and Rajasthan

(14.7%). There is therefore need to immediately fill up existing vacancies, and rationalize teacher deployment.

7. Un-trained Teachers: -

One of the biggest challenges confronting States is training the large number of untrained teachers. The status regarding number of untrained teachers has been reviewed by the State Governments in light of the teacher qualifications laid down by the NCTE. At present, around 8.1 lakh teachers do not possess the qualifications laid down by the NCTE, the states having larger number of un-trainee teachers being Bihar (1,73,167), Uttar Pradesh (1,36,088), West Bengal (1,68,138), Jharkhand (73,281), Chhattisgarh (33,714), Andhra Pradesh (37,245), Orissa (33,401), Madhya Pradesh (27,222) and Assam (19,033).

The Department has had several rounds of consultations with the State Governments do develop a strategy for enabling these teachers to acquire 2-year Diploma In Elementary Education (D.El.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE. The NCTE has given permission to the States of Uttar Pradesh and Madhya Pradesh for training of the untrained teachers through SCERT, Lucknow and IGNOU, respectively. The NCTE has also received proposals from the following State Governments:

States	Training to be conducted by
Assam	SCERT, Assam and KK Handique Open University, Assam
Bihar	Nalanda Open University, Patna
Chhattisgarh	State Board and SCERT, Chhattisgarh
Jharkhand	National Institute of Open Schooling (NIOS)
Orissa	State Board and SCERT, Orissa
West Bengal	West Bengal Board of Primary Education, NIOS, IGNOU

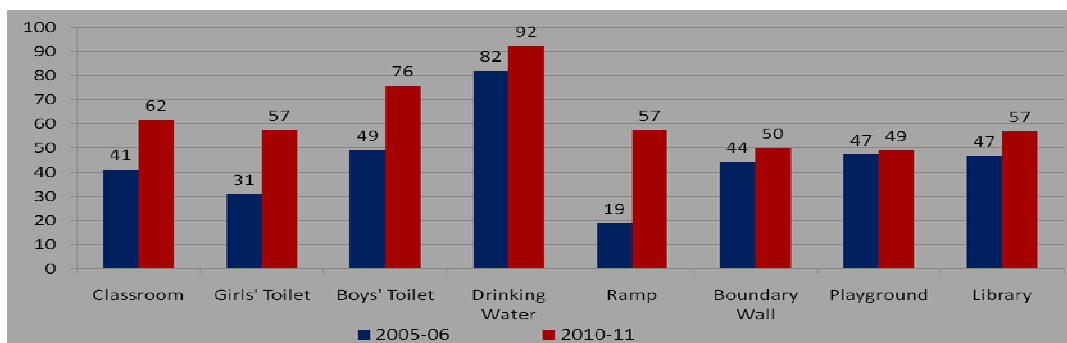
The State Governments of Assam, Orissa and Chhattisgarh have presented their proposals before the NCTE Committee and the NCTE has vide its letter dated 7th May, 2012 given permission to them for conducting the 2-year D.Ed programme in ODL-cum-contact mode for the untrained teachers.

Teachers in the North Eastern States who have completed 6-month CPE course are required to undergo 18-month module in open distance-cum-contact mode, which has been prepared by IGNOU on the basis of a revised 2-year D.Ed. Ed programme approved by the NCTE. In respect of the other untrained teachers, the State Governments would need to offer a 2-year D.Ed programme in ODL mode by the SCERT/State Open University/State Board/IGNOU. This programme would entail revision of the teacher education curriculum in accordance with NCF, 2005/NCFTE, 2009, development of study material for the open distance course, identification of study centers with requisite infrastructural facilities, appointment of qualified mentors for the contact sessions, and seeking approval by the NCTE.

8. RTE Compliant Schools

The schedule to the RTE Act provides the norms and standards for infrastructure and teachers. This includes norms for PTR, classroom for every teacher, girls' toilet, boys' toilet, drinking water, ramp, library, playground and boundary wall/green fencing. Progress against these requirements is indicated in Chart 4.

RTE infrastructure compliant schools



- Facilities to be provided by March 2013 in all schools.
- Need to make all schools RTE compliant

10. Improving Quality

Two rounds of National Learners' Achievement Surveys have been completed by NCERT and these surveys have revealed improvements in the overall learning levels. A comparative table of the progress in respect of the two rounds is given below: -

Subject	Class III		Class V		Class VIII	
	Round - I 2003-04	Round -II 2007-08	Round - I 2001-02	Round - II 2005-06	Round - I 2002-03	Round - II 2007-08
Mathematics	58.25%	61.89%	46.51%	48.46%	39.17%	42.71%
Language	63.12%	67.84%	58.57%	60.31%	53.86%	56.57%
EVS	NA	NA	50.30%	52.19%	NA	NA
Science	NA	NA	NA	NA	41.30%	42.73%
Social Science	NA	NA	NA	NA	46.19%	48.03%

NA: Not applicable.

There have been improvements in learning levels in rural and urban areas in almost all the subjects and for almost all categories of children as is shown in the following tables: -

Class III								
Group	Mathematics				Language			
	Round I		Round II		Round I		Round II	
	Mean %	SD	Mean%	SD	Mean%	SD	Mean%	SD
Boys	58.54	24.72	62.16 Ⓢ	23.06	62.94	21.88	67.71 Ⓢ	20.31
Girls	57.95	25.06	61.62 Ⓢ	23.04	63.31	22.22	67.96 Ⓢ	20.15
Rural	58.15	25.05	62.10 Ⓢ	23.03	62.82	22.07	67.79 Ⓢ	20.23
Urban	58.52	24.48	61.10 Ⓢ	23.35	63.87	21.97	67.99 Ⓢ	20.24
SC	54.6	25.72	60.02 Ⓢ	23.53	60.42	22.59	67.01 Ⓢ	20.72
ST	59.43	23.6	60.14	23.08	64.65	21.62	67.12	20.35

			⬆				⬆	
OBC	57.15	25.45	62.37 ⬆	23.21	62.55	22.53	68.08 ⬆	20.11
General	60.92	24.19	64.16 ⬆	22.27	64.44	21.28	68.73 ⬆	19.82
Total	58.25	24.89	61.89 ⬆	23.01	63.12	22.05	67.84 ⬆	20.23
⬆ improved								

Class V						
Group	EVS		Mathematics		Language	
	Round I	Round II	Round I	Round II	Round I	Round II
Boys	50.59	52.15⬆	46.9	48.54⬆	58.94	60.27⬆
Girls	49.99	52.23⬆	46.09	48.37⬆	58.79	60.35⬆
Urban	51.44	51.99↔	47.32	47.88↔	61.63	62.33↔
Rural	49.80	52.25⬆	46.15	48.63⬆	57.67	59.72⬆
SC	48.53	51.64⬆	44.97	48.02⬆	57.10	59.83⬆
ST	49.52	50.79⬆	44.12	45.79⬆	58.19	57.22⬇
Others	50.99	52.89⬆	47.45	49.88⬆	59.54	62.45⬆
⬆ improved, ↔ no improvement, ⬇ significantly declined						

Class VIII								
Group	Language		Mathematics		Science		Social Science	
	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
Boys	53.07	56.41 ⬆	38.97	42.93 ⬆	41.17	42.94 ⬆	46.15	48.24 ⬆
Girls	56.30	56.72	39.80	42.50	41.68	42.52	46.33	47.81

		↔		⬆		⬆		⬆
Rural	53.65	56.37 ⬆	39.34	43.16 ⬆	41.67	42.89 ⬆	46.66	48.18 ⬆
Urban	54.11	57.13 ⬆	38.98	41.21 ⬆	40.86	42.01 ⬆	45.64	47.42 ⬆
SC	50.35	56.21 ⬆	37.00	41.39 ⬆	38.46	41.95 ⬆	42.81	47.48 ⬆
ST	50.23	52.12 ⬆	37.76	40.11 ⬆	41.53	40.61 ⬆	45.76	45.75 ↔
OBC	52.87	57.38 ⬆	37.33	42.87 ⬆	39.25	43.41 ⬆	44.10	48.71 ⬆
General	56.91	57.59 ↔	41.55	44.43 ⬆	43.60	43.27 ⬆	48.93	48.46 ↔
Total	53.86	56.57 ⬆	39.17	42.71 ⬆	41.30	42.73 ⬆	46.19	48.03 ⬆

NCERT has commenced the third round of Achievement Survey which covers the period after the RTE Act coming into force. The findings of the third round conducted recently for class V indicate that there is enhancement in the level of achievement in most States as per the following details:

- In Language there has been an improvement in learning achievement in 24 States/UTs. However, in six States/UTs, namely, Gujarat, West Bengal, Tripura, Jharkhand, Puducherry and Mizoram there have been a decline.
- In Mathematics, 14 States have improved learning levels. However the States of West Bengal, Assam, Karnataka, Meghalaya, Maharashtra, Sikkim, Gujarat, Himachal Pradesh, Haryana, Jharkhand, Goa, Andhra Pradesh, Mizoram, Kerala, Chandigarh and

the Union Territory of Puducherry have shown a decline in learning levels.

- In Environmental Studies, 24 States/UTs have shown an improvement in learning level. There is a decline in six States/UTs, viz., Puducherry, West Bengal, Gujarat, Kerala, Jharkhand and Goa.
- Further, it may be noted that the overall difference in achievement between boys and girls as well as urban and rural students has reduced, though the difference in social categories remains significant.

VI. THE WAY FORWARD

While there has been significant progress in the overall endeavour to universalize elementary education, States need to expedite action in order to achieve the RTE mandate within the time frame prescribed under the Act in the following areas of concern:

Meeting the physical norms and standards

- i. Opening new primary and upper primary schools sanctioned under SSA in habitations unserved by schools as per the State RTE norms. This includes steps required to be taken to upgrade alternate education centers running in the country.
- ii. Expediting the construction of new school buildings, additional classrooms and other infrastructure facilities, including toilets, drinking water, ramps, kitchen sheds etc. sanctioned under SSA as well as other programmes (TSC, DWM, MDM) so that all schools meet the RTE norms and standards.
- iii. Rationalising the deployment of existing teachers, and completing the recruitment of teachers against vacant State sector posts as well as teacher posts sanctioned under SSA by conducting TET, so that all schools meet the PTR norms prescribed under the RTE Act.

Meeting the quality standards for teachers

- i. Instituting steps for training of teachers without professional qualifications in accordance with the norms and guidelines laid down by NCTE.
- ii. Revising the D.Ed and B.Ed syllabus as per the Model syllabus prepared by NCTE for Teacher Education programmes.

Instituting reform in classroom processes

- i. The RTE Act provides that the curriculum and evaluation process should be in accordance with 8 factors, namely: (a) Conformity with Constitutional values; (b) All round development of the child; (c) Building up the child's knowledge, potentiality and talent; (d) Development of physical and mental abilities to the fullest extent; (e) Learning through activities, discovery and exploration in a child friendly and child-centered manner; (f) The child's mother tongue serving 'as far as practicable' as the medium of instruction; (g) Making the child free of fear, trauma and anxiety and helping the child to express views freely and, (h) Comprehensive and continuous evaluation of the child's understanding and knowledge and the ability to apply it.

Government has issued an Advisory to States to:

- ❖ Formulate age-appropriate curricula and syllabi in keeping with NCF-2005
- ❖ Maintain subject balance
- ❖ Initiate Textbook Contents Reform
- ❖ Textbook language
- ❖ Undertake Textbook Production Reform
- ❖ Ensure continuous and comprehensive assessment for Learning

Shiksha ka Haq Abhiyan:

It would be impossible for RTE as well as SSA to succeed without people's support and ownership. The RTE mandate for age-appropriate admission of every out-of-school child, special training for each child to enable her to cope in school, promoting child-friendly child centered and activity based learning processes, which is free of anxiety, trauma and fear sets the agenda for proactive community participation. The *Shiksha ka Haq Abhiyan* is viewed as an opportunity for all schools in the country become RTE compliant. Through the Abhiyan the RTE message will be taken to every school, and enable the school management committees and indeed the entire village community to jointly identify school-wise requirements, and ensure that the requirements are met. States have been advised to incorporate proposals for the *Shiksha ka Haq Abhiyan* in their Annual Work Plans and Budgets for 2012-13.

AGENDA ITEM 4: REPORT OF THE CABE SUB - COMMITTEE ON ICT IN SCHOOL EDUCATION

The Sub-Committee of the CABE was set up under the Chairpersonship of Secretary, (Department of School Education and Literacy), Ministry of Human Resource Development, Government of India on the recommendations of the 56th Meeting of the CABE.

The Committee in the course of its deliberations met four times and had wide ranging discussions on all aspects of ICT in school education, issues arising out of the implementation of the programme in schools, models for programme implementation, e-content, addressing pedagogical concerns and need for a comprehensive policy framework.

The Committee had also been informed by various presentations made before it of different models and flavors of implementation, challenges addressed, and consequent learning. During the fourth meeting, the Committee members obtained first hand insight of the Kerala Model of ICT implementation. The members visited two schools where the impact of the infusion of ICT into the activities of the school, its integration with the curriculum and the comfort levels with IT of both teachers and students was very visible.

The development of the curriculum, use of Free and Open Source Software (FOSS) and organization of state wide events, contests and festivals also contributed to the development of an enabling environment for the infusion of ICT. The experiences of Andhra Pradesh and West Bengal State were also shared during the meeting.

Based on these interactions and deliberations, major observations of the Committee mentioned in its Report, include the following:

- (i) There is an urgent need to realign the ICT programme with the overall school programme. The apparent absence of an alignment with the

requirements of the National Curriculum Framework had led to dilutions in specific emphasis and a probable distortion of the educational objectives of the ICT programme.

- (ii) There is an undue emphasis on computer literacy as the primary goal of ICT, consequently denying the school system an opportunity to benefit from a wide variety of other applications of ICT. Computer assisted learning had also emerged as a newer and more glamorous way of 'show and tell' detracting from the recommendations of the National Curriculum Framework.
- (iii) Widening the scope of ICT implementation should include an exposure to an ever increasing range of tools, devices and software applications, which will allow students and teachers to actively interact with ICT, construct their own meaning to add further value to it, rather than be limited to being passive recipients of packaged information.
- (iv) Use of ICT should also extend to governance and improving efficiency and productivity in the school, for instance through the automation of school processes, libraries, etc., network the schools to improve flow of information, enable transparency in decision making, and participation of teachers and administrators in forums, collaborations and exchanges for self-development and improvement of the school systems.
- (v) Teachers need to be trained to integrate ICT in their own learning and in teaching-learning of various subjects at regular intervals. There are resources within States i.e. Universities, IITs, Engineering Colleges, NIT etc. whose services could be used in training and retraining of teachers as well.

Implementation The Committee examined in detail the models of implementation of the ICT Programme across States and observed that the model adopted by Kerala wherein the State has developed its own ICT curriculum with active involvement of its teachers woven around FOSS, demonstrates a heightened sense of ownership, the consequent sense of achievement and improved integration of ICT in to the regular curriculum on a sustainable basis.

E Content The Committee has also asserted that national agencies like the NCERT should play a catalyzing role in enabling States to develop their own curriculum and resources using local resources and professionals. They should develop repositories of educational resources, enable participation of all stakeholders in maintaining, translating, sharing, validating and improving these resources, and encourage creation of forums for all stakeholders for active collaboration and exchange. These practices can function as models for similar processes in the States.

Quality Assurance: The Committee points to the need for evolving an institutional mechanism to vet and provide quality assurance of the available educational software for school education.

Capacity building of educational institutions and functionaries needs to be taken up by CIET, NCERT as a nodal agency and involve SCERTs/SIEs as well.

Dialogue with CBSE and State Boards of School Education needs to be initiated for implementation of these practices in both Govt. and Private schools.

National Policy of ICT for School Education:

The Committee considered the draft Policy document developed to guide the ICT implementation in schools. The document is comprehensive in its outlook and supplements the National Policy on Education and the National Curriculum

Framework. The concerns of the Sub Committee especially with regard to most of the terms of reference have been addressed adequately and will play an effective role in correcting the distortions, which have crept in, particularly with reference to e-content and the role of the State agencies. The Committee endorses the Policy draft and recommends it to the CABE.

The Report of the Sub-Committee is placed for consideration of the CABE.

Report of the Sub-Committee of Central Advisory Board of Education (CABE) on ICT in School Education

March, 2012

1.0 Introduction:

In the evolution of human civilizations, the industrial revolution that began about 250 years ago stands out as a major milestone that left nothing untouched – social, economic, cultural and political – both good and bad. The intensification of colonialism using new technologies of war and navigation would stand out as a negative aspect brought about by the industrial revolution, that mostly benefited Europe at the cost of colonies all over the World.

We are fortunate to be part of the next major revolution of human civilizations, sweeping the globe for about 25 years now, brought about by Information and Computing Technologies. Like the industrial revolution, it is leaving nothing untouched. It has penetrated all aspects of our lives and is still evolving. The pace at which it has affected the production and reproduction of knowledge, which manifests in terms of impacts on research, teaching and education, is particularly bewildering. Unless immediate and due attention is paid to its use and spread, the end results might not be as egalitarian and equitable as expected in a democratic set-up. The danger of creating disparities, though different from the colonial kind, are real, as evidenced by the new term that this revolution has already created, namely, the digital divide. Given the enormous pace with which newer ICT technologies are spreading, their appropriateness in terms of pedagogy, equity and larger public interest becomes a vital question, more so because information about these technologies is mostly spread by their vendors, whose major concern, understandably, is to sell them more and more. It becomes imperative therefore that for the benefit of governmental agencies working in education, and for larger public interest, the government lays down yardsticks and benchmarks through a public policy in the choice and use of ICT technologies, that can act as a guide for central and state government agencies and for the larger public purpose. This is particularly so since the governments are now spending significant amount of funds in bringing these technologies into education, particularly in schools.

With that in view, the Sub-Committee of the CABE was set up under the Chairpersonship of Secretary, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India on the recommendations of the 56th Meeting of the CABE. A copy of the notification including the composition of the Committee is placed at Annexure 1.

Terms of reference:

- i. To suggest guidelines for the use of ICT in school education
- ii. To suggest possible role of public private partnership in use of ICT in education

- for ICT literacy as well as ICT aided education
- iii. To suggest the appropriate level for introduction of computer literacy among school students
 - iv. To suggest the role of ICT in skill development at the school education stage
 - v. To suggest appropriate pupil computer ratio in different stages of school education
 - vi. To suggest strategies for teachers capacity building in ICT usage
 - vii. To suggest strategies for development, dissemination and effective use of digital content

In addition to extensive informal interactions with various stakeholders, the Committee formally met four times and had wide ranging discussions on critical aspects of ICT in School education with special focus on themes identified in the terms of reference. The Committee took note of various presentations made before it (by States, experts etc.) on different models and flavours of implementation, challenges addressed, and consequent learning in schools. Minutes of the meetings are placed as Annexure 2.

The Committee, in its final meeting in Thiruvananthapuram, observed closely the Kerala Model of implementation of the ICT scheme. The members visited schools where the impact of the infusion of ICT into the activities of the school, its integration with the curriculum and the comfort levels with IT of both teachers and students was evident. The Committee observed that a series of actions taken towards the development of curriculum, use of Free and Open Source Software (FOSS) and organisation of State wide events, contests and festivals have contributed significantly to the development of an enabling environment for the infusion of ICT in education. The experiences of Andhra Pradesh and West Bengal were also discussed.

Based on these deliberations, the views and recommendations of the Committee with reference to the Terms of Reference are detailed below:

2.0 Guidelines for use of ICT in school education

ICT use is currently limited to 'show and tell' and there is an inappropriate emphasis on learning how to use computers. This limited view of ICT as a vehicle for computer literacy underplays the significance of the large investments and the potential of ICT in the school environment.

The Committee recommends a holistic and integrated view of ICT to improve overall efficiency and productivity of schools. Apart from its use as a teaching learning device, ICT should be leveraged to bring in efficiency and transparency in governance and management of schools through automation of school processes, libraries, etc. The use of ICT to enable networking amongst stakeholders encouraging collaborative creative efforts in content building and self-development must also be institutionalised.

A comprehensive set of guidelines to support States in steering their efforts to achieve

these objectives is necessary. The Committee therefore considered the draft National Policy of ICT in School Education, which aims to provide a framework for ICT in Education and leverage its potential to realise the goals of the National Policy of Education and the National Curriculum Framework. The document addresses the substantive issues of design and implementation of ICT initiatives comprehensively. The Policy inter alia covers:

- ICT literacy and ICT enabled teaching learning processes;
- ICT for skill development, children with special needs, open and distance learning;
- ICT enabled school governance;
- ICT infrastructure including hardware and software;
- Development of digital resources, its sharing and dissemination;
- Capacity building of institutions and individuals; and
- Measures to implement and manage the Policy.

The suggestions of the Committee in relation to various aspects of the Policy have been incorporated. In its current form, the proposed policy will significantly and suitably reorient the ICT implementations across the country. The Committee recommends the Policy for consideration of the CABE. The Policy document is placed as Annexure 3.

3.0 Public private partnership (PPP) in use of ICT in education, ICT for literacy as well as ICT aided education

Enabling ICT implementation across schools, in the context of non-availability of trained human resources and technical support in far flung rural schools can be a severe obstacle. Given this challenge, coupled with rapid changes in technology making choices difficult, the States have done remarkably well. This augurs well for the benefits of the technological revolution reaching all students and teachers. The Committee was particularly concerned about the models of implementation, wherein sourcing of e-content and teaching-learning resources is being outsourced to private entities on a turnkey basis with negligible involvement of the State's own human resource.

Two alternate models of implementation, one exemplified by the Kerala experience and the other being the BOOT model were examined. While the BOOT model appears a convenient means of outsourcing the tasks of establishing the infrastructure and has been efficiently used in many States, the model suffers from limitations as it entails outsourcing the design and implementation of the educational programme. In some cases, States have allowed the BOOT agency to define its own syllabi and use invalidated e-content, delivered using inappropriate methodologies defeating the spirit of the National Curriculum Framework.

The BOOT agencies deploy instructors to manage the system, which results in creation of systems dissociated from the rest of the school programme. Teachers in the school are not a part of the ICT programme process, barring a few isolated individual cases. They perceive the ICT inputs as external to their curriculum.

The Kerala experience, on the other hand, has helped individual schools to take charge of the programme. The hardware is directly procured and managed through a strong service level agreement and penalties. The entire process of development of curriculum and digital resources is taken up collaboratively by teacher groups supported by experts. The ICT curriculum is woven around a variety of Free and Open Source software applications, which extends the range and scope of the learning experiences of students and teachers. Teachers manage the ICT curriculum as well as the IT infrastructure. These practices have demonstrated a heightened sense of ownership and achievement. There is a significant integration of ICT into the regular curriculum.

The Committee therefore recommends that the process of outsourcing of digital content and resources should be discouraged and emphasises the need for development of e-content by the States through their own pools of teachers and teacher educators.

Further, the Committee recommends that software applications and tools that are freely shareable and can therefore be ubiquitously disseminated in the system should be promoted. Resources developed should also be shared in order to widen their adoption and adaptation.

4.0 Appropriate level for introduction of computer literacy among schools and appropriate pupil computer ratio in different stages of school education

Reacting to various notions of ICT and public aspirations, schools have tended to introduce computers at very early stages of schooling. It is not uncommon in well-equipped schools to find very young children whose motor skills and hand-eye coordination are inadequately developed staring at computer screens and wielding the keyboard or mouse. Research studies have established adequately that it would be inappropriate to introduce very young children to such activities.

Further, the range of software applications and electronic resources made available in schools are woefully inadequate and inappropriate. They tend to support non-constructivist methods and deny opportunities to children. The National Curriculum Framework clearly underscores the need for young children to deal with experiences derived from their immediate surroundings.

The Committee therefore is of the considered opinion that ICT, particularly computer literacy, should be avoided at the primary stage. ICT enabled teaching-learning should begin at the upper-primary stage of schooling, where students are in a position to independently explore the world of information.

The inability of the school system to provide adequate numbers of computers appropriate to class strength has led to situations where many students share the computer at the same time, denying them any opportunity to interact with the medium directly. Large numbers of students in a school also leads to inadequate number of

computer sessions for each student. There is therefore a need to specify a minimum computer access time for every student. It is recommended that school strength be used as a criterion while deciding on the quantum of resources. States can explore current technological advancements and low cost options to facilitate better computer-student ratios.

5.0 Role of ICT in skill development:

ICT tools and resources can play a very significant role in enhancing skills and consequent productivity, enhancing self-esteem and preparation of youth for the world of work. Any implementation of ICT therefore should provide for skill development, simultaneously increasing awareness of students to the wide variety of technological applications.

The Committee observes that the proposed National Policy of ICT in School Education addresses this issue adequately highlighting job oriented courses in ICT for students of the vocational stream at the higher secondary level by linking them with the need of ICT enabled industries/establishments in the neighbourhood. The scope of these courses would not be limited to ICT based occupations, but will inform and enhance productivities in a wide range of other occupations (for example, accounting, office automation, office communication, data handling and data processing, desktop publishing, graphics and designing, music and video, etc.). Given the rapidly changing technological scenario and newer applications emerging by the day, the courses will have to be frequently revised and updated to maintain relevance and ensure compliance with the NVEQF.

6.0 Strategies for teachers' capacity building in ICT usage:

The Committee took note of the absence of institutional capacities both at the State and National levels. The ability of institutions to anchor ICT implementations and benefit from the potential of networks and information systems is very limited. Urgent measures need to be initiated to build capacities of these institutions to help them discharge their roles as nodal agencies and thereby catalyse the implementation of ICT across the school system.

Use of ICT, ICT delivered resources and ICT enabled teaching-learning have not become common amongst teachers. It is only recently that pre-service teachers have begun to be oriented to ICT practices. It is therefore essential to develop capacities of teachers to utilise ICT resources and facilities in schools.

Teachers need to be trained in a variety of applications of ICT enabling them to integrate ICT in teaching-learning, develop and use educational resources, participate in collaborative activities and develop their capacities. Such trainings should be regularly and repeatedly organized. There are resources within the States i.e. Universities, IITs, Engineering Colleges, NIT etc. which can play a major role in defining and enabling the

training and retraining of teachers.

The Committee recommends that agencies like CIET, NCERT play a leading role in formulating a generic ICT curriculum, developing the capacities of educational institutions and functionaries, and function as a nodal agency in expanding ICT use. Such activities should involve SCERTs/SIEs as well. Open and distance learning institutions must play an important role in extending the outreach of ICT based interventions.

A dialogue with CBSE and State Boards of School Education needs to be initiated for implementation of these practices in both Government and Private schools across the country.

7.0 Strategies for development, dissemination and effective use of digital content

In most cases the software applications used in the ICT programme are restricted to the operating system, minimum security software (typically a virus scan) and an office suite consisting of software. The list signifies an extremely narrow definition of ICT glorifying computer literacy as the aim, and simultaneously conveying a restricted conception of what ICT can achieve in education.

Computer Assisted Learning (CAL) is generally an electronic version of the syllabus (sometimes textbooks). Further, restricting the use of CAL practices to particular versions of e-content, however good, denies students and teachers access to a wider variety of alternate resources severely limiting their experiences.

The Committee is of the view that there is an urgent need to open the access to a larger body of e-content, allowing greater choices to students and teachers. State education agencies must actively participate in the process of creating such access, helping teachers select the best resources and even create their own resources, and enable their sharing among peer groups.

NCERT/CIET should play a catalyzing role in enabling this shift in paradigm. They should develop repositories of educational resources. Enabling the participation of all stakeholders in maintaining, translating, sharing, validating and improving these resources is an important aspect. NCERT should develop an appropriate framework for the selection and evaluation of educational resources and build capacities amongst the States in using the same. An appropriate regulatory mechanism for selection and use of digital resources must be established.

The Committee thanks the special invitees for their valuable inputs and insights. We also place on record our appreciation of experts and representatives of States who shared their rich experiences. The Committee specially thanks the Govt. of Kerala for co-hosting the last meeting of the sub-Committee. Finally, thanks go to NCERT for hosting the Committee and facilitating its work.

AGENDA ITEM 5: META UNIVERSITY

The 21st Century University is evolving as a place of learning that goes beyond the rigidities of disciplinary boundaries. The structural rigidities were sought to be overcome through offering modular courses that provided choice to the student. Establishment of centres of inter-disciplinary research cutting across narrow disciplinary boundaries has been the preferred mode for promoting trans-disciplinary research. Each university acquired expertise in selected areas of study and scholars gravitated to the institution in the area of expertise leaving other fields of knowledge behind. The institutional boundaries could not still be crossed as the student enrolled with one university, thereby, excluding his or her exposure to scholars from fields of knowledge not borne on the rolls of the university. A meta-university attempts to breach institutional boundaries by creating a university in virtual space linking institutions of higher learning in physical space into a collaborative unit.

The Meta University has been envisaged as a global network of learning that leverages the ubiquity and power of the web and creates a new paradigm of collaborative teaching and learning. In this model the broadband backbone linking institutions of excellence in specific fields of knowledge would provide the communication infrastructure while the open access movement and allied initiatives will form the knowledge base and content.

The proposed Meta University would be a collaborative platform for a network of Universities to come together and offer courses in a variety of disciplines allowing students and teachers to access and share teaching materials, scholarly publications, research work, scientific works in progress, virtual experiments etc. The Meta University will reinterpret the concept of a University as not just a traditional, physical space of learning, but as a

repository of knowledge and information that can be delivered in multiple ways, and can be accessed from anywhere and anytime.

While releasing the first report of National Innovation Council the Prime Minister has announced a plan to create Meta Universities. The Approach Paper to the 12th Plan had mentioned Meta University and the same have also figured in the recommendations of the Working Group for Higher Education.

Leading higher education institutions of Delhi like Jawaharlal Nehru University, Jamia Milia Islamia, Delhi University and Indian Institute of Technology-Delhi have come together and have initiated work of launching Meta University and commencing courses from the next session.

These institutions have identified three principal areas viz., climate change, public health and education to engage the interest of the Meta University with each institution utilising its existing infrastructure and capabilities.

The Ministry of Human Resources Development has also written letters to the Vice Chancellors of the Kolkata and Hyderabad Universities to explore opportunities for launching Meta Universities on the lines proposed by the leading educational institutions of Delhi.

The UGC has started the process of framing guidelines for Meta Universities. The UGC guidelines would delineate the institutional structure required for a Meta University, the framework and modalities for collaboration between different institutions and also the competence of these institutions to issue dual/joint degrees.

AGENDA ITEM 6. CREDIT GUARANTEE FUND FOR HIGHER EDUCATION

To ensure better flow of credit to deserving students, a Credit Guarantee Fund Trust (CGFT) is proposed to be established. The CGFT will guarantee Education Loans sanctioned under the Model Educational Loan Scheme developed by Indian Banks Association (IBA) in the year 2001. Under this Model Education Loan Scheme, loans up to Rs. 4 lakhs are disbursed without any collateral security and third party guarantee, though the parent executes loan documents as co-borrower. Loans above Rs. 4.0 lakhs and up to Rs. 7.5 lakhs are secured by way of a third party guarantee.

Education Loans up to Rs. 7.50 lakhs without any collateral security and third party guarantee would be covered under the CGFT scheme up to 75% of the amount in default. In special deserving cases, Banks may approach for coverage of Education Loans above Rs. 7.50 lakhs for providing such loans to highly and exceptionally meritorious / deserving students without collateral security and third party guarantee.

A nominal guarantee fee at a specified rate of one per cent per annum of sanctioned loan or as specified by the Trust from time to time shall be paid by the institution availing the guarantee.

In case of default and invocation of claim, the Trust Fund shall settle the claims after due diligence and 75% of the guaranteed amount shall be payable as first installment and the balance will be paid after conclusion of recovery proceedings by the lending institution.