

Record of Proceedings of the Central Advisory Board of Education (CABE) held on 6thth June 2012 at New Delhi

The 59th meeting of Central Advisory Board of Education was held on 6th June 2012 under the Chairmanship of Shri Kapil Sibal, Hon'ble Minister of Human Resource Development, Government of India. List of participants is at **Annexure-I**

At the outset, Shri Ashok Thakur, Member Secretary (CABE) and Secretary, Department of Higher Education, Government of India welcomed Shri Kapil Sibal, Hon'ble Chairman of CABE and Minister of Human Resource Development, Smt. Krishna Tirath, Hon'ble Minister of State (Independent Charge), Ministry of Women & Child Development, Shri Narendra Jadhav, Member (Education) Planning Commission, Honourable Ministers of States, UTs, distinguished Members of CABE, Ms. Anshu Vaish, Secretary, Department of School Education and Literacy, Professor R. Govinda, Vice-Chancellor, NUEPA, Heads of various Autonomous Organisations, academics, senior officers of Central and State Governments. He also extended a hearty welcome to the new members of the reconstituted CABE and thanked the outgoing members of the CABE who contributed immensely to the deliberations of the CABE. He made a special mention that four members of the earlier CABE i.e. Professor U.R Ananta Murthy, Dr Mithu Alur, Ms Teesta Setalvad and Shri Vinod Raina continue to serve the present CABE. He said that in the last meeting of the CABE held on 7th of June 2011, important issues were discussed which include NVEQF, extending Right to Education to secondary level, Law to Prohibit Unfair Practices in School Education, Reforms in Affiliation System in the Higher Education, National Book Promotion Policy, Protection and Preservation of Endangered Languages, etc. He briefly outlined the agenda of the Meeting and said that the XI Five Year Plan has just ended and the XII Five Year Plan is about to be rolled out with a number of new initiatives. He expressed confidence that CABE will be able to discuss and arrive at a conclusion on important issues under its consideration.

Shri Kapil Sibal, Hon'ble HRM

Shri Kapil Sibal, Hon'ble Human Resource Development Minister and Chairman, CABE placed on record his appreciation for the outgoing Members who were part of the CABE constituted in 2008 and acknowledged their contribution to the proceedings of the CABE. He described CABE as the body which charts the course of education in the context of 21st century challenges. He said that in the light of the ICT revolution and the nature of relationship between communities and in the context of the enormous flow of information that is available on the click of a button, an evolution is taking place in which all are trying to experiment with new ideas. If one really looks back at the societal relationships at the end of the 20th Century and compares them with the situation in 2012, it can be realised what an enormous change has taken place which could not have been envisaged. Nobody could have even dreamt of this change, so we all are in the process of experimentation, evolving solutions and confronting challenges. Talking about the National Mission on Teachers & Teaching, he said that the teacher is no longer the repository of all knowledge and knowledge flows into the mind of the child through various ways, various avenues. He felt that ICT revolution is more important to the teacher than students because the need is to improve the quality of the teacher so as to improve the quality of learning. He spoke about the need for a new strategy in order to educate the children and ensure that the best minds come in the teaching profession.

Hon'ble HRM also referred to Meta Universities where students from different institutions will collaborate with each other through cyber space and be awarded Degree jointly by more than one university. The text of the inaugural speech of Shri Kapil Sibal is placed at **Annexure-II**.

Dr. Narendra Jadhav, Member (Education) Planning Commission

Dr. Narendra Jadhav expressed pleasure in participating in the 59th meeting of CABE. He said that the underlying context for this meeting is the XII Five Year Plan, which began on 1st April 2012. The Approach Paper was presented to the National Development Council sometime back and it is significant to note that

education and skill development have been designated as top priority sectors. He said that the XII Plan obviously is going to be built on the momentum of what was achieved in the XI Five Year Plan and will continue to place thrust on the Triple EEE's of Expansion, Equity and Excellence. He also emphasized the need for Improving the overall quality of teaching learning in an average Higher Education institution in the country in general, and in particular, the state institutions which are in very large numbers. He felt that there is a very clear and a distinctive shift taking place in the thinking about education in the XII Five Year Plan.

Thereafter the Minutes of the last Meeting were confirmed and Action Taken Report was taken on record.

PRESENTATION – NATIONAL MISSION ON TEACHERS & TEACHING

Prof. R. Govinda VC, NUEPA.

Prof. Govinda Vice Chancellor, National University of Education Planning and Administration (NUEPA) informed that the Hon'ble President of India announced the setting up of a National Mission on Teachers & Teaching (NMTT) on 12th March, 2012, in her joint address to the Parliament. He said that in the recent past, there has been a rapid growth of educational institutions in the country and currently there are around 15 lakh schools, and around 50,000 Higher Education Institutions in the country which have definitely increased access to education in a very significant manner. But the system should be inclusive. He highlighted that the fast expansion has resulted in a very high demand for teachers and it is necessary to find new means of meeting the demand in the States. At elementary stage alone, there are around 41.9 lakh teachers in position, and there is a requirement of another 12 lakh teachers. Similar is the case with respect to secondary education particularly in regard to teachers of Science, Mathematics, and English. He said that high shortages are observed in a few selected States, particularly Uttar Pradesh, Bihar, West Bengal, Madhya Pradesh, Chhattisgarh, Rajasthan, and Odisha. In higher education sector also, serious shortage of qualified faculty is found. As per the estimates, around 36% faculty positions in Central Institutions, including IIT's, and IIM's, are vacant, and around 40% to 50% teaching positions in State Universities

are vacant. He felt that it is really important to reflect why talented youth are not attracted to the teaching profession. There are four issues that have prompted to really think on the affirmative (i) studies have shown that there is inadequate opportunity and institutional arrangement for continuous, professional development of teachers; (ii) studies also point out that in comparison to several other sectors that have emerged, there is a decline in the social and professional status of a teacher (iii) At the systemic level there is almost a total absence of standard setting for assessing performance of teachers at various levels, (iv) There is no mechanism of rewarding meritorious performance of teachers.

He said that the proposed National Mission would address immediate and urgent objectives of the Education System in the country in terms of supply of qualified teachers, attracting talent in to the teaching profession, and raising the quality of teaching in schools and colleges. The Mission will also focus on certain long-term goals, the goals of building a strong, professional cadre of teachers at all levels by setting performance standards and creating top-class institutional facilities for innovative teaching and professional development.

Smt. Krishna Tirath, Hon'ble MOS (Independent Charge) Ministry of Women and Child Development

Smt. Krishna Tirath, Hon'ble MOS, Independent Charge, Ministry of Women and Child Development was happy to note that the female literacy rate has increased from 53% to 65% as per 2011 Census. She said that health care of children is an important issue and special focus must be made on menstrual hygiene for adolescent girls. Some States have started free distribution of sanitary napkins for the adolescent girls. This model can be implemented across all States through a Central Scheme as this could boost girls participation in education. She felt that the value education scheme should be re-launched on large scale to cater to the needs of the school children to ensure that the children are imparted with right moral values which are important for holistic education. Improved transport facilities for girls must be provided for so as to ensure greater access to the schools and colleges. The Free Bicycle Scheme for girls for promoting girls' education as initiated in some States, is showing encouraging results and this needs to be up scaled further. Presently there is a restriction on opening more than one Nayodaya Vidyalaya per

district. Relaxation of this restriction is required so that more Nayodaya Vidyalays can be opened in each district. More number of Kendriya Vidyalayas may also be opened. The Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme also requires to be expanded further to cover more number of girls in rural and backward areas. More women friendly courses may be included in National Vocational Education Qualification Framework. Starting of innovation courses may be encouraged.

The Law to Prohibit Unfair Practices in School Education may ensure the safety of girls in schools. Reservation of female teachers and training of male teachers on gender sensitization is required. A national level review of curriculum and text book of the state governments may be taken up by NCERT from gender perspective. The guidelines of writing books should ensure the projection of women in the correct manner by incorporating gender friendly terminologies. Use of obscene and objectionable pictures should be prohibited. More number of colleges for women may be reserved in the proposed 374 model degree colleges which are to be established. More financial assistance may be provided to the girls especially from the socio-economic vulnerable groups. Mahila Samakhya is an important instrument for social mobilization and can play a significant role in the recently initiated National Mission for the Empowerment of Women (NMEW) of which Ministry of HRD is also a partner Ministry. Mahila Samakhya programme also needs to be scaled up and extended to states where it has not been initiated. Team of experts in the National Resource Centre for Women (NRCW) in the Ministry of Women and Child Development are already in touch with the M/o HRD for the collaboration of Mahila Samakhya in the Empowerment Mission.

Regarding Pre-primary education, Ministry of Women and Child is playing an important role. Non-formal pre-school education is one of the six services provided under the ICDS at Anganwadi Centres (AWCs). Also Mini AWS cater to a population of less than 1000 and can reach out to inaccessible and remote locations where there are pockets of smaller habitations. The AWCs are already operating in 13 lakh habitations and cater to addressing holistic needs of children in slum bastis and remote locations which normally get excluded from institutional support. She drew attention to the plight of working labourers who retain girl child in the house for

looking after the younger children and suggested to make available a cabin or crèche adjacent to the school which will help the child to attend the school.

With reference to the National Mission on Teachers and Teaching, there is a need to incorporate training on early childhood care and education (ECCE) programmes also. Under the Mission, the process of preparation of a curriculum framework and norms for a pre-service course for Teacher Educators in ECCE may also be initiated. Further, higher learning institutions such as Universities may be encouraged to set up more multi-mode multi-module and flexible, teacher education programmes in ECCE.

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

Smt. Geeta Bhukkal, Hon'ble Education Minister, Haryana also emphasized the need for moral education as a subject since female foeticide is very rampant in Haryana, which is an educationally backward state. She attributed poor accessibility of road connectivity and the feeling of insecurity among parents and children as the main reason for drop outs. In order to overcome these issues, she suggested to make provision for opening more residential schools for girls. She felt that in backward and remote areas, teachers should be provided with residential facilities. She urged for earmarking certain reservation for female teachers. Other suggestions included opening of more KGBVs and Navodaya Vidyalayas in all districts and opening of more Central Schools, improving the road connectivity, transport facilities and bringing value education in syllabus. She also informed that Haryana has made a separate teachers cadre for Mewat so that there will be separate recruitment of teachers who will not be transferable.

Sh. Vikram Sahay, Director (EE)

Sh. Vikram Sahay Director, (SE) in his presentation on two years of Right to Education Act, described various steps initiated by the Central and State Governments for implementation of RTE and the achievements made as a result of the implementation, as well as the steps that are required to continue the process of implementation. He said that Article 21 A and the RTE Act both were enforced from 1st of April 2010. Since then and so far thirty- three States/UTs have

formulated the State Rules under the RTE Act. The norms of SSA, which is the implementation vehicle for the Right to Education Act have been revised. Mainly two sets of revisions have taken place which include the revision to align SSA with the existing norms laid down under RTE Act, requirement of additional classrooms and several new interventions including provision of uniform for all girls, SCs/STs, and BPL children, transportation for urban deprived children, in remote areas where habitation is sparsely populated areas, including new residential facilities. This new SSA framework is now the basis on which all interventions are taking place under the RTE Act. Along with the changes in the SSA framework, there has been change in the funding pattern and as against a sliding scale of funding pattern of 65:35 in the XI Plan; it has been revised for the period 2010 to 2015 in a fixed ratio of 65:35. An estimate of 2.21 lakh crore for this period had been approved. Other important developments include notification of Teacher Qualification Norms by NCTE in pursuance of Section 23 of the RTE Act. He clarified that relaxation means that persons who do not possess the professional qualifications i.e. a degree or a diploma in teacher education can also be considered for appointment as teacher, on a condition that where a person without a professional qualification is appointed, he has to qualify the professional qualification within a period of two years from the year in which he is appointed through open/distance education institutes. He requested the States that there has to be some evidence that they have built adequate capacity of teacher preparation so that from 2015 onwards only persons who have professional qualification are appointed as teachers.

He pointed out that an area which still requires greater attention is constitution of State Commission for Protection of Child Rights or the Right to Education Protection Authority as provided in the Act. Those States that have not done it so far need to take necessary steps because this is an independent monitoring body which has been statutorily made responsible under the RTE Act to monitor the rights of the child under the Act. He clarified that a big awareness campaign was launched in Mewar in November of 2011 on the National Education Day. Also, the Prime Minister's letter was read out in schools along with letters of Chief Minister of the States and this has been followed by an awareness campaign at the ground level, with the aim to spread the awareness of the RTE Act at the grass root level and also

to take steps for ensuring that every school becomes RTE compliant within the time frame which has been provided under the RTE Act.

Ms. Radha S. Chauhan, Joint Secretary (SE.I)

Ms. Radha Chauhan, Joint Secretary presented the Report of the CUBE Committee on ICT in School Education which was constituted under the Chairpersonship of Secretary School Education and Literacy. The Committee has recommended a holistic and integrated view of ICT. She said that it should not be limited only to educational content being provided within the classroom but it should also be utilised for an overall efficiency being infused into the overall school governance with emphasis on the National Curriculum Framework (NCF). The NCF 2005's objectives should be an integral part of whatever is being used to be provided through the ICT platform. She said that, with this in mind, the Committee went through the draft National Policy on ICT for School Education which is simultaneously being prepared in consultation with a wide range of stakeholders. The committee went through all the provisions of the draft policy and found that it had addressed most of the issues that were referred to it and has provided a comprehensive set of guidelines to support the States in their ICT initiatives. The Committee has endorsed it for discussion by the CUBE committee. The National Policy includes the provisioning for teaching learning processes within the classroom, skill development in ICT provisioning and the school governance to ensure efficiency and overall remodelling of the school in an ICT enabled environment.

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

Shri Bosiram Siram, Hon'ble Education Minister, pointed out that the State has a large number of untrained teachers and that at present there is an inadequate number of Teacher Education Institutes/ Colleges of Teachers Education in the State. Though the State had submitted a proposal for giving permission for more B. Ed colleges, NCTE made some observation and they are yet to be granted permission. He requested for granting permission to reduce the large concentration of untrained teachers in the State. Regarding DIETs, he informed that out of the 11

DIETs in the State, 7 are functioning as a full-fledged DIETs and remaining 4 are functioning as District Resource Centres. The State Government has recommended that these 4 be made full-fledged DIETs for which the permission is awaited. He requested that the 4 District Resource Centres may also be given permission for full functioning. With regard to RTE implementation, he stated that State has already brought out APTET - Arunachal Pradesh Teachers Eligibility Test. Regarding ICT, he said that BSNL has been authorised to give the broadband connection but in spite of repeated requests, they are yet to carry it out. He said that the State has a full of functional NIT at Itanagar, so instead of NIT Durgapur, NIT, Itanagar be entrusted the task, so that the broadband will be more accessible particularly in view of the poor road connectivity and other bottleneck prevailing in the State. He mentioned that 150 Schools had been selected for providing ICT programme, but there is no provision of having IT facilitators. This also needs to be addressed. He also mentioned about the non-availability of trained teachers in Rajiv Gandhi University and requested for permission to take more teachers on deputation. He welcomed the MHRD and IGNOU initiative for training untrained teachers and said that the State Government has deputed almost 1400 to 1500 teachers who are undergoing courses.

Prof. S.P. Singh, Former Vice Chancellor, Guru Nanak Dev University

Prof. S.P. Singh, former V.C Guru Nanak Dev University thanked HRD Minister for proposing a National Mission for Teachers and Teaching. However, he felt that the plight of the teachers has not been discussed in the presentation on Teachers and Teaching. He felt that teachers in private schools are poorly paid, sometimes as low as Rs.500/- onwards per month and that too only for 7 or 8 months per year. He said that same is the case with the colleges in the States. The teachers are being paid Rs. 2500 per month for seven months. He felt that special efforts need to be made, to attract good teachers and this is possible only if some consideration and some attention is paid to the plight of teachers. He felt that once the teachers are paid well and teachers are given their due regard, only then talented persons will come to the profession, otherwise second-rate quality people will be entering the teaching profession.

He also drew attention to teachers training. He felt that in most of the States, the number of the teacher training institutes is as per the requirement of the teachers, but the quality of teacher education is too poor, because only seven months or eight months training is available, and that is also not of the desired or expected levels. He suggested that teacher training courses should be made of two-year duration in order to get good teachers. He felt that in order to get good teachers emphasis should be given on quality training. Also their social status and the monetary package should be addressed.

Prof. K. Ramakrishna Rao, Chairman, Indian Council of Philosophical Research

Prof. Ramakrishna Rao conveyed that the number of vacancies/ percentage of vacancies that exist in Central Universities is truly alarming. He felt that the situation is even worse when it comes to the State Universities. The real problem is not lack of qualified teachers but the inadequacy of funds. He said that he is very familiar with the universities in the state of Andhra Pradesh and felt that the budget will not be enough to pay the salaries of the teachers if the vacancies are filled. He mentioned that if this is taken care of, other things may be resolved in the long run. Therefore, as a short term measure, every State Government should be provided adequate funds to fill all the existing vacancies of teachers.

Regarding training of the College Teachers, he felt that many of the College Teachers fumble during the first year for the simple reason that they do not have the basic understanding of curriculum construction, clarity of concepts and are unable to utilize the modern technology for effective teaching. He suggested that ways have to be explored of training University and Colleges teachers before they are entrusted with the responsibility of teaching. He felt that teachers must be involved seriously and intimately with the framing of the curricula. Further the curricula requires a lot of changes, without which the quality of education cannot be improved.

HRM

HRM in response said that both Central and State Governments just do not have the kind of enormous finances to meet the burden of filling the increased

vacancies because of the expansion that has happened over a period of last three years. That is why Government has been talking about increased investments in the education sector, to be made by the private sector in collaboration with other universities as also industry. It is about thinking innovating ways to bring investment into the education sector which is really the need of the hour and everybody needs to think about it. He stated that ICT can provide a huge and a very effective way forward by providing lectures and training facilities through the National Knowledge Network. Today, there are about 400 universities which are connected to the National Knowledge Network. Also there are about 18000 colleges which are now connected. He recommended for setting up a CUBE Committee on the proposed National Mission on Teachers and Teaching which can have Sub-Committees for each of these issues and provide us with possible solutions. In this context he said that the point made by Dr. Ramakrishan Rao was very valid.

Prof. Devang Khakhar, Director, IIT- Bombay

Prof. Devang Khakhar Director, IIT- Bombay said that the National Mission on Teachers and Teaching is very timely and extremely important for the Nation at this stage. He agreed with HRM that the main goal of the Mission should be to come up with conditions and incentives to attract the best minds into the teaching profession. He said this is something that needs to be looked into urgently, as a teacher impacts generations of students. One of big problems relating to higher education today is that the teachers faculty, who teach in Colleges and so forth, do not have a very good knowledge of the basic subject that they are teaching. He felt that an emphasis on the domain knowledge in the subject areas during teacher training is equally important.

Regarding the use of ICT he said that Akash Tablet is imminent and would be very useful if all textbooks are digitized and can be read on the tablet because this will provide great savings in terms of printing, distribution etc. and this can be done with relatively less effort and will have a huge impact.

HRM

HRM responded that digitisation of contents and uploading it on Akash is essential. NCERT has already digitized the textbooks and it will be put in the Akash Tablet. He said that there was a presentation on Akash Tablet, yesterday. It is his vision to have a child with the Akash tablet go to school without any books and with all the text material in the tablet, it will be a revolution and it is waiting to happen.

Shri P.K. Abdu Rabb, Hon'ble Education Minister, Kerala

Sh. P.K. Abdu Rabb, Hon'ble Education Minister, Kerala said that there are vacancies of teachers to the tune of 1.26 million in the country and additional vacancies to the tune of 0.15 million are likely to arise with the implementation of RTE Act. While this is the overall national position, he said that Kerala has in fact a situation where the total numbers of teachers are in excess of the requirements. This has enabled the State to introduce the mandatory pupil teacher ratio in RTE at the class level, rather than at the school level. Retirement age of teachers in Kerala is 55 years. The teachers are largely teaching in Malayalam medium. He demanded that the services of excess teachers or teachers who retire at age of 55 years should be used in meeting the shortage at the national level, after giving some sort of orientation training to teach in a different medium. It would also be possible to look at leveraging the training infrastructure which is available in the State to train teachers for the rest of the country to meet the shortage in the short term. He said that Kerala has been making substantive investment in teacher education and it is one of the few States which have fully used the Centrally Sponsored Scheme for Strengthening of DIETs consistently. The State had introduced the Curriculum preparation in the teaching learning process as early in 1997 which is now being adapted in the National Curriculum Framework and activity-based training has now become well-established.

The National Mission on Teachers and Teaching must address intensive in-service training of Teacher Educators. This is extremely important as majority of the existing Teacher Educators have been trained in a different context & under different perspectives. To ensure that the objectives of NCF and enhancement of quality are met, it is of paramount an urgent importance to re-orient the existing Teacher

Educators. He felt that there is a need to chart out a clear career path for teachers. After five to ten years of teaching experience, individual teachers may be assessed and identified for specialization in teacher education as well as education administration. In-service training programme for such teachers may be structured differently.

He said that Kerala would on its own set up a State Mission on Teachers in line with National Mission to ensure that quality of teachers available is enhanced substantially. As a small beginning, a ten-day module has been introduced focusing on management issues for teachers in collaboration with Management Institutions and Corporate Companies to enable the teachers to handle various operational issues effectively. In this regard, he requested that the guidelines of various Centrally Sponsored Schemes like SSA, RMSA should be made flexible to innovate on such training programmes for teachers based on actual field level requirements. He requested that considering the fact that 70% of the children in their State are studying in aided schools which are fully funded by the State Government in terms of meeting teachers salary and maintenance grant, he requested the Government of India to provide assistance to these aided Schools in Kerala also by liberalizing the norms for assistance under SSA particularly provisioning for teachers and uniforms for students.

He confirmed that the CAGE sub-committee on ICT in school education had visited Kerala and looked at the ICT Scheme being implemented in the State which has been appreciated in the presentation. He expressed happiness that the Committee has recommended the ICT model adopted in Kerala as an effective model that demonstrate a high sense of ownership among stake-holders.

He concluded that the Government of Kerala would wholeheartedly support the various initiatives taken by Government of India regarding enhancement of quality of education in the State and implement the same in letter and spirit to benefit the next generation.

Shri Om Prakash Sharma, President, U.P. Madhyamik Siksha Sansthan

Shri Om Prakash Sharma, President, U.P. Madhyamik Siksha Sansthan mentioned that though there are 16000 schools in Uttar Pradesh, most of the teachers are employed on part time basis. He felt that these part time teachers may not be able to provide either quality education or skill development. According to him, Uttar Pradesh is one of the most backward States in terms of education and as such proper implementation of RTE is very important but it seems that no action has been taken in this direction. He drew attention to the necessity for providing laboratories in the schools as well as to improve the infrastructure facilities. He also drew attention that Uttar Pradesh has many unrecognized institutions which are charging heavy fees from students.

HRM

HRM thanked to Sh. Om Prakash Sharma and said that those States which have special needs and problems, will be given special attention.

Shri Tapan Chakraborty, Hon'ble Education Minister, Tripura

Shri Tapan Chakraborty, Hon'ble Education Minister, Tripura thanked MHRD for taking the new initiative for launching National Mission on Teachers and Teaching and said that once the scope, functions and responsibilities of the proposed Mission are finalized, the overall development of education scenario in the country will improve considerably.

Regarding implementation of RTE, he expressed apprehension that the provisions of "no-detention", under Section 16 of the Act have adverse impact on quality of elementary education. This may lead to reduced attention of both teachers and students. He demanded that NCTE norms fixed for recruitment of teachers should be relaxed so as enable the State to engage teachers at the elementary level to meet RTE requirements. Norms for teachers prescribed in the schedule of RTE Act appears to be not practicable in the State, particular for schools located in the rural, far-flung and hilly areas, as in Tripura, around 70% of the schools are located in the rural and hilly areas. The State Government is of the view that ideally each

and every class/section should have one teacher. Norms for provision of classrooms as prescribed in the schedule of RTE Act 2009, based on the number of teachers appears to be impracticable. There should be a provision for one classroom for each class or section. To introduce 45 teaching hours in a week for teachers, would mean a need for around 3000 teachers. He said that like few other States, there is dearth of teachers training institutions in the State. He suggested that all the new districts created throughout the country, should have a District Level Teachers Training Institution.

He agreed with the recommendations of CUBE Committee Report on provision of ICT in schools under the Chairmanship of Mrs. Anshu Vaish, Secretary, SE&L.

Shri Arun Kapur, Director, Vasant Valley Foundation

Shri Arun Kapur, Director, Vasant Valley Foundation while referring to various presentations said that much focus has been given on creating teachers whereas the need is actually to focus on first creating teacher educators, because good quality of teacher educators is absolutely crucial. He said that the presentation did not show that probably only 10% applicants pass the UGC NET and that really underlines the importance of the quality of teacher educators. He said that while talking about teacher training modules in the RTE Act, capacity of the teacher educator should also be increased. Even in ICT, it is education technology that needs to be talked about, therefore he felt that focus should be on teacher educators. Also when the quality of the teachers or the number of teachers is talked about teacher educator need a special focus because they will impact the teachers who interim will impact the school children, and these school children will go on to college or into the world of work and therefore, the role of the teacher educators cannot be emphasized enough. .

HRM

HRM said that the point raised is very important and unless a core of teacher educators of very high quality is available across the board in every subject, it may not be possible to realize the vision of Teachers Training.

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

Smt. Archana Chitnis, Hon'ble Education Minister, Madhya Pradesh drew attention that the budget allocation for school education is about Rs.12000 crores, and the contribution from Government of India at present in view of the sharing pattern comes to Rs.2800 crore, which happens to be 24% of the total money spent by the State. She requested Govt. of India share be enhanced to 35% of actual spending.

Smt. Archana Chitnis mentioned that there are few schools which are trying to escape their responsibility towards RTE. She urged that the recent judgement of the Supreme Court regarding admission of children below poverty line under the RTE Act should be enforced very strictly by both the Governments. Regarding Teacher Education, she drew attention that prior to this Government of India has been taking care of teachers training programmes and 100% contribution was made by Government of India. She was concerned that after having taken the new initiatives this contribution has been reduced to 75%.

HRM

HRM responded that the assistance was 100% for 4 plan periods. After 4 Plan period the share of centre Government has been marginally reduced. He remarked that at some stage, the States have to start contributing and but anyway, the suggestion of Hon'ble Minister will be certainly kept in mind.

Smt. Archana Chitnis, Hon'ble Education Minister of Madhya Pradesh also said that the major problem with our teachers is that nobody feels proud in becoming a teacher. She suggested that collectively, all the people put together, i.e. sociologists, psychologists; educationists should give their inputs so as to overcome the deficiencies and to make the teaching profession more attractive. She also pointed out that moral education, responsibility towards nation/environment should have been a major part of RTE Act. It will make an impact on the coming generations. She felt that relationship between the parent and the teacher especially in the case of students who come to government school, is very weak and if it is made a part of the Act, the teacher parent relationship could be strengthened

and the bonds will be stronger. Parents and teachers need to meet regularly every year. She also pointed out that all the States are short of funds in implementation of RTE. She conveyed that due to paucity of funds, time limit for completion of infrastructure should be extended by a couple of years. She urged for increasing the Centres share of money spent on teachers and a common standard of teachers' salaries put across the board in the entire Nation. It will be a great contribution with respect to primary education and the teachers especially who teach in the rural areas.

Prof. Bimal K. Roy, Director, Indian Statistical Institute, Kolkata

Prof. Bimal K. Roy, Director, Indian Statistical Institute, Kolkata said that the selection procedure of teachers seems to be very complicated and it is a very long cumbersome procedure. He felt that there should be a policy to make recruitment of teachers much simpler and quicker. As in the case of standardisation of different Board syllabi done for IIT, JEE it is possible to standardise the selection and appointment of teacher if data is made available to the Institute, it could standardise the same starting from secondary, higher secondary, graduation or post-graduate level. The policy can probably set a standard that a teacher would have to attain at a specified level. After the selection, candidates will also know that they have to complete the training before they start their job. He also felt that publishing the number of vacant posts of teachers must be at par with availability of funds. He was of the view that adequately qualified candidates are available for teaching post but the states do not have the funds to fill the all vacancies.

Shri Abdul Gani Malik, Hon'ble Education Ministry, J & K

Sh. Abdul Gani Malik, Hon'ble Education Minister, J & K appreciated and welcomed the allocations proposed for teacher education and said that this will bring forward the importance of teachers and teacher education. He said that from the presentation it is seen that at the national level institutions, there are large number of vacancies and to fill up those vacancies, there should be a well worked out contractual academic system throughout the country and with their experience and academic knowledge, these faculty can enter into the formal teaching system. He felt that for teacher education, there are no prominent institutions in the country.

There are no exclusive universities for teacher education, nor is there any National College of Education or any Regional College of Education in the country. He felt that all these things should be considered so that the teachers education get priority. He said that SSA, RTE and ICT are very important in teacher education. He suggested the constitution of a Sub Group to work on the implementation of various schemes which will make recommendations for improving the appraisal system. He reiterated his demand for financial assistance from Central Govt. which is pending.

Ms. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights

Ms. Shantha Sinha, Chairperson NCPCR talked out about the right of children particularly Right to Education in areas of civil unrest. She said that it is important to focus on this issue and look at education as emergency relief. She said that from her experience as Chairperson of the Commission on monitoring these rights, she found that continual education from pre-school, elementary, secondary school is very important in these areas. She suggested waiver of examination fee, tuition and coaching fee for these children. She also said that a strong policy for stabilising education is required there and it is important that we provide one generation of children, continual education from elementary to higher education level; only then it is possible to instil stability in that society.

She also spoke about guidelines that the NCPCR has issued on corporal punishments which were sent to all the State Governments. The Commission has been receiving large number of complaints of corporal punishment. She urged Education Ministers to take a serious view of the subject.

She also drew attention to the non-academic duties that the teachers are performing in addition to Election, Census, and Disaster Management. They are also on deputation in many States to other jobs. She requested that this will have to be stopped immediately. At least a status report should be obtained from all the State Governments on how many teachers are being sent on deputation.

She expressed concern that there are not enough funds for maintenance and cleaning of toilets and it has been reported to the Commission that children from

Dalit backgrounds are being used for such activities. This must be curbed and suggested for integrating the cleanliness activities with NREGA as NREGA has now expanded its scope to maintenance of sanitation also.

Sh. P.K. Shahi, Hon'ble Education Minister, Bihar

Sh. P.K. Shahi, Hon'ble Education Minister, Bihar said that when teacher education and quality of teachers is talked about, more importance should be given to teacher educators. He suggested for establishing a National Data Bank of Teacher Educators and State Data Bank of Teacher Educators so as to create a resource pool in order to draw teachers for deficit areas. He also suggested that ICT should be brought under SSA framework for better results. He felt that abolition of examination as provided in the RTE Act has adverse effects and that our education system is not yet ready for no examination policy.

HRM

HRM clarified that this issue was raised in the Parliament by Members from Bihar. He further said that as per the provisions of RTE Act, Board examinations were discontinued from 2010. However, it has come to light that the Government of Bihar had discontinued Board examinations from 2007 itself which means the Government of Bihar is also in support of abolishing Board Examinations.

Sh. P.K. Shahi, Hon'ble Education Minister, Bihar

Sh. P.K. Shahi, Hon'ble Education Minister, Bihar informed that for about two years, Government of Bihar has been treating VIII Class examination as Board examination and this was discontinued. HRM reiterated that as far as Continuous and Comprehensive Evaluation (CCE) is concerned, it is a continuous evaluation of the child with reference to all relevant parameters but it is not an examination. He made it clear that not conducting CCE is a serious issue. He was happy to inform that though CBSE has discontinued X Board Examinations, the result of the CBSE XII Board was better than previous year.

Sh. Brij Mohan Agarwal, Hon'ble Education Minister, Chhattisgarh

Sh. Brij Mohan Agarwal, Hon'ble Education Minister, Chhattisgarh mentioned that the policy being made by Central Government is based on the inputs from CBSE and ICSE in metropolitan cities. He suggested conducting a survey in rural areas particularly in tribal belt to assess the situation there.

Shri Vinod Raina, Educationist

Shri Vinod Raina while referring to the RTE Act clarified that "No Detention" policy does not mean "no examination". In such situations, CCE is very much relevant in which teacher can organise as many tests as he would like so as to assess the performance and improve the progress of weak children but this should not be taken as a basis for failing the student in the class. He said that children who fail in their classes are likely to become drop outs and they loose their motivation. He also mentioned that RTE is applicable till Class VIII and X Board is not within the purview of the Act. Hon'ble Education Minister, Chhattisgarh responded that during the last five years, the result of X Board Exams was not good because students were promoted from VIII class without any examination.

Shri H.B. Sharma, Hon'ble Education Minister, Assam

Sh. H.B. Sharma, Hon'ble Education Minister, Assam stated that all the State Governments are of the view that discontinuation of exam and starting the CCE has created some concern about the quality of education. He suggested for a mid-term appraisal of this policy.

HRM

HRM agreed to analyse the issue and said that the impact of this will be seen in a few years from now. It can not be seen in one or two years. He informed that the RTE does not prevent holding of any examinations.

Ms. Anshu Vaish Secretary (SE &L)

Ms. Anshu Vaish further clarified that only Board Exams have been abolished through the RTE Act. She said that the exams themselves have not been abolished but the idea is not to add to the stress of the child through a whole series of exams.

Shri H.B. Sharma, Hon'ble Education Minister, Assam

Shri H.B. Sharma, Hon'ble Education Minister, Assam while talking about CCE felt that people like it but there are schools where there is no teacher for CCE and as such no CCE is being conducted. Therefore, there is neither any exam nor detention.

Sh. P.K. Shahi, Hon'ble Education Minister, Bihar suggested constitution of a CACE Committee to re-visit the provision of CCE.

HRM

HRM agreed with the suggestion to constitute a CACE Committee to look into this matter and see if there is an adverse impact of CCE in schools, because it is a very important issue which affects all the States.

Shri Brijmohan Agrawal, Hon'ble Education Minister, Chhattisgarh

Shri Brijmohan Agrawal, Hon'ble Education Minister, Chhattisgarh conveyed that the condition in Government schools is very pathetic. If these children are evaluated we will be able to understand the real situation. This situation is same in all States whether it is U.P., Bihar, Chhattisgarh or Jharkhand.

Ms. Aditi Jain Chairperson, Pragyavataran Education Society

Ms Aditi Jain, Chairperson, Pragyavataran Education Society said that Education should be aimed to awaken the soul, and not the ego. Once education gets soul-centric, it starts contributing to nation-building, thus resulting in liberty, equality, and fraternity, which our constitution-makers talked about. She drew attention that pre-primary education is highly neglected in India and said that the first two thousand days are very important in a child's life. According to her unless 0 to 6 years in a child's life is given due weightage, the subsequent education can not be termed as correct. There needs to be regulation in early education which is presently

not at all regulated. It may be important for government to intervene in early education and make sure that no school is conducting teaching classes before the age of six years. Big schools should not be handling kids before the child is six years at least. Early education is a specialised field, and should be dealt by special early educators. When we talk of the developed nations, class one starts with seven years and above. However, in India, children are admitted in class one at age of five and the child is expected to read and write Hindi and English at that age and also do a bit of Mathematics, thus hindering the potential of the child.

She described children as most creative in their formative years but they should not be bogged down with stressful curriculum so early that their power of imagination and creativity get destroyed. These early years should be allowed to conceptualise something which is original and self-born and is in tune with child's inspired breath.

Dr. Mithu Alur, Founder Chairperson, Spastics Society of India

Dr. Mithu Alur spoke about children with special needs as the Hon'ble Minister rightly called them "differently-abled children". She said that there are large number of children with special needs who are out of school coming from the marginalised groups. Unfortunately, the National Mission on Teachers and Teaching has made a glaring omission, by not addressing educators for children with special needs at all. One of the reasons for confusion is that bureaucrats and administrators think special education is inclusive education. In fact, special education is segregated education. She was of the opinion that inclusive education through "Mixed ability teaching", differentiated curriculum, has not come up within the National Mission for Teachers and this is necessary to synchronize it with the RTE. She felt that in order to address Inclusive Education in the correct perspective, the first thing to be done is really to have an intensive course amongst the policy-makers and administrators. She felt that teachers generally are not aware how to handle children with special needs, so they should be educated. She said that a lot of training is given under SSA but it is said that since the SSA teachers are paid much less in comparison to regular teachers, they drop out in very large numbers. They do not know anything about identification, mapping, remedial education, or how to do diagnosis in the classroom, what to do if there is a child who is different. She felt

that if education for all is to be achieved inclusive education in the classroom should be introduced which makes high quality education. She urged HRM to address these issues in the National Mission on Teachers and Teaching.

HRM

HRM agreed with the points made by Dr. Mithu Alur and said that the National Mission on Teacher Education must be inclusive in nature, and it must include the differently-abled, and how to integrate them in the classroom. He also agreed that special education is different. He acknowledged the efforts Dr. Mithu Alur and her organisation, whose contribution has enabled, enormous changes in the Right to Education Act.

Prof. M. Aslam, Vice Chancellor, Indira Gandhi National Open University

Prof. M. Aslam emphasized that the role of Open and Distance Learning, given the fact that it can reach out to very large numbers with the quality interventions. He felt that a negative mindset that ODL interventions are inferior to classroom teaching is not correct particularly in today's world of ICT which has completely changed the whole scenario.

He said that there are fourteen State Open Universities and IGNOU is making efforts to forge collaboration between IGNOU and the State Open Universities through Inter-University Consortium. He felt that capacity-building is critically important. Presently, IGNOU is offering B.Ed programmes through 307 centres across the country as per NCTE norms. He said that 35000 teachers get into B.Ed every year through IGNOU and that this could be increased in collaboration with the 14 State Open Universities.

He said that while it is easy to state that a teacher cannot be appointed without a diploma, however, it has to be ensured that accessibility of teachers to the diploma programme is in place. He explained as to why forging the integration among Open Universities is important, particularly in the field of teacher education.

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

Smt. Geeta Bhukkal, Hon'ble Education Minister, Haryana while discussing about RTE said that initially there were some teething problems, but now all those problems have been overcome. Almost all the State Governments have noted that there is very good impact of RTE as enrolment has increased in Government Schools and dropout rate has considerably reduced.

Ms. Shabnam Hashmi, Social Activist

Ms. Shabnam Hashmi while discussing about the National Mission on Teachers and Teaching drew attention that there are lots of schools especially in Gujarat where minority children are not allowed to take admission. However, this was strongly objected by Hon'ble Education Minister of Gujarat who requested Ms. Hashmi to provide evidence for the same.

She also drew attention that though many of States claim that they are power surplus in most of the rural areas, electricity is scarce. She has personally seen that several schools where computers are available, but they are kept idle because of lack of electricity. She felt in such situation just providing a computer does not help. Regarding vedic pathshalas, she said that she is not questioning the right of minority institutions to open their own schools and colleges, however, the right of the children whether they should go to a normal school or a formal school or whether they are being sent to the vedic paathshalas and madrasas is a significant point which must be taken into account. Regarding moral education, she felt that this is something which needs to be read with caution because in the name of moral education, schools mostly end up educating and giving jingoistic nationalism to children. She felt that it may not be possible to give moral values to children by teaching or by having one hour of moral education. It is a much bigger issue which runs across subjects and across the whole process of bringing up the children. Referring to Mewat, she emphasized the need to look at rural womens' education especially education of minority rural girls in the 8 to 16 age group. She felt that Government should think of new schemes to involve this age group which is not going to school in States like Haryana (Mewat), Kashmir and Bihar, as it is difficult to find a girl after 15 years in school.

She requested for uploading MHRD Steering Committee Report on 12th Five Year Plan as she is keen to see the aspects related to minority education.

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

Smt. Geeta Bhukkal, Hon'ble Education Minister, Haryana drew attention to the National Education Day celebrations held at Mewat Haryana and informed that being educationally backward area, 100 percent illiteracy is prevailing. As teachers from other parts are not prepared to serve in Mewat, Haryana Government has started a special Recruitment Board as well as special cadre of teachers for this minority area. She mentioned that Government of Haryana is taking all steps for the overall development of Mewat which include health, education, and other related areas. During the above mentioned meeting Education Minister of Haryana brought to the notice of all concerned that centralised kitchens run by NGOs like ISCKON are supplying cooked mid-day meal to the schools as per the enrolment which is much higher than the actual number of children opting for MDM. She suggested that each child in a school should be given an ID number for child tracking to avoid any wastage.

Shri Brijmohan Agrawal, Hon'ble Education Minister, Chhattisgarh

Shri Brijmohan Agrawal, Hon'ble Education Minister of Chhattisgarh mentioned that in recruitment of Lecturers/Professors, Public Service Commissions has completed the selection process, but High Court has stayed. He suggested to device adopt suitable procedure at the national level for recruitment of teachers so that State Educational Institutions can adopt the same and make the recruitment easier. He conveyed that process of RTE are to be implemented by 2013, but no extra budgetary support has been made for this by the Centre. He felt that it will be difficult to implement it even by 2020. For proper implementation of RTE, he demanded for central assistance in the ratio of 75:25. He reiterated the States demand for opening KGBVs in naxal affected blocks in the State. He also suggested for provision of a computer lab under ICT Scheme which should be located in the campus of Primary, Middle, High School and Higher Secondary School so that the children of Middle School will get atleast one period of computer in a week. While mentioning about the standard of education in Govt. schools as compared to private schools, he demanded for provision of furniture and fittings and

LCD TV through ICT Mission, so that children will be able to develop more interest in their studies. For this purpose he demanded a provision of Rs.5.00 lakh for each school which could also be used in EDUSAT, teacher training and laboratory.

Shri Krishan Lal , President, Indian National Science Academy

Sh. Krishan Lal President, INSA highlighted the importance of experimental science and requested to give proper emphasis to this area as students who are admitted cannot properly read even a screw gauge/ micro meter. He felt that the focus in first few years of schooling should be on the weaker performing children; they must not feel as if they are a separate category, otherwise the number of dropouts will increase. He said that the Academy has taken a decision to send the most endowed teachers/ scientists to go and interact with the schools in the rural/ remote areas. Academy has launched some awards for recognizing outstanding teachers and advertisement will be issued in the news papers shortly.

While speaking about dropout children, he said that while attention is being given to the number of women teachers and their proportion is going up but it seems that there is more to it than just women teachers. It is necessary to have disaggregate data in terms of SC, ST and Minority as he felt our school classrooms can be discriminatory. In higher education, the refresher course system for College Teachers in their respective disciplines offered by academic staff collages, needs review so that the problem is diagnosed and mistakes are not repeated.

Dr. Mary E. John, Senior Fellow, CWDS, referred to the agenda notes at P-44 Table 6 - enrolment by social categories saying that the percentage enrolment share of various groups, marked as SC/ST and Muslims is higher than their proportion in the population. She felt that if this data is correct, it actually throws into even a sharper light the problem of dropouts. She also felt that even a higher proportion of children from these deprived groups are there. Regarding women teachers, she expressed happiness that attention is being given to the number of women teachers and that the proportion of that is going up. She suggested to disaggregate further in terms of SC, ST Minority etc. if it is not done, she felt that the classrooms could be very much discriminatory. Regarding the teacher education,

she drew attention to the refresher course system of Academic Staff Colleges where there has been no shortage of finance but clearly something has gone wrong. She urged the need to diagnose what has gone wrong in the refresher course system for College teachers. She suggested for review of the refresher course system of the Academic Staff Colleges.

Dr. M.K. Bhan, Secretary, Department of Biotechnology

Dr. Bhan referred to the two opportunities raised in this meeting regarding teachers and teaching and the other is ICT. He felt that there is a lot of emphasis is on input description but there is the need to create a very helpful measurement matrix to enable an external audit process of measuring outputs. Many of our policies are low in implementation as they cannot be scaled up and while the stronger State benefits, the weak ones suffer. Instead, he suggested that about 60 or 70 consortiums should be funded and where it is mandatory, the State Government should be a partner and powerful NGOs, local institutions, national institutions should come together. They could work with State Governments on strategy. They could do piloting, help with scaling up, improve tools, bring in expertise from outside for problem solving. If these 60-70 consortia are funded, there will be a lot of powerful regional activity. He suggested for some radical thinking on how to scale up implementation. He was of the view that this is a common experience for both health and education and suggested to put a group together to think through this and it would unleash a lot of innovation thought in the country.

Prof. Pravin Sinclair, Director, NCERT

Prof. Pravin Sinclair, Director, NCERT said that the curriculum of Teacher Educators should be in line with the NCF 2005 and also the philosophy of it. Constructivism is not practiced in the teacher education classrooms and this needs to be looked into. She also felt the need for work ethics for teacher educators teachers and others. She suggested that not only conditions to make teaching more attractive or attract people to become teachers, but role models maybe highlighted as also conditions of work like freedom should be there. She felt that teachers have

no academic freedom in practice because the so called inspectors/ administrators do not seem to appreciate this need. There needs to be a discussion on academic issues to give them confidence about what they are thinking and to engage with that particularly because the CRCs and DRCs are not functioning in the way they were envisaged.

She felt that what is happening abroad cannot just be transplanted and even adaptation needs to be done very carefully. There could also be centre versus state issues. Regarding the allegation against NCERT of being gender- in sensitive in materials, value education, and so on, she said that NCERT has created tools for looking into materials from the gender-sensitivity point of view, so as to prevent them from stereotyping. She mentioned that NCERT studies have shown that students of Kasturba Gandhi Balika Vidyalyayas, attend up to the primary/ elementary level but it need to go much further for which the parents of those children want a secure hostel preferably not too far from home.

Regarding usage of Open Source/ Free Software, she felt that the guidelines should clearly indicate what is meant by that, because Microsoft gives their packages and they give it free initially. People need to understand using of Open Source Software, which must be promoted. Kerala and Karnataka have done a lot in ICT and that has to be promoted through out the country. She said that if EDUSAT is to be used, the States should take them over and take responsibility for that. EDUSAT is very useful for teaching, be it teacher training, or children being trained. Regarding science labs, she informed that NCERT has created mini-labs that can be used at the early school level and upper school level at different places and science kits can be used to get a hands-on understanding of concept.

Shri S.L. Garg, President, Indian Institute of Engineers, Kolkata

Sh. S.L. Garg, President, Indian Institute of Engineers, Kolkata drew attention to the need for continuing professional development programmes for teachers and requested that this may be made mandatory for all the teachers. He said that Institution of Engineers India is running an Engineering Staff College at Hyderabad where continuous Professional Development Programmes are conducted. He clarified that the land, infrastructure and the faculty is already available and in case

the CATE make professional development mandatory, the resultant expansion can be done at a very reasonable cost. He supported the decision of the AICTE to recruit B.Tech faculty for the time being due to shortage of technical faculty with a condition that they must complete the PG course within a period of 3 years. He also suggested that in order to attract good students to the teaching profession especially for technical education, creation of All India Education Services on the pattern and at par with, the Indian Administrative Services and the State Civil Services, needs to be considered.

Prof. W.N. Gade, Vice Chancellor, Pune University

Prof W.N. Gade said that teacher training programmes, particularly in State Universities is a very serious problem. He felt that the service conditions in the State Universities and the Central Universities are quite different. Now with the availability of options, people prefer to go to Central Universities or Private Universities and the last option they exercise is the State Universities. He said that the minimum condition for setting up new colleges is that there has to be prescribed number of faculty members otherwise they will not get the affiliation. So what actually happens is that whoever is available is recruited as a teacher, he may or may not have a passion for teaching or even the required qualification as such to make them a competent teacher. He called for continuous well organized teacher training programmes at the Central Government level. He said that one way to overcome this problem to a certain extent is what HRM mentioned very well in his opening remarks which is the use of ICT, particularly creation of virtual classrooms in the university departments and also in the affiliated colleges. But the problem is the connectivity available presently is very limited. Universities like Pune have got 628 affiliated Colleges. Colleges should have adequate bandwidth capacity which is not available at the moment. He urged Central Government to intervene in the matter. Regarding employability of our graduates, he said that according to the National Skill Development Corporation, only 5% of the graduates particularly in arts, commerce and science are employable. In order to increase their employability, he felt that skill development component has to be introduced in the curriculum and that is possible only if industry is involved in curriculum framework. He urged the Central

Government to talk to the industry and bring them on board for formulation of academic programmes.

Shri Vinod Raina, Educationist

Sh. Vinod Raina said that while talking about PPP in education, there is a great deal of PPP in education today which is involved in preparation of teachers. He said that 95% of the teachers are trained in private teacher education colleges offering, B.Ed and D.Ed. Out of these not more than 7% could pass the TET test which is a reflection on the poor on quality of these degree-giving colleges operating in the private sector. These colleges keep on producing people who are not worth being teachers. He said that NCTE is supposed to regulate this, but it is not happening properly. He urged that while considering the problem of teacher educators and creating better teachers in large numbers, there is a need to see that their quality is regulated through means which will have to be devised. On ICT in school education, he appreciated the support received from the Government of Kerala, and hoped that the Draft policy in the report submitted will have CABE's acceptance.

About the RTE, he mentioned that there is a lot to talk about the CCE and he wondered how is it possible if there is one teacher in a school in remote areas. He apprehended that if schools do not become RTE compliant in terms of teacher and infrastructure etc. then many of the education processes cannot be fulfilled within the timeframe of 2013. He urged HRM to put all processes at the State and Central level to ensure that if not 100 percent at least 80 percent schools reach that stage so that the other quality parameters can be applied on them.

Prof. Dinesh Singh, Vice Chancellor, Delhi University

Prof. Dinesh Singh VC Delhi University spoke about Meta University. He said that there are talks on between the University of Delhi, the Jamia Millia Islamia, Jawahar Lal Nehru University and the IIT Delhi under the aegis of the Ministry of Human Resource Development to bring together and crystallise the form of Meta University. He said that this is really a paradigm shift in education. The philosophy is to create new programmes as simple as possible, from the existing activities in higher education and drive change by creating these new programmes through the

much needed effort. It is proposed to utilise and create synergy between academic programmes and institutions that are through the platform of Meta University.

Shri R.P. Sisodia, Joint Secretary, Department of Higher Education

Sh. R.P. Sisodia, JS, Department of HE in his presentation said that the country today has a GER of about 17%, which means out of 100 students who are eligible, only 17 are making it to the higher education. He said that the policy planning of education depends on two key components, one key component is supply side, the other component is demand side. Currently supply side has been taken care of. Since independence from just three universities and 200 odd colleges, today India is one of the largest education system in the world as far as number of institutions is concerned. There are more than 600 universities and more than 40,000 colleges in India. The education today has become an expensive affair. The students who belong to disadvantaged classes/ with poor background are not able to afford the higher education beyond a point while in school education the demand has been met to a very large extent by introducing the RTE and other initiatives like SSA.. Still in higher education the demand has not been met. He said that in the developed countries like UK, USA, France and Germany (where education is being availed by the students who are paying) have a very ambitious, comprehensive student support, and educational loan guarantee schemes. In 2001, an education loan scheme was launched by Indian Banks Association which is applicable to all the scheduled banks in the country. The main features of the scheme is that up to Rs.4 lakhs of the education loan that a student avails, he/she need not provide any security except that the parents also would be co borrowers. If a student wants to avail of loan between Rs.4 lakhs to Rs.7.5 lakhs, then the student has to produce third party guarantee and if one is taking loan beyond Rs.7.5 lakh, then one has to provide tangible collateral security. In 2009 an educational interest subsidy scheme was launched. Such students whose family income is below slab of Rs.4.5 lakh annually are supported in terms of subsidy scheme by providing full interest subsidy during the period of moratorium, which has become very successful. Every year Government of India is spending about Rs. 800 crores to reimburse the interest part of the loan that is availed by the students who have taken education loans under the scheme. This is one of the interventions by which Government has been able to

generate higher demand and the second intervention is an old one in terms of scholarships, free ship or tuition fee waivers.

He mentioned that in the speeches of the Finance Minister as well as Hon'ble President of India, it was announced that there will be a Credit Guarantee Fund. This fund is being created in order to ensure that the kind of reluctance or hesitation which is there on the part of the bankers in lending to the students for educational loans is taken care of by minimizing the risk element of default in repayment. Under the credit guarantee fund, the Government assures the bankers that in case a student defaults on the loan that is taken by him or her, the loss would be made good by the credit guarantee fund. He also informed that a Credit Guarantee Authority is going to be set up shortly.

Prof. M. Aslam, Vice Chancellor, IGNOU

Prof. M. Aslam, VC, IGNOU while acknowledging the proposal of Meta University by Dr. Dinesh Singh, said that these good initiatives have taken place in the recent past. He requested that under the concept of Meta University, ODL should be included.

HRM

HRM informed that a special Committee has been set up for open and distance learning. He felt that ODL needs a lot of quality control. In open distance learning instead of accrediting institutions, courses will have to be accredited. He said that once the ICT framework is in place anybody can collaborate with anybody and one can imagine the potential of those collaborations ranging from doctorate programmes to making own courses, giving joint degrees. It is a very exciting future that we have ahead of us.

Sh. Vinod Raina- Educationist

Sh. Vinod Raina- Educationist said that there can be absolutely no dispute about the desirability of allowing students to take credit from multiple institutions which implies that a student has a choice to design his/her own course and for that

course can take credit from different institutions. He said that he gets a bit fearful when he tries to think about the role of ICT because the human element in education is a very major factor and one should not completely try to eliminate it in the name of ICT as it can have many negative consequences.

Prof. Dinesh Singh, Vice Chancellor, Delhi University

Prof. Dinesh Singh, VC, Delhi University also agreed with the views of Shri Vinod Raina on the use of ICT in Education with an example of students who took the course of Calculus in Mathematics Department. He felt that quality of Maths educators is generally poor in most of the schools. He suggested a solution for this by reciting a couplet from Tulsidas, where he says that the king is really worthy, if he collects taxes the way, the sun collects water from the ocean, no one notices, but the sun aggregates the water in such a way that when the monsoon comes everyone benefits. He felt that the few good maths teachers available should be brought together and their wisdom, their teaching methodologies should be imbibed into the ICT programme, and then it can be transmitted to all those classrooms, where either the teacher is absent or is very poor.

Ms. Shabnam Hashmi, Social Activist

Ms. Shabnam said that the concept of Meta University is very exciting and that the subject of Maths and Music are very close and while looking at different Universities and interaction between subjects along with Maths, music should also be brought in. She felt that at the graduation level, the concept of a Meta University is probably a bit early as 17 plus age students may probably find it difficult to decide. At the post-graduate level this would be a very interesting experiment. She also supported the idea of the combined Ph.D if it can be implemented.

While discussing about the Educational Loan Scheme she said that there are, rural girls who have never been to school and who are being made literate through adult education centres. They can start with literacy and move up to high school and then 12th standard, through the private mode of Jamia. Most of these girls belong to very poor families and even unable to afford the fees, books and stationery, There is no scheme, either scholarship or loan, which can support them. She requested to

consider special scholarship schemes for girls in rural areas who are going in for private education.

Prof. K. Ramakrishna Rao, Chairman, ICPR

Prof. K. Ramakrishna Rao, Chairman, ICPR while congratulating Prof. Dinesh Singh for his presentation on Meta University said that some more clarification is needed regarding the very concept of Meta University. He felt that the concept of Meta University is very relevant and has, far-reaching consequences in the area of research. The problems that we confront today in every sphere require multi-disciplinary approach. They require the expertise available at different institutions, and therefore, the entity of Meta University will be able to take advantage of it, and bring them together to solve problems at national and international level. He also mentioned that national integration is a very important topic. National integration has ramifications on Political Science, Philosophy, Culture, and so many other areas. The proposed Meta University must cover projects such as national integration, non-violence, individual identities, conflict of identities etc. These problems can be taken up one at a time, on two-three at a time, and bring in expertise available at different places, so it will have (a) virtual campus and (b) will have floating faculty by which experts could be borrowed from other institutions. They work on the project for a given period of time and with in three-four years a perspective document could be made that deals with the pros and cons of the issue, on possible policy remedial measures that could emerge etc. He suggested that the concept could be considered as having multiple connotations and serving multiple purposes.

HRM

HRM said that the whole concept of Meta University came about some years ago, as the economics of education requires using assets wherever they are located for a particular purpose. That is the economic model of education in the 21st century because duplicating the same facility all over the country may not be optimum use of a assets and the human mind is also an asset. And, if there are human minds, who are scattered all over the country, and those assets are isolated, then it is required to connect them to each other for optimal utilisation. He said that the Meta University

concept is an economic model, which optimises the human assets that are available around not just in India but also the rest of the world. So, the concept fits in well, both in the context of research as well as learning. It fits in well with national collaboration and it fits in well with regional and state collaboration, and also inter-state collaboration.

Prof. Goverdhan Mehta, National Research Professor

Prof. Goverdhan Mehta, National Research Professor pointed out the need for PPP and felt that unless the system becomes more open, because of some of the constraints, it will not be possible to solve the problems. He felt that the idea of Meta University is a starting point which will help to break the conventions.

HRM

HRM said that when we talk about ICT, it is termed as urban-centric, but he felt that rural children are as much entitled to access quality education through ICT as anybody else. In fact, if there is one tool that will empower them more than any other. He gave an example as to how mobile telephony has empowered the rural people in our country. He felt that in the same way ICT is going to empower the rural people immensely.

Dr. Mary E. John, Senior Fellow, Centre for Women's Development Studies

Dr. Mary E. John, Senior Fellow, CWD Studies expressed her concern that it seemed that just all of a sudden the education sector is opening up in a way that, we are running together many different things.

HRM

HRM agreed with Ms. Mary John and felt that the real problem is that the best people are not attracted into the teaching profession. This needs to be resolved at the level where the problem exists. There has to be a policy framework so that right kind of people can be attracted to teaching profession. He said that being a multi-layered society, and a very diverse society these solutions have to be multi

layered. He conveyed that in this direction, a great deal of thinking, debate, and discussion is required.

Shri Arun Kapur, Director, Vasant Valley Foundation

Sh. Arun Kapur, Director, Vasant Valley Foundation- expressed that the people who are wanting to become school teachers will at the same time be able to continue their own learning because what happens mostly is that after entering the teaching profession, they stop learning, and unless the teacher is in a learning mode, himself or herself, he or she cannot possibly motivate the children to be in the learning mode. He felt that Meta Universities as a great opportunity that without having to leave their work, those who are interested, they could actually be in a continuous learning mode. He felt that the teacher educators should be motivated to being better teachers themselves, only then the teachers will become of a certain standard. At the end of the meeting Hon'ble HRM, read out the Resolution which were unanimously adopted by CAGE. A copy of the Resolution is at Annexure-III.

The meeting ended with a Vote of Thanks to the Chair.

ANNEXURE-I

**LIST OF PARTICIPANTS OF THE 59TH MEETING OF
CENTRAL ADVISORY BOARD OF EDUCATION (CABE)
(6TH JUNE, 2012)**

S. No.	NAME, DESIGNATION & ADDRESS
1.	Shri Kapil Sibal, Minister of Human Resource Development -- CHAIRMAN
	REPRESENTATIVES FROM GOVERNMENT OF INDIA
2	Smt. Krishna Tirath, Minister of State (Independent Charge) for Women & Child Development, New Delhi
3	Dr. Narendra Jadhav, Member (Education), Planning Commission, New Delhi
	REPRESENTATIVES OF STATES/UTs (MINISTERS)
4	Shri Bosiram Siram, Education Minister, Govt. of Arunachal Pradesh
5	Shri P. K. Shahi, Education Minister, Govt. of Bihar
6	Shri Ramanlal Vora, Education Minister, Govt. of Gujarat
7	Smt. Geeta Bhukkal, Education Minister, Govt. of Haryana
8	Shri Ishwar Dass Dhiman, Education Minister, Govt. of Himachal Pradesh
9	Jenab Abdul Gani Malik, Minister (Higher Education), Govt. of Jammu & Kashmir
10	Shri P.K. Abdu Rabb, Education Minister, Govt. of Kerala
11	Ms. Archana Chitnis, Minister, Education Minister, Govt. of Madhya Pradesh
12	Shri M. Okendro, Education Minister, Govt. of Manipur
13	Shri R.C. Laloo, Education Minister, Govt. of Meghalaya
14	Shri Lalsawta, Education Minister, Govt. of Mizoram
15	Shri T. Thiagarajan, Education Minister, Govt. of Pudducherry
16	Shri Brij Kishore Sharma, Education Minister, Govt. of Rajasthan
17	Shri N.K. Pradhan, Education Minister, Govt. of Sikkim
18	Shri Tapan Chakraborty, Education Minister, Govt. of Tripura
19	Shri Ram Govind Chaudhary, Education Minister, Govt. of Uttar Pradesh
	EX-OFFICIO MEMBERS
20	Smt Anshu Vaish, Secretary, Deptt.of School Education & Literacy, Ministry of Human Resource Development, New Delhi.
21	Shri T. Ramasami,Secretary, Department of Science and Technology,Technology Bhavan, New Mehrauli Road, New Delhi-110016
22	Shri M.K. Bhan, Secretary, Deptt. of Biotechnology, Block-2, 7 th Floor C.G.O. Complex, Lodi Road, New Delhi-110 003
23	Prof. Ved Prakash, Chairman, University Grants Commission, New Delhi.
24	Shri S.S. Mantha,Chairman (Acting), All India Council for Technical Education, New Delhi
25	Prof. Sukhdeo Thorat, Chairman ICSSR & Prof. JNU, Delhi, Aruna Asaf Ali Marg, New Delhi-110067
26	Shri Basudev Chatterji, Chairman, Indian Council of Historical Research & Prof. of Modern History, Delhi University, ICHR, 35, Ferozshah Road, New Delhi-110001
27	Shri K. Ramakrishna Rao, Chairman Indian Council of Philosophical Research, 36, Tughlakabad Institutional Area, M.B. Road, New Delhi-110062
28	Shri Pravin Sinclair, Director, National Council for Educational, Research and Training , Aurobindo Marg, New Delhi-110016

29	Shri Vineet Joshi, Chairman, Central Board of Secondary Education, 2, Community Centre, Preet Vihar, New Delhi-110092
30	Prof. M. Aslam, Chairman, Distance Education Council & Vice Chancellor, Indira Gandhi National Open University, New Delhi
31	Ms. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights, 5 th Floor, Chanderlok Building, 36, Janpath, New Delhi-110001
32	Shri Krishan Lal , President, Indian National Science Academy, Bahadur Shah Jafar Marg, New Delhi-110002
33	Shri S.L. Garg , President, Indian Institute of Engineers, 8, Gokhale Road, Kolkata-700020
	VICE CHANCELLORS OF UNIVERSITIES / HEADS OF INSTITUTIONS OF NATIONAL IMPORTANCE
34	Prof. Dinesh Singh, Vice Chancellor, University of Delhi, Delhi-110007
35	Prof. Abhijit Chakrabarti, Vice Chancellor, Jadavpur University, 188, Raja S.C. Mullik Road, Kolkatta-700032
36	Prof. W.N. Gade, Vice Chancellor, Pune University, Ganeshkhind, Pune-411007
37	Prof. A.N. Rai, Vice Chancellor, North-Eastern Hill University, Shillong 793 022
38	Prof. A.S. Brar, Vice Chancellor, Guru Nanak Dev University, Amritsar, Punjab-143001
39	Prof. Devang, Khakhar, Director, IIT, Bombay, Powari, Mumbai-400076
40	Prof. Bimal K. Roy, Director, Indian Statistical Institute, Kolkata
	CABE MEMBERS
41	Shri Rajendra S. Pawar, Chairman, NIIT, 85, Sector-32, Institutional , Gurgaon-122001
42	Dr. S. Ramadorai, Advisor to PM on National Council for Skill Development, Chairman, CMC Ltd. PTI Building, 5th Floor, 4 Sansad Marg, New Delhi 110 001
43	Dr. Mary E John, Senior Fellow, Centre for Women's Development Studies, 25, Bhai Vir Singh Marg (Gole Market), New Delhi-110001
44	Dr. Mithu Alur, Founder Chairperson, Spastics Society of India (ADAPT), Opposite- Afgan Church, Colaba Road, Mumbai-400005
45	Prof. S.P. Singh, former VC, Guru Nanak Dev University, 19, G.F. Rajguru Nagar, Firozepure Road, Ludhiana-141001
46	Ms. Shabnam Hashmi, Social Activist, 23, Canning Lane, New Delh-110001
47	Shri Arun Kapur, Director, Vasant Valley Foundation, Sector-C, Vasant Kunj, New Delhi-110070
48	Shri Om Prakash Sharma, President U.P. Madhyamik Shiksha Sansthan, 15, Royal Hotel, Lucknow-Uttar Pradesh.
49	Smt. Aditi Jain Anil, Chairperson, Pragyavataran Educational Society and Gaia Schools NS 2, Sector 93 Opp. Gate No. 2 of ATS Greens, Noida-U.P.--201301
50	Dr. Vinod Raina, Educationist, E7/32B, Arora Colony, Bhopal, Madhya Pradesh-462016
51	Shri P.A. Inamdar, Educationist, Doulat Building, Nana Peth, Ardeshir Irani Bang, Pune-411002
52	Prof. Wasim Barelvi, Vice Chairman, National Council for Promotion of Urdu Language ,Farogh-E-Urdu Bhawan, FC-33/9, Institutional Area, Jasola, N. Delhi-110025
53	Shri Gopaldas Neeraj, Janak Puri, Marice Road, Aligarh-202001 (Uttar Pradesh)
54	Shri Satyavrat Shastri, C-248, Defence Colony, New Delhi-110024

	MEDIA REPRESENTATIVE
55	Shri M.K. Razdan, PTI, PTI Building, 4, Parliament Street, New Delhi-110001
	MEMBER SECRETARY
56	Shri Ashok Thakur, Secretary, Department of Higher Education, Ministry of Human Resource Development, New Delhi.
	PERMANENT INVITEES
57	Shri Pradeep K. Deb, Secretary, Department of Sports, Ministry of Youth Affairs & Sports, Shastri Bhavan, New Delhi.
	MHRD OFFICIALS
58	Shri N.K. Sinha, Additional Secretary (TEL), MHRD, New Delhi
59	Shri R.P. Sisodia, Joint Secretary, MHRD, New Delhi
60	Shri R.D. Sahay, Joint Secretary, MHRD, New Delhi
61	Shri Anant Kumar Singh, Joint Secretary, MHRD, New Delhi.
62	Shri Jagmohan Singh Raju, Joint Secretary, MHRD, New Delhi.
63	Shri Amar Jit Singh, Joint Secretary, MHRD, New Delhi
64	Ms. Radha Chauhan, Joint Secretary, MHRD, New Delhi
65	Shri Apurva Chandra, Joint Secretary, MHRD, New Delhi
66	Shri A.N. Jha, Joint Secretary & FA, MHRD, New Delhi
67	Shri R.C. Meena, Economic Advisor, MHRD, New Delhi
68	Dr. Vijay P. Goel, DDG, MHRD, New Delhi
69	Shri A.N. Bokshi, CCA, MHRD, New Delhi
70	Dr. Alka Bhargava, Director (VE), MHRD, New Delhi
71	Shri K. Mathivanan, Director (Fin & SS), D/o SE&L, MHRD, New Delhi.
72	Shri P.K. Tiwari, Director, MHRD, New Delhi
73	Shri Gaya Prasad, Director, MHRD, New Delhi
74	Dr. Suparna S. Pachori, Director, MHRD, New Delhi
75	Ms. Maninder Kaur Dwivedi, Director, MHRD, New Delhi
76	Ms. Meenakshi Jolly, Director, MHRD, New Delhi
77	Ms. Sanjukta Mudgal, Director, MHRD, New Delhi
78	Shri I.P.S. Bakshi, Director, MHRD, New Delhi
79	Shri Sanjay, Director, MHRD, New Delhi
80	Shri Jaipal Singh, Director (ICC), MHRD, New Delhi.
81	Shri R. Srinivasan, Director, MHRD, New Delhi
82	Shri Virender Singh, Dy. Secretary, MHRD, New Delhi
83	Shri Azam Mian, Addl. PS to HRM, MHRD, New Delhi.
84	Shri Ram Kumar, Under Secretary, D/o SE&L, MHRD, New Delhi.
	STATES/UTs OFFICIALS
85	Shri Rajeshwar Tiwari, Principal Secretary(SE&IE) Govt. of Andhra Pradesh, Hyderabad
86	Shri R.M. Dobriyal, Spl. Secretary. Higher Education, Govt. of Andhra Pradesh, Hyderabad
87	Ms. V. Usha Rani, State Project Director(SSA), Govt. of Andhra Pradesh, Hyderabad
88	Shri T. Taloh, Director (School Education), Govt. of Arunachal Pradesh, Itanagar
89	Shri Bodong Yirang, Director (Elementary Education)-cum-Chairman (REPA), Govt. of Arunachal Pradesh, Itanagar
90	Dr. V.N. Sharma, State Liaison Officer, Govt. of Arunachal Pradesh, Itanagar
91	Shri Dinesh Kumar Chaturvedi, OSD(Education), O/o Resident Commissioner,

	Arunachal Bhavan, New Delhi.
92	Dr. Atul Bora, Director(Tech. Education), Govt. of Assam, Guwahati
93	Shri K.R. Pisda, Secretary(School Education), Govt. of Chhattisgarh, Raipur
94	Dr. B.K. Agrawal, Addl. Secretary(School Education),Govt. of Chhattisgarh, Raipur
95	Shri Diwan Chand, Secretary (Education), Govt. of NCT of Delhi0
96	Ms. Rashmi Krishan, Director SCERT & Spl. Director(Education), Govt. of NCT of Delhi
97	Shri L.S. Marawi, Addl. Director(School Education),Govt. of Chhattisgarh, Raipur
98	Dr. Sunita S. Kaushik, Addl. Director (Education), Govt. of NCT of Delhi
99	Shri Marcel Ekka, Dy. Director, Govt. of NCT of Delhi
100	Ms. Shruti Bodh Agarwal, OSD(RTE), Directorate of Education, Govt. of NCT of Delhi
101	Dr. Hasmukh Adhia, Principal Secretary(Education), Govt. of Gujarat, Gandhi Nagar
102	Shri A Shreenivas, Director(Secondary Education), Govt. of Haryana, Panchkula
103	Shri B.R. Vats, Joint Director (Secondary Education), Govt. of Haryana, Panchkula
104	Shri Kuldeep Mehta, P.O., Govt. of Haryana, Panchkula
105	Shri K. Sanjay Murthy, Secretary(Education), Govt. of Himachal Pradesh, Shimla
106	Shri Gazzanfer Hussain, Secretary,Higher Education Deptt., Govt. of Jammu & Kashmir, Srinagar
107	Shri Farooq Ahmed, Secretary(School Education), Govt. of Jammu & Kashmir, Srinagar
108	Shri B.K. Tripathi, Principal Secretary(HRD), Govt. of Jharkhand, Ranchi
109	Shri G. Kumar Naik, Secretary (Primary & Secondary Education), Govt. of Karnataka, Bangalore.
110	Dr. Rakesh Shrivastava, OSD(Higher Education), Govt. of Madhya Pradesh,Bhopal
111	Shri Sanjay Saksena, Dy. Director, Govt. of Madhya Pradesh
112	Shri Sanjay Kumar, Principal Secretary(Hr &Tech Edu), Govt. of Maharashtra, Mumbai
113	Shri J.S. Saharia, Addl. Chief Secretary. (School Education), Govt. of Maharashtra, Mumbai
114	Dr. Wagh Abhay, Deputy Secretary, Govt. of Maharashtra, Mumbai
115	Shri D.G. Jagtap, Dy.Director(PRI), Govt. of Maharashtra, Pune.
116	Shri K. Moses Chalai, Commissioner & Secretary(Hr & Tech Edu), Govt. of Manipur, Imphal
117	Shri C.C.M. Mihsill, Joint Secretary & Director Education, Govt. of Meghalaya.
118	Shri Lallian Hmuaka, Superintendent (School Education), Govt. of Mizoram, Aizol
119	Shri T. Innongienba Ao, Commissioner & Secretary(SE/SCERT),Govt. of Nagaland, Kohima
120	Shri F.P. Solo, Commissioner & Secretary(Hr & Tech Edu), Govt. of Nagaland, Kohima
121	Shri E. Vallavan, Director(School Education), Govt. of Puducherry.
122	Shri S. Ravi, PS to Minister for Education & Power, Govt. of Puducherry.
123	Shri Ashok Singh, Spl. Secretary(School Education), Govt. of Punjab, Chandigarh
124	Shri Jasbir Singh, DPI College, Punjab, Chandigarh
125	Shri Bhaskar A. Sawant, Education Secretary, Govt. of Rajasthan, Jaipur
126	Shri B.P. Tomar, PS to Education Minister, Rajasthan.
127	Shri C.S. Rao, Secretary (HRD), Govt. of Sikkim, Gangtok

128	Shri D. Sabitha, Principal Secretary (School Education), Govt. of Tamilnadu, Chennai.
129	Dr. Cynthia Pandrai, Vice Chairperson, Tamil Nadu, State Council for Higher Education, Chennai
130	Shri B. Sinha, Principal Secretary(School Education), Govt. of Tripura, Agartala
131	Shri P.S. Jangpangi, AS (SE) & DG -cum-SPD (SSA), Govt. of Uttarakhand, Dehradun
132	Shri R.K. Kunwar, Addl. Project Director(SSA), Govt. of Uttarakhand, Dehradun
133	Shri S.B. Joshi, State Project Manager, State Literacy Mission Authority, Uttrakhand
134	Dr. Harendra Singh Adhikari, Lecturer, SCERT, Uttarakhand, Tehri
135	Shri P.S. Kathait, Incharge (ICT), Directorate of School Education, Uttarakhand, Dehradun
136	Shri Vikram Sen, Principal Secretary(School Education), Govt. of West Bangal, Kolkata
137	Dr. R. Dev Das, Director Education, Andaman & Nicobar Administration, Port Blair
138	Shri Upkar Singh, DPI (S), Chandigarh Admn. Secretariat, Chandigarh
OFFICIALS OF OTHER ORGANIZATIONS	
139	Shri Ravindra Singh, Addl. Secretary, Ministry of Culture, New Delhi.
140	Shri Vivek Joshi, Joint Secretary, Ministry of Women & Child Development
141	Ms. Ghazala Meena, Joint Secretary, Ministry of Social Justice & Empowerment, New Delhi
142	Shri S.S. Jena, Chairman, National Institute of Open Schooling(NIOS),New Delhi
143	Dr. Dinesh Kumar, Additional Commissioner (Acad.), Kendriya Vidyalaya Sangthan, New Delhi.
144	Dr. C. Chandramohan, Senior Advisor, Planning Commission, New Delhi
145	Ms. Mamta Verma, Director, Press Information Bureau, New Delhi.
146	Prof. C.B. Sharma, Director DEP-SSA, School of Education, IGNOU, New Delhi.
147	Shri A.K. Arora, Scientists 'F', Deptt. of Electronics and Info. Technology, New Delhi
148	Shri Jai Kishan Jain, Dy. Director, Central Social Welfare Board, New Delhi
149	Ms. Rita Khanna, Addl. Director, Ministry of Environment and Forests, New Delhi
150	Dr. K.D. Prasad, Regional Director (Planning), IGNOU, New Delhi.
151	Shri Dilip Chenoy, MD & CEO, National Skill Development Corporation, New Delhi
152	Shri Basab Banerjee, Head STDS & QA, National Skill Development Corporation, N.Delhi
153	Shri H.R.P. Yadav, Director, Institute of Engineers India, New Delhi
154	Shri Sindhu M.T., Research Officer (HRD), Planning Commission, New Delhi
155	Shri G. Prabhakar, Imm. Past President, Institute of Engineers India, New Delhi
156	Dr. Khwajekram, Director, National Council for Promotion of Urdu Language (NCPUL), Farogh-E-Urdu Bhawan FC-33/9, Institutional Area, Jasola, New Delhi-110025
157	Ms. Varsha Hooja, Trustee & Acting CEO ADAPT, Mumbai-400050.

The text of the inaugural speech of Shri Kapil Sibal, Hon'ble Minister of Human Resource Development at the Central Advisory Board of Education held on 6th June, 2012.

Member Planning Commission Narendra Jadhavji, Secretary School education and Literacy Anshu Vaishji, Secretary Higher Education Shri Ashok Thakurji, Vice Chancellor Govindaji, representatives of Government of India, Secretaries of Government of India, representatives of State Governments and Union Territories/ Administration, distinguished members of parliament, Ex-Officio members who are Secretaries, Chairmen of various Councils, Vice Chancellors of Universities and Heads of institutions of national importance, Members of CABE representing industry, academics , special interests, school education, creative arts, minority educational institutions, languages, permanent invitees, media representatives, ladies and gentlemen. First of all, I want to record my deep appreciation to the outgoing members who were part of the CABE constituted in 2008. They have contributed enormously to the proceedings of the CABE Committee and we thank them for their enormous contributions. I also wish to welcome the newly nominated members of the CABE which has been constituted in 2012. This is a body which charts for us the course of education in the context of 21st century challenges. I believe it is the largest consultative body in any Ministry and indeed it must be so because the future of our nation depends on the course we chart in this august body. I don't think that there is any other human activity more significant and important than the empowerment of the human being and there is no way to empower a human being except through education. It is children's dream that we have to understand not our dreams, not the dreams of our institutions, not the dreams of state governments not the dream of the central government, but the dream of the child and of the young girl and the young boy. I have always felt and I have never faltered on it. I have always felt that if I keep the face of the young child or the young boy or the young girl in front of my face whenever I sign a file on any policy prescription I know I will never go wrong because if his or her interest is protected I believe the nation's interest is protected. This is my idea of how we as a body should move forward when we chart that course for the children in the 21st century. Now this is not easy, this is not easy because of the enormity of interests that are at stake. Any particular decision may well not be entirely acceptable to one stake holder but in the ultimate analysis, if the interest of the child, the young girl and the young boy is served then the fact that it does not serve the interest of a particular sector, particular region, a particular state, a particular section of the Central Government I don't think really matters and that is how I think we should proceed to bring consensus into this sector which is not an easy job. It is not an easy job because of the fact that India more than any other country in the world has the diversity which makes it very difficult to be able to forge a consensus on every policy

framework. But at the same time it is our bounden duty and our effort must be to forge that consensus as we move forward because it is only through consensus that we will be able to move forward. In the last 3 years my effort has been to attempt to forge that consensus whenever we have taken a policy decision and it has taken a lot of hard work, a lot of brick-laying on an edifice, the nature of which we still don't know because it's an ever evolving situation. Especially in the light of the ICT revolution, the nature of relationships between communities and in the context of the enormous flow of information that is available on the click of a button or the pressing a key, we still do not know how this evolution is going to end and what impact it has on those who are growing up in this environment. So we ourselves are evolving and we are trying to experiment with new ideas as we move forward because there is no other way as we ourselves do not know what the future, has in store for us. If you really look back at the end of the 20th century, the nature of societal relationships and you look at 2012, in just 12 years away you will realise what an enormous change there has been which we could not have envisaged. We could never have dreamt of this change so we are in the process of experimentation, evolving solutions as we confront challenges and these solutions are multi layered, multi-faceted. On the one hand, we have the problem of ensuring that everyone goes to school, of ensuring that those at the bottom of the pyramid, disadvantaged, the differently abled, the Scheduled Castes, the Scheduled Tribes the minority groups are duly empowered and they have at least have equal opportunity. And that is not easy. I think we are trying to ensure that it is made possible through a legislative framework but a legislative framework is just one little element in this struggle. I can have a legislation but unless there is no societal involvement I will not be able to move forward so we are in the midst of that exercise. We have the Right to Education Act, we have State Governments coming on board, we have consensus amongst stake holders that is the way to move forward but there are other difficulties. There are difficulties of finance, there are difficulties of implementation on the ground, there are certain States which are facing far greater difficulties than other States and we need to address those issues as we move forward in this direction. We have achieved access but by the time we reach middle school, or secondary education the number of dropouts are huge, we need to resolve that issue and now we are also in parallel talking about quality. We have not been able to achieve complete access, we have not been able to achieve complete retention of children in school and yet we have to grapple with issues of quality. How do we then grapple with these both very complex issues at the same time. That is not an easy job but that's something that we have to do together. That is something that we have to do as we listen to each other and I think as long as we have the capacity to listen and to have a large heart and appreciate everybody's point of view, we will not be able to charter that course that we have decided to go on, but that is as I said multi layered. It is only one part of the problem. Then, there is the impact of the information and communications' revolution on processes of

learning and processes of teaching. That is an enormous tool that we have in our hands. We cannot ever supplant the teacher because the teacher provides the inspiration to the child, we can never supplant it but the nature of that inspiration in the light of the ICT revolution has also changed. The teacher is no longer the repository of all knowledge. Knowledge flows into the mind of the child through various ways, various avenues. How do you then use the ICT revolution for the empowerment of that child. In fact, how do you use that ICT revolution for the empowerment of the teacher because you need to improve the quality of the teacher to improve the quality of learning and one of the issues we are going to discuss today is the quality of that teacher by launching a National Mission for Teacher Education. It is a very ironic because you always talk about education of the child but we need to talk about teacher education. In other words we have accepted the fact that our teaching community is not as educated as we dreamt it would be. In other words somewhere we have failed, they have not failed us, we have failed them both at the State level and the Central Government level. We have not accessed the high quality people in society to actually forge the future of India. We have let that profession down by filling that profession with sectarian interests. And that's unfortunate and I think as a nation we need to change our mind-set. We need to rethink of our strategy if we want to educate our children we must get the best minds in the teaching profession. And if we have the best minds in the teaching profession and some of them are in the teaching profession and sitting here in front of me. The best minds in the country are here sitting here in this august gathering who have given their hours and hours of their working hours to forge a future for us but we need to ensure that quality of teachers in schools. We need to make sure that these are National Mission and a national consensus to that the best quality of teachers must come to the teaching profession to school in primary education, secondary education. That is the big challenge, that we are going to discuss and we are going to launch a National Mission on Teacher Education this year. We have actually been allocated 6000 crores for it and we will be seeking your views as we move forward into this dialogue with members of the CUBE committee as to how that moves forward. So we have on the one hand the problems of access and getting people empowered at the bottom of the pyramid. We have the problem of teacher, how to empower the teacher to improve the quality of our learning. We have also the interaction of ICT in this entire process. When I move to higher education the challenges are even more serious. Our Gross Enrolment Ratio is abysmally low, not even mere or close to the global average of 27%, that needs to be improved because unless we have that critical mass of young people going into the university system where wealth is created, we will not be able to create intellectual property which is at the heart of national wealth. So how do we improve the quality of higher education. We have taken some steps and what's that education going to be in the 21st century. We have a Vice Chancellor here who will give you a presentation in the afternoon some time as to how we are thinking as we move forward. Do

we need necessarily need to build brick and mortar universities in the 21st century. Can we wait for 10 years for big campuses to be built to move higher education forward because we will be 10 years too late. Can we think of new ways, innovative ways of actually enhancing the processes of learning in our education as we move forward. Can we use the existing infrastructure and through the ICT revolution empower our teachers and students. Can the universities collaborate with each other, state universities, central universities, can technical institutions collaborate with other institutions, can we create several meta universities in India, where children from different institutions collaborate with each other. It's not necessary to get a degree from one institution. Maybe 5, 10, 15, 20 institutions get together and through cyber space award each other credits and ultimately get a degree, not necessarily of one university. Can we through our national knowledge networks and through fibre optics connect students with each other sitting thousands of miles away. Can we connect to the rest of the world, across continents, across oceans, can we create a synergy amongst the young population, not just in India but in the rest of the world, to be able to take this dream forward and use the powerful tools we have today to improve the quality of learning and teaching. These are not easy issues but we have a galaxy of people , a galaxy of people in this august gathering which are part of the CABE committee who will look at many of these issues and give us direction. And one other issue that you are going to discuss today is something that has been announced by the Finance Ministry is to how to help those who are disadvantaged, who have no financial capacities to pay for education as to how to help them without the burden that an expensive education system foists on families. How to help them to move forward? Can we have a credit guarantee scheme in India? In which the states participate, the disadvantaged child, the SC, the ST, children from Muslim minorities, other minorities, that they are allowed to move forward without having to bear the burden of the huge expenses and professional education. These are challenges that we are confronted with and I do not think there is any better set of people, set of illustrious enlightened people than those sitting in this great premises to help us charter that course ahead. Of course it is not easy but it will determine the future of India. It is not so much in my hands because a lone ranger cannot fight this battle, it is in the hands of not just you sitting here but all those who care about the future of India and are determined to make India one of the greatest powers in the 21st century. With these words sir, I welcome you all and thank you very much for being here this morning.