CONFERENCE OF STATE EDUCATION MINISTERS

AGENDA ITEMS
&
BACKGROUND NOTES

DATED
MONDAY, THE 6TH JUNE, 2011

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA

**Agenda & Background Notes for the Conference of
State Education Ministers'**

6th June 2011 at 11.00 A.M.

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

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AGENDA ITEMS

ACTION POINTS ON THE MINUTES OF EDUCATION MINISTER'S CONFERENCE HELD ON 18TH JUNE, 2010

S. No.	Name of the Minister	Action Points	Action Taken
1.	**Shri. M.A. Baby**, Hon'ble Education Minister of Kerala,	(i)The yardsticks of 'Saakshar Bharat' need to be changed so that state which has done splendid work in the field of education & literacy csan be appreciated and supported for their continuing activities. (ii) Kerala has many projects to improve the quality of general education for which funds are presently being earmarked from the state budget which is insufficient. He urged for financial assistance from the Centre. (iii) Restructuring of elementary schools in the State in accordance with the provisions of RTE Act would require more time and additional funding issue relating to Teacher training. (iv) Whether the National Education Finance Corporation would be extending assistance to such State controlled self-financing educational institutions or not?	(i) No change has been made in the yardstick of Saakshar Bharat in this Plan period. However, the proposal can be considered at the time of formulation of 12th Five year Plan. (ii) HRM clarified that Kerala has made great achievements in education. As regards financial assistance to different States, HRM said that he has been meeting Hon'ble State Ministers on one to one basis to discuss various issues. (iii) An enhanced outlay of Rs.2,31,233 crores has been sanctioned by the Central government for RTE-SSA combined for the period 2010-11 to 2014-15 which takes care of additional funding requirement for implementation of RTE Act. (iv) The proposal for Education Finance Corporation is currently on hold as an alternative of an Education Loan Guarantee Corporation is being proposal examined on the advice from Planning Commission to that effect.

		(v) He urged the MHRD to consider the claim of Kerala along with Karnataka out of the 72 Polytechnics which are yet to be allotted.	(v) This Ministry has identified 300 unserved and underserved districts which have already been communicated to the concerned State Governments/UTs. At present we have not received any denial from any of the State Government for availing the financial assistance under the Scheme. Therefore, under the present circumstances, it may not be feasible to consider the request of States of Kerala and Karnataka.
		(vi) Evolve a curriculum framework for value education to anchor education in the culture and values of the nation.	(vi) NCERT had been asked to establish a committee for preparation of module containing curriculum framework for value education for classes 1o XII. NCERT has prepared a draft framework for education in values in consultation with different stakeholders are being carried out.
2.	**Shri Bosiram Sriman**, Hon'ble Education Minister of Arunachal Pradesh	(i) Stated that 3 districts of Arunachal Pradesh were not created when the Saakshar Bharat Project was initiated and therefore these 3 districts are presently not covered under this project of Central Government. He, urged the Hon'ble HRM to include these districts under Saakshar Bharat.	(i) The Executive Committee of National Literacy Mission Authority, in its 68th Meeting held on 8.2.2011, has approved coverage of the three bifurcated districts of Kurung Kamey, Anjaw, Lower Dibang Valley under Saakshar Bharat Programme in the next phase.
		(ii) He also pointed out that to implement the Right to Education Act, the State needs about 2 lakh teachers. He also stated that Arunachal Pradesh has only seven DIETs and requested for more DIETs.	(ii) An enhanced outlay of Rs.2,31,233 crores has been sanctioned by the Central government for RTE-SSA combined for the period 2010-11 to 2014-15 which takes care of additional funding requirement for implementation of RTE Act which includes requirements for additional teachers.

		(iii) Considering the geographical situation of Arunachal Pradesh and bottleneck of connectivity, provisions should be made with Rajiv Gandhi University for establishing University Campuses at Tawang, Pasighat, Teju etc. and also requested that provision should be created for establishing constituent colleges in the University.	With regard to strengthening of DIETs, provision of greater financial assistance to SCERTs' and training of untrained teachers; the Department has prepared an EFC Memorandum containing a proposal for revision of the Centrally Sponsored Scheme of Teacher Education containing several components including strengthening of the DIETs, allocation of greater resource support for SCERTs and training of untrained teachers. The EFC Memorandum is under consideration of the Ministry of Finance. It may also be mentioned that the States are provided financial assistance under the SSA for training of untrained teachers. The Rajiv Gandhi University is an autonomous body governed by the Rajjiv Gandhi University Act 2006 which establishes it as a teaching and affiliating University with the jurisdiction extending to the whole of the State of Arunachal Pradesh. Under the Act, the University is empowered to establish and maintain Colleges, Institutions and Halls and it is up to the University authorities, namely Academic Council and Executive Council to take an appropriate decision in the matter.
3.	**Shri Arvinder Singh Lovely**, Hon'ble Minister (Education), Delhi	(i) He urged for more funds for strengthening DIETs. (ii) Recruitment of Teachers and also their raining needs to be addressed.	2 (ii) above. (ii)HRM while highlighting the importance of teachers in the context of the RTE Act, stated that it was necessary for creation of a cadre of teacher educators in each State which would serve in the various Teacher Education Institutions. He said that Central Govt. would like to improve the

			resources of the DIETs by sending people from the University system on deputation to the teacher educator cadre/DIET to strengthen them. He requested all the states to consider setting up of teacher education cadre within the state.
4.	**Dr. Upinderjeet Singh Kaur**, Hon'ble Minister for Education, Punjab	(i) Six districts need to be covered under Saakshar Bharat where female literacy rate was below 50%.	(i) As per records 6 districts, namely Mansa, Muktsar, Firozpur, Sangrur, Bathinda and Faridkot of Punjab are eligible for coverage under Saakshar Bharat. All these six districts have been covered during 2010-11.
		(ii) She stated that in respect of teacher training, face-to-face programmes would require to be supplemented with distance education programmes.	(ii) States are encouraged to develop suitable distance education programme with institutions like IGNOU as also State Open Universities.
5.	**Ms. Archana Chitnis,** Hon'ble Minister of School Education**,** Madhya Pradesh	(i) She requested that new scheme on teacher education may be finalised at the earliest.	(i) With regard to teacher qualification norms, the NCTE has vide its notification dated 23rd August, 2010 has laid down the minimum qualification for a person to be eligible to be appointed as a teacher, in accordance with the provisions of Section 23 (1) of the RTE Act.
		(ii) MP Government wrote a letter to Central Government to close the earlier literacy scheme of continuing education. She stated that she had submitted a proposal in February 2010 for 10 districts. However, their sanction is still awaited**.** She requested that new scheme on teacher education may be finalised at the earliest.	(ii) The proposal received from the MP Government for coverage of 10 districts having adult female literacy rate 50% or below has been approved and its administrative approval has already been issued. An orientation workshop in this regard has been organized at Bhopal with all stakeholders on

			22.11.2010. The financial Sanction for the release of Rs. 20.70 crore as first instalment of central share has since been issued and the amount has been released to the SLMA.
6.	**Shri Peerzada Mohd. Syed,** Hon'ble Minister, School Education, J&K	He urged HRM to grant Jammu& Kashmir the status at par with NER states as far as funding pattern is concerned.	Under SSA programme J&K is not classified as a special category State. In so far as Mid Day Meal Scheme is concerned, the Ministry supported the proposal for extending the NER fund sharing pattern in the 90:10 ratio to J&K provided that commensurate funds are made available by the Planning Commission. However, no communication has been received from the Planning Commission.
7.	**Shri Gautam Bora,** Hon'ble Education Minister, Assam	Financial assistance for increasing the capacity of higher secondary schools in the States and also to include this in other prospective plans.	As regards financial assistance to different States, HRM said that he has been meeting Hon'ble State Education Ministers on one to one basis to discuss various issues.
8.	**Shri Govind Singh Bisht, Hon'ble Education Minister, Uttrakhand.**	Requested to change the criteria of land for setting up Model School in the State as it is very difficult to get five acres of land in hilly areas.	The Government has decided to set up 6,000 model schools, with one school per Block as a benchmark ;of excellence. Out of these, 3,500 schools are to be set up in educationally backward blocks (BBs) through State/UT Governments on Kendriya Vidyalaya (KV) template. As per the KVS norms, the minimum areas is four acres. However, as per the provisions of the scheme, this requirement may be appropriately relaxed in cases of scarcity of land subject to satisfaction of essential norms.

9	**Shri Sudarshan Raychaudhary**, Hon'ble Minister of Higher Education, West Bengal	(i) He suggested differential rates of interest for different income groups under Education Finance Corporation. (ii) He appealed to HRM to implement the recommendations of the Chaddha Committee	(i) &(ii): The original proposal for EFC is now being reworked in respect of Loan Guarantee Corporation with departmental guarantors for different income groups.
10.	**Shri Debi Prasad Mishra,** Hon'ble Minister of Higher Education, Orissa	To consider adding some component to model college scheme such as residential/hostel facilities and infrastructural support in the Scheme.	Hostels can be added to Colleges under the Scheme
11.	**Smt. Geeta Bukkal**, Hon'ble Education Minister of Haryana	She also requested for setting up of two model colleges at Panipat & Elanabad being backward districts	All eligible districts with GER in higher education lower than national average GER for higher education are already covered.
12	**Shri Anjani Kumar Singh**, Principal Secretary, Government of Bihar	Requested that the sanction under Sakshar Bharat for the remaining districts to be accorded in 2010 and 2011	During the year 2010-11, the remaining 34 districts have been covered under Saakshar Bharat in addition to the three districts covered during 2009-10. All the 37districts having female literacy rate of 50% or less as per 2001 Census have been covered
13.	**Shri Rakesh Dhar Tripathi,** Hon'ble Education Minister, U.P	Stated that there are seventy one districts in the state, out of which, only 26 districts have been taken up under 'Saakshar Bharat' and requested that remaining 45 districts should be taken up during the current year.	As per record, 66 districts are to be covered under Sakshar Bharat in UP. Out of that, 26 districts have already been covered during 2009-2010 and the remaining 40 districts, will be covered in the year 2011-12 and necessary proposal has been received from the State Govt. in this regard.
14.	**Shri. Partha De,** Hon'ble Minister of School Education,	Para teachers are being given some remuneration. However, actual instructors of adult education who are not being paid any remuneration should also be	There is no such provision under the Saakshar Bharat scheme. However, the State Governments and the Districts/Blocks/Gram Panchyats may

		compensated as they have no other means of livelihood and are expected to educate our adults. He suggested some sort of compensation for them.	device their own means of incentivisation, like providing appreciation letters, preference in admission to various courses, public recognition etc.
15.	**Shri R.S.Chib, Hon'ble Minister for Medical and Technical Education, J&K**	Regarding the private polytechnics he felt that there should be proper monitoring. With regard to construction of women hostels he requested to enhance the amount from Rs,1,00 crore to Rs.1.5 crore. With regard o he establishment of new polytechnics he informed that land has been identified for all he 18 polytechnics and 3-4 crores have been spent for acquisition of land. He felt that the amount of Rs.8.00 crores is not enough for construction of building and requested that the amount for construction should be enhanced.	It has already been conveyed to the State Governments by Hon'ble Minister of State for Human Resource Development tht any additional expenditure on construction including cost escalation beyond Rs.8.00 cores for civil works will have to be met by State Government, as per the provision of the scheme. As such it may not be feasible to enhance financial assistance beyond Rs.8.00 crores for civil works per polytechnic.
16.	**Dr.Jitendra Singh, Hon'ble Minister for Higher Education, Rajasthan, Government of Rajasthan.**	He mentioned ha for all the 15 polytechnics sanctioned in the State, land has been allotted and work has been started. He informed that there is lot of demand for polytechnics in the State and if some States are not sending their proposals, then more polytechnics may be sanctioned for Rajasthan.	As stated above State Governments of 47 identified districts have been requested to offer their consent for establishment of new polytechnics in these districts. In case the consent is not received within a reasonable time, the case for setting up polytechnics in other states will be taken up as per prescribed norms.

AGENDA I: STATUS OF IMPLEMENTATION OF RTE ACT

(a) Notification of State RTE Rules

Section 38(1) of the RTE Act stipulates that the appropriate Government may, by notification, make rules for carrying out the provisions of the Act.

i   The Central Government notified Central Rules titled "The Right of Children to Free and Compulsory Education Rules, 2010" in the Official Gazette on 9th April, 2010. These Rules are applicable to the Union Territories without Legislature. These are hosted on the MHRD website www.education.nic.in. Further, the Model RTE Rules were shared with the States in the meeting of State Education Secretaries held on 30th January, 2010, and are also hosted on the MHRD website www.education.nic.in. The Model Rules were also forwarded to the States/UTs to adopt/adapt them as per their State requirements.

ii   The following States and UTs have so far notified the State Rules or adopted the Central Rules:-

Sl. No.	State/UTs
1	Andaman & N Island (Central rules)
2	Andhra Pradesh
3	Arunachal Pradesh
4.	Bihar
5	Chandigarh (Central Rules)
6	Chhattisgarh
7	Dadra & Nagar Haveli (Central Rules)
8	Daman & Diu (Central Rules)
9	Haryana
10	Himachal Pradesh
11	Lakshadweep (Central Rules)
12	Madhya Pradesh
13	Manipur
14	Mizoram
15	Nagaland
16	Orissa
17	Rajasthan
18	Sikkim

iii.   In the meeting with State Education Secretaries held on 25th April 2011, States had indicated the following status:

Name of State	By when rules likely to be notified
1. Assam	1. State Rules will be notified by June, 2011.
2. Kerala	2. Cabinet has approved the rules. Notification expected shortly.
3. Meghalaya	3. Cabinet proposal being moved.
4. West Bengal	4. Draft rules prepared. Cabinet to be moved for approval after the elections are over.
5. Tamil Nadu	5. Law Department is considering the rules.
6. Maharashtra	6. Law Department has approved and the Cabinet is being moved for approval.
7. Delhi	7. Law Department is considering draft rules. Expected to be notified within a month.
8. Uttar Pradesh	8. Draft rules are with the Law Department for vetting.
9. Punjab	9. Rules vetted by Law Department. Expected to be notified shortly
10. Gujarat	10. To be notified within a month.
11. Jharkhand	11. Being taken to Cabinet within one week time.
12. Uttarakhand	12. Draft rules are with Law Department.
13. Karnataka	13. Draft rules finalized. Law Department is to be moved for vetting.
14. Puducherry	14. Draft rules finalized. Cabinet to be moved after Assembly elections are over.
15. Goa	15. Draft rules vetted by the Law Department. Cabinet to be moved.
16. Tripura	16. Cabinet is being moved.

iv.   It was clarified to the States that unless the RTE Rules are notified, it will not be possible for the SSA PAB to sanction several items, including new schools, new school teachers and buildings, residential facilities and transportation, since these are contingent on the

'neighbourhood' norms prescribed in the State RTE Rules. Provisions for uniforms under SSA are also contingent on the child entitlements specified in the State RTE Rules. Thus there is need to expedite the notification of the State RTE Rules, and States may indicate the time frame within which the State RTE Rules will be finalised.

(b) Constitution of SCPCR/ REPA For Protection Of Child Rights under the RTE Act

i   Section 31 of the RTE Act, 2009 lays down that the National/State Commission(s) for Protection of Child Rights constituted under section 3 and 17 of the Commissions for Protection of Child Rights Act, 2005 shall (a) examine and review the safeguards for rights provided under the RTE Act, (b) enquire into complaints related to child's right to free and compulsory education and (c) recommend measures for the effective implementation of the safeguards provided under the Act. Section 31(3) provides for constitution of an authority to discharge the functions of the SCPCR in case the SCPCR has not been constituted by the State. 14 states have constituted the SCPCR and ten have constituted the authority (REPA) for this purpose.

Sl. No.	States/UTs having SCPCR	States/UTs having REPA
1	Assam	1. Andaman & N. Island
2	Bihar	2. Haryana
3	Chhattisgarh	3. Mizoram
4	Delhi	4. Andhra Pradesh
5	Goa	5. Arunachal Pradesh
6	Himachal Pradesh	6. D&N Haveli
7	Karnataka	7. Daman & Diu
8	Madhya Pradesh	8. Tamil Nadu
9	Maharashtra	9. Tripura
10	Orissa	10. West Bengal
11	Punjab	
12	Rajasthan	
13	Sikkim	
14	Uttarakhand	

ii   In the meeting with State Education Secretaries held on 25th April 2011, States had indicated the following status:

Name of State/UT	Position on Constitution of SCPCR/REPA
1. Chandigarh	1. REPA to be constituted within two months.
2. Gujarat	2. REPA to be constituted within two months.
3. Jharkhand	3. SCPCR to be constituted within a month.
4. Kerala	4. Cabinet has approved the constitution of SCPCR. Notification to be issued after Assembly elections.
5. Manipur	5. Cabinet has been moved for constitution of REPA.
6. Meghalaya	6. Proposal is with W&C Department.
7. Lakshadweep	7. Proposal under consideration.
8. Nagaland	8. In process.
9. Uttar Pradesh	9. W&CD Department has moved a proposal for constitution of SCPCR.
10. Puducherry	10. To be constituted after Assembly elections

iii   The States listed above may indicate the status of constitution of SCPCR/REPA, and the time frame within which these will be constituted.

(c) Review of Status of Eight Year Elementary Education Cycle:

i.   The National System of Education envisages an eight year elementary education cycle, comprising five years of primary and three years of upper primary education. Section 2(f) of the RTE Act defines 'elementary education' as education from class I – VIII. Recently, the States of Gujarat, Orissa, Assam and Mizoram have taken a policy decision to shift from a seven year to an eight year elementary education cycle. However, several other States continue to have primary schooling upto class IV, and upper primary schooling upto class VII only. These include 10 States/UTs of Andhra Pradesh, Dadra & Nagar Haveli, Goa, J&K, Karnataka, Kerala, Lakshadweep, Maharashtra, Meghalaya and Puducherry.

ii. The rationale for shifting from a seven (4+3) to an eight year (5+3) elementary education cycle lies in the importance of providing age-relevant curricula and learning systems to children. School subjects have evolved through their own complicated histories. However, educationists the world over believe that learning in the first five years of schooling should be integrated without subject-specific compartmentalisation, and teaching children to study concepts at earlier and earlier ages in an attempt to prepare them to 'compete' in the world is counterproductive. The Environment Studies syllabus prepared by NCERT, for example, draws upon insights from Sciences, Social Sciences and Environment Education, and is taught at the primary stage as an integrated whole. The subjects of Social Studies, General Science are introduced at the upper primary stage, while specialised disciplines such as Physics, Chemistry, Biology, Sociology, etc are generally taught at the secondary/senior secondary stage.

iii. States following a seven year elementary education cycle tend to introduce upper primary subjects (History, Geography, Civics, Science) at class V, rather than at a more age appropriate level of class VI. Several of these States also have entry age admission in class I at age 5, rather than age 6. Children in these States thus face the double burden of 'heavy' curriculum on account of (a) early entry into the schooling system, as well as (b) introduction of upper primary subjects at class V itself. This has implications for the quality of learning, often results in children 'failing', leads to demotivation and consequent drop-out.

iv. Given the importance of the 5+3 elementary education cycle, SSA provides support to States in the form of additional classrooms, teachers and teaching and learning materials for integrating class VIII with upper primary.

v. In the meeting of State Education Secretaries held on 25th April 2011, the representative from Andhra Pradesh had indicated that the eight-year cycle will be in place before the beginning of the next academic session. The representative of Kerala Government stated that the State Cabinet has taken a decision to move to the eight-year elementary education cycle. The representative of Puducherry stated that the State follows an eight-year cycle in respect of all, but one district, viz., Mahe, which adjoins Kerala, and therefore follows the Kerala pattern. He stated, however, that the

eight-year elementary education cycle will be in place in Mahe by June, 2011. Representatives from Jammu & Kashmir, Dadra & Nagar Haveli, Daman & Diu and Meghalaya informed that they have taken decision to move to an eight-year cycle. These are positive developments.

vi.   The States/UTs of Karnataka and Maharashtra, may indicate the steps taken to shift from the seven to eight year elementary education cycle, and the time frame within which this transition will be completed.

(d) Community Mobilisation and Awareness Creation for RTE

one often notices widespread cynicism towards a new government initiative. People can be heard voicing a feeling that the RTE Act would have the same fate as several other laws enacted to bring about reform. Therefore, it is a matter of greatest importance that conviction is built among media, intelligentsia and the masses that not only is government totally committed to ensure implementation of this law, teachers and general public would also not any more tolerate the status quo in education and that through collective efforts we shall bring about a real change. A massive mobilisation would be required to build awareness around the Act and to enable the community to monitor and demand accountability. Building a vibrant campaign to generate a momentum and a broad-based awareness of the provisions of the Act would be a crucial contribution of civil society organisations. Mobilisation and awareness building cannot be considered as a one-time activity and will have to be sustained. Thus civil society organisations would have to take this up as a challenge. Lessons from the nation-wide upsurge created during the National Literacy Mission (NLM) can also be drawn upon to develop the campaign.

(e)   Teacher Related Issues

(i)   Rationalising Teacher Deployment

i.   Section 19 in the RTE Act provides that every school is required to fulfil the norms and standards specified in the Schedule to the Act. Schools have been provided a three year window to meet the prescribed norms and standards. These norms and standards include *inter alia* Pupil Teacher Ratio (PTR) separately for classes I to V and for

classes VI to VIII. In addition, for classes VI to VIII, every school is required to deploy subject teachers for Science and Mathematics, Social Studies and Languages and part-time instructors for Art Education, Health and Physical Education, and Work Education if the enrolment reaches the prescribed levels.

ii. Section 25 (1) of the RTE Act provides that every school is required to ensure maintenance of the prescribed PTR within six months of the commencement of the Act. On representations received from various States regarding difficulties faced by them in recruiting teachers for adhering to this provision within the six months period, the Ministry has clarified vide Guideline dated 22nd June, 2010 that for the purposes of maintaining the PTR under Section 25(1), States may undertake two processes within a period of six months from the commencement of the Act, namely (a) rationalise the deployment of existing teachers to address the problems of urban-rural and other spatial imbalances in teacher placements; and (b) initiate the process of recruitment of new teachers to fill vacant posts as per the PTR stipulated in the Schedule. The six month period provided under section 25 (1) is over.

iii. The overall state level PTR at the primary stage exceeds 30:1 in Bihar, Jharkhand, Uttar Pradesh, West Bengal, Gujarat, Haryana, Madhya Pradesh, Orissa, Tamil Nadu, Daman & Diu and Dadra & Nagar Haveli. At upper primary stage, Bihar, Jharkhand, Uttar Pradesh, West Bengal and Dadra & Nagar Haveli have PTR exceeding 35:1 However, almost every State/UT has inter-school disparity in PTR at the primary and upper primary stage. Overall in the country there are 45.76% primary schools with a PTR exceeding 30:1, and 34.34% upper primary schools with a PTR exceeding 35:1 as per details in **Annexure 1.**

I (a) **Over 50% primary schools in the following states have PTRs exceeding 30:1**

Bihar (87%), Dadra Nagar Haveli (64%), Delhi (50%), Haryana (58%), Jharkhand (69%), Madhya Pradesh (55%), Uttar Pradesh (67%), West Bengal (54%)

(b) **Over 50% upper primary schools in the following states have PTRs exceeding 35:1**

Bihar (86%), Dadra Nagar Haveli (58%), Jharkhand (67%), Uttar Pradesh (50%), West Bengal (63%)

II (a) **25-50% primary schools in the following states have PTRs exceeding 30:1 –**

> Assam (30%), Chandigarh (44%), Chhattisgarh (35%), Daman and Diu (49%), Gujarat (44%), Karnataka (26%), Maharashtara (30%), Manipur (24%), Orissa (46%), Punjab (40%), Rajasthan (40%), Tamil Nadu (36%), Tripura (25%)

(b) **25-50% upper primary schools in the following states have PTRs exceeding 35:1**

> Daman & Diu (30%), Gujarat (32%), Karnataka (26%), Madhya Pradesh (38%), Maharashtra (25%), Orissa (47%), Rajasthan (25%), Tamil Nadu (40%), Tripura (26%).

III (a) **10-25% primary schools in the following states have PTRs exceeding 30:1**

> Andhra Pradesh (23%), Arunachal Pradesh (17%), Goa (12%), J&K (12%), Kerala (16%), Meghalaya (11%), Mizoram (15%), Nagaland (17%), Uttarakhand (24%)

(b) **10-25% upper primary schools in the following states have PTRs exceeding 35:1**

> Andhra Pradesh (10%), Arunachal Pradesh (13%), Assam (15%), Chandigarh (24%), Chhattisgarh (20%), Delhi (13%), Goa (21%), Haryana (20%), Kerala (16%), Manipur (17%), Nagaland (18%), Uttarakhand (16%).

iv SSA has developed computerised software to facilitate States to undertake re-deployment of teachers. The software uses the DISE database and can be customised to specific needs of the States. It has the potential to:

- Generate a list of under-served and over-served schools.
- Create a vacancy database.
- Generate a list of vacancies subject-wise.
- Be sensitive to the needs of physically handicapped teachers, women teachers and other categories as prioritised by the State.
- Correct existing imbalances in teacher deployment.

The RTE Act mandates that every school should adhere to the prescribed PTR. States may indicate the steps taken to rationalise the deployment of teachers and ensure that no school has more than 10% teacher vacancy.

(ii) Teacher vacancies in State sector and SSA:

i.   **Status of vacancies:** There are 47 lakh teacher positions sanctioned in government schools across the country, of which 30% are sanctioned under SSA. 19% of the sanctioned posts are reportedly vacant of which 6.02 lakh vacancies are in the State sector and 3.06 lakh teacher positions sanctioned under SSA are vacant. The State-wise details of the sanctioned posts and vacancies given below shows that the situation is acute in Uttar Pradesh, Bihar, Jharkhand, Rajasthan, West Bengal, Orissa and Haryana. The State-wise details are indicated in **Annexure 2**

(iii) Teacher Qualifications and Revision of Teacher Recruitment Rules: -

i   Under section 23(1) of the Act, the Central Government has notified NCTE as the academic authority to lay down the minimum qualifications for a person to be eligible for appointment as a teacher in schools. The NCTE vide its Notification dated 23rd August, 2010 has laid down the minimum qualifications, separately for classes I to V and for classes VI to VIII as per the following details:

Academic Qualifications:

a.   At the primary level Senior Secondary is prescribed as the basic academic qualification;

b.   At the upper primary level BA/B.Sc is prescribed as the basic academic qualification. A proposal to include B.Com as the basic qualification at the upper primary level is also under consideration of the Government.

Professional Qualifications:

c.   At the primary level, professional qualifications include D.Ed, B.El.Ed. D.Ed (Special Education) is also included as a professional qualification, subject to such candidates undergoing a special 6-month NCTE approved course in elementary education. B.Ed is provided as a professional qualification till January 2012 only.

d.   At the upper primary stage, professional qualifications include D.Ed, B.Ed, B.E.Ed, B.Sc.Ed. B.Ed is included as a professional qualification, subject to such candidates undergoing a special 6-month NCTE approved course in elementary education.

e. All teachers would be required to pass in the Teacher Eligibility Test (TET), conducted by the appropriate Government in accordance with the Guidelines framed by the NCTE for the purpose. NCTE has since formulated and circulated the TET Guidelines.

ii. States are advised to review the Teacher Recruitment Rules so that they conform to the Teacher Qualifications prescribed by NCTE. The following problems have been observed in State Recruitment Rules:

- Rules of some States provide for filling vacancies at upper primary level only by promotion from the cadre of primary teachers. It is not known whether these teachers have subject expertise to handle teaching learning at the upper primary level.

- Some provide for filling up State sector vacancies only by regularizing the services of the contractual teachers after they complete a certain number of years of service. An assessment of whether adequate number of contractual teachers would be available for appointment as regular, qualified teachers within the three year window provided under the RTE Act for meeting the prescribed PTR needs to be made by these States

- Several States have a combined teacher cadre for primary and upper primary and will need to prepare teacher profiles to ensure that teachers with subject expertise are posted to the upper primary schools.

- States will also need to create a cadre of Head Teachers at the primary level for primary schools with an enrolment exceeding 150 children.

iii. All these provisions will have to be reviewed in the light of meeting the requirement of school level pupil teacher ratio prescribed in the Act and the NCTE guidelines. States may indicate the action taken in this regard.

(iv) Teacher Eligibility Test: The NCTE Notification dated 23rd August, 2010 laying down the minimum qualifications for a person to be eligible for appointment as a teacher inter alia provides that a person has to pass a Teacher Eligibility Test (TET) to be conducted by the appropriate Government, in order to be eligible for becoming a teacher. Further, NCTE has issued Guidelines dated 11th February, 2011 regarding the structure and content of the TET.

State Governments have been requested to conduct the TET in accordance with these Guidelines. The Central Government has designated the CBSE to conduct the TET on its behalf in respect of the schools under the Central Government (KVS, NVS, CTSA, etc) and schools under the Union Territories without legislature. This is for information of States.

(v) Training of Untrained Teachers: The RTE Act attaches immense significance to the role of teachers in improving elementary education by making available professionally trained teachers for the school system. Section 23(2) of the RTE Act provides a time frame of five years for ensuring that all teachers in elementary schools are professionally trained. Within this period, all teachers would need to acquire the academic and professional qualifications prescribed by the academic authority under the RTE Act. Teachers appointed prior to the NCTE (Determination of Minimum Qualifications for Recruitment of Teachers in Schools) Regulations, 2001 dated 3 September 2001, need not acquire the revised NCTE Teacher Qualifications. It has been estimated that there are 6.70 lakh untrained teachers in the country, the largest numbers in Bihar (1.65 lakh), Uttar Pradesh (1.24 lakh), Jharkhand (59,734), West Bengal (58,091), Madhya Pradesh (50,027), Andhra Pradesh (35,975), Orissa (33,090), Assam (30,525), Chhattisgarh (30,519) and J&K (27,138). All States need to make an assessment of the teachers requiring academic and professional qualifications as per the above NCTE Regulation. It may be noted that SSA will support the training of untrained teachers to meet the professional training requirements of NCTE @ Rs.6000/- per teacher/year for two years.

States may identify an institution for conducting an open distance programme of Diploma in Elementary Education for the untrained teachers, including inter alia IGNOU, State Open University, NIOS or even conduct the programme by the SCERT or the State Board. Such collaboration would involve the following actions:

- Make an analysis of the dimension of the problem, availability of infrastructure, and resource persons/mentors at the decentralized level

- Revise curriculum and syllabus in light of NCF, 2005 and NCF_TE and prepare contextual study material in the local language, specifying courses of study, overall credit requirements, areas for self study, contact sessions, project requirements, and assessment and examination mechanism and modalities.

- Identify Resource Persons/ Mentors to conduct the contact programme, and prepare and conduct Orientation Course for Resource Persons/Mentors of the contact programme

- Identify the locations for conducting Contact Sessions.

- Explore possibilities of use of technology (ICT)

- Plan for administering the programme, including preparation of batches of untrained teachers and time lines of the programme

- Plan for infrastructural needs, identification and preparation of mentors

- Develop a Cell (in SCERT/Directorate) to monitor the programme in coordination with the Institution

- Submit proposal to NCTE for approval

(f) Issues Related To Private Schools

(i) Reimbursement for admission of 25% children from disadvantaged groups and weaker sections in unaided schools: Section 12 (c) of the RTE Act provides that unaided schools not receiving any kind of aid or grants to meet its expenses from the appropriate governments or the local authorities admit in class 1, to the extent of at least 25% of the strength of that class, the children belonging to weaker sections and disadvantaged groups in the neighbourhood and provide free and compulsory education to them till the completion of elementary education. It also provides that the State or local authority shall reimburse the expenditure so incurred by the school to the extent of per child expenditure incurred by the State or the actual amount charged from the child, whichever is less, in a manner to be prescribed by the State.

    i. Some States have been expressing misgivings about the admission of 25% children from disadvantaged groups and weaker sections in unaided institutions. It is clarified that the larger objective of the provision to admit 25% children from disadvantaged groups and weaker sections from the neighbourhood in class I in private unaided institutions is in consonance of the egalitarian framework of the Constitution of India. Admission of 25% children from disadvantaged groups and weaker sections will provide in private unaided schools an inclusive space where children across caste, class and gender divides, learn together for at least eight years of their lives in order that it narrows down such divisions in our society.

ii.   Private unaided schools are required to admit 25% of the strength of class 1 (or pre-primary class, as the case may be) and reimbursement is required to be made in respect of the children admitted in that class only. This amount will increase on a year by year basis as children admitted in class I move to higher classes and new children are admitted to class I annually, as indicated in the Table above. The liability for all the eight classes of elementary education will therefore arrive only in the 8th year of the implementation of this provision. Accordingly, even if in year 1, children belonging to disadvantaged group or weaker sections are studying in classes above the entry level (class 1 or pre-primary level), the school is not entitled to reimbursement for such children.

iii. It may also be noted that all unaided schools may not be entitled to reimbursement for the entire 25% of admission in class 1 made by them. Reference in this regard is invited to the second proviso to section 12(2) which stipulates that an unaided school, which is already under obligation to provide free education to a specified number of children on account of its having received any land, building or equipment or other facilities, either free of cost or at a concessional rate, shall not be entitled for reimbursement to the extent of such obligation. Therefore, while estimating the overall liability the State Government may identify unaided schools which are not entitled to reimbursement for the entire 25% of admission.

iv.   Keeping these factors in view the State may undertake a micro-analysis at the district/block level in order to determine the exact capacity in class I (or pre-primary class) of each unaided school, the number of children belonging to disadvantaged group and weaker section in that block/district who would be joining the schooling system each year, the estimated number of children belonging to these groups who would seek admission in the unaided schools (and therefore potentially would not seek admission in the Government school). This micro-analysis would enable States to arrive at a more accurate assessment of the requirements emerging from the provision of 25% admission of children from disadvantaged groups and weaker sections in private unaided schools.

v. The following table provides a macro-estimate for States of the number of children to be admitted in class 1 in such schools, per child cost and the total financial burden on the state due to the obligation to reimburse the cost of education to such schools.

State/UTs	Class 1 intake (25% of class I enrolment in unaided schools)	Per child expenditure (Rs) 2008-09	Annual estimated cost of reimbursement (Rs. in crore)							
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 8	Year 9
Andhra Pradesh	149256	6976.28	104.1	208.3	312.4	416.5	520.6	624.8	728.9	833.0
Arunachal Pradesh	1704	10925.26	1.9	3.7	5.6	7.4	9.3	11.2	13.0	14.9
Assam	11098	4674.39	5.2	10.4	15.6	20.8	25.9	31.1	36.3	41.5
Bihar	57	3656.89	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.2
Chatisgarh	26798	5358.46	14.4	28.7	43.1	57.4	71.8	86.2	100.5	114.9
Goa	744	5553.30	0.4	0.8	1.2	1.7	2.1	2.5	2.9	3.3
Gujarat	63799	5370.17	34.3	68.5	102.8	137.0	171.3	205.6	239.8	274.1
Haryana	29455	7709.73	22.7	45.4	68.1	90.8	113.5	136.3	159.0	181.7
Himachal Pradesh	9774	16389.76	16.0	32.0	48.1	64.1	80.1	96.1	112.1	128.2
Jammu & Kashmir	25957	7557.96	19.6	39.2	58.9	78.5	98.1	117.7	137.3	156.9
Jharkhand	14903	4250.93	6.3	12.7	19.0	25.3	31.7	38.0	44.3	50.7
Karnataka	92071	9524.78	87.7	175.4	263.1	350.8	438.5	526.2	613.9	701.6
Kerala	6960	7286.97	5.1	10.1	15.2	20.3	25.4	30.4	35.5	40.6
Madhya Pradesh	181490	4338.64	78.7	157.5	236.2	315.0	393.7	472.5	551.2	629.9
Maharashtra	88717	5328.52	47.3	94.5	141.8	189.1	236.4	283.6	330.9	378.2
Manipur	7700	7882.52	6.1	12.1	18.2	24.3	30.3	36.4	42.5	48.6
Meghalaya	3586	6459.32	2.3	4.6	6.9	9.3	11.6	13.9	16.2	18.5
Mizoram	2587	12663.67	3.3	6.6	9.8	13.1	16.4	19.7	22.9	26.2
Nagaland	7602	14667.58	11.1	22.3	33.4	44.6	55.7	66.9	78.0	89.2
Orissa	14774	4736.71	7.0	14.0	21.0	28.0	35.0	42.0	49.0	56.0
Punjab	25703	4113.31	10.6	21.1	31.7	42.3	52.9	63.4	74.0	84.6
Rajasthan	186241	6733.22	125.4	250.8	376.2	501.6	627.0	752.4	877.8	1003.2
Sikkim	823	12327.49	1.0	2.0	3.0	4.1	5.1	6.1	7.1	8.1
Tamil Nadu	131877	6899.96	91.0	182.0	273.0	364.0	455.0	546.0	637.0	728.0
Tripura	1785	5181.10	0.9	1.8	2.8	3.7	4.6	5.5	6.5	7.4
Uttar Pradesh	411492	3715.80	152.9	305.8	458.7	611.6	764.5	917.4	1070.3	1223.2
Uttarakhand	22900	16681.01	38.2	76.4	114.6	152.8	191.0	229.2	267.4	305.6
West Bengal	67860	3359.92	22.8	45.6	68.4	91.2	114.0	136.8	159.6	182.4
Sub Total States	**1587709**	**5206.91**	**826.7**	**1653.4**	**2480.1**	**3306.8**	**4133.5**	**4960.2**	**5786.9**	**6613.7**
8% annual growth in expenditure			**845.7**	**1759.0**	**3518.1**	**5277.2**	**7036.2**	**8795.3**	**10554.43**	**12313.5**

A comparison of the annual expenditure on reimbursement and the 8% annual increase in expenditure stipulated by the Finance Ministry for release of subsequent instalments under the 13th Finance Commission grant indicates adequate availability of funds for States to absorb the cost of reimbursement under section 12(2).

States may ensure that they (a) have a complete and updated data base of unaided schools, make a district-wise assessment of the number of children from disadvantaged groups and weaker sections to be admitted in such schools, and the estimated costs involved, (b) finalise and give wide publicity to the norms and formula for calculation of the per child cost, (c) operationalize an effective mechanism for the timely reimbursement to schools.

(ii) **Recognition of schools:** Section 18 of the RTE Act provides that every school, other than a school established by the appropriate Government or local authority has to seek a certificate of recognition from the prescribed authority. Recognition shall be granted to a school only if the school fulfils the norms and standards prescribed in the Schedule to the RTE Act. However, schools have been given a three-year window to adhere to the norms and standards specified in the Schedule. Sections 18 and 19 also provide for de-recognition of a school under certain conditions.

Grant of recognition to schools is part of delegated legislation, i.e. the State Governments have to prescribe the manner of grant of recognition in the State Rules under the RTE Act. In the Model Rules formulated by the Central Government a detailed procedure has been laid down for the purpose. While formulating the Rules, the State Governments need to ensure that the procedure for grant of recognition is fair and transparent, and does not cause harassment to the schools. Several States have existing Regulations relating to grant of recognition. These Regulations need to be re-aligned to conform to the provisions of section 18 of the RTE Act.

(g) **Grievance Redressal Mechanism**

The RTE Act makes local authorities the grievance redressal agencies and the SCPCRs the appellate bodies at the State level. In this context it is necessary to

establish the modalities through which child rights under the RTE Act are protected and violations can be dealt with. A well defined institutional mechanism for grievance redressal involves a system of registering, investigating and responding within a well-appointed time frame. Given below are some of the issues that need to be addressed for establishing such a mechanism:

i　　　Listing the set of legal entitlements guaranteed in the Act and making this information widely available and publicly displayed.

ii　　　Designating officers responsible for providing each of these legal entitlements. This information should also be made publicly available – on school walls or Panchayat walls.

iii　　　Designating person(s) authorised by the State governments to hear grievances under RTE. These person/s would typically be from the Department of Education and available at district/block/gram panchayat level.

iv　　　Specifying a time schedule for disposing off grievances, keeping the nature of the grievance in mind and giving three months as the maximum period as specified in Section 32 of the Act. Some grievances such as those related to corporal punishment or admission must be disposed off in an even shorter time frame

v　　　Providing for a system of registering grievances at the district and sub-district levels. The local authority may appoint an individual from the Education Department to register grievances and issue receipts, ensuring that this officer is not the person against whom the grievance is being registered. The office should display number of complaints received, handled, status/action taken on a regular basis.

vi　　　If the concerned grievance redressal authority considers that it is in the best interest of the complainant/child to preserve confidentiality, they may not disclose the identity of the complainant.

vii   Registration of grievances should be permitted using different modes such as post, telephone, internet, in person etc. A prescribed format may be provided, but should not be mandatory. A receipt of the grievance, giving the date, the time frame within which the grievance would be dealt with, and the contact details of the person responsible for dealing with the grievance, must form part of the process of registering grievances. The receipt should also contain details of whom to appeal to in case the grievance is not dealt with in the time frame specified. A prescribed format could be prepared for the receipt as well.

viii   If the grievance cannot be redressed at the level of the local authority it must be forwarded to the appropriate authority within a specified time frame.

ix   A copy of the grievance should be sent to (and recorded at) the SCPCR or REPA as well and linked to the MIS.

x   Keeping the grievance and schedule in mind an investigation should be conducted involving an official of the Education Department / SSA management, senior to the one against whom the complaint is registered.

xi   The process of investigation must allow the complainant as well as the accused to be heard, and should be conducted publicly as far as possible.

xii   The result of the investigation must be conveyed to the complainant in writing and must recommend redressal by the officer charged with providing the entitlement within a specified time frame, in line with the schedule for redressal.

xiii   SCPCRs have been made the first appellate authority. Rules for how they are to discharge this function still need to be specified. Are they the final authority on grievances? How do their decisions impact the redressing officers/ Department. These issues need to be clarified.

xiv   The State government should frequently review the nature of complaints that are being received and take corrective steps, so as to prevent similar grievances

in future. In other words, grievance monitoring should trigger policy/programme review at the systemic level.

Section 31 of the RTE Act states that the NCPCR, along with their State counterparts will be responsible for monitoring the rights of the child. For monitoring the implementation of the Act, NCPCR/SCPCR would look at children and their rights violations in two domains, namely (a) children who are out-of-school, and (b) children in school

For Children out-of-school, monitoring will involve looking at various categories of children: never enrolled, dropped out, absentee, migrants, working children, children without adult protection and children in institutions etc. to ensure that they access school and the entitlement under the RTE Act.

(a)   For Children in-school, monitoring will address looking at the following issues:

    (i)   Provision of neighbourhood school

        1. Requisite number of classrooms

        2. Appropriate PTR

        3. School hours

        4. Working hours of teachers

        5. School Infrastructure

        6. Appropriate use of infrastructure

    (ii)   Access to school:

        1. Physical

        2. Social

    (iii)   Admission process

        1. No denial of admission; any time admission

        2. No Capitation Fee

        3. No Application fee or any other charges

        4. No Screening procedure

        5. Demand for Affidavits

    (iv)   Entitlements

        1. Textbooks

        2. Uniforms

3. Library with books, newspapers, magazines

4. Sports equipment

5. Play material

6. Mid-day Meal

7. Special Training for age-appropriate education

8. Transfer Certificates

9. Completion Certificates

10. Other expenses

(v) Continuous and Comprehensive Evaluation

1. No failure; no detention

2. Prescribed curriculum and books

3. Prescribed system of evaluation

4. Adherence to Constitutional values

(vi) Classroom Transaction

1. No discrimination

2. No corporal punishment

3. Appropriate Teaching methods

4. Appropriate Evaluation Systems

(vii) School Management Committee

1. Appointments as per rules

2. Regular meetings

3. Teacher Accountability

4. Preparation of School Development Plan

5. Other Responsibilities

(b) For Children in Private Aided Schools

(i) Admission of children from Weaker Sections and Disadvantaged Groups in proportion to aid received by the school.

(c) For Children in Private Unaided Schools

(i) Admission of 25% children from Weaker Sections and Disadvantaged Groups

(d) For Children in Specified Category Schools [KV, Navodaya and Sainik Schools]

(i) 25% reservation for children from Weaker Sections and Disadvantaged Groups.

(h) Quality Related Issues: CCE

1. The RTE Act, 2009 provides a sound pedagogical perspective for quality elementary education for all children in the 6-14 age group. Section 29 of the

Act lays down eight factors to be followed by the academic authorities notified by the appropriate governments for this purpose while preparing the curriculum and evaluation procedure. These eight factors are similar to the guiding principles of the National Policy on Education (NPE), 1986/92, the National Curriculum Framework (NCF) 2005 and in fact provide statutory strength and sanctity to them. The thrust of the curricular vision of the Act is on creating a learning environment which provides the children optimum scope for developing their physical and mental abilities through activities, discovery and exploration and active participation in the learning process free from fear, trauma and anxiety.

2. Curriculum should be seen as a public statement of educational plan, which determines the nature of interaction between teacher and child. This interaction should lead to 'learning' and 'reconstruction of experiences' of students in particular & teachers in general. It needs to be emphasized that while designing curriculum, syllabus and learning materials States must take cognizance of the ground realities of children. Focus should be on selection and formulation of topics in a manner that there is continuity across grades and themes, and maintaining an interdisciplinary focus across subjects. Linkages should be developed between school knowledge in different subjects and children's everyday experiences.

3. The process of preparation of syllabus and textbooks needs to take into account the following: -

- There is not excessive load of subjects and textbooks on children

- Focus is on understanding concepts, encouraging reflective thinking and providing interactive spaces for children and activities for group as well as individual work with evaluation happening in a continuous manner.

- There is sufficient time for pursuing child centred approach in the teaching learning process.

- The principle of equity and inclusion is at the forefront.

4. NCF, 2005, sums up the collective experiences regarding the role and use of evaluation in the classroom and underlines that the "Examination reforms constitute the most important systemic measure to be taken for curricular renewal and to find a remedy for the growing problem of psychological pressure". It recommends a reduced emphasis on external examination, encourages internal assessment through School-Based Continuous and Comprehensive Evaluation and on the holistic assessment of the learner. It visualizes CCE as a pedagogical tool to provide feedback to the teacher about her efforts. The tendency to develop a uniform and rigid module of CCE at State level (mostly comprising a series of tests) is not in consonance with NCF-05. NCF-2005 makes it clear that *each school* should evolve a flexible and implementable scheme of Continuous and Comprehensive Evaluation (CCE), primarily for diagnosis, remediation and enhancement of learning. The scheme should take into account the social environment of and the facilities available in the school.

5. Continuous and Comprehensive Evaluation necessitates the summative assessment of cognitive as well as the assessment of extra cognitive development using multiple evaluation techniques and tools in addition to certain conventional ones. It checks performance in both scholastic and co-scholastic areas. It mainly provides feedback to the teacher regarding various aspects of the teaching-learning process and development in a particular student, thus, demanding quality, effectiveness and accountability on the part of the teacher. What is important to note is that CCE can never be implemented in isolation and it will have to be visualized as one of the ingredients of the teaching learning process envisioned by the Act.

Percentage Schools with adverse PTR (DISE 2009-10)

State/UT	% Schools with PTR >30 Primary	% Schools with PTR >35 Upper Primary
A & N Islands	1.06	0.00
Andhra Pradesh	23.08	10.46
Arunachal Pradesh	17.57	13.19
Assam	38.99	15.15
Bihar	87.67	86.93
Chandigarh	44.19	24.53
Chhattisgarh	35.79	20.96
D & N Haveli	64.29	58.06
Daman & Diu	49.23	30.51
Delhi	50.92	13.49
Goa	12.37	21.79
Gujarat	44.98	32.25
Haryana	58.67	20.67
Himachal Pradesh	6.99	6.96
Jammu & Kashmir	12.73	7.88
Jharkhand	69.81	67.28
Karnataka	26.05	26.01
Kerala	16.22	16.34
Lakshadweep	5.71	0.00
Madhya Pradesh	55.69	38.83
Maharashtra	30.71	25.26
Manipur	25.95	17.18
Meghalaya	11.50	5.86
Mizoram	15.89	4.40
Nagaland	17.64	18.23
Orissa	46.46	47.61
Puducherry	7.35	4.83
Punjab	40.60	22.81
Rajasthan	40.33	25.53
Sikkim	2.81	3.64
Tamil Nadu	36.89	40.35
Tripura	25.07	26.87
Uttar Pradesh	67.60	50.29
Uttarakhand	24.76	16.45
West Bengal	54.26	63.22
All States	**45.76**	**34.34**

Status of sanctioned and vacant teacher posts in States (Source: AWP&B 2010-11)

State/UT	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
A&N Island	3282	67	3349	3282	67	3349	0	0	0
Andhra Pradesh	229391	38293	267684	186232	39821	226053	43159	0	43159
Arunachal Pradesh	7104	6067	13171	7104	5226	12330	0	841	841
Assam	138427	13150	151577	126310	0	126310	12117	13150	25267
Bihar	**205965**	**273254**	**479219**	**149561**	**160145**	**309706**	**56404**	**113109**	**169513**
Chandigarh	2542	897	3439	2283	785	3068	259	112	371
Chhattisgarh	120827	57659	178486	660198	54985	715183	0	2674	2674
D&N Haveli	828	559	1387	789	377	1166	39	182	221
Daman & Diu	426	95	521	360	95	455	66	0	66
Delhi	50073	40	50113	42108	36	42144	7965	4	7969
Goa	6294	169	6463	6294	169	6463	0	0	0
Gujarat	228092	5000	233092	217585	5000	222585	10507	0	10507
Haryana	**77639**	**9707**	**87346**	**51773**	**8936**	**60709**	**25866**	**771**	**26637**
Himachal Pradesh	51386	4199	55585	45592	3546	49138	5794	653	6447
J&K	55969	41687	97656	48838	30421	79259	7131	11266	18397
Jharkhand	**68867**	**97782**	**166649**	**48262**	**83459**	**131721**	**20605**	**14323**	**34928**
Karnataka	183362	25208	208570	172368	24278	196646	10994	930	11924
Kerala	127627	12	127639	127627	0	127627	0	12	12
Lakshadweep	664	30	694	648	28	676	16	2	18
Madhya Pradesh	199357	100972	300329	183426	98287	281713	15931	2685	18616
Maharashtra	268397	15417	283814	258053	12158	270211	10344	3259	13603
Manipur	14005	815	14820	14005	0	14005	0	815	815
Meghalaya	11886	12710	24596	11886	11081	22967	0	1629	1629
Mizoram	10413	2242	12655	10413	1886	12299	0	356	356
Nagaland	12599	2597	15196	12599	590	13189	0	2007	2007

Orissa	**136637**	**89901**	**226538**		**68752**	**68752**	**136637**	**21149**	**157786**
Puducherry	3911	48	3959	3685	36	3721	226	12	238
Punjab	80991	5164	86155	66882	5023	71905	14109	141	14250
Rajasthan	**176609**	**114132**	**290741**	**146753**	**94201**	**240954**	**29856**	**19931**	**49787**
Sikkim	6258	410	6668	6298	185	6483	0	225	225
Tamil Nadu	133816	25040	158856	129469	29971	159440	4347	0	4347
Tripura	28736	6123	34859	24851	5341	30192	3885	782	4667
Uttar Pradesh	**335870**	**301982**	**637852**	**197629**	**251492**	**449121**	**138241**	**50490**	**188731**
Uttrakhand	42521	7615	50136	38760	5998	44758	3761	1617	5378
West Bengal	**317803**	**153581**	**471384**	**274127**	**110692**	**384819**	**43676**	**42889**	**86565**
TOTAL	**3338574**	**1412624**	**4751198**	**3276050**	**1113067**	**4389117**	**601935**	**306016**	**907951**

AGENDA-II: **MAPPING OF SCHOOLS AND NEIGHBOURHOOD**

Section 3 provides to every child of the age of six to fourteen years the right to free and compulsory education in a neighbourhood school till the completion of elementary education. The idea of neighbourhood schools can be traced to the National System of Education as elaborated in the Kothari Commission report, whereby the neighbourhood school is meant to be a common space, where all children cutting across caste, class, gender lines learn together in the best inclusive manner. It is therefore meant to be a site for inclusion, so that the school becomes a common space for education. This concept has been incorporated in the RTE Act. However, this does not mean that the child must perforce attend the neighbourhood school and does not have the choice to attend any other school.

Section 6 of the RTE Act states that: "*For carrying out the provisions of this Act, the appropriate Government and the local authority shall establish, within such area or limits of neighbourhood, as may be prescribed, a school, where it is not so established, within a period of three years from the commencement of this Act.*" States and UTs need to arrive at a clear picture of current availability of schools with the defined area or limits of neighbourhoods. This will require mapping of neighbourhoods or habitations and linking them to specific schools. It is possible that a neighbourhood may be linked to more than one school. Similarly, a school may be linked to more than one neighbourhood. A comprehensive exercise will help identify gaps and areas where new schools need to be opened.

Section 12 of the RTE Act mandates that (a) all Government and local body schools shall provide free and compulsory education to all children enrolled therein, (b) all aided schools receiving aid or grants to meet whole or part of its expenses shall provide free and compulsory education to such proportion of children as its annual recurring aid or grants, subject to a minimum of 25%, and (c) all unaided and 'specified category' schools, namely Kendriya Vidyalaya, Navodaya Vidyalaya, Sainik schools or any other school having a distinct character as specified by notification by the State Government/UT, shall provide free and compulsory education to at least 25% children belonging to weaker sections and disadvantaged groups in the neighbourhood[1]. While determining the need for access of children to neighbourhood schools, the mapping exercise should factor in the availability of

seats for children from disadvantaged groups and weaker sections not only in government and local body schools, but also in aided, unaided and special category schools as provided under the RTE Act.

Mapping for access to neighbourhood schools would, however, need to go beyond spatial planning and preparation of distance matrices for school location. The provision of schooling facilities at appropriate locations is an essential prerequisite to universal elementary education. But mere provision of schooling facility is insufficient to ensure that all children attend school and participate in the learning process. The school may be there, but children may not attend; they may drop out after a few months; or may be absent too many days and cannot cope with the learning load. School mapping exercises will have to incorporate social mapping and should be undertaken with community involvement, to ensure that all children who cannot access school for social, cultural and economic reasons, are enabled to do so. School and social mapping is a powerful means of mobilising the community to ensure that all children attend schools and complete elementary education. A school map will help determine the changes necessary in schools, and build a dynamic vision of the education services, including infrastructure, teachers, and equipment, required so that all children, irrespective of their caste, religion or gender are provided education of reasonable quality.

Mapping for access to neighbourhood schools

Several States have initiated the exercise of school mapping using geo-spatial technologies. This exercise needs to be accompanied by in-depth habitation-school level dialogue with communities in order to ascertain:

- What is the 'neighbourhood' that the school serves? Does it serve one or more habitations? Is there more than one school serving the habitation?

- What is the situation of children in the whole area that the school serves in terms of their enrolment, attendance and retention, completion of elementary education? Do all children go to school? Are there children in some habitations and hamlets which form part of the school's 'neighbourhood' who are not accessing school?

- Who are the children not going to school? Are they involved in child labour or domestic chores? How can they be freed of their wage earning and domestic work responsibilities so that they can attend school?

- Are all girls going to school? Are there girls who have been married off at an early age and are forced to stay at home? Are all children from SC, ST and Minority communities

attending school? Are they unable to attend school on account of social distance or discrimination? How can the social distance be bridged and the school environment made discrimination free so that they can attend school?

- Are children with special needs able to attend school? How can they be facilitated to access school?

- How will we ensure that all children come to school and participate in the learning process regularly? How can we create a data base of children in the catchments area of the 'neighbourhood' school?

- Are there children who require Special Training for age appropriate admission to school? How will their needs be addressed?

- What is the availability of teachers, teaching learning material, library facilities and infrastructure in the school?

- What are the resources available to the school in terms of school grant, teacher grant, maintenance grant, teaching learning material, scholarships, infrastructure, drinking water, toilets, midday meal, etc? Is this being optimally utilised?

- How can the school benefit from provisions under other schemes, such as MGNREGA, JNNURM, TSC, DWM, and NRHM?

- How will we ensure adequacy of teachers, teaching learning material, infrastructure and other resources?

- How can we support the school?

School mapping would include the following steps: (i) environment building in the village; (ii) conduct of a household survey; (iii) preparation of a map indicating different households, the number of children in each household and their participation status in school; (iv) preparation of a village/ school education register; (v) presentation of the map and analysis to the people; (vi) preparation of a proposal for improved education facilities in the village; which would form the basis of the School Development Plan mandated under the RTE Act. Recently, SSA Mission, West Bengal and Manipur have undertaken GIS mapping in the State which cater requirements of the Education Department. The State of West Bengal and Manipur will be making a presentation giving the salient features of the GIS mapping done in the State

AGENDA-III: TEACHER EDUCATION

I   THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

The Right of Children to Free and Compulsory Education Act, 2009, which has come into force from 1st April, 2010 contains several provisions relating to teacher quality and teacher education. The Act inter alia provides that :

(i)   The Central Government shall develop and enforce standards for training of teachers;

(ii) Persons possessing minimum qualifications, as prescribed by an academic authority authorised by the Central Government, shall be eligible to be employed as teachers;

(iii) Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years.

(iv) The Government must ensure that the Pupil-Teacher Ratio specified in the Schedule is maintained in each school

(v)   Vacancy of a teacher in a school, established, owned, controlled or substantially financed by the Government, shall not exceed 10% of the sanctioned strength.

The aforementioned provisions of the Act have implications on the present teacher education system and would lead to qualitative improvements in teacher education and school system.

II   TEACHER QUALIFICATIONS AND TEACHER ELIGIBILITY TEST

In pursuance of the mandate given to the NCTE under section 23(1) of the RTE Act, the NCTE has vide it Notification dated 23rd August, 2010 laid down the minimum qualifications for a person to be eligible for appointment as a teacher in classes I to VIII. A copy of the Notification is at **Annexure-A** and is also hosted on the website www.education.nic.in. These qualifications are applicable to all schools referred to in clause

(n) of section 2 of the RTE Act. There are two significant provisions in this Notification as under :

(a) Persons with 2-year Diploma in Education (Special Education) and persons with Bachelors in Education (Special Education), recognized by the Rehabilitation Council of India (RCI), are eligible for appointment as regular teachers in classes I – V and classes VI to VIII, respectively. Inclusion of such persons has been made from the viewpoint of addressing the need of realizing the vision of inclusive schools envisaged under the RTE Act;

(b) In addition to the academic and professional qualifications specified in the Notification, every person, in order to be eligible for appointment as a teacher, has to pass a Teacher Eligibility Test (TET) which would be conducted by the appropriate Government in accordance with the Guidelines issues by the NCTE. The Guidelines for conduct of the TET has been prepared by the NCTE on 11th February, 2011 and circulated to all State Governments. In respect of the schools under the control and management of the Central Government and UTs without legislature, the Central Board of Secondary Education (CBSE) has been authorized by the Central Government to conduct the TET. Several State Governments have initiated steps for conducting the State level TET.

III   TRAINING OF UNTRAINED TEACHERS

The RTE Act provides a five-year window for all existing 'untrained' teachers to acquire the NCTE qualifications. However, according to the NCTE Notification dated 23rd August, 2010, persons who were appointed as teachers on or before 3rd September, 2001 need not acquire those qualifications. At present there are 6.70 lakh 'untrained' teachers in classes I – VIII (recruited after 2001), of which the highest numbers are in the States of Bihar (1,65,510), Uttar Pradesh (1,24,694), West Bengal (58,091), Madhya Pradesh (50,207), Andhra Pradesh (35,975) and Orissa (33,090). While all these State Governments are preparing strategies for enabling the untrained teachers to acquire the NCTE qualification in a definite time frame, the States have been advised to develop the following strategies for addressing this issue.

✓ Identify and Institution (SCERT/IGNOU/NIOS/State Board) to conduct the training programme

- ✓ Make an analysis of the dimension of the problem, availability of infrastructure, and resource persons/mentors at the decentralised level

- ✓ Revise curriculum and syllabus of the two year D.El.Ed programme and prepare contextual study material in the local language for training in the distance mode.

- ✓ Prepare orientation course for the mentors of the contact programme

- ✓ Explore possibilities of use of technology (ICT)

- ✓ Develop an assessment and evaluation mechanism

- ✓ Plan for administering the programme, including preparation of batches of untrained teachers and time lines of the programme

- ✓ Plan for infrastructural needs, identification and preparation of mentors

- ✓ Develop a Cell (in SCERT/Directorate) to monitor the programme in coordination with the Institution

- ✓ Submit proposal to the NCTE for approval

III NATIONAL CURRICULUM FRAMEWORK ON TEACHER EDUCATION

The National Council of Teacher Education (NCTE) has prepared the National Curriculum Framework of Teacher Education (2009) which was circulated in March, 2010. This Framework has been prepared in the background of the NCF, 2005 which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, 2005. It also incorporates the principles laid down in the RTE Act.

While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under.

(a) Reflective practice to be the central aim of teacher education;

(b) Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas;

(c) Developing capacities for self-directed learning and ability to think, be critical and to work in groups.

(d) Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children.

The Framework highlights the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. It also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework.

Based on the new Framework, the NCTE has also developed 'model' syllabus for various teacher education courses which can be adopted/adapted by the examination bodies - Universities and State Boards, while revising the curriculum and sylabii of the teacher education courses.

IV   PREPARATION OF TEACHER EDUCATORS

The requirement of appointing qualified persons as teachers in schools under the RTE Act, 2009 has important implications for institutional capacity for preparing qualified persons, which in turn has implications on the capacity of Universities, etc. in preparing teacher educators for the teacher education institutions. At present there are 98 Departments of Education in Universities and 48 Government Post-Graduate Colleges offering M. Ed programmes (essential qualification for a teacher educator of an elementary teacher education programme) with an annual intake of 4,315. Along with private institutions offering M. Ed programme, the total annual intake is 21,068.

The spatial spread of these institutions, however, is extremely uneven, with States in urgent need of teacher educators having inadequate institutional capacity for preparing teacher educators. The following Table indicates the institutional capacity for teacher educators in respect of such States.

State	No. of recognized M. Ed courses	Annual intake
Bihar	3	75
Chhattisgarh	11	400
Jharkhand	2	25
Orissa	35	1,110
Uttar Pradesh	111	1,860
West Bengal	7	125
Assam	4	85
Arunachal Pradesh	0	0
Manipur	2	50
Meghalaya	0	0
Mizoram	0	0
Nagaland	0	0
Sikkim	1	25
Tripura	1	20
TOTAL	**177**	**3,775**

The inadequacy is borne out from the fact that these States together have a requirement of 9.8 lakh teachers while the institutional capacity to prepare teacher educators annually is only 3,775. Hence, in respect of these States, creating additional capacity in existing teacher education institutions and establishing more such institutions would require a concomitant increase in the availability of teacher educators. Given a ratio of 1:20 for teacher educator to teacher (for the D. Ed programme), demand for around 9 lakh teachers converts into a requirement of 45,000 teacher educators or 22,500 teacher educators annually (since the programme is of 2 years). Thus, in these states there is an additional annual capacity requirement of around 19,000 teacher educators. While the gap filling cannot be filled-up in the short run, medium and long term strategies need to be adopted for increasing the overall availability of teacher educators. Some of the possible strategies are as under.

(a)   Creating capacity in Universities not running M. Ed programme

There are 80 Universities which do not run any M. Ed programme (18 Universities which have a Department of Education and 62 Universities which do not have a Department of Education). Efforts need to be made, in coordination with the UGC, to ensure that these Universities also offer the M. Ed. and MA (Education) courses. Out of the 18 Universities having a Department of Education, 3 are in West Bengal, 2 in Bihar and 1 each in Mizoram, Nagaland and Orissa. Similarly, in respect of 62 Universities which do not have a Department of Education, 4 each are in Bihar and Chhattisgarh, 3

each in Uttar Pradesh and Jharkhand, 2 in West Bengal and one each in Orissa and Sikkim. This apart, starting the M. Ed and MA (Education) courses in Universities of neighbouring States can also increase the availability of teacher educators.

(b)   Increasing capacity in existing institutions

Most of the existing Departments of Education (in Universities) and Post Graduate Colleges offering M. Ed programme have an annual intake of 25 students only. These institutions could be requested to apply to the NCTE for increasing their annual intake to 50 in accordance with the NCTE Regulations.

(c)   Utilising services of existing manpower

State Governments could consider relaxing the existing recruitment rules for filling up vacancies from amongst retired persons with requisite experience and qualification as also increasing the retirement age of teacher educators.

V   ACCREDITATION OF TEACHER EDUCATION INSTITUTIONS BY NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)

Under the NCTE Regulations of 2009, every institution offering B.ED/B.P.Ed course and M.ED/M.P.Ed course for which additional intake was granted by the NCTE on or after January, 2006 has to get itself accredited by the NAAC within a definite time period. Further, for institutions to apply for additional intake of, or for a new course in B.ED/B.P.Ed course and M.ED/M.P.Ed, has to receive NAAC accreditation. So far only 599 such institutions have got themselves accredited by NAAC. While NAAC is expediting the process of accreditation in respect of the pending applications, institutions which have not yet applied for NACC accreditation must do so on priority, and get themselves accredited on or before 31st March, 2012.

AGENDA-IV: STATUS OF IMPLEMENTATION OF SECONDARY EDUCATION PROGRAMME

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

1. Background: This scheme was launched in March, 2009 with the objective to enhance access to secondary education and improve its quality and the implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

2. Targets: Broad physical targets include providing facilities for estimated

- additional enrolment of more than 32 lakh students by 2011-12 through,
    - strengthening of about 44,000 existing secondary schools,
    - opening of around 11,000 new secondary schools,
- appointment of additional teachers to improve Pupil Teacher Ratio (PTR); and
- construction of more than 80,000 additional classrooms.

3. Components: Important physical facilities provided in schools include,

    (i)   Additional class rooms,

    (ii)   Laboratories,

    (iii)   Libraries,

    (iv)   Art and crafts room,

    (v)   Toilet blocks,

    (vi)   Drinking water provisions

    (vii)   Residential Hostels for Teachers in remote areas.

4. Improving quality while ensuring equity

> **Improvement in quality** will be through, (i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

> **Equity aspects** will be addressed through (i) special focus in micro planning (ii) preference to Ashram schools in upgradation (iii) preference to areas with concentration of SC/ST/Minority for opening of schools (iv) special enrolment drive for the weaker section (v) more female teachers in schools; and (vi) separate toilet blocks for girls.

5. Financing pattern and fund flow

The Central Government shall bear 75% of the project expenditure during the 11th Plan, with the remaining 25% being borne by State Governments. However, funding pattern will be 90:10 for North Eastern States.

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State governments.

6. Status of the Implementation of the programme

6.1 Preparatory activities: - During 2009-10, Rs 60.37 crore was released to 33 States/UTs for preparatory activities under RMSA. The preparatory activities was meant for strengthening of Offices in the districts as well as at State level, Manpower Resources and for organizing workshop seminars for awareness of the scheme, to get familiarize of the scheme at the level of School, Community, District level etc. and for collection of data.

6.2   Annual Plan 2009-10:

(i)   Based on the Annual Plan proposals submitted by the State/UTs government, an amount of Rs.487.93 crore were also released to 31 State/UTs government for implementation of the scheme. Following interventions were approved to these State/UTs government:

- ➢ **New / upgraded schools   :   2478**
- ➢ **Strengthening of existing secondary schools   :   7138**

(ii)   For strengthening of 7138 existing secondary schools approved under Annual Plan 2009-10, following interventions were approved: -

10864 Classrooms

4024 Science Laboratories

Science Equipments in 3738 schools

3547 Computer Rooms

4515 Art/Craft/Culture Rooms

4308 Libraries

Separate toilet blocks / drinking water facilities in 5153 schools

(iii)   For approved interventions of recurring nature to improve the quality under Annual Plan 2009-10 are concerned, the details are as under:

1. School Annual Grants to 61043 existing Govt. schools.
2. Minor repair grants to 59242 existing Govt. Schools.
3. In Service Training for 2.75 lakh Teachers of Govt. and Govt. Aided Schools.

6.3.   State- wise details of interventions approved under RMSA Annual Plan 2009-10 are given at **Annexure-I&II.**

7.   Annual Plan 2010-11:

7.1   Based on the Annual Plan proposals submitted by the State/UTs government, an amount of Rs.1479 crore were also released to 33 State/UTs government for implementation of the scheme. Following interventions were approved to these State/UTs government

➢ **New / upgraded schools** : **3289**
➢ **Strengthening of existing secondary schools** : **12716**

7.2   For strengthening of 12716 existing secondary schools approved under Annual Plan 2010-11, following interventions were approved, including gap left out under sanctioned schools during 2009-10: -

19788 Classrooms

8822 Science Laboratories

Lab Equipment in 8836 schools

Major Repair in 1486 Schools

7143 Computer Rooms

9553 Art/Craft/Culture Rooms

9712 Libraries

Separate toilet blocks in 7437 schools

Drinking water facilities in 5287 schools

832 Residential Quarters for Teachers

7.3   For approved interventions of recurring nature to improve the quality under Annual Plan 2010-11 are concerned, the details are as under:-

(i)   School Annual Grants to 70018 existing Govt. schools.

(ii)   Minor repair grants to 57519 existing Govt. Schools.

(iii)   In Service Training for 8.85 lakh Teachers of Govt. and Govt. Aided Schools.

(iv)   Total 36831 Teachers have been sanctioned for new schools approved under Annual Plan 2009-10 and 2010-11.

(v)   Excursion Trip for 597722 students of Class X in Govt. Schools

7.4.   State- wise details of interventions approved under RMSA Annual Plan 2010-11 are given at **Annexure-III&IV.**

8.   Out of 2478 new schools approved under Annual Plan 2009-10, so far 1621 schools have become functional.

9.   **Issues for consideration:**   RMSA being the first scheme of its kind in the secondary education sector, there has been a lot of enthusiasm among the State Governments as the scheme provides for opening of new secondary schools, strengthening of existing secondary schools and also for improvement of overall quality while ensuring that equity aspects are given sufficient attention. When the scheme was formulated during the 11th Five Year Plan, the original proposal was to have coverage of both government and government aided schools, and also both secondary and higher secondary stages. Due to paucity of resources, the scheme was confined only to the lower secondary stage and government schools. Now that the scheme is in third year of its implementation, the following issues are placed before CABE:

9.1   Expanding the coverage of RMSA to Government aided schools: Government aided high schools, which constitute 28% of the total number of schools in the country, are funded by the State Governments fully as far as teachers' salary is concerned. These schools must charge fees on par with Government schools. Therefore, there is no additional source of revenue for these schools for improvement of their infrastructure. Most of these schools are set up by the local residents in response to the local need. In some of the states like West Bengal, Gujarat, UP and Maharashtra, there are very few Government schools and a predominant number of schools are in the government aided category. Several States have requested for inclusion of Government aided schools under RMSA. Therefore, there is a felt need to extend the coverage of RMSA to the Government aided schools during the 12th Five Year Plan.

9.2   Expanding RMSA to higher secondary classes: The additional demand for secondary education as a result of implementation of Sarva Shiksha Abhiyan (SSA) will get translated into additional demand for higher secondary education in a matter of 2 years. Besides, an integrated school having both the secondary and higher secondary stage would be cost effective in terms of optimal utilization of infrastructure and of teaching resources. The Ministry has also targeted that the Gross Enrolment Ratio in higher education would be enhanced from the current 13.5% to 30% by 2020. To enable this to happen, the Gross Enrolment Ratios at both secondary and higher secondary stages need to go up. Therefore greater emphasis is needed on higher secondary education.

This issue was discussed during the meeting of the National Mission on RMSA held on 25.04.2011. While there was unanimity among the Mission members that the scheme should be expended to the higher secondary stage during the 12th Plan, Minister of HRD suggested to bring up this issue before the CABE for evolving a consensus.

9.3   Continuance of 75:25 sharing pattern during the 12th Five Year Plan: The sharing pattern between Centre and the States during the 11th Five year Plan is 75:25 and this would change to 50:50 during the 12th Five Year Plan. The implementation of the scheme started only in the 3rd year of the 11th Plan period. During the initial years only a limited number of activities have been taken up and many major components of the scheme, including appointment of teachers, will be possible from the 12th Plan period, after the new schools become functional and additional capacities are built in the existing schools.

This issue was also discussed during the National Mission on RMSA held on 25.04.2011. The Mission recommended that since implementation of the scheme commenced only in the 3rd year of the 11th Plan, the sharing pattern of 75:25 should be continued at least during the first 2 years of the 12th Five Year Plan.

9.4   Subsuming other centrally sponsored schemes in secondary education: The RMSA framework envisages subsuming of other centrally sponsored schemes in secondary education like ICT@ School, IEDSS, Girls' Hostel etc. Initially these schemes are being implemented separately for operational reasons. Now that all these schemes are in operation for quite some time, it is considered desirable to subsume these schemes in RMSA.

The above issues are placed before Education Ministers for consideration.

State-wise details of Interventions approved under RMSA under Annual Plan 2009-10

S.No.	Name of State	No. of New Schools	No. of Existing schools for strengthening	No. of teachers to be imparted in-service training	Annual School Grant for schools	Major repair for schools	Minor repair for schools
1	Andaman & Nicobar Island	0	0	0	82	0	82
2	Andhra Pradesh	0	1656	50000	10163	3087	8548
3	Arunachal Pradesh	0	0	500	186	0	186
4	Assam	0	0	9432	3014	359	3014
5	Bihar	350	0	5000	2938	0	2938
6	Chhattisgarh	218	0	16500	3017	0	3017
7	Goa	0	74	200	74	0	74
8	Gujarat	0	143	947	194	0	155
9	Haryana	0	0	0	3118	0	3118
10	Himachal Pradesh	69	0	3000	2015	0	2015
11	Jammu & Kashmir	69	360	14136	1791	0	1791
12	Jharkhand	300	24	350	1165	0	1165
13	Karnataka	80	1646	5000	4142	0	4142
14	Kerala	60	0	54554	1039	0	1039
15	Lakshdweep	4	11	202	11	0	11
16	Madhya Pradesh	341	1459	7950	4630	0	4630
17	Maharashtra	0	120	5000	1161	0	1161
18	Manipur	44	224	3051	224	0	224
19	Meghalaya	0	20	200	20	0	20
20	Mizoram	23	154	2438	202	0	202
21	Nagaland	35		1493	126	62	126
22	Orissa	300	0	32577	4078	0	4078
23	Puducherry	0	24	852	118	0	118
24	Punjab	70	0	10000	3119	0	3119
25	Rajasthan	0	0	15000	6315	0	6315
26	Sikkim	0	61	936	151	0	134
27	Tamil Nadu	200	0	15000	4841	0	4841
28	Tripura	0	97	2600	692	100	592
29	Uttar Pradesh	254	0	13708	561	0	561
30	Uttarakhand	23	969	3502	1760	0	1730
31	West Bengal	38	96	1256	96	0	96
	Component wise Total	2478	7138	275384	61043	3608	59242

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State-wise details of Interventions approved under RMSA as part of strengthening of existing schools under Annual Plan 2009-10.

S.No.	Name of State	No. of Schools recommended for strengthening	Additional facilities approved as part of strengthening of existing schools						
			Additional Classroom	Science Lab	Lab Equipment	Computer Room	Art/Craft/ Culture Room	Library	Separate Toilet Blk./Drinking water facility
1	Andaman & Nicobar Island	0	0	0	0	0	0	0	0
2	Andhra Pradesh	1656	3312	1656	1656	1656	1656	1656	1656
3	Arunachal Pradesh	0	0	0	0	0	0	0	0
4	Assam	0	0	0	0	0	0	0	0
5	Bihar	0	0	0	0	0	0	0	0
6	Chhattisgarh	0	0	0	0	0	0	0	0
7	Goa	74	0	0	0	0	0	0	74
8	Gujarat	143	133	57	143	58	79	63	143
9	Haryana	0	0	0	0	0	0	0	0
10	Himachal Pradesh	0	0	0	0	0	0	0	0
11	Jammu & Kashmir	360	158	79	79	79	79	79	360
12	Jharkhand	24	48	24	24	24	24	24	24
13	Karnataka	1646	1861	846	0	660	788	860	870
14	Kerala	0	0	0	0	0	0	0	0
15	Lakshdweep	11	16	8	8	5	11	11	22
16	Madhya Pradesh	1459	4280	746	460	469	1318	1051	1071
17	Maharashtra	120	0	0	0	0	0	0	120
18	Manipur	224	202	128	128	165	224	95	224
19	Meghalaya	20	20	14	0	5	20	15	15
20	Mizoram	154	280	133	154	154	154	132	128
21	Orissa	0	0	0	0	0	0	0	0
22	Puducherry	24	16	24	24	24	24	24	24
23	Punjab	0	0	0	0	0	0	0	0
24	Rajasthan	0	0	0	0	0	0	0	0
25	Sikkim	61	50	41	61	0	0	36	40
26	Tamil Nadu	0	0	0	0	0	0	0	0
27	Tripura	97	159	97	97	97	97	97	141
28	Uttar Pradesh	0	0	0	0	0	0	0	0
29	Uttarakhand	969	137	75	808	55	41	69	202
30	West Bengal	96	192	96	96	96	0	96	39
	Component wise Total	7138	10864	4024	3738	3547	4515	4308	5153

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Major recurring components approved under Annual Plans 2010-11

Sl. No.	State	School Grants for schools	Minor Repair grants for schools	Teacher Training	Total Teachers for new Schools sanctioned til 2010-11	Excursion Trip for class X students	Special teaching students @ Rs. 500 per student
		Phy	Phy	Phy	Phy	Phy	Phy
1	Andaman & Nicobar	82	82	1485		4812	
2	Andhra Pradesh	10368	9560	193089			
3	Arunachal Pradesh	192	192	955	77		
4	Assam	2850	2841	10000			
5	Bihar	2937	2794	13286	5579		
6	Chandigarh	80	79	422			
7	Chattisgarh	2859	1486	16011	5124		
8	Dadar & Nagar Haveli	19	17	360		3500	
9	Daman & Diu	17	17	280		1536	
10	Delhi						
11	Goa	74	74	0			
12	Gujarat	194	194	24000	504		
13	Haryana	3118	3087	13778	160		
14	Himanchal Pradesh	2033	1979	14047	276		
15	J & K	1850	1718	13555	2008	10000	
16	Jharkhand	1360	1162	7380		108800	10880
17	Karnataka	4228	3261	42841	2303	352114	
18	Kerala	1030	997	53785	360		36000
19	Lakshadweep	11	11	233			360
20	Madhya Pradesh	6702	4630	29424	2046		
21	Maharashtra	1850	1850	140000			
22	Manipur	224	219	3702	536	11200	2800
23	Meghalaya	29	27	4648	175		232
24	Mizoram	222	197	2797	184		
25	Nagaland	162	122	2165	816	10000	
26	Orissa	4571	4495	60689	5600		
27	Puducherry	116	113	1052		10000	
28	Punjab	3184	3184	30874	1192		
29	Rajasthan	11474	6145	19924			
30	Sikkim	151	151	918		4400	400
31	Tamil Nadu	4593	4092	33556	4352	16000	
32	Tripura	749	642	5315	210		
33	Uttar Pradesh	817	451	76322	4600	65360	
34	Uttarakhand	1770	1548	20240	729		
35	West Bengal	102	102	47633			
	TOTAL	70018	57519	884766	36831	597722	50672

50 -

Model School Scheme

The Model School scheme aims to provide quality education to talented rural children through setting up 6000 model schools as benchmarks of excellence at block level at the rate of one school per block. The scheme was launched in 2008-09 and is being implemented from 2009-10.

Objectives:

> ➢ To have at least one good quality secondary school in every block.
> ➢ To have a pace setting role
> ➢ To try out innovative curriculum and pedagogy
> ➢ To be a model in infrastructure, curriculum, evaluation and school governance

Modes of implementation:

The scheme has two components, (i) to set up 3,500 schools in as many Educationally Backward Blocks (EBBs) through State/UT Governments and (ii) to set up the remaining 2,500 schools in blocks which are not educationally backward, through Public-Private Partnership mode. At present modalities for setting up schools in EBBs under government sector have only been decided and are being implemented. The details of modalities for setting up of schools through PPP mode are yet to be finalized.

3,500 schools under State sector

Salient features

> ➢ Land for these schools will be identified and provided by the State Governments free of cost.
> ➢ The medium of instructions will be decided by the State Governments. However, special emphasis will be given on teaching of English & spoken English.
> ➢ The schools will have classes from VI to XII, or IX to XII.
> ➢ These schools will be run by the State Government societies similar to Kendriya Vidyalaya Sangathan.

<u>Sharing pattern</u>

The sharing pattern between Centre and State Governments would be 75:25 for both recurring and non-recurring cost for schools with two sections of class VI to XII or class IX to XII. However, during 12th plan period, the sharing pattern will be50:50 in respect of recurring cost. The sharing pattern would be 90:10 for special category States and for upgraded Ashram schools.

<u>Implementing Agency</u>

The scheme is to be implemented by the State Government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

Status of Implementation

<u>2009-10</u>

1.   During 2009-10, 327 model schools in 11 States had been sanctioned and Rs.251.71crore released as first instalment of central share, as under:-

S.No.	State	No. Schools sanctioned	Amount released (Rs. In crore)
1.	Bihar	105	18.85
2.	Chhattisgarh	20	22.65
3.	Himachal Pradesh	5	6.78
4.	Jammu & Kashmir	19	25.82
5.	Karnataka	74	83.80
6.	Madhya Pradesh	33	37.37
7.	Mizoram	1	1.36
8.	Nagaland	11	7.47
9.	Punjab	21	23.78

| 10. | Tamil Nadu | 18 | 20.25 |
| 11. | West Bengal | 20 | 3.58 |

2010-11

1.   During 2010-11, 425 model schools in 6 States has been sanctioned and Rs.327.66 crore released as first instalment of central share, as under:-

S.No.	State	No. Schools sanctioned	Amount released (Rs. In crore)
1.	Chhattisgarh	52	58.89
2.	Gujarat	74	69.29
3.	Haryana	36	12.55
4.	Rajasthan	91	91.71
5.	Uttar Pradesh	148	56.13
6.	Assam	24	39.09

2.   In addition, an amount of Rs. 23.78 crore to Punjab as 2nd and final instalment of central share; and Rs.19.07 crore to West Bengal and Rs.100.06 crore to Bihar as left out amount of 1st instalment of central share have also been released during 2010-11.

3.   Further, 140 schools in 5 States (21 in Punjab, 15 in Chhattisgarh, 74 in Karnataka, 12 in Gujarat and 18 in Tamil Nadu) have become functional during 2010-11 and an amount of Rs.9.55 crore was released to these State Governments as recurring grants for running schools.

4.   1074 model schools have also been approved by the Project Approval Board (PAB) in following 12 States for which central share is yet to be released:

        (i)   Uttar Pradesh   03
        (ii)   Tamil Nadu   26
        (iii)   Madhya Pradesh   168
        (iv)   Maharashtra   43

(v)	Jharkhand	40	
(vi)	Orissa	111	
(vii)	Chhattisgarh	02	
(viii)	Andhra Pradesh		355
(ix)	Bihar	265	
(x)	Rajasthan	43	
(xi)	West Bengal	18	

The <u>annexed</u> statement sums up the status of implementation of Model School scheme so far.

<u>Issues for consideration</u>

Provision of hostel in model schools: The component to set up of 3,500 model schools in educationally backward blocks through State/UT Governments is presently operational. In those blocks, the State Governments are expected to set up model schools with financial assistance from the Central Government. Each model school is meant to cater to the entire block. At present, these schools are day schools, giving an unfair advantage to the population close to the location of a model school. Keeping in view the success of Jawahar Navodaya Vidyalayas, which cater to the entire district, it may be desirable to convert these model schools as residential schools, so that students from throughout the block irrespective of the distance from school are equally facilitated to join the school.

This issue is placed before Education Minister for consideration.

Annexed   Page 56

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A.   CSS "Vocationalisation of Higher Secondary Education"

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education was launched in year 1988. The Scheme was implemented through State/UTs and NGOs /VA in the formal and non-formal sector respectively. The Scheme envisaged selection of vocational courses on the basis of assessment of manpower needs. The main objectives of the scheme, as spelt out in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities.

Since inception of the scheme, 9,619 schools with about 21,000 sections have been created with an intake capacity of about 10.03 lakhs students. About 150 vocational courses were being offered. According to the evaluation conducted by Operations Research Group (1996) the proportionate share of vocational students vis-a vis total enrolment at the higher secondary stage was 4.8% and 28% of vocational pass outs were employed'self employed. Rs. 765.00 crore has been released to the State Governments and Non-Government Organizations. During 10th Plan an allocation of Rs. 350.00 crore was given under the scheme. An expenditure of Rs. 63.69 crore was incurred during 10th Plan Period.

The revised scheme has been recommended by EFC and the note for approval of CCEA has been prepared. The launch of the scheme was also announced by the Finance Minister in the Budget Speech 2011. The strength of the scheme lies in the proposed synergy between industry and school education at all levels of planning and implementation. The salient features of the proposed revised scheme include:

   i.   Strengthening of existing vocational education schools
  ii.   Establishment of new vocational education schools
 iii.   Assistance to private vocational education schools in PPP mode
  iv.   Assistance to NGOs for innovative practices
   v.   Capacity building, both induction and in service, of vocational education teachers

vi.   Setting of a vocational education Cell in CBSE as a precursor to a Central Board of Vocational Education

vii. A strong partnership with the industry/employers in all activities right from selection of courses, curriculum development, teaching processes, resource persons, assessment and certification.

viii. All activities will be within the broader objectives of the NVEQF

The State wise progress is placed at Annexure I

B.   CSS "Construction and Running of Girls' Hostel at the Secondary Stage"

The revised Centrally Sponsored Scheme "Construction and Running of Girls' Hostel for Students of Secondary and Higher Secondary Schools" was launched in 2009-10 aiming at improving the Gross Enrolment Ratio (GER) of girls at secondary and higher secondary levels of education. Establishment of one 100 bedded hostel is envisaged in each of the 3500 Educationally Backward Blocks (EBBs) of the country.

539 hostels have been sanctioned in 11 States starting from 2009-10 till date. An expenditure of Rs 55.77 crores has been made against an RE of Rs 57.91 crores for 2010-11. However the progress of works has not been received from the States. The successful implementation of the scheme would be an important tool to enable girls to complete their higher secondary education. The State wise progress is placed at Annexure II

A revision of the Scheme is also under process for revising the norms based on the feedback received from the States.

C.   "Inclusive Education of Disabled at the Secondary Stage (IEDSS)"

The Scheme of Integrated Education for Disabled Children (IEDC), launched in 1974 and revised in 1992 aimed at providing educational opportunities for disabled children, both at the elementary and secondary stage in common schools to facilitate their integration and ultimate retention in the general school system. By the end of the X Plan Period approximately 2.84 lakhs disabled children were covered in over 1 lakh schools. During 2007-08 and 2008-09, 4.7 lakh disabled children were provided assistance.

The 'no rejection' policy of SSA greatly facilitated the inclusion of disabled children at the elementary stage. Hence it was thought prudent to have a dedicated scheme for the secondary stage to enable those disabled children who have completed eight years of elementary school to complete secondary and higher secondary schooling. Therefore IEDC

was replaced by **Inclusive Education for the Disabled at the Secondary Stage (IEDSS)** in April 2009. The objective was also to move towards inclusion rather than mere integration.

IEDSS provides assistance for the inclusive education of disabled children of Classes IX – XII, in Govt and Govt aided schools, having blindness, low vision, leprosy cured, hearing impairment, locomotor disabilities, mental retardation, mental illness, autism and cerebral palsy. Assistance is provided for activities such as identification and assessment, assistive devices, allowances for transport, escorts, readers, uniforms, books and stationery, stipend for girls, etc. Besides, there is provision for engagement of special teachers, creation of barrier free environment, capacity building of general teachers, orientation of communities, parents, educational administrators, etc.

Assistance was provided to 1.46 lakh disabled children 2010-11 through 4,959 resource teachers in 25,923 schools in 2010-11. An expenditure of Rs 80.35 crores was made. The State wise progress is placed at Annexure III

D. National Vocational Education Qualifications Framework (NVEQF)

Recognizing the high demand for skill in the country, the Central Advisory Board of Education (CABE) Committee in its 57th Meeting held on 19th June, 2010 in New Delhi highlighted the need for a NVEQF to provide a common reference framework for linking various vocational qualifications and setting common principles and guidelines for a nationally recognized qualification system and standards. The MHRD organized two meeting of the State Education Ministers on 14.12.2010 and 20.1.2011 to deliberate upon the various issues related to the implementation of the NVEQF. All the State Education Ministers unanimously supported the initiative of the MHRD in developing and implementing the NVEQF to bring about necessary changes in the education and training system of the country with an aim to bridge the gap between demand and supply of skill work force leading to increase in the employability of the youth. It was resolved to set up an Inter-Ministerial Group which would also include representatives of State Governments to develop guidelines for such a National Framework. A Group of State Education Ministers was henceforth constituted to develop a road map for the implementation of NVEQF. A Coordination Committee consisting of officers of MHRD, IAMR and NSDC has been set up for submitting a report on NVEQF to the Group of State Education Ministers.

Several countries are developing National Vocational Qualifications Framework (NVQF) to bring about necessary reforms in TVET so that their workforce acquire globally benchmarked skills, thereby improving upon their productivity for nation building and enhancing their access to the global employment market. In the Indian context, the employment scenario demands a different approach towards NVQF. Since the majority of the workforce (about 90%) is in the unorganized sector, which possess lower levels of literacy and numeracy skills and there is no mechanism available for them to enter into the formal education system, it would be desirable to emphasize on developing the 'educational component' for building a sound base of TVET and providing clear educational pathways for progression. In addition, there is a need to build the element of vocational education in the general education element and vice versa for a holistic approach to human resource development. The Ministry of Human Resource Development (MHRD), Government of India has, therefore, adopted the term National Vocational Education Qualifications Framework (NVEQF) as it will emphasize the importance of the integration of the vocational education and training and general education in all types of education and training. Hence there is a need for a National Vocational Education Qualifications Framework (NVEQF) to provide a common reference framework for linking various qualifications and setting common principles and guidelines for a nationally recognised qualifying system and to address the issue of skill shortage in various sectors.

It is a unified system of national qualifications covering Schools, Vocational Education and Training Institutions as well as the Higher Education sector. It would be useful in integrating education and training systems encouraging life-long and continuing learning.

The NVEQF would be designed to :
- provide nationally recognised, consistent standards and qualifications.
- provide recognition and credit for all learning of knowledge and skills.
- facilitate mobility and progression within education, training and career paths.
- facilitate validation of non-formal and informal learning as recognition of prior learning.
- facilitate lifelong learning.
- promote international recognition of qualification offered in the country.

The NVEQF would be an instrument for linking various education and training pathways and qualifications to:

- lead to a shift from a provider determined education and training system to user determined or demand-driven training system.
- encourage people to progress through quality assured education and training provisions through a flexible access to qualifications.
- recognize prior learning of people and serve as linkage between work-based qualifications and academic qualifications.
- involve employers as an integral part of the training, assessment and certification system

Fig. 1: Qualifications by levels across the NVEQF
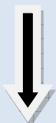
Level	General Education Qualifications	Registered National Vocational Education Qualifications	Proposed Certificate Awarding Bodies
10	Doctorates	National Competence Certificate 8	Universities
9	Masters	National Competence Certificate 7	Colleges and Universities
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degree (Honours)	National Competence Certificate 6	Jointly by Colleges/ Universities /IGNOU and NSDC
7	Bachelor Degrees and Graduate Diplomas	National Competence Certificate 5	Jointly by Colleges/ Universities/IGNOU and NSDC
6	Graduate Certificates/Advanced Diplomas	National Competence Certificate 4	Jointly by Colleges/ Universities/IGNOU and NSDC
5	Diplomas	National Competence Certificate 3	Jointly by Polytechnics/Colleges/ Universities and NSDC
4	Class XII (General Academic/Vocational Certificate)	National Competence Certificate 2	Jointly by CBSE/CISCE/State Boards/NIOS/ State Open Schools and NSDC
3	Class XI (Vocational)	National Competence Certificate 1	Jointly by CBSE/CISCE/State Boards/NIOS/State Open Schools

			and NSDC
2	Class X (Pre-vocational)	National Certificate for Work Preparation 2 (NCWP-2)	Jointly by School/JSS/ITI/VTPs and NSDC
1	Class IX (Pre-vocational)	National Certificate for Work Preparation 1 (NCWP-1)	Jointly by School/JSS/ITI/VTPs and NSDC

Fig 2: Pathway for Qualifications
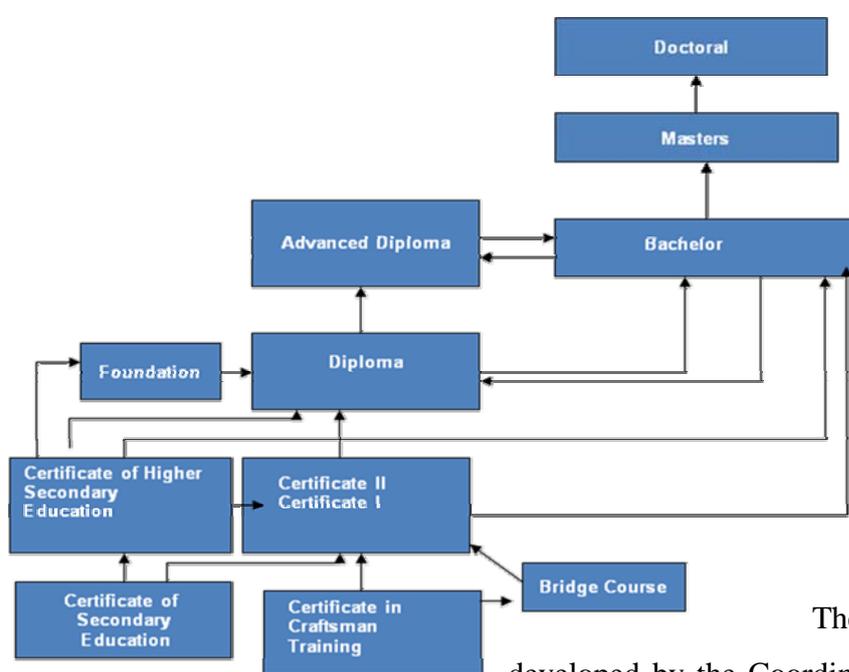
The concept paper being developed by the Coordination Committee will be presented before the Group of State Education Ministers on 30th May 2011.

E. National Awards to Teachers - 2009

The National Awards to Teachers – 2009 were presented by Her Excellency, the President of India on 5th September 2010. 312 teachers received the awards, including 95 female teachers/Principals, 7 Sanskrit teachers, 2 Arabic teachers and 13 in the category of disabled teachers or teachers promoting education of the disabled children.

The same is placed before the Education Ministers for consideration.

State-wise progress (Financial and Physical)

During XIth Plan approved outlay was Rs.2000 crore. During XIth Plan, no expenditure has been incurred due to revision of the scheme. No grants has been released to any State Government/Union Territories, etc. since 1.4.2007 onwards.

(Rs. In crore)

Year	B.E.	R. E.	Expenditure
2007-08	20.00	1.00	NIL
2008-09	37.00	7.00	NIL
2009-10	37.00	1.00	NIL
2010-11	25.00	25.00	NIL
2011-12	25.00		NIL (as on 27.5.2011)

AGENDA-V: PUBLIC PRIVATE PARTERSHIP IN SCHOOL EDUCATION

1.   Concept of Public Private Partnership:

Public private partnership (PPP) is an approach used by government to deliver quality services to its population by using the expertise of the private sector.   It is a contractual arrangement through which a private party performs part of the service delivery functions of the government while assuming associated risks.   In return, the private party receives a fee from the government according to pre-determined performance criteria.   Such payment may come out of the user charges or through the government budget or a combination of both. Payments can be in lump-sum or in shape of annuity payments.

The World Economic Forum defines the Public Private Partnership as a voluntary alliance between various actors from different sectors where both agree to work together to reach a common goal or to fulfill a specific need that involves shared responsibilities, means, competencies and risks.

2.   PPP in School Education:

Traditionally, it has been the role of the government to provide school education to the appropriate age group.   However, a variety of public private partnership already exists in this field; the most common being the government aided schools system in the country.   In 2008-09, 29.82% of higher secondary schools and junior colleges, 26.73% of high schools, 9.17% of upper-primary schools, 5.76% of primary schools and 5.15% of pre-primary schools were run by private institutions with substantial financial assistance from the State Governments.

Various models of PPP exist around the world.   The World Bank research study "Public Private Secondary Education for Developed countries – a comparative study" analyzed the costs and achievements of private and public schools in five developing countries i.e. Columbia, Dominican Republic, Philippines, Tanzania and Thailand and it was found that:-

(i)   Students in private schools outperformed students in public schools on a variety of achievements

(ii)   Unit costs of private schools were lower than those of public schools and

(iii)   Private schools had greater authority for decision making at the school level and better emphasis on enhancing student achievement.

3.   Types of PPP in School Education

Broadly, PPP in school education can operate to provide (i) infrastructural services, (ii) support services and (iii) educational services. There appears to be a progression in scope with the simplest being one in which the private partner provides infrastructure services but the government provides educational and other support services.   The next stage in progression is where the private sector provides both infrastructure services and support services.   The third type is where private sector provides infrastructure, support and educational services bundled together.

4.   Rationale for PPP:

The following constitute some of the rationale for public private partnership in the school education system:

(i)   **Easing the budget constraints:**   There is a huge gap between the requirement and the availability of school infrastructure in the country. Expenditure on education has shown a continuous upward trend with few ups and downs. The total budget expenditure on education (all Ministries) has increased by 50 percent from Rs.89,732 crores in 2003-04 to Rs.1,89,234 crore, in 2008-09 which formed 11.60 percent of the total expenditure on all sectors. Education in the union budget and the budget of the States/Union Territories (revenue and capital together) accounted for 6.18 percent and 16.22 percent respectively in 2008-09. As a percentage of GDP, the education budget (all departments) has increased from 3.36% in 2004-05 to 3.78 % in 2008-09. The educational expenditure as per cent of GDP is still below 6 percent and all stakeholders have to work together to raise this proportion to 6 per cent. In 2008-09 Elementary education accounted for 52.13% of the total expenditure on education in 2008-09, followed by Secondary Education which was 29.34%. The share of University and Higher education and technical education was 11.89% and 4.78% respectively.

Almost 57% of secondary schools in the country are either private aided schools or private un-aided schools. The landmark legislation of Right to Education (RTE), 2009 has further cast an obligation on the governments and local bodies to ensure neighborhood school. Even the private schools now have an obligation to provide 25% seats to the students from the

neighborhood and children belonging to disadvantaged groups. Rashtriya Madhyamik Siksha Abhiyan (RMSA) has targeted one Secondary School to be established within five KM radius for every habitation. Since the resources are finite, the government is actively formulating policies for private-public partnership (PPP) in order to leverage public resources and benefit from the private sector participation. If the private sector is involved, it could augment the financial resources by providing school infrastructure for which it would be paid an annuity. Thus, without investing a very huge sum of money upfront, government would be able to cater to a much larger student population.

(ii).   Efficiency gains: Private sector has greater efficiency in certain areas because of specialization. For example, those in the construction sector can create innovative designs for schools, those in the financial sector can create appropriate instruments for raising funds for schools, and similarly, private sector can provide support services and even operational services with much greater efficiency as compared to the government sector because of specialization.   Another reason for improvement of efficiency is the greater accountability of private staff to perform in a private set up as compared to the accountability of public sector staff because of the inherent nature of the arrangement.

(iii)   Appropriate risk sharing: It is a fundamental principle that in a partnership, any particular risk should be allocated to that partner which can best manage that risk.   In a PPP, risk allocation between the public and private sector can be optimized to ensure that the overall risk is lowered significantly.

(iv).   Speed of implementation: In a public sector school project, many players are involved and coordination becomes difficult. In general, construction of school building and opening of a full fledged high school takes about three years in government.   Since the private partner would be interested in getting payment as soon as the services are made available, the speed of implementation would be much quicker. It should be possible to complete the project in not more than 18 months.

(v)   Reduction of costs: Because of greater efficiency and competition among private partners, the cost of operation is expected to be much lower than in government set up.   This is due to the greater managerial efficiency in the private sector.

(vi)   Accountability for performance: In the public sector, accountability for performance in schools is diffused.   Therefore, there are many instances of failed schools, particularly in urban areas. However, in case of a PPP model, failed schools would mean no payment and hence is preferable.

(vii)   Quality monitoring: In case of PPP, government will monitor the quality in the school as payment is related to quality. The private partner would have an incentive to raise the quality of education in the school to be eligible for payment.

(viii)   Greater flexibility: Under PPP, there will be greater autonomy and flexibility at the school level whereas the government systems have rigidity. The private partner will have much higher autonomy in hiring teachers and organizing the school.   Similarly, depending upon the need, the schools processes can be modified quickly

5.   Existing PPP models in India:

5.1   Government - aided schools: It is most widely prevalent and conventional model of PPP in India, in existence since a long time. The private partner sets up the school and bears the entire capital cost of land and building infrastructure and appoints teaching and non-teaching staff. The management of the school is with the private partner. Once the school runs in the private unaided mode for sometime, the government decides to provide grants in the form of teacher salary for certain sanctioned strength.   Generally such schools are set up by the local residents' organizations in areas where there is demand for school and where government is not able to set up schools on their own.   Since it fulfils a local need, government converts these schools to aided status and then provides teacher salary on continuous basis.   Most of the State Governments provide 100% teacher salary on monthly basis in this model.   Some State Governments provide 90% of the salary expecting the management to provide the remaining 10%.   Some State Governments also provide part or full of the non-salary recurring cost of the school based on certain norms.   Generally, the State governments do not provide capital cost either for construction or for repair.   Whenever these schools are aided, the school fee is regulated and is generally equal to the fee prevailing in the government schools.   Since non-salary recurring cost is not provided by the government, it is the general practice for the school management to charge a separate monthly fee from the students, but such charges may not be fully transparent. Sometimes the

recruitment of teachers by these schools is also subject to Government regulation like inclusion of a representative of the Government in the selection committee, or the appointment being subject to the approval of the Government.

Generally the payment to such schools is not performance linked. Once the school obtains the aided status, it continues indefinitely without reference to the number of students in the school, attendance of students and teachers and performance of students.

5.2   Residential schools in Andhra Pradesh: The State Government of Andhra Pradesh has announced a new scheme to set up one residential school in each assembly constituency, mostly in the rural and semi-urban areas in partnership with private players like NGOs, educational trusts and foundations set up by corporate sector.   Under the scheme, land is provided free of cost by the State Government on a long term lease. The private partner would bear the entire non-recurring cost of construction and the school buildings and the school facilities.   75% of the seats in the school would be reserved for students to be sponsored by the State governments for which the State would pay the recurring cost.   The remaining 25% of the strength will be filled up with the management quota seats.

5.3   Adarsh schools in Punjab: The State government of Punjab has formulated the scheme of Adarsh schools to be set up at the rate of one at the block level with partnership with private sector.   The land would be given on 99-year lease to the private partner by the government.   50% of the capital cost would also be provided by the State government.   The operational cost of the school would be shared on 70:30 basis between the State government and   the private partner.   There would be a 2-tier management structure at State and school level.   There is an element of Corporate Social Responsibility also in this model.

5.4   Schools in Rajasthan: The State government of Rajasthan is availing of assistance in respect of this scheme under India Infrastructure Project Development Fund to set up five schools in each of the 33 districts under PPP.   These schools are set up in the rural areas at the block level.   The private partner bears the entire capital cost upfront.   The state government provides a capital incentive in installments.   The State government would also reimburse a part of the recurring cost for the sponsored students through vouchers.   50% of each school seats are reserved for students sponsored by the state government.

5.5   Model Schools: 6000 model schools at the rate of one school per block are to be set up under the Model School CSS of Govt. of India.   These schools will be centres of excellence and would have infrastructure and facilities at least of the standard of Kendriya Vidyalayas with stipulation for pupil-teacher ratio, educational environment, appropriate curriculum, ICT enablement and emphasis on output and outcome.   The government has already approved a scheme to set up 3500 model schools in full government funding mode with costs shared between states and central government.   The remaining 2500 blocks are proposed to be covered by model schools to be set up under PPP mode, to be managed by the private partner with full autonomy and management control The salient features of the proposed PPP Scheme in Model School are as follows:

- ❖ The school can be set up by a trust or a society or a not for profit company.

- ❖ The land will be procured by private entity on its own.

- ❖ The school infrastructure will be provided by the private entity.

- ❖ The affiliation will be normally with CBSE and in exceptional circumstance affiliation by other national boards may also be considered.

- ❖ The admission policy applicable to State sector model school would also apply to PPP model school for Govt. sponsored students.   The modalities of admission the management seats will be left to the management to decide.

- ❖ The Govt. would usually sponsor 140 students in each class totaling 980 for the schools. In case the private partner is unable to get adequate number of sponsored students in a particular class the ceiling per class may be relaxed within the overall limit of 980 sponsored students.

- ❖ In any case the total number of students would not exceed 2500 in the school.

- ❖ There will be reservation for SC, ST, and OBCs as per the State norms and also reservation of 33% for girls' in the Government quota. However, there will be no reservation for any category under management quota.

❖ No fees will be charged from the Govt. sponsored students upto class VIII. From Class IX, Rs.25 for SC/ST/Girls'/BPL Students and Rs.50 for other select students will be charged.

❖ The appropriate fees from the students under the Management quota will be charged by the private partner.

❖ The per capita recurring support for a particular year will be equivalent to the comparable average recurring cost incurred by KVS in the corresponding year after excluding expenditure on employees' pension, teachers' quarters, KVS headquarters, regional offices and ZIETs. This will be provided for the Government sponsored students.

❖ In addition a sum equivalent to 25% of the monthly recurring support for each sponsored student shall be disbursed by way of infrastructure grant per annum. However this should not exceed the amount equal to 10% of the capital investment in the school as certified by an approved velour.

❖ The Govt. support will be provided on the basis of fulfillment of certain performance parameter certified by an independent third party monitoring agencies.

❖ Any additional revenue generated by the private partner will have to be ploughed back to the school since this will go towards improving the quality of the schools.

❖ The eligible private partner willing to run the model schools will have to inter into a concession agreement with the Central Govt.

❖ Initially the period of concession would be for 10 year and subsequently extended by mutual consent. However the children who are already sponsored by Govt. and are in the school at the end of 10 year period will continue to receive Govt. support till they complete their education in the same school.

❖ The schools will be allocated to the private entity through bidding process. Ceiling of 20 schools per state and 50 schools overall in the country will be fixed for any single private entity to run model schools. This can be relaxed in case non availability of sufficient no. of private entities.

<u>Role of State Governments:</u> For these 2,500 Model Schools in PPP mode, the State Govt. would facilitate provision of land, financial support beyond the initial 10 year period, uniforms and text books. The State Govt. would also be expected to provide transport subsidy or free transport for students. For these a separate State support agreement between the State Govt. and the Pvt. Partner may be drawn up. However, it would not be mandatory for the private entity to sign an agreement with the State Government.

6.   Some possible models of PPP for consideration :

6.1   <u>Private Financing Initiative (PFI)</u>:

These would be for government schools where educational services would be provided by the public sector. However, since fund is a constraint to develop infrastructure, new schools sanctioned to be set up will have a PPP component for provision of physical infrastructure. The land would belong to government. A private partner would be selected through competitive bidding to construct school building alongwith associated facilities like electricity, water, sewage etc. The private sector would have to arrange funds for the same and would maintain the infrastructure during the contract period which would usually be of 20 to 30 years' duration. The annuity payment will be made by the government on quarterly basis based on certification by an independent agency about achievement of performance standards. These standards could relate to the state of availability and quality of maintenance of physical infrastructure. Deductions and penalties would be applicable in case of non-availability of any component of infrastructure or services which are to be provided under contract. Also, the first payment will be made only after the physical infrastructure is completely ready and made available. This would push the private partner to reduce the construction period and hence would address the time-over-run problem , which is common in case of construction handled by public sector agencies. Another advantage would be the avoidance of involvement of too many government agencies. The third advantage is that the private partner could be asked to do innovative design. The government need not specify the type of design of the school but should specify its requirements based on which the private sector can propose innovative designs and lay-out plans, subject to approval. This would also enable appropriate schools to be built depending upon each geographical location and context.

This PPP model has the following advantages:

(1)   reduction in construction time

(2)   reduction in cost due to innovative design

(3)   appropriate lay out plan and design

(4)   payment only if infrastructure and services are available.

(5)   payment spread over a long period thus avoiding upfront expenditure by government.

(6)   maintenance risks taken by the private provider.

In the initial phase, it would be necessary to facilitate emergence consortiums of builders and financial institutions to take up such projects.   The government would also have to assure timely payment of annuity through setting up of escrow accounts.   Clear and objective performance indicators would have to be developed so as to prevent disputes in payment.

Under this model, the private partner has the responsibility only for providing building infrastructure and its maintenance and has no role to play in providing educational services. Therefore, these schools are purely government schools except for the fact that the schools are not built by government agencies nor is government fund used for construction at the initial stage.   The usual process is to set up schools on design and build basis as against annuity payment.   Whenever the government sanctions new schools, and buildings are to be constructed, this method can be used to get over the budget constraint and also to get the infrastructure ready in a short period of time.

It is also possible to use this model for refurbishing old schools.   In such cases, the nature of refurbishment has to be clearly brought out in the bidding document. The private partner will have to refurbish the old building to the satisfaction of the government in lieu of an annuity payment. If the expenditure of investment is not very large, this annuity payment can be reduced to a period of 10 years subject to satisfactory maintenance of refurbished infrastructure during the period of contract.

It is also possible to award third party maintenance contract to private parties after the end of the initial contract period.

6.2 Whole School Management

In this model, the school building is constructed, the staff appointed and the educational services managed by the private partner against payment on per capita basis for the number of students sponsored by the government. The private partner is facilitated to set up a quality school. An agreement is entered into between the government and the private partner to deliver the agreed services. The private partner is responsible for both construction and operation. Thus, the capital cost is fully borne by the private partner. Once the school starts running, the recurring cost of students sponsored by the government are reimbursed by the government. The private partner has full autonomy to recruit its staff and for determining their service conditions and also for the smooth running of the school. The per capita fee is determined by a process of bidding among the technically competent and responsible private partners. In addition, the private sector is allowed to have a management quota for which appropriate fee, which is different and generally higher is charged. For government seats, the students are charged nominal or no fee as in Government Schools. Under the agreement, government gives a commitment to reimburse the per capita cost of a certain number of students for a certain number of years. Generally this could be a period between 10 to 20 years. This payment is dependent on the private partner satisfying predetermined performance criteria like provision of acceptable infrastructure and services, appropriate curriculum, performance of students in examinations and in learning achievements and other co-curricular activities. A system of incentives and disincentives is also built in to motivate the private partner to continuously improve quality. In addition to educational services, the per capita cost reimbursable by the government may also include mid-day meal, uniform, textbooks, annual health check up etc. The schools follow the curriculum framework set by the Government whereas the private partner devises appropriate pedagogy and educational delivery mechanism for optimal outcome.

6.3 Private Schools with full Government sponsorship:

This is a variation of whole school management model, but without a management quota. Under this model, private sector invests fully the capital cost to build the school. This also includes land for the school. The government facilitates necessary approvals to set up the school. All the students in the school are sponsored by the government. Such schools are

possible in remote and interior areas, where affordability is low and management quota may not work. The performance indicators are specified to regulate payment of per child cost by the government. Since there are no management quota students, the requirement of monitoring of performance indicators will have to be more stringent. The duration of the agreement could be between 15 to 20 years.

6.4   Reform of government aided schools:

This is a type of PPP which already exists in most parts of India. To make it more effective, the payment mechanism which is at present based on reimbursement of teacher salary can be modified to a per capita payment that would be equivalent to actual per capita cost of similar schools in government. However, this will have to be augmented by a system of incentives and disincentives based on achievement of performance indicator targets that would include student and teacher attendance, state of maintenance of infrastructure, examination results, outcome of learning achievement survey, performance of students in co-curricular activities and the like. For large government aided schools, this would help in attracting more students through continuous improvement of quality. However, in areas with sparse population, where pupil-teacher ratio is low, and where there is no possibility of getting large number of students, changing over from reimbursement of teacher salary to per capita payment may result in drastic reduction of payment. For such cases, exceptions may have to be made depending upon local conditions and ad hoc additional grant may have to be provided to make up for the lack of sufficient students. In general, incentives and disincentives based on performance indicators should be introduced so as to improve the accountability at all levels.

6.5   Augmentation of existing government schools under PPP.

There are many government schools which are in prime locations but with run down infrastructure and shortage of adequate staff. Such schools can be revived and capacity can be enhanced through private sector participation. Private partners may be selected through competitive bidding to take up addition to or refurbishment of the infrastructure of the schools. Generally, the government school structure and staff would continue. The private sector would also be involved in certain critical activities like regular training of existing teachers and provision of additional teachers in life skill areas which are generally not

provided under the government system.   The private partner would also maintain the infrastructure during the contract period which could be from 10 to 20 years.   In lieu of that, the private partner would be allowed to use the school outside school hours for running skill development centres using their own business models.   They would also be permitted to construct new floors or new building blocks for use by the school during school hours and for its own use after school hours to run skill development centres and community colleges.   The private partner would also be involved in the school management committee to chalk out and implement a blue print for overall improvement of the school.   It should also be possible to allow private sector to run a regular school in the second shift in the same premises.

6.6   Second shift in existing school:

A variation could be to select a private partner through competitive bidding to run a second shift in an existing Government school in return for payment of a per capita fee for each student sponsored by the Government. In this case, the private partner uses the existing infrastructure to run the second shift and is reimbursed the cost. It has no responsibility for improvement of the existing school, but the operation of the second shift including recruitment and management of staff is its responsibility. Due to availability of physical infrastructure, the per capita cost is likely to be low.

6.7   Town Schools:

There are already many private schools running in non-metro towns and sub-urban areas, but the infrastructure in these schools is inadequate.   These schools can be improved through a PPP model so that the children from the locality can avail of quality education. Generally this locality will have many poor children who would require government support. These schools charge low fees to cater to the economically weaker sections of the society, and are in great demand as compared to Government schools due to greater accountability. For such schools, government could provide a capital grant with reduced rate of interest repayable over 5 to 7 years.   The government share can be released through a banking channel which will have the responsibility to recover the same from the school and pay it back with interest.   This would enable the private school to improve infrastructure.   In lieu of this, the schools would be required to add one section of 40 children to each class from classes 6 to 12 and these seats will be filled up by students sponsored by the government.

The government will pay a recurring cost equivalent to per capita cost in similar Government schools. For the remaining students, the management will be free to charge appropriate fee. The management of the school will remain with the private partner. However, the payment of per capita grant every year would depend upon fulfilment of certain performance criteria.

6.8   Provision of specific services through PPP

It should also be possible to create PPP structure to provide mid day meals, to maintain school library including supply of books, deployment of librarian and running of a library furnishing and maintenance of school laboratories, running of transport services, etc. for a cluster of schools through a private partner. This would help in the emergence of core competence in the private sector for these services. Also, competition among private partners will bring down cost and improve efficiency. Similar arrangements can also be made for training of teachers through reputed private agencies. Provision of IT services in this manner is now quite common among government schools in the country and this concept can be replicated for several other support services.

7.   **Corporate Social Responsibility (CSR)**

It is possible to harness the abiding interest of the corporate sector in furthering the cause of school education through a framework. In general, it is preferable to avail of one time assistance for creation or improvement of infrastructure or facilities through use of corporate sector resources or expertise. To expect the corporate sector to fund the recurring cost on a continuous basis for long periods may be unreasonable. While the corporate sector is willing to participate, a framework would help the partnership to be well-defined with clear-cut roles and responsibilities. CSR can also be made use of in conjunction with PPP to bring down the cost further and to improve the quality.

8.   **Volunteerism:**

Many individuals are keen to contribute their mite to spread of education and improvement of quality of education. The country has a large number of retired persons who are physically fit and are willing to be associated with teaching in Government school. This group includes a number of retired teachers as well. Many corporate houses and software

firms encourage their employees to spend one day in a week, fortnight or month to teach in a Government school. This is a mutually satisfying arrangement as the schools are sometimes understaffed in critical subjects like Mathematics, English, Science or Computers and this shortage is overcome. Secondly, these adjunct teachers from outside the formal school system bring a freshness and innovativeness to the teaching learning process and their passion can be infectious. On the other hand, the process improves camaraderie, empathy and fellow feeling between the haves and have-nots. It also provides an opportunity to retired, but fit persons to be involved in satisfying social work.

However, present efforts are sporadic in nature. It would be desirable to create a framework so that the School Education Department of the State Government can harness the tremendous potential that exists among the retired persons and the young professionals in the corporate sector. A directory of interested persons with their preference of schools and subjects can be prepared. Orientation programmes for those enlisted for this can be organized in batches so as to provide exposure on the elements of curriculum and pedagogy that would be required in the school. The Government can thereafter deploy the interested volunteers to the schools, so that the programme is run in a systematic manner, resulting in greater effectiveness, as compared to the present ad hoc arrangement.

9. Conclusion:

There is a large unfulfilled need for quality education in the secondary education sector. It does not appear feasible for the State governments to fill this gap in the short term due to constraints on budget and capacity. PPP emerges as a viable alternative to improve access to quality school education while ensuring equity and social justice. Not only can the constraints be overcome, but the quality of education can be significantly enhanced through improvement of accountability structure. There is a perception that the accountability of teachers in private schools is much higher as compared to government schools because of the inherent structure of management. That is why even low income families make their best effort to send children to private schools by paying a much higher fee as compared to government schools which have nominal or no fee. Secondly, many State governments have stopped opening new high schools in the last decade due to acute financial constraint. The private schools have stepped in to alleviate this situation, but those in rural and interior areas badly lack in quality. Since these unaided schools have to fully depend upon the school

fee, and since affordability of the parents is low in such areas, it is possible that with the payment of per capita student cost equivalent to the actual cost in government schools, these schools can improve their quality in a significant way.   Thirdly, the processes for construction of school building, recruitment and deployment of teachers, filling up of vacancies, etc. take unduly long time in the government set up.   Private sector will be able to enhance efficiency in these areas and can bring professionalism into the system.   Fourthly, involvement of private sector would generate healthy competition among many private parties and this would lower cost and improve standards. Thus, PPP could augment the government school system in a big way so that the phase-wise expansion that are inevitable in the present set up due to budgetary constraints and lack of capacity in the public sector can be overcome.

The above note is put up for the consideration of Education Ministers of the States.

AGENDA-VI: STATUS OF IMPLEMENTATION OF SAAKSHAR BHARAT

1. INTRODUCTION

1.1 Saakshar Bharat, a flagship programme of the Government, was launched by the Prime Minister on 8th September, 2009. Saakshar Bharat strives to create a literate environment that bolsters and sustains a literate society and provides ample opportunities for continuous improvement in the levels of adult literacy. The programme aims at raising the overall literacy rate, reducing the gender gap and minimising the regional, social and gender disparities in literacy levels throughout the country. The principal focus of the programme is on women and excluded groups like SCs, STs, minorities etc.

2. SAAKSHAR BHARAT – PROGRESS DURING 2010-11

2.1 Coverage

By December 2009, the programme was reached to 167 Districts in 19 States covering over 81,000 Gram Panchayats. 3.83 crore adult learners would be benefited in these districts under Basic Literacy Programme by March, 2012. During the year 2010-11, the programme was sanctioned to 102 more districts to cover over 1.86 crore non-literates in 29,000 Gram Panchayats under Basic Literacy Programme and to establish 29,000AECs under the Continuing Education (CE) component. The programme reached to 24 States and one UT by the end of 2010-11.

In the 167 districts sanctioned during 2009-10, Adult Education Centres (AECs) have been set up at Gram Panchayat level in about 75,000 GPs. Preraks have been appointed in over 50 percent AECs. Other preparatory activities like engagement of functionaries, training of functionaries, resource persons and other stakeholders, preparation of Primers has been completed in most cases. Printing and distribution of Primers and provision of TLM is in progress in most states.

By the end of March 2011, about 2 lakh literacy classes enrolling about 20 lakh learners were functioning in Andhra Pradesh (1,35,634), Karnataka (35,647), Chhattisgarh (13,048), Tamil Nadu (2,068), Gujarat (3,875), Rajasthan (2,354), Uttarakhand (2176), Jharkhand (516) and West Bengal (962).

Process of implementation of the programme in the 102 districts sanctioned during 2010-11 has started. Preparatory activities are being undertaken.

2.2 Mass Mobilization

The Hon'ble HRD Minister, Shri Kapil Sibal has solicited the cooperation of Chief Ministers of all States under Saakshar Bharat Mission as well as members of the Union Council of Ministers for mobilization and environment building campaigns to be organized for Saakshar Bharat at the national, state and sub-state levels. Hon'ble Chief Minister of Karnataka launched the Saakshar Bharat Programme at state level on 7th August, 2010 at Doddaballapur, Bangalore Rural District.

In a special lecture organized by NLMA on the "Centrality of Literacy", at Vigyan Bhawan, New Delhi, on 3rd August 2010, Nobel Laureate Prof. Amartya Sen, in the presence of Prime Minister emphasized the importance of literacy. He said that the lack of proper education is the root cause of many problems in India and hailed the Right to Education as a very important step. Literacy therefore is crucial and central to development of the country.

To accelerate the pace of implementation of Saakshar Bharat Programme at operational level and to activate involvement of Gram Panchayats, a media campaign namely 'Meet the GP-BP Pradhan Campaign' was undertaken in the perspective of environment building as a part of Inter-Personal media activity. GP/BP Pradhan Meetings were completed in 101 districts covering 873 Blocks. In these meetings, about 26,000 Pradhans were oriented on their roles in implementation of Saakshar Bharat. More than 12,000 other stakeholders were also sensitized during these meetings.

2.3 Convergence and Partnerships

Hon'ble HRD Minister had an interactive meeting with CEOs of major Public Sector Undertakings (PSUs) and Nationalized Banks on 19th May, 2010, seeking their association in promoting Saakshar Bharat as part of their Corporate Social Responsibility. The PSUs and Banks have offered their involvement and collaboration in different activities and programmes of Saakshar Bharat including, adoption or

construction of model Adult Education Centres, and/or endowing the AECs with all modern facilities for Skill Development Training, ICT, etc.

NLMA has initiated the process to set up a Rashtriya Saaksharta Kosh to augment non-budgetary resources through public donations and grants in aids. Partnership in human and financial resource and infrastructure facilities has been worked out with line departments such as Sarva Shiksha Abhiyan, Ministry of Panchayati Raj, etc.

Operational Developments

2.4   Training and Orientation of Resource Persons and functionaries

The best trainers in Adult Education were invited for a National Workshop organised in Bangalore in April, 2010, to identify the deficiencies in the training approach and design. Based on the recommendations of this workshop a new strategy was designed. A 'Source Book' for training of VTs was developed by the Directorate of Adult Education. Accordingly, the training manuals for VTs, MTs and RPs were developed and training programmes, undertaken by the State Resource Centres (SRCs), have been successfully conducted. As a follow up of the Bangalore Workshop, given the critical importance of training for teaching adults, NLMA approached Institute for Secretarial Training and Management (ISTM) and the Administrative Training Institutions (ATIs), to train an elite corps of 500-1000 Certified and Qualified trainers, who could in turn, train the MTs and the VTs. On NLMA's request, ATI, Mysore conducted a Workshop for Resource Persons for training needs assessment, and the ATIs have been requested to provide slots for undertaking the training of the elite trainers for Adult Education.

National Institute of Rural Development (NIRD), Hyderabad was approached to design the strategies for orientation of the elected representatives of Panchayati Raj Institutions. The NIRD, Hyderabad and State Institutes of Rural Development have conducted a series of Orientation Workshops for the Resource Persons who would, in turn, have organized training for PRI functionaries at ground level.

2.5   Capacity Building and Interactive cum Review Meetings with SLMAs to accelerate progress of Saakshar Bharat

To orient the education Secretaries of the states covered under Saakshar Bharat, a National workshop was conducted at Chennai in Jan-2010. State level orientation workshops were organized during Jan-March 2010, in the states of Chhattisgarh, Bihar, Uttar Pradesh, Gujarat, Jharkhand, Uttrakahand, Tamil Nadu, Assam, Arunachal Pradesh, Manipur, Sikkim, Tripura, Haryana, Maharashtra, Andhra Pradesh, West Bengal, Karnataka and Rajasthan. Orientation workshops for Odisha, Haryana, Punjab and Madhya Pradesh were organized during August-November 2010.

Interactive cum Review meetings were organized in the States of Uttarakhand, Punjab & Haryana during October 2010, Maharashtra, Gujarat and Madhya Pradesh during November 2010, Andhra Pradesh, Karnataka, Tamil Nadu, West Bengal, Assam, Manipur, Uttar Pradesh & Rajasthan during December 2010. From January 2011 to March 2011 these meetings were organised in the states of Bihar (January), Punjab, Haryana, Gujarat, Uttar Pradesh (February) and Gujarat (March) to discuss the problems faced by the states in the implementation of the programme and to find solutions to specific problems. DG, NLMA and the concerned Officers and Consultants participated in these Review meetings. Secretary (SE&L) herself participated in the Regional Review Meeting of Saakshar Bharat Programme of North Eastern States organized at Guwahati on 20-22 May, 2010. She also participated in the review meetings organized for Gujarat in March, 2011. For solving the difficulties of North Eastern States a special team has been constituted to provide support to the states in the region.

2.6   Teaching-Learning Material

Basic Literacy Primers in 26 languages have been developed by SRCs in consultation with concerned SLMAs and accorded approval by the Quality Assurance Committee of Central Directorate Adult Education, New Delhi. Bridge Primers have also been developed and approved in 26 languages.

2.7   Monitoring the progress of the programme

A Monthly Monitoring System has been devised to seek progress of the implementation of different activities under Saakshar Bharat Programme. Each SLMA sends a Monitoring Report to NLMA. The report is analaysed and action on the feedback is taken to improve the functioning of the programme in different states. The report covers aspects like Formation of Committees, Opening of Bank Accounts, Authorisation of funds, Setting up of AECs, Engagement of Coordinators, Conducting of Survey, Training of Resource Persons and Functionaries, Printing of Primers, Teaching Learning Activities and Receipt and Utilisation of Funds. State Resource Centres in different states have also been assigned the responsibility of supporting SLMAs in the acceleration of programme implementation besides providing Technical and Resource Support to the programme.

2.8   Learner Assessment

NIOS, an autonomous organization of Ministry of HRD, was assigned the task of development of strategies and validation of assessment procedures for assessment of basic literacy. A pilot assessment test was conducted on 20th August, 2010. A total of 5,18,385 learners from 16 states of the country appeared in the test and 3,34,507 completed the test successfully. Based on the feedback of test conducted by NIOS, specific strategies are being taken up for up-scaling the assessment systems all over the country. During the first assessment test which was held on 6th March, 2011, around 5 million learners appeared in the test.

Innovations and Technical Developments

2.9   Web Based Planning and Monitoring

Module I of the web based planning and authorisation application developed by NIC has been operationalised. This Project Planning System, on the one hand enabled States to prepare their interim action plans, district-wise, and their submission online and at the same time enabled calculation of financial sanctions up to the Gram Panchayat levels. Besides, the Module will also facilitate uploading of the information on learners, Preraks, and Volunteer Teachers, as collected through survey of the households. Web based Module on Monitoring the programme has been designed and is going to be launched soon.

2.10   Fund Flow Mechanism and Accounting System

A fund flow mechanism and management system has been specifically planned for Saakshar Bharat Programme. This fund flow mechanism and management system has been designed with the objectives of providing access to funds to the implementing agencies up to the village level; for optimal utilization of funds; enhancing transparency and accountability by placing the financial details in public domain and empowering PRIs by allowing financial autonomy.

An MoU has been signed between NLMA and four notified banks, namely, State Bank of India, Indian Bank, Punjab National Bank and Union Bank of India for providing core banking facility for fund flow mechanism for Saakshar Bharat Programme.

Institute of Public Auditors of India, New Delhi, has developed an Accounts Manual of Saakshar Bharat which after print is being distributed to concerned agencies. It would facilitate the maintenance of accounts by implementing agencies.

2.11   Literacy Camps

As an alternative model for imparting basic literacy, Camp Based Literacy Programme with ICT inputs, has been organized in collaboration with Tata Consultancy Services (TCS) in six states on experimental basis. There were three camps organized in Andhra Pradesh and one camp each in the states of Karnataka, UP, Jharkhand. The ICT based camp approach is being adopted in more states during 2011-12.

2.12   Budget Allocation

For the financial year 2010-11, an amount of Rs. 1167 crore was allocated for Adult Education & Skill Development Scheme (Saakshar Bharat) in the Central budget, which was more than three times of the allocation of Rs. 345 crore in the Revised Estimates for 2009 – 2010. One of the challenges that the programme faced was building the capacities of the implementing agencies, especially at the grassroots levels for the most effectual and efficient utilization of the budget. Keeping in view the lower utilisation of funds, the allocation for the year 2010-11 for Saakshar Bharat was revised to Rs. 388.50 crores.

3   State-wise Progress under Saakshar Bharat

3.1   Andhra Pradesh

As per 2001 Census, adult female literacy rate was 50 % or below in 19 out of 23 districts of the State. In the 1st phase (2009-10), 18 districts were covered under Saakshar Bharat namely Khammam, Warangal, Vizianagaram, Visakhapatnam, Srikakulam, Ranga Reddy, Prakasam, Nellore, Nalgonda, Anantapur, Chittoor, Cuddapah, Guntur, Karim Nagar, Kurnool, Mahaboob Nagar, Medak and Nizamabad. In these 18 districts, 75,94,638 non-literates are to be covered by March 2012 for which an amount of Rs. 69.00 crore was released as Central Share of the 1st Installment. IInd Installment of Rs.79.15 crores as Central Share has also been released for 18 districts.

In the 2nd phase (2010-11), the remaining 1 eligible district namely Adilabad has been covered under Saakshar Bharat, in which 3,58,346 non-literates are to be covered. Central Share of Rs.5.51 crores has been released as Ist Installment for this district.

- 18,000 AECs have been set up and are functional.
- 1.35 lakh literacy centres are functioning.
- 13.80 lakh learners are participating in Basic Literacy Programme and will be completing by May end.
- Financial progress is also good.
- Second phase of literacy classes is to start in June, 2011.

3.2   Arunachal Pradesh

As per 2001 Census, adult female literacy rate was 50 % or below in 12 out of 15 districts of the State. In the 1st phase (2009-10), 5 districts were covered under Saakshar Bharat, namely East Kameng, Changlang, East Siang, Tawang, Upper Subansiri. In these 5 districts, 46,042 non-literates are to be covered by March, 2012 for which an amount of Rs. 4.04 crore was released as Central Share of the 1st Installment.

In the 2nd phase (2010-11) the remaining 7 eligible districts have been covered under Saakshar Bharat, in which 72,278 non-literates are to be covered. An amount of Rs.4.87 crore has been released as first installment.

Pending issues:

- Monthly Progress Report on Saakshar Bharat activities is not being received regularly.
- Physical achievement is not commensurate with the expenditure incurred.
- Survey needs to be conducted and finalized for all districts.
- State Share is yet to be contributed.
- Adult Education Centres need to be made functional.
- Process of implementation of the programme in 7 districts sanctioned during 2010-11 also needs to be accelerated.

3.3 **Assam**

As per 2001 Census, adult female literacy rate was 50 % or below in 12 out of 23 districts of the State. In the 1st phase (2009-10), 5 districts were covered under Saakshar Bharat, namely Darrang, Dehmji, Sonitpur, Karbi Anglong and Bongaiggaon. In these 5 districts, 5,98,030 non-literates are to be covered by March 2012 for which an amount of Rs. 14.48 crore was released as Central Share of the 1st Instalment.

In the 2nd phase (2010-11), the remaining 7 eligible districts have been covered under Saakshar Bharat, in which 7,64,288 non-literates are to be covered.

Pending issues:

- Monthly Progress Report on Saakshar Bharat activities is not received regularly.
- Survey work is to be completed and finalised for all districts.
- Adult Education Centres need to be made functional.
- Preraks for Adult Education Centres are yet to be selected.
- Printing of Primers needs to be expedited so that literacy classes could be started.
- Utilisation of funds is very low.
- Implementation process in the 7 districts sanctioned during 2010-11 needs to be accelerated.

3.4 Bihar

As per 2001 Census, adult female literacy rate was 50 % or below in all the 37 districts of the State. In the 1st phase (2009-10), 3 districts were covered under Saakshar Bharat, namely, Begusarai, Bhojpur and Khagaria. In these 3 districts, 7,05,326 non-literates are to be covered by March 2012 for which an amount of Rs. 4.49 crore was released as Central Share of the 1st instalment.

In 2nd phase (2010-11), the remaining 34 eligible districts have been covered under Saakshar Bharat in which 1,00,44,157 Non-literates are to be covered for which an amount of Rs. 85.19 crore was released as Central Share of the 1st instalment.

Pending issues:
- No substantial progress has been made to accomplish the task within the time frame agreed in the Review Meeting.
- District & Block authorities need to be strengthened in terms of appointment of Coordinators.
- 7787 Adult Education Centres (AEC) in 3 districts yet to be made operational.
- Survey work not yet completed.
- Primers yet to be distributed at Block and Gram Panchayats.
- Teaching learning activity in the 3 districts sanctioned during 2009-10 not yet started.
- Expenditure for the 3 districts also not reported.
- Implementation process in the 34 districts sanctioned during 2010-11 needs to be expedited.

3.5 Chhattisgarh

As per 2001 Census, adult female literacy rate was 50 % or below in 12 out of 16 districts of the State. In the 1st phase (2009-10), 8 districts were covered under Saakshar Bharat, namely Janjgir Champa, Jashpur, Kawardha, Korba, Koriya, Mahasamund, Raipur and Surguja. In these 8 districts, 10,82,683 non-literates are to be covered by March 2012 for which an amount of Rs. 19.03 crore was released as Central Share of the 1st installment.

In the 2nd phase (2010-11), the remaining 4 eligible districts namely Dantewada, Bastar, Bilaspur and Raigarh have been covered under Saakshar Bharat, in which 6,59,729 non-literates will be covered for which an amount of Rs. 14.54 crore was released as Central Share of the 1st installment.

State has made substantial progress in respect of completing the preparatory activities under Saakshar Bharat Programme. 13,048 literacy centres have been started out of over 1 lakh to be started. Progress of expenditure is good.

Two Naxal Affected districts of Kanker and Rajnandgaon have also been sanctioned Saakshar Bharat Programme during 2010-11 in which 1,42,587 Non-literates are to be covered. Two other Naxal affected districts namely Narayanpur and Bijapur are bifurcated districts from the districts of Bastar and Dantewada and are expected to have been covered as part of those composite districts sanctioned the programme during 2010-11.

Pending issues:

- Programme in the districts sanctioned during 2010-11 is yet to start.
- Training of Master Trainers, Preraks and Voluntary Teacher is to be completed.
- Teaching learning activity (Basic Literacy Classes) to be started in the remaining centres.
- Uploading of Survey and other data is to be undertaken.

3.6 Dadra & Nagar Haveli

The Union Territory of Dadra & Nagar Haveli has been covered under Saakshar Bharat during the year 2010-11. In Dadra & Nagar Haveli, 26,475 non-literates in 10 Gram Panchayats of the U.T. are to be covered under Saakshar Bharat Programme by March 2012. An amount of Rs.17.95 lakh as first installment has been released.

Progress Report from the Union Territory is yet to be received.

3.7 Gujarat

As per 2001 Census, adult female literacy rate was 50 % or below in 13 out of 25 districts of the State. In the 1st phase (2009-10), all the 13 eligible districts were covered under Saakshar Bharat, namely, Amreli, Banas Kantha, Bhavnagar, Dohad, Jamnagar, Jungadh, Kachchh, Narmada, Panch Mahals, Patan, Sabar Kantha,

Surendranagar and the Dangs. In these 13 districts, 24,35,220 non-literates are to be covered by March 2012 for which an amount of Rs. 23.99 crore was released as Central Share of the 1st Instalment.

Pending issues:

- No substantial progress has been made to accomplish the task within the time frame agreed in the Review Meeting.
- State Literacy Mission Authority (SLMA) yet to be reconstituted.
- Survey work yet to be completed and data uploaded on web-portal.
- Adult Education Centres (AECs) are yet to be made operational.
- Primers not yet printed.
- Teaching learning activity (Basic Literacy Classes) needs to be initiated in all the districts. A few thousand classes started without proper preparation of material.
- Lack of proper staff at SLMA.
- Lack of monitoring of the programme at Senior Level

3.8 Haryana

As per 2001 Census, adult female literacy rate was 50 % or below in 10 out of 20 districts of the State. In the 1st phase (2009-10), out of 10 eligible districts, only 1 district, namely, Karnal was covered under Saakshar Bharat. In this district, 1,25,655 non-literates are to be covered by March 2012 for which an amount of Rs. 1.20 Crore was released as Central Share of the 1st installment.

In the 2nd phase, during 2010-11, 4 more districts(namely – Kaithal,Jind, Fatehabad and Hissar) were also sanctioned. In these 4 districts, 5,23,137 non-literates will be covered for which an amount of Rs. 7.27 Crores has been released as Central Share of Ist installment.

The remaining 5 districts are to be covered during 2011-12.

Pending issues:

- No substantial progress has been made to accomplish the task within the time frame agreed in the Review Meeting.
- Progress Report has not been received from the State
- State Literacy Mission Authority (SLMA) yet to be constituted.

- Survey has not yet been carried out.

- Adult Education Centres are yet to be set up and made operational.

- Primers not yet printed.

- Teaching learning activity (Basic Literacy Classes) not yet started.

- Expenditure has not been reported.

- Implementation process in the 4 districts sanctioned during 2010-11 needs to be expedited.

3.9   **Himachal Pradesh**

In the second phase (2010-11), one eligible district i.e. Chamba has been covered under Saakshar Bharat. In this district, 54,075 non-literate are to be covered under Saakshar Bharat Programme. An amount of Rs. 1.46 Crores has been released as Central Share of 1st installment.

SRC Himachal Pradesh has been providing all technical and resource support in the implementation of the programme in the district.

Pending issues:

- Progress Report has not been received from the State

3.10   **Jammu & Kashmir**

As per 2001 Census, there were 14 districts in the State. Of these 13 districts (except Jammu) were having adult female literacy rate of below 50 percent. These districts are to be covered during 2011-12 after the tripartite agreement between NLMA, SLMA and the identified Bank is signed.

3.11   **Jharkhand**

As per 2001 Census, adult female literacy rate was 50 % or below in 17 out of 18 districts of the State. In the 1st phase (2009-10), 4 districts were covered under Saakshar Bharat, namely, Dhanbad, Dumka, Hazaribagh and Ranchi. In these 4 districts, 9,97,278 non-literates are to be covered by March 2012 for which an amount of Rs. 5.47 crore was released as Central Share of the 1st installment.

In 2nd phase, the remaining 13 eligible districts have been sanctioned under Saakshar Bharat Programme which will cover 20,82,940 Non-literates for which an amount of Rs. 21.18 Crore has been released as Central Share of the 1st installment.

Two Naxal Affected districts namely Latehar and East Singhbhum have also been sanctioned during 2010-11 to cover 6,12,112 Non-literates under Basic literacy Programme for which an amount of Rs. 4.58 Crore has been released as Central Share of the 1st installment.

State has made good progress in respect of completing preparatory activities like formation of Committees, opening of Bank Accounts, engagement of Coordinators, Training of functionaries under Saakshar Bharat Programme.

Pending issues:

- Adult Education Centres (AECs) have been set up which need to be made operational.

- Training of PRIS to be conducted.

- Volunteer Teachers are to be identified.

- Teaching learning activity (Basic Literacy Classes) started in 516 Centers only. Needs to be initiated in all the districts.

- Only 75000 primers have been distributed.

- Survey has been completed. Data is to be uploaded

- Utilization of funds is low

- Implementation process in the 15 districts sanctioned during 2010-11 needs to be expedited.

3.12 <u>Karnataka</u>

As per 2001 Census, adult female literacy rate was 50 % or below in 17 out of 27 districts of the State. In the 1st phase (2009-10), 16 districts were covered under Saakshar Bharat, namely, Bagalkot, Bangalore Rural, Belgaum, Bellary, Bidar, Bijapur, Chamarajanagar, Chitradurga, Gadag, Haveri, Kolar, Koppal, Mandya, Mysore, Raichur and Tumkur . In these 16 districts, 36, 63,390 non-literates are to be covered by March, 2012 for which an amount of Rs.18.44 crore was released as Central Share of the 1st Installment. 2nd installment of Rs.41.93 crores for 16 districts has also been released to SLMA.

In the 2nd phase (2010-11), the remaining 1 eligible district namely Gulbarga was covered under Saakshar Bharat, in which 4,27,754 non-literates will be covered. An amount of Rs.3.70 crores has been released as first installment for this district.

In the state, 35,647 Basic Literacy classes have been started in which total No. of learners are 3,60,695.

State has appointed all the coordinators at state, district, block and Panchayat level.

All the 3170 old CE Centers converted into AECs.

Good progress has been made by the state in the implementation of Saakshar Bharat Programme. Innovative activities like setting up of Model AECs, use of ICT are also being carried out in the state.

3.13 Madhya Pradesh

As per 2001 census, 37 out of 45 districts had female literacy rate of 50% or below. During 2010-11, 10 districts namely Sheopur, Jhabua, Mandsaur, Madla, Morena, Katni, Datia, Betul, Tikamgarh and Khargone (West Nimar),were sanctioned under Saakshar Bharat Programme. In these 10 districts, 12,45,546 non-literates of 4,618 GPS and 70 Blocks are to be covered for which 1st Instalment of Rs. 20.70 Crores was released as Central Share during 2010-11 and the State Govt. contributed its share.

The remaining 27 districts of the state will be covered under this programme during 2011-12.

Pending issues:

- Only administrative approval has been taken for constitution of different level authorities.
- Only main Bank Account of SLMA has been opened. Subsidiary Accounts will be opened after formation of the Committees.
- Other major activities will be started after finalization of above administrative procedure.

3.14 <u>Maharashtra</u>

As per 2001 Census, adult female literacy rate was 50 % or below in 9 out of the 35 districts of the State. In the 1st phase (2009-10), out of 9 eligible districts, 8 were covered under Saakshar Bharat, namely, Jalna, Gadchiroli, Hingoli, Parbhani, Beed, Nanaded, Osmanabad and Latur. In these 8 districts, 13,98,761 non-literates are to be covered by March 2012 for which an amount of Rs. 17.82 crore was released as Central Share of the 1st installment. State has also released its share of Rs. 5.94 crores.

During 2010-11, the remaining district of Nandurbar and an additional district Gondiya which is a left wing extremist (LWE) affected district were sanctioned under the Saakshar Bharat Programme. In these 2 districts, 2,48,264 non-literates of 1,057 GPS and 14 Blocks are to be covered for which 1st Instalment of Rs. 4.79 Crores was released as Central Share during 2010-11 and State has also released its share of Rs. 1.60 Crores.

Pending issues:
- No substantial progress has been made to accomplish the task within the time frame agreed in the Review Meeting.
- Committees at various implementation levels {State (1)/ District(4) /Block (15)/Gram Panchayat (5602)} are yet to be constituted.
- Adult Education Centres (AEC) are yet to be operationalised.
- Survey in all 10 districts of Saakshar Bharat yet to be initiated. Only Survey forms printed.
- Primers not yet printed.
- Teaching learning activity (Basic Literacy Classes) not yet started.
- Utilisation of funds is very low

3.15 <u>Manipur</u>

As per 2001 Census, adult female literacy rate was 50 % or below in 4 out of 9 districts of the State. In the 1st phase (2009-10), all the 4 eligible districts, were covered under Saakshar Bharat, namely, Thoubal, Tamenglong, Senapati and Chandel. In these 4 districts, 77,647 non-literates are to be covered for which an amount of Rs.2.62 crores was released as Central Share of the 1st installment.

- Facilitation Team from NLMA also provided support to SLMA accelerating the progress of the programme.
- Political and administration support to the programme is available.
- Preparatory activities like formation of Committees, opening of Bank Accounts, Printing of Primer in Manipuri etc. have been completed.
- Literacy classes are starting from this month.
- Physical and financial progress is good.

3.16 <u>Meghalaya</u>

As per 2011 Census, adult female literacy rate was below 50% in two out of 7 districts namely West Garo Hills and South Garo Hills. Both the districts were covered under Saakshar Bharat during 2010-11. 72,681 non literates were to be covered in these two districts. An amount of Rs.3.62 crore has been released as first instalment of the Central Share.

<u>Pending issues :</u>
- Progress Report has not been received.
- State Share is yet to be contributed.
- Lack of staff at SLMA.
- Implementation process needs to be expedited.

3.17 <u>Nagaland</u>

As per 2011 Census, only two out of 8 districts namely Mon and Tuensang had adult literacy rate below 50 percent. Both the districts have been covered during 2010-11 to cover 94,165 non literates under basic literacy programme and to set up 254 AECs. An amount of Rs.1.96 crore has been sanctioned as Central Share of the first installment.

Nagaland has taken preparatory steps of forming the Committees at different levels, opening of Bank Accounts, identification of buildings for AECs. Survey and environment building activities have been started. Training of functionaries and printing of Primers has been started. State share has been transferred to SLMA.

Implementation process needs to be expedited.

3.18 **Odisha**

As per 2001 Census, adult female literacy rate was 50 % or below in 19 out of 30 districts of the State. In the 1st phase (2009-10), out of 19 eligible districts, 3 districts were covered under Saakshar Bharat, namely, Balangir, Kalahandi and Sundergarh. In these 3 districts, 5,74,335 non-literates are to be covered by March 2012 for which an amount of Rs.3.50 crore was released as Central Share of the 1st installment.

The remaining 16 districts will be covered during 2011-12.

Pending issues:

- 820 Adult Education centres stated to have been set up, need to be made functional.

- Survey work needs to be expedited.

- Volunteer Teachers need to be identified.

- Teaching learning activity (Basic Literacy Classes) not yet started.

- Training of Master Trainers and Preraks to be conducted

- Utilization of funds is very low

3.19 **Punjab**

As per 2001 Census, adult female literacy rate was 50 % or below in 6 out of 17 districts of the State. During the year 2010-11, all 6 districts namely Mansa, Muktsar, Firozpur, Sangrur, Bathinda & Faridkot of Punjab have been covered. In these 6 districts, 8,70,319 non-literates will be covered for which an amount of Rs.15.61 crore was released as Central Share of the 1st installment.

Preparatory steps of forming the committees, opening of Bank Accounts and identification of buildings for AECs have been taken.

Pending Issues:

- State is yet to release its share of Rs. 5.20 Crores.

- Adult Education Centres (AECs) are to be made operational.
- Survey work is to be started.
- District & Block Coordinators to be engaged.
- Training of functionaries is to be organized.

3.20 Rajasthan

As per 2001 Census, adult female literacy rate was 50 % or below in 31 out of 32 districts of the State. In the 1st phase (2009-10), all the 31 eligible districts were covered under Saakshar Bharat, namely, Ajmer, Alwar, Banswara, Baran, Barmer, Bharatpur, Bhilwara, Bikaner, Bundi, Chittorgarh, Churu, Dausa, Dhoulpur, Dungarpur, Ganganagar, Hanumangarh, Jaipur, Jaisalmer, Jalore, Jhalawar, Jhunjhunu, Jodhpur, Karauli, Nagaur, Pali, Rajasmand, Sawai Madhupur, Sikar, Sirohi, Tonk and Udaipur. In these 31 districts, 60,67,842 non-literates are to be covered by March 2012 for which an amount of Rs.44.11 crore was released as Central Share of the 1st installment.

Pending issues:

- Committees at Gram Panchayat (3075) yet to be constituted.
- Survey is to be completed and data uploaded on web portal.
- Adult Education Centres (AECs) are yet to be made operational.
- Primers not printed
- Teaching learning activity (Basic Literacy Classes) needs to be initiated in all the districts. Some classes have been started.
- Utilization of funds is very low.

3.21 Sikkim

As per 2001 Census, adult female literacy rate was 50 % or below in 2 out of 4 districts of the State. In the 1st phase (2009-10), both the eligible districts were covered under Saakshar Bharat, namely, North Sikkim and West Sikkim.   In these 2 districts, 20,970 non-literates are to be covered for which an amount of Rs.62.63 lakh was released as Central Share of the 1st Instalment.

Preparatory activities have been completed.

Teachers appointed for elementary education are working as Teachers for literacy classes. (Paid teachers are teaching in literacy centres)

Coordinators are working as Master Trainers.

Pending issues :

- Survey has been completed. 19,307 non-literates identified. Data is to be uploaded on Saakshar Bharat Portal.
- Basic Literacy Primer distributed. Bridge Primer to be printed.
- Utilization of funds not reported.

3.22 **Tamil Nadu**

As per 2001 Census, adult female literacy rate was 50 % or below in 7 out of 30 districts of the State. In the 1st phase (2009-10), out of 7 eligible districts, 5 were covered under Saakshar Bharat, namely, Dharmapuri, Villupuram, Perambalur, Salem and Erode. In these 5 districts, 14, 26,060 non-literates are to be covered by March 2012 for which an amount of Rs.9.36 crore was released as Central Share of the 1st installment. 2nd installment of Rs.5.98 crores has also been released to SLMA for these 7 districts.

In the 2nd phase (2010-11), the remaining 2 eligible districts Ariyalur and Tiruvannamalai were covered under Saakshar Bharat, in which 3,20,439 non-literates will be covered. An amount of Rs.1.76 crore has been released as first installment of Central Share.

- In the state 2068 Basic Literacy classes have been started.
- State has appointed almost all the coordinators at state, district, block and Panchayat level.
- Progress of expenditure is good.
- 2091 AECs have been set up.

Pending issues:

- Out of 178254 only 33629 VTs have been identified. Literacy classes in different districts to start.

- Bridge primer is to be printed and distributed.

- Survey has been completed in the 7 districts. Survey data is to be uploaded on web-portal.

3.23   Tripura

As per 2001 Census, adult female literacy rate was 50 % or below only in 1 district, namely, Dhalai of the State. In the 1st phase (2009-10), the district was covered under Saakshar Bharat, In this district, 32,959 non-literates will be covered for which an amount of Rs. 82.68 lakh was released as Central Share of the 1st Instalment. Committees at districts and GP level have been formed and location for AECs has been identified.

Pending issues:

- The programme has not started functioning in the district. It is to be started from June, 2011.

- Monthly Progress Report has not been received.

- The State Government is yet to release its share amounting to Rs. 9,18,693/- towards 1st instalment.

3.24   Uttarakhand

As per 2001 Census, adult female literacy rate was 50 % or below in 6 out of 13 districts of the State. In the 1st phase (2009-10), out of these 6 eligible districts, 5 were covered under Saakshar Bharat, namely, Tehri Garhwal, Champawat, Haridwar, Udham Singh Nagar and Bageshwar. In these 5 districts, 3,70,653 non-literates are to be covered by March 2012 for which an amount of Rs.7.94 crore was released as Central Share of the 1st instalment.

In the 2nd phase (2010-11), the remaining 1 eligible district Uttarkashi has been covered under Saakshar Bharat which has 30,000 targeted non literates. Rs. 1.35 crore has been released for 2nd phase as first installment.

In the state 2176 literacy centres are setup and started in which average no. of learners per class is 15.

Pending issues:

- Survey data needs to be finalized and uploaded on Saakshar Bharat Portal.

- Engagement of coordinators at district and Block levels needs to be done.

- Buildings for AECs have mostly been identified. AECs need to be made functional.

- 3,000 Volunteer Teachers have started working. 34,000 more VTs to be identified and trained.

3.25   Uttar Pradesh

As per 2001 Census, adult female literacy rate was 50 % or below in 66 out of 70 districts of the State. In the 1st phase (2009-10), out of 66 eligible districts, 26 districts were covered under Saakshar Bharat, namely, Agra, Aligarh, Ballia, Banda, Barabanki, Bareilly, Basti, Bijnor, Budaun, Deoria, Etawah, Fatehpur, Gautam Budh Nagar, Ghazipur, Hathras, Jhansi, Kannauj, Kushinagar, Maharajganj, Mainpuri, Muzaffarnagar, Pratapgarh, Rai Bareli, Sant Kabir Nagar, Unnao and Varanasi. In these 26 districts, 73,58,290 non-literates are to be covered by March 2012 for which an amount of Rs.64.88 crore was released as Central Share of the 1st installment.

The remaining 40 districts are to be covered during 2011-12.

Pending issues:

- Authorization of fund to Block and GP level is yet to be done.

- Utilization of funds is slow.

- Buildings for 19,964 AECs have been identified. 20,778 Preraks have been engaged. AECs need to be made functional.

- State has not identified any VTs against a target of 3,90,000 VTs.

- Survey work has not been completed in the state.

- Literacy classes need to be started.

- Lack of proper staff at SLMA.

3.26   West Bengal

As per 2001 Census, adult female literacy rate was 50 % or below in 9 out of 19 districts of the State. In the 1st phase (2009-10), all the 9 eligible districts were covered under Saakshar Bharat, namely, Jalpaiguri, Basnkura, Kooch Bihar, Dakshin Dinajpur, Birbhum, Uttar Kinajpur, Murshidabad, Purilia and Maldah. In these 9 districts, 37,42,574 non-literates are to be covered by March 2012 for which an amount of Rs. 14.16 crore was released as Central Share of the 1st instalment.

Pending issues:

- No substantial progress has been made to accomplish the task within the time frame agreed in the Review Meeting.
- More Coordinators at State, Districts and at Blocks are to be engaged.
- Adult Education Centres (AEC) are to be made operational.
- Survey work not yet completed. Data to be uploaded on web portal.
- 6 lakh Primers printed. More need to be printed.
- Teaching learning activity (Basic Literacy Classes) need to be initiated in all the districts. Some classes have been started.
- Lack of staff at SLMA.
- Utilization of fund is very low.
- The New Govt. needs to expedite implementation of this programme in the state.

4.   Review of Progress

4.1   Categorization of States based on the Progress/Review

Category A : States which have under taken most of the preparatory activities - Andhra Pradesh, Karnataka, Chhattisgarh and Tamil Nadu

Category B : States which have made advanced preparations - Manipur, Bihar, West Bengal, Jharkhand, Uttarakhand, Uttar Pradesh, Sikkim and Rajasthan

Category C : States which are lagging behind - Assam, Arunachal Pradesh, Tripura, Gujarat, Maharashtra, Odisha, and Haryana

Category D : States sanctioned programme during 2010-11 and are at initial stages of preparations - Meghalaya, Nagaland, Himachal Pradesh, Punjab, Madhya Pradesh and Dadra & Nagar Haveli.

4.2 **Factors contributing strengths and deficiencies in implementation of the programme**

STRENGTHS-

Political & Government Support and SLMA leadership : Andhra Pradesh, Jharkhand, Karnataka, Manipur and Sikkim

DEFICIENCIES -

Lack of government support and SLMA leadership : Haryana, Maharashtra, Uttar Pradesh and Meghalaya

Litigations : Assam & Rajasthan

Administrative Apathy : Gujarat, Haryana, Odisha and West Bengal

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List of State-wise districts covered during 2009-10 and 2010-11 for implementation of Saakshar Bharat

S.No.	State	Districts covered in 2009-10	Districts covered in 2010-11
1.	Andhra Pradesh	1, Anantapur 2. Chittoor 3. Cuddapah 4, Guntur 5. Karimnagar 6, Khammam 7. Kurnool 8. Mahbubnagar 9. Medak 10. Nalgonda 11. Nellore 12. Nizamabad 13. Prakasam, 14, Rangareddi 15. Srikakulam 16, Visakhapatnam, 17. Vizianagaram 18. Warangal,	1. Adilabad
2.	Arunachal Pradesh	1. Changlang 2. East Kameng, 3. East siang 4. Tawang 5. Upper subansiri	1. Tirap 2. Lower Suban 3. Upper Siang 4. Lohit 5. West Kamen 6. Dibang Valley 7. West Siang
3.	Assam	1. Darrang 2. Dhemji, 3. Sonitpur 4. Karbi Anglong 5. Bongaigaon	1. Dhubri 2. Kokrajhar 3. Barpeta 4. Marigaon 5. Hailakandi 6. Goalpara 7. Tinsukia
4.	Bihar	1. Begusarai 2. Bhojpur 3. Khagaria	1. Kishanganj 2. Supaul 3. Araria 4. Madhepura 5. Sheohar 6. Purba Champaran 7. Purnia 8. Pashchim Champaran 9. Katihar 10. Sitamarhi 11. Jamui 12. Madhubani 13. Saharsa

			14. Banka 15. Gopalganj 16. Darbhanga 17. Samastipur 18. Nawada 19. Lakhisarai 20. Sheikhpura 21. Saran 22. Siwan 23. Vaishali 24. Muzaffarpur 25. Gaya 26. Kaimur (Bhabua) 27. Jehanabad 28. Buxar 29. Nalanda 30. Bhagalpur 31. Aurangabad 32. Rohtas 33. Munger 34. Patna
5.	Chittisgarh	1. Janjgir Champa 2. Jashpur 3. Kawardha 4. Korba, 5. Koriya 6. Mahasamund 7. Raipur 8. Surguja	1. Dantewada 2. Bastar 3. Bilaspur 4. Raigarh 5. Kanker 6. Rajnandgaon
6.	Dadra & N. H.		1. Dadra & Nag.
7.	Gujrat	1. Amreli 2. Banas Kantha 3. Bhavnagar 4. Dohad 5. Jamnagar 6. Jungadh 7. Kachchh 8. Narmada, 9. Panch Mahals 10. Patan 11. Sabar Kantha 12. Surendranagar 13. Dangs	
8.	Haryana	1. Karnal	1. Kaithal 2. Jind 3. Hisar 4. Fatehabad
9.	Himachal Pradesh		1. Chamba

10.	Jharkhand	1. Ranchi 2. Dhanbad 3. Hazaribagh 4. Dumka	1. Pakaur 2. Garhwa 3. Giridih 4. Sahibganj 5. Godda 6. Chatra 7. Palamu 8. Kodarma 9. Deoghar 10. Pashchimi Singhbhum 11. Lohardaga 12. Gumla 13. Bokaro 14. Latehar* 15. East Singh Bhum*
11.	Karnataka	1. Bagalkot 2. Banglore Rural 3. Belgaum 4. Bidar 5. Bellary, 6. Chamrajnagar 7. Tumkur 8. Mysore 9. Kolar 10. Chitradurga 11. Bijapur, 12. Haveri, 13. Gadag, 14. Raichur 15.Koppal, 16.Mandya	1. Gulbarga
12.	Madhya Pradesh		1. Mandla 2. Mandsaur 3. Khargone (West Nimar) 4. Jhabua 5. Katni 6. Datia 7. Betul 8. Sheopur 9. Morena 10.Tikamgarh
13.	Maharashtra	1. Jalna 2. Gadchiroli 3. Hingoli 4. Parbhani 5. Beed 6. Nanded, 7. Osmanabad, 8. Latur	1. Nandurbar 2. Gondiya

14.	Manipur	1. Chandel, 2. Senapati, 3. Tamenglong, 4. Thoubal,	
15.	Meghalaya		1. West Garo Hills 2. South Garo Hills
16.	Nagaland		1. Mon 2. Tuensang
17.	Orissa	1. Bolangir 2. Kalahandi 3. Sundergarh	
18.	Punjab		1.Mansa 2.Muktsar 3.Firozpur 4.Sangrur 5.Bathinda 6. Faridkot
19.	Rajasthan	1. Ajmer 2. Alwar, 3. Banswara, 4. Baran, 5. Barmer, 6. Bharatpur, 7. Bhilwara, 8. Bikaner, 9. Bundi 10. Chittorgarh, 11. Churu, 12. Dausa, 13. Dholpur, 14. Dungarpur, 15.Ganganagar 16. Hanumangarh 17. Jaipur 18. Jaisalmer 19. Jalore 20. Jhalawar 21. Jhunjhunu 22. Jodhpur 23. Karouli 24. Nagour 25. Pali 26. Rajasmand 27. Sawai Modhopur 28. Sikar 29. Sirohi 30. Tonk 31. Udaipur	
20.	Sikkim	1. North Sikkim 2. West Sikkim	

21.	Tamil Nadu	1. Dharampuri 2. Villupuram 3. Perambalur 4. Salem 5. Erode	1. Ariyalur 2. Tiruvannamalai
22.	Tripura	1. Dhalai	
23.	Uttar Pradesh	1. Agra 2. Aligarh 3. Ballia 4. Banda 5. Bareilly 6. Bijnor 7. Budaun 8. Basti 9. Barabanki 10. Deoria 11. Etawah 12. Fatehpur, 13. G.B. Nagar 14. Ghazipur 15. Hathras 16. Jhansi 17. Kannauj 18. Kushinagar 19. Maharajganj 20. Mainpuri 21. Muzaffarnagar 22. Pratapgarh 23. Sant Kabir Nagar 24. Rai Bareli 25. Varanasi 26. Unnao	
24.	Uttarakhand	1. Tehri Garhwal 2. Bageswar 3. Champawat 4. Udham Singh Nagar 5. Haridwar	1. Uttarkashi
25.	West Bengal	1. Purulia 2. Uttar Djinajpur, 3. Maldah, 4. Murshidabad 5. Bankura, 6. Jalpaiguri 7. Birbhum 8. Dakshin Dinajpur 9. Koch Bihar	
	Total	167	102

AGENDA-VII: ALL INDIA SURVEY ON HIGHER EDUCATION

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. It is widely recognized that the existing data base on higher education is inadequate, out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc.

Government has set a target of increasing the GER from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives are being taken by the Government to increase the GER. To measure the efforts taken by the government to increase the GER requires complete data on higher education such as number of institutions, students, teachers etc.

In view of this MHRD has initiated an All India Survey on Higher Education to build a database and to assess the correct picture of higher Education in the country.

The main objective the survey will be to
- identify & capture all the institutions of higher learning in the country.
- Collect the data from all the higher education institutions on various aspects of higher education

A Task Force has been constituted under the chairmanship of Additional Secretary (HE), MHRD with Representatives from UGC, AICTE, MCI, IASRI, CSO, Universities, State Higher Education Departments etc as members.

Survey will be conducted under the overall guidance of the Task Force.

National University of Education Planning and Administration (NUEPA) has been given the responsibility of conducting the survey.

Pilot Testing was conducted during March-April, 2011 in some selected Institutions.

Main survey work is proposed to be undertaken during summer vacations in Universities/ Colleges.

Data will be collected from All the Institutions of Higher Learning viz Universities, Colleges, Polytechnics etc. on following broad items

- Institutions Basic Details

- Teachers Detail

- Details of Non-Teaching Staff

- Courses conducted under various Faculties & Departments

- Students enrolled in these courses

- Examination result of terminal year of each course

- Financial Information such as Receipt and Expenditure under various heads

State Education Ministers are requested to impress upon the higher educational institutions and various State Governments Departments dealing with them to furnish the above mentioned information to the officials engaged in data collection.

AGENDA-VIII: SETTING UP OF MODEL DEGREE COLLEGES IN 374 IDENTIFIED HIGHER EDUCATIONALLY BACKWARD DISTRICTS

The Scheme to assist the State Governments to set up Model Degree Colleges in the 374 identified higher educationally backward districts was launched in February, 2010 (Annexure-I) where the Gross enrolment Ratio (GER) for higher education is less than the national GER. Subsequently guidelines were also issued on 9th June, 2010. Till the end of April, 2011, 88 proposals from 17 State Governments have been received by University Grants Commission (UGC) out of which proposals for 54 Model colleges have been approved/or are in the final stage of approval (Annexure-II). The remaining proposals are under consideration of the Commission.

2. It is very hearting to note that some of the states like Punjab, Maharashtra, Gujarat, Kerala have taken lead in this respect, the other states have also been found to be keen and are sending proposals to UGC for technical scrutiny and approval. The State Government of Madhya Pradesh, Bihar, Rajasthan and few others are however, yet to send the proposals for availing central assistance under the Scheme. All the states are urged to appreciate the need to take this task in 'Mission Mode' to facilitate upscaling the GER in their states. This will also contribute to efforts at the national level to increase the GER to 16 by the end of the current Plan period. As the target to further increase GER by the end of 12th Plan Period (2012-2017) I 21, this calls for serious efforts by the states to do their best so that higher education becomes available to more youth of the country.

3. The Central Government is also considering a Scheme to incentives the States to set up new higher educational institutions and expansion of the existing higher educational institutions. Expenditure Finance Committee (EFC) in its meeting held in October, 2010 has already recommended setting up of 8 new universities, 10 new engineering colleges, 83 new model colleges, and the expansion of the existing colleges, limited to such number as would contribute to an increased additional enrolment of one lakh students. This Scheme is proposed to be on pilot basis and could be considered for expansion of the Scheme during the 12th Five Year Plan. It therefore, becomes expedient on the part of the state government to gear up its resources to set up higher educational institutes in their States to benefit the youth of the State to go for higher education and also to keep pace with the national efforts to increase the Gross Enrolment Ratio (GER).

4.   The concerned officers in UGC who could be contacted for any advice in the matter are given below.

      (1)   Dr. N.A. Kazmi,
                Secretary,
                University Grants Commission (UGC)
                Bahadurshah Zafar Marg, New Delhi

      (2)   Dr. Archana Thakur,
                Deputy Secretary(SU),
                University Grants Commission (UGC)
                Bahadurshah Zafar Marg, New Delhi
                Tel. : 011-23236977

List of 374 identified Higher Educationally Backward Districts

1.A &N Islands	Dantewada	Giridih	Shivpuri	Banswara	Banda
Andamans	Dhamtari	Godda	Sidhi	Baran	Barabanki
Nicobars	Durg	Gumla	Tikamgarh	Barmer	**Bareilly**
2. Andhra Pr.	Janjgir -champa	Kodarma	Ujjain	Bharatpur	Basti
Adilabad	Jashpur	Pakaur	Umaria	Bhilwara	Bijnor
Anantapur	Kanker	Palamu	Vidisha	Bikaner	Budaun
East Godavari	Kawardha	P. Singhbhum	West Nimar	Bundi	Bulandshahr
Kurnool	Koriya	Sahibganj	**18. Maharashtra**	Chittaurgarh	Chitrakoot
Mahbubnagar	Mahasamund	**14. Karnataka**	Buldana	Churu	Etah
Medak	Raigarh	Bagalkot	Gadchiroli	Dausa	Farrukhabad
Nizamabad	Raipur	Bangalore Rural	Hingoli	Dhaulpur	Fatehpur
Prakasam	Rajnandgaon	Belgaum	Jalna	Dungarpur	Gonda
Srikakulam	Surguja	Bellary	Raigarh	Ganganagar	Hamirpur
Vizianagaram	**7.D & N Haveli**	Bijapur	Ratnagiri	Hanumangarh	Hardoi
West Godavari	D & N Havelli	Chamarajanagar	Sindhudurg	Jaisalmer	Hathras
3. Arunachal Pr.	**8. Daman & Diu**	Chikmagalur	**19. Meghalaya**	Jalor	**Jyotiba P. Nagar**
Changlang	Daman	Chitradurga	East Garo Hills	Jhalawar	Kannauj
Dibang Valley	Diu	Dakshina Kannada	Jaintia Hills	Jhunjhunun	Kanpur Dehat
East Kameng	**9. Gujarat**	Gadag	Ri Bhoi	Jodhpur	Kaushambi
Lohit	Amreli	Hassan	South Garo Hills	Karauli	Kheri
Lower Subansiri	Banas Kantha	Haveri	West Khasi Hills	Nagaur	Kushinagar
Tawang	Bharuch	Kodagu	**20. Mizoram**	Pali	Lalitpur
Tirap	Bhavnagar	Kolar	Champhai	Rajsamand	Maharajganj
Upper Siang	Dohad	Koppal	Kolasib	Sawai Madhopur	Mahoba
Upper Subansiri	Jamnagar	Mandya	Lawngtlai	Sikar	Mathura
West Kameng	Junagad	Raichur	Lunglei	Sirohi	Moradabad
West Siang	Kachchh	Tumkur	Mamit	Tonk	Muzaffarnagar
4. Assam	Kheda	Udupi	Saiha	Udaipur	Pilibhit
Bongaigaon	Mahesana	Uttara Kannada	Serchhip	**26. Sikkim**	Rae Bareli
Cachar	Narmada	**15. Kerala**	**21. Nagaland**	East	Rampur
Darrang	Panch Mahals	Kasaragod	Mon	North	Saharanpur
Dhubri	Patan	Malappuram	**22. Orissa**	South	Sant Kabir Nagar
Goalpara	Porbandar	Palakkad	Anugul	West	Shahjahanpur
Hailakandi	Rajkot	Wayanad	Balangir	**27. Tamil Nadu**	Shrawasti
Karbi Anglong	Sabar Kantha	**16. Lakshdweep**	Bargarh	Ariyalur	Siddharthnagar
Karimganj	Surat	Lakshadweep	Baudh	Coimbatore	Sitapur
Marigaon	Surendranagar	**17. Madhya Pr.**	Debagarh	Cuddalore	Sonbhadra
Nagaon	The Dangs	Balaghat	Dhenkanal	Dharmapuri	Sultanpur
Sonitpur	Valsad	Barwani	Gajapati	Dindigul	Unnao
Tinsukia	**10. Haryana**	Betul	Ganjam	Erode	**30. Uttaranchal**
5. Bihar	Fatehabad	Bhind	Kalahandi	Kancheepuram	Bageshwar
Araria	Gurgaon	Chhatarpur	Kandhamal	Kanniyakumari	Champawat
Aurangabad	Jind	Chhindwara	Kendujhar	Karur	**31. W. Bengal**
Banka	Kaithal	Damoh	Koraput	Madurai	Bankura
Begusarai	Karnal	Datia	Malkangiri	Nagapattinam	Barddhaman
Darbhanga	Panipat	Dewas	Nabarangapur	Perambalur	Birbhum
Gopalganj	Sirsa	Dhar	Nayagarh	Pudukkottai	Dakshin Dinajpur
Jamui	**11.Himachal Pr..**	Dindori	Nuapada	Ramanathapuram	Darjiling
Kaimur	Chamba	East Nimar	Rayagada	Salem	Haora
Katihar	**Kinnaur**	Guna	Sonapur	Sivaganga	Hugli
Khagaria	**Lahul & Spiti**	Harda	**23. Pondicherry**	Thanjavur	Jalpaiguri
Kishanganj	Sirmaur	Jhabua	Yanam	The Nilgiris	Koch Bihar
Lakhisarai	**12. J&K**	Katni	**24. Punjab**	Theni	Maldah
Madhepura	Anantnag	Mandla	Amritsar	Thiruvallur	Medinipur
Madhubani	Badgam	Mandsaur	Bathinda	Thiruvarur	Murshidabad
Nawada	Baramula	Morena	Faridkot	Thoothukkudi	Nadia
W. Champaran	Doda	Narsimhapur	Fatehgarh Sahib	Tirunelveli	North 24 Parganas
E. Champaran	Kargil	Neemuch	Firozpur	Tiruvannamalai	Puruliya
Purnia	Kathua	Panna	Gurdaspur	Vellore	South 24 Parganas
Saharsa	Kupwara	Raisen	Kapurthala	Viluppuram	Uttar Dinajpur
Samastipur	Leh	Rajgarh	Mansa	Virudhunagar	
Sheohar	Punch	Ratlam	Moga	**28. Tripura**	
Sitamarhi	Rajauri	Sagar	Muktsar	North Tripura	
Siwan	Udhampur	Satna	Nawanshahr	South Tripura	
Supaul	**13 Jharkhand**	Sehore	Patiala	West Tripura	
Vaishali	Chatra	Seoni	Sangrur	Dhalai	
6. Chhatisgarh	Deoghar	Shahdol	**25. Rajasthan**	**29. Uttar Pr.**	**TOTAL DISTRICTS =374**
Bastar	Dumka	Shajapur	Ajmer	**Bahraich**	
Bilaspur	Garhwa	Sheopur	Alwar	Balrampur	

No. of proposals for Model Degree Colleges in EBDs from various states against the total no.

Sl.No.	State	Total No.	Proposal received (Till 30/04/2011)
1.	Karnataka	20	09
2.	Punjab	13	11
3.	Gujarat	20	13
4.	Tamil Nadu	27	04
5.	Dadra & Nagar Haveli (UT)	01	01
6.	Lakshdweep	01	01
7.	Kerala	04	04
8.	West Bengal	17	03
9.	Arunachal Pradesh	11	06
10.	Maharashtra	07	07
11.	Uttar Pradesh	41	06
12.	Sikkim	04	06
13.	Chattisgarh	15	05
14.	Andhra Pradesh	11	06
15.	Haryana	07	01
16.	Rajasthan	30	01
17.	Orissa	18	08
	Total	**247**	**88**

AGENDA-IX: INTEREST SUBSIDY ON EDUCATION LOAN SCHEME

Central Scheme to provide Interest Subsidy for the period of moratorium on education loans taken by students from economically weaker sections from schedule banks under the education loan scheme of the Indian Banks' Association**.**

Department of Higher Education, Ministry of Human Resource Development has launched a Central Sector Scheme of Interest Subsidy on Educational Loans. Full interest subsidy is provided during the period of moratorium (i.e. duration of a recognised professional course plus 1 year, or 6 months after employment – whichever is earlier) on educational loans availed by all students belonging to economically weaker sections (with parental family income from all sources, less than Rs.4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association (IBA). The Scheme is based solely on income criteria and not social background.

The interest subsidy is linked with the existing Educational Loan Scheme of IBA and restricted to students enrolled in recognized professional courses (after Class XII) in India in Educational Institutions established by Acts of Parliament, other Institutions recognized by the concerned Statutory Bodies, Indian Institutes of Management (IIMs) and other institutions set up by the Central Government.

Under the scheme, proof of income is required to be certified by the designated Authorities of the State in which the lender Bank is situated. A communication to this effect has been sent to State Governments on 21.04.2010 (Annexure-I). It is however observed that as 30.04.2011 only 13 States/UTs have issued notification designating the income certificate issuing Authority. As a result, the benefits of the Scheme are yet to reach many areas of the country. In the previous financial year (2010-11) a total claim of sum of Rs.203.28 crore was reimbursed to Canara Bank out of the total budget grant of Rs.500 crores. A provision of Rs.640 crores have been made during the current financial year 2011-12. Proper utilization of the fund requires coordination among Banks the State Governments and Ministry of HRD.

The name of State/Union Territory where Income Certificate issuing authority is yet to designated is at Annexure – II. They are requested to designate the income certificate issuing Authority and give wide publicity to the Scheme.

SUNIL KUMAR
JOINT SECRETARY
TEL. 2338 2298

D.O. No.11-4/2010-U.5

21.04.2010

Dear Sir,

As you are kindly aware, a new Central Scheme to provide full interest subsidy during the moratorium on educational loans for students belonging to economically weaker sections (with parental family income from all sources of less than 4.5 lakh annually) from scheduled banks under the Educational Loan Scheme of the Indian Banks' Association (IBA) has been approved for pursuing courses of studies in technical education and professional streams from recognised institutions in India. IBA have now finalized the modalities of implementing the Scheme by all its member Banks, a copy of the Scheme along with modalities of implementation, as finalized by the Indian Banks' Association is enclosed for ready reference.

2. You would notice that under the Scheme, proof of income is required to be certified by authorities to be designated by the State Government. The IBA has proposed that in order to ensure uniformity in sanction of interest subsidy on education loans, State Governments may designate an authority or authorities to issue certificates based on income criteria only (that is not the social background). In order to ensure that benefits accrue to eligible students at the earliest, you may like to issue necessary directions notifying the competent authority for income certification, as well as for publicizing the same widely with in the State. Since the State Government must have designated certain authorities for the purpose of certification of income under various Central / State sector schemes, you may like to consider designating the same authorities, wherever feasible, for the purposes of certification of income under the present scheme of Interest subsidy on education loans as well.

3. I am desired to request you to kindly intimate the designated authority / authorities (at the District Sub-District / Block, etc. levels) to the District Level Consultative Committees (DLCC) so that banking authorities at the branch level where students would be approaching for availing the benefit of the Scheme, would be aware of the same. As interest subsidy is admissible in respect of education loans approved for the academic session 2009-2010, the interest amount on such loans would be becoming due at the close of the academic session. Your intervention in notifying the competent authority as well as widely publicizing the same through DLCCs for the information of Branch Managers of Banks would, therefore, be crucial in enabling the Central Government to reimburse banks the amount of interest accruing to eligible beneficiaries.

With regards,

Yours sincerely,

(Sunil Kumar)

Encl : as above

To

All Chief Secretaries of States / UTs

Name of the State/Union Territory where Income Certificate issuing authority is yet to designated.

1. Arunachal Pradesh
2. Assam
3. Chandigarh
4. Chattisgarh
5. Daman & Diu
6. Haryana
7. Jammu & Kashmir
8. Lakshwadeep
9. Madhya Pradesh
10. Manipur
11. Meghalaya
12. Nagaland
13. Punjab
14. Sikkim
15. Tripura