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Minutes of the 51st meeting of the Central Advisory Board of Education held in the Convention Hall, Hotel Ashok, New Delhi on 10-11 Aug. 2004

The 51st meeting of the Central Advisory Board of Education (CABE) was held in the Convention Hall, Hotel Ashok, New Delhi on 10-11 August 2004. The list of participants is at Annexure-I, the agenda of the meeting is at Annexure-II and list of the documents circulated in the meeting is at Annexure-III.

1.2 Before the formal inauguration of the meeting, Shri Ghanshyam Tiwari, Education Minister, Rajasthan raised an objection that the Agenda of the meeting amply gave an indication that the Ministry wanted to get the sanction of this Forum in regard to the actions that the present Government had taken since it assumed office. He also objected to the non-circulation of the minutes of the previous meeting of the CABE and also about not making any reference to the Chaturvedi Committee that had been set up by the previous Government on an issue raised in that meeting. Some other members objected to the intervention by Education Minister, Rajasthan stating that the meeting had not started and the raising of objections in such a manner before the start of the meeting was itself objectionable. The Education Minister of Rajasthan accompanied by the Education Ministers of some other States thereafter walked out amid slogan shouting. Some Education Ministers of other States condemned this action and thanked Sh. Arjun Singh, the Minister of Human Resource Development & Chairman of CABE for reviving CABE and urged that the meeting be started.

1.3 Initiating the discussions, Shri B.S. Baswan, Secretary (S&HE) welcomed all the delegates and clarified, in response to the objections raised by the Education Minister, Rajasthan, that the minutes of the previous meeting of CABE held in 1994 would be circulated and also mentioned that the very fact that CABE had been reconstituted after 10 years was indicative of the need felt to generate a broad consensus. He added that the idea of holding the meeting of CABE was not to impose ideas on anyone but to develop a broad consensus so that total commitment could be secured for the implementation of all the programmes.

1.4 Secretary (S&HE) said that he would merely flag the issues for the distinguished members of CABE and mentioned that the first question was of resources, particularly for Secondary and Higher Education. He mentioned that in the budgetary process the social sector tended get to crowded out by the priorities of Electricity, Water & Roads and said that Education had to compete for scarce resources. While it might be possible to raise more resources, he felt that a large amount would remain uncovered and, therefore, we would do well to critically examine the issues of public private partnerships, community/Govt. partnership and the question of levying user charges. User charges, according to him, had other advantages apart from

mere economic benefit, i.e. the psychological aspect that ensured the earnest involvement of the user. When the user paid a reasonable amount, he was serious about the service sought and demanded proper delivery for the payment made, and he added that this would also tend to make the civil servants more accountable.

1.5 The second issue flagged by Secretary (S&HE) was the regulatory role of some bodies versus the issue of autonomy. He mentioned that very often these bodies tended to assume a role that was more of a regulatory nature rather than that of the developmental one. He urged the members to discuss in the CABE meeting as to how best the changes could be brought about as necessary in keeping with the mandates of such bodies, in order for them to meet the present day requirements of the modern economy and society.

1.6. Secretary (S&HE) further mentioned that there were large gaps in the supply and demand of quality education and expressed that the issues of how best this gap could be bridged and how best the barriers, if any, could be removed were most likely to come up during the discussions.

1.7. Secretary (S&HE) thereafter requested Smt. Kumud Bansal, Secretary (EE&L), to deliver her welcome address.

2. Opening her address, Smt. Kumud Bansal, Secretary (EE&L) mentioned that the CABE conference was a landmark event through which the HRM had restarted the process of consultation with State Governments and stakeholders on all matters relating to the education. She mentioned that the Department of Elementary Education & Literacy in the Ministry of HRD, inter alia, dealt with the implementation of the goal of Universalisation of Elementary Education (UEE) which was a foremost concern of the nation. She expressed that the step taken by the present Government to impose a 2% cess on all Central Taxes would go a long way towards accelerating the process of universalisation of quality Elementary Education. She further mentioned that the thrust for UEE had come from the constitutional amendment and that Elementary Education was now a right of every child. She mentioned that the Sarva Shiksha Abhiyan was the flagship programme for achieving this goal and expressed happiness that almost all the States had put in the required implementation machinery in place and had also provided their share of the required implementation machinery their share of 25%. She mentioned that HRM had written to all the Chief Ministers of the State Governments urging them to organize campaigns to ensure that no child in the age group of 6-14 remained out of school and was of the view that this could happen only if all the concerned Ministers of Education of the State Governments provided personal leadership and involved all the stakeholders namely; teachers, parents and society at large. She, however, admitted that despite all the efforts, the low enrolment

of girls, SCs/STs, minorities and disabled children, were still a cause of concern and required special attention. She also expressed the view that attainment levels in government and semi government elementary schools was far from satisfactory and needed to be improved. She expressed the hope that the various experiences in the field of improving quality of education, were being upscaled in SSA and stressed the need for these to be pursued vigorously, as also the need for choosing the implementing personnel in States with great care, with assured tenures of a reasonable duration and requested the Education Ministries of the various States to kindly give their attention to these issues.

2.2 Secretary (EE&L) further mentioned that 13 States had still not implemented the cooked mid-day-meal scheme and referred to the Supreme Court direction for ensuring the serving of cooked mid-day-meal (MDM) in the country by the 1st September 2004. She mentioned that the issue of enhanced financial assistance for serving cooked MDM had been taken up with the appropriate authorities and that a final decision would be communicated soon. She suggested that this should however, not come in way of their ensuring compliance of the directive of the Supreme Court.

3. Initiating his address, HRM wished that the members who had raised the objection to CABE meeting could have been present to listen to what he had to say and he assured all concerned that the intention of reconstituting CABE was not to push any one particular agenda. He reminded all the members of CABE of the fact that it had not been in existence for the last ten years and expressed his firm conviction that an important matter like education could not be allowed to be left to the whims and fancies of one, or a group of persons and decisions in this sector would have to be collective ones with the whole community taking part and all shades of opinion coming together in this participatory process. It was only because of this reason that CABE had been reconstituted.

3.2 He further emphasized that if it had been his intention to impose his views or to have his own way in education matters, he could have easily followed the past precedent of not constituting CABE. However, since it was his firm conviction that policies in an important sector like education had to be evolved by consensus, he had got CABE reconstituted and expressed his happiness that it had been revived with the cooperation of all the States. He urged all the delegates to work together to begin a new chapter in education.

3.3 He mentioned that he would not read his prepared speech but would make only a few important points and requested that his speech may be treated as read. He also urged the other delegates not to read their speeches which would be taken as part of the proceedings and requested them to highlight important points during their speeches in the meeting.

3.4 HRM mentioned that the issue of communalization had indeed been taken up and added that there was no reason to fight shy of it. He said that there was a reason for this in the sense that India was a country, which was large, divergent and yet focused. On certain basic things, which mattered to every citizen, no arbitrary decisions could be taken and decisions would have to be taken only through the due processes that were available.

3.5 In response to the allegations made about the attempts to compartmentalise the thinking & points of view, he was of the view that thinking could not be compartmentalised and observed that thought was a reality, which could not be compartmentalised. Only propaganda could be compartmentalised and it was not his intention to indulge in any kind of propaganda. He added that for him, the preamble of the Constitution of India was the guiding principle and he requested every one of the delegates to point out if any of the decisions taken by MHRD were in contravention or in contradiction of these provisions. He assured them that all such suggestions would be welcomed and decisions/actions would immediately be corrected.

3.6 HRM mentioned that for the deprived sections of the society such as the SCs/STs, minorities and to some extent women there had to be special emphasis and focus in all the programmes and mentioned that such focus was proposed to be brought in and enhanced wherever possible. HRM called upon the delegates of CAGE to give their valuable suggestions/ views and mentioned that this was the Government's duty and it was proposed not to dilute this aspect. He informed the Members that a National Minority Education Monitoring Committee had been set up for Minority Education and also expressed pleasure in informing the delegates that a conference on Education & Welfare of Minorities was held on the 3rd July 2004, which was well attended with delegates from all over India. He added that the major concerns expressed in the Conference with regard to Minority Education would all be attended to. HRM also mentioned that all the matters concerning Minority Education would be routed through the National Minority Education Monitoring Committee.

3.7 Regarding institutions which define the contours of the country's educational structure, HRM emphasized that they had to be given due autonomy and that it had to be maintained even if there was disagreement in views. However, he added that if the autonomy was misused for purposes other than the stated objectives, the Government would have to intervene to stop the misuse but even this would not be at the cost of curbing the autonomy.

3.8 With these words, HRM welcomed all the delegates and expressed the hope that the reconstituted CAGE would continue to function in the same spirit in which it was started in 1923. HRM recalled that when Sh. Rajiv Gandhi had decided to formulate the National Education Policy in 1985, opinions from every corner of the country were heard and every academician was consulted with the exercise going on for over one and a half years. The issue was there after also debated in the Parliament before the National Education Policy was finalized. HRM

also mentioned that the late Sh. Rajiv Gandhi had himself laid down that this policy should be reviewed every five years because ideas could not wait. HRM, accordingly suggested that the National Education Policy should be reviewed during the next year in order to consider what other steps were necessary. With these words, HRM once again welcomed all the delegates to the meeting and requested Secretary (S&HE) to invite the delegates to express their views.

Secretary (S&HE) invited Sh. Tarun Gogoi, Chief Minister Assam to express his views.

4. Shri Tarun Gogoi, Chief Minister of Assam agreed with the Chairman in giving predominance to the Preamble of the Constitution on policy issues and said that there was a need to emphasise the part of the Preamble that talks of justice, - social, economic and political. He said that these objectives could only be achieved through Human Resource Development and that too with the consensus of all concerned. He urged that steps should be taken to ensure the progress of education uniformly throughout the country. He said that the issue of regional disparity should be addressed by providing equal opportunity to all and urged that the whole of the North Eastern Region (NER) should be given priority as the NER as a whole had not been able to attract private investment and hence there had to be a higher share of public investment. He said that under the Sarva Shiksha Abhiyan scheme it was difficult for the State Governments to put in their share of 25%, in order to get the 75% assistance from the Union Government. Therefore, he urged that the fund sharing between Centre and State under SSA should be on 90:10 basis and that this pattern should be adopted for the whole of the NER as most of these States were poor and unable to mobilize the requisite resources for meeting the needs of the education sector.

4.2 He mentioned that another issue was providing the right type of education, which should be relevant for a particular region and also meet the present day requirements. He said that the requirement of the times was the need to provide vocational education, which would be done gradually. He also mentioned the need for training of the untrained teachers particularly in Mathematics, Science and English and urged the Government to provide extra incentives or a package to attract trained teachers to that region. He urged that the curriculum should be changed in such a way that education leads to self-employment options. He said that one of the reasons for insurgency in the NER was due to the fact that the educated youth were unable to get jobs. He requested that additional Jawahar Navodaya Vidyalayas be provided in the region as also the upgradation of the libraries of the universities/engineering colleges, which should be undertaken by the Centre. He mentioned the proposal mooted by the earlier Government for seeking exemption from the earmarking of 10% of the Gross Budgetary support for the North Eastern Region and thanked HRM for reversing this decision & reverting to the earlier system.

5. Shri U. R. Ananthamurthy, Member, stressed the need for implementing the common school system and said that it should be binding on all schools to get children from underprivileged groups and minorities in order to eliminate the creation of differences at this initial stage which was actually leading to the division of the country into Bharat for the poor and India for the elite. He urged that either the government schools should be empowered or private schools, either by persuasion or through legislation, be made to admit children from all strata of society. He said that the literacy drive would be meaningful only when we could ensure common schools with attendance of the children of all strata of society, and where every child was treated as an equal, irrespective of the strata of society they came from.

6. Shri Nawab Malik, Minister of Technical Education, Maharashtra thanked HRM for reconstituting CAGE and stated that he would like to place before the committee certain progressive steps/decisions taken by the Government of Maharashtra in the field of Education. He said that the State Government had taken a decision to introduce English as a compulsory subject from the 1st standard in all schools and that this decision was being implemented since the last four years. This had been done to ensure that the children of Government schools get equal opportunity when they have to compete for higher education. Secondly, he urged that the amount of 50 paise which was being given for the Mid Day Meal (MDM) scheme be increased to one Rupee and also that under the scheme of Sarva Shiksha Abhiyan the books which were being supplied to only the underprivileged children should be made available to all children. He stated that in rural Maharashtra there were a number of schools which were running on a non-grant basis and therefore he urged that these schools should also be brought within the purview of the MDM scheme, and also that the books under SSA should also be made available to the children enrolled in these schools.

6.2 Talking about the education of Minorities he mentioned that there were a large number of Madarasas in the country providing education to the children of Minorities. But there was no provision for modern education in the Madarasas with the result that the children who had been educated in the Madarasas were only turning out to be Maulvis and were not equipped to go in for modern higher education. He said that the Government should draw up a separate syllabus for the training of the teachers in Madarasas, so that the children who pass out from Madarasas are also able to get into the mainstream and avail of employment options. He urged the Government to introduce a suitable policy in this regard.

6.3 He mentioned another progressive scheme introduced by the Government of Maharashtra called "Artisan to Technocrat". The aim of the scheme was to update the skills of those children who have taken up jobs as mechanics or carpenters, dropping out from schools, without actually having the knowledge/skill required for the job. The scheme empowers them with necessary skills to enable them to become qualified professionals, with the Government of

Maharashtra conducting a Three Level examination after training. An opportunity would be given to those clearing these levels to get admission in Diploma courses in engineering colleges. He mentioned that the Government had prepared a programme to train 1-lakh children in the first year. He urged that this kind of programme be adopted in the whole of nation so that our unskilled workers could gain practical knowledge in their fields and were able to contribute to the development of the country.

6.4 He mentioned that there were a large number of private colleges in technical, medical and higher education in the States of Maharashtra, Karnataka and Andhra Pradesh, in which there used to be 50% free seats and 50 % paid seats. However the recent Supreme Court judgement had fixed Rs. 40,000/- as the fees, per annum and felt that this would actually close the avenues for professional education for the poor children since the annual income of many parents themselves might not reach Rs. 40,000/- per year. Besides he felt that opening more private schools/ institutions would not be economically viable with a uniform fee structure. He therefore urged the Government to examine these issues and bring out some law or an act of Parliament to introduce a fee structure through which a poor child could hope to pay for his/ her education.

7. Ms. Nirmala Deshpande, Member, expressed her gratitude to HRM for convening the meeting of CABE and said that basic education should have the same curriculum irrespective of whether the school was a private school or a Government School, in order to bridge the differences between the rural Bharat and urban India. She referred to the Gandhiji's Concept of Education providing harmony between Head (Science & Technology), Heart (Values of life and culture) and Hand (Vocational Education) and emphasized the need for everyone to adopt simple living so that other could simply live. She also referred to the unemployment scenario in the country which was phenomenal and said that Education should equip the people for self-employment so that large sections of the people do not remain unemployed. She urged that we would do well to plan ahead, say for the next 25 years to see how many engineers and how many doctors the country would require soon and to set up the institutions accordingly. She addressed the issue of introducing cultural history in the colleges and expressed the agony that even the educated people in many parts of the country were not aware of the culture of the other states. She urged that in order to sustain our rich and composite culture, it was essential to introduce cultural history in the curriculum. She also urged that Non Governmental agencies had to be given the task of providing literacy, as Government alone could not handle this responsibility with its scarce resources. She also referred to the vision of Vinoba Bhaveji, regarding Globalisation in his time, where in he could see the National Boundaries becoming increasingly irrelevant and added that the world as a whole had to achieve victory for which education was critically important.

8. Shri D. Manjunath, Minister for Higher Education, Karnataka, said that there was a lot of confusion with the regard to the fee structure of vocational education in Karnataka, Andhra Pradesh and Maharashtra. Referring to the Supreme Court judgement, which had introduced a uniform fee structure, he said that it would be impossible for the Government to run the colleges and therefore it was very essential that we allow the private sector to continue alongside. The fee structure recommended was not at all conducive for achieving this and had to be examined closely, as it would be difficult for the private institutions to sustain themselves with the introduction of a uniform fee structure and urged the Centre to introduce a legislation to solve this problem.

8.2 Referring to primary education, he said that Karnataka had done extremely well. Cooked meals were being provided to the children up to the 5th standard and nearly 44 lakh students were getting benefits under this scheme. He said that the Central Government provided only free rice and the rest was being provided by the State Governments. He urged the Centre to give additional financial assistance in this regard as they were planning to introduce cooked meals up to the 10th standard. Also free textbooks and free uniform was being provided for children of class I-V and for girls up to 10th standard. He said that the State Government had spent a lot of money on primary education and that they required some financial assistance for covering these items. He mentioned that the University Grants Commission was giving the universities in Karnataka, Kerala and Tamil Nadu comparatively less financial assistance as against the grants to universities in Northern States, he urged the Centre to direct the UGC to increase their financial assistance to these universities. He said Karnataka was traditionally strong in Education as the former Maharaja took a lot of interest in Education, particularly of the SCs/STs.

9. Shri J.J. Irani, Member, said that education was the fountainhead of all our progress, which should not be subjected to political solutions alone. He said that we had a great advantage as the Indian mind had proven itself to be superior over many of the others around the world, and which was substantiated by two examples. He added that the best of education institutions in the world at present were manned by Indians and the second great achievement was the recent decade old success that we had achieved in the area of software. He said that while the Indian mind was second to none, our problem was one of mindset, which could be changed by pursuing a proper educational policy. He said that education in our country had not reached the masses, and that the whole country realised the importance of education for our future, which was evident from the fact that no body protested the imposition of an education cess. He was not sure whether SSA was the panacea for ensuring literacy for all and said that the dropout rates are still high at the primary level and that many of these dropouts remained illiterate for the rest of their lives. He said that he was trying to address this problem in certain communities, for example through a pilot study in Guntur district of Andhra Pradesh.

Through a novel system using television, old computers and phonetics and computer images, they had been able to make people read and understand what was happening in the rest of the world around them and said that such innovative methods of education must be promoted. He urged the Government that the large array and variety of NGOs that we had in our country must be fully used to reach the masses as far as education was concerned, for equal spread of education. He expressed the view that many States like Orissa, Bihar, Jharkhand eastern U.P. etc., were as backward in Education as the N.E. States and that if country had to move ahead, all parts of the country had to move together. He mentioned that we should use T.V. extensively for covering the masses and that conventional schools might not be the ideal medium for this purpose. He urged the Government to introduce a policy for facilitating the involvement of NGOs, which was represented an army of selfless people, for propagating education. He also urged the Government to make all efforts to ensure that the people do not forget Mahatma Gandhi and his ideals.

10. Shri Nalakath Soopy, Minister for Education of Kerala said that his State had achieved cent percent literacy but was facing a different kind of problem. Kerala had recently enacted a new law governing admissions and restructuring self - financing institutions and the Home Minister had been requested to include it in the 9th Schedule. He requested the Hon'ble Minister for HRD to help in this matter.

10.2 He urged that on the model of SSA, a provision should be made for training secondary school teachers and that institutes should be set up for the purpose. Lack of Science & Computer labs was posing a grave problem in schools in Kerala and he urged the Government to help them establish more units. He also suggested that the Mid Day Meal Scheme should be extended up to the 12th class. He added that the transport cost of food grains was very high and said that this issue should be addressed suitably. He also said that in their schools they had similar programmes like ICT, but that their request for computers had not been acceded to. He also requested the Centre to resolve their pending issue of setting up an IIT in their State.

11. Ms. Mahashweta Devi, Member, noted that the tribal areas need more attention and that the curriculum should be relevant to the indigenous needs. Since, the tribals were generally poor and the schools available were very few with differing educational systems, children did not enroll in great numbers. To solve this problem, she said indigenous ways of teaching should be encouraged. She objected to the tribals being called backward and emphasized that the tribals were very civilized, as they do not resort to uncivilized ways of bride burning nor did they have a dowry system. She urged the Government to introduce basic education, with a common curriculum. She emphasized the importance of imparting Education through story telling as a lot of information was exchanged between the teachers and the pupil through the story and the children were also able to learn better about life through these stories.

12. Shri Kiran Pal Singh, Minister for Education, U.P. thanked HRM for constituting CAGE and mentioned that it had sent the right kind of message among the masses that the education system would be improved. Minorities who were feeling threatened were now experiencing a removal of threat and stress that they were feeling hitherto. About the need to encourage the growth of Urdu, he said that prior to independence, both Urdu and Hindi languages had equal priority, and Urdu was the language of the common man along with Hindi. Unfortunately, at present Urdu language had become associated with minorities, which was not proper. He urged that this issue should be deliberated in CAGE to find ways and means to restore the position of the Urdu language.

12.2 He noted that his State Government had accorded high priority to SSA. The State Government had directed the people to ensure that no child remained out of the purview of school education. He mentioned that the literacy rate was low among minorities, especially the women among them, and stated that the education of girls, especially those belonging to minorities had been accorded priority. Efforts were being made to establish primary schools within a distance of 1/2 k.m. and wherever the population was less than 300, an education centre was being set up for them. He added that around 40,000 teachers had been appointed. Moreover, to comply with the Supreme Court order to serve cooked meals, it would be essential to set up kitchens in all the schools and he urged the Centre to grant funds to the extent of Rs.1-2 lakh per school to set up such kitchens.

12.3 He said that the State Government had been distributing free textbooks to all the children up to standard V in order to eliminate feelings of discrimination. The scheme of recruiting rural teachers had been restored. The recruitment of 3000 Urdu teachers to teach the language in schools along with interpreters had been approved by the Cabinet in order to restore the status that the Urdu Language enjoyed in the State prior to independence.

12.4 He stated that to promote the education of girls the State Governments had exempted tuition fees up to the 12th standard for all girls and one inter College was being opened in every Block. Private managements were being encouraged by way of financial assistance to open schools for girls in the Blocks, where no school was established. In addition, the State government had introduced a scheme of financial assistance to girl students, which provided that girls who passed the intermediate level and were below the poverty line, would be given a grant of Rs. 20,000/- that would be deposited in their bank accounts to enable them to pursue higher studies. Besides, the Government had exempted fees for girls, even in higher education.

12.5 He was of the view that the difference in the fees being charged by private and Government managed schools was alarming and that the Centre should initiate urgent steps to rectify the

situation. He also urged that education should be planned in such a way that it opened avenues for employment including self-employment. He stated that the State Government was introducing revolutionary changes in achieving universal elementary education and urged the Centre to provide more funds to the state to enable them to sustain their efforts.

13. Prof. P.V. Indiresan, Member, mentioned that the Common Minimum Programme made very good reading but felt that one more point should be added. He felt that everyone expressed concern about disadvantaged students but no body talked of the meritorious students. He quoted the analysis of the outcome of the abolition of grammar schools in Britain, which led to the decline of the Govt. school system because all the influential people sent their children to private schools and there was no pressure on the government schools, which resulted in the decline of the quality of education in these schools. He mentioned that at present, the State run schools no longer had the same standard as they used to have, when he was a student. He urged the Government to explore a mechanism by which bright students in the age group of 9-11 years could be selected and given the best possible education. One way, he felt, was through the Navodaya Vidyalaya Schools and added that if we set up about 7,000 such schools in the country we would be able to cover the entire country and provide good education for about 2 million children who will be figure at the top 10% of the population. He said this would have a great impact not merely for social justice, but also for the economic development of the country.

14. Smt. Asha Kumari, Minister For Higher And Technical Education, Himachal Pradesh said that under the scheme of Universal Elementary Education and Sarva Shiksha Abhiyan equity, access, reduction of drop outs & non-detention policies were being successfully implemented in the State. She however, said that the State was facing minor difficulties in implementing the SSA. She urged the Centre to disburse the amount under the innovative activities to the State within the overall limit instead of disbursing it district wise, in order that the funds could be utilised on a need basis and also to consider covering the cost of educating the mentally and physically challenged children with less than 40% disability also under the SSA. She also requested that the ceiling on assistance for such children be increased from Rs. 1200 per child per annum to Rs. 10,000 per annum per child with a Home based Programme. She requested that the number of Upper Primary teachers under the SSA be increased from 3 to 5, as the minimum requirement was of 5 teachers. She also urged the Centre to make an additional budget allocation of Rs. 1 lakh per school for the construction of kitchen sheds for preparing and serving Mid Day Meals to children in order to implement the orders regarding provisions of hot cooked meal from 1 September, 2004. The anticipated expenditure on this score would be around Rs. 130 crores, which it was not possible for the State to incur due to its meager resources and the Centre may accordingly consider bearing the entire liability in order to enable the State to implement the orders of the Supreme Court. She added that the Himachal

Pradesh Government had decided to create a separate Department of Elementary Education for proper implementation of SSA in the State. She noted that the National Council for Teacher Education (NCTE) had recently issued directions to the colleges running B.Ed courses that they can apply directly to the NCTE even without obtaining an NOC from the State Government. She felt that this could have repercussions on the standards of education imparted to the future teachers, and urged the Centre to withdraw the said instructions and to make it mandatory to obtain a NOC from the State Government as a pre-requisite.

14.2 She also urged the Centre to reimburse the amount that had been spent by the State Government for waiving tuition fees for all girl students up to the university level, since 1995 and requested the Centre to open more Kendriya Vidyalayas in the State.

14.3 She requested the Centre to get UGC to increase the developmental grants given to the colleges covered under the UGC Act. She drew attention to the fact that many Deemed Universities had been opening a number of extension counters, offering diplomas to the students, without procuring the requisite NOC from the State and the permission of the UGC. She urged the Centre to direct the UGC to initiate action against such Deemed Universities that were violating the guidelines. She made a demand that UGC assistance for the State may be made available on the analogy of J&K. She also said that the Central Government should open more ITIs in the State, as the State would need more trained personal for the Hydroelectric and other projects, which were likely to be taken up in the State. The text of her speech is Annexed. **(Annexure – IV)**

15. Ms. Teesta Seetalvad, Member, raised the issue of the pending Bill piloted by the previous Government, which was lying in the cold storage, saying that it would have severe consequences with regard to Universal Education and every child's right to equal quality education. She said that the committee would like to know the stand that the Government had taken on this issue as to whether the emphasis was going to be on continuity or on considering radical changes in the Bill and stated that there should be no hesitation in bringing about radical changes as it involved very vital issues.

15.2 She also raised the issue of content of the syllabus and said that there had been a lot of confusion created on the issue of detoxification, de-communalization, changes in history, social studies textbooks etc. She urged the Government that there was a need to review the text books, present and previous ones, to include rational history, comprising economic history, social history, and political history. She felt that the history books should not reflect certain leaders of one segment of society causing the resentment to others. She quoted the example of Shivaji who represented the depressed sections of society today, as being represented as the leader of aggressive Hinduism, which was bound to affect any Muslim child in the class room.

She also mentioned the books depicting Afzal Khan as though he represented the entire Muslim community and added that there had to be a certain way of looking at History and that certain aberrations that had come up because of the silence of civil society could not be ignored.

15.3 She noted that the 1986 policy had provisions on the need for a common school system, but added that we had stopped talking about it in policy terms. She said there certainly was a need to address this fact as it had led to two different kinds of education for our children both in terms of quality and quantity.

15.4 She mentioned the synergy between Hindi and Urdu languages and exemplified this by stating that all the writings of Munshi Prem Chand were actually written in Urdu, which the children have all along been learning in their Hindi text books.

15.5 She mentioned that while the minorities need to question themselves regarding their non-participation in the present education system, there was a need for the rest of India also to question itself in this regard and said that the kind of synergy that existed between the various communities in the past ought to be revived.

15.6 She also mentioned that the teachers of India today were not an empowered lot and this was leading to sub-standard teaching and urged the Centre to look into these aspects on priority. She noted that, at present, we only talk of IT, and added that there was a need to give equal emphasis to other fields of technology and other subjects such as Biochemistry, Biotechnology and so on.

15.7 She also emphasized the need for effective monitoring to ensure that the funds released actually reached the grassroots level and did not get wasted. She noted that in order to be effective, CBE would need to know about Programme Implementation, funds percolation and also discuss the formulation of a New Policy of Education.

16. Shri Harnam Das Johar, Minister for Education, Punjab made a plea for the teaching of Urdu, French, German and Chinese languages in schools and also stressed the need for the continuation of the Urdu, Persian and Arabic language teaching. He laid emphasis on incorporating yoga and sports in the school curriculum. He pressed for relaxation in the SSA funds sharing pattern between the Centre & the States, since Punjab was a border State. He also said that the work of providing a Mid Day Meal interfered with teaching and turned out to be an extra burden on the teacher. This needed to be rectified and he mentioned how Punjab had begun involving parent teachers associations in this activity. He mentioned that the previous Government had reduced the grants to private schools and was happy to inform the Council that it had been restored by the present Govt. in Punjab. The lack of funds, was cited by him, as the

reason for the inability to fill the vacant posts of teachers both in schools and colleges and he sought additional financial assistance from Central Government. He urged the provision of incentives for SC girls to encourage their entry into education and also expressed concern about some private Schools and Colleges that were without adequate infrastructure and stressed that the Central Board of Secondary Education should be strict while giving affiliation and consult the State. Some such schools are located at very inappropriate places for example, some were near wine shops etc. He suggested setting up a body like the UGC for giving grants to State School Education Boards.

17. Dr. Bhalchandra Mungekar, Member, Education, Planning Commission, said that the Sarva Shiksha Abhiyan and the Mid day Meal Scheme were the two important schemes to ensure universal literacy and quality education. He noted that most of the State Governments had expressed their desire that funds under these two schemes be increased.

17.2 He stated that recognizing the scheme of MDM as an instrument of social change, the Planning Commission had earmarked additional funds to the tune of Rs. 1232 crores for this out of the special fund placed at its disposal. He impressed upon the State Governments that increased allocation of grants alone would not ensure better quality education and that the State Governments would need to look at the utilization of these resources, for the different components, the infrastructure, the monitoring system and to ensure that there were no leakages. He said that it would be appropriate to delegate greater responsibility to the administrators, NGOs, academicians and the media so that the proper implementation can be ensured. He also emphasized that the Indian people are much wiser than they are credited to be and left to themselves, they could take appropriate decisions. He therefore suggested the need for greater community participation. He added that the Planning Commission would ensure that the views expressed by the Members of the CAGE are certainly be taken into account while deciding policy issues and that they would ensure full cooperation between the Planning Commission and the Government.

18. Shri Arvinder Singh Lovely, MoS Education, Delhi said that CAGE was the forum where all the State Governments and experts get to express their views freely and urged the Government that the meetings of the CAGE should be fixed on a yearly basis, so that it could monitor the implementation of programmes. He also suggested that there should be Sub-Committees for various issues in education so that the decisions taken in the CAGE could be implemented and specific recommendations would also be available at the next CAGE meeting. He presented a brief report of the developments in the education sector in Delhi during the last ten years and mentioned that they had set up Pratibha schools which served as pace setting schools for the talented children of the nearby Government schools. He urged the Centre to help the State Government in the implementation of this scheme, which would be a

service to those students whose performance was outstanding in the MCD/Government schools. He added that the private schools were providing quality education for all children but they too had some responsibility toward the society, and accordingly they had been asked/directed to admit 25% of the children from among the weaker sections of the society.

18.2 He stated that under the MDM Scheme, it was difficult to serve cooked meals as many schools were running in shifts in Delhi. He felt that keeping in view the specific climatic conditions in Delhi and the density of population, an appeal might be made to the Supreme Court to review its orders in the case of Delhi, and that Delhi should be allowed to continue to serve processed food to the children.

18.3 He said that no new colleges had been opened in Delhi ever since UGC had stopped giving grants for the purpose. He said that in order to cater to the needs of both the growing population as well as the students coming from outside Delhi, it was essential that more institutions are opened. He said that if not for Delhi Govt. alone, the UGC could consider the setting up of institutions in the NCR Region, by relaxing the norms. He urged the Centre to consider setting up of Units of Jawaharlal Nehru University in the various regions of NCR.

18.4 He noted that minority institutions were providing quality education to students through their institutions except the madarasas, which were lagging behind. He urged the HRD Ministry to explore ways to ensure that the madarasas in the country impart quality education to children, which would enable them to be absorbed in the mainstream and open up career avenues for them. He urged Muslim society to come forward in this matter. He added that since English was extensively being used in India, it should find a mention in the relevant schedule of the Constitution of India, as one of the Modern Indian Languages.

18.5 He requested that under the SSA, additional provisions be made for opening mobile schools through mobile vans which were found to be more appropriate for States like Delhi, where a large migrant population was required to be provided education and no land was available for opening schools. To improve the quality of education, he expressed the need to fix the normative responsibility on the teaching community for achieving certain levels. He mentioned that the Delhi Government had stopped keeping teachers on contract basis for long periods and stressed that when good pay was being given to teachers, it was reasonable to expect the delivery of a certain level of achievement. He said that NCTE's decision to dispense with No Objection Certificate from States in January 2004 had affected the manpower planning in the States, and urged CIBE to adopt a resolution that the decision of the NCTE to dispense with the NOC from State should be reversed. He also urged the Government that the textbooks of the schools be reviewed on a regular basis so as to make learning an enjoyable experience. (The text of his speech is at **Annexure – V**)

19. Shri Charles Correa, Member, noted that while our country had the greatest number of illiterates in the world, there was no motivation for the masses to send their children to school, since they would rather use the children as helping hands for domestic chores or in the fields. However, he said it did make a difference to many of them, if they were given a free meal. It not only provided nutrition to the age groups of 6-11 but also resulted in a change in their attitude. Also concentrating on the education of the girl child would go a long way in bringing about social change as one literate girl means a literate mother who has the knowledge for educating her children. He said that the country needed radical changes in education on a war footing. He floated the idea of making reservation in IITs not on the basis of caste, but on the basis of the fact whether the child went to a Municipal school and felt that this would attract privileged children to Municipal schools in the hope of getting admission to IITs. This again would help change the way we looked at the municipal schools and could be as important as the green revolution was for food. This according to him would encourage a common schooling system.

20. Shri Kapil Sibal, Minister of State (Independent Charge) for Science & Technology, said that he would address three issues: (i) Access or reach (ii) Content (what is to be taught); and the vehicle (how to be taught or choice of the media). Regarding Access, he mentioned that every Education Policy aimed at 100% literacy and expressed his anguish that even after 54 years of independence, we only had 64% literacy and thus we had to admit that we have failed. On the issue of Content; as to what we wanted to teach our children, he felt that it should be consistent with our constitutional framework and the requirements of our country and industry. He suggested that Sub Committees could be set up for formulating micro level policies as CABE was too big a body for attempting this. CABE should deal with Macro issues and not get into micro level issues. He mentioned, there was an absence of long-term vision in Educational Policy, which should be formulated to meet the needs of the country for 20-25 years ahead. He talked of the vast changes that have been brought about in technology, which would further change in coming years, and stated that education had to make use of the immense possibilities offered by the latest technology in order to increase the accessibility of Education. He also mentioned that 99% of current expenditures was going towards salaries of teachers and hardly any thing was left for laboratories, libraries etc. and suggested that alternative vehicles of education like TV, Computers, Distance Education and so on - should be utilized optimally. In other words, he felt that either the present vehicle should be made competent, which would be difficult, and if it was found that the present vehicle, was insufficient, it should be changed by making optimal use of modern technology.

20.2 He emphasized that the State should take full responsibility for Elementary Education, but added that its responsibility should gradually diminish as one goes up the educational ladder. He suggested that Higher Education need not be publicly funded, but should take into

consideration the needs of the industry and should be planned keeping in view the requirements and absorption capacity 20-25 years ahead of today and also keeping in view the changing global scenario.

20.3 He also expressed the view that the education system should produce trained personnel in those areas also where there was demand with a good example being the demand for Nurses, Doctors and Engineers in foreign countries. He concluded by emphasizing that the most important requirement was to have a correct and well-considered Education Policy with a vision into the future.

21. Dr. R. Lalthangliana, Minister of School Education, Mizoram, said that his State was aiming to achieve 100% literacy by the year 2005 and requested the HRD Ministry to sanction additional funds for a project that they had submitted in this connection.

21.2 He said that implementation of SSA was a problem in the North East and hence urged that 100% funding under SSA be considered for the North Eastern States, as a special category. He said that a resolution to this effect formulated by all the North Eastern States including Assam would be handed over to the Union Minister for consideration in consultation with the Ministry of Finance & the Planning Commission.

21.3 He said that the scheme of cooked meals in the schools needed some flexibility, as it was very difficult to implement the scheme in its present form. He said that the State government was unable to bear the transportation charges from the Food Corporation of India godowns to the schools and urged that the Centre should bear this expenditure. The scheme would cost one-rupee seventy paise per child and a sum of Rs. 4.92 crores per annum was required to implement the scheme. He apprehended that unless additional Central assistance was provided, it would not be possible to implement this scheme.

21.4 He mentioned that one of the districts of Mizoram had achieved 100% enrollment of children in the age group of 6 - 14 years in May this year. He said that there were only 7000 out of school children in the State and added that they were hopeful of achieving 100% enrolment before the end of 2004. He urged the Centre to introduce vocational education in secondary schools to curb the growing unemployment among the educated youth. He said that due to financial constraints the State Government was unable to implement the scheme of Computer Literacy and studies in school (CLASS) and requested the HRD Ministry to give 100% grants under this scheme.

21.5 He added that in the newly established University in Mizoram, the posts of Registrar and a Finance Officer were filled up on deputation from the Government of India. Now that their tenure had expired, there were no new incumbents. One of the Professors in the University

was holding the additional charge of Registrar while a Lecturer was holding the charge of Finance officer, which had resulted in an awkward situation. He concluded by urging the HRD Ministry to expedite the deputation of Officers. (The text of his speech is at **Annexure – VI**)

22. Shri Javed Akhtar, Member, pointed out that the SSA programme data showed that while 90% of the schools had been opened while only 34% teachers had been recruited. He pointed out the need for making teachers available in order for there to be teaching. He also mentioned that only about Rs.3600 crores had been used by the States under SSA against the allocation of Rs.8300 crores during 2003-04 and on the other hand State after State was wanting more money. He questioned this paradoxical situation whereby the State Governments despite getting enough funds, were unable to use them. He expressed concern that the ten educationally backward states together had received only 30% of the total approved allocation. As poor States had difficulty in providing their share, it led to a Catch-22 situation and he felt that if more funds were allocated by Central Government, the States would have further difficulty of providing a larger share and would thus not be able to make use of the enhanced allocation. He expressed an urgent need to resolve this issue. He expressed concern about the adverse teacher-pupil Ratios leading to a low quality of education and wondered whether SSA was institutionalizing mediocre education for the poor.

22.2 Shri Akhtar observed that our education system was somehow stifling the individuality of the students and gave an example of every school child making a similar type of landscape irrespective of which state they belonged to. He observed that even the University Education System emphasised what a student ought to learn and expressed the concern that the whole system was becoming a process of teaching learning and testing which closely resembled computer processing where students were treated as floppy disks! He strongly felt that this could not be termed education. Sh. Akhtar observed that education was about learning to making ones mind free to flower, to dream, and discover oneself, exploring and searching fearlessly for knowledge and about gaining the confidence to face the new challenges that were there in the real world. He hoped that experts would bring about necessary changes in the Education Policy to cover this aspect in education, but observed that neither a school where all children drew the same picture nor a university that fed information into students treating them like floppy discs to be filled with data, could be expected to show any real achievement.

23. Shri Kanti Biswas, Minister-in-Charge, Primary, Secondary and Madrasa Education, West Bengal stated that the 86th amendment to the Constitution absolved the Central Government of its responsibility towards free and compulsory education and held the State Governments alone responsible. He said that it was not a desirable situation and felt that this should be further amended to include the Central Government as well. He demanded the withdrawal of the model university Bill as the Bill indicated that the governance of the universities would

become arbitrary, curtailing the powers of the State Governments in a manner that they would not have any say.

23.2 He said that in the recent Report on the Human Resource Development Index, India was placed at number 76, out of 94 developing countries ranked which was pathetic and urged the Centre to increase the budget for education. He noted that whereas in the first Five Year Plan an amount of Rs 7.9% of the total outlay of the Budget was allocated for education, in the 10th Five Year Plan it had become only 2.9% of the total outlay. The increase in the percentage of budgetary allocation for education by the present Government was also only around 0.1%. He urged the Government to look into this and make an effort to allocate more funds to education as mentioned in NCMP. He said that there should be a common school system in the entire country, so as to bring uniformity in the standard of education imparted to the children. He said that the role of the teachers in our education system was of paramount importance. The teaching community generally was responsible but due to lack of infrastructure and autonomy, they were unable to perform their duties to their maximum capacity. He said while it was true that 98% of the budget was being spent on the salaries of teachers, it may be noted that it was not due to the higher scale of pay that was being paid but due to the lower allocations in the budget. He urged the Centre that it was extremely essential to increase the budgetary allocations for education and urged CABE to adopt a resolution to this effect so that the expectations of the people could get fulfilled.

24. Dr. Sandeep Pandey, Member, mentioned that in Education, we gave some inspiration and some knowledge and on the whole the students were prepared for employment, which however, could not be provided to all. According to him 5% only around found jobs but the remaining 95% of the children were left stranded and frustrated. Therefore, a major aim of education should be to equip the students to prepare them for self-employment. He also referred to a strange phenomenon that only educated youth were enumerated as unemployed whereas an illiterate youth who might be hungry or undernourished, and continued to struggle, could not even call himself unemployed.

24.2 Shri Pandey felt that although the purpose of education was to prepare a society of good humans who were sensitive to the sufferings of their fellowbeings, in reality however, education today was creating self centred humans who were insensitive to the sufferings and feelings of other humans and remarked that this could not be said to be the purpose of education. He therefore said that it was a matter of great concern that education was leading from self-sufficiency to unemployment, and from sensitivity to insensitivity and said that it would call for very hard work to reverse this trend.

24.3 Shri Pandey also referred to the corruption in education system and said that it was not only important to improve records on paper but also to ensure that ground realities were changed and for this it was important to properly monitor the implementation of the programmes. He felt that all developmental claims would otherwise remain only on paper.

24.4 Another worrying factor pointed out by Shri Pandey was regarding the declining interest in actual education and he quoted the trend of acceptance of the practice of cheating by the community. He emphasized that this had to be stemmed as otherwise the whole education system would be rendered irrelevant. He also raised the issue of the situation in respect of the Gandhi Vidya Sansthan of Varanasi and requested for early action to revive this organization.

25. Smt. N. Rajyalakshmi, Education Minister, Andhra Pradesh appreciated the decision to levy an educational cess. She suggested that construction of kitchen-sheds and provision of drinking water in the schools should be funded by the GOI. She also pressed for provision of basic facilities in all schools and indicated that Andhra Pradesh would require 1.2 lakh classrooms, kitchen sheds in 90% schools i.e. involving about Rs. 1000 crores. She added that the Government of India should prepare a new centrally sponsored scheme for school infrastructure. While she appreciated the SSA programme and felt the need of the districts could be properly reflected in the programme, she pressed for an enhanced allocation of Rs. 5000 per child for the residential bridge courses. She also pressed for greater use of Panchayati Raj institutions in the implementation of the programme.

26. Prof. Zoya Hasan, Member, congratulated HRM for the detoxification of the text books and curriculum and urged that the Govt. funding for astrology courses should be withdrawn.

26.2 She mentioned the large gap between supply and demand in Higher Education and discounted the theory of the need for private funding of higher education on the ground that such large investment cannot be met by public funding. She argued that even the western countries which advocate private funding for Higher Education have themselves achieved high standards in Higher Education only through public funding. Further, she countered the argument of non availability of public funding for Higher Education in view of the priority of public funding in Elementary Education. She argued that for implementing the programme of Elementary Education the country would need qualified teachers, who would have to come from Higher Education. She urged that Higher Education should not be crowded out by Elementary Education for the purposes of public funding and put forth the apprehension that the vision and scope of Higher Education might become narrower if it is allowed to be privately funded because the private sector would not invest in pure sciences and social sciences but would invest only in those areas which had commercial value. She expressed the apprehension that if privately funded, Higher Education may become subservient to industry and lose its larger remit.

26.3 She further talked about the democratising effect of the Indian Universities where students from all castes, classes and religion studied together and expressed the apprehension that this aspect would be undermined if public funding was not extended for more such universities to increase the capacity of Higher Education. She cautioned that higher education might go the way of school education where a schism between poor and elite was already being noticed with detrimental effect.

26.4 She also mentioned the phenomenon of students from the middle and upper middle classes going abroad for even undergraduate courses and expressed the apprehension that western countries would monopolise the best brains, as also all knowledge and intelligence related work. She felt that India would be left appreciating the high standard works/ achievements of the people of Indian origin and therefore urged a higher level of public funding of higher education expressing the view that elementary education and Higher Education have both to be taken forward together.

27. Dr. Shurhodelie, Minister of Education, Nagaland, said that CAGE was the highest body for policy making, to plan and advise the State Governments and therefore cuts across party lines. He said that in the education sector, one must rise above one's political party and plan for the future of the country. He said that SSA was a comprehensive programme to cater to the needs of the elementary education. Nagaland, however, could not avail the scheme during the year 2002-03 as the State failed to contribute its share and hence was not given any funds. During the year 2003-04 the State was able to make available some funds and they could get some Central assistance in return. He urged the Centre that the funding pattern be reviewed at least in the case of poorer North Eastern States like Nagaland in accordance with the mention made in the NCMP. He said that the state had categorized certain parts of the State as backward and was accelerating the pace of development in those areas by earmarking more funds, which affected other programmes. He urged the Center to change the funding pattern from 75 : 25 to 100% so that the state was able to avail this opportunity to improve the literacy levels. Regarding the scheme of MDM he said that the state was implementing the scheme but was facing certain practical problems. The first was that the amount of 100 gram rice provided per person per day by the Centre was insufficient and was not and enough incentive to increase the retention and to improve the attendance. He urged the Centre to review this programme and to enhance the norms so that the state was able to fulfill the objective of the scheme, which was to increase the enrolment, retention and improve the attendance and provide nutrition to the children.

27.2 He further mentioned that another major problem was that of infrastructure. He said a number of schools had been opened since 1960 but that these schools lacked infrastructure facilities. The school buildings that were built in the early part of Nagaland statehood were

almost on the verge of collapse. He requested greater assistance under the SSA scheme for the extension of classrooms as well as the construction of some new buildings.

28. Ms. Shubha Mudgal, Member, flagged a very important issue that the various traditional arts and music were fast disappearing from the country. She expressed the view that Arts and Music were representative of our composite culture and had to be given due consideration for the integration of the country and for fighting communalization.

28.2 She pointed out that our young people were straying away from the traditional Arts and Music, and was distressed that these used to be taught as subjects but were now no longer being taught in our schools. She added that music and painting were nowadays being treated as irrelevant subjects in schools/colleges and were mistakenly regarded as hobbies. She raised an alarm by stating that these arts were vanishing fast and that if the situation was not rectified soon, these arts in the next decade would virtually become unknown in the country.

28.3 She mentioned that the course content for the arts as subjects should be reviewed as this had not been done in the past 50 years and suggested that these should be made more comprehensive by inclusion of content about the Arts of various regions. Carnatic Music, Hindustani Classical Music and other regional forms should be taught all over India. She mentioned that whatever little support the traditional arts were getting, was coming from outside India. She also hinted at the fact that some of the cultural institutions were being controlled by people who had supported communal forces and expressed the need for a 'fair process' in these institutions. She urged early and appropriate action for the revival of the Arts in order to save them from vanishing from our country before it was too late.

29. Shri Narendra Singh Bhandari, Minister of Education, Uttaranchal expressed happiness over the constitution of CABE and mentioned that the constitution of this Board was being demanded in the past also but the then Government did not heed these requests. He was happy that his State had attained 72.28% literacy. He said that one of major problems of the State was the lack of teachers in high schools and intermediate schools and mentioned that in order to alleviate the situation the State Government had appointed around 16,000 teachers. He said that the education sector in State was large and accounted for 50% of the total employees of the State. Another problem was the non - availability of the teachers for the schools situated 10-15 k.m. in the interior and to address this issue, the State Government had delegated the responsibility to the Panchayats. He said the State Government had made the parents of the children responsible for the implementation of the MDM scheme. He said that the MDM scheme had been introduced in 11,504 schools and 7,27,193 children were availing this facility. He requested the Government of India to increase the assistance by 50% to implement this scheme successfully. He said that the burden of transportation cost from the

FCI godown to the school was too heavy for the State Government to bear. Similarly the amount allowed for a gas connection was also insufficient and felt that this should be increased from Rs. 900/- to Rs.1500/-.

29.2 He noted that the State Government had introduced English from the 1st std. onwards, so that the children had no difficulty in accessing higher education. He said that they had established Rajiv Gandhi Navodaya Vidyalayas and it was proposed that the meritorious children coming from the families below the poverty line should be given admission in these schools to provide quality education. It was proposed to gradually set up 1-2 such schools in each of the districts of the State.

29.3 He also mentioned that there were a large number of English medium pvt. Schools about whom complaints of exploitation had been received. The State Government was trying to control these schools through the terms of the NOC. He also mentioned that several schools had been opened by people and these were required to be brought under Government control so that people could get proper benefits. He also mentioned the poor state of furniture and buildings of the intermediate colleges and requested additional help from the Centre. He also sought help for libraries and made a request for another Sainik School in the Garwhal Mandal.

30. Professor Gopal Guru, Member talked about the world economic order and the effect of globalization on education and lamented the poor quality of education in the Municipal schools. He said that in the past, the quality of education used to be good in the Municipal schools but that this was now no longer a fact. He also mentioned that there were many kinds of merit, and stated that social relevance should be accepted as the yardstick for assessing the merit of education and the imparting of education in English did not in itself constitute merit.

30.2 He also mentioned that there could be many kinds of frustrations that a human being could face and one kind of frustration he expressed concern about was the "social frustration" thrust upon some segments of society. In this context, he mentioned that while it was good to talk of the mid day meals scheme as being a tool for integrating the society, he knew examples where the students of upper castes refused to eat the mid day meals cooked by a dalit women or of indignity heaped on a valmiki girl by other students chanting taunts and ridiculing her on her entering the class.

30.3 Professor Gopal Guru called for evolving a kind of education that would ensure the social dignity of all segments of society and impressed the need for putting suitable measures in place for ensuring this.

31. Professor K. Lakshminarayanan, Minister of Education for Pondicherry expressed talked of the difference in education between the Rural and Urban areas and stressed the need for removing this difference. He urged the Central Government to give more funds for improving the quality of education and also for improving the literacy rate and maintaining a good teacher pupil ratio and suggested that Central Government could cover this from the funds generated through the Education Cess.

31.2 He urged early action by the Central Government for enacting a legislation for controlling the admission policy in professional colleges all over the country stating that the situation was indeed grim.

31.3 He also welcomed the idea of the setting up of a Finance Corporation for providing soft loans to poor students for accessing higher Education.

31.4 He mentioned the introduction of Breakfast to the students upto the 12th standard and expressed their hope for higher Central Government assistance for Pondicherry.

32. Shri Vinod Raina, Member, stated that the CABE remained non-constituted since 1994 and the Government had consequently been working under a non-policy framework since then. The National Education Policy of 1986, which was revised in 1992, remained more or less in abeyance, and the schemes of DPEP and Sarva Shiksha Abhiyan had replaced policy formulation and the Government was working under the norms and prescriptions of the schemes notionally, rather than formulating an appropriate policy. He added that the number of EGS centers had increased and since these were not being upgraded, their convergence to the mainstream school system would prove impossible. He questioned whether it should be taken to mean that an EGS type substandard quality of education was sufficient for a major chunk of the children in the country while, for the privileged few, education would be given in good private schools. He mentioned that in such a situation, implementing the common school system would be impossible. He expressed concern that state after state was replacing regular teachers with contract teachers in schools without a detailed policy framework. Policy formulation was, therefore, required to rein in the flow of schemes, as otherwise the schemes would themselves demand policies, which legitimized and justified these schemes.

32.2 Referring to the 86th Constitutional Amendment, he stated that the amendment was flawed, as it took away the responsibility from the State, and compelled the parents rather than the States to send their children to the schools. He urged that the Government should amend the 86th Amendment in the spirit of Article 45 of the Constitution, according to which it was the responsibility of the State to provide free and compulsory education.

32.3 He further questioned whether we should be satisfied with merely reaching 100% enrolment since the dropout rates continue to be high. He referred to a study according to which only about 20% children achieved the minimum achievements in Mathematics and Languages. This meant that money was being wasted on 80% children who were going to schools without achieving the minimum levels and in such a situation when 6% GDP would be spent on Education, with half the amount spent on Elementary Education, this would mean more investment and more wastage. He stressed that education should have relevance for the target groups to instil interest in them to go in for education and to continue with it through the school cycle.

32.4 He observed that schemes like DPEP and SSA could hardly be called decentralized participative schemes since in practice, these were norm and appraisal based schemes. He emphasized the need for greater flexibility keeping in view the situation existing at the ground level.

33. Ms. Shantha Sinha, Member, raised the issue of education of the “out of school children” and of working children. She felt that there must be a synergy between the Labour and Education departments, both for establishing universalisation of elementary education and the abolition of child labour, as these were two sides of the same coin. She pointed out the tremendous demand for education from parents and felt that this factor should be used to eliminate child labour. She suggested some steps for eliminating child labour i.e., (i) that a social norm be created to withdraw children from work; (ii) that everyone should come together for eliminating child labour, not merely the employers; (iii) that economic incentives are neither necessary nor desirable for this purpose; (iv) that older children should be prepared to go to regular schools through transitional arrangements; and (v) that school governance issues are of critical importance for first generation learners. She also pointed out the need for a policy, which allowed children to be admitted mid-session, as in vogue in Andhra Pradesh. She felt that there was a need for recognition of youth volunteers and activists all over the country, for their work in elimination of child labour. She said abolition of child labour was possible because there was tremendous demand for education from poor parents. Even employers were willing to release children. She asserted that society at large was more responsible for child labour than poor parents, because there was no shock or outrage in society over working children.

33.2 She suggested that Child labour could be eliminated by:

- (i) Community mobilization (incl. Employers) in favour of a child's right to education;
- (ii) Preparation of older children, withdrawn from work, through Bridge Courses and other interim arrangements for upto a year, till they can join a regular school;
- (iii) Schools being sensitive to the struggle of first generation learners and their parents, by being extra helpful, and by admitting children round the year, rather than only at the beginning of the session; and
- (iv) Recognizing and taking help from youth activists and educational volunteers.

33.3 She again stressed that economic incentives were neither necessary nor desirable for eliminating child labour.

34. Prof. J. S. Grewal, Member, remarked that he had no particular expertise to speak on any particular aspect of education but that he had some experience & some interest in Higher Education. He added that he would contribute a short note on what he had to say in this regard (**Annexure- VII**).

35. Prof. Anil Sadgopal, Member, appealed to the Chairman to restore the primacy of the Indian Constitution and the Parliament in the area of education. Referring to the speech made by Shri Vinod Raina, he stated that setting aside of a policy, which was approved by the Parliament, amounted to setting aside the Parliament. The draft Free Compulsory Education Bill diluted the norms of Operation Blackboard, a scheme approved by the Parliament and felt that the Parliament's approval was required to be taken for dilution of Operation Blackboard norms in terms of the number of teachers, number of rooms required by the school, etc. He contended that in the 90's, scheme after scheme was devised to introduce inequality in the education system. These distortions had also crept into the Sarva Shiksha Abhiyan scheme which amounted to violation of policy. The Education For All National Plan of Action which was presented to the so-called global community in the hope of getting some money, had also incorporated all these dilutions and distortions. The EFA document written in 2003, hardly referred to India's Constitution and he wondered as to how India's Constitutional objectives, the Directive Principles of State Policy and various articles under Part III of the Constitution could be promoted when the policy adopted was aiming to provide different layers of education to different strata of society. He stated that the 86th Constitutional Amendment was nothing but a document prepared to fulfill the requirements of the structural adjustment programmes, imposed on our economy by the IMF and World Bank. He also referred to the Financial Memorandum attached to the Bill which stipulated that the scheme would be implemented by giving Rs.9800 crore per year which was 30% less than the estimate in the Tapas Majumdar Committee, and added that no explanation had been provided. The actual allocations made by the Planning Commission were even less.

35.2 Prof. Sadgopal also stated that the decade of the 90's was marked by acceptance of external assistance, which started with the Jomtien conference in Thailand wherein started the dilution of the policy. Referring to the Ambani-Birla Report, he stated that the principle of reduction in the commitment of the State to higher education was not acceptable and added that the second principle that those branches of knowledge having a market value need not be supported by the State, was more dangerous in the sense that it would mean that the markets would determine the nature of knowledge in sciences and social sciences. He said that these were all very serious issues and urged that India should be very careful before signing on the

dotted line and all issues to be considered by GATT should be placed not only before the Parliament of India but also before the State Legislative Assemblies of the various State Governments before taking a final decision.

36. Prof. Habib Tanvir, Member, lamented that not much follow up action was taken after big reports and meetings and recalled how the reports in the past with which he had been associated, were consigned to the records. He, however, expressed faith that the report of the present meetings would not face the same fate and would result in an improvement in Education keeping in view the dynamism shown by the Ministry.

36.2 He expressed dismay that it was the parents, especially the males, who sometimes came in the way of the education of the children as they used to earlier come in the way of family planning.

36.3 He expressed concern about the unhygienic food served under the mid-day meals and questioned its efficiency by remarking how even in a noble work like providing mid-day meals, people were making money. He emphasized the need for proper controls and checks to ensure elimination of corruption and for improvement of the systems.

36.4 He also lamented that education had resulted in an exodus from rural areas to the cities searching in vain for jobs, and the pathetic consequence wherein the people were forced to live in Jhuggis. He said there was a need to overhaul the education system and change it into something different from an industry churning out persons who were insensitive, who had lost imagination and creativity and were even ashamed of their bearings and drew attention to the degrading effect of this kind of education. He opined that if this was the effect of education then there was an urgent need to take a second look at it.

37. Ms. Kumud Sharma, Member, briefly referred to the recent controversy in the History text-books and suggested that History could be got re-written or changed to bring it in conformity with the essence of Constitution. However, this should be done after wide consultations and debate among the different sections of the people. In order to ensure that nobody is denied professional education because he or she is poor, she suggested that some amount could be earmarked for poor students desirous of pursuing professional education, from out of the collections from the education cess and also urged that guarantees should not be insisted because such students might not be in a position to provide such a guarantor. As regards higher education, she mentioned the plight of the Mahatma Gandhi International Hindi University, where teaching staff had not been appointed and there was only one Professor in the University with hardly any students. She urged that an urgent review should be made in the matter. Further, she felt that there should be some mechanism to monitor the NGOs working in the field of education.

38. Shri Ram Kapse, Lt. Governor, A&N Islands began by recounting the implementation of various schemes and the progress made in the educational development of the Islands and stated that SSA was being implemented with full vigour in the UT. He appealed to the Government to ensure the continued availability of adequate infrastructure, in view of the ban imposed by the Supreme Court on extraction of timber and the restrictions imposed by the Ministry of Environment and Forest on excavation of sand because of which construction of school buildings was being adversely affected. He also pointed out the problem of recruitment of teachers in the UT in view of the ban on fresh recruitments and also requested for the extension of the Vidya Vahini Project to cover the Islands.

39. Shri Kiran Karnik, Member, referred to the emphasis given on education, particularly on higher education after independence that had contributed to today's success. He also made a reference to public private partnership, which had its impact in the broader ambit. He emphasized the need for quality at the basic school level, and highlighted the role of IT as means of education in enabling greater outreach, equality, access of teachers to new pedagogy, topicality and relevance and acceleration in the process of learning and monitoring. He said that IT should be used for better quality learning. He reiterated that IT was important on five counts namely:

- (i) Reach: since IT can take education to large masses at low cost;
- (ii) Equity: as it could provide same quality of education to all masses;
- (iii) Topicality & Relevance: IT could help to learn about indelicacy and Topicality;
- (iv) Acceleration: it could accelerate the process of learning; and
- (v) Monitoring: it could facilitate effective monitoring.

39.2 He opined that upscaling of successful interventions and outcomes has been limited not due to resource constraints, but due to managerial & organizational factors. He welcomed the Government's decision to levy a cess for achieving the target of 6% of GDP as the expenditure on education.

40. Shri Ghanshyam Tiwari, Minister of Education, Government of Rajasthan, welcomed the Education Cess but regretted that there was no corresponding increase in Plan allocation for Education. He thanked the GOI for the timely approvals for the annual plans of SSA and DPEP. He also appreciated the levying of an educational cess to help primary education, but felt that the money needs to be put into a dedicated fund rather than letting it accrue to the Consolidated Fund of GOI. He sought GOI assistance to remove a backlog of 54,000 teacher posts in Rajasthan and for the provision of drinking water facilities in schools. He made a plea for GOI support to the Mahila Shikshan Sansthan in Jalore and Banswara districts. He added that the Lok Jumbish Project had ended and its activities had been taken up under

SSA. He mentioned that 16 lakh additional children have been admitted in July this year in elementary schools in Rajasthan. He emphasized that SSA would be implemented with rapidity in Rajasthan and requested the fullest co-operation from the Government of India.

41. Shri G. P. Deshpande, Member, opened his remarks by saying that the time had come to take a view as to what ought to be taught. He mentioned that there was a broad consensus, maybe an elite consensus, as to what the nation should teach its children but that the consensus on what type of text books should be prescribed was breaking down. He clarified that he was not referring to the text book controversy per se and also that he was not using the term 'elite consensus' in any derogatory sense. He clarified that what he meant by consensus was that the learned persons of this country who knew what in their perception was good for the country, decided the National Policy on Education through a consensus, which was breaking down. He suggested the constitution of a National Commission to consider this issue.

41.2 He also raised a point of concern that Education being in the Concurrent List was also causing problems and emphasized that education could not be an autonomous subject. There had to be a national perspective although states could have their regional perspective also, but that too should be within the overall broad National perspective. He suggested that a CAGE committee be set up for examining this issue.

42. Smt. Anandiben M. Patel, Minister for Education, Gujarat, mentioned that the State Government had identified the villages having female literacy rate below 30%. She also mentioned the efforts at community mobilization involving visits by the Council of Ministers and the IAS/IPS officers to villages for enrolment drives.

42.2 For increasing girls' enrolment, the State Government had started the Vidya Laxmi Bond in which a girl would get the money of the Narmada Bond after passing the 7th standard. She also mentioned that the State Government had started a scheme for insurance of the children as also a health scheme for children in Anganwadis and Primary classes. She added that the State Government had decided to take care of anemia in girl students by way of administration of folic acid pills to them under the Matri Vandana Yojana. She also added that the State Govt. was trying to ensure proper hygienic toilets and water in schools to ensure that the girls do not drop out of the schools on this account.

42.3 She further stated that the State Government was trying to upgrade primary schools in order to ensure the retention of girls in schools who may otherwise leave schooling after primary classes because of the long distances to the upper primary schools.

42.4 The State Government was appointing teachers and transfers were being made in a transparent manner. She also mentioned the Karmayoga scheme, and that science fairs were being organized. She stated that there were 35000 Anganwadis in the State and requested additional central assistance for their programmes.

43. Smt. Krishna Sobti, Member, said that she intended to express her thoughts as a writer citizen of the country and added that a writer was attached intimately to the land and culture and was sensitive to the climate and events occurring in his land. This feeling, she added, could not be a monopoly of any individual power centre or political party and felt that every citizen reflected this truth in his living.

43.2 She sought to draw attention to a serious issue, which might appear on the surface to be a small one. She said that civil society was watching seriously the political drama and was listening to the National noise and that during the last six decades after independence, our political education, arguments and vocabulary had started polluting our natural language, and that there had to be a limit to outspokenness. This process was leading to a cultural decline of the national language. Civil society was watching and viewing it as a lack of care and lack of appreciation for the other's viewpoint, instead of the practice of democracy and that serious democratic values were being laughed at. She wondered as to which form we wanted to hand over this language to our children and felt that the emphasis should be on that language which would ultimately protect the democratic values in the country, particularly when the philosophy of violence was bent upon injuring the nation.

43.3 She said that the controversy of textbooks of history should be left to senior historians who could, through discourse, separate history from mythology, and fix the historical facts for the Indian people. Language, she said, no longer remained only a medium of communication but was becoming a tool to terrorise the others. She said it was meant for all and that this linguistic push and pull was being seen as a cause of concern for democracy.

43.4 Civil society was separate from the political parties and could keep an eye on its own discipline and that of the political parties. She emphasized the role of civil society which, if it was not allowed to perform, would result in a situation where there could be no existence of the power system as well as the exercise of power. A large section of civil society looked at the interest of the next generation for its own future and everyone was aware which kind of written details or dialogues could create communal and religious problems and disturbance in the masses. She added that all our political parties also understood this very well and she could only hope that they would solve these issues harmoniously without being carried away by their personal and preconceived notions.

43.5 She felt that a balanced language should be used in the interest of the nation and it should be used with such certainty so that the silences of its text's backdrop could reach and touch the hearts and minds of our children.

43.6 She said that there was need to lay emphasis on the autonomy of the institutions which had assumed a certain shape in the last 50 years and felt it was not necessary to subject these to political conflicts. Although there would be conflicts among political parties, she felt that there was no need to change the normal pace of the civil society into a stormy one.

43.7 According to her, the children in the country had a right to the fruits and food produced in the country and suggested that in the mid-day meal sometimes items like fruits or ice cream could also be given. She said that it might sound elitist but something other than rice and daal would give the children immense joy and it would also not be very difficult to implement.

44. Smt. Alka Jain, Minister of Education, Madhya Pradesh, said that the present funding pattern of SSA under which 25% share was to be given by the State Governments, caused a great strain on the state's meagre resources. She advocated that the funding pattern should be changed from the 75:25 pattern to 90:10. She also asked for more funds to be given to the State Government out of the Education Cess. She mentioned that the Government of MP had covered about 11,000 dropout children under bridge courses, appointed 36,000 teachers, distributed 50,000 bicycles amongst girls and was implementing the 'Head start' programme for computer education as well as undertaking the modernization of madarsas. She particularly mentioned that the SSA and NPEGL programmes were helping the State Government. She drew attention to the delay in sanction of the Central share for these programmes and felt that since the educational cess was being retained by the GOI, the funding pattern of SSA should be revised to 90:10 between the Centre and the States. (The text of her speech is at **Annexure – VIII**)

45. Prof. P. B. Sharma, Member, mentioned that the country was at the threshold of opportunities in the education sector and could become a destination of quality education and research in the coming years. He, therefore it was important to seriously think as to what kind of educational structures were required for meeting the challenges.

45.2 He mentioned the shortage of teachers and the huge investment required in the education sector. He urged the need for taking fullest advantage of the scientific and technological developments, particularly of 'EDUSAT', which was going to be launched in September. He mentioned that if it was properly used, it would not only improve the quality of education but would revolutionise the methods of education at all levels.

45.3 He wanted serious discussions to be held about the need for developing sectoral strategies simultaneously along with discussions about the broad Education policy so that the sectoral strategies could be ready by the time the overall Education policy was finalized. He also urged that for this purpose, the relevant sectors in industry should also be consulted about their needs and requirements. A note given by him is annexed (**Annexure-IX**).

46. Shri Harsh Dev Singh, Minister of Education, Jammu and Kashmir thanked the Government for the inclusion of the provision of a special assistance programme for J&K in the Common Minimum Programme. He talked of the various problems faced by the State including the lack of infrastructure, women's computer literacy, as also the non-opening of the promised Kendriya Vidyalayas at different locations in the State. He also raised the point that the Prime Minister's employment package had not materialised. He felt that the employment package should have been over and above the entitlements under the centrally sponsored schemes like SSA, but added that the Department of EE&L had taken a stand that the posts created under SSA were to be treated as part of the package. He requested for the release of the balance funds for the reconstruction of gutted/damaged school buildings in the state. He also wanted early approval of the proposals of computer literacy programmes, infrastructure development and provision of laboratory equipment. The Minister appreciated the overall implementation of SSA but stated that the issue of female literacy would need to be addressed more urgently. He pleaded for special assistance to the State for meeting its unique demands, and emphasised that whatever benefits were being extended to the North Eastern States, should be extended to the other Hill States, including J&K.

47. Shri Kiran Seth, Member, reminded the members about Gandhiji's vision of Education as the harmony between the head, hand and the heart, as the objectives of education and expressed that although the head and hand aspects were important, the heart aspect was being neglected. He mentioned that the process of imparting 'Sanskars' by parents and grandparents and by the society at large was sadly getting replaced by the T.V. and Internet. He also referred to a similar situation having been faced by Japan and also referred to the problem of frustration faced by educated youth, including IIT graduates, despite having good jobs, and emphasized the need for strong cultural interjection, at the primary, secondary and higher levels. He also emphasized the need for reviving the traditional art forms which according to him represented the Indian philosophy of life.

48. Shri Ajay Chandrakar, Minister of Education, Chhattisgarh mentioned the schemes initiated by the State Government for providing insurance cover for all children and for provision of cycles to the girls in tribal areas. He pointed out that a school enrolment drive was on in Chhattisgarh. He also drew attention to the delay in the release of SSA funds to the States. He specifically mentioned the need for kitchen sheds, starting of DIET's in nine districts and

additional funds for schools without buildings, drinking water and sanitary facilities. He pointed out that 21,000 teachers were being recruited in the State and requested for 100% Central funding under the SSA scheme, as it was a new State. He sought more funds for the literacy programme for the State since in the eight predominantly tribal districts of the State, the women's literacy rate was less than 10%. He also mentioned that the 2,000 schools which were started with community participation on the condition that buildings and teachers would be provided by the community on their own initiative, had remained nonfunctional for want of buildings and teachers and requested support for these.

49. Shri P. N. Singh, Education Minister, Jharkhand, mentioned that the teacher pupil ratio was 1:45 achieved in the State of Jharkhand. He expressed the need for relaxation of norms under SSA, so that schools could be opened at every half a kilometer distance and also emphasized the need for building of teachers' residences in remote areas. He pointed out that the non-availability of NCERT textbooks for the elementary level in the open market, was causing inconvenience to the children who were not covered under the free textbooks scheme. He requested that Jharkhand must receive special attention from GOI and said that the main problem of Jharkhand was that a large area being mountainous was terrorist - infested wherein ensuring the presence of teachers was very difficult. He suggested that for such areas, the norm of one school within one kilometer should be reduced to half a kilometer. The State would like to make arrangements for appropriate hostel facilities for the teachers, since they had to travel long distances every day in hilly areas, which was becoming difficult due to terrorism.

49.2 He urged that there should be no distinction between children from different communities below the poverty line and free textbooks should be given to all such children under the SSA and in all the 14 local languages.

49.3 In the Mid-day Meal Programme, wherever possible, the mothers of the children were being involved in cooking the meals in schools, to ensure the quality of the cooked meal being served to the children. However, he mentioned that the funds proposed to be provided to meet the cooking cost were not adequate and requested for additional central assistance.

50. Smt. Neena Ranjan, Secretary(Culture) said that she had come with a small agenda which was in fact, a major issue and one that had been touched upon in a big way by many of the delegates. She thought it was important that school children were given inputs about their culture & heritage. She further said that there were so many difficulties in understanding our composite culture and referred to some schemes, which the Ministry of Culture had formulated to rectify this situation. She emphasized that the Ministry of Culture would work in tandem with the Ministry of Human Resource Development to improve matters in this regard. She mentioned that the Ministry of Culture proposed to involve school and college children in two

important programmes i.e., (i) the Mission for tangible and intangible heritage; and (ii) the Mission for all monuments that are standing unprotected within the country.

51. Shri Praful Bidwai, Member, raised the question of communalisation of textbooks of education in several spheres. He mentioned that ours was a plural Society and the country did not belong to people of one religion, or one language or one ethnic group. Referring to the contents of certain textbooks, he requested that a sub committee of CAGE be set up to look into these issues with a view to suggesting to all the states that a proper viewpoint should be reflected in the text books.

51.2 There was repeated interruption from some of the members during his address, and the Chairman intervened to request the participants that the proceedings should not be disturbed.

52. Shri J.K. Dadu, Secretary (Finance & Education), Daman & Diu and Dadar and Nagar Haveli mentioned that the UT had commenced implementation of SSA seriously. He felt that SSA would have an impact on secondary education where requirements were likely to go up and that the requirement of additional classroom for secondary education should be planned in advance, as otherwise there would be a problem in accommodating children, who would pass out of primary sections.

52.2 It was noted by Secretary (S&HE) that there were no representatives from Tamil Nadu, Haryana, Manipur, Sikkim, Tripura, Arunachal Pradesh and Bihar. Secretary (S&HE) thereafter called on Secretary (EE&L) to give her response to the views expressed by the members.

53. Secretary, Department of EE&L thanked the CAGE members for their valuable suggestions and said that these suggestions would be borne in the mind and that the Government of India would try its best to meet the aspirations of the State Govts. Referring to the points raised by certain members regarding policy issues, she informed them that: (i) HRM had already written to the Planning Commission in July 2004 to change the SSA sharing norm from 75:25 to 90:10, for the NE States ; (ii) Necessary flexibility could be provided under the SSA norms as per the requirements of the States ; (iii) SSA and DPEP did conform to the National Policy on Education, 1986, as modified in 1992; and that (iv) SSA did not promote EGS as the main focus. As against 17 crore children in schools, there were only 6 lakh children in EGS Centres. EGS & AIE were only short-term measures used to help school drop-outs, girls, children in difficult circumstances etc to bring them into the mainstream. She added that this strategy emanated from the NPE, which itself envisaged non-formal education and its expansion. Out of 85000 EGS centers, the States had converted 35000 centers into regular schools and the endeavour was to provide regular quality schooling to all girls, minorities etc. She also stated that suggestions regarding the Free & Compulsory Education Bill were welcome but that a

compromise would have to be struck between need for urgency and wide consultations. Under MDM, some States had asked for relaxation from providing pre-cooked meals. These States would have to directly approach the Hon'ble Supreme Court for relaxation. A Hill Transport subsidy in addition to Rs. 50 per quintal was already being provided in the hilly States and that the MDM Scheme was being revised in consultation with the Planning Commission, etc, so as to enhance the central assistance to meet the cooking cost.

53.2 On the point raised by the Education Minister of Himachal Pradesh, Secretary (S&HE) mentioned that J&K, H.P. and Uttaranchal already figured in the list of special category States.

54. Prof. H.P. Dikshit, Director, NCERT emphasized the need for increasing the reach of education at low cost. With the limited resources available, there was a need for making full use of EDUSAT, the Satellite fully dedicated to education, which was likely to be launched in September 2004 and mentioned that it would become very easy and cost effective to train the teachers in any location in the country. He also informed the members that IGNOU and NCERT had started an inter-institutional centre where persons from the States would be invited to undergo training in developing quality content and that they could go back to their States and become competent to develop the software needed for the States. In 3-4 months, they would become competent enough to take up and start developing their own software.

54.2 He drew attention to the importance of mathematics and basic skills of language and mentioned that NCERT was intending to train teachers in these skills so that these were filtered down to the students at all the distant places in the country. He also emphasized the need for the training of the teachers who were untrained but were already in service.

54.3 He also mentioned for the information of the State Governments that the Hon'ble Supreme Court had ordered the introduction of a full-fledged curriculum for classes I to XII on environmental studies and requested the States to help ensure compliance with the Hon'ble Supreme Court directives. Regarding the availability of text books, he informed the members that there were 350 vendors in the country for NCERT books and that books were available with all of them and that there was no shortage. He also noted the demand from Jharkhand and assured early compliance.

55. Sh. Shardindu, Chairman, NCTE referred to the point raised regarding NCTE's decision to dispense with the requirement of NOCs from the States for continuing the B.Ed course by the institutions who were already running these courses and clarified that a decision was taken in January 2004, keeping in view the shortage of trained teachers in the country and that this decision had been taken for 3 years. This decision had been taken by the NCTE only for those institutions which were already running the B.Ed. courses. If these institutions so desired, they could apply to the NCTE without a fresh NOC from the State Governments, to

run the two-year diploma programme in Education. He mentioned that now since the States had expressed their objections, NCTE would look into the matter afresh. He also informed the members that HRM had directed NCTE to make user friendly procedures for the recognition of teacher training institutions and that NCTE would simplify its proforma and would come out with a time schedule to recognize teachers training institutions right from the pre-primary level to the University level – that is covering the M.Ed courses also. When the Ministers of some States again raised objections to such permissions being given for running B.Ed courses to the institutions without an NOC from States, Secretary (S&HE) responded that this issue would be looked into afresh. He also requested Director, NCERT and Director NCTE to clarify the position to the Members.

56. Dr. Ashok Ganguli, Secretary, CBSE informed the members that CBSE was implementing the uniform curriculum across the country and also in the schools affiliated to it in the foreign countries. He was hopeful that CBSE was responding to the demand of equity and excellence among the various heterogeneous clientele groups, thus breaking the insidious link between excellence and equity, and showing the way to adjust to multiculturalism. He emphasized that the funding needs of Secondary education should also be looked into and that this need should not get overshadowed by the high priority elementary education and high profile Higher Education, since it is in this phase of life that a child attained maximum basic knowledge and life skills. He expressed agreement with Ms. Shubha Mudgal that for the subjects like music, dance, painting and arts, there were not many takers, and felt that it might be because of the core curriculum approach which itself needed a fresh look. He mentioned the large number of subjects being taught in other countries like Germany and China and emphasized the introduction of additional subjects that would equip the child to become self employed. He also emphasized the need for making education enjoyable and mentioned that education should be based on continuous and comprehensive evaluation till the V class, with no pass/fail criteria, gradually extending it upto class VIII. He suggested that a comprehensive view regarding the introduction of a common curriculum all over the country with an orientation towards entrepreneurship skills and life skills and disaster management, was needed to be looked into and a comprehensive approach was required to be taken by all the education boards in the country.

57. Mrs. Mridula Sinha, Chairperson, Central Social Welfare Board (CSWB) conveyed her thanks for inviting the Chairperson of CSWB to speak at the CABE meeting for the first time. She mentioned that CSWB was playing an important role in the field of education and mentioned that they had facilitated the education of about seven lakh 'dropout' girls through condensed courses and suggested that with little strengthening of the network prepared by the CSWB, the literacy rate among the drop outs could be increased substantially. She pleaded for greater

motivation of educated women in the rural areas to promote primary education through increased community involvement. She also emphasized the need for reinstating the values of life in the society. She mentioned that the bonds between the families were breaking and that education should aim not only at producing engineers, technologists and doctors but also in making good human beings. She stressed the need for childcare centers in villages so that the responsibility of taking care of the younger siblings could be taken of from among the elder daughters in the families. This would put a check on the high drop out rates of the girls students in the rural areas.

58. Dr. P.K. Joshi, Director, NIEPA mentioned that much had been done in the field of Primary and Secondary Education by NIEPA and felt that along with quantitative progress, qualitative progress had become the need of the day. NIEPA had been providing training to the trainers of various States and was providing various types of training in project planning and monitoring, training to educational administrators and training for education planning. He opined that whatever was expended on education, was not merely an expenditure but was an investment for future generations. Hence this required careful attention and monitoring at the execution level. He spoke of the various methodologies and tools that had been developed by the experts in NIEPA for taking various decisions and analyzing progress. Various programmes and plans had been made to achieve the goals of education among the deprived society, among the SC & ST and in the field of girl education. He mentioned that the literacy programmes should be linked with vocational education and employment generation, as many families of tradesmen did not find any relevance of literacy to their children.

59. Sh. S.P. Gaur, Joint Secretary, Secondary Bureau informed the members of the CABE that under the National Common Minimum Programme the opening of new Kendriya Vidyalayas and Navodaya Vidyalayas would be taken up during the remaining 10th Plan period. He informed the members that the special focus districts would be getting special attention in this context. He added that the Ministry was also formulating a programme for providing assistance to the State Governments and NGOs for providing a 'onetime cost' of creating infrastructure for secondary schools. He also mentioned the projects to provide computer labs in schools for special States like J&K and the North Eastern States, wherein the share of Central and State contributions would be 90:10.

60. Secretary (S&HE) then invited some institutional experts to make statements to indicate what they had in their mind and said that the distinguished members could react and raise issues that needed clarification. He invited Prof. Arun Nigavekar, Chairman, UGC, to briefly indicate as to what UGC was doing in the field of Higher Education, what their priorities were and what were their concerns.

61. Prof.Arun Nigavekar, Chairman UGC, pointed out that higher education had assumed a difficult, complex and a challenging significance in the 21st Century. He mentioned the internal difficulties, in term of access and equity, relevance of education, quality and excellence, governance and resources. Access and equity according to him, would continue to be the thrust area for many decades to come, as only 7 out of 100 students in the relevant age group were going on to higher education. He added that the quality of education must be the same for the entire country and that Information and Communication Technology should be employed for addressing these issues, and that resources would have to be used cleverly and innovatively.

61.2 He also mentioned that during the Xth Plan, 100% grants were being given to colleges or universities. The general development grant given to State universities in the X Five Year Plan, was almost one and a half times more than what it was in the IX Plan. Special grants had been given to every college and university in the backward areas, over and above the general grants. Every university campus in the country had been connected through the UGC information network. Every college, which received a development grant was also connected to this network. He mentioned that this system had brought about enormous changes in Mizoram and Karnataka, which were noted by him during his visits.

61.3 He mentioned that out of 306 universities, only 186 had become eligible to get grants, which meant that the basic infrastructure in these universities had to come up to the desired level. He appealed to the States to take appropriate action in this regard. He informed the members that the UGC had been giving additional support of one rupee for every rupee earned by the university through consultancy, subject to a maximum of Rs. 25 lakhs, to create a corpus, so that the interest therefrom could be used for development purposes.

61.4 He mentioned that the UGC had created two independent channels for research purposes and that the details of statistics and other information were available on the website of the UGC. He added that UGC had been making special efforts for science education. Four National Institutes of Science were being set up in the country, in collaboration with the organizations like the Department of Science & Technology, Department of Biotechnology, ISRO, Department of Atomic Energy etc., where 10+2 students would be picked up and mustered.

61.5 In the area of governance, he informed that a Concept Paper had been created and put on the website, besides its being circulated to all universities, teachers' organizations, student organizations and the public in general, in view of the different types of challenges that confronted higher education. He mentioned the external challenges arising out of the "concept of trade in Education" in the west. Regarding promotion of Indian higher education abroad, he mentioned that the impact of the WTO and GATS agreements should be discussed in the coming months, as education had become a service entity and certain policy decisions were required to be

taken urgently. The quality of foreign universities would have to be assessed, and the country's education would have to be made stronger. The universities with potential for excellence would be identified and promoted to enable them to come up to global levels. To create academic infrastructure, colleges with potential of excellence in teaching would be supported. Good education would also need to be promoted outside and he mentioned that Indian Education Fairs had been organised in Ethiopia, Kenya and Tanzania, in collaboration with FICCI. A Programme had also been organized in the United States. Efforts would be needed for promoting Indian education outside; the country and for this some general decisions were necessary.

61.6 He emphasized the need for a national debate particularly in relation to higher education in the light of the emerging challenges. Technical education and professional education were becoming expensive and general education was facing different types of challenges. He, therefore, felt that a national policy on higher education was necessary, to evolve a common strategy, even though education was a concurrent subject, and affirmed that CAGE was the right platform to discuss the national policy. He further expressed the view that face to face education, integrated with IT enabled education, would enhance the quality of education, and that distance education, having the spread, must be blended with conventional education, to cope with the need for increasing access to higher education. For this he felt that the media and information technology must be used in good measure.

61.8 Finally, he mentioned that the UGC had requested the Finance Commission to give tied grants of Rs. 5000 crores since the State Universities needed a lot of support, and said the UGC was pursuing the matter.

62. Shri Kapil Sibal , Minister of State (Independent Charge) for Science & Technology stated that it was important to succeed in getting 100% literacy at the primary level and to create 'Oases of excellence' at the higher education level. Institutions cannot be built without money and without knowing the country's needs, in terms of its capacity to absorb the engineers and medical practitioners etc. A practical exercise was, therefore, necessary to decide the number of institutions needed, and the numbers of trained manpower proposed to be generated that the Indian economy can absorb in the next 10-15 years. He made a point that a large number of institutions of higher education were supported by politicians, who were themselves the policy makers, resulting in the admission process getting highly politicized. Higher education was getting commercialized and private institutions were mushrooming with a view to making money without bothering about the quality of education. There were hardly any institutes of excellence, except the IITs and IISc. He fully supported the decision of setting up National Institutions of Science at five regional centres in the country. He felt that the culture of science and technology should be infused among the children right from school level, as India could be transformed in the next 25 years only through sustained technological

development. For improvement in the standards, a new policy framework was needed, and he suggested that the desired progress could be achieved by allowing freedom and autonomy to the institutions to enable them to build institutions of excellence. Townships of about 5000 acres might be built up only for educational institutions, as was the case with Harvard, Cambridge or Oxford.

63. Vaidya Shriram Sharma, President, Central Council of Indian Medicine mentioned that Sanskrit was being taught only for a span of one and a half years. He requested that the States as well as the Centre should make Sanskrit as an optional subject with Science subjects and that it would be better if the students had a good knowledge of Sanskrit up to XII class. He also mentioned the gradual decline in the moral standards in the society, which he partly attributed to behaviour of the teachers, and suggested that the inculcation of morals and value education were very important needs.

64. Shri Kireet Joshi, Chairman, Indian Council of Philosophical Research (ICPR), briefly mentioned the activities of the council, and stated that for a detailed review of philosophical research on a project of research on Indian Philosophy including Christian philosophy, Islamic philosophy, Sikhism, Zoroastrianism etc., was being undertaken so as to present the real view of the compositeness of Indian philosophy. The council was also planning to bring out 15 volumes under the project – an integrated history of Indian philosophy, and requested all teachers of higher education, scientists and so on to collaborate with ICPR in this project.

65. Prof. D.N. Tripathi, Chairman, Indian Council of Historical Research (ICHR)) talked of a project in hand, which was launched in 1972-73 to collect documents of the British Government regarding the declaration of independence. The Council was given the responsibility to collect all the documents available in India in which the role of the Indian leaders was projected. He mentioned that one volume had been published and another was likely to be ready soon.

66. Prof. Dayanand Dongaonkar, Secretary General, Association of Indian Universities (AIU) stated that out of 306 universities in the country about 277 universities were the members of the Association, which was selective in offering memberships. He observed that the institutions of national eminence like IITs, IIMs, AIIMS were public institutes and the reasons for their success was that they had received adequate grants and enjoyed functional autonomy. Many private universities had been coming up in various states without infrastructure, staff, location of headquarters etc. and he felt that strong regulatory mechanisms were needed to check their growth. There were a large number of international university campuses, offering lucrative courses and charging exorbitant fees, but some of these universities were not accredited in their own countries. These issues would need to be addressed as also the admission mechanism

and fee structure in professional institutions need. He felt that there was a need to educate the university system for creation of content and use of technology, on top priority in view of the launching of the educational satellite by ISRO.

66.2 He also made a point that since the products of primary and secondary education were the inputs of higher, the universities had to play an important role in primary and secondary education, and should be assigned some responsibility for the survey, research and evaluation of the educational pattern in the school systems.

67. Prof. R. Natarajan, Chairman, All India Council for Technical Education (AICTE), presented a SWOT analysis of the national technical system, its Strengths, Weaknesses, Opportunities and Threats. He mentioned that the strength included the aspiration of the youth to pursue technical education, their discerning attitude, growth of private sector initiatives to complement Government initiatives, increasing interest of industrial associations such as CII, FICCI, ASSOCHAM and other professional societies to partner and collaborate with academic institutions, accreditation initiatives of the National Board of Accreditation (NBA) to promote quality improvement in education sector, TEQUIP grant from the World Bank to provide the much needed resources for many of the Institutions, particularly the NITs, to improve the quality in general, etc. As regards weaknesses, he felt that technical education was pursued as a business opportunity by several managements, there was severe shortage of qualified and competent faculty, limited number of institutes of excellence, lack of interest among graduate engineers to pursue teaching careers and research degree programmes and the lack of availability of Ph.Ds in engineering for faculty positions etc.

67.2 In terms of opportunities, he listed the fact that IT tools were becoming available for technology enhancement learning, for widening the reach of technical education and distance education enhancing the possibilities both for formal education and continuing education. Networking of technical institutions was taking place between the IITs and NITs, between the NITs and the other institutions, between technical institutions and R&D institutions. Lastly, Alumni had been contributing huge amounts to their alma maters like IITs for infrastructural support.

67.3 As regard threats, he felt that these included competition from international players, regional imbalances in the technical institutions in the country, lack of popularity of technical institutions in the rural and industrially backward areas, tendency of students to prefer IT related courses, even though IT itself was not very popular, interest mainly in the field of computer science, electronics and communication engineering, lack of interest for experimental research which was important for nationally important projects like space, defense, atomic

energy etc. He mentioned that there were many disparities or imbalances in the technical education system, in terms of density of institutions in the various regions, and also in terms of rural-urban divide. He added that the affiliation system, according to many, curtailed autonomy and was responsible for poor quality of the institutions.

67.4 The growing idea was to produce a greater number of engineers who would themselves become entrepreneurs and create employment, because job creation was an extremely difficult thing to do. The new millennium required special characteristics from engineers, one being the ability to learn on ones own i.e. self motivated, self driven learning and life long learning. The new demands from education administrators, Principals and Directors included resource mobilization, marketing for user-oriented research, IPR issues, quality, excellence, and education delivery system. Education should be considered as a 'service' and not 'business' and the focus should be shifted from inputs to outcomes.

67.5 Giving a brief account of AICTE's activities Prof. Natarajan referred to the conversion of RECs to NITs with a national character and autonomy in the form of deemed university status and the quality initiatives, both by the UGC in terms of NAAC (National Assessment and Accreditation Council) and by the AICTE in terms of the NBA (National Board of Accreditation). Under the TEQIP programme, much needed resources were being provided to NITs to improve themselves. The National Project on Technology Enhanced Learning (NPTEL) programme was being operated by IITs and IIMs. This programme would play an important role in tackling the faculty shortage problem. The AICTE had a mandate covering three main issues: quantitative expansion, qualitative improvement and maintenance of norms and standards. Among other things, the council had created 4 advisory boards looking at the needs i.e. the Faculty Development Board, the Industry – Institution Interaction Board, the Board for Planning of Technical Education and the Board of Research. Some of the recent initiatives taken by AICTE included preparation of modern curriculum for all the engineering subjects with credit based semester system, quality assurance in terms of accreditation etc. In terms of regional imbalances, all relevant parameters were being looked at, in order to determine as to what kind of admission capacity should be created in the individual states and in what disciplines, keeping in view the industrial activity in that particular state, the State Domestic Product, historical background and instances wherein specific disciplines have been extremely important.

68. Secretary (S&HE) thereafter invited queries from the distinguished delegates and called on Prof. P.V. Indiresan, Member.

69. Prof. P.V. Indiresan mentioned that since 1980, the total intake in technical education had increased 13 times, from 28500 to 370,000, even though the economy had barely trebled

and job opportunity had barely doubled. In another 3-4 years, he felt that there would be several hundred thousand youngsters seeking jobs, and thus there could arise a grave crisis in the near future. He also mentioned that the Supreme Court had been taking a lot of decisions, which were administrative in nature, and that there may be a need to change the law to ensure that the administration of education remained with the political and bureaucratic authorities.

69.2 Since there was a shortage of teachers in engineering, he suggested that the lectures could be produced on CD-ROM at a nominal investment for distribution among students. He cautioned that there could not be good higher education, unless universalisation of computer literacy was promoted and felt that cost would not be a consideration since 6% of the GDP was proposed to be spent on education.

70. Shri Kanti Biswas, Minister of Education, Government of West Bengal mentioned that according to the last report of UNDP, 24% of the relevant age group of the developing countries were enrolled in higher education. But in case of India, it was less than 10%. Only 0.6% of the GDP was allocated for research and development in India, which was one of the lowest in the world. In the developing countries, the number of engineers and technicians for one lakh of population was 355, but in India the corresponding figure was only 157. So there was a need to increase the investment. He also mentioned that as India was one of the signatories of GATT, the Government would either have to ensure the protection of India's interests or that we pull out of GATT. He also mentioned that subjects like Astrology, which was different from Astronomy, should not be introduced in India.

71. Shri Praful Bidwai, Member, mentioned that according to a recent study, 500 universities had been ranked in order of excellence and competence and not one Indian university figured in the list. He added that several Third World universities did figure in that list including those from countries like Brazil, Mexico, Singapore and China. The only institutes, which figured, were IIT Delhi and IIM Ahmedabad which were not universities in the strict sense. He opined that the probable reason for such state of affairs was that investment in higher education was treated as a sort of luxury, which could be left to taken care of by the private sector. The Government spending on higher education in India had been very low as compared to most of the market-based economies. The importance of higher education could not be over-emphasized as it was needed even for creating the resources for primary education in the form of teachers. Another cause of concern was the very low gross enrolment ratio. So far as human development as a whole was concerned, India was third from the bottom and was fourth or fifth from the bottom when it came to higher education. The country continued to suffer from under-investment especially in the social sciences. A lot of money was available for technology, technical education, computer etc., but social science, which was a very important area, was badly ignored. The budget provisions of the institutes like ICSSR and UGC were abysmally low.

There was not a single library in India, which could even remotely be termed as world class. A serious thinking on some of these issues was needed. As for privatization, this was a very dangerous trend, which was destroying the aspects of quality, equity and access in private universities. The private universities had a corporate driven agenda aimed at producing a number of service suppliers. He felt that this was not what higher education should aim at achieving and that priorities ought to be reoriented radically in the field of higher education.

72. Ms. Asha Kumari, Minister of Education, Government of Himachal Pradesh, referred to the UGC's proposal to set up four National Institutes of Science in the country and requested that the colleges and universities, which were already in existence should be strengthened by giving them grants in the science sector, rather than going in for four new institutions at the national level. She also suggested that whenever grants are considered for special category states, should automatically be applied to Himachal Pradesh and Uttaranchal as well. Secretary (S&HE), mentioned that there already were some special schemes for the promotion of science in colleges.

73. Shri Vinod Raina, Member, mentioned that he and some other members, namely Shri Anil Sadgopal, Dr. Sandeep Pandey, Ms. Teesta Seetalvad, Shri U. R. Anandamurthy, Ms. Mahashweta Devi, Shri Gopal Guru and others have put together a note that they would like to handover to the Chairman. The points made were:

- (i) the question of equity should be addressed immediately by implementing the policy imperative of the Common School System, to ensure education of equitable quality for all. Even in an advanced capitalist country like Japan, the elementary school was a common neighborhood school. All parallel streams and the transitional systems that exist today, needed to be wound up and private schooling be regulated in a variety of ways. The coming GATT agreement on services must be resisted.
- (ii) The content and curriculum, including supplementary material, should be regulated so as to ensure that values contrary to the provisions of Constitution, are not transacted in any school.
- (iii) The content and curriculum should be infused with the value of dignity and human rights at all levels including higher education.
- (iv) The Teachers' posts could be replaced by contract teachers, whether at schools, colleges or university level.
- (v) Commodification of education was no solution in India. This would have to be the responsibility of the State in a very large way and

- (vi) Child labour needed to be abolished, and such children needed to be covered under universalisation of elementary education by normal schools and not by some parallel schools.

74. Prof.V.R. Panchmukhi, Chairman, Indian Council of Social Science Research (ICSSR), pointed out that the recent over-enthusiasm for primary education should not be at the cost of sustenance and existence of higher education. Teaching and Research would have to be properly combined to ensure flow of personnel and ideas between the teaching and the research communities. The possibility of exchange of scholars between Universities and Research organizations could be examined. He added that with quality and relevance being at a discount, teaching and research were all becoming irrelevant to the problems of the society and were quite often based on syllabus of old style, mere repetition etc. Along with the need for inculcating accountability in teaching and research, ethics and profession values should be inculcated. He referred to three supplemental R's, namely respect for teachers, respect for parents and respect for nature to supplement the usual 3 R's (reading, writing and arithmetic).

74.2 As regards the reduction in resources for social sciences, a one-time grant could help the research institutes to upgrade their infrastructure facilities. Both in teaching and research, there should be a proper nexus and linkage between physical sciences research and the realm of social sciences. Also, there should be flexibility in choosing the curriculum so that anybody finishing a B.Sc. course could move to M.A. in Economics or M.A. in Sociology or vice versa.

74.3 Prof. Panchmukhi also made a point that a lot of foreign educational shops were coming in and a lot of foreign funding of social science was taking place and felt that these had dangerous implications, as these could hijack our concept of the issues involved, or the perceived solutions thereof. Our research should be as far as possible indigenous in the sense of identifying the issue and solutions from the urge that comes from the grass-root level and not be dictated by any outside agency. There was need for caution because in the WTO regime, where education would be thrown open, there had not been much debate in the country about the impact of globalized competition, which may cause threat to the "indigenous" content.

75. Dr. Anil Sadgopal, Member, stated that the issues of higher education were serious and too complex, and suggested that CAGE should set up a Committee to look into the issue of education being viewed as a commodity or as a service and to give it report within a specific time-frame. Further, the whole issue of assault of globalization and market ideology on education in general and Indian education in particular in the present socio-economic conditions had made it necessary that four decades after the Kothari Commission, a fresh National Commission on Education should be constituted to look into the whole issue of how education

had been affected in the last four decades, its future, new challenges and how to face or resist these challenges.

76. Shri M.A.A. Fatmi, Minister of State mentioned that he had been given the charge of Elementary and Secondary Education and that he would say a few things in this context for the consideration of the CABE members. He mentioned that Government was trying to bring all the children in the country to the schools by 2010. He emphasized the need for providing equal opportunities for all the children in the country, particularly those from SC/ST and backward communities and minority communities, who have not reached a particular level of education and mentioned that many of the SC/ST and backward community children still had not been given the opportunity to go to schools.

76.2 He also mentioned the need and importance of monitoring of the actual implementation of the programmes at the ground level and cautioned that many schools in the country, put up a board stating that they were under CBSE curriculum, to mislead the people and urged the need for checking such practices. He also mentioned that the teachers who were engaged on contract basis tended to inflate the figures of enrolment etc. and such things needed to be appropriately checked and controlled.

76.3 He observed that only a small segment of the society got good education and were thus able to get into higher positions and many children from the under privileged section of the society, though bright, could not attain such levels. He expressed concern about the low literacy rate among the Muslims and the still lower literacy rate among the Muslim girls. He emphasized the need for education of girls because they would be the future mothers. Regarding the education of the minorities, he expressed the need for the constitution of a Central Madarsa Board and hoped that Madarsas would be modernized and that subjects, like Science, Mathematics and Computers etc. would be introduced in these Madarsas. He also welcomed the idea of opening of new Kendriya Vidyalayas and Navodaya Vidyalayas as indicated in the meeting and said that these steps would go a long way in the improvement of the infrastructure of education in the country.

77. HRM in his Concluding Remarks thanked Shri Kapil Sibal, Minister of State (Independent Charge) for Science & Technology, Shri M.A.A. Fatmi, Minister of State for Human Resource Development, the Ministers from the State Governments and all the distinguished experts, for their valuable suggestion. He stated that there were certain eminent personalities who could not be contained within narrow perspectives and gave special thanks to these personalities, including Smt. Mahashweta Devi and Ms. Nirmala Deshpande, among others. HRM was of the view that although there was some turbulence at the beginning of the meeting,

which was to some extent expected, yet the participation in the meeting was very focused and that many valuable suggestions were received.

77.2 Referring to a comment in a newspaper that the Education Minister was attempting to contain the culture and existence of the country into narrow confines of the State, HRM mentioned that Indian Nation and culture was too great to be confined within any kind of boundaries. He said that we were the inheritors of a great culture and had to build the nation in the light of the same composite culture, which we had inherited. Everybody should keep in mind the difficult struggle after which our independence was won and that all our actions had to be in line with the Constitution of India and its preamble, and that any thing diverging from it would be dangerous for our country.

77.3 Expressing his satisfaction and happiness about the extensive thought process that took place in the CABE meeting, he mentioned that ours was a plural society and though different persons could have different thoughts, no one person could be the last word, in so far as education was concerned. He mentioned that according to his personal experience, CABE was an ideal forum in which people discussed issues with an open mind. Sometimes, some hard words were exchanged but thereafter every one tried to move in a harmonious direction.

77.4 He referred to the tradition of CABE of identifying some crucial issues for detailed deliberations by its committees and mentioned that this time also some crucial issues had been identified, which need to be addressed. He suggested the setting up of the following seven committees of CABE with the suggested Chairpersons for these committees whom he requested to accept the responsibilities :

- (i) "Free and Compulsory Education Bill and other issues related to Elementary Education" under the Chairmanship of Shri Kapil Sibal, MOS Science and Technology;
- (ii) "Girls Education and the Common School System" under the Chairmanship of Shri Tarun Gogoi, CM, Assam ;
- (iii) "Universalisation of Secondary Education" under the Chairmanship of Sh. Ghanshyam Tiwari, Education Minister, Rajasthan;
- (iv) "Autonomy of Higher Education Institutions" under the Chairmanship of Sh. Kanti Biswas, Education Minister, West Bengal;
- (v) "Integration of Culture Education in the School Curriculum" under the Chairmanship of Prof. U.R. Ananthamurthy;
- (vi) "Regulatory Mechanism for the Text books and parallel text books taught in schools out side the Government system" with Prof. Zoya Hassan and Prof. Gopal Guru as Co - Chairpersons;

(vii) "Financing of Higher and Technical Education" under the Chairmanship of Prof. Bhalchandra Mungeker, Member, Planning Commission.

77.5 He mentioned that the composition of committees shall be decided subsequently and expressed the hope that these committees shall give their recommendations within six months. He ended his remarks by thanking all the delegates for their participation.

78. Shri Sudeep Banerjee, Additional Secretary thanked the Chairman, all the Ministers from the Central and States Governments and other distinguished Members for attending the meeting in spite of their busy schedules, and for providing guidelines and hoped that they would continue to provide such directions in future as well. He also mentioned on behalf of the Ministry, that they should feel free to give any suggestions whenever they felt the need for such interventions.

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Annexure - I

**MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION
VENUE: ASHOKA HOTEL
DATE : 10TH & 11TH AUGUST, 2004**

LIST OF PARTICIPANTS

Chairman

1. Shri Arjun Singh
Minister of Human Resource Development

Vice Chairman

2. Shri M.A.A. Fatmi
Minister of State in the Ministry of Human Resource Development

Representatives of Government of India

3. Shri Kapil Sibal
Minister of State for Science & Technology (Independent Charge)
4. Dr. Bhalchandra Mungekar
Member, (Education) Planning Commission

Representatives of State Governments

5. Smt. N. Rajyalakshmi
Education Minister, Andhra Pradesh
6. Shri Tarun Gogoi
Chief Minister, Assam
7. Shri Ajay Chandraker
Minister of Higher Education, Science & Technology, Chattisgarh
8. Smt. Anandiben M. Patel
Minister for Education, Gujarat
9. Smt. Asha Kumari
Minister for Higher Education, Himachal Pradesh
10. Shri Harsh Dev Singh
Minister for Education, Jammu & Kashmir
11. Shri Pashupathi Nath Singh
Minister for Education, Jharkhand

12. Shri D. Manjunath
Minister for Higher Education, Karnataka
13. Shri Nalakath Soopy
Minister for Education, Kerala
14. Smt. Alka Jain
Minister for Education, Madhya Pradesh
15. Shri Nawab Malik
Minister for Technical Education, Maharashtra
16. Shri Paul Lyngdoh
Minister for Education, Meghalaya
17. Dr. R. Lalthangliana
Minister for School Education, Environment & Forest, Information & Public Relations, Mizoram
18. Dr. Shurhozelie
Minister for Education, SCERT, Higher & Technical Education and Urban Development, Nagaland
19. Shri N.K. Pradhan
Minister, Orissa
20. Shri Harnam Das Johar
Education Minister, Punjab
21. Shri Ghanshyam Tiwari
Education Minister, Rajasthan
22. Shri Kiran Pal Singh
Education Minister, Uttar Pradesh
23. Shri Narendra Singh Bhandari
Minister of Education & Language, Uttaranchal
24. Shri Kanti Biswas
Minister-in-Charge Primary, Secondary and Madrasa Education, West Bengal
25. Shri Ram Kapse
LG, Andaman & Nicobar Islands
26. Shri J.K. Dadoo, IAS
Commissioner & Secretary (Finance, Education & PWD), Dadra and Nagar Haveli & Daman & Diu

27. Shri Arvinder Singh Lovely
Minister for Education, Delhi
28. Shri S.P. Singh, IAS
Administrator, Lakshadweep
29. Shri K. Lakshminarayanan
Minister for Education, Pondicherry

Ex Officio Members

30. Smt. Kumud Bansal
Secretary, Department of Elementary Education & Literacy
31. Dr. Arun Nigavekar
Chairman, UGC
32. Prof. R. Natarajan
Chairman, AICTE
33. Prof. Vaidya Shriram Sharma
President, Central Council of Indian Medicine
34. Smt. Mridula Sinha
Chairperson, Central Social Welfare Board
35. Prof. Pradeep Kumar Joshi
Director, NIEPA
36. Prof. H. P. Dikshit
Director, NCERT
37. Shri Ashok Ganguly
Chairman, CBSE
38. Prof. Dayanand Dongaonkar
Secretary General, Association of Indian Universities
39. Prof. D.N. Tripathi
Chairman, ICHR
40. Dr. V.R. Panchamukhi
Chairman ICSSR
41. Dr. Kireet Joshi
Chairman, ICPR

42. Shri Jagan Mathews
Director General, National Literacy Mission
43. Shri Shardindu,
Chairman, National Council for Technical Education
44. Prof. H.P. Dixit,
Chairman, Distance Education Council

Nominated Members

45. Shri Javed Akhtar
46. Shri U R Ananthamurthy
47. Shri Praful Bidwai
48. Shri Charles Correa
49. Ms. Nirmala Deshpande
50. Shri G. P. Deshpande
51. Ms. Mahashweta Devi
52. Prof. J.S. Grewal
53. Shri Gopal Guru, JNU
54. Prof. Zoya Hasan, JNU
55. Prof. P.V. Indiresan
56. Shri J J Irani
57. Shri Kiran Karnik
Chairman, NASSCOM
58. Ms. Shubha Mudgal
59. Dr. Sandeep Pandey
60. Shri Vinod Raina
61. Prof. Anil Sadgopal
62. Ms. Teesta Seetalvad
63. Shri Kiran Seth
64. Ms. Kumud Sharma

65. Prof. P B Sharma
Principal, Delhi College of Engineering
66. Ms. Shantha Sinha
67. Ms. Krishna Sobti
68. Shri Habib Tanvir

Member Secretary

69. Shri B.S. Baswan, Secretary (S&HE)

Permanent Invitees

70. Smt. Meenaxi Anand Chaudhary
Secretary, Department of Youth Affairs & Sports
71. Ms. Neena Ranjan
Secretary, Department of Culture

Annexure - II

AGENDA OF THE 51ST MEETING OF THE CABE

1. National Common Minimum Programme - Education Related Provisions and General Policy Issues.
2. Elementary & School Education & Literacy Programmes
3. Higher & Technical Education

Annexure - III

LIST OF DOCUMENTS CIRCULATED IN THE MEETING

1. Minutes of the 50th Meeting of the CABE
2. Note on Sarva Shiksha Abhiyan (Framework for Implementation)
3. Note on Important Achievements of Higher Education Department, Government of Madhya Pradesh
4. Progress Report of the Uttaranchal Council of Education for All
5. Progress Report of Education Department, Uttaranchal.

Annexure-IV

Address by

Smt Asha Kumari

Minister for Higher and Technical Education
Government of Himachal Pradesh

Hon'ble Union Human Resource Development Minister Sh. Arjun Singhji, distinguished colleagues from different states and UTs of India, administrators of education, special invitees, Ladies & Gentlemen.

Let me, at the outset, thank our Prime Minister Dr. Manmohan Singh, himself an eminent educationist and Mr. P. Chidambaram, our Finance Minister for introducing the Education cess in this year's Union Budget. People who have been demanding an increase in allocation of budget education, I firmly believe, shall find this cess a welcome assurance towards fulfilling their demand and the Government shall be able to meet the infrastructural and other developmental requirements of this all important social service sector of Education.

Speech of Honourable Minister for Higher and Technical Education Government of Himachal Pradesh

INTRODUCTION

Himachal Pradesh is a small hill state with a population of 60.77 out of which about 15 lac belong to Scheduled Castes and 2.44 lacs to Scheduled Tribes. The geographical areas vary from hot riverine planes to moderate hilly contours to cold high altitude deserts. Although a good network of roads has been developed, transportation of man and material to remote areas makes access and equity in education an expensive proposition. It gives me great pleasure and a sense of satisfaction that despite these odds, Himachal Pradesh with a literacy rate of 77.10% today, ranks among the top ten most literate States and Union Territories of India.

Today in the Government Sector, we have 10594 Primary Schools, 2194 Middle Schools, 953 High Schools, 691 Senior Secondary Schools besides, 40 Govt Degree Colleges, 4 Universities, an NIT, 2 Medical Colleges and one Dental College. The State Government has shown far-sightedness in being the major player in Education as over 90% of Schools/Colleges and other institutions of technical education have been opened in the Government Sector. Despite limited financial and revenue resources, Himachal is committed and poised for a quantum jump in educating its masses. Therefore, I appeal to our Honourable Minister of Human Resource Development, Government of India, Shri Arjun Singhji to help us liberally in achieving these goals.

PRIMARY EDUCATION

Under Universal Elementary Education (UEE) and Sarv Shiksha Abhiyan, the equity, access, drop-out, non-detention policies are being successfully implemented. The State is facing minor difficulties in the areas mentioned below:-

1. Under the Innovative Activities Rs. 15 lacs per project per District is provided. Considering the variation in size and population of different Districts this results in shortage of funds in bigger Districts and under utilization in smaller Districts. If believe, and also seek your approval, that the overall limit of the allocation fixed to the State, on the basis of number of Districts, be disbursed to the State Government, who shall then plan and control inter-district allocation at their level. Such flexibility shall facilitate proper utilization of funds under this scheme.
2. After the introduction of **People With Disabilities Act, 1996** and the special attention for education of Disabled Children (CWSN) with 40% or above handicap, a greater number of children with lesser disability i.e. mild to moderate are deprived, therefore defeating

the basic purpose of intervention. I would therefore like the Government of India to consider the case to cover the children with less than 40% disability also under SSA.

3. Under the **Home Based Programme**, Children with very severe disabilities cannot be covered in the sparsely populated and tough topographical areas because their number is not very large and there is a shortage of adequate trained and motivated teachers. To overcome this problem, it is proposed that at least one school in each District with separate facilities of hostel, free education, special educators and equipments be opened to implement the SSA intervention for disabled children in a more meaningful way. Moreover, children with greater disabilities require much more than the present Rs. 1200 per child per annum. It should at least be raised to Rs. 10,000 per annum for such mentally, physically challenged children.
4. At present, the Government of India is allowing only three teachers for the Upper Primary Schools being opened under SSA. In Himachal, we have to deploy separate subject-wise teachers and a minimum of five teachers i.e. 2 TGTs for Science and Arts, 1 Language Teachers, 1 Drawing Teacher and 1 Physical Education Teacher per school. Thus there is a difference of 2 teachers per school between SSA and State norms. Request for allowing 5 teachers for new Upper Primary classes in Himachal Pradesh may be sympathetically considered.
5. Preparing and Serving Mid-Day meal to children has become mandatory. Under the civil works intervention and additional budget allocation of Rs. one lac per school may be incorporated for construction of kitchen, hygienic drinking water, sewerage etc. to facilitate the implementation of this scheme.
6. To implement the Hot-Cooked meal under Central sponsored scheme with effect from 1st September, 2004 the State is providing Recurring as well as Non-Recurring expenditure in Tribal areas only through Tribal Development funds. The Annual liability works out to about Rs. 130 crore, if this scheme is to be extended upto the High school level. Due to meager resources the State shall not be able to bear this burden. It is therefore requested, that this entire liability be borne by the Central Government in order to implement the orders of the Hon'ble Supreme Court.
7. Himachal Pradesh Government has decided to create the Department of Elementary Education for which the modalities have been worked out and a notification to this effect shall be issued shortly. This shall remove the bottlenecks in the proper implementation of Sarv Shiksha Abhiyan in the State.
8. Till now the State Government used to issue N.O.C. to institutes willing to start J.B.T. courses. Recently, National Council for Teacher Education (NCTE) has issued directions

that those colleges to Teacher Education running B.Ed, courses can apply directly to National Council for Teacher Education (NCTE) without N.O.C. from State Government. Introducing a new course in the absence of proper/adequate infrastructure and teaching staff drastically reduces the Standard of education imparted to future teachers. It is therefore, necessary that the State continue to exercise regulatory control over such institutions which I request be resumed by withdrawing the said instructions of National Council for Teacher Education (NCTE) immediately and N.O.C. from State Government be made an essential pre-requisite for NCTE approval.

SECONDARY EDUCATION

1. Secondary Education is at present not receiving much needed attention in the country. The progress of Education in Himachal Pradesh can be gauged by considering some statistics. In 1948 there were 52 Middle Schools, 9 High Schools and one college which has now been transformed to 2194 Middle Schools, 953 High Schools, 691 Senior Secondary Schools and 40 Degree Colleges. Besides, 15 Kendriya Vidyalyas are also functioning. But much more needs to be done in the future. This has required increased infrastructure, man power and material resources. During 2003-04, 484 Middle Schools, 106 High and 115 Senior Secondary Schools have been opened. To develop good infrastructure in these schools, the State requires additional resources. As already stated Himachal Pradesh faces a high cost of transportation of material to remote hilly areas which escalates the price of development. This is a major concern for the State Government. A special assistance to the tune of Rs. 167 crore is needed for secondary education.
2. Tuition fee has been waived off for girl students upto University level by the State Government since 1995. Only sundry funds are charged. The State has been bearing all the expenses and till date loss of revenue due to this exemption is Rs. 23 crore. Further this State is being denied Central Assistance due to the fact that this scheme for women empowerment already existed in the State before ^ the Central Government adopted it. This is causing an annual loss of Rs. 4.50 crore to the State. So it is requested that arrears of Rs. 23 crore be reimbursed to the State and annual Central Assistance of atleast Rs. 4.50 crore be provided to the State Government.
3. Since a large number of Himachalis serve in the Armed and para-military forces and children of Ex-servicemen and Central Government employees stay with families in Himachal Pradesh to undergo education, the present 15 Kendriya Vidyalyas in the State are inadequate to cope with the needs of these categories as most of these are in cantonment areas. Atleast one more Kendriya Vidyalya is required for Shimla and atleast 5 more should be opened in areas where Central Government employees and armed/para-military personnel or their wards are available in adequate numbers.

4. Improvement of Science Education is a fully central sponsored scheme since 1987. 311 schools have been covered. The proposal for financial assistance for the year 2000-2001 amounting to Rs. 1.319 crore has already been pending for sanction during 2001-2002. Since 2001-2002, an additional 100 High Schools and 144 Senior Secondary Schools have been made functional for which additional grants are required. The current level of Rs. 78,0007- per school is inadequate due to the escalation in costs of science equipment, materials and books. The total liability of Rs. 3.60 crore upto 2003 needs to be cleared by the Central Government.

HIGHER EDUCATION

The State Government is actively considering opening at least one degree college in every Vidhan Sabha Constituency of the State and the present 40 colleges are indicative of this move. The initial five years of opening and developing infrastructure for a college requires an initial investment of about Rs. 5 crore. The UGC gives developmental grants to colleges covered under the UGC Act. Our past experience shows that Government Colleges need better treatment in allocation of UGC grants. The State needs a more helpful attitude in the area of:-

1. More developmental grants for affiliated colleges and the University of Himachal Pradesh Shimla, for infrastructure like laboratories, library and ESTFLIBNET, computerisation and computer based education, play grounds/indoor stadia, teacher housing, repair and maintenance of old existing buildings etc.
2. A proposal for one time assistance of Rs. 30 crore for Himachal Pradesh University has been submitted to the Ministry of Human Resource Development. The Regional Centre at Dharamshala also requires to develop necessary infrastructure for which another Rs. 10 crore are required, immediately. Considering the peculiar conditions of the State, I would request the UGC and MHRC to consider this favourably, as a special case, on the analogy of Jammu and Kashmir.
3. In the past two-three years the State has been flooded with so called extension centres of Deemed Universities which have started courses like Arts & Craft Diploma outside their State jurisdiction without procuring the requisite N.O.C. from the State and permission of U.G.C. A piquant situation has arisen which has been addressed by the UGC Regulations of 2003 in this regard. Such extension centres are only franchisees as the Deemed Universities are not directly managing and controlling these centres. Even the diplomas awarded do not mention the name of the extension centre from which the same has been awarded. It is our firm belief that the UGC should initiate action against such deemed Universities which are violating their guidelines and committing a fraud on the students.

TECHNICAL EDUCATION

The state has as many as 51 ITIs and 6 Polytechnic colleges being run under Government control. There are 3 Engineering colleges running in the state in the Private sector and only Regional Engineering college at Hamirpur has been upgraded to the status of NIT under the overall control of MHRD. The state government proposes to upgrade atleast two existing Polytechnics to degree level institutions so that private engineering colleges do not have a monopoly. I would request the Hon'ble Minister HRD to kindly consider upgradation of the Polytechnics at Sundernagar and Kangra to degree level under AICTE norms with adequate financial backup from Technical Education Quality Improvement Programme (TEQIP) of MHRD. Atleast Rs. 50 crore is initially required.

In light of the Central Government plan to open more ITIs in the country, the state government proposes to open atleast one ITI in every Vidhan Sabha Constituency of the state in this financial year. To train local unemployed youth in skill trades required by fast developing heavy industries like hydroelectric power plants, pharmaceuticals, textile, mining and cement, horticulture and allied industries, new trades have to be introduced in the state, so that local people can find employment as skilled technical manpower. Nine new ITIs are proposed for which Central assistance to the tune of Rs. 45 crore is required, for which I hope for sympathetic consideration.

I also wish to raise the issue of approval to the opening institutions, enhancement in intake and starting of new courses in private Engineering colleges by the AICTE without the prior approval/NOC from the State Government. It is requested that in future, this should be a pre-requisite so that the quality of infrastructure and facilities could be ensured within the state.

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Annexure-V

SPEECH OF SHRI ARVINDER SINGH LOVELY HON'BLE MINISTER OF EDUCATION GOVERNMENT OF NCT OF DELHI

Hon'ble Minister of Human Resource Development, Government of India, Hon'ble Ministers of State, Ministers of Education of various States, Distinguished participants.

At the outset, I wish to congratulate the Hon'ble Minister of Human Resource Development, Shri Arjun Singh for taking this initiative to convene the 51st meeting of the Central Advisory Board of Education after a gap of 10 years. This is also the first meeting of CABE in the 21st century and I am sure we will receive guidance and vision for the future from this meeting.

The National Capital Territory of Delhi is a microcosm of India representing all sections, regions and ethnic groups I present before the House, a brief glimpse of developments in education at Delhi during the last 10 years.

In keeping with the priority of Universalisation of Elementary Education, the Delhi Universalisation of Elementary Education Mission was started in 2002. The house-to-house survey revealed that 1,80,000 children were out of school. Around 2700 Learning Centres were started with the help of over 150 NGOs.

The school system has been enriched and improved in the following manner:

The creation of computerised data base of the education system has enabled several measures of modern management which include, school based on-line planning and budgeting, computerised transfer and promotion systems, streamlining admissions, and general accountability.

14 PratibhaVikasVidyalaya serve as pace setting schools for the talented children from government schools. The results of the 967 government school at the CBSE have been steadily improving, from pass percent of 32% in 1998 to 50.76% in 2004 at the secondary level. At the senior secondary levels, the government schools secured 77.83 % at the class XII level in 2004.

This improvement could happen, because, among other things, due to the formation, of Vidyalaya Kalyan Samithis under the Bhagidari Scheme of the Government of Delhi. The members, who are Resident Welfare Associations, NGOs, and PTA, have been taking keen interest, and this has resulted in general improvement of school conditions. The partnership to provide quality education for all children has also extended to private schools who have undertaken to admit 25% of children from the weaker sections of the society.

436 schools have introduced Computer Science as elective subject at senior secondary levels. Computer education is provided for all children from class VI onwards.

Teacher preparation and in-service education is an ongoing exercise, and a B. Ed. (In-Service) programme has been started to provide opportunities for professional advancement of primary school teachers, where the government provides paid study leave for 1 year, and the SCERT conducts the Course which is affiliated to GGSIP University.

State Open School has been registered to provide educational opportunities to those who have dropped out or did not have the opportunity to study in their childhood.

To promote professional and technical education within Delhi, so that children did not have to go out of the State for higher education. The Guru Gobind Singh Indraprastha University has been started.

I congratulate the Hon'ble Minister of Human Resource Development, for having clearly indicated the future course of education through the National Common Minimum Programme. We have been working along similar lines for the past 6 years in Delhi. This renewed commitment to our concerns, will, however, require, re-thinking, fresh approaches and clear policy directives and programmes from the Centre.

I list below some key issues for the kind consideration and resolutions of this august body, keeping in mind the multiplicity of authority and overlap of responsibilities in Delhi among various agencies, migration, etc. which create unique problems.

1. Women's Empowerment

To fulfil the thrust for women's empowerment and education, it is necessary to have a programme with clear edge in favour of women. A Central Scheme with empowerment of women through education needs to evolve as part of the second phase of the literacy campaign. In this, there needs to be provisions for mobile schools that can be conducted in buses; resources for mobilisation campaigns, etc.

2. Higher Education

Since 1992, no new Colleges are being opened in Delhi. Even the Colleges already opened are not receiving funds from UGC. Apart from Delhi's own children, many children from outside the states also come to Delhi to study. We therefore need to open more colleges. Through the increase in outlay accruing to education due to the proposed 2% cess, I request you to kindly permit opening of more colleges in Delhi, and allocation of suitable resources. Conversely, Central Universities like Delhi, Jamia and JNU may be invited to start affiliate Colleges In the NCR region, such as Ghaziabad.

3. Reversing the trend of Communalisation

The Delhi Government took the initiative for the preparation of our own textbooks in all subjects from class I to class VIII from the year 2004. The books have been prepared keeping the context of Delhi in mind, written in simple language, true to social realities. The overall approach is inclusive, where there is some element that children from any background living in Delhi would perceive as their own reality. The books also attempt to view the child not as a passive recipient of knowledge, but an active constructor of knowledge. The books have been prepared in Hindi, Urdu, and English. Braille version is expected to be prepared shortly. The Hon'ble Chief Minister of Delhi presented a set of books to the Hon'ble Minister of Human Resources Development. Perhaps he has had time to go through them.

4. Nobody to be denied professional education because he or she is poor

Private schools in Delhi reserve 20% of seats for the weaker sections without paying fees. We propose to initiate steps to evolve a method by which the same provision is also made available for students in higher education.

5. Mid-day Meal

I welcome the initiative of MHRD and the directive of Supreme Court to provide cooked mid-day meal to children. However, keeping in mind, the specific climatic conditions in Delhi and its density of population, it is requested that the MHRD request the Supreme Court to review this decision in the case of Delhi. Also, many schools run in two shifts in Delhi making it more difficult to serve this meal. Not only is it not possible to provide cooked meals in Delhi at @ Rs. 2 per child presently available under the Scheme, given the grave danger of contamination under the extreme climatic conditions of Delhi, it is

requested that processed food be permitted. The amount earmarked per child may also kindly be reviewed and revised upward.

6. Three Language Formula

At long last, we have been able to declare Punjabi and Urdu also as official languages of the Delhi State. Accordingly textual materials in Delhi are being prepared in all three languages apart from English.

Several schools are run by religious minority groups, notably- Christian, Sikh and Muslim Minorities. While the Christian and Sikh children have access to well functioning English and Punjabi teaching schools, where divinity and lesson on Sikh history are also taught, there is great need for similar schools for Muslim Minority students. Every effort will be made to open schools under various Societies who will undertake to provide modern education including English language, computers, sciences and vocational courses for Muslim minority children. This will enable Muslim minority children, who are the worst affected in terms of educational provisions, to come in on par with all children in society. Central Government may like to provide funds for this purpose.

7. Sarva Shiksha Abhiyan

While we welcome the spirit of the SSA Programme, we also feel strongly that there should be more flexibility in the norms and guidelines, for the States and Union Territories, in the interest of operational efficiency. As is well-known, NCT of Delhi, being the capital of the nation is beset with problems which are not generally encountered in other territories, like continuous migration from outside for 'employment and livelihood, education, etc. This continuous migration puts additional pressure on the existing infrastructural facilities of Delhi, making it difficult to forecast and plan exactly, so as to achieve targets fixed and to fulfil the objectives set forth. Therefore, there is an increasing necessity for operational freedom within the framework of the programme. As you may be aware there are a large number of slum areas in Delhi, densely populated and difficult for reach groups, which would obviously require innovative interventions. In addition, there is dearth of sufficient space for constructing schools in slum localities, even though they have large number of out of school children. For example, a mobile vehicle with provision for slating the children, blackboard and other necessary teaching-learning materials, along with a teacher to be placed in the slum areas so that the children of slum areas are educated at the locality itself instead of travelling to any nearby school or learning centre.

Multiplicity of authorities like MCD & NDMC caused a lot of problem to earn/out unified approach in Sarva Shiksha Abhiyan in Delhi. It is proposed that there should be only one unified authority in Delhi under total control of Government of Delhi. Hon'ble Minister of HRD may use his good offices to influence the concerned Ministry in GOI to allow overall control of Government of Delhi as unified authority in Education.

8. Free and Compulsory Education Bill-2004(draft)

The proposed draft Bill is very detailed for a central Bill. It is felt that a, core, broad, Bill, or even better, broad guidelines may be given by the Centre, which the States will conform to, until the State Bills are in force. Detailing of structures, processes, must be left to individual States to attend to in their Bill.

For the construction of the skeletal Bill/guidelines, wide-ranging consultations are held by the Ministry with regard to various issues related to DEE in the first instance, before any drafting is attempted. An approach paper highlighting issues and concerns, diagnoses of problems, strategies proposed, may be first prepared based on which wide-ranging consultations can be held. This august body, in fact needs to deliberate on this in greater details. This was done with much success during the formulation of the 1986 National Policy on Education. The actual drafting, perhaps done by constituting a drafting Committee, with representatives from the States needs to take place only after this process. At present a readymade draft Bill has been presented to us.

9. National Council of Teacher Education's decision to dispense with No Objection Certificates from states for starting courses in teacher training

The NCTE had decided to dispense with NOC from States in Jan 2004 for starting Courses in teacher training at elementary and nursery(pre-school) levels for a period of three years for institutions already running some kind of teacher training programme.

Such a decision, taken unilaterally will severely affect human-power planning in States. It also goes against the principle of consensus building with States and tends towards over-centralisation. Teacher requirement and preparation has to be State-specific and cannot be made into a uniform policy-for all states by NCTE. It is learnt that over 150 institutions applied to NCTE of which we have no knowledge.

It is requested that this house resolves that the decision of NCTE to dispense with State NOC may be reversed.

I conclude by once again thanking the Hon'ble Minister of Human Resource Development for having resurrected CAGE, one of the oldest institutions of consensus building between States and Centre. It is the only mechanism in education which enables State Ministers of Education to come together with the centre to deliberate upon all matters of education.

This resurrection has also happened due to relentless efforts of many members of society, who, in their own way, fought for the sanctity of CAGE. I thank them all, whoever they may be, and I thank you all for your kind attention.

Jai Hind

Annexure-VI

SPEECH OF DR.R.LALTHANGLIANA, MINISTER FOR SCHOOL EDUCATION, GOV T.OF MIZORAM

Hon'ble Union Minister for Human Resource Development, Hon'ble Ministers of various states and Union Territories, Senior Officers of the Central and State Governments, other dignitaries present, ladies and gentlemen.

1. At the outset, I must heartily compliment Hon'ble Minister for Human Resource Development for having taken the initiative to convene the 51st Meeting of Central Advisory Board of Education. I consider it a matter of great privilege to participate in this very important meeting in which various issues will be deliberated upon, most important of all being National Common Minimum Programme -Education Related Provisions and General Policy issues. In fact, this is the first time for me to attend meeting CABE. I hope the deliberations would be useful for me. I am sure that concrete action plans will emerge from these deliberations.

2. As you are well aware, Mizoram is a small state in terms of area and population. It is located in the North Eastern most corner of the country. The population as per 2001 Census is 891058 and the density of population is 42.25 persons per sq. km. The State enjoys a pride of place in the country as one of the most literate states. The literacy percentage is 88.49, which is next to that of Kerela. Achievement of such high literacy rate has been made possible because of the continuous and sustained efforts made by the Government and Non- Government organizations and the Churches. There is no denying the fact that the level of community involvement and participation in various educational programmes including Total Literacy campaigns (TLCs) has been very high. Encouraged by the happy experience gained during Literacy Campaign the State Education Department prepared a project known as 'Eradication of Residual Illiteracy Project' (ERIP). The main objective of the project is to eradicate illiteracy in the four low literacy districts. I am thankful to Govt. of India for sanctioning the project. If this project is implemented with the active cooperation of NGOs and the Churches, the percentage of literacy in the state would jump to the neighborhood of 100 if not 100% by end of 2005.

3. As regard to Primary Education, it is a matter of satisfaction to report that all the habitations have been provided with schooling facilities. There is general enthusiasm and eagerness among the parents to send their children to schools. As a result, almost all the children of the

age group 6-14 years have been enrolled. One of the eight districts, namely, Serchhip District has recently achieved 100% enrolment. The near 100% enrolment at elementary stage has been possible because of the educational awareness of general public and the support received from Central Govt. and State Govt.

4. Mizoram welcomes the national programme for Un.iversalisation of Elementary Education popularly known as Sarva Shiksha Abhiyan (SSA). The programme has been implemented from the year 2001 - 2002. While welcoming this national flagship programme, I would like to point out here the problem the State Government has been facing. That is, in matching the Central's share of funding. The fact is that the School Education Department has been facing a serious problem as the entire plan allocation for this section (i.e. School Education) itself appears insufficient even for continuation of existing liabilities. The reason for this is that the liabilities created in the previous plan period are still continuing, under plan. Logically, all such liabilities should have been transferred to Non-Plan sector. But this could not be done. In view of this mounting problem, I would make a strong plea to Govt. of India to revise the funding pattern of SSA and make it 90:10 in stead of 75:25. If this could be done, the State Govt. will be relieved of its burden.

Another point I would like to add is the question of establishing SIEMAT in the State. I urge the Central Govt. to consider the proposal for establishment of SIEMAT, either as independent institute or as a part of SCERT.

5. Another issue, which I want to raise in this meeting, is Midday Meal Scheme as it is an important issue relating to Elementary Education. The problem being faced by the implementing agency has become not only serious but also complicated because of the direction of Hon'ble Supreme Court to Central Government and State Government. The situation we are now in calls for serious consideration and taking suitable action. What is found necessary is release of required fund for conversion cost and local carrying charge for which a detailed requirement had already been submitted to DONER by my Chief Secretary on 19th July 2004.

6. I am grateful to Govt. of India for its continued financial support for promotion of Hindi in the State. I would like to make special mention of 350 posts of Hindi Teachers sanctioned by Govt. of India during the first year of Xth Plan. Recognizing the importance of Hindi, the State Government is contemplating introduction of Hindi at the Primary level. What is equally important is strengthening of Management staff at Directorate level and District level. A well thought out scheme has been prepared and the same will be submitted to Govt. of India shortly. I hope this would be considered favorably.

7. I am also grateful to Govt. of India for sanctioning 6(six) more DIETs for the districts where there are none. Necessary steps are being taken to make these telescopic DIETs operational. I want to raise particular problem being faced by existing two DIETs. The problem is delay of releasing fund for salary of staff of the two DIETs. My plea is that the claim for salary be released as early as possible.

8. Before I conclude I would like to thank you all for having given me an opportunity to share with you some of the achievements we have made and the issues which need to be addressed urgently. Hon'ble Minister, I would assure you that no efforts would be spared to implement the decision made in this meeting.

Thank you.

Annexure -VII

TOWARDS EXCELLENCE IN HIGHER EDUCATION

— J.S. Grewal

1. The Central Advisory Board of Education is expected to play 'a pivotal role' in educational development 'to improve the system'. Into the very **conception of 'improvement1 is built the idea of value, quality or excellence.** The National Common Minimum Programme lays down that 'academic excellence and professional competence 'will be the sole criteria for all appointments to bodies like the Indian Council of Historical Research, Indian Council of Social Science Research, University Grants Commission, National Council for Educational Research and Training'. These bodies themselves are concerned as much with the promotion of excellence as with the production and propagation of knowledge. The Honourable Minister himself has stated clearly that 'there is a need for all of us to engage in a joint search for improving quality education'. He has also pointed out that at every stage of education one of our paramount concerns is quality, as much as access, relevance, equity, and equality of opportunities.

2. **There is no contradiction, thus, between the pursuit of universal literacy on the one hand and the pursuit of excellence on the other.** We subscribe to the view that good education should be made available to the young irrespective of their locale, social position or gender. The unprivileged and the less privileged should be enabled to get equal opportunities with others, if it comes to a choice between quantity and quality, we would choose quantity. Nonetheless, we would like to assert that the pursuit of excellence alone can give life and meaning to our education. **The starting point for the pursuit of excellence is higher education.**

3. **Higher education stands clearly distinguished** from primary and secondary education. Within higher education, however, the difference between colleges and universities is not generally appreciated. On the whole, colleges are concerned primarily with teaching, and universities with teaching and research. As a teacher of history, I discovered that research enabled me to teach better. I was able to pose and answer more questions. When we do that we create and propagate new knowledge. As a Vice-Chancellor, I became more aware of the basic difference between colleges and universities as between the imparting and generation of knowledge. As Director of the Indian Institute of Advanced Study at Shimla, I became more aware of the importance of multi-disciplinary and inter-disciplinary approach - the former involving cooperation between scholars in different disciplines and the latter obliging the scholars in one discipline to make use

of research in allied disciplines, both aimed at excellence in research. Higher education is concerned not only with research to create new knowledge but also with excellence that leads to better understanding for transforming human environment and existence.

4. There are two suggestions, which can be implemented without any change in the system and without much additional expenditure:

i) The organizations like the **UGC, ICSSR, ICHR and the Indian Institute of Advanced Study at Shimla**, which are concerned with higher education and research, can review their work in terms of: (a) the ways in which each one of them has tried to promote excellence, (b) the concrete or tangible results of the efforts put in by each, and (c) the ways in which each one of them can further promote excellence.

The constructive self-review of these organizations can be discussed by academics of recognized merit and professional competence for further formulation of programmes and action.

ii) The smallest academic unit, like a university department in a particular discipline, can be given full autonomy on experimental basis to devise its courses, teaching methods, and modes of evaluation for a term of five years or so. The results of such experiments in different disciplines in various universities can be assessed and pooled for further formulation of programmes to improve the quality of academic competence and research.

5. For long term restructuring **a clear line may be drawn between graduate and post-graduate studies**. In graduate studies, teaching should be concerned with imparting the best of the existing knowledge. In post-graduate studies, the students should be introduced to the processes by which knowledge is created in order to make them aware of how knowledge is advanced. If such a distinction is made, the first important implication would be to select students for postgraduation strictly on the basis of academic merit and competence. It would be necessary at the same time to provide adequate facilities to the socially backward categories at the school and graduate levels to enable them to enter the stream of post-graduate students.

6. A large number of graduates and post-graduates are keen to enter the **administrative services**. Consequently, much time and energy is geared to this objective and largely wasted because the number of young men and women selected is far smaller than the number of those who are not. At the post-graduate level particularly the priorities get confused and tilted. It should be in the interest of higher education if selection for the services is made at an early stage (latest by the age of twenty years), the training period of the would be administrators is longer, and the scope of training is more comprehensive. Early separation of talent for services

for training may produce socially committed administrators and leave free space for other talented young persons to pursue academic excellence.

7. Furthermore, the idea of uniformity for all categories of post-graduate studies has to be discarded in favour of separate streams for 'distance education' and 'evening studies' on the one hand and the full-time university students on the other.

8. The university departments must have a large measure of autonomy in devising the courses and determining the modes of teaching and evaluation.

9. The entry point for teachers in higher education is of crucial importance. There should be strict criteria in terms of academic competence and excellence for selection on a permanent basis in the first instance. Those who are selected on the basis of strict criteria should have a running scale, with adequate provision of promotion at different stages. There should be a faster track for those who excel in research and teaching to an exceptional degree.

I am happy to acknowledge that these ideas have emerged from my discussions with Dr. Indu Banga, Dr. Bhupinder S. Brar, Dr. Rekha Jhanji and Dr. Harjinder Singh of the Panjab University, Chandigarh. I was also able to consult a volume of papers on 'Access Accreditation and Quality to Higher Education' resulting from a UGC Seminar held last year at the Panjab University (courtesy : Dr. S.P. Gautam).

Annexure VIII

Speech of State Minister, School Education, (Govt. of Madhya Pradesh) In the 51st Meeting of Central Advisory Board of Education

1. Effective steps are being taken in Madhya Pradesh for 'Education for all' and universalization of facility of Elementary Education and Continuing education are most important. some important activities are being undertaken through them
 - Facility of Elementary education has been universalised in the state
 - Students are being provided free text books, free uniforms to girls for encouraging Elementary education. Awards are given to meritorious students under the 'Award Scheme'.
 - Students of Primary level are being provided delicious mid-day meals and kitchen sheds are being constructed in the school building for the purpose.
 - 'Let us go to school drive' has been launched to bring in the out of school children to school and they are being connected with education through about eleven thousand 'Bridge Courses'
 - 36000 teachers will be appointed to meet the shortage of teachers in schools.
 - Parent Teacher association has been set up for smooth functioning of the school and they are being trained. The Parent Teacher Association doing the best would be awarded.
 - Teachers are being trained to improve quality of education. A scheme entitled 'Operation Quality' will be implemented for providing professional training to about more than one lakh untrained teachers.
 - Headstart programme is being extended to provide computer-enabled education
 - Every school is being given casual amount and education fund for providing infrastructural facilities and making the teaching-learning process interesting.
 - Girls belonging to BPL will be provided cycles after 8th class to enable them to continue their education.
 - Minorities are being covered in the main stream by modernisation of Madarsas
 - School building, additional classroom and Toilets are being constructed on large scale for physical improvement of the school. Facility of drinking water is being provided in every school.

- Rural Libraries have been set up in every village under continuing education programme. They are being connected with economic activities by setting up self-help groups.
- 2 All the above efforts are being funded by Sarva Shiksha Abhiyan and NPEGEL scheme besides budget of the State Government. A budget for Rs 1130.30 crores has been approved for these schemes in Madhya Pradesh for the year 2004-05. Government of India have allocated Rs 757.85 crores as the share of the Centre which is yet to be released. It is adversely affecting the programme. Therefore Government of India are requested to release the funds under central assistance schemes to the state timely so that objectives of the programmes could be fulfilled within a prescribed period
 - 3 The State Government has submitted important schemes to Government of India for approval which includes Kasturba Gandhi Girls Scheme under which 25 residential schools are to be opened for tribal girls. There is a prospective plan for Teacher education, continuing education scheme for six districts and a scheme for enhancement for female literacy. Government of India is therefore requested to accord its approval to these schemes early and budget may be released to the State Government for implementing the programmes.
 - 4 Government of India have recently levied education cess on petroleum products which is likely to fetch an amount of around Rs 5000 crores. It is understood that this fund will be retained by the Government of India and it would utilise it at its own level for various schemes of education. In this connection it is submitted that Government of India's schemes in the field of education like Sarva Shiksha Abhiyan are being operated at 75:25 financing pattern (75 percent share of Government of India and 25 percent share of the State Government). With a view to strengthening the hands of the State Government for implementing these schemes, it is requested that part of the education cess may be passed on to the State Government to enable it to fulfill its 25 percent share or the funds may be utilised by the Government of India and the financing pattern be revised from 75:25 to 90:10 so that the State Government could pay its share of these important and ambitious schemes easily. Such an arrangement has been introduced by the central government in respect of North eastern region. It is important to implement one of the two alternatives for successful execution of the schemes in the field of the education.

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Annexure-IX

Revitalizing Engineering and Technology Education in our Institutions in the Country

PROF. P.B. SHARMA

Member CABE,
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and Principal, DCE

1. For a long time, I have been really wondering what can be done beyond the curriculum to enhance the employability of our graduates as also to enhance their competitive age, so that they can work in today's globalized economic environment. What comes to my mind that, in order to bridge the gap between a professional engineer, of the kind that the world requires today and the graduating engineers, which we are producing in our institutions, we must have a well-planned strategy to bridge this gap.
2. The gap currently appears on several counts. The first gap is that the industrial temperament, style of working, even managerial styles, the way the engineers work in an industry are not properly discussed, deliberated and indeed no work experience is currently provided to our students. Question remains can we fill this gap by inculcating the spirit of professionalism and by introducing a corporate culture within our institutions, so that the students, who spend their four years in our educational institutions of engineering and technology, could be equipped with a mind set tuned to today's technology intensive corporate environment.
3. Today's industries as well as the corporate houses are highly technology savvy. Therefore, it is absolutely essential that we equip our students to work in the technology intensive environment. Industry is highly conscious of energy conservation, it is also conscious about improving productivity without sacrificing the environmental interests. Question remains what can be done within the four-walls of an institution during our preparation of graduating engineers so that they can be adequately equipped with the current ethos and practices of energy conservation and environmental protection. In this respect, short term training programmes on energy audit as well as on energy and environment management could be of high value to our students.
4. Engineers do not work in isolation. They work as a team in the industries as well as in our corporate organizations. Question remains how can we promote team excellence in our

students during their studies in the institution. My judgement is that it can be done by variety of ways. We have, for example, professional societies. Their student chapters can be established in the institutions. Through these chapters the students would learn to work together, will inculcate the spirit of team work and achieve team excellence by embarking upon interdisciplinary projects.

5. Our experience here at Delhi College of Engineering is that the professional societies student chapters have invigorated the minds of our students, initiated in them the spirit of innovation and undoubtedly, connected them to the world of work, the world of profession at national and global levels. I suggest that such chapters of professional societies be encouraged in all our institutions.
6. We have seen that the professional society's student chapters have really done wonders at Delhi College of Engineering. Our students have organized professional activities and programmes, which have earned tremendous amount of appreciation and honour for our student community. We have seen that the students have received repeatedly the outstanding leadership awards for the programmes and activities they have pursued here at DCE. Through these chapters our connectivity to the global professional environment as well as to our own industries here in India has been greatly enhanced. The net result has been that our placement record has been outstanding. As many as 150 industries had come to DCE in the past for recruitment. Even this year in the first two weeks of the academic session as many as 218 students out of 320 have been placed in good quality jobs, the highest salary package has gone upto Rs. 5.5 lakh per annum.
7. This shows that once the professional societies and their chapters are allowed to function, within the institution, the students get global connectivity and they also focus on the world of engineering profession, vital for their own growth and prospects. In this respect, it is very important that the faculty in the institution must take a lead and become members of the international professional societies so that they could become the facilitators for the promotion of student chapters of these professional bodies.
8. Needless to say that we need to have professional societies chapters of our national bodies also, namely Computer Society of India, I.E.T.E. as well as Institutions of Engineers of our country, because it is important that today not only we think globally, but think globally as well as think locally and we act locally as well as globally.
9. The spirit of innovation is an important aspect of today's technology and engineering profession. What I have seen here at Delhi College of Engineering that once the spirit of innovation is unleashed within the four-walls of the institution phenomenal results are obtained. Take for example, that the students of DCE who were the members of SAE

student chapter here. Last year, they designed and developed a highly innovative 'Student Formula Car', they, in fact, fabricated it by their own efforts and participated in the worldwide competition held in July in UK, which was organized jointly by Society of Automobile Engineers of USA as well as Institution of Mechanical Engineers of London. Our students won the Best Endeavour Award for the innovative design of the formula car. Remember, that in India, we do not manufacture formula car, nor have any expertise for design and development of such a car. Students of 2nd year and 3rd year of Mechanical, Electrical and Electronics & Comm. Engineering worked as an interdisciplinary team and conceived the idea of a highly innovative design of a racing car. They could translate their ideas into a reality and participated in the worldwide competition and brought honour and dignity to mother India. You can imagine, if such like innovations are promoted in departments of Electrical Engineering, Electronics & Communication, Computer Engineering and Information Technology, we would begin to earn tremendous pride for our country.

10. I think the point to note is that in the age of innovation, we must promote the spirit of innovation in our students and this must be matched by the support, guidance and patronage, which is to be provided by the faculty of the institution. I think certain concrete steps can be taken in this regard, every department should have an innovation Cell. The institution, at its level, could establish a Center for Management of Innovation and Technology incubation so as to support such ventures.

Secondly it is important that research culture is promoted in our institutions even at the UG levels. In countries abroad, I have found bulk of research effort is percolated right upto the UG level and a sizeable contribution is made by the UG student community in the publication of good quality of research papers. If this could happen in America and other advanced countries of the world, why not in India is a question? My judgement is if the days have come, when the research cannot merely be a domain of Ph.D. scholars, it has to percolate right down to the shop floor and therefore even the UG community can make a formidable contribution to original research and in the development and refinement of its current levels of technology.

These are some of the thoughts, I thought, must be shared with our fellow members of CAGE.

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