

**MINUTES OF THE 55TH MEETING OF THE CENTRAL ADVISORY BOARD
OF EDUCATION HELD ON 10TH FEBRUARY 2009**

1. The 55th meeting of the Central Advisory Board of Education (CABE) was held on 10th February 2009 under the Chairmanship of Shri Arjun Singh, Hon'ble Minister for Human Resource Development, Government of India. List of the participants is at **Annexure-I**.

2.1 At the outset, Shri R.P. Agarwal, Secretary, Department of Higher Education, Government of India and member Secretary of CABE, welcomed Hon'ble Chairman Sh. Arjun Singh, Minister of Human Resource Development, Government of India, Hon'ble Vice-Chairperson Smt. D Purandeswari and Shri M.A.A. Fatmi, Minister of State of HRD, Government of India, Dr. M.S. Gill, Hon'ble Minister of State (Independent charge), Ministry of Youth Affairs & Sports, Dr. Balachandra Mungekar, Member Planning Commission, and all the Members of the CABE after its re-constitution and expressed sincere gratitude as well as sense of appreciation to all the distinguished Members of the earlier CABE for their valuable guidance and contributions made to the earlier CABE committees. He also offered heartfelt condolences on the sad demise of Smt. Nirmala Deshpande, former member of CABE.

2.2 **Shri R.P. Agrawal, Member Secretary** briefly outlined the agenda of the meeting and mentioned that since, the last meeting of CABE, there have been several important developments in the education sector. The XIth Five Year Plan has been unveiled which places the highest priority on education and also aims to address the major challenges including the challenge of bridging regional, social and gender gaps at all levels of education and to bring in excellence, equity and inclusiveness in education. He mentioned that the XIth Five Year Plan outlay of the Ministry of HRD had been kept at about five times of the expenditure as was incurred during the Xth Five Year Plan and that with the

cooperation of all the stakeholders, particularly the State Governments, the country should be able to make all-round progress in all the sectors of education. He further mentioned in detail the major achievements of the Ministry in the last few years especially after the last CAGE meeting. He mentioned that the details of the various major initiatives of the Ministry of HRD and other developments that had taken place in the education sector have been given in the background notes, circulated to the Hon'ble members and that the Ministry would try to provide any additional information in the meeting if required by the Hon'ble Members.

2.3 **Sh. R.P. Agrawal, Member Secretary** mentioned that the major challenge in the field of higher education and the school education and literacy has been the lack of availability of good teachers and resource persons and their retention in the system since all the expansion plans and major initiatives to expand with the emphasis on equity, were dependant on this factor. In this context he mentioned some of the steps taken by the Ministry of HRD such as increasing the age of superannuation for teachers in higher education, a provision for re-employment of very competent and eminent professors or other faculty members up to the age of 70 years in centrally funded institutions in technical and higher education under the Ministry and announcement of a very progressive pay package for attracting and retaining talent in the teaching profession in the higher education sector in the centrally funded institutions. He also emphasized the importance being placed by the Ministry on the issue of academic reforms, particularly in the higher education sector.

2.4 He also referred to the recommendations of the National Knowledge Commission submitted for the consideration of the CAGE along with other issues such as to the need for setting up of National Commission on Higher Education.

2.5 He briefly mentioned about the setting up of the new central educational institutions including conversion of three the state universities into central

universities. He also sought guidance and suggestions and other valuable inputs from Hon'ble Members for conceptualizing the National Universities aiming at world class standards.

2.6 Once again welcoming the Honorable Minister of Human Resource Development, other Honorable Ministers present, the Honorable Ministers of the State Governments, and all distinguished members of CAGE, he requested Sh. Arjun Singh, Minister of Human Resource Development and Chairman CAGE, to kindly set the tone of the meeting by giving his opening remarks.

3. Sh. Arjun Singh, Minister of Human Resource Development, Government of India and Chairman CAGE

3.1 **Shri. Arjun Singh, Hon'ble HRM** in his inaugural address mentioned that the XIth Five Year Plan allocation of about Rs.2,70,000 crores for the education sector was not an accident but was a well thought out and comprehensive strategy drawn by the Honorable Prime Minister who has been generous enough to provide all the necessary funding to fulfill this task. He mentioned about the big step taken for inclusiveness and equity by way of constitutional amendment for the reservation for backward class students in admissions to all the institutions of higher learning of the country in order to implement the spirit of equity and access. He also expressed satisfaction that apart from little fireworks here and there, the entire approach to this issue has been accepted by the country in a manner, that was indeed laudable and it was now for us to see that these students, who come from a deprived section of the society, take part fully as citizens of the country.

3.2 Hon'ble HRM referred to the success of Sarva Shiksha Abhiyaan, the flagship programme of the country for 'Education for All' and mentioned that credit for its success also goes to the states who have played a major role in its implementation. While referring to the scheme of Mid-Day-Meal as the only

programme in the world, where nearly 13 crores children are given meals per day, he appealed to everyone to ensure that the Mid-Day-Meal (MDM) should not suffer from any kind of handicap because apart from providing wholesome and nutritious meals to children, it also helps in retention of students in the classes.

3.3 He also emphasized that the education of the girl child is an important aspect of education in India which had to succeed for the simple reason that when we educate a girl child, we are actually educating an entire family.

3.4 He also referred to the cooperation that has come from all the state Governments and other distinguished members of the CAME, which has gone into fulfilling our mandate and expressed the hope that this spirit of cooperation would continue for fulfilling the agenda for the future. He referred to the significant contributions made by the Member of the Planning Commission Dr. Balachandra Mungekar, who had been taking very lively and supportive approach in his dealings with the Ministry and mentioned in detail the way Dr. Mungekar had helped and even guided the deliberations in the Planning Commission in enhancing the outlay for education sector in the XIth Five Year Plan and it was now for us to draw up strategies and priorities those tasks which will ultimately benefit the country.

3.5 While elaborating the policy of spending 6% of GDP on education, HRM expressed concern that there has been a slight decline by the states in the expenditure on education as percentage of GDP and urged upon the states that there could be nothing more essential for states than the expenditure on education because it shapes the future of the Nation. He further mentioned that the centre alone could not finance everything and therefore, appealed to the Honorable Ministers from the States that they should plead for increased expenditure on education sector by their respective State Governments for the benefit of the country.

3.6 Referring to the right to free and compulsory education, HRM mentioned that the bill was in Parliament and a determined effort would be made to get this Bill passed.

3.7 In the sphere of higher education, HRM mentioned about the proposed setting up of new central educational institutions such as Central universities, IITs, NITs, IIMs apart from giving assistance to the state governments to expand existing institutions or to start new educational institutions and new degree colleges in educationally backward districts with a view to increase the Gross Enrollment Ratio by five percent during the XIth Five Year Plan and mentioned that this could happen because of the bold decision, of the Prime Minister.

3.8 HRM emphasized the importance of sports for achieving the competitive edge and mentioned that the presence of Dr. M.S. Gill, Hon'ble Minister of State (Independent Charge), Youth Affairs and Sports is important because sports is a concomitant factor in education and these supplement each other.

3.9 HRM also pointed out that education of minorities is a matter of concern and that the Sachar Committee Report must have come as a shock to all. He expressed hope that the situation would improve due to the action taken by central government on the recommendations of the Sachar Committee.

3.10 HRM expressed that this might be the final meeting of the CAGE that he would be attending and requested everybody that the spirit of cooperation that pervaded in the last four and a half years should continue to pervade and the CAGE should take up the task from here and give the kind of guidance which will fulfill the inspiration of all people who are engaged in the task of making India, both wise and strong.

3.11 With these words Shri Arjun Singh, Hon'ble Minister of HRD and Chairman of CAGE thanked all the members and welcomed them to the CAGE Meeting.

4. Dr. M.S. Gill, Hon'ble Minister of State (Independent Charge) Sports and Youth Affairs, Government of India

4.1 Dr. M.S. Gill, Minister of State (Independent Charge) Sports and Youth Affairs mentioned that as per the National Policy on Education (NPE) 1986, sports and physical education are integral part of the learning process and this policy has to be implemented strongly in the curriculum. He stated that the Kendriya Vidyalayas and Navodaya Vidyalayas, must play a lead role in promoting sports and games in schools and act as models for other schools. He opined that while in the academic education they were *contributing* to a great extent, but their contribution was not enough in sports. He appealed that the authorities concerned with granting approvals/permission for opening new schools in the state or the Central Government must insist on playing fields which were as important as science labs. State governments and local governments must be urged to make available land for use as playground for schools and colleges. He also stated that all schools must have trained physical instructors and Sarva Shiksha Abhiyan should earmark funds for physical education and sports. He also urged that University Grants Commission, which was a powerful and respected body in the country, should provide adequate funds to colleges and universities for physical education and sports. He expressed a deep sense of happiness in co-operating with the MHRD for all the programmes for education. He thanked HRM for inviting him and observed that education and sports were really two sides of the same coin and that need of sports was as much as the need for classrooms and other academic courses. He pointed out that heavy academics had slowly pushed "sports" into background and this trend needs to be reversed. He mentioned that if we neglect sports, then we will not be able to produce the human resources which will take this country up to the moon

and beyond. The National Policy on Education (NPE) which has integration of physical education and sports with the academic curriculum needs to be implemented strongly and effectively. He mentioned about a Playing Fields Association of India with duty to promote, expand and protect all playing fields in India, which was proposed to be set up with similar bodies at state level.

4.2 He also mentioned about Nehru Yuva Kendras and National Service Scheme and said that both are very valuable programmes/schemes and he was planning to expand the National Service Scheme and was also proposing to send large number of students for various activities to be organized by the Mountaineering Institute.

4.3 **Dr. M.S. Gill, Hon'ble MOS** (independent charge) also said that we cannot win medals in world class events if hundred crore Indians, who are in six hundred thousand villages, do not get a chance to play some games. He mentioned about the new scheme "Panchayat Yuva Krida Aur Khel Abhiyan" (PYKKA) that has been initiated in the XIth Five Year Plan. Under this scheme, fifteen hundred crore rupees have been allocated for five years. The scheme has been started in twenty three thousand village panchayats in more than six hundred Blocks to help villages to develop playing fields and acquire sports equipments. Competitions will be organized at Block, District and State level and if possible, also at National level.

4.4 He mentioned about a new scheme for promoting sports and games in schools, colleges and universities with a provision to provide coaches and said that if the country was to win a match or gold medal, it's going to be first at the school level and then the sportspersons graduate to university and play for the country, thereafter.

4.5 He requested HRM to lay down a clear policy that sports and games should as much be a part of the HRD Ministry, and said that his Ministry will be willing to work out such a scheme in partnership with MHRD.

4.6 He expressed gratitude for calling him to the meeting of CAGE and for the opportunity to address the meeting.

5. **Sh. R.P. Agrawal**, Member Secretary, thanked Dr. M.S. Gill for very rightly emphasizing how important is the participation of our youth in sports and youth activities for their fuller, overall development and with the permission of the Chair, requested Dr. Bhalchand Mungekar, Member, Planning Commission to give his opening remarks.

6. **Dr. Bhalchandra Mungekar, Member (Planning Commission)**

6.1 Shri Bhalchandra Mungekar, Member (Planning Commission - Education) expressed deep sense of gratitude to Honourable Prime Minister and Honourable HRD Minister for making XIth Five Year plan genuinely a plan of educational development and highlighted the massive expansion of higher and technical education proposed in the XIth Five Year Plan. He stated that expansion, equity and excellence are the parameters of defining the education policy and in a country like India where all types of social, economic, cultural and regional inequalities prevail in a wide and pervasive manner and where land and other income generating assets are highly unequally distributed; education was probably the only source for the millions of the people to depend upon. He pointed out that in XIth Five Year Plan, 19.8% of the total Plan size was for education and it was a watershed in India's overall development and education for that matter. He also appreciated the steps taken by the Government to reserve 27% seats belonging to OBC category without affecting seats for the general category candidates. He underlined the initiatives taken by the Government on minority education and proposal for setting up of 374 colleges in

educationally backward districts. He urged upon the Central Government and State Governments to take pro-active steps to give certain legitimate tax incentives with genuine conditionality so that higher education could be expanded along with quality. He called upon the educationists to improve the quality of higher and technical education. He also suggested that from the point of view of investment to be made in the education sector, it is absolutely necessary to go in for public private partnership. It is also necessary to invite private investment in the education sector. He mentioned that private investment must be ensured with certain rate of return, whatever that rate of return may be 10%, 15% or so; but at the same time, education cannot be a freelance commodity and that commercialization of higher and technical education is most undesirable from the point of view of 40 million illiterate people of the country. He also mentioned the need to devise methods for giving tax incentives with strict conditionalities for attracting private investment.

7. **Sh. R.P. Agrawal, Member Secretary** informed the CAGE that the Honourable Minister of HRD has taken up with the Finance Ministry, the issue of giving tax incentives for the contributions made to educational institutions. He also mentioned that infact, there are some existing provisions for tax exemptions in the Finance Act, but they apply to a limited category of institutions and HRM has requested for general applicability of the exemptions.

8. Moving to the formal agenda items, Member Secretary requested confirmation **of the minutes of 53rd and 54th meetings.**

9. **Prof. Rama Ranjan Mukherjee, Member,** pointed out that this being their first meeting, they are not in a position to make any comments on the minutes of the last meetings. He however mentioned that there was no reference regarding development of Sanskrit in the agenda papers.

10. **Member Secretary** requested that these issues could be taken up after the formal items are finished. However Shri Mukherjee mentioned that he was not referring to discussion point or to the remarks, but was pointing out that as far as the agenda had been drawn out, he felt that Sanskrit language was being neglected.

11. Thanking Shri Mukherjee for his comments, the Member Secretary requested all the Honorable members that they may kindly make their observations on their turn only and mentioned that it would be the endeavor of the officials to submit the factual position on their comments towards the end of the discussion. He accordingly requested the house to confirm the minutes.

12. **Dr. Bhalchandra Mungekar, Member**, Planning Commission mentioned that he had gone through the minutes very carefully and the minutes reflected the position exactly how it had transpired and thought that the minutes could be approved.

13. **Member Secretary** observed that if there were no other suggestions, then the minutes of 53rd and 54th meetings of CABE could be taken as approved. The minutes of the 53rd and 54th meetings of CABE were confirmed and the next agenda item of the action taken on the minutes of the CABE meetings was taken up

14. **Shri Vinod Raina, Member pointed** out that it would have been appropriate if the action taken report had indicated some details as to what had happened to the reports of those committees which were set up by the CABE and which of those reports had been accepted or acted upon, otherwise there may be a feeling that the Government sets up committees; they give reports and nothing is done on them.

15. **Member Secretary** informed that reports of these sub committees had come up for discussion in the 54th meeting of CABE and details about these 7 sub-committees and their reports were given at that time. In the last CABE meeting, two committees were setup -one on “Inclusive education for children and youth with special needs” and the second on “Literacy and Adult Education”. A third committee on protection of child rights was not set up because the Department of Women and Child Development had said that they would be handling the issue. The member secretary said that the details of action that had been taken on the two committees, has been given in the agenda notes. **The Items of the confirmation of the minutes of 53rd and 54th meetings of CABE and action taken on them, were thus approved.**

16. **Member Secretary** with the permission of the chair thereafter requested Honorable Ministers from the State Governments to give their comments and invited Shri Brij Mohan Lal Aggarwal, Honorable Minister from Chattisgarh to give his views and remarks.

17. **Shri Brij Mohan Agrawal, Hon’ble Minister (School Education) Chattisgarh**

While outlining various steps/initiatives taken by the state government of Chattisgarh for the development of education in the state, he raised the following issues for consideration by CABE:-

SSA & RMSA

- He requested that all the model schools proposed to be set up during XIth Five Year Plan may be sanctioned in first two years so that the state can set them up in the next one year.
- There is no provision for computer education and e-learning under SSA while the State, which is having computer education at secondary

and higher secondary level, wants to introduce it at the primary level also.

- State quality assurance organization should be set up in each State, as teacher training college under SSA. He also stated that “Ashram Shalas” in the State are not getting any support from SSA.
- In view of the prevailing Naxalite problem, he requested for relaxation of SSA norms for the State eg. Bicycles may be provided for upper primary children.

General issues

- Sh. Agarwal referred to multiplicity of departments dealing with education and said that some guidelines should be issued to states for dealing with education in one Department, since lack of coordination among different Departments like Tribal Dept./Panchayati Raj Department/ Education Deptt. etc. cause problems.

Higher Education

- State Government has already started 38 colleges in the far flung tribal and remote areas of the state. These colleges may be covered under 374 degree colleges to be supported by the Central Government.
- There is problem of affiliation of colleges after conversion of Guru Ghasidas University as a Central University.
- There should be representation of states on the Higher Education Council.

Technical Education

- Similarly on the issues of engineering colleges, there are no members from States in various councils. There was need for more engineering colleges in the state but the colleges of educationally backward state like Chhattisgarh cannot fulfill the norms set by AICTE and there is a

need to relax these norms. He mentioned that neither the state officials are consulted nor there is any provision for appeal.

- Funds have not been received for three polytechnics sanctioned to the state.
- There was no scope for Public Private Partnership (PPP) in the State for opening model colleges as recommended by the National Knowledge Commission.

Medical Colleges

- The medical education in the State was not up to mark and relaxation of norms was necessary for opening new medical colleges, as the State was predominantly inhabited by SCs, STs and OBCs.

NKC

- The recommendation of NKC in raising 20% of the institutional expenditure through student fees is not tenable for a state like Chattisgarh because the State has a predominance of SC,ST and OBCs comprising almost 90% of the population. The implementation of this recommendation of NKC would deprive a large section of population from having an access to higher education.

18. **Shri. Sudarsan Raychoudhuri, Hon'ble Minister of Higher Education, West Bengal.**

Following issues were raised by Shri. Sudarsan Raychoudhuri:-

Right to Education

- It will be a big financial burden on all the State govts. The sharing of funds between the Central Government and the State Governments should remain at 65: 35 for the entire XIth plan period.

- Bill seeks to Centralize the entire system of Elementary education the acts, rules & procedures so far followed by States are totally disregarded. The State Boards, the councils and the educational bodies, don't find any place in this Bill,
- Norms and standards for school infrastructure to be stipulated centrally, may find a large number of common schools & other institutions below standard. The responsibility of upgrading them up to standard within a stipulated period devolves on the States; the schedule to the Act will put the State Government under tremendous administrative & financial pressure, which must be looked into.
- Some serious questions were raised such as:
- Languages & the medium of instruction, the culture of the community from where the child comes, the environment, the habitat of the child & the literacy level of the parents,
- Much more thought should be given to the procedure of establishing a school at government initiative, management of school recruitment, procedure and service conditions of teacher and other employers.

“Rashtrya Madhyamik Shiksha Abhiyaan”

- Respective role of the Union Government, Central authorities, the State Government, and the State education bodies, private initiative and particularly NGOs in school education should be well defined.

Higher Education

- Regarding establishment of 374 new degree colleges, West Bengal has already set up several Government aided colleges and altogether 37 colleges have been set up after 31/3/2007. So central assistance should be made available for all these colleges because these are situated in educationally backward districts with low G.E.R.
- The question of conferring on them, status of autonomous college or model college or constituent college, needs to be discussed in detail.

He also requested a discussion on the present status of the autonomous colleges.

- There is a proposal to channelise funds to the affiliating universities of these colleges. UGC has a practice to provide grants straight to the college; unless that practice is followed here also it would be bit difficult for the University system to channel central assistance to a particular college among various colleges which are already affiliated. So assistance should be sent straight to these colleges .
- One University in West Bengal, namely Bengal Engineering & Science University is yet to be conferred the status equal to IIT/NIT.
- State of West Bengal has already set up three new universities. In this plan period and state was going to set up at least two more universities. If the MHRD proposes to offer Central assistance to the universities which would cater to the need of the students coming from the educationally backward districts, then these Universities should also be considered for assistance.
- Regarding new pay scale for the teachers, Chadha Committee has recommended for a contribution from the Central Government to the tune of 100% for the first five years and then 50% for the next five years. But the Central Government in its latest circular has proposed to offer/ provide assistance for 80% and that too for a period of four years three months. The problem with the States would be that this assistance is meant for the posts already created or sanctioned before or till 15th April 2006. Chadha committee has mentioned that at least 45% of the faculty position in different colleges and universities are lying vacant. So vacancies are to be filled in with this pay scale and that is to be borne by the State Government, which should be looked into. He suggested that Chadha Committee recommendations should be abided.

- Some flexibility should be there for the retirement age also. In some states retirement age is not even sixty years and it would be too much to expect that they should increase it to 65 years at one go.
- MHRD may consider 100% contribution for meeting the burden of the revised pay scales and should cover all the posts created or to be created till the issuance of MHRD order.
- As per Estimate Committee Report , creation of posts under UGC's assistance to State universities for filling up of the vacancies is only for a specific plan period. The State universities have to maintain the posts and many of them are unable to do so and they become ineligible to receive assistance in the next Plan period.

NKC

- He was not in favour of having a single regulatory agency rather as Kothari Commission had suggested, U.G.C should be treated as the apex body and U.G.C should have a co-coordinating power for coordination among various agencies like AICTE, NCTE.
- UGC's hands should be strengthened and that UGC should have some representation from the States. It may be a two tier body with offices at State level as well. Representation of States should be there because after all education is in the concurrent list.
- Presently U.G.C has regional bodies. He suggested that UGC should have office at state level also in each state.

Technical Education

- The requirement is more for the diploma engineers than for degree engineers. State is trying to have more polytechnics. 11 uncovered districts would have a polytechnic for each of such district. Some general degree colleges have science teaching facilities, and have

good laboratories and space also. He desired to know whether they can be allowed to have diploma courses with that infrastructure.

- He also wanted AICTE to look into the matter of 'Core Engineering' courses while approving new engineering colleges.
- He also demanded that if private engineering colleges can open second shift, then the proposal to have second shift in Polytechnics should be seriously looked into.
- He mentioned that Prof. Yashpal's Committee has been renamed. He wondered what is the reason of renaming, but said that let us wait for the report and after we receive the recommendations and observations from Prof. Yashpal Committee, only then we can consider the proposal for having a new education commission.
- He informed that in West Bengal, the procedure of offering minority status to new institutions in schools & colleges is exercised by the Minority Development Department and the rules of business have been changed to offer this right to that particular department to consider the applications and to consider the recommendations which should be coming from the National Minority Commission for conferring the minority status to these institutions.
- In the higher education area, he said that altogether 37 new colleges have come up during this plan period and 27 of them are located in areas having large minority population. Three new universities have also been set up.

Scholarship

- Sh. Raychoudhari informed that the Central Government has many schemes for offering scholarships to the poor & meritorious students. Similarly State Government also has such schemes for poor & meritorious students. He requested the MHRD to consider the proposal as to how to make coordination between these two schemes ie.

Central Scheme as well as State Scheme so that the really deserving students could be benefited much more.

19. **Shri Raman Lal Vora, Hon'ble Education Minister, Gujarat**

He observed that:

CABE

- The meeting had been called after 3 years, during which period, National Knowledge Commission had given important recommendations which could not be deliberated and suggested for the need to have a full fledged Secretariat for CABE of it's own so that apart from many other advantages, the Secretariat will ensure that CABE meets at least once in a year.
- Regarding the review of National Education Policy, the theme of value education as in the 1986 policy should be given due importance. However, in the last few years, this has been diluted.

NKC

- The recommendation of the National Knowledge Commission which had far reaching effects, is on the theme of the synthesis of the east & west, synthesis of humanity, sciences and Indian history and contemporary outlook . The view of the State Government is that unless these aspects of the synthesis are applied we will not be able to prepare our students to meet the challenges of the 21st century.
- We have to remember that today we are talking about the synthesis of science & spirituality at the highest level of knowledge. For this thing no suggestion has been made by the National Knowledge Commission. Considering the importance of this subject, the state suggests to convene a special conference of educationists to discuss matters relating to the theme of science & spirituality.

IIT

- There had been a demand for IIT from four years, which may be considered.

Languages

- He emphasised on the need for development of Sanskrit and Hindi.

20. **Shri R.D. Tripathi, Hon'ble Education Minister, Uttar Pradesh**

He observed that:

Higher Education

- The government should take steps to attract and retain the best talent in teaching profession
- Incentives should be given to the girl students at par with the BPL students for education upto graduate level.
- Exemption in examination fee to promote girls education at graduation level.
- Colleges should be opened in each district on pattern of Navodaya Vidyalayas.
- Centre should prepare plan to give assistance for upgradation of colleges of the state so as to bring them to the desired level.
- Need for a central scheme to ensure introduction of computerization and e-learning in degree colleges.
- Need for providing assistance for management of data of Higher Education.
- Need for central assistance for the maintenance of the buildings of the state's colleges.
- Need for grants to old universities like Lucknow University and Sanskrit University.

- Need for a scheme for the preservation of Sanskrit.
- Need to incentivize the girls and minority colleges.
- Sanction of another IIT in the state.

21. Intervening in the discussion, Member Secretary informed that one time assistance would be extended to such institutions which presently do not get any financial assistance from UGC to make them to be eligible for being covered under 12(B) of UGC Act.

22. **Shri Madan Kaushik, Hon'ble Education Minister, Uttarakhand**

He mentioned the following issues:

Higher Education

- There are problems of affiliation of colleges.
- The state was finding it difficult to provide desired land for central university and IIM.
- The state's share should be reduced for opening of new degree colleges in educationally backward districts.
- Desired the review of the role of UGC/AICTE and NCTE to ensure that quality levels expected of the B.Ed colleges and deemed university could be maintained at desired level. The state government should also be involved in this.

School Education

- He spelled out that in "Tejasvi" scheme Rs. 1000, Rs 2000 and Rs 25000 are given to girl students on passing 8th, 10th and 12th class respectively and stated that more was needed to be done and the centre should prepare a scheme for incentivizing girls education in educationally backward states.
- KGBVs should be set up at the level of each development block.

- Decision to close EGS should be reviewed because due to the difficult terrain, students cannot travel far and primary schools are not viable for small hamlets.
- The State is giving several incentives to encourage excellence but central intervention is requested.
- Sanskrit schools are in demand as the students of these schools even go to foreign countries for religious rituals. These schools should be taken over under SSA.
- Centre's intervention is desirable for the improvement of libraries in colleges and schools.
- About 600 Higher Secondary schools are functioning without their buildings. These schools had to be opened keeping in view the geographic situation and Hon'ble Minister urged that the central government assist the State Government in this regard.

23. **Member Secretary (HE)** briefly informed about the activities taking place in regard to the development and encouragement of Sanskrit and mentioned that a note on these initiatives is being circulated. A copy of this note is enclosed at **Annexure-II.**

24. **Dr. Kadam Patangrao, Hon'ble Revenue Minister, Maharashtra**

Briefly outlining the present status of the education in Maharashtra, he mentioned that:

- Follow up schemes of SSA must be announced well in advance to ensure sustainability.
- Secondly an element of flexibility should be provided for transfer of funds from one district to the other, with the sole purpose to reward the achievers.

- Some of the schools, which do not get Government grants, are excluded from the mid-day meal program which is depriving a substantial section of students besides also creating a discriminatory situation which need to be avoided in the larger interest of the society. Besides the cost norms of MDM also need to be revised.
- Maharashtra Government has requested for one IIM, three IITs, one Central University and one world class University which should be accepted.
- He mentioned that Dr. Mungekar has made very good suggestion about tax exemption. This is a very good suggestion which we accept.

25. Prof. Zoya Hasan, Member

She commented on the issues of expansion, academic reforms and autonomy in the context of the recommendations of the National Knowledge Commission. Her comments in brief are as follows:

- Academic reform is important because it makes very important contribution to nation building, to citizenship and to pluralism. There are three kinds of issues that need to be addressed; one is curriculum development; second is teaching methods and pedagogy; and the third is autonomy.
- One set of proposals that have come from the NKC cover areas of regulation, autonomy, raising resources through fees, or making use of land and incentivising higher education in order to make educational career an important option. According to her if the recommendations of NKC were looked at closely, most of them would end up encouraging commercialization & privatisation of higher education. It is not at all suggested that academic reform is not important. These are important and have to be addressed over the next five to ten years but the

expansion, inclusion & academic reforms have to go hand in hand. The academic reform must be based on broad-based discussions. It must emanate from stake holders. In short, it must emanate from university. University really have to be the site for discussion & debate on academic and institutional reforms in our system.

- In some of the NKC proposals while there is a great deal of focus on autonomy, which is important, but equally important aspect of accountability needs to be looked into and if education is to make its contribution into nation building then it has to be accountable to the society. According to her, a Government institution with all its failings which are numerous & with all its limitations which are huge, is nonetheless accountable & certainly more accountable than a non-governmental institution is, much more than a private institution. This leads to the conclusion that public financing of education is absolutely essential for the expansion, development & especially inclusive education, which is our goal and perhaps we have not reached a stage where we can move to some other model of financing of education.
- According to her the short statement in the CAGE agenda that regulation and autonomy are in contradiction, is rather curious. Actually there is no contradiction between regulation and autonomy. NKC proposal is that there is a contradiction between regulation and autonomy. I think we need both, regulation as well as autonomy.
- The proposal for setting up of independent regulatory authority for higher education will actually be adding another layer of regulation. On the one hand NKC expresses concern about “over –regulation” and on the other hand recommends “IRAHE” which would be adding another layer of regulation. It is not clear as to how this will promote autonomy.
- The most important thing is who is going to appoint the members of the IRAHE. If the government is to appoint and nominate the members of

IRAHE, then it is not clear as to how it is going to be different from UGC or the numerous other institutions that are already in existence.

- If members of 'IRAHE' are to be appointed by forces outside the Government, then there is an issue of accountability. Without undermining the importance of autonomy, there is a need to accord due priority to accountability of education to society.
- The issue of raising resources is again a matter of concern. She mentioned that she was not in favour of raising fees because poverty is still a major constraint on access to higher education.
- There is also a curious suggestion that there will be some fee paying students and fee waivers for others. This is odd simply because there is hardly any justification as to why some should be paying fees in order to subsidise the education of others, when this impact should actually be borne by the society or the Government. Secondly, this would encourage commercialisation and privatisation. As it is we have defects of privatisation of technical, medical and professional education in India and if one were to introduce fees or public private partnership, this idea of public private partnership really needs to be examined more closely. She gave an example from the experience of the way in which airports are being built, and said that it is reported in the today's newspapers that DIAL is running out of money as far as building a first class airport in Delhi is concerned. Since they are running out of money and it's a private enterprise, so we passengers have to pay Rs. 1300 for international travel and Rs.300 for every domestic travel. Thus, public private partnership in India essentially ends up as private and commercial and it is simply a more acceptable term for commercialization and privatization.
- Most disturbing is the whole idea of using land as a source of finance. This is something that we should not even be examining as it is very

dangerous because it would encourage speculation in land whereas what we ought to be doing is controlling speculation rather than encouraging speculation.

- Another disturbing issue is the idea of incentivising higher education through differential salary. Nothing can be more dangerous in an unequal society such as ours. In a society which is so deeply hierarchical and continues to be so hierarchical, differential salaries would lead to greater inequalities and consequential resentments. Incentives for some would mean disincentive for the rest. We would be creating two streams within an university. Certainly it is important to make higher education attractive, but we have to find other ways to make it more attractive with incentives to all.

26. **Shri Vishveshwar Hegde, Hon'ble Minister of P&S Education Karnataka.**

He mentioned the following issues:

Plan Allocations

- He requested for more allocation to education, at least 8-10% in XIth Five Year Plan.

SSA

- He mentioned the need for central assistance under SSA to appoint more physical education teachers.
- Under Sarva Shiksha Abhiyan, some of the parameters like student-teacher ratio needs to be resolved because some states are educationally forward while some are educationally backward. To give

the quality education we have to bring the ratio of 1.40 to 1:30 and for that purpose we need to appoint more teachers for which relaxation should be considered.

Mid Day Meal

- In the med-day meal scheme, unit cost needs to be increased to match the price escalation and increase in transportation charges. Cost norms for construction of kitchen room are very low which should be increased.

IIT

- Karnataka state government has been requesting for an IIT. It is a long pending demand and he requested the Central Government to consider it immediately to sanction an IIT.

Higher Education

- New universities have been set up at Bijapur and Tumkur. At Bijapur, the State has formed women's university but UGC is not giving it grants. He, therefore, requested for consideration of this matter.
- A request has already been made for a Central University in Gulbarga. He requested the Central Government to give the approval for this and said that for a world class university, place has been finalized by the State and now the Central Government has to send the team to inspect the site, that has been recommended by the State.
- Regarding new degree colleges to be started in the educationally backward districts, Karnataka wants to start 21 degree colleges which may be considered for assistance.

Polytechnics

- The State has already set up 43 new polytechnics in the rural areas and Centre may consider these as part of 1000 polytechnics to be sanctioned during the XIth Five Year Plan. This should get priority and the proposal to sanction grants for polytechnics in 16 more district which are SC/ST dominated should be considered.

27. Prof. Gopal Guru, Member

Prof. Gopal Guru expressed views mainly about the recommendations of the National Knowledge Commission, which are as follows:

- Any government works not merely on policy but also on the principles laid down in the Indian Constitution, and foremost are the consensual principles of egalitarianism, social justice, equality, and dignity to all.
- It needs to be looked at the National Knowledge Commission Report to find out as to what extent National Knowledge Commission is responding to these principles. Whether it is really responding, conforming or deviating from these principles.
- According to Prof. Gopal Guru, NKC is unilaterally deciding what is “knowledge”.
- There can be several ways of knowing “knowledge” there can be several forms of knowledge and according to Prof. Gopal Guru, one particular singular view of deciding knowledge in a very institutional fashion would not be good for the plurality of knowledge.
- Actually there are several ways of looking at knowledge. UGC is one body which is promoting plurality of knowledge. If you try to limit the possibility of producing plurality through UGC, it would be very anti ethical to the basic principles.

- Therefore, suggestions of the National Knowledge Commission are discomfoting and have a very elitist kind of perspective.
- UGC is trying to make it really possible for the people from isolated, insulated regions and deprived sections to really produce that knowledge and contribute to the national talent.
- Regarding the recommendation of NKC that the work of administration of Universities be with UGC and knowledge creation, with the Knowledge Commission, it will create a dangerous divide. UGC can't simply be asked to administer funds and distribute scholarships - UGC also has to be seen as a body which promotes serous research and knowledge.
- According to Prof. Gopal Guru, atmosphere on the campus will become such, where one will always think of the cost and benefit and not about generating knowledge. The issues of knowledge should address larger questions of humanity and larger social relationships. It is a very adhoc and instrumental approach that one finds in the privatization of education and commercialization of education.
- Regarding creation of an independent regulatory authority –IRAHE, he pointed out that the government may commit some mistakes, but we have faith in Government, because there is a chance for the rectification and we can also participate in really rectifying it, because we feel that we are the part of the Government and are not outside the government. Government belongs to us and we belong to government. However may not get this feeling if we are part of a private body. It will always have a contemptuous approach towards government as the private bodies now run down the government schools today. According to him, although private schools may be doing very well but there is a tendency to really produce more snobbery centers through private education. People with snobbish attitude are produced from these centers. Prof. Gopal Guru asked as to whether we really need to produce centres of snobbery or do we want to really produce centres for

decency. According to him, we cant really rubbish the public bodies like UGC by creating a parallel authority.

28. Shri Bhanwar Lal Meghwal, Hon'ble Education Minister Rajasthan mentioned the following issues:

- Universaliation of Secondary Education should be implemented with the same speed with which SSA is being implemented.
- The programmes at primary level which are being implemented in XIth Five Year Plan need to be continued in XIIth Five Year Plan also. Clarification of funding pattern is also very important.
- In the scheme of total literacy, the funding norms should be flexible for state like Rajasthan keeping in view the difficult geographical and social condition of Rajasthan. There should also be scope for innovation.
- In the proposed model schools, there is no provision for hostels. He suggested that provision for hostels should be made in the proposed model schools.
- The number of KGBVs are not enough and more schools and hostels should be opened.
- Component of development of playgrounds should be included in the SSA.

29. Shri K.K. Aboobacker, Member

Thanking the Honourable Minister for nominating him as member of CABE, he made following comments:

- NKC was opposing reservation for the weaker sections. Two members of the NKC have resigned. He took the opportunity to congratulate Shri

Arjun Singh on behalf of all backward sections of the society for boldly bringing out the enactment for reservation of seats for students belonging to OBC communities despite facing severe opposition.

- He appreciated the 400% increase in the amount allotted in XIth Five Year Plan for minorities education and the steps taken by the Government of India for promotion of education amongst minorities.
- According to him, none of the minority bodies were ever consulted by the NKC, the entire exercise lacked transparency and objectivity or compassion. Wise men sitting in Delhi cannot decide what is good for the different sections of society unless there is a willingness to interact and listen to all sections and urged CAGE to dismiss the NKC recommendations as these fail to address the aspirations of the truly educationally backwards.

30. Shri. Lalsawta, Education Minister, Mizoram

Thanking for the opportunity to participate in the meeting, he mentioned that Mizoram was second in literacy next only to Kerala. He said that there is a vast majority of drop outs from the schools and the colleges. These drop-out have become social problems particularly in the north east region where the educated unemployed people finding no jobs, have access to guns. The insurgency in the region has resulted in problems which seem almost insoluble. He therefore suggested that vocationalisation of education from class 8 up to class 10, or even from lower classes should be started. Those people who are dropouts can then find gainful employments in the respective fields.

31. Dr. C. Subramaniam, Member (former Vice-chancellor of Tamil Nadu University) expressed the opinion that:

- Most of the talented teachers are moving to Central Universities from State Universities as the age of retirement has been raised from 62

years to 65 years. He desired that parity in regard to age of superannuation should be maintained throughout the country.

- The proposed functions of National Higher Education Commission can be looked after by CABE.
- Establishment of a central board of under-graduate education along with state boards of under graduate education is not needed.
- The “Creamy layer” concept may be done away with while implementing reservation for OBCs. The recommendations of NKC except the one relating to the setting up of 1500 universities nationwide, should be totally negated.
- The considered view emerging from so many seminars and symposia, conferences and interactions with academicians, vice chancellors and eminent professors, was that these recommendations of NKC will not help in the growth of the higher education.
- Charging of fees at least upto 20% of the total expenditure in universities, will affect the enrolment in higher education.
- The differential pay scales will jeopardize the academic atmosphere in the campuses.
- He fully endorsed the notes and comments given by the Ministry of HRD. The new Under-graduate colleges could be established as community colleges.
- The recommendations relating to raising of resources by liquidating land, establishment of universities by Companies under section 25, of the Companies Act, independent regulatory authority when UGC and so many apex bodies are already existing, are retrograde steps and need not be implemented.
- While UNESCO in the year 1999 declared that every year 21st of February must be celebrated as the International Mother Tongue Day to safeguard the interests of the mother tongue and further when the XIth Five Year Plan recommendations are so as to safeguard the recommendations of the teaching in mother tongue, the National

Knowledge Commission has advocated that only English can do something good to the education sector, which is quite in appropriate.

32. **Sh. Gautam Bora, Hon'ble Education Minister, Assam**

He raised following points :

School Education

- Model schools should have residential facilities
- Setting up a girls hostels in the difficult areas is the only solution for improving female literacy and the requirement of hostels is more than 300 in Assam.
- The funds for national merit-cum -means scholarship is yet to be received from the Government of India for last two years.

Higher Education

- The State of Assam needs more funds from the central government for infrastructure development of non-government colleges.
- Regarding the opening of Central University, the State Government has already provided 700 acres of land. He requested allotment of funds for establishing this world class university.
- Regarding the opening of new degree colleges, he mentioned that there are 7 educationally backward districts in Assam. He urged to setup minimum 2 colleges in each of these districts and proposed to submit detailed proposal regarding 14 new degree colleges to be set up in the entire state. Regarding funding, which was also indicated by Honourable Minister of West Bengal, he said that instead of funding pattern of 1/3 from the Government of India and 2/3 from the state governments, it should be 90% from GOI and 10% from State

Government as it is very difficult for State Governments of North East Region to provide 2/3 of the funding.

33. Ms. Teesta Seetalvad, Member

She expressed few concerns as follows:

Right of children to free and compulsory education Bill 2008

- The Bill seeks to legislate on the statutory duties of state and to provide and promote good quality, free and equitable primary education from the ages 0 to 6 upwards, and with a commitment to one level of quality, not a multi-layered system. There are concerns that this Bill actually might promote the existing multi layered system of primary education in this country where we have one level of state education and another level of unaided education.
- This also involves question about non-universality of the quality of teachers across states.
- There's also concern about the one point that simply casually says, "there's an obligation to regulate unaided schools but its not a statutory obligation, that the state must regulate those schools". According to her, in a city like Mumbai, there are 44% drop-outs and while municipal schools or state schools are closing down every day, we also have private sector schools, which are charging as much as Rs. 1 lakh a month as fees. There's something very wrong with this system of education, and she urged that the amendments should be looked at seriously. She also promised to circulated a note on this later to the CABE members.

Text Book Council

- The National Textbook Council, was to be set up on the recommendations of one of the Sub Committee of CAGE. She wanted to know whether CAGE members will get to see his Bill before it goes to through the Parliament in this session.
- The CAGE committee on Textbooks arose out of a concern of the orientation of the previous governments on textbooks and history teaching and pointed out that textbooks of two states had been brought to the attention of the previous government. One was the Gujarat state textbooks, and the other were the Rajasthan state textbooks. The Parliament had then set up a 42 member committee, under the Chairmanship of Mr. S.B. Chavan, former Union Home Minister. There were 42 members from different parties, who went into the paragraph that we had pointed out, that were blatantly anti-constitutional and partisan, in the textbooks of Gujarat. Though the Parliamentary Committee had recommended in April, 2000 that these passages should be removed, but even today those passages remain in the textbooks and have gotten worse.

Introduction of Social Sciences in the IITs,IIMs etc.

- There is a need to include social sciences in the curriculum IITs, IIMs etc as a norm. We cannot have doctors, who don't know about inequality and poverty. We must not have engineers who don't know about the social standing in this country. May be, our responses to rural doctory would have been different, if our doctors had actually, had courses in the social sciences. The CAGE should recommend that such a study process should begin at least, so that this issue is addressed at some point in the curriculum re-framing of these IITs, IIM's and other our higher technical institutes.

34. **Ms. Archana Chitnis, Hon'ble Education Minister, Madhya Pradesh**

She made following points:

School Education

- Government of India had not released its share of funds under the SSA programme, as per the approved Annual Work Plan.
- The pattern of 65:35 sharing between centre and state for SSA should continue even after 2011 since state is finding it difficult to manage resources due to economic slowdown.
- The revenue generated from 2% Education Cess should be shared between centre and state.
- She urged for ensuring adequate financial support from centre to states to implement the “Right of Children to Free and Compulsory Education” as the state has to pay 25% of cost to private schools also.
- Under the Rashtriya Madhyamic Shiksha Abhiyan, she urged that scheme should cover upto class 12.
- According to her, the state had submitted the proposal for establishing model schools and girls hostels but had not received sanctions so far.
- She urged for imbining the spirit of Nationalism as according to her, after having taken care of Nationalism, the secularism will be a part of it and will be automatically be taken care of.

Higher Education

- She mentioned about introduction of semester system in Colleges and requested that GOI should provide 100% funding for establishment of 39 new degree colleges in educationally backward districts.
- She also emphasized on character-building through education and mentioned that we have not given as much importance for Sanskrit, Hindi, Yoga, cultural heritage etc. as we should have.

35. **Prof. Abhai Maurya, Member** mentioned that:

- Recommendations made by National Knowledge Commission can be categorized into following two sets:
- Recommendations made by drawing heavily from the good practices that are existing today in our national institutions of higher education in the universities. There is nothing new in them.
- Second set of recommendations made by National Knowledge Commission, seemingly, do not draw sustenance from our own soil and are away from ground realities.
- According to him, the name National Knowledge Commission itself seems to be rather presumptuous since knowledge cannot be a monopoly of any commission particularly when the commission is functioning as if it is in an ivory tower.
- While the UGC is formulating its policies through a consultative process and detailed discussions, the National Knowledge Commission formulates its policy by sitting at one particular place, and without referring to any other sources of knowledge.
- It is fashionable to say that knowledge is an industry. When knowledge is made equal to industry, it means higher education is sought to be handed over to industry, or is sought to be handed over to business, and is sought to be converted into a commercialized proposition, and that too, the commission seeks to deregulate. No checks and balances are needed, according to the commission. That's why, there is a recommendation to say that, there should be an independent regulatory authority, meaning thereby, there should be a free run for all the private business to open small shops called the universities, as it happened earlier in Chhattisgarh and any business concern could open university, and convert it into a private concern. Father will be the

Chancellor, son will be a vice-chancellor, and so on and so forth. This scheme of things does not augur well for higher education.

- The recommendation that fees should constitute 20% of a university's requirement, would make higher education inaccessible to most of our students, particularly those who come from the disadvantaged background. It also seeks to free the State from bearing the responsibility of meeting the needs of higher education, which is not acceptable to any academician in the country.
- The recommendation on differential pay scales will vitiate the academic atmosphere in the universities across the country.

So, the recommendations of NKC seems to be drawing sustenance from countries, the realities of which, are not similar to realities of our country and as a result, the recommendations are not practical and not acceptable to us.

36. Smt. Sunila Basant, Advisor to the Governor, Jharkhand

She made following points:

- Jharkhand being a predominantly tribal state, there is a need for enhance assistance for construction of schools and hostels for girls.
- Trafficking of adolescent girls should be included as one of the criteria for sanction of additional KGBVs.
- She requested for assistance to set up monitoring cells under Mid-Day-Meal Scheme.
- Govt. norm of 30 paise per day per student was not sufficient for the "Mata Samiti" that are providing hot meals and needs to be revised.
- Requested for grants for newly opened universities of the State , namely Neelamber Pitamber University and Kolhan University and their affiliated colleges.

- Jharkhand appreciates the decision of Government of India to open IIM and Central University and said that site Selection Committee has to visit the locations suggested by the state for proposed new central University/IIM.
- She also urged the centre to increase the share of assistance for new degree colleges.
- She also requested that Jharkhand may be considered for one IIIT.
- She also mentioned that there should be a national debate on NPE before formulating any New Education Policy.

37. **Member Secretary** Requested that due to shortage of time, he would request remaining speakers to be brief and take 2-3 minutes so that meeting could be closed at scheduled time and requested Chairman, UGC Prof. Thorat to give his response before other speakers can be requested for their comments.

38. **Prof. Sukhdeo Thorat, Chairman UGC** stated that the National Development Council (NDC) had approved strategies for XIth Five Year Plan and observed that after having discussed various matters with the Principal Secretaries of different States, this opportunity to address the Education Ministers of States and CABE Members was an added advantage. He urged the State Governments to match the commitment of higher education in order to increase the access and improve the enrolment. As the Central Government has increased the allocation to higher education by about 45,000 crore and it is about 9 times compared to the 10th plan for an equivalent increase on the part of the state governments, then all the state governments put together should increase the allocation to higher education somewhere around 27,000 crores.

He mentioned that there were several schemes where UGC would be giving assistance on sharing basis like assistance for new institutions/colleges and assistance to hitherto uncovered State Universities and colleges and suggested that States should make use of these schemes. He also mentioned

that the States should fill up the vacant posts of faculty as in some universities 50% of sanctioned posts are lying vacant.

He said that the retention of faculty is a serious issue. The scheme for construction of women hostels has already been supported by UGC. He pointed out that UGC gives faculty support for five years for creation of new faculty positions in State Universities and the State Governments should shoulder this responsibility after five years. He mentioned about the various new schemes proposed in the XIth Plan based on Centre-State partnership. He emphasised the need for provision of more resources by the State Governments for the development of higher education. He also mentioned that the request of some of the States to cover already opened degree colleges will be favourably considered.

39. Mr. Vinod Raina, Member

- He expressed sadness that the CAGE had not been able to devote time on the implementation aspects of the Bill for the Right of Children to Free and Compulsory Education. According to him there were shortcomings in the Bill which will have to be rectified while making rules.
- He suggested for setting up of a CAGE Committee for overseeing the implementation of the Bill.
- He also expressed dismay at the situation in which the Literacy Programmes were non operative and urged for personal intervention of HRM to see that hurdles in the way of Literacy programme were removed.
- He observed that regarding the recommendations of NKC on higher education, let us recognise that we have two ideologies operating as

far as higher education is concerned-one which he supports and hopes the CAGE also supports that education and knowledge is a common public good. It's a common public good which must be in the commons and another view which says that education and knowledge is a commodity that can be traded and profit can be made from it. We have these two very competing ideologies. I see NKC's recommendations clearly in the second domain which is in the domain that knowledge, like anything else, can be monopolized, traded and made profit from. I sincerely believe that CAGE should formulate its responses which the ministry in many ways has, by upholding the principle that knowledge and education is a public common good and therefore institutions/processes must follow this principle and this is the only way by which a country which has this 30 crore illiterates, has the problem of minorities, SCs/STs, where education has not reached to the deprived sections can hope to become educationally advanced country where equity and, quality are not to be seen as two polarized things but quality means equity. Unless there is equity, there can be no quality and I think, with these firm principles we should examine all those recommendations.

40. **Ms. Mithu Alur, Member CAGE** stated that there is a huge gap in operationalisation of schemes at ground level. A structural shift was needed to bring special education from Ministry of Social Justice and Empowerment to the purview of the Ministry of HRD. She suggested that the Rehabilitation Council of India (RCI) needs to be involved in training of teachers on a continuous basis and NCTE, NCERT all need to work together to train the teachers for teaching disabled children.

She pointed out that over 1.36 crore children are out of school but we do not know where they are and how do we actually plan effective intervention?

We need to urgently know where they are how many schools are needed, what are their needs and how many teachers will be required. She summarized that a key requirement to achieve success is to ensure that all children with disabilities in the SSA catchments area are identified. She suggested that there has to be PPP framework - the government has to engage with obviously private agencies who are equipped to help them.

41. **Professor Gopi Chand Narang, Member** appreciated the establishment of 3 academies for Urdu one at Jamia, other at Aligarh and a third at Hyderabad and the establishment of 4 colleges imparting education to B. Ed teachers through the medium of minority language but felt that this measure was a little meager and needed to be increased.

42. **Shri Dayanand Dongakar, Secretary General (AIU)** complimented the Government for massive expansion in higher and technical education. He suggested that the initiative of expanding institutions of national importance and central universities should be population-based, not state-based. States are definitely important units, but population of that State must be an important criteria for establishing institutions of national importance and central universities. He supported the idea for creating a National Education Commission.

43. **Mrs. Anshu Vaish, Secretary (SE&L)** stated that due to paucity of time, she will not be able to respond to all the points raised by the members, but shall reply to some of the points that were by more than one State. With regard to model schools, she stated that our request to states was for proposal in respect of 25% of the total number of model schools, but this is not a hard and fast rule and that more proposals could be sent and they will be considered by the Department of School Education. Regarding the report of the CUBE committee on regulatory mechanism for textbooks, she stated that there were 2 recommendations, one for constitution of a National Textbook Council, which should be fully autonomous and independent of any organization involved in

textbook preparation and the other recommendation was that CAGE may set a Standing Committee to be guided by the National Textbook Council, and the Standing Committee would prepare guidelines and draw up the parameters for periodic review of textbook. The government has prepared the National Textbook Council Bill and at the moment, the process of consultation with other ministries and various union territories is on.

Some issues were raised about the Mid-day-Meal Scheme, one of them being the issue of adequacy of cooking cost. A Review Committee was constituted to look into this issue and the recommendations of the committee have been received, which are in favour of raising the cooking cost to a reasonable level, and also to incorporate the inflationary rise in the price of MDM items every year. She said that the Department is in the process of obtaining the necessary approvals to put these recommendations into operation.

The other issue was regarding the cost of the kitchen shed. She clarified that the central assistance, which is given for the construction of kitchen sheds, is not really the total cost of the kitchen shed and it is possible for states to go beyond it, and dovetail funds from other development programs or to allocate additional funds from their own resources and they can also use locally available material for constructing kitchen sheds, so there is a fair amount of flexibility as to how this programme is implemented in the states.

She stated that as far as the Sarva Siksha Abhiyaan is concerned, it does allow for a fair amount of innovation and the funds for innovation allow for space and support to interventions, which are directed at very specific needs.

44. **Ms. Vrinda Swarup, JS (EE)** clarified that the setting up of 'Ashram Shalas' was dealt by the Ministry for Tribal Welfare who have said that whatever requirements are there for 'Ashram Shalas' they would be able to meet the same and mentioned that assistance to the tune of Rs.8 crores had been

given to Chattisgarh for 'Ashram Shalas'. Regarding computer education for upper primary classes, it was clarified that this year, the SSA norms have been relaxed and at least Rs.50 lakhs for computer education for classes 6, 7 and 8 is admissible under the scheme. Regarding the issue of untrained teachers being recruited and the need to provide them professional training, she clarified that IGNOU has customized training programmes for enhancing professional qualifications of teachers while on the job in a distance mode, in almost all states, which have large number of such teachers. More and more states are availing of this facility which is completely funded under the SSA. Regarding closure of EGS, she clarified that states like Uttrakhand have to evolve state specific norms for small schools in place of EGS. States like Chattisgarh, Orissa have reportedly evolved their state norms.

45. **Prof. R.A. Yadav, Chairman AICTE** clarified that the states having less enrolment have the option to apply in the core engineering and IT engineering courses. Thus all the courses are open to them and only States having high enrollment have been restricted and for this year, they can apply only in the core engineering courses.

Regarding integration of science and engineering, he explained that there is already a provision for lateral entry for Science graduates into engineering courses. Regarding course curriculum, 25% to 30% of the new course curriculum has a science component. Regarding representation of various states on the committees of AICTE, he mentioned that the state representation is already there and AICTE would look into the question as to how to make it more effective.

He also informed that AICTE has already permitted the polytechnic and engineering courses to be imparted in second shift.

46. **Sh.R.P.Agrawal, Member Secretary** by way of clarification mentioned the following for the information of the states:

- DONER has been requested for more central assistance to NER States for establishing of new degree colleges in educationally backward districts of North East Region.
- The old scheme of scholarship had been discontinued but a new scheme has been started which is a merit scholarship scheme.
- Regarding the issue of covering colleges already opened by the states under the scheme of 374 New degree colleges, Member Secretary pointed out that only such colleges that have been opened after the date of approval by NDC could be considered.
- The scheme of Community Polytechnics has been re-launched. Member Secretary thereafter requested Hon'ble HRM to kindly give his valuable concluding remarks.

47. **Shri Arjun Singh, Hon'ble Minister of HRD and Chairman CAGE** mentioned in his concluding address that many valuable suggestions were made by the Hon'ble Members and the Ministry has been benefited by these suggestions, and shall try to implement as many of them as possible, especially the suggestions regarding minority education, which will make a substantial contribution to the minorities, backward classes and other deprived sections. He informed that in respect of Right of Children to Free & Compulsory Education Bill, the opinion of the Parliamentary Standing Committee is awaited and thereafter we may start a campaign to see that this legislation is cleared in the ensuing session of the Parliament. He agreed with Mr. Vinod Raina and stated that this is only the beginning, and there is a lot to be done, corrections to be made, more initiatives to be pinpointed before the Bill becomes a really historic effort to provide right of children to free and compulsory education.

Regarding the textbook Council, which was recommended by CABE he stated that it is in the process of being given a shape, and the details which come out which would satisfy the Members. He said that there is honesty in purpose, in trying to bring about a law, which takes care of what is taught in schools. He said that the challenges that face education sector today, is to ensure equity at all levels and at the same time to make higher education accessible and affordable, while retaining quality which is a real challenge. This challenge can be met only with collective co-operation, between states, the centre, academicians and educationists. He said that it is a collective wisdom and resolve that will ultimately see the implementation of these policies. He also mentioned the immense loss due to the sad demise of Mr. Sudeep Banerjee (Chancellor of NUEPA, Former Secretary, Higher Education and former Member Secretary of CABE) during the day and requested all to stand and observe silence for one minute to pay respect to the departed soul.

Thereafter, the meeting ended with a Vote of Thanks to the Chair.