

**Action Taken Notes on the Issues raised in the 60th Central Advisory Board of Education (CABE)  
Meeting held on 8<sup>th</sup> November, 2012 at Taj Palace Hotel, New Delhi**

S.No.	Name of Hon'ble Minister/Member	Suggestion(s)	Action Taken
1.	Sh. K. Rahman Khan Minister of Minority Affairs	CABE may like to constitute a Sub-Committee to look into educational empowerment of Minorities'	<p>There is already a National Monitoring Committee for Minorities' Education (NMCME) with representation of eminent educationists, Members of Parliament, representatives of State Governments and representatives of Minority Communities, educational Institutions and other stakeholders.</p> <p>There is also a Standing Committee of the National Monitoring Committee for Minorities' Education (NMCME) to monitor the minority related schemes / programmes being implemented by Ministry of Human Resource Development. The report of the Standing Committee is being finalised.</p> <p>A separate agenda item 11 on elimination of Gender &amp; Social Gaps is also placed in 61<sup>st</sup> meeting of CABE.</p>
2.	Presentation on High Powered Commission headed by Justice J.S. Verma	<p>The Commission has made the following broad recommendations :</p> <ul style="list-style-type: none"> <li>The first recommendations is to have pre-service test for entry into teacher education institutions. The Commission said that in view of a large number of TET tests where majority of the teachers were failing (in CBSE 92% teachers failed, in</li> </ul>	<p>The Ministry has decided to constitute an expert body to develop a comprehensive policy on in-service teacher education, so that it is more in line with the needs of the teachers, and the students.</p> <p>Government of India has already approved Rs. 6300 crores for the teacher education project and had requested UGC to start Schools of Education (SOEs) in all the central universities. For those state universities which</p>

		<p>Gujarat 97% of teachers failed) it would be better to give TET –like tests before entry into the teacher education institutions.</p> <ul style="list-style-type: none"> <li>• The second recommendation is regarding the need for enhancing teacher education capacity in the eastern part of the country and in the North Easter region.</li> <li>• The third major recommendation is that given that present day teacher education institution are stand-alone institutions, and that there is very limited interaction with other subjects, teacher education institutions should be set up in a multi and inter disciplinary academic environment.</li> <li>• The fourth recommendation is that teacher education should be a part of higher education. Further, teacher education programmes should be redesigned and aligned with NCFTE-national Curriculum Framework for Teacher Education</li> </ul>	<p>still do not have Schools of Education, the states could take up this aspect alongwith the development of a framework on school audit and teacher performance and strengthen the BRCs, and CRCs and their institutional linkage with the DIETs.</p>
3.	Dr. Mithu Alur, Founder Chairperson, Spastics Society of India	<p>A structural shift is necessary that special inclusive education comes under MHRD and universities should have disability coordinator or an inclusive Ed module. These could be short modules of actually how to bring in all marginalised children and not just children with disability.</p>	<p>(i) NCTE teacher qualification guidelines provide that a diploma/degree course in Teacher Education recognised by the NCTE only shall be considered. In case of Diploma in Education (Special Education) and B.Ed (Special Education) a course recognised by the Rehabilitation Council of India (RCI) only shall be considered. The guidelines further provide that a person with D.Ed (Special Education) or B.Ed (Special Education) qualification shall undergo, after appointment, an NCTE recognised 6-month special programme in</p>

			Elementary Education.  (ii) XII Plan document, as approved by NDC on 27 <sup>th</sup> December 2012, also proposes to launch a National Initiative on Inclusion of Persons with Disabilities under Higher Education
4.	Shri Mantri Prasad Naithani, Hon'ble Education Minister School, Uttrakhand	<ul style="list-style-type: none"> <li>Given the economic state of Uttrakhand, the fund sharing pattern in case of Uttrakhand should be 90:10</li> <li>He also requested that CAFE should be made compulsory as it will reduce the unemployment of diploma holders in Physical Education.</li> <li>He also stated that the TET and mentioned that thousands of boys and girls who did B.Ed prior to 2009 are unemployed. Now it is very difficult for them to qualify TET for getting basic employment. He stressed the need for grant of relaxation in such pre 2009 cases so that they may be considered for employment against the vacant posts in Schools.</li> </ul>	<ul style="list-style-type: none"> <li>The fund sharing pattern between Centre and States under SSA is as per decision of the Cabinet. The ratio of 90:10 is applicable only to the north eastern states as per the Cabinet decision.</li> <li>Physical Education is already part of the curriculum at the school level.</li> <li>To ensure the availability of quality teachers, the National Council for Teacher Education (NCTE) has laid down the teacher qualifications under section 23 of the RTE Act. One of the essential conditions for a person to be eligible for appointment as a teacher is that he/she should pass the Teacher Eligibility Test (TET) to be conducted by the appropriate Government. Parting the TET is mandatory for appointment as teacher even if a person has done B.Ed prior to the notification.</li> </ul>
5.	Dr. Vinod Raina, Educationist	<ul style="list-style-type: none"> <li>The issue of pupil teacher ratio under RTE, should not be gauged at the Block or District level but at the level of schools. Data is also required not just about sanctioned facilities, but also functionality.</li> </ul>	There is no dispute on the fact that PTRs under RTE are related to each school as the DISE data is provided for each school. The states need to take up rationalisation/redeployment in addition to recruitments so that PTR gets evenly distributed across states.

6.	Shri P.K. Shahi, Education Minister (Bihar)	He stated that State did not get any funding last year under RMSA. He then made a request to consider special funding ratio for States like Bihar.	Relaxation in the ratio of funding pattern under SSA is only available to the North-Eastern states
7.	Shri Ram Govind Chaudhary, Education Minister (Uttar Pradesh)	He made request to raise the funding for UP in the ratio of 80:20 given the size of the State.	Relaxation in the ratio of funding pattern under SSA is only available to the North-Eastern states.
8.	Ms. Kiran Walia, Hon'ble Education Minister, NCT of Delhi	She called for the need for evaluative examinations for certain primary level.	<p>As per the resolution adopted in the 59<sup>th</sup> meeting of the CAGE held on 6<sup>th</sup> June, 2012, a Sub Committee of CAGE headed by Smt. Geeta Bhukkal, Hon'ble Minister of Education, Government of Haryana was constituted for Assessment and Implementation of Continuous and Comprehensive Education (CCE) in the context of the non detention provision in the RTE Act.</p> <p>The Sub Committee has so far met twice, first on 06.08.2012 and for the second time on 19.10.2012. As per the decision of the Sub Committee, comments of all States/UTs are being collected on the progress made by them in the implementation of CCE and in the enforcement of the no-detention provision as well as regarding the problems faced by them in attaining the progress. The Sub Committee is likely to meet again very shortly.</p>
9.	Shri Rabi Narayan Nanda, Hon'ble Minister of School and Mass Education, Odisha	<ul style="list-style-type: none"> <li>• He emphasized on students who were yet to received uniforms and that discrimination should not be done on the basis of BPL/APL for the same.</li> </ul>	<ul style="list-style-type: none"> <li>• SSA norm on uniforms provide as under:- <ul style="list-style-type: none"> <li>(a) Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families in Government schools within a ceiling of Rs. 400/- per child per annum.</li> <li>(b) Wherever States are providing uniforms as per their 2009-10 budgets, they shall continue to do so from their State budgets.</li> <li>(c) In case any State is partially subsidizing the cost</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• He also called for the provision of funds under the RMSA and SSA for private schools started in states like Odisha and West Bengal 30-40 years back when the governments were unable to provide schools to allow to undertake building renovations etc.</li> </ul>	<p>of uniforms provided to children in elementary classes, assistance under SSA would be restricted to the remaining portion of the unit cost.</p> <ul style="list-style-type: none"> <li>• SSA and RMSA norms do not provide for funding of private schools for undertaking building renovations etc.</li> </ul>
10.	Dr. S. Sailajanath, Hon'ble Education Minister, Andhra Pradesh	He pointed out that while availability of teachers was not an issue in Andhra Pradesh, provision of uniforms was and asked for flexibility on the matter. He also asked for the provision of compound walls for KGBVs. For children in tribal areas, he sought permission for satellite or branch schools to be established as in certain cases where there are only 3-4 children.	<ul style="list-style-type: none"> <li>• SSA norm on uniforms provide as under:- <ul style="list-style-type: none"> <li>a) Two sets of uniforms for all girls, and children belonging to SC/ST/BPL families in Government schools within a ceiling of Rs. 400/- per child per annum.</li> <li>b) Wherever States are providing uniforms as per their 2009-10 budgets, they shall continue to do so from their State budgets.</li> <li>c) In case any State is partially subsidizing the cost of uniforms provided to children in elementary classes, assistance under SSA would be restricted to the remaining portion of the unit cost.</li> </ul> </li> </ul>
11.	Shri Arun Kapur, Member CABE & Director, Vasant Valley Foundation	He emphasised upon the need to put in place a deadline for ensuring that all children are put in schools, as opposed to only ensuring RTE-compliance by schools. He also pointed out that the society was becoming over-schooled yet under-educated, so emphasis on quality is also crucial.	Since the launch of Sarva Siksha Abhiyan in 2001, the number of out of school children has come down from 3.2 crore in 2002-3 to 81.5 lakh in 2009-10 as per an independent study commissioned by MHRD. Another study is being commissioned to further assess the number of children who are still out of school. Under SSA-RTE, now the focus is on quality education.

12.	Shri Bosiram Siram, Hon'ble Education Minister, Arunachal Pradesh	He pointed to the problem of training the teachers who were appointed before the enforcement of RTE and who lack the requisite qualification.	Government is aware of the large number of untrained teachers. Training of untrained teachers has been undertaken in a mission mode under SSA. Funds are being sanctioned to states for this purpose .
13.	Shri Himanta Biswa Sarms, Hon'ble Education Minster, Assam	Hon'ble Education Minister, Shri Himanta Biswa Sarma pointed to the issues faced by Assam with regard to the requirement of face-to-face transmission of the first professional degree as the state lacked the requisite teaching institutes. He also called for a mechanism for the accreditation and audit of schools at the secondary and elementary level under the RMSA, especially given the fact that after the introduction of the CEE, no board level examination is taking place upto class VIII. So the state government has no mechanism to assess the health of an institute because from class I to VIII there is no examination by board and suddenly at class X, the students appear in the board exam and the blame goes to the secondary stream, there being no accounting or audit for the elementary level.	Notification to this effect was issued in the light of provisions of RTE-Act 2009.
14.	Shri Rajendra S. Pawar, Chairman, NIIT	He suggested looking at a blended model of taking what we have in real estate and faculty and using technology innovative to leverage it to reach out to more students with better quality.	An agenda item is being introduced in 61 <sup>st</sup> Meeting of CIBE on leveraging ICT for education.
15.	Shri Prem Narain, Secretary, Ministry of Women & Child Development	<ul style="list-style-type: none"> <li>• Shri Prem Narain, Secretary, WCD, Government of India, raised the issue of review of curriculum at all level and particularly at the primary and secondary level; especially with</li> </ul>	Curriculum renewal has been undertaken and done by a large number of states. Only a few states are left which are yet to carry out curriculum renewal. However, work in this regard is in progress.

		<p>regards to gender sensitisation, good habits and practices, importance of nutrition, etc. and called for an expert committee to be appointed to look into this.</p> <ul style="list-style-type: none"> <li>• He also discussed the issues of proper infrastructure particularly in the primary and secondary levels, especially keeping in mind how girls 'education has been affected due to shortage of sanitation facilities in schools. He also emphasised upon the need for ensuring the security of children, especially girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Under Sarva Shiksha Abhiyan all new school buildings are sanctioned as composite buildings which include toilets for girls and boys; and drinking water facilities etc. For existing rural schools drinking water and toilet facilities are constructed in convergence with schemes of the Ministry of drinking water and sanitation. As per DISE 2011-12 (provisional), 94.3% Government elementary schools have drinking water facilities &amp; 87.9% schools have toilets. The RTE Act, 2009 provides a time frame of three years from the commencement of the Act for completion of school infrastructure. Under SSA, 3.04 lakh school buildings, 17.92 lakh Additional Class Rooms(ACR), 8.53 lakh toilets and 2.29 lakh drinking water facilities have been sanctioned till 2012-13.</li> <li>• In order to fill the gap between the requirement and the existing infrastructure in the Government Secondary Schools, 34,311 Government Secondary School have been approved for strengthening of infrastructure under Rashtriya Madhyamik Siksha Abhiyan since its inception in 2009. The infrastructure sanctioned for these schools include Additional Class Rooms (49,356), Science Labs (23,407), Lab Equipment(23,961), Computer Rooms (19,641), Art/Craft/Culture</li> </ul>
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16.	Dr. Krishan Lal, President, INSA	He suggested undertaking a study on the magnitude of problem of vacancies in all teaching institutions.	The suggestion will be incorporated in the National Mission on Teacher's and Teaching.