

F.No. 2-28/2013-PN.I (Vol-II)
Government of India
Ministry of Human Resource Development
Department of Higher Education
(Policy Norms-1 Section)

New Delhi, 1st April, 2014

To,


All the Members of CABE

Sub:- Record of Proceedings of the 62nd Meeting of Central Advisory Board of Education (CABE) held on 10th October, 2013.

Dear Madam/Sir,

The Summary Record of Discussions of the 62nd Meeting of Central Advisory Board of Education(CABE) held on 10th October, 2013, under the Chairmanship of Shri Jitin Prasada, Hon'ble Minister of State, was circulated vide this Ministry's earlier letter No.2-28/2013-PN-1 dated 28th November, 2013. Please now find enclosed herewith a copy of detailed Record of Proceedings of the 62nd Meeting of Central Advisory Board of Education (CABE) held on 10th October, 2013 for your kind perusal and information.

Yours faithfully,


1.4.14
(Amil Khare)

Joint Secretary to the Government of India

Tel:23071486

Encl:a/a

Copy alongwith enclosures for information to:

1. PS to Representatives of Govt. of India (Union Ministers/Member (Education), Planning Commission)
2. PS to Education Ministers of all States/UT Administration
3. Principal Secretaries/Secretaries (Education) of all States/UTs
4. Web Master, CMIS (for uploading on the Ministry)
5. CABE Guard File.

MHRD
DEPARTMENT OF HIGHER EDUCATION

**Record of Proceedings of the 62nd CABE Meeting held on 10th October 2013
at New Delhi**

The 62nd Meeting of the Central Advisory Board on Education (CABE) was held on 10th October 2013 under the Chairmanship of Hon'ble MoS (HRD) Shri Jitin Prasada at New Delhi. The meeting was attended by Shri K. Rehman Khan, Hon'ble Minister of Minority Affairs, Shri P.B. Naik, Hon'ble MoS, Social Justice and Empowerment, H.E. Lt. Governor of Andaman & Nicobar, Hon'ble State Education Ministers of 13 States, representatives of States and Union Territories, CABE Members, Heads of Autonomous Organizations, Vice Chancellors and Senior Academics. Shri Ashok Thakur, Secretary (HE) cum Member Secretary, CABE, Shri. R. Bhattacharya, Secretary, Department of School Education & Literacy, Chairmen, UGC and AICTE were also present in the meeting along with other senior officials of the Central and State governments. The list of participants is at **Annexure-I**. The Summary Record of Proceedings has already been circulated vide OM No.2-28/2013-PN.I dt. 28.11.2013. A copy of the same is at **Annexure-II**.

2. Before the start of the meeting, condolence was observed as a mark of respect to the late CABE Member Sh. Vinod Raina. Rich tributes were paid to the remarkable contributions of Shri Vinod Raina to education sector. A minute of silence was also observed as a tribute to the departed soul.

3. **Shri Ashok Thakur, Secretary(HE), MHRD** welcomed the participants to the Meeting. He recapitulated the main discussions of the 61st CABE meeting held on 2nd April 2013 and informed the action taken on the major recommendations made therein. Thereafter, he briefed on the agenda items on hand for discussion. He also informed the nomination of Ms. Vidya Yeravdekar, Principal Director, Symbiosis to CABE and welcomed her to the first meeting. He then invited the Hon'ble MoS(HRD) to deliver his opening remarks.

4. **Hon'ble MoS (HRD) Shri Jitin Prasada**, in his opening remarks welcomed all the participants and acknowledged the immense contribution made by late Shri Vinod Raina towards the landmark Act regarding The Right to Free and Compulsory Education. He highlighted the thrust and the focus of the Ministry of HRD in the XII Five Year Plan in

keeping with the vision of a faster, more inclusive and sustainable growth. He said that the Ministry will continue to focus on the three E's of Expansion, Equity and Excellence. He appreciated the active support of the State Governments in completion of All India Survey on Higher Education. While commending the use of ICT in higher education and substantial achievements made in providing connectivity and development of e-content, he mentioned that there is a need to develop an integrated approach with regard to uses of both connectivity and content developed under the National Mission in Education through ICT. He highlighted the achievements of many of the ongoing schemes, the rights based approach to elementary education, the endeavour to extend universalization to secondary education, reshape the higher education scenario and its impact on the innovation environment, growth and well-being of people and providing an impetus to skill development through vocational education. He also highlighted the role of education in the context of the emergence of new technologies in a rapidly expanding economy placed in a globalised environment. He emphasized that the Ministry's vision is of providing quality education for all with special focus on marginalized and disadvantaged groups. The underpinnings of these focus themes remain a rights based and learner centric approach. He outlined the broad roadmap for education sector and postulated on the strategies that will be employed to achieve the identified goals.

With the growing criticality of quality for ensuring sustainability of excellence in higher education, he briefly informed the CABE about the new initiatives of Rashtriya Uchchar Shiksha Abhiyan(RUSA) which is a major umbrella Mission mode scheme being launched to address the needs of State institutions to strengthen them, enhance their quality and address issues relating to regional imbalances. He also gave a brief insight into another major Scheme of the National Mission on Teachers and Teaching for which a CABE Committee was appointed under Chairmanship of Hon'ble MoS(HRD) Dr. Shashi Tharoor. He said that the report of this CABE Committee on National Mission on Teachers and Teaching has been placed for approval of CABE.

With reference to safety, quality and hygiene under Mid-day Meal Scheme in the context of the recent tragedy in Bihar, he requested all Members to give their suggestions/comments to ensure absolute zero-tolerance in terms of any discrepancy that arises in the Scheme. He also informed that the National Literacy Mission Scheme of Sakshar Bharat has been awarded the prestigious King Sejong Literacy Award for the year 2013 by

UNESCO. Opening discussion on the agenda items, he invited Hon'ble Union Minister for Minority Affairs to share his views.

5. **Sh. K. Rehman Khan, Hon'ble Minister of Minority Affairs** highlighted the development deficit among Muslims, which is the largest religious minority comprising 14% of the population amounting to 22.2 crore people. He urged CABE to look at the issue not as a religious one but as a social demand as no development can take place without an inclusive approach. He desired that all efforts must be made to implement Article 30 of the Constitution safeguarding the educational rights of the minorities. He also desired that RTE be implemented in right earnest so that children from socio-economic backward classes are admitted under the 25% reservation of seats for EWS as per neighborhood criteria.

6. Thereafter Shri Ashok Thakur, Secretary (HE) and Member Secretary CABE introduced the first item of the Agenda which was confirmation of Minutes of the 61st CABE Meeting held on 2nd April, 2013. The Hon'ble Education Ministers from Bihar and Chhattisgarh drew attention to the omission in the Minutes of their observations regarding the need for uniform pay scales of teachers and shortage of teachers respectively. Shri Amit Khare, Joint Secretary, DoHE, MHRD said that these observations were noted and the same would be duly incorporated in the Minutes. Thereafter, the Minutes were confirmed.

7. **Ms. Vrinda Sarup, Additional Secretary (SE) MHRD** made a detailed presentation on the progress of RTE in the last three years. The progress in various components of improving access, promoting social inclusion, reduction in gender gaps was informed to the Members. The state wise RTE compliance in terms of school infrastructure, toilets, drinking water facilities, pupil teacher ratio and student classroom ratio were also elaborated. The presentation covered the quality indicators in terms of class-wise student performance, teacher performance and total school performance. The grievance redressal mechanisms and monitoring and supervision of RTE were also elaborated.

She also informed the members about the recent amendments in the RTE Act. She further informed that an Order has been issued under the Act to avoid discrimination in schools. While appreciating increase in the number of girl students in elementary education, she raised a concern about dropout rate which is about 25% and also mentioned that the dropout rate of girls is less than that of boys but is comparatively more in SC/ST students. She urged to make special efforts to prevent this. AS (SE) further mentioned that Primary Schools and Upper Primary Schools as per RTE Act, have been sanctioned to all States;

however, many of these are yet to be opened by the concerned States. RTE Act also provides for a cycle of 8 years in elementary education. She informed that there were 12 States having elementary cycle upto 4th or 7th class, these have now adopted 8 years' elementary cycle and accordingly necessary action with regard to curriculum and other arrangements is being taken. Inviting attention to the issue raised by Hon'ble Minority Affairs Minister regarding 25% reservation for EWS students in private schools, she mentioned that 27 States/UTs have already made special efforts to make norms which include reimbursement, eligibility of children, admission procedure, etc. States have also raised an issue that no financial assistance from Central Government is available under SSA on this component. She informed that Expenditure Finance Committee has approved the proposal of MHRD in this regard, however, the possibilities of reimbursement may be made known only after the approval of the Cabinet.

She mentioned that though student class room ratio is improving and other facilities like toilet, drinking water, etc. are being provided in the schools but necessary arrangements are required to make these facilities functional. While inviting attention to the acute shortage of teachers, she stated that redeployment of teachers is not being done which is further worsening the situation. She urged Hon'ble Education Ministers of all States to issue necessary directions in this regard. Serious concerns were also raised in respect of recruitment and quality of teachers. Qualifications have already been laid in respect of recruitment of teachers, and Teachers Eligibility Test has been made mandatory. Curriculum of the teacher education i.e the pre-service training has also been rolled out across the country and teacher education institutions are also being strengthened. She appreciated that many of the States have formulated detailed decentralized grievance redressal systems in compliance with the RTE Act. It is also informed that a study in respect of learning outcomes for class 5 and class 8 has been made available which is being analyzed and would be shared in the next meeting.

Following the presentation on RTE, Hon'ble MOS (HRD) opened the floor for discussions.

8. **Lt. Gen (Retd.) A.K. Singh, Hon'ble Lt. Governor, Andaman & Nicobar** flagged certain issues relating to improvement of the quality of education in the UT. He stated that though UT has achieved the mandate of enrolling every children in school but quality of

education is poor due to distances and presence of a large number of settlers and indigenous tribes, who need special education. UT runs school education in five languages. UT does not have the power to recruit teachers and therefore, the issue of filling up of 193 vacancies is pending before the Centre. Maintaining quality of schools and quality of teachers in far-flung villages is indeed a challenge. He made a three-fold request - (i) to accord a special status to UT of A&N, with special focus on education, (ii) concurrence of M/o Finance to the proposal of UT regarding sanction of teachers and (iii) sanction of one Jawahar Navodaya Vidyalaya, 2 Kendriya Vidyalayas and a Sainik school. He also requested M/o HRD to take up the matter with the Ministry of Defence for setting up of a Sainik school.

9. **Dr. Mithu Alur, Founder Chairperson, Spastics Society of India (ADAPT), Mumbai** congratulated the Ministry for inclusion of Children with Special Needs (CWSN). She highlighted the issue of institutional discrimination of children with special needs as a consequence of the RTE. She said this could be addressed by providing a Care giver, Attendant and Transport (CAT) to CWSN under RTE norms. Due to paucity of time, Dr. Alur presented a written statement, which is placed at **Annexure-III**.

10. **Shri P.K. Shahi, Hon'ble Education Minister, Bihar** highlighted two issues – one regarding recruitment of teachers and the other, relating to education of minorities. He informed that the State has undertaken massive recruitment of teachers so as to meet the prescribed pupil teacher ratio. He informed that teacher training institutes in the state were closed for the last 20 years and his government is making efforts to make about 60 such institutes functional. He also informed that the State has approached World Bank for strengthening of these institutes and financial assistance is expected towards the end of the financial year. He expressed concern that in spite of all efforts, it would be difficult to complete their teacher training within the stipulated time. He assessed the time frame for completion of teacher training in the state somewhere between 5-7 years and requested for extension in the deadline to the year 2015 for RTE compliance. He was happy to inform that 27 lakh candidates had appeared for the Teacher Eligibility Test (TET). He requested that some relaxation in training of teachers is necessary so as to achieve the desired pupil teacher ratio. On the same issue, he requested to provide 50% reservation for women teachers. He also brought to notice the dispute between IGNOU and NCTE regarding the in-service training programmes and the framing of bridge courses, which has resulted in a loss of two years.

As regards the salary structure for teachers, he said different States adopt different salary structure according to their financial position and made out a case for a national policy in this regard.

In response to the observations of the Minister of Minority Affairs, he mentioned that he was happy to share that several initiatives have been taken in respect of education of minorities in Bihar. This has led to enrolment of children and recruitment of teachers belonging to minorities in proportion to their percentage in total population. Under the Multi Sectoral Development Programme (MSDP), State has plan to provide Rs.10 crore to each minority concentration district. It has also been decided to establish senior secondary schools in all Panchayats with special focus in districts covered under MSDP. He expressed the need to strengthen the Madrasas and linking them with modern education. There are 2460 Madrasas in the State and the State Government has taken a decision for payment of salary of teachers of Madrasas. However, the issue of parity of Madrasas teachers with the regular teachers still remains unresolved. He emphasized the need to provide modern education through Madrasas and recommended revamping of entire madrasas education system in order to bring them at par with senior secondary schools.

11. **Prof. Pravin Sinclair, Director, National Council for Educational, Research and Training** pointed out certain issues regarding education of the Jarawa tribes in Andaman & Nicobar. Hon'ble Lt. Governor of A&N responded to the observations stating that there are contradictory views on this issue. UT Administration would like to take the view of the anthropologists who support the need for educational empowerment of the Jarawas. Dr. Pravin Sinclair further informed the House that NCERT has recently circulated the Learning Indicators and Teacher Performance Indicators Document and requested the members to provide their valuable inputs.

12. **Shri Brij Mohan Aggarwal, Hon'ble Education Minister, Chhattisgarh** emphasized the challenge of effective implementation of RTE when the Central Government funding has been substantially reduced. He also emphasized the need for standardization in the pay structures of the teachers. He mentioned that though preference is being given to sanctioning of schools, but 90% of the schools do not have boundaries. Further, sanitation facilities are being provided but these are not usable. While agreeing with the Continuous and Comprehensive Evaluation (CCE) system, he highlighted the need for holding examinations as well, since Chhattisgarh has nearly 34% tribal population which need to be provided quality education. He also raised concern about the shortage of teachers and strengthening of

teacher training institutes. He requested for relaxation in prescribed qualification in respect of subject teachers in order to overcome the shortage and increased central funding towards salary of teachers. The text of Hon'ble Minister's speech circulated in the Meeting is at **Annexure- IV**.

13. **Smt. Geeta Bhukkal, Hon'ble Education Minister, Govt. of Haryana** mentioned that on the teacher training issue, no decision has yet been taken in spite of it being raised in the last three CABA Meetings. She was concerned about the lack of boundary walls in schools which is a safety issue and also the absence of water in the toilets. Further, she pointed out that specific subject teachers in Maths, Chemistry and Physics were not available and some directions indicating relaxation in qualification is necessary. She also supported the view of providing uniform salary structure for teachers. She gave a detailed status of the progress of RTE in Haryana. She was of the view that the involvement of parents plays a very significant role in effective implementation of RTE. As regards the no detention policy of RTE, she suggested that the poor performance of students in Class X examinations is a sufficient ground for rethinking of this issue. She informed that a committee on no detention policy has been constituted and data on this issue has been collected from many States. Thereafter, the report would be submitted to the Central Government. She drew attention to actions initiated specially for Mewat region and informed that a separate teacher cadre has been created for Mewat and a separate recruitment drive was carried out. There are also Block Education Officers who are drawn from Mewat region. All these efforts for focused attention on Mewat have resulted in better results and a good success rates among the students. She informed that the state is extending KGBV upto Class XII and there are residential hostels constructed for girls and also ITIs are set up in all blocks. A Teacher Education Research Institute is being opened and all B.Ed programmes currently being offered in the state will be affiliated to this new Research Institute. The state is implementing a four year integrated B.Ed programme where a student can undergo a three year undergraduate programme of B.A./B.Com/B.Sc along with B.Ed. The state is attempting to create teachers by choice rather than by compulsion and has also instituted a teacher award for incentivizing teachers. She was of the view that girls enrolment can improve with the construction of toilets. She strongly advocated inclusion of moral education as a part of the school curricula.

The text of written speech of Hon'ble Minister circulated in the Meeting is at **Annexure- V**.

14. **Dr. Khushal Singh, Chairperson, National Commission for Protection of Child Rights (NCPCR)** highlighted the need for ensuring availability of funds for implementing RTE. She was also skeptical about the actual statistics regarding availability of drinking water and toilet facilities in schools and was of the view that the ground reality was far from the status indicated by these figures. Greater attention also needs to be provided for ensuring inclusive education of children with special needs and lamented that usually the ramps provided for such children are not in a usable condition. She was deeply concerned about the situation in Gorakhpur where the special schools were closed down thereby affecting the education of the encephalitis affected children. She requested that this matter needs to be looked into seriously.

15. **Ms. Teesta Setalvad, Member,** strongly felt that teaching needs to be made an aspirational job and there is necessity for a media campaign in this regard. She pointed out that private schools, particularly in Mumbai and Delhi are not admitting students hailing from SEBC under the 25% reservation as stipulated in RTE. She also informed that in both these cities, there is a growing trend of Municipal Corporation schools being given to private parties, which is a matter of concern as public funded resources are being used by the private sector. She also emphasized that Madrasas should not replace the existing need for a school because Muslim community also prefers to send their children to a school where it is available and for religious education to Madrasa. Finally, she reiterated the need for strengthening Urdu language and also make it a medium of instruction wherever it is applicable/necessary.

16. **Shri Vijay Bahadur Pal, Hon'ble State Minister Madhyamik Siksha U.P.** stated that under the scheme of KGBV, the payment rates are quite low i.e. for cooking meals the current rate was only Rs.30 which needs to be enhanced to Rs. 60 atleast. Further, keeping in view the strength of the no. of employees in each KGBV, the fund requirement in respect of salary needs to be increased to Rs.25 lakh from the present ceiling of Rs.10 lakh. On the 25% reservation for EWS students under RTE, the issue of reimbursement of fees of such students needs to be resolved. He was also concerned that most of the schools were not implementing the 25% reservation as stipulated under RTE. Similarly for payment of cooks under Mid Day Meal, the honorarium needs to be enhanced. He expressed concern that no Indian higher education institution features in the world rankings and there were many factors that resulted in low quality. He lamented the deteriorating social position of teachers and also the allocation of non-teaching duties to teachers which has become an excuse for their

reduced attention on teaching. Other concerns raised by the Hon'ble Minister were on the need of revision of curriculum, teacher recruitment and filling up of vacant teacher positions. He mentioned that these issues have been raised earlier too and the Central Government must initiate necessary action on them.

17. **Shri Akbar Lone, Hon'ble Minister for Education, J&K** stated that currently the RTE Act does not apply to J&K and a separate act is applicable. He informed that efforts are on to extend the Central RTE Act to J&K. He requested for a funding of 90:10 ratio as admissible to North-Eastern States, for effective implementation of RTE and RMSA. The existing cost for construction of school buildings under RMSA and KGBV with the current funding pattern is not viable as the geographical conditions do not permit transport but manual head load is used for transporting construction material. Mid day meal scheme is being implemented well in the State. He requested for central funding for upgradation of high schools to higher secondary schools.

18. **Shri P.A. Inamdar, President (Educationist), Minority Federation of Educational Institute, Pune**, informed the House that in Maharashtra there are several NCTE approved Teacher Training schools which can cater to the needs of untrained teachers from Bihar, UP etc. There is, however, an urgent need to formulate schemes in this regard. He also sought clarification whether a child has a right to get free and compulsory education under RTE and also has a right to choose the school in some order of preference. For instance - the first choice could be Government, zila parishad, municipal corporation, municipal councils school; second choice to government-aided school and the third choice may be an unaided private school. He felt that a policy decision in this regard is necessary as currently most of the children are opting for unaided private schools. As a result, Government is spending both for government and aided schools where seats are lying vacant, as well as for reimbursing fee of the children getting admission in private unaided schools. He sought a clarification whether primary education should be imparted in the mother tongue or not and if so, how the schools are to be established, particularly in Urdu speaking areas; whether the school must be necessarily given medium of Hindi or not. He agreed with the views of Hon'ble Minister of Haryana for inclusion of moral education in primary school curriculum.

19. **Smt. Geetashree Oraon, Hon'ble Minister of Human Resource Development, Jharkhand** has recently taken over this assignment and informed that Jharkhand is taking steps to implement the RTE. She informed the House about the challenges that are being faced in this regard. First, there is a great degree of resistance from private schools to

provide 25% reservation for students coming from the weaker sections. Secondly, the problem of opening & maintaining schools in distantly located and Naxal affected areas. She was appreciative of the general progress of education in her state. She felt the need for enhancement in the teachers' honorarium under KGBV and reward for dedicated teachers. She mentioned that teachers have disassociated themselves from the activities related to MDM from 1st September, 2013. She felt that the involvement of Panchayat Samitis, PTAs and SMCs in implementing the MDM Scheme needs to be worked out. These bodies can also be included for daily certification on quality of food and monthly monitoring of Mid Day Meal scheme can be carried out at the district level. Teachers may be used only for accounting and management of funds. She appreciated the MDM scheme for improving the nutritional level of the students. However, she felt that the current honorarium of Rs. 1000 for the cook is extremely low. She was of the view that the honorarium needs to be enhanced and the MNREGA rates can be followed. Currently 203 KGBVs have been sanctioned and 57 more are needed due to formation of new Blocks. This is also needed as there are some KGBVs which have as many as 300 students as against the stipulated number of 100 students. The supply of free uniforms for 2013-14 is inadequate. She pointed out that the children in Jharkhand are talented in sports with lot of potential and there is a need to put in place a system to provide them with training and support. There is a need to find ways to identify early talent and then take them forward with training. Also PT teachers are not absorbed and some steps needs to be taken for their absorption. She also highlighted the lack of furniture in schools such as benches and desks and even today children have to study while squatting on the floors in the absence of furniture. She raised the concern about low remuneration of teachers at all levels and said that she looks for support from the Central Government to address many of these issues.

20. **Shri Kimmene Rathnakar, Hon'ble Minister for Primary & Secondary Education, Karnataka** felt that the quality of education at all levels has been affected by the lack of non-teaching staff as a result of which teachers have to perform non-teaching duties. For instance, teachers are concerned more with mid-day meal, than with teaching. In particular, 'Group D' staff are not available in each gram panchayat. He mentioned that although a large no. of school buildings have been provided; their maintenance is a problem. Since the student strength in some of the village schools is coming down, therefore transport facilities are needed to bring children to one or two schools in order to reduce the no. of buildings. He also emphasised the need for boundary walls in schools. He advocated that to strengthen RTE, stringent penal actions should be taken for non-compliance, particularly by

private schools. There is a need to reduce the divide of the rich and the poor which affects school children.

21. **Shri M. Okendro, Hon'ble Minister of Education, Manipur** mentioned that more funds are required for implementation of RTE. In spite of 90:10 ratio, funds are limited and special funds need to be provided. He, however, appreciated that the enrolment in government schools is increasing. The text of speech of Hon'ble Minister circulated in the Meeting is at **Annexure- VI**.

22. **Shri P. Palaniappan, Hon'ble Minister for Higher Education, Tamil Nadu** informed that the State is making all efforts to implement RTE. SCPCR has been notified, 3 Teacher Eligibility Test (TETs) have been conducted in the past two years and there is an improved PTR 1:28. He informed that the state is ensuring compliance of all RTE norms. The state is catering to many teaching and general needs of students such as computers, laptops, text-books, note books, coloured pencils, school bags, footwear, cycles uniforms, bus passes etc. He informed that 49,864 students have been admitted in private schools against 25% reservation and sought clarification regarding the fund flow for the reimbursement of fees in this regard.

23. **Shri Mantri Prasad Naithani, Hon'ble Education Minister, School Education, Uttarakhand** stated that his State has a different set of issues and faces greater challenges. He stressed the need for grant of special category status to Uttarakhand and the funding ratio should be 90:10 at par with North-eastern States. Regarding a corrigendum in the Minutes of the 61st CABE Meeting where it has been recorded as "he has requested for reducing the distance limit of elementary schools from 5 kms to 3 kms" it should read as "Madhyamik schools" instead of "elementary schools". He requested for relaxation in the requirement of land from 3.5 acre to 2 acre for establishment of Model School. While requesting for 9 more KGBVs, he also highlighted the need for differential costs for funding these schools depending on its location of being in hilly or plateau terrain. After the Uttarakhand floods, several schools have been damaged and though funds have been provided by the PAB, these are extremely inadequate. To improve the health of children, he made out a strong case for provision of yoga education across all levels of education and in all schools across the country. He was critical of the present trend where teachers are assigned MDM duty as it has a negative effect on their teaching and requested for a direction from the Central Government in this regard. He requested for provision of Kendriya Vidyalaya in Kumaon region. He desired that Sanskrit education be encouraged as it has strong cultural roots in India, by

setting up Sanskrit Vishwa Vidyalays across the country. Finally, he stated that desired outcomes and outputs, must come out of such National level meetings and deliberations.

24. **Shri D. Thiagarajan, Hon'ble Minister for Electricity, School Education, Sports, Art & Culture of Puducherry** informed that the UT has been performing well over the years in the field of Education. After the Right of Children to Free and Compulsory Education Act was enacted in the year 2009, necessary rules were framed as early as in October 2011. The Pupil Teacher Ratio is one of the best in the country. The UT has achieved 99.9% enrolment at primary level. Further, the UT has taken steps to arrest the drop out in the schools. At present, the drop out at primary level and upper primary level is 0.37% and it is intended to bring it to 0%. The Mid-day Meal Programme is being implemented well in the UT. The text of speech of Hon'ble Minister is at **Annexure- VII**.

25. **Ms. Sadhanala Santhi Rajasri, Member of CABE** appreciated the Hon'ble HRM for bringing about many reforms in education and his consistent reiteration and emphasis on inclusive growth in the education sector. She felt the need that schools should have teachers for every standard in order to take better care of all students specially from SC/ST, minority and weaker sections.

26. **Smt. Aditi Anil Jain, Chairperson, Pragyavataran Educational Society** highlighted the issue of age appropriate learning and sought clarification as to the cut-off age for admissions to Nursery and Class I level. She emphasized that this is significant as these are formative years and unless appropriate education is provided at the correct age, learning outcomes of children would be affected. She lamented that as a consequence of RTE the requirements of children with special needs are not being addressed in keeping with the requirement of an integrated inclusive classroom environment. She raised concern about drinking water and sanitation problem. She advocated the use of renewable energy sources such as use of solar energy and rain water harvesting in schools. She reiterated that no admission should be given to kids at the age of 5 in class 1 and 3 at nursery.

27. **Shri Jitin Prasada, Hon'ble MOS (HRD)** informed that the issue of shortage and training requirement in respect of teachers will be discussed in the post-lunch agenda under National Mission on Teachers and Teaching. Regarding the National Policy on uniform pay structure for teachers, he clarified that the Central Government will not like to enter into the domain of state and local administration as it is a sensitive matter. He agreed with the Members that quality of teachers is a matter of concern. Regarding the issue of funds raised by Hon'ble Minister of Haryana, he assured that the Central Government will release the

necessary funds. On the issue of Board Exams raised by Hon'ble Minister of Haryana, he clarified that assessment tests can be conducted. This policy has been adopted keeping in view the people who are first generation learners. Regarding the shortage of special schools in Gorakhpur, he requested the Secretary, (SEL) to look into the matter. Regarding setting up of more KGBVs, he informed that more KGBVs will be set up. As regards the funding pattern, he informed that the matter is under active consideration of Finance Ministry and shared the information that under the new CSS of Rashtriya Uchchar Shiksha Abhiyan (RUSA), the special category states/hill states will be funded on a 90:10 ratio.

28. **Shri Rajarshi Bhattacharya, Secretary, Department of School Education & Literacy** mentioned that the suggestion regarding the need for increase in salaries to improve the quality of teachers and standardization of salaries of teachers and recruitment norms at national level, has been noted. He mentioned that the first aspect that relates to quality of teachers is the quality of curriculum. The revamping of curriculum in teacher education has already been taken care of under the National Curriculum Framework for Teacher Education (NCFTE) which has laid down a model syllabus that is in accordance with the constitutional obligations and includes aspects of value education. NCFTE also recognizes the needs of diverse learners. However, no university has implemented NCFTE for its B.Ed/M.Ed. courses. He requested states to take up the matter with the universities for undertaking the revision in the curriculum in order to improve the quality of teachers. He also informed that this aspect is being monitored by the UGC. The second aspect which is affecting the quality of teachers is shortage of quality education systems for teacher educators. He urged all the States to take necessary steps in this regard. He explained that the revised Teacher Education Scheme with an approved outlay of Rs. 6500 crore is under implementation and the states can leverage funds under the scheme. On the teacher performance standards at the national level, MHRD is currently working on it. The NCTE Act is being revamped in accordance with the Justice Verma Commission. He informed that Joint Review Missions are regularly held as a hand holding measure between all the stake holders. As regards national level norms for salaries, he stated that it is very sensitive domain because it would depend on the capacity of the states to meet their obligations. However, central govt. contributes 65% of State norms under SSA. To prescribe recruitment norms at national level, is again a sensitive issue. Though NCERT statutorily prescribe the professional requirements for teachers, a part of the recruitment rules is dependent on the states' requirement e.g. reservation formula, local requirements etc. He informed that the Planning Commission is addressing the funding pattern for hill states like Jammu & Kashmir and Uttarakhand. Regarding reduced funding,

the Secretary assured that each state will definitely get more funds than the previous year. Further, Ministry of HRD is at an advance stage of consideration of revision of certain rates in respect of KGBVs and reimbursement under Section 12(1) of RTE Act. As regards the issues raised by Andaman & Nicobar, he assured that the matter will be taken up with the Home Ministry. He informed that 12th Plan provides for 378 additional JNVs and 500 KVs but it would be taken up only subject to availability of funds. As regards extension of timelines for teacher recruitment under RTE, it can be taken up for discussion in subsequent meetings as a clearer picture would emerge by then. He also informed that there is a coordination mechanism in place between the Ministry of Minority Affairs and the Ministry of HRD to address and to monitor the schemes aimed at the educational empowerment of minorities.

29. **Shri Gaya Prasad, Director(MDM), MHRD** made a presentation on MDM. He informed that around 10.68 crore children have been covered under the scheme in 2012-13 in 12.12 lakh institutions. Over 9.90 crore children have been covered in the first quarter of the current year. The coverage in Uttar Pradesh, Jharkhand, Madhya Pradesh, Chattisgarh and Bihar is low, though these States have shown an increase as compared to previous year. Under MDM scheme, funds have been provided for construction of 9.8 lakh kitchen-cum-stores from the year 2006-07 onwards. However, the States have completed construction of 6.40 lakh, upto the first quarter of the current year. He was concerned about the States which have not started the work so far. He informed that after the tragic incident in Bihar, guidelines under MDM have been reviewed and re-issued on 22nd July, 2013, focusing mainly on quality, safety and hygiene. He appreciated that some States have provision to provide smokeless chullah and LPG connections even after the withdrawal of the subsidy from LPG cylinders. MHRD has already taken approval of Ministry of Finance in this connection. Further, 89% schools have drinking water facility and 91% schools have toilet facility in the schools. He mentioned that the revised guidelines also lay emphasis on contingency plans for any untoward happening in the schools. MDM guidelines also provide for quality meals to the children. Some of the initiatives taken in this regard are – training to the cook-cum-helpers; testing of the food samples on certain parameters like presence of e-coli, protein; calorific value and quality of ingredients, etc. The mandatory testing, under the guidelines, also envisage that the meal should be tested by atleast one school teacher before being served to children. At the State level, there is a State Monitoring Committee under the chairmanship of Chief Secretary for monitoring and providing policy directions for improvement of the scheme. At National level, an Empowered Committee has been

constituted under the Chairmanship of Hon'ble HRM for access, safety, hygiene and quality of the Mid Day Meal. There is also National Steering-cum-Monitoring Committee under the Chairmanship of Secretary (SE&L) for providing policy guidance on MDM scheme.

30. **Lt. Gen (Retd.) A.K. Singh, Hon'ble Lt. Governor, Andman & Nicobar** requested that one university may be provided in the UT of A&N either central university or a state university. He informed that a large number of students could not get admission in the colleges during the current year and as such UT has plan to start another college next year. He sought support from HRD Ministry to persuade Puducherry University to provide more post-graduate courses in their existing campus in UT.

31. **Shri P.K. Shahi, Hon'ble Education Minister, Bihar** requested for an increase in the conversion cost, honorarium for cooks, cost of kitchen sheds and provision for replacement of kitchen utensils after five years. He informed that efforts are being made for training of the cooks and monitoring of the scheme. However, there is a need for revamping of the entire scheme.

32. **Smt. D. Sabitha, Principal Secretary, School Education, Govt. of Tamil Nadu** highlighted the factors behind successful implementation of the MDM scheme in the State. First, the scheme is being run by two departments, Social Welfare and School Education which results as a test check and helps maintain a balance of good quality food. Secondly, the procurement process, under which all food grains are being procured, is through a single procurement agency i.e. Tamil Nadu Civil Supplies Corporation which ensures quality of the food material supplied and salt is supplied through Tamil Nadu Salt Corporation. Thirdly, introduction of 13 types of food items enabling serving of 13 varieties on rotational basis. Fourth, the Millet programme, which is basically for substantiating the nutritional level of the children. It is being done on pilot basis in two districts, Perumbalur and Ariyalur, at a cost of Rs. 5 crores. Answering to a query, she informed that the total annual expenditure under MDM Scheme is about Rs.1400 crores out of which central funding is about Rs.500 crores. Mixies and grinders are also provided to every noon-meal centre (42,900) to ensure that clean quality of food is being made.

33. **Shri R.V. Deshpande, Hon'ble Minister for Higher Education & Tourism, Karnataka** informed that the State has plans to achieve a Gross Enrolment Ratio of 35% in Higher Education during the next five years with the help of programmes like RUSA and others. Road map and agenda for action have already been setup to bring about equity and

for raising the quality of education to global standards. State has taken some new initiatives in this regard. First is the introduction of EDUSAT programme. He emphasized on commitment over and above the requirement of training of teachers to improve the quality of education. He stressed the need for skill development programmes and revision of the curriculum that should meet the present day requirement to make a student successful in life. He mentioned that State Government has sanctioned a programme in which students would be reimbursed the interest on the loans for their books, hostels etc. To encourage research, research innovation clubs should be established. He desired to have a strong Integrated Management Reforms System in universities. He appreciated the launch of RUSA which would address various shortcomings in the area of higher education, access, equity, inclusivity and excellence. He informed that the State is concentrating on becoming eligible for RUSA funding and highlighted various steps which are being taken in this regard. He suggested that teacher accreditation needs to be made mandatory along with institutional and programme accreditation by state assessment and accreditation councils. RUSA funds may be made available for promotion of innovation, for designing new courses, developing curriculum etc. He requested for a clarification on the role of UGC after the introduction of RUSA, especially with regard to the funding and earmarking of special funds under RUSA for the mitigation of regional imbalances, gender and socio-economic development. A number of suggestions were given by him such as funding of education management information system, ensuring better accountability in State universities and autonomous colleges, change in policy of institutional funding, shift of policy focus of funding research from output based to outcome based norm, transparency in appointment of VCs, re-look at the role of government in universities etc.

34. **Shri Brij Mohan Aggarwal, Hon'ble Education Minister, Chhattisgarh** informed that MDM has been able to increase the number of students in the schools and it is necessary to revise the honorarium for cooks to implement the scheme smoothly. He requested for funding pattern of 85:15 in the tribal areas and 80:20 in non-tribal areas in respect of higher education. Further, hostels are required in the model schools in tribal areas. He mentioned that government schools are running in the form of Ashrams in naxalite-affected areas for which no central funding is being released.

35. **Shri R.P. Sisodia, Joint Secretary, MHRD** made a presentation on the new scheme – Rashtriya Uchchatar Shiksha Abhiyan (RUSA). He highlighted the various features of the scheme. The funding pattern would be 90:10 for north-eastern & special category states and

65:35 for other States/UTs. The scheme will cover the public as well as public aided institutions. RUSA is a comprehensive umbrella scheme, in which there are all components, presented in such a way that it becomes a bouquet and each State has the liberty and flexibility, to pick and choose, and design their own scheme. 200 universities are proposed to be created by way of upgrading the existing colleges or bringing together a cluster of colleges and opening of 288 new model degree colleges, upgradation of existing 300 colleges into model degree colleges and 100 new professional colleges. This scheme touches upon every aspect of higher education – equity, research, innovation, quality improvement, etc. In order to improve the quality and availability of faculty, support will be available for creating 20,000 new faculty positions. Government has provided a total outlay of Rs.23,000 crore during 12th Plan. States are required to indicate their willingness to participate in RUSA, an undertaking to agree to the conditions of the scheme, meeting of pre-requisites and submission of plans. There would be a RUSA Mission Authority headed by Hon'ble HRM and Project Approval Board to be chaired by Secretary (HE), Technical Support Group and a Project Director at the national level. At the State level, there would be Higher Education Councils, Project Directorate and Project Monitoring Unit. Each institute will prepare and create institutional plans. These plans would be aggregated at the State level and submitted to Central Government. The pre-requisites of availing of funds under the scheme are – creation of Higher Education Councils, creation of a Perspective Plan, funding commitments to meet the State share, filling faculty positions, undertaking or committing to undertake the accreditation, affiliation governance, administrative and academic reforms. Shri Sisodia, JS(HE) mentioned about the basic norms in respect of each component of the scheme and requested all members to give their inputs before the same are finalised by the RUSA Mission Authority. He informed the members that the scheme has been rolled out and the funds will be provided as and when States approach with their detailed plans.

36. **Prof. R. Govinda, Vice Chancellor, National University of Educational Planning and Administration (NUEPA)**, made a presentation on National Mission on Teachers and Teaching (NMTT). He briefed that CUBE in its 59th meeting held on 6th June, 2012 constituted a Committee to look into the issue of NMTT and was given the task of developing the framework and process for the proposed mission. Thereafter, the CUBE Committee set up four sub-groups to look into greater detail of the different dimensions of the mission that the mission should be working on. The CUBE Committee has submitted its report in which thrust is on six areas - (i) supply of qualified teachers; (ii) quality of teachers; (iii) professional development of teachers; (iv) how to attract good high quality teachers and

talented people into teaching profession; (v) change in the social composition of the teachers to make it more inclusive; and (vi) use of information and communication technology. With regard to supply of teachers, the CABE Committee looked at both the short term measures which include close examination of recruitment policies, process of recruitment of teachers, improving the mobility of teachers in higher education and uniform availability of teachers and setting up of teacher education institutes in school education sector. The long term measures are to enhance the capacity of teacher educators, creation of placement cells in institutions for recruitment of teachers, etc. In order to improve the quality of teachers, the report recommends upgradation of all teacher education programmes by enhancing entry qualification & duration of programmes and strengthening of NCTE's role in monitoring the system. The report emphasizes the need to develop multiple benchmarks to assess the teachers and teachers quality. Motivation of people to join, teaching career should begin much earlier in order to attract and retain talent in the teaching profession. He suggested that recruitment of teachers should be followed by training before the actual teaching begins. He reiterated that recruitment of teachers from marginalised sections needs to be enhanced and also recruitment of differently-abled teachers, in both schools and colleges.

37. **Shri Rajeev Gupta, Secretary (Youth Affairs)**, mentioned that in the last meeting of the CABE it was decided to include NCC as an elective subject. CABE had also noted the inclusion of NSS as elective subject. He informed that subsequent to this, a draft curriculum has been sent to UGC and AICTE with the request to develop a syllabus for inclusion of NSS as an elective subject. He requested that NSS should be included as an elective subject in autonomous colleges of the UGC and institutions of AICTE from next year onwards. It was informed that the work in this regard is already in progress.

38. **Prof. M. Aslam, Vice Chancellor, IGNOU & Chairman (DEC)**, mentioned that there is a paradigm shift in education scenario from scholar to employability which should not be over looked. There is need to encourage and promote educational intervention in the fundamental subjects like physics, chemistry, biology, etc. and also paying very serious attention to research. The research should be made very attractive and rewarding for the people who are involved in it. He desired to have a policy framework for mainstreaming of disadvantaged groups rather than reservations. He stressed the need for exploring, encouraging and promoting other modes of intervention in addition to conventional modes to meet the target of trained teachers by March, 2015. Boundaries between conventional system and ODL system need to be dismantled.

39. **Dr. Vidya Yeravdekar, Principal Director, Symbiosis International University,** voiced her concern about privatization of teacher education. These are stand alone institutions with no connection to a larger university. Government involvement in teaching has to increase not only in numbers or proportions, but also in terms of standard setting. She also raised the issue of ad hoc teachers in higher education.

40. **Dr. V.C. Kulandai Swamy, Former V.C., IGNOU** raised the issue of ranking of Universities. He mentioned that our universities are not ranked high due to poor research output. He cited an example of China who is far ahead than India. The reason for this is not financial inadequacy but the number of people doing research in India, vis-à-vis other developing and advanced countries, is very low. He stated that the aims of higher education are creation of knowledge and communication of knowledge, which are in fact inseparable. But, in India, these two have been separated. 90% of undergraduate students and 71% of post-graduate students in India are in affiliated colleges which are not expected to do research. 83% of teachers are in affiliated colleges and thus, not involved in research. This is the cause of low levels of research output that needs to be addressed. The only remedy available is shifting higher education from college campuses to university campuses. He pointed out that RUSA is also not emphasizing this point.

41. **Prof. Paramjit Khurana, National Academy of Sciences India (NASI),** complimented the importance being given to higher education and research. She suggested that university education should be connected with the school education. She mentioned that in earlier times every university adopted a school (s) or had their own schools. This enabled university students to connect to the schools. She suggested a model in which Universities adopt atleast five neighbourhood colleges/schools which may interact with the experts in the universities and then these colleges are empowered for summer training or summer camps or refresher courses, for the other school teachers also. She requested Ministry of HRD to make it mandatory for the universities to adopt this model. She highlighted the importance of refresher training for every teacher, atleast once in five years. She was of the view that relaxation in qualifying marks for entry into education towards SC/ST quota may not be provided rather incentives should be given for qualifying. She focused the need for basic education.

42. **Shri Amarjeet Sinha, Principal Secretary, Department of Education, Bihar** raised four issues with reference to National Mission for Teacher and Teaching – (i) need to

develop teachers incrementally; (ii) clear policy of a teacher incrementally becoming a teacher educator; (iii) a norm based and a per capita based allocation to fill the gap; and (iv) to get out of minimalist approach.

43. **Ms. R. Jaya, Member Secretary, National Council for Teacher Education (NCTE)** referring to a suggestion given in NMTT regarding recruitment of teachers followed by training, stated that RTE does not allow for untrained teachers to be recruited, therefore, certain time limitations need to be fixed to adopt this suggestion. NCTE would need to be taken on board while making NMTT operationalized. She requested Secretary (SE&L) to look into each and every specific issue that has been raised during the meeting and to ensure that action is taken on all of them. She mentioned that two aspects of MDM scheme must be kept in mind while implementing the scheme – (i) safety, quality and hygiene and (ii) setting up of empowered committee. While complimenting the launch of RUSA, she urged all the State Governments to form their higher education councils and prepare their plans to avail the benefits under the scheme.

44. At the close of the meeting, the Vice-Chairman, Hon'ble MOS Shri Jitin Prasada thanked all the members for their valuable suggestions and mentioned that today's meeting has been very fruitful in addressing various issues relating to school education as also higher education. He then read out the Resolutions of CABE based on the discussion and deliberations, which are as under:-

i) RTE Act:

CABE noted the progress of the last three years under RTE in improving access, promoting social inclusion, reduction in gender gaps and in provision for children with special needs. The CABE members also noted the road that still needs to be travelled in fully meeting the objectives of the RTE Act and in ensuring school standards enunciated therein. The Committee resolved therefore, that completion of school infrastructure and recruitment of teachers and their deployment should be expedited. The need for paying greater attention to improvement of learning outcomes and the quality of teachers was further highlighted by the CABE.

Regarding the issues raised on teacher recruitment, teacher salaries and teacher training, most of these would be covered under the proposed National Mission on Teachers and Teaching. However, the Central Government would not like to enter into a domain directly relating to State and local administration, such as salary and appointment of teachers.

ii) Mid-Day Meal Scheme:

CABE noted the proposed changes for ensuring the quality of Mid Day Meal and putting in place an effective monitoring and supervision mechanism and

emphasised “**A zero tolerance policy for maintaining the standard and quality of food**”.

iii) RUSA

In higher Education, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has been approved by the Cabinet. A detailed presentation on the Mission giving the various components under this Mission and the roll out in the coming years was presented before CABE. **This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges. All State Governments were requested to take steps to form their State Higher Education Council and prepare the State Higher Education Plan.**

iv) National Mission on Teachers and Teaching

The CABE Committee Report on National Mission on Teachers and Teaching was presented before CABE. The major recommendations made in the Committee Report were noted by CABE. Based on these recommendations, a new scheme of National Mission on Teachers and Teaching is being launched.

v) Introduction of NSS

Making NSS a credit based elective course in higher education was taken up for consideration. This was an agenda item of the Department of Youth Affairs. It was decided that UGC and AICTE would explore to implement it from the next academic session.

vi) Community Colleges

An updated status on the implementation of Pilot Community Colleges Scheme was also noted by CABE.

45. The meeting ended with a vote of thanks to the Chair.

ANNEXURE-I**LIST OF PARTICIPANTS OF THE 62nd MEETING OF CENTRAL ADVISORY BOARD OF EDUCATION (CABE) (10th October, 2013)**

S. No.	NAME, DESIGNATION & ADDRESS
1.	Shri Jitin Prasada, Minister of State (HRD) & Vice Chairperson(CABE)----- CHAIRD THE MEETING
REPRESENTATIVES FROM GOVERNMENT OF INDIA	
2.	Shri K. Rehman Khan, Minister of Minority Affairs, New Delhi
3.	Shri P.B. Naik, Minister of State (Social Justice and Empowerment), New Delhi
REPRESENTATIVES OF STATES/UTs (MINISTERS)	
4.	Lt. Gen (Retd.) A.K. Singh, Lt. Governor, Andman & Nicobar, Port Blair
5.	Shri P.K. Shahi, Education Minister, Bihar, Patna
6.	Shri Brij Mohan Agrawal, Education Minister, Chhatisgarh, Raipur
7.	Smt. Geeta Bhukkal, Education Minister, Haryana, Chandigarh
8.	Smt. Geetashree Oraon, Minister of Human Resource Development, Jharkhand, Ranchi
9.	Shri Kimmene Rathnakar, Education Minister(Primary & Secondary Education), Karnataka
10.	Shri R.V. Deshpande, Minister for Higher Education & Tourism, Karnataka
11.	Shri Laxmikant Sharma, Minister (Higher Education), Madhya Pradesh, Bhopal
12.	Shri M. Okendro, Minister of Education, Manipur, Imphal
13.	Shri T. Thiagarajan, Minister of Education, Puducherry
14.	Shri Palaniappan, Minister for Higher Education, TamilNadu, Chennai
15.	Shri Vijay Bahadur Pal, State Minister (Madhyamik Siksha) U.P. Govt., Lucknow
16.	Shri Mantri Prasad Naithani, Education Minister(School), Uttrakhand, Dehradun
MEMBER SECRETRAY	
17.	Shri Ashok Thakur, Secretary, Department of Higher Education, Ministry of Human Resource Development, New Delhi.
EX-OFFICIO MEMBERS	
18.	Shri Rajarshi Bhattacharya, Secretary, Department of School Education & Literacy, Ministry of Human Resource Development, New Delhi
19.	Prof. Ved Prakash, Chairman, University Grants Commission, New Delhi
20.	Shri Avinash S. Pant, Vice Chairman (representative for Chairman), All India Council for Technical Education, New Delhi
21.	Shri Basudev Chatterji, Chairman, Indian Council of Historical Research, New Delhi
22.	Prof. M. Aslam, Vice Chancellor, IGNOU & Chairman (DEC), New Delhi
23.	Prof. Pravin Sinclair, Director, National Council for Educational, Research and Training, Aurobindo Marg, New Delhi
24.	Shri Surjit Chaudhary, Secretary, National Commission for Minorities, New Delhi
25.	Ms. Kushal Singh, Chairperson, National Commission for Protection of Child Rights (NCPCR), New Delhi
26.	Dr. Rashidulla Khan, President, Central Council of Indian Medicines (CCIM), New Delhi.
27.	Ms. R. Jaya, Member Secretary (representative for Chairman), National Council for Teacher Education (NCTE), New Delhi
28.	Prof. Paramjit Khurana, (representative for President), National Academy of Sciences

	India(NASI), Allahabad
29.	Dr. Amarendra Pani, Deputy Director(R), Association of Indian Universities, New Delhi
30.	Dr. G.S. Yadava,(representative for President) Indian Institute of Engineers Kolkata
31.	Shri D. R. Brakaspathy, Advisor, (representative for Secretary) Deptt. of Science & Technology, New Delhi
	VICE CHANCELLORS OF UNIVERSITIES / HEADS OF INSTITUTIONS OF NATIONAL IMPORTANCE
32.	Prof. Dinesh Singh, Vice Chancellor, University of Delhi, Delhi
33.	Prof. W.N. Gade, Vice Chancellor, University of Pune, Pune
34.	Prof. A.S. Brar, Vice Chancellor, Guru Nanak Dev University, Punjab
35.	Prof. R. Govinda, Vice Chancellor, National University of Educational Planning and Administration (NUEPA), New Delhi
36.	Prof.(Dr.) Kalyani Mathivanan, Vice Chancellor, Madurai Kamarj University, Tamil Nadu
37.	Prof. P. Shukla,Vice Chancellor, North Eastern Hill University, Shillong
	NOMINATED MEMBERS
38.	Shri Rajendra S.Pawar, Chairman, NIIT,Gurgaon
39.	Dr. Mary E John, Senior Fellow, Centre for Women's Development Studies, New Delhi
40.	Dr. Mithu Alur, Founder Chairperson, National Resource Centre for Inclusion, The Spastics Society of India (ADAPT), Mumbai
41.	Smt. Aditi Anil Jain, Chairperson, Pragyavataran Educational Society, Noida, UP.
42.	Ms. Teesta Setalvad, Director, Khoj Educational for a Plural India, Mumbai
43.	Shri Satyavrat Shastri, (Sanskrit Scholar) New Delhi
44.	Prof. Wasim Barelvi, (Urdu Scholar), Vice Chairman, National Council for Promotion of Urdu Language (NCPUL), New Delhi
45.	Dr. V.C. Kulandai Swamy, Former V.C., IGNOU (Expert in Tamil Language), Chennai.
46.	Shri Ajit Balakrishnan, CEO, Rediff.com & Chairman BoG, IIM-Calcutta, Kolkata
47.	Shri P.A. Inamdar,(Educationist), President, Minority Federation of Educational Institute, Pune
48.	Ms. Sadhanala Santhi Rajasri, Social Activist, Andhra Pradesh
49.	Dr. Vidya Yeravdekar, Principal Director, Symbiosis International University, Pune
	PERMANENT INVITEES
50.	Shri Rajeev Gupta, Secretary (Youth Affairs), New Delhi.
51.	Shri B. M.S. Rathore, Joint Secretary(Representative of Secretary), Ministry of Environment and Forest, New Delhi.
	MHRD OFFICIALS
52.	Ms. Vrinda Sarup, Additional Secretary, D/o SE & L MHRD, New Delhi
53.	Shri Anant Kumar Singh, Joint Secretary, MHRD, New Delhi.
54.	Shri. Amit Khare, Joint Secretary, (ICC & P), MHRD
55.	Ms. Veena Ish, Joint Secretary, MHRD, New Delhi
56.	Dr. Nagesh Singh, Economic Advisor (SE&L), MHRD, New Delhi
57.	Ms. Radha Chauhan, Joint Secretary, MHRD, New Delhi
58.	Shri R.P. Sisodia, Joint Secretary, MHRD, New Delhi
59.	Ms. Rita Chatterjee, Joint Secretary, SE &L, MHRD, New Delhi

60.	Ms. Shakila T.Shamsu, Officer-in-Special-Duty(XII Plan), D/o HE MHRD, New Delhi
61.	Shri Deepak Agarwal, PS to MOS (HRD), MHRD, New Delhi
62.	Shri A.K. Pandey, Addl. P.S. to MOS (HRD), MHRD, New Delhi
63.	Shri Amit Shukla, Director, MHRD, New Delhi
64.	Shri Gaya Prasad, Director, D/o SE &L, MHRD, New Delhi
65.	Shri Maninder Kumar Dwivedi, Director, SSA, Deptt. of SE &L MHRD
66.	Shri Manoj Kumar, Special Secretary, D/o SE &L MHRD, New Delhi
67.	Dr. Mahammed Ariz Ahammed, Director, MHRD, New Delhi
68.	Shri Sanjeev Sharma, Director(Policy), D/o HE , MHRD, New Delhi
69.	Shri S.L. Negi, Director, D/o School Education, MHRD, New Delhi
70.	Shri Pradeep Bhatnagar, Deputy Secretary, D/o SE&L, MHRD, New Delhi
71.	Shri G. Muthu Raja, Under Secretary, MHRD, New Delhi
72.	Ms. Rajni Taneja, Under Secretary, MHRD, New Delhi
73.	Shri Eldho Mathews, Consultant, RUSA, MHRD, New Delhi
74.	Shri Padam Singh, Section Officer, MHRD, New Delhi
75.	Shri Rajeev Kumar, Under Secretary(MDM), Deptt of SE &L, MHRD, New Delhi
76.	Shri Davendra Kumar, Research Assistant, MHRD, New Delhi
77.	Shri Om Prakash, Programmer, CMIS, MHRD, New Delhi
78.	Shri Ramesh Chand Chandrawal, Assistant, MHRD, New Delhi
79.	Shri Krishna Kumaran E, CMIS, MHRD, New Delhi
80.	Shri Manoj Kumar, Research Assistant, MHRD, New Delhi
81.	Smt. Krishna Kumari Khatta, Assistant, MHRD, New Delhi
82.	Shri Keshav Madhav Sharma, Assistant, MHRD, New Delhi
83.	Shri Amandeep Singh, Assistant, MHRD, New Delhi
	OFFICIALS OF OTHER CENTRAL ORGANIZATIONS
84.	Prof. Dr. T.B. Subba, Vice Chancellor, Sikkim University, Sikkim
85.	Shri Shyam Kapoor, Joint Secretary, Ministry of Social Justice & Empowerment, New Delhi
86.	Shri L.K. Gupta, Joint Secretary, M/o Youth Affairs, New Delhi
87.	Dr. C. Chandramohan, Senior Advisor (Education), Planning Commission, New Delhi
88.	Ms. Kiran Gupta, Deputy Adviser, Planning Commission, New Delhi
89.	Shri S. S. Jena, Chairman, NIOS, Noida-UP
90.	Ms. Kaneez Fatima , Deputy Commissioner, Navodya Vidyalaya Samiti, Noida -UP
91.	Dr. Nidhi Sharma, Deputy Secretary, UGC, New Delhi
92.	Ms. Dayawanti, Media Officer, PIB, New Delhi
93.	Ms. Renu Sobti, Deputy Adviser, Planning Commission, New Delhi
94.	Prof. Kannan Moudgalya, Professor, IIT Bombay, Mumbai
95.	Shri R.K. Singh, Under Secretary, M/o Youth Affairs, Shastri Bhavan, New Delhi
96.	Shri Rajendra Prasad, Under Secretary, M/o Tribal Affairs, Shastri Bhavan, New Delhi
97.	Dr. N.K Dash, Professor and Director, School of Education, IGNOU, New Delhi
98.	Ms. Neeru Chaudhary, Head (Programs), Childreach International India, New Delhi
99.	Shri V. Kannan, Assistant, IGNOU, New Delhi
100.	Shri Lalit Kumar, IGNOU, New Delhi
	OFFICIALS OF STATES/UTs
101.	Shri Rajeshwar Tiwari, Principal Secretary(Secondary Education), Govt. of Andhra Pradesh,

	Hyderabad
102.	Shri Saibabu ASRN, Education , Andhra Pradesh
103.	Shri Hemanta Narzary, Commissioner & Secretary(Elementary Education), Assam
104.	Smt. L.S. Changsan, Mission Director, Sarva Siksha Abhiyan, Assam, Guwahati
105.	Shri Tusar Dev Goswami, State Planning Coordinator, SSA, Assam
106.	Shri Amarjeet Sinha, Principal Secretary, Department of Education, Govt. of Bihar, Patna
107.	Shri V.K. Singh, Education Secretary, UT Chandigarh , Chandigarh
108.	Shri L.S. Marawi , Director(School Education), Chhattisgarh, Raipur
109.	Shri Chhatar Singh Dehare, Dy. Secretary, Deptt of School Education, Chhattisgarh, Raipur
110.	Dr. A.K. Pandey, Addl. Chief Secretary, Deptt. of Science & Technology, Ranchi.
111.	Shri S.P. Dixit, IAS, Directorate of Higher Education, Govt. of Delhi, Delhi
112.	Shri Surender Kumar, Asstt. Director, Directorate of Higher Education, Govt. of Delhi, Delhi
113.	Dr. Vinod Kumar, Principal Secretary, Education Division, PUSA Campus-New Delhi
114.	Ms. Anita Satia, Director ,SCERT, Govt. of NCT of Delhi, New Delhi
115.	Dr. Sunita S. Kaushik, Additional Director, Directorate of Education, Delhi
116.	Shri Shrutibodh Agarwal, OSD-RTE, Directorate of Education, Govt. of NCT of Delhi, Delhi
117.	Dr. Pratibah Sharma, Joint Director, State Council of Education Research & Training, Govt. of NCT Delhi, Defence Colony, New Delhi
118.	Shri M.K. Gupta, Deputy Director (Plg.), Directorate of Education, Delhi
119.	Shri Surender Kumar, Assistant Director, Directorate of Higher Education, Delhi
120.	Shri R.R. Varsani, Chairman, Gujarat Secondary & Higher Secondary Education Board, Gandhi Nagar, Gujarat
121.	Ms. Surina Rajan, Principal Secretary (School Education), Govt. of Haryana, Chandigarh
122.	Shri Hemant Verma, Deputy Director, Higher Education, Haryana
123.	Shri Jagdeep Kumar Duhan, Information & Public Relation Officer, Haryana Bhawan, New Delhi
124.	Shri Om Prakash, PA, Chandigarh
125.	Dr. Amar Dev, Joint Director of Higher Education (Colleges), Govt. of Himachal Pradesh
126.	Shri Hem Raj Sharma, Associate Professor SCERT, Himachal Pradesh
127.	Shri Sheikh Mushtaq Ahmad, Secretary (Higher Education), Govt. of J&K, Srinagar/Jammu
128.	Dr. Rajneesh Goel, Principal Secretary(Higher Education), Govt. of Karnataka, Bangalore
129.	Shri C.R. Francis, Convener Higher Education Department, Karnataka
130.	Dr. P.K Velayudhan, Director, Directorate of Collegiate Education, Kerala.
131.	Shri J.N. Kansotiya, Principal Secretary(Higher Education) Govt. of Madhya Pradesh, Bhopal,
132.	Dr. Arun Singh, Joint Director (RSK), Deptt of School Education, Govt. of M.P, Bhopal
133.	Mr. D. Bhargav, Private Secretary to Hon'ble Minister, Madhya Pradesh, Bhopal
134.	Shri J.N.K. Ansotiya, PS Higher Education, Govt. of Madhya Pradesh.
135.	Sh. Paulunthang Vaiphei, IAS, Commissioner (Hr & Tech. Edn, & Ex-officio Director (Edu-U/SCERT, Adult Education), Govt. of Manipur, Imphal
136.	Shri E. Vallavan, Director(School Education), Govt. of Puducherry
137.	Dr. Roshan Sunkaria, Principal Secretary, Higher Education, Govt. of Punjab, Chandigarh
138.	Ms. Anjali Bhawra, Principal Secretary(School Education), Govt. of Punjab, Chandigarh
139.	Ms. Ruchika Rishi, OSD, Govt. of Sikkim, Sikkim House, Chankyapuri, New Delhi
140.	Shri Apurva Varma, Principal Secretary(Higher Education), Govt of Taminadu, Chennai

141.	Thirumathi D. Sabitha, Principal Secretary(School Education), Govt. of Tamilnadu, Chennai
142.	Shri R.K. Vaish, Chief Resident Commissioner, Tripura, New Delhi
143.	Shri Neeraj Kumar Gupta, Principal Secretary(Higher & Technical Education), UP
144.	Shri Jitendra Kumar, Secretary Deptt. of Secondary Education, Govt. of UP, Lucknow
145.	Dr. Ramanand Prasad, Joint Secretary(Higher Education), Govt. of U.P., Lucknow
146.	Dr. Alok Kumar Srivastava, Associate Professor & Project Coordinator All India Survey on Higher Education, Lucknow
147.	Shri Sameer Kumar, Trg./Admn. Officer, MDMA, Lucknow, U.P.
148.	Shri Ashutosh Gaur, Senior Professor RTE SSA, UP, Lucknow.
149.	Shri S. Raju, Principal Secretary(Education) Govt. of Uttrakhand
150.	Dr. N.P. Maheshwari, Deputy Director (Higher Education),Govt. of Uttrakhand, Dehradun
151.	Dr. A.K. Joshi, Assistant Director(Higher Education), Directorate H.E., Uttrakhand, Haldwani

Urgent/By Speed Post

No. 2-28/2013-PN-1
Government of India
Ministry of Human Resource Development
Department of Higher Education
(PN.I Section)

Shastri Bhavan, New Delhi-110115
Dated the 28th November, 2013

To

All the Members of CABE
(As per list attached)

Subject: **Summary Record of Discussion of the 62nd Meeting of Central Advisory Board of Education (CABE) held on 10th October, 2013 - regarding**

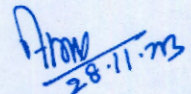
Sir/Madam,

I write this to thank all the Hon'ble Ministers and distinguished members of CABE, Secretaries to the Government of India, senior officials of Central and State Governments and eminent academics for participating in the 62nd Meeting of Central Advisory Board of Education held on 10th October, 2013 under the chairmanship of Shri Jitin Prasada, Hon'ble Minister of State for Human Resource Development.

2. The Summary Record of Discussion of the CABE meeting is enclosed for kind perusal.

Thanking you,

Yours faithfully,



(AMIT KHARE)

Joint Secretary to the Government of India
Tel. No. 23071486

Encl: As above

Copy alongwith enclosure for information and further necessary action to:-

1. PS to Representatives of Govt. of India [Union Ministers / Member (Education), Planning Commission]
2. PS to Education Ministers of all States/UT Administrations
3. Principal Secretaries/Secretaries (Education) of all States/UTs.
4. Webmaster, CMIS (for uploading on the Ministry's website) 143699
5. 62nd Meeting CABE Guard file.

Summary Record of the 62nd CABE Meeting held on 10th October, 2013 at

New Delhi

The 62nd Meeting of the Central Advisory Board of Education (CABE) was held under the Chairmanship of Hon'ble MOS (HRD) Shri Jitin Prasada on 10th October, 2013 at New Delhi. The meeting was attended by Shri K. Rehman Khan, Hon'ble Minister of Minority Affairs, Shri P.B. Naik, Hon'ble MOS, Social Justice and Empowerment, Lt. Governor of Andaman & Nicobar, 13 State Education Ministers, representatives of States and Union Territories, CABE Members, Heads of Autonomous Organization, Vice Chancellors and Senior Academics. Shri Ashok Thakur, Secretary (HE), cum Member Secretary, CABE, Shri. R. Bhattacharya, Secretary Department of School Education and Literacy, Shri Rajeev Gupta, Secretary, Department of Youth Affairs, Chairman, UGC and AICTE were also present in the meeting along with other senior officials of the Central and State governments.

2. As a mark of respect to the late CABE Member Sh. Vinod Raina, condolence was held and rich tributes made for his remarkable contributions to the education sector. A minute of silence was observed as a tribute to the departed soul.

3. Hon'ble MOS (HRD) Shri Jitin Prasada, in his opening address (Annexure 1) highlighted the thrust and focus of the Ministry of HRD in the XII Five Year Plan in keeping with the vision of a Faster, More Inclusive and Sustainable Growth. He said that the Ministry will continue to focus on the four E's of Expansion, Equity, Excellence and Employability. He highlighted the achievements made in many of the ongoing schemes and shared the broad roadmap for education sector and postulated on the strategies that will be employed to achieve the identified goals.

4. Hon'ble Minister of Minority Affairs, Sh. K. Rehman Khan highlighted the development deficit among Muslims, which is the largest minority community comprising 14% of the population amounting to 22.2 crore of the population. He urged CABE to look at the issue not as a religious one but as a social demand as no development can take place without an inclusive approach. He desired that all efforts must be made to implement Article 30 of the Constitution safeguarding the educational rights of the minorities. He also desired that RTE be implemented in right earnest so that children from socio-economic backward classes are admitted under the 25% reservation as per neighbourhood criteria.

5. During the meeting, following presentations were made pertaining to the main agenda items of CABE meeting:

(a) RTE – SSA by Ms Vrinda Sarup, AS (SE) **(Annexure 2)**

(b) Mid-Day Meal by Sh Gaya Prasad, Director **(Annexure 3)**

(c) Rashtriya Uchchar Shiksha Abhiyan (RUSA) by Sh R. S. Sisodia, JS(HE)
(Annexure 4)

(d) National Mission on Teachers and Teachings by Prof R. Govinda, VC, NUEPA
(Annexure 5)

6. Based on the discussions and deliberations on the agenda items, the following resolutions were taken:

➤ **RTE Act:**

CABE noted the progress of the last three years under RTE in improving access, promoting social inclusion, reduction in gender gaps and in provision for children with special needs. The CABE members also noted the road that still needs to be travelled in fully meeting the objectives of the RTE Act and in ensuring school standards enunciated therein. The Committee resolved therefore, that completion of school infrastructure and recruitment of teachers and their deployment should be expedited. The need for paying greater attention to improvement of learning outcomes and the quality of teachers was further highlighted by the CABE.

Regarding the issues raised on teacher recruitment, teacher salaries and teacher training, most of these would be covered under the proposed National Mission on Teachers and Teaching. However, the Central Government would not like to enter into a domain directly relating to State and local administration, such as salary and appointment of teachers.

➤ **Mid-Day Meal Scheme:**

(a) Safety, Quality and Hygiene under Mid-Day Meal Scheme.

(b) Setting up of Empowered Committee for Mid-Day Meal Scheme.

CABE noted the proposed changes for ensuring the quality of Mid Day Meal and putting in place an effective monitoring and supervision mechanism and emphasised “**A zero tolerance policy for maintaining the standard and quality of food**”.

➤ **RUSA**

In higher Education, the Rashtriya Uchchar Shiksha Abhiyan (RUSA) has been approved by the Cabinet. A detailed presentation on the Mission giving the various components under this Mission and the roll out in the coming years was presented before CABE. **This is for the first time since independence that Higher Education is being expanded in a mission mode which will particularly benefit State Universities and Colleges. All State Governments were requested to take steps to form their State Higher Education Council and prepare the State Higher Education Plan.**

➤ **National Mission on Teachers and Teaching**

The CABE Committee Report on National Mission on Teachers and Teaching was presented before CABE. The major recommendations made in the Committee Report were noted by CABE. Based on these recommendations, a new scheme of National Mission on Teachers and Teaching is being launched.

➤ **Introduction of NSS**

Making NSS a credit based elective course in higher education was taken up for consideration. This was an agenda item of the Department of Youth Affairs. It was decided that UGC and AICTE would explore to implement it from the next academic session.

➤ **Community Colleges**

An updated status on the implementation of Pilot Community Colleges Scheme was also noted by CABE.

MHRD

Department of Higher Education

**Opening Remarks for Hon'ble MOS (HRD) Shri Jitin Prasada for the 62nd
Meeting of CAGE to be held on 10th October 2013 at New Delhi**

.....

I have immense pleasure in welcoming each one of you to the 62nd Meeting of the Central Advisory Board of Education (CAGE). Let us express our deep condolence and pay our collective tribute to our esteemed and senior CAGE Member Late Dr. Vinod Raina who passed away on 12th September after a prolonged battle with cancer. We owe the landmark Right to Education Act to his unstinted commitment to ensure every child the right to free and compulsory education. Let us all stand to observe a moment of silence in the memory of his departed soul.

We are into the second year of the Twelfth Five year Plan and we thought that CAGE as the highest advisory body on education must meet to keep track of some of the new initiatives and take stock of the development in the States which are actively implementing major schemes. Hence, the meeting today is a re-affirmation of our commitment to continue the tradition of regular consultations through CAGE and State Education Ministers conference. In a country as diverse and as large as ours, the task of developing national policies while at the same time respecting and incorporating regional aspirations and an inclusive agenda of growth is indeed really challenging. The need is for a participatory approach in which all of us, be it Central Government of State Governments, academics, autonomous institutions,

private sector and all other stakeholders, work together towards a common goal which is empowering the children and youth of India through education.

In the 61st Meeting of CAGE held on held on 2nd April, 2013 wide ranging issues covering the school and higher education sector were discussed. To reiterate Hon'ble HRM had highlighted the thrust and focus of the Ministry of HRD in the XII Five Year Plan in keeping with the vision of a Faster, More Inclusive and Sustainable Growth. The Ministry will continue to focus on the three E's of Expansion, Equity and Excellence. To recapitulate, a CAGE Committee was to be constituted to examine the formulation of a National Higher Education Qualification Framework (NHEQF) which will submit its recommendations within a period of six months. The completion of All India Survey on Higher Education with the active support of the State Governments was appreciated. On the use of ICT In Higher Education it was noted that while there have been substantial achievements in providing connectivity and development of e-content, there is a need to develop an integrated approach in usage of both connectivity and content developed under the National Mission in Education through ICT. Further, the need for capacity building of teachers for usage of ICT in improving the quality of learning also needs consideration. The proposed introduction of NCC as an elective subject in select autonomous colleges was approved and the proposal of the Ministry of Youth Affairs and Sports for introduction of NSS as an elective also noted and desired that similar other activities may also be considered for inclusion as elective subjects. The proposal regarding constitution of a new Education Commission was appreciated. Regarding the proposal for a National Testing Agency, it was desired that the proposal needs to be deliberated and worked in detail in consultation with all stakeholders.

Further, the progress and implementation of RTE Act was reviewed in detail along with an assessment of the ground situation in different States.

In the last twenty years, the education scenario has seen a monumental change with the emergence of several new paradigms. Rights based approach to elementary education, the endeavour to extend universalization to secondary education, reshape the higher education scenario and its impact on the innovation environment, growth and well-being of people and providing an impetus to skill development through vocational education all in the context of the emergence of new technologies in a rapidly expanding economy placed in a globalised environment are dominating the discourse. Our vision is of providing quality education for all with special focus on marginalised and disadvantaged groups. The underpinnings of these focus themes would be based on a rights based and learner centric approach.

Quality is a critical priority area for ensuring sustainability and several initiatives are lined up to achieve excellence in higher education. Several initiatives are lined up for increasing both the capacity and quality of our higher education system. An umbrella scheme of Rashtriya Uchchar Shiksha Abhiyan(RUSA) is being launched to address the needs of State institutions so as to strengthen them and enhance their quality. RUSA will also address a major challenge on regional imbalances in higher education.

A National Mission on Teachers and Teaching will be launched to address, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges. It is also envisaged that the Teacher Mission would pursue long term goal of building a strong professional cadre of teachers by

setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers. The Mission would focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

To ensure equity in higher education, regional and social imbalances will be reduced through National initiatives for greater inclusion of disadvantaged sections of SCs, STs, Minorities, backward classes, girls and persons with disabilities. Similarly, Indian languages will be strengthened to ensure balanced linguistic growth. National Initiative to foster social responsibility and community engagement in higher education is also on the agenda. Enhanced student financial assistance through scholarships and interest subsidy schemes will ensure a means blind merit based approach.

Technology enabled learning should be taken to all the institutions across the country and institutions, faculty and students must be empowered them to harness technology for improving the quality of education. Setting up of new Inter-University Centers, encouraging inter-institutional collaborations, strengthening open and distance education, focus on research & innovation, strengthening education in intellectual property rights and social science research, student mobility and internationalisation are also strategies towards quality improvement. Another major thrust is development of skills in Higher Education through community colleges and polytechnics.

In today's meeting, under school education, we will be taking an update on the three years of progress of RTE Act in the State/UTs. We would also deliberate on Safety, Quality and Hygiene under Mid-Day Meal Scheme and explore the Setting up of an Empowered Committee for Mid-Day Meal Scheme. Under Higher Education, I am happy to inform you that a National Higher Education Mission called Rashtriya Uchchatar Shiksha Abhiyan (RUSA) has been launched. Another Mission in the offing is the National Mission on Teachers and Teaching. The Report of the CBE Committee on NMTT will be placed for approval of CBE.

I would urge the Members to consider the tabled agenda items. We would like meaningful discussions on all the agenda items and I would each one of you to be brief because I want to ensure that each one of you gets an opportunity to express your valuable views and share your inputs. Let us discuss in the spirit of cooperation and keep the paramount importance of our children in mind and how decisions can shape their future in a better manner. With these words, I wish the proceedings all success and eagerly look forward to having a very fruitful deliberation.

CABE

RTE-SSA

10th October, 2013



Right of Children to Free and Compulsory Education Act, 2009

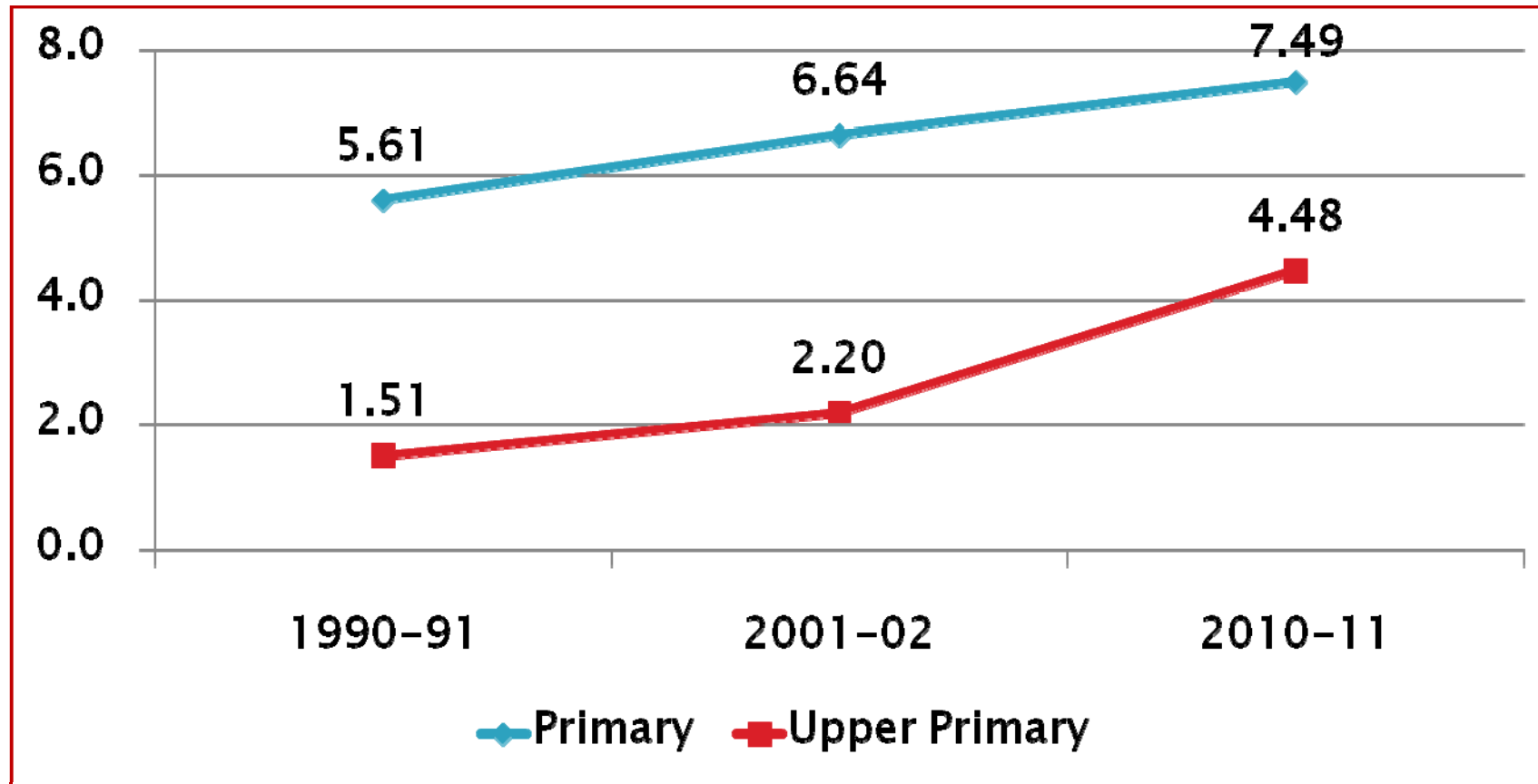
- RTE Act 2009 lays down
 - All children of 6-14 years in school
 - State to provide neighbourhood school
- Steady investment in Elementary Education since 1990s
- Positive outcomes

RTE Act unfolds

- RTE Act amended in 2012- safe guarding Minority institutions
- 2 Advisories and 11 Guidelines issued
- **Recent Guidelines circulated:**
 - ✓ Applicability of 25% reservation in admission for residential schools
 - ✓ Prevention of discrimination in schools wrt children belonging to weaker sections and disadvantaged groups
 - ✓ Playground
- **Under consideration:**
 - ✓ Endorsement of NCPCR Guidelines on Corporal Punishment

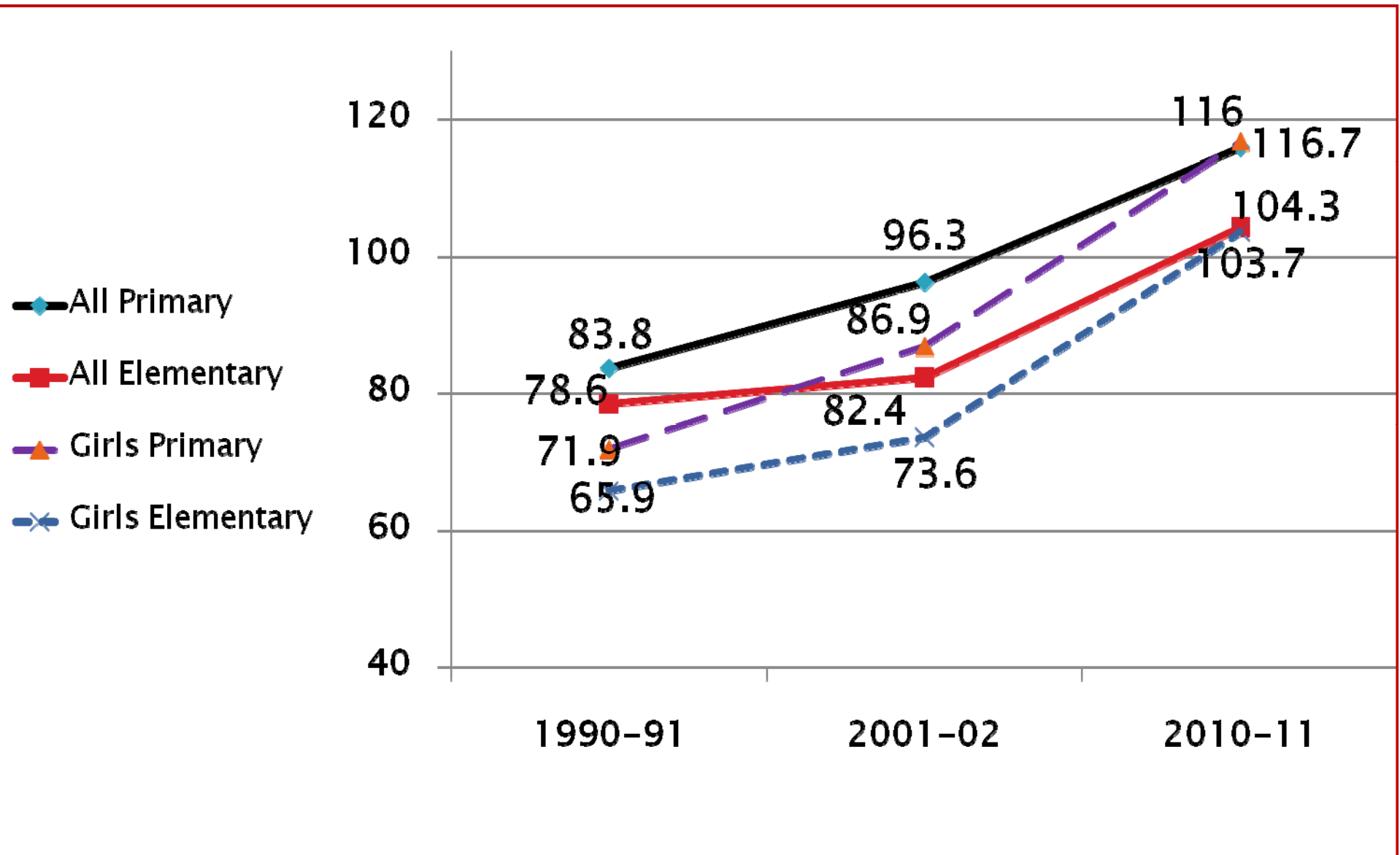
Number of Schools

In lakh



- 98% habitation have PS in 1 Km. and 92% UPS in 3 Km.

Gross Enrolment Ratio

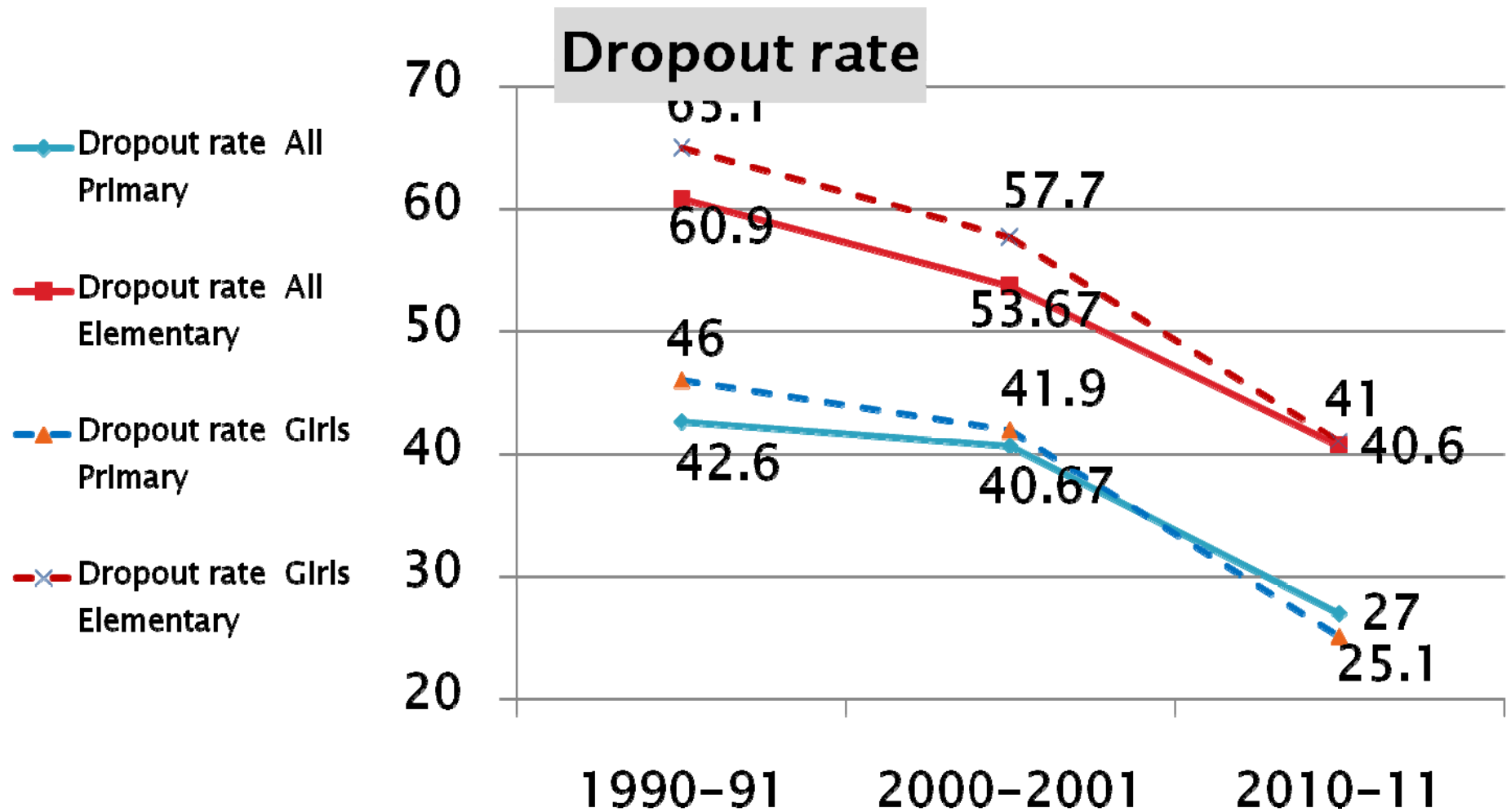


Source :SES 2010-11₅

% share of enrolment SC, ST, Minority

	Elementary	
Year	2005-06	2012-13
% share enrolment ST (population share 8.6%)	9.02	10.85
% share enrolment SC (population share 16.6%)	18.64	20.24
% share enrolment Muslim (population share 13.43%)	7.92 (2006-07)	13.52

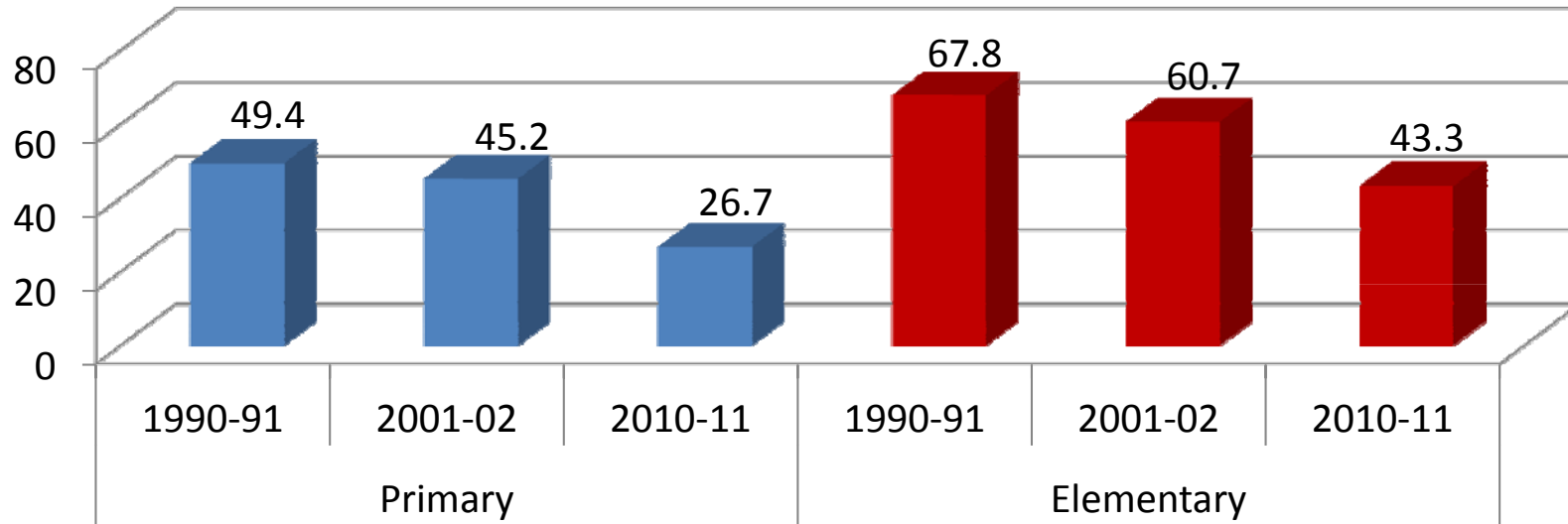
RTE Act 2009: Ensure Completion of Elementary Education



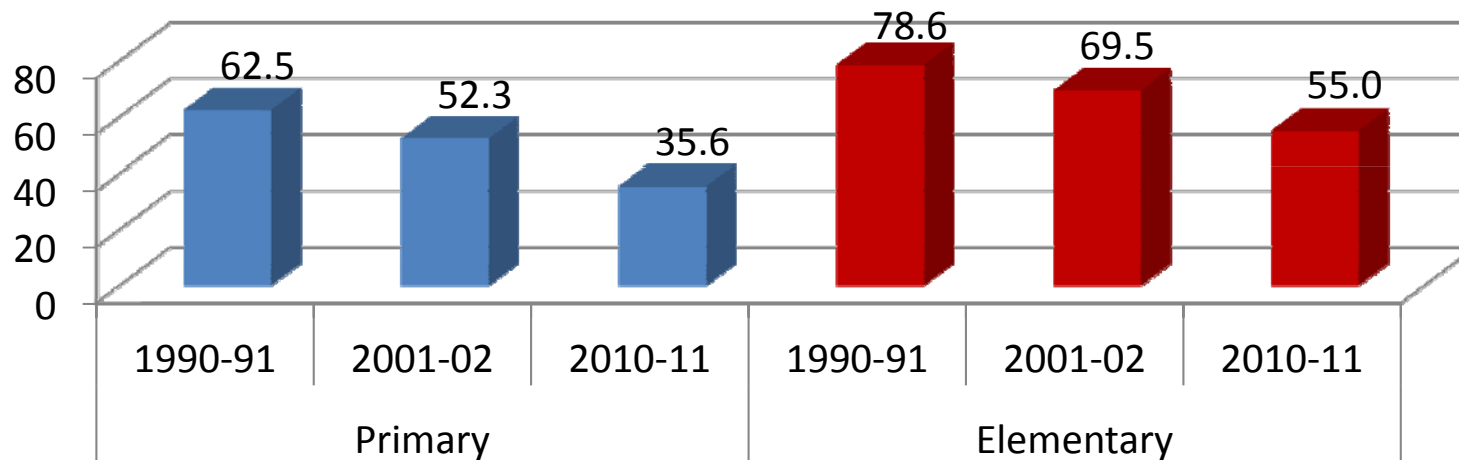
Source :SES⁷

Dropout Rate – SC & ST

Dropout rate- SC

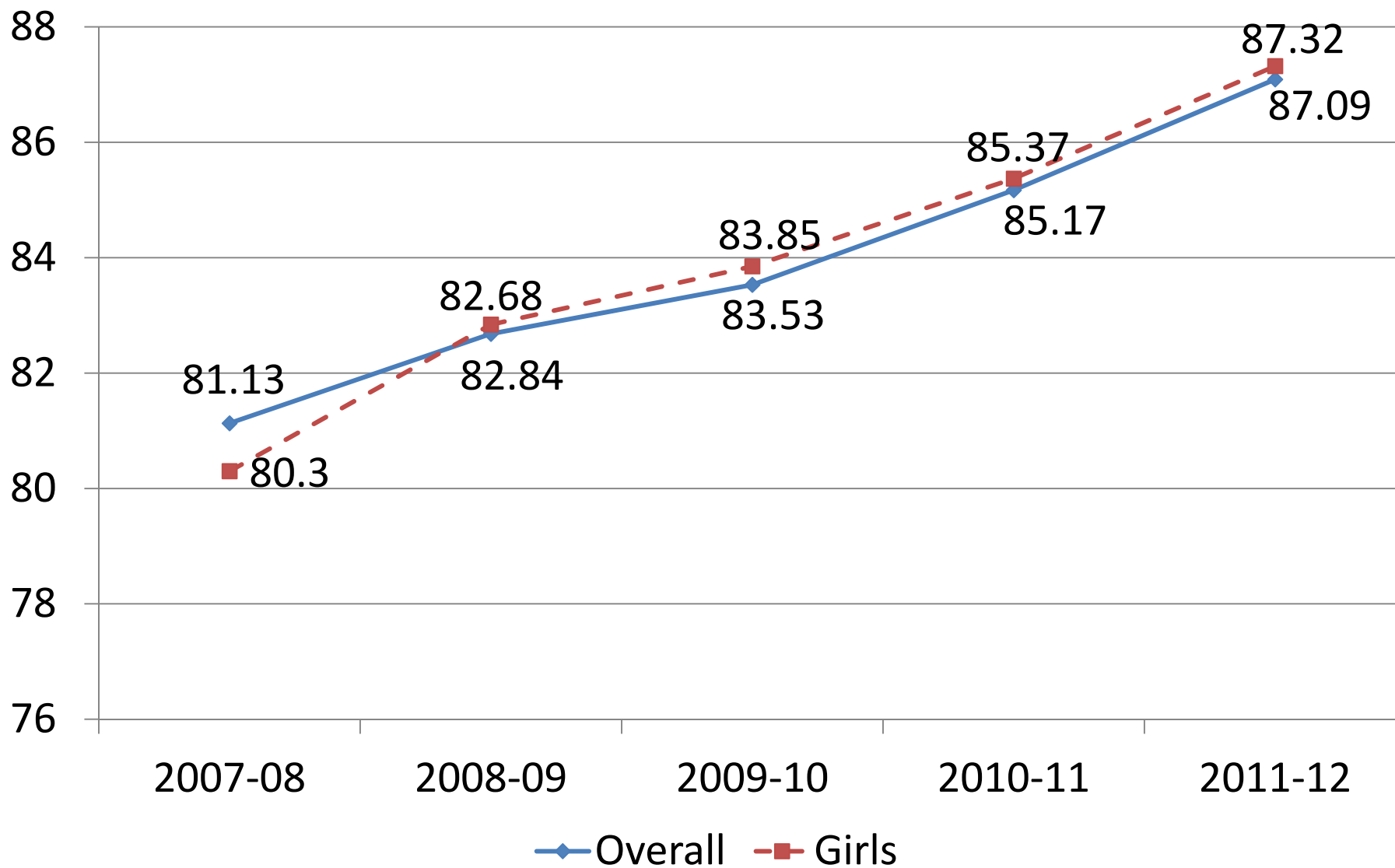


Dropout rate - ST



Source: SES⁸

Transition Rate (Primary to Upper Primary)



Source: DISE

RTE compliance: Neighbourhood school

Access to Primary Schools (98% All India coverage)

State/UT	Habitations without PS (2013-14)	PS sanctioned (upto 2012-13) but un-opened
Bihar	1896	6746
West Bengal	527	4233
Andhra Pradesh	912	409
Jharkhand	295	646

Access to Upper Primary Schools (92% All India coverage)

State/UT	Habitations without UPS (2013-14)	UPS sanctioned (upto 2012-13) but un-opened
Jharkhand	773	607
Uttar Pradesh	237	749
Tamil Nadu	142	19

RTE Compliance : Access

8 year Elementary Cycle

- 12 States did not have 8 year elementary cycle.
- All have now notified 8 year elementary cycle as per RTE Act.

25 States/UTs have notified norms for admission under section 12(1)(c) i.e. 25% students reservation at entry point in private schools

Admissions under Section 12 (1)(c)

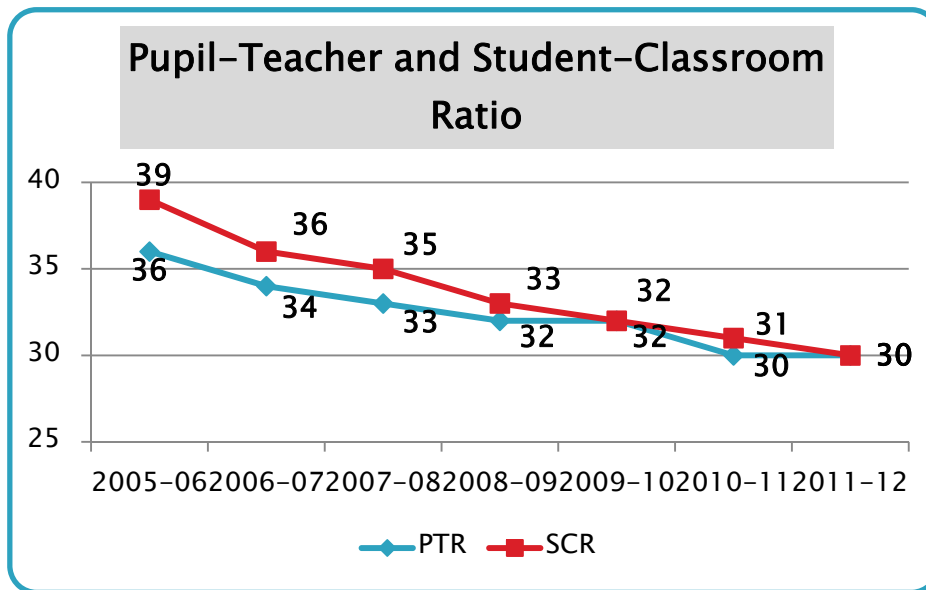
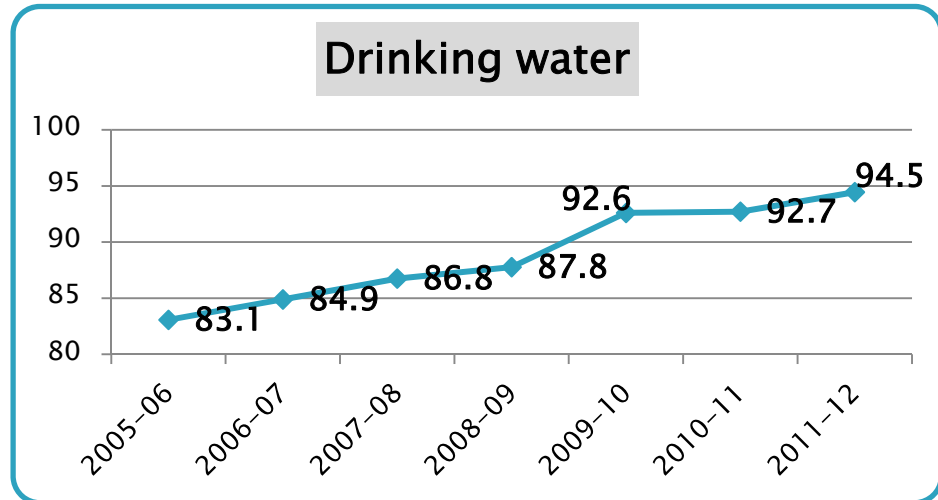
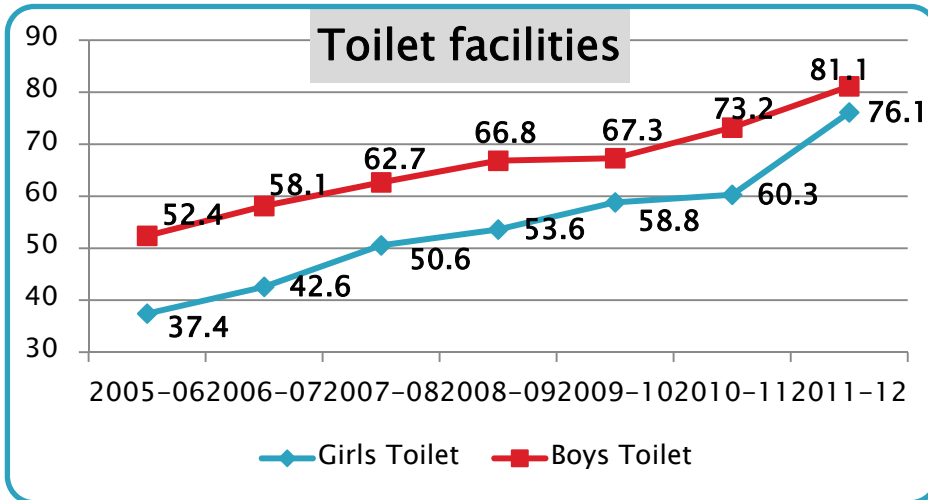
- 13 States/UTs had reported admission in 2012-13
- 16 States/UTs in 2013-14.
- MHRD has moved EFC for assisting States

Examples

- Groups of HIV +, street children, trans-gender and orphans incorporated by Tamil Nadu etc
- Earmarking of SC ST by Karnataka
- Local tribal groups specified by Maharashtra
- Neighbourhood wise mapping for private schools- clarity- MP

RTE Compliance : School Infrastructure

School Infrastructure



Increase in toilet and drinking water facilities

Positive trends in PTR and SCR

Challenge remains on redeployment of teachers

Challenges to ensure all facilities are functional

RTE Compliance : School Infrastructure Pending Completion

	In-progress	Not Started
Primary Schools	14850	13272
Upper Primary Schools	6885	4594
Additional Class Rooms	265917	58913
Drinking Water	4771	10200
Toilets	147667	83621

States with highest no. of incomplete civil works are :

State	Total School Buildings not completed	ACR	Drinking Water	Toilets
Bihar	7134	88021	2062	17859
Chhattisgarh	2056	5490	490	37046
Jammu & Kashmir	3137	13841	2127	12698
Orissa	2649	17555	1562	43004
West Bengal	8149	70533	1978	28818

RTE Act lays down key quality parameters

- Pupil Teacher Ratios
- Trained/qualified teachers
- Curriculum with Constitutional values
- Duties of a teacher
- Continuous and Comprehensive Evaluation

Learning Outcomes

RTE Compliance: Pupil Teacher Ratio

All India PTR – 30 ; 19.83 lakh teachers sanctioned, 14.15 lakh recruited

State	State PTR	Schools with adverse PTR (%)	No. of Sanctioned Teacher Posts Vacant (State + SSA) *
Bihar	59	85.2	2,54,066
Jharkhand	42	65.0	69,163
Uttar Pradesh	38	61.4	2,91,871
Madhya Pradesh	38	58	88,543
West Bengal	30	36.9	1,04,346
Odisha	27	36.7	63,355
Chhattisgarh	23	26.8	46,886

*As on 10-Jun-13

Quality indicators

- 80% Teachers have professional qualification

- NCF 2005 - 28 States have completed revision

- 6.3 lakh untrained teachers trained / under training

- 30 States/ UTs have modules for CCE implementation in place, rest in process

Learning Outcomes

Survey Cycles



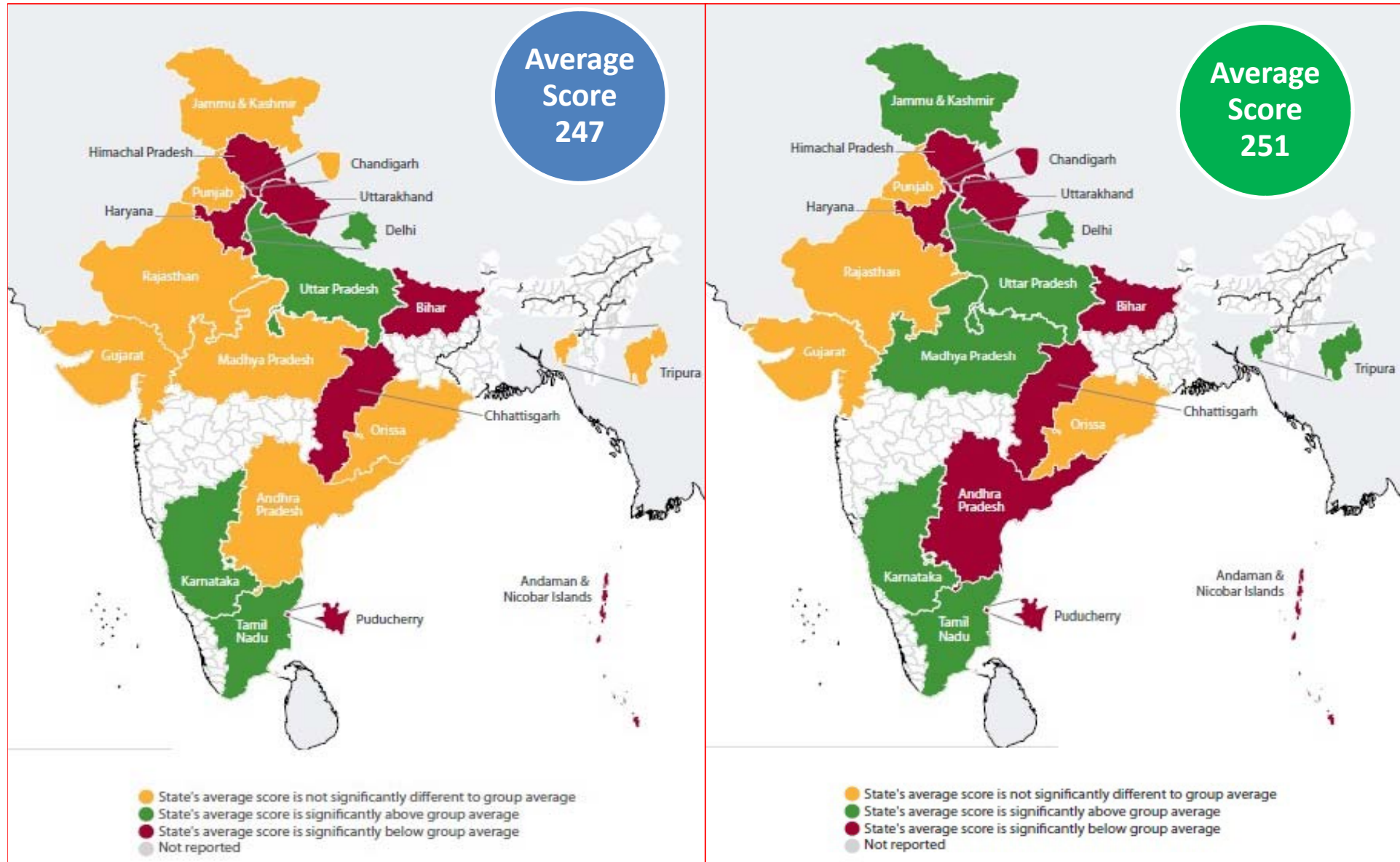
Subject tested	Mathematics, Language	Mathematics, Language, Environmental Studies	Mathematics, Language, Science Social Science
Background Questionnaires – Student, Teacher and School			
Sample Size-Cycle III	1.50 lakh children (tentative)/ 8364 schools	1.22 children / 6411 schools	1.50 lakh children (tentative)/ 8015 schools

*** To be completed by October 2013**

Learning Outcomes: Class V

Reading

Mathematics



Quality Programmes Initiated

Second Generation Reforms:

Early Grade Reading Writing and Comprehension Programs

- 14 States have focused programs

ABL

- Universal coverage in Tamil Nadu, Karnataka & Andhra
- Substantial in Chhattisgarh, MP and Rajasthan

Multi Lingual Education (tribal language)

- To bridge tribal children to school language of instruction : Odisha , Andhra Pradesh, Assam, Chhattisgarh, Jharkhand

SCIENCE/MATHS (Upper Primary)

- 10 States have initiated

Quality Frameworks getting in place

- Class-wise learning outcome indicators (6 States have done)
- National by November 13

- School Leadership & governance training programmes (10 states initiated)
- National standards by December 13

- Teacher performance indicators – National by November 13

- School performance standards and indicators (5 States have done)
- National by March 14

Quality of Teachers

Norms and standards for Teacher Recruitment laid down by NCTE 2011 + TET for elementary education

NCTE developed National Curriculum Framework on Teacher Education- States revising curriculum and roll out by 2014-15

Professional standards for teachers and teacher educators under preparation

Teacher demand supply - huge shortages in East and N. E.

Institutional strengthening – 593 DIETs , 97 BITES and 39 DRCs upgraded to DIETs

RTE Compliance : GRIEVANCE REDRESSAL

MHRD: Advisory U/S 31 & 32 of RTE Act issued on 4.2.2012 for setting up grievance redressal mechanism

NCPCR's RTE component strengthen by MHRD:

Separate budget head opened in 2013-14 , first release done in July 2013

- 20 States/UTs have set up SCPCR & 10 REPA in the interim.
- SCPCR funds for RTE provided in AWP&B of all States.

- 17 States have set up decentralized grievance redressal systems.
- 5 States 4 levels, 7 States 3 tiers, 3 States 2 levels & 2 States local level only

Appellate systems established

- SCPCR/ REPA at State level forums
- 15 States have specified decentralised appellate fora
- 9 States have specified time limits for appeals

- States have developed detailed procedures and guidelines for grievance redressal eg Odisha, Karnataka, UP.
- 11 States have fixed time limits for grievance redressal

Dialogue and Mediation:

- All States organized community participation activities focused on institutional arrangements under RTE Act- Gram panchayats & SMCs.
- Siksha Samvad and Annual schools days in vogue, NGO participation encouraged.

RTE Financial Position

- Estimation of Rs 2.31 lakh crore was made for 1st five years of RTE

Year	Estimation	Govt share as per estimate	Actual available Central funds	shortfall
2010-11	40503	26327	19838	6489
2011-12	43905	28538	21000	7538
2012-13	48152	31929	23876	8053
2013-14	48743	31683	27258	4425

- Total shortfall so far: Rs 26505 crore
- Utilisation Central Budget - Demonstrates absorption capacity

year	Utilisation (%)
2010-11	98.98
2011-12	99.36
2012-13	99.92

- In XII Plan demand was Rs 3.12 lakh cr, Allocation Rs 1.92 lakh cr.
- BE 2013-14 Rs. 27258 cr, Releases so far Rs. 13361 cr is 49.02%.

RTE Compliance : Monitoring & Supervision

SMC

34 States have constituted SMCs, notified their roles & responsibilities and provided annual training

Local Authority

- 24 States have notified local authority under the RTE Act.
- 10 States in progress

EMIS

Quarterly updation of district/ state physical and financial progress in web portal by States/UTs.
(www.ssamis.nic.in)

DISE

On 4000 variables on website dise.in
School report cards available on website

www.schoolreportcards.in

- District Report Cards
- State Report Cards
- National Flash Statistics
- Annual ranking of States on Educational Development Index (EDI)

RTE Compliance : Monitoring & Supervision

Monitoring Institutes

- 41 MIs undertake six monthly reviews
- Every district covered once in 2 years
- All reports on website

Audit Arrangement

- Annual statutory Audit of all States RTE/SSA programme.
- Concurrent audit of all States/UTs in 2 years cycle by independent auditors
- CAG audit of all States RTE-SSA programme.

JRM

- Six monthly Joint Review done with independent agencies and international funding partners

Quarterly Review Meetings

- Capacity building and exchange of best practices done with all States

- Thank you



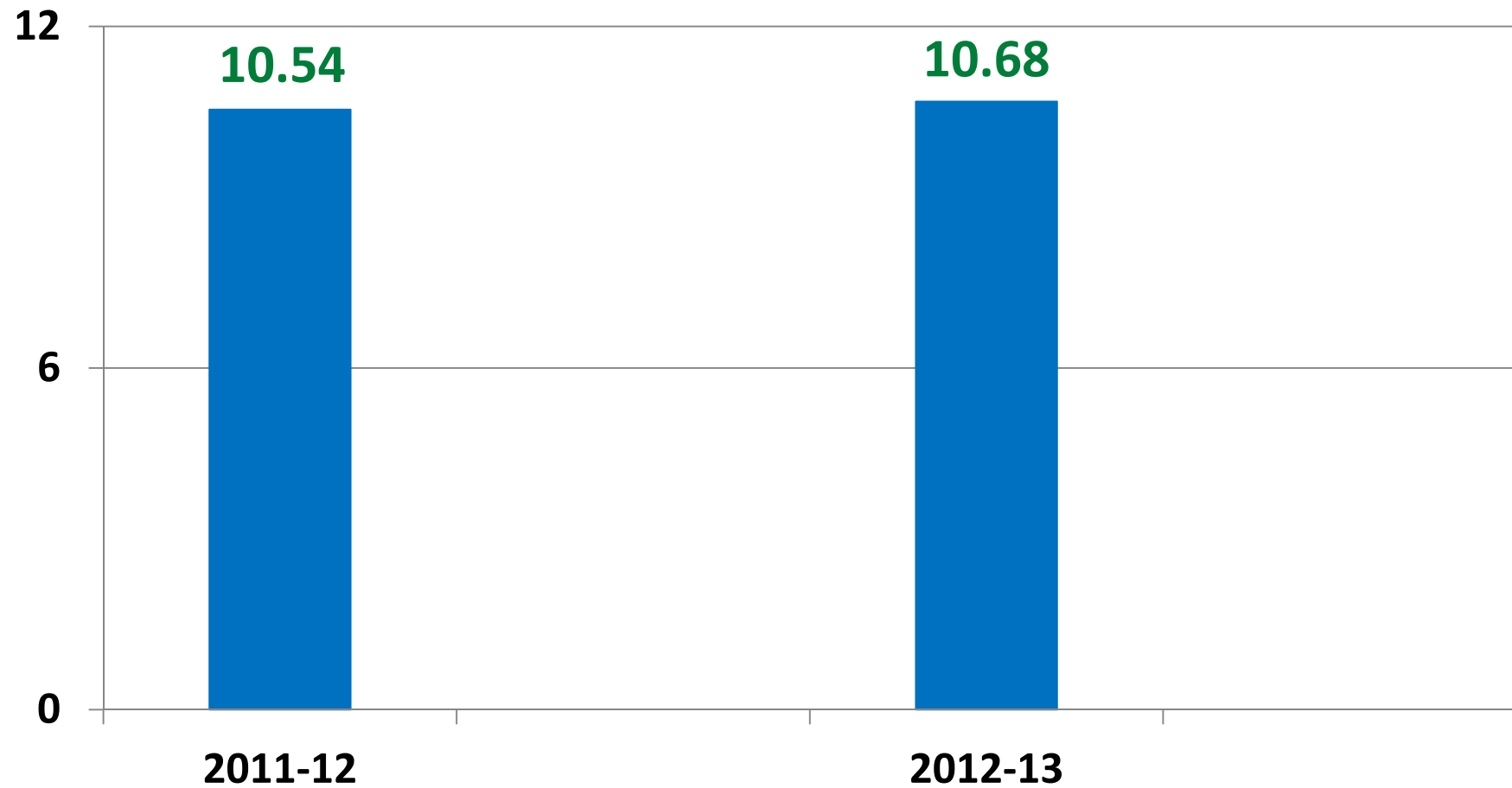
Mid Day Meal Scheme



Government of India
Ministry of Human Resource Development
Department of School Education & Literacy

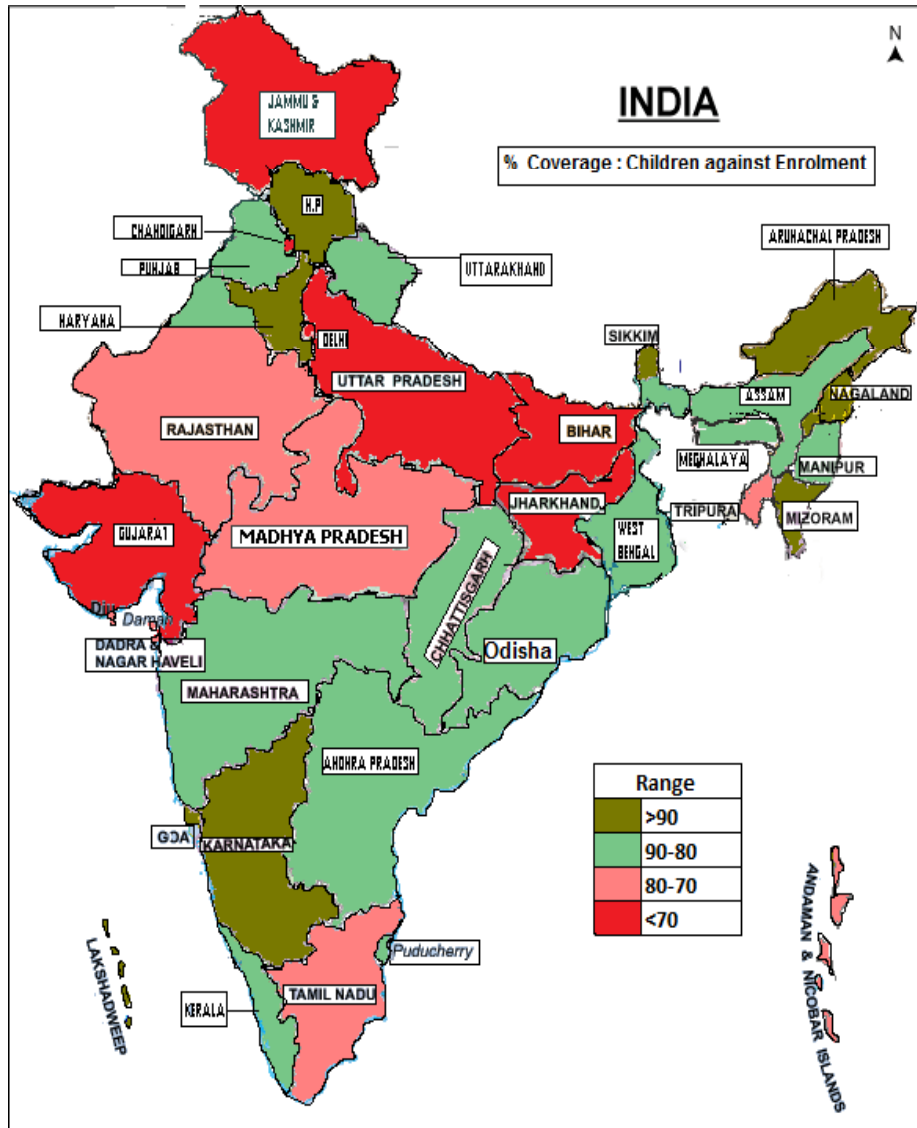
MDMS

❑ Flagship programme of the GOI, covering 12.12 lakh schools

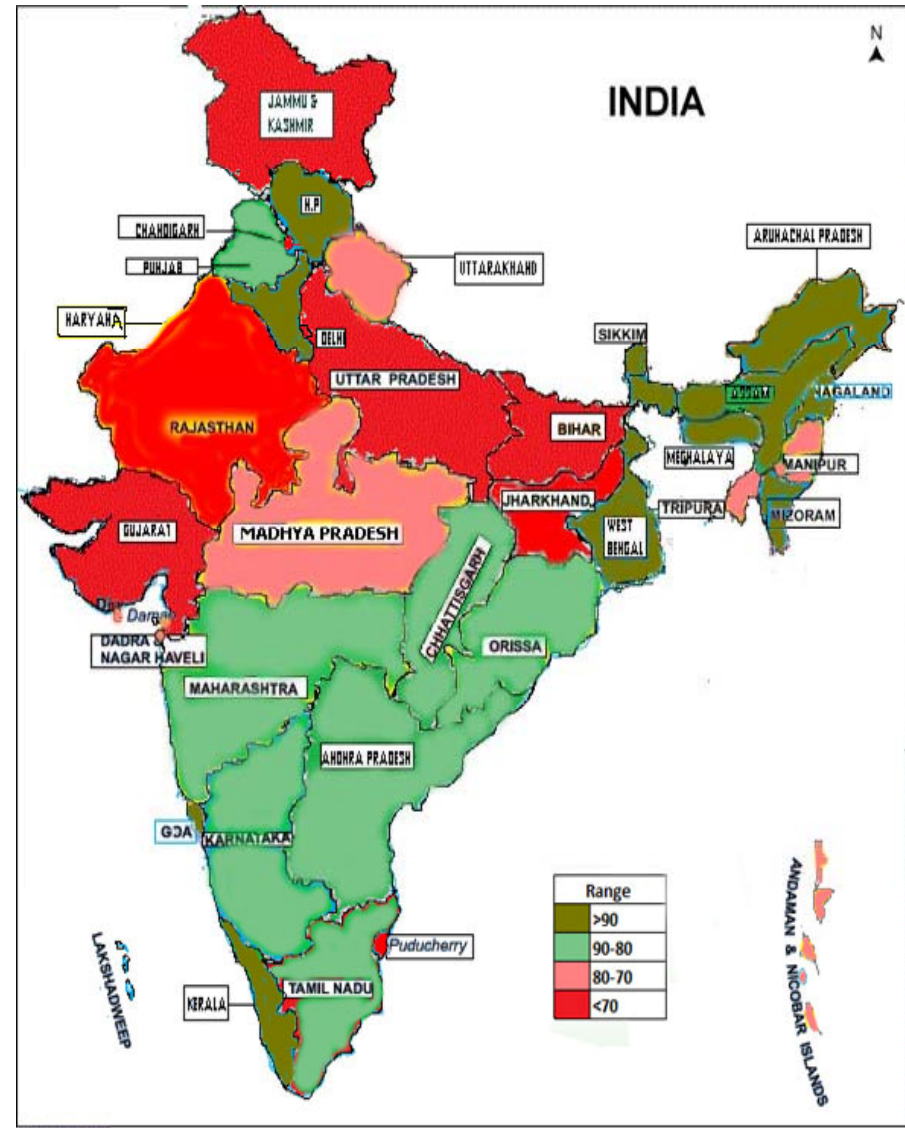


Coverage of children (in crore)

State-wise Coverage against Enrollment

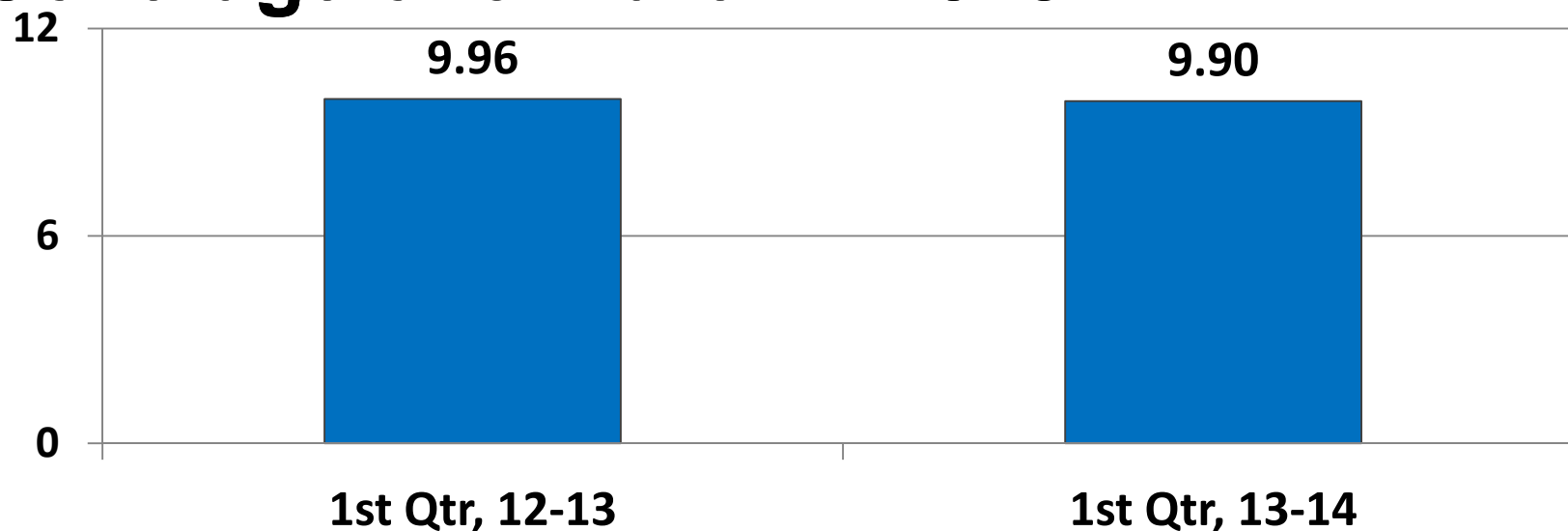


2011-12



2012-13

Coverage of children – 2013-14



- ❑ Coverage in 23 States is above 75% against enrollment.
- ❑ Coverage in 12 States is below 75%.
- ❑ Lowest coverage in Uttar Pradesh (48%), Jharkhand (54%), MP (59%), Chhattisgarh (62%) and Bihar (63%).

Availability of Kitchen-cum-Stores



Un-started work in Andhra Pradesh (91%), Kerala (67%), Manipur (62%), Maharashtra (51%), Tamil Nadu (49%) and Jharkhand (42%).

Safety and Hygiene

1. Provision of kitchen-cum-store located at safe distance.
2. Smokeless Chulhas be used.
3. LPG (30%) instead of fire wood, Safe Storage for fuel.
4. 89% schools have drinking water facility and 91% have toilets.
5. Proper container for ingredient storage.
6. Contingency plans for any untoward happening.

Good Safety Practices	
100% LPG connections in Karnataka	Supply of food containers in Uttar Pradesh and storage bins in Punjab
Fire extinguishers in Uttar Pradesh, Karnataka	

Quality

1. Training programme for Cook-cum-Helpers introduced.
2. Testing of food samples by FSSAI / CSIR / NABL accredited lab introduced.
3. Mandatory tasting of meal by at least one teacher before served to the children.
4. Procurement of pulses and ingredients of branded and Agmark quality.

Contd...

Good Quality Practices

- ❑ Kitchen Garden in the school premises – Andhra Pradesh, Karnataka, Punjab, West Bengal and NER States.
- ❑ Mothers are engaged as Bhojan Mata and Sahayika in primary schools – Uttarakhand.
- ❑ School children's mothers association called Saraswati Vahini are involved actively in cooking and effective delivery of MDM - Jharkhand.
- ❑ Public participation through 'Tithi Bhojan' – Gujarat.
- ❑ Branded quality pulses and other ingredients procured, transported directly to the schools in Maharashtra and Tamil Nadu.

Steps taken by Bihar Government

- ❑ Rs.17.88 crore released by State Government as State Share for procurement of kitchen devices.
- ❑ Rs.100 crore released by State Government as State Share for maintenance of the old kitchen-cum-stores.
- ❑ State Government has released Rs.21.22 crore for procurement of tumblers and eating plates, Rs.14 crore for storage bins and Rs.14 crore for food containers.
- ❑ State has begun training of cook-cum-helpers with Akshya Patra Organization.
- ❑ IVRS system of monitoring strengthened.

Monitoring

District level:

- ❑ District Vigilance and Monitoring Committee reconstituted on dated 28th September, 2013 for a more pro-active role in MDM monitoring.
- ❑ 25% of primary schools are to be inspected by State officials in each quarter.

State level:

- ❑ State Steering cum Monitoring Committee under Chief Secretary reviews, monitors effective implementation of scheme.

Contd..

National level:

- ❑ New Empowered Committee under HRM constituted on 22nd August, 2013 for monitoring of the safety, hygiene and quality of MDM Scheme.
- ❑ National Steering cum Monitoring Committee under the chairmanship of Secretary met on 25th July, 2013 last.

Independent Monitoring by GOI:

- ❑ Based on the Social Audit of the scheme in Andhra Pradesh, decision taken to extend Social Audit process to 8 more States in 2013-14.
- ❑ Field inspections by 41 independent Monitoring Institute, to cover all districts in 2 years.
- ❑ Joint Review Mission comprising of independent experts cover 8 to 10 States every year.
- ❑ All above reports on website and shared with States.



Thank You

राष्ट्रीय उच्चतर शिक्षा अभियान

Rashtriya Uchchatar Shiksha Abhiyan

National Higher Education Mission

Presentation before Central Advisory Board of Education

10th October, 2013

Chronology

- Approved by CABE on 8th November, 2012
- The National Development Council (NDC) approved the Scheme as part of the 12th Plan
- Approved by Cabinet on 20th June 2013 as the only CSS for the Department of Higher Education
- The President of India announced the Scheme in his address to the joint sitting of Parliament on 21st February 2013
- Prime Minister also announced the Scheme in the Governors' conference on 12th February 2013
- EFC cleared Scheme on 11th September 2013
- Finance Minister cleared Scheme on 23rd September 2013
- CCEA approved RUSA on 3rd October, 2013

12th plan outlay

Centre-State funding will be in the ratio of :

- 90:10 for special category States (NE states, Sikkim, J&K, Himachal Pradesh and Uttarakhand)
- 65:35 for other States and UTs
- 50% of state share can be mobilized through private participation/PPP

Plan Period	Central Share	State Share	Total
12 th Plan	16,227 Crores	6,628 Crores	22,855 Crores

Total Scheme Components and Outlay

Component	Total cost (Rs. Crores)	No of Universities Colleges/ States	Outlay (Rs. crores)	Central Share (Rs crores) 71%	State Share (Rs crores) 29%
Up gradation of existing autonomous colleges to Universities	105	108 Colleges	11340	8505	2835
Conversion of colleges to Cluster Universities	55	100 New Universities	5500	4125	1375
Infrastructure grants to Universities	20	306 State Universities	6120	4345	1775
New Model Colleges (General)	12	288 Model Colleges	3456	2592	864
Upgradation of existing degree colleges to model colleges	4	266 Colleges	1064	798	266
New Colleges (Professional)	26	100 Professional Colleges	2600	1950	650
Infrastructure grants to colleges	2	8500 Colleges	17000	12750	4250
Research, innovation and quality improvement	120	35 States/UTs	4200	2982	1218
Equity initiatives	5	306 State Universities	1530	1086.3	443.7
Faculty Recruitment Support	0.58	20,000 positions in 306 Universities	11600	8700	2900
Faculty improvements	10	67 Academic Staff Colleges	670	475.7	194.3
Vocationalisation of Higher Education	15	306 State Universities	4590	3259	1331
Leadership Development of Educational Administrators	300	-	300	225	75
Institutional restructuring & reforms	20	35 States/UTs	700	525	175
Capacity building & preparation, Data collection & planning	10	35 States/UTs	350	262.5	87.5
Management Information System	10	35 States/UTs	350	262.5	87.5

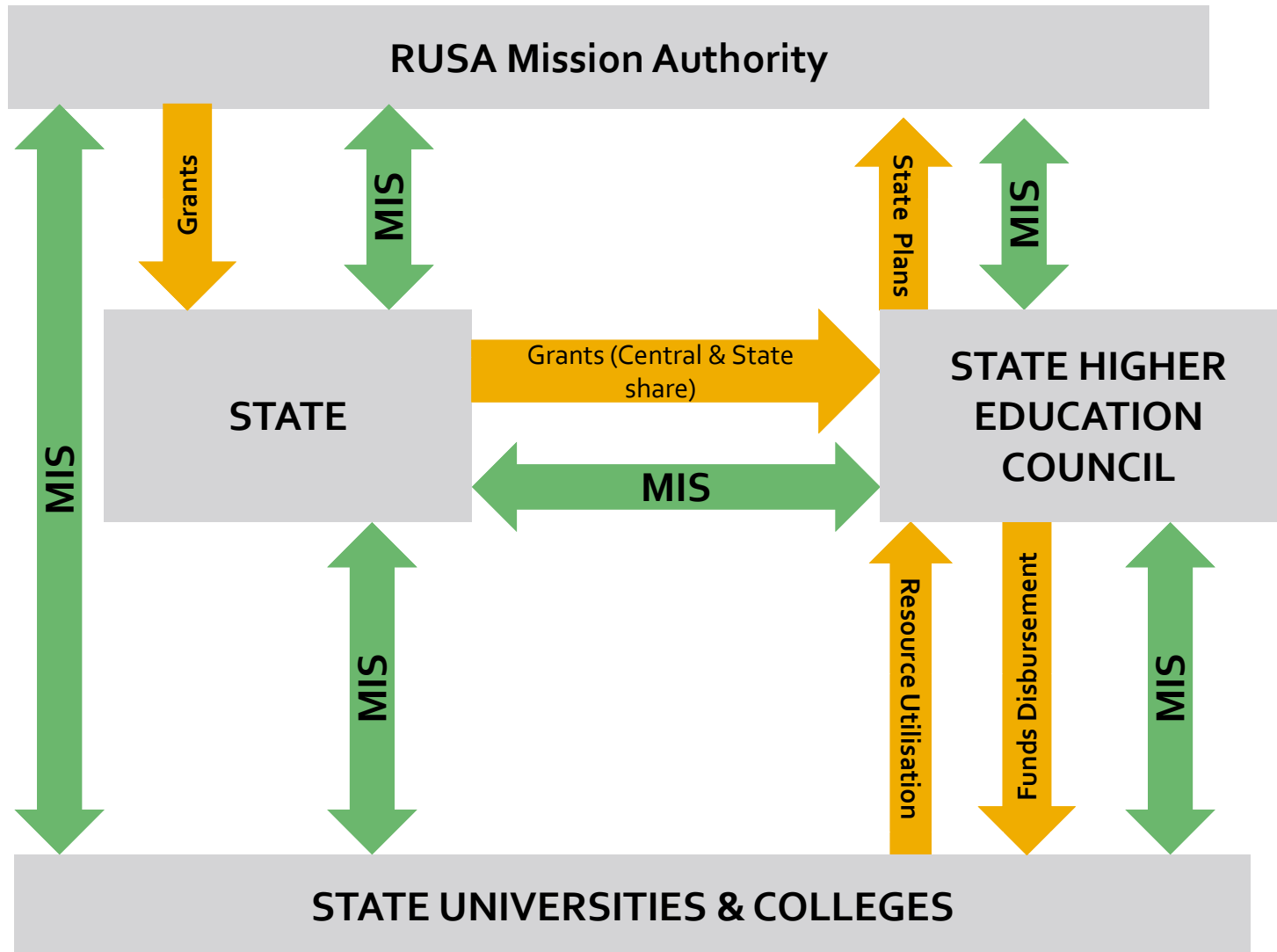
Component wise outlay – 12th Plan

Component	Unit cost (Rs Crores)	No of Universities Colleges/States	Outlay (Rs crores)	Central Share
Up gradation of existing autonomous colleges to Universities	105	35Colleges	3675	2609
Conversion of colleges to Cluster Universities	55	35New Universities	1925	1367
Infrastructure grants to Universities	20	105 State Universities	3000	2130
New Model Colleges (General)	12	60 Model Colleges	720	511
Upgradation of existing degree colleges to model colleges	4	54 Colleges	216	153
New Colleges (Professional)	26	40 Professional Colleges	1040	738
Infrastructure grants to colleges	2	3500 Colleges	7000	4970
Research, innovation and quality improvement	120	10States/UTs	1200	852
Equity initiatives	5	20State Universities	100	71

Component wise outlay – 12th Plan

Component	Unit cost (Rs Crores)	No of Universities Colleges/States	Outlay (Rs crores)	Central Share
Faculty Recruitment Support	0.58	5000 positions in 306 Universities	2900	2059
Faculty improvements	10	20 Academic Staff Colleges	200	142
Vocationalisation of Higher Education	15	20 State Universities	300	213
Leadership Development of Educational Administrators	300	100	100	71
Institutional restructuring & reforms	20	20 States/UTs	400	284
Capacity building & preparation, Data collection & planning	10	20 States/UTs	200	142
Management Information Systems	10	20 States/UTs	200	142

Process flow



Approach to RUSA

States indicate their willingness to participate in RUSA



States and institutions meet prerequisites



States create and submit State Plans



State Higher Education Council enters into a agreement with RUSA Mission Authority



Plans evaluated on the basis of norms and criteria



RUSA funds allocated under specific components



Future grants dependent upon previous utilisation

Institutional structure

National Level

- RUSA Mission Authority
- Project Approval Board
- Technical Support Group
- Project Directorate (in MHRD)

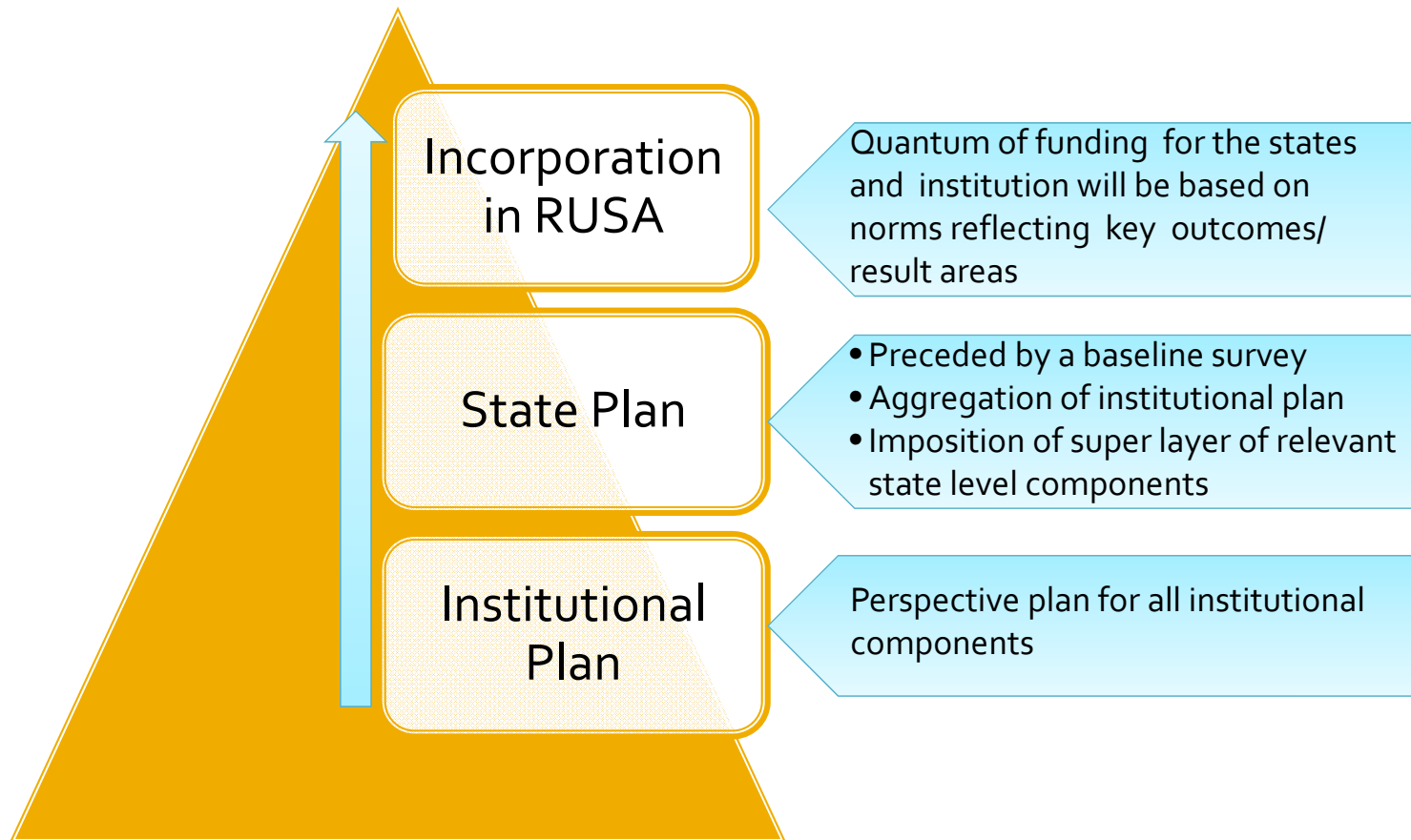
State Level

- State Higher Education Council
- Project Directorate (in State Government)
- Technical Support Group

Institutional Level

- Board of Governors
- Project Monitoring Unit

Planning hierarchy



Prerequisites

States

- State Higher Education Council
- State Higher Education Plan
- State funding commitment – share and timelines
- Filling faculty positions
- Affiliation and examination reforms
- Governance and administrative reforms
- Academic reforms

Institutions

- Institutional governance reforms
- Academic reforms
- Examination reforms
- Project Management Teams
- Equity Commitments
- Commitments on research and innovation efforts
- Faculty recruitment & improvement
- Establishment of MIS
- Regulatory compliance

Programmatic Norms

Component wise

Upgradation of autonomous colleges

- The college must have been in existence for at least 15 years.
- Accredited by NAAC with a grading not less than 'A'
- Preferably enjoy the status of College with Potential for Excellence (CPE) conferred by UGC.
- Robust internal governance structure - Academic Council, Board of Studies/Research Councils and Finance Committees.
- Teaching programmes both in under-graduate and post-graduate courses.
- Credible research evidence by faculty through publications, undertaking research projects and guiding research students.
- Demonstrated inter-disciplinary programmes in teaching and research.
- Healthy Student – Teacher ratio (15:1)
- Minimum existing enrollment of the college must be 2000 and proposed no. of students must be enough to sustain the institution as a university (4000).

Upgradation of autonomous colleges

- Land already available with the college must be enough to support the additional enrollments and capacity (at least 25 acres, the university can grow horizontally as well as vertically)
- College should be able to function and be managed as a University., including the strength and experience of the administrative staff, the number of years that the college has been functioning, degree of autonomy it has enjoyed in past etc.,
- The new university must address the affiliation issues of the existing universities in the State. i.e. it should be established as an affiliating university.
- Adequacy of academic, physical and technical infrastructure including library, hostel, equipment, ICT enabled services
- Conversion plan must include stage wise treatment of expansion in infrastructure, students, departments, administration, academic functions, research activities, assimilation of affiliated colleges etc.
- Autonomous Colleges seeking a University status must clearly specify;
 - a) why the need for a University status,
 - b) what innovations they are contemplating in academics and governance and,
 - c) a plan in place to make innovations sustainable and scale up.

Upgradation of autonomous colleges

The State Higher Education Plan must justify the creation of Cluster University keeping in mind the following: The Participating colleges should:

- Have been in existence for 15 years.
- Have a NAAC rating of 'Grade A'.
- Have the potential to become a Multi-Campus Cluster University.
- Cluster universities will be created by pooling the resources of 3 to 5 existing institutions which have adequacy of academic, physical and technical infrastructure in the college including library, hostel, equipment, ICT enabled services as in the case of Model Degree Colleges as specified.
- Robust internal governance structure - Academic Council, Board of Studies, Research Councils and Finance Committees.
- Have a combination of colleges which are Autonomous status/ College with Potential for Excellence/Special Assistance received from reputed international or national funding agencies/'Centers of Excellence' as identified by State Governments etc.
- Have teaching programme both in under-graduate and post-graduate courses or demonstrate ability to undertake post-graduate programmes and demonstrate credible research evidence by some faculty members.

Upgradation of autonomous colleges

- Have a healthy Student – Teacher ratio (15:1)
- Have an existing combined enrollment of 2000 students and proposed enrollment no. of students must be enough to sustain the institution as a university (4000).
- Colleges identified as Colleges with Potential for Excellence or any other criteria (e.g. availability of adequate land and buildings)
- The physical proximity of the institutions (15-20 km) should be such that they are able to share physical and human resources and not hamper student and faculty mobility
- The creation of the new cluster university must address critical gaps in spatial distribution of institutions across the State.
- Coverage of socially and economically backward groups must be ensured.
- The new university must address the affiliation issues of the existing universities in the State.

Upgradation of autonomous colleges

- The maturity levels of the youngest and oldest colleges in the cluster should be enough to enable institutions to expand and functions as centers of post graduate education.
- The new structure must have the ability to function and be managed as a University, this would include the strength and experience of the administrative staff, the number of years that the individual colleges have been functioning, degree of autonomy they have enjoyed in past etc.,
- The conversion plan must include stage wise treatment of expansion in infrastructure, students, departments, administration, academic functions, research activities etc. The transition plan must cover the timelines and concrete steps that will be taken for the integration of all the concerned colleges as well as the expected end-state of the new University.
- Demonstrate ability to raise /mobilize resources from sources other than Public Funding.

Converting cluster colleges

Autonomous Colleges seeking University Status should commit to the following pre-requisites within reasonable time:

- Committed to the provisions of the State Public Universities Act (if only one Act governs all Universities) or commit to a new Act (if separate Act guides the functioning of each institutions in the state.)
- Merit based students admission
- Inter-disciplinary and Trans-disciplinary programmes to be encouraged – essentially be a Multi-disciplinary University.
- Commit to rigorous evaluation on the indicators under the Institutional Plan template with greater weightage on “Quality and Research index” after 3 years of its establishment as a University.
- Commit to laboratories, hostels for boys and girls. 50% of seats should be reserved for socially and economically weaker sections in hostel accommodation.
- Converting existing buildings into fully disabled friendly environs (e.g. ramps, tactile pathways).
- Special facilities/equipment of disabled (e.g. computers, lab equipment)

Infrastructure grants to Universities

- All State Universities will be graded into category A, B & C on the basis of following criteria. Category A universities will be given priority.
- Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the following reforms that have been mentioned in the RUSA scheme document:
 - Institutional governance reforms
 - Examination reforms
 - Academic reforms
 - Vocationalisation of higher education
- Priority will be accorded to universities considering their accreditation status on the following basis of NAAC Grade received if not accredited then on the status of applying for accreditation
- Antiquity
- Special attributes/handicaps
- Socially & educationally backward classes enrolment
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

Infrastructure grants to colleges

Colleges will be divided in category A, B & C on the following basis:

- No of Students
- Antiquity of Institutions
- % of SC/ST/OBC and Women students
- Priority will be given to colleges considering their accreditation status on the following basis of NAAC Grade received
- If not accredited then on the status of applying for accreditation
- The grant shall be utilised for critical infrastructural gaps which lead to immediate quality gains such as upgrading of libraries, laboratories, equipments, hostels and toilets etc.

New model colleges (General)

The 66 districts will be graded into category A & B on the basis of following criteria, the category A districts will be given priority

- District with 0 - 1 colleges – Category A
- District with 2- 4 college – Category B
- Districts in Category A will be given priority over Category B, within Category B priority will be given on the following basis:
- Low CPI (College Population Index, No of Colleges per 1,00,000 students of 18-23 age group)
- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)

Upgradation of colleges to model colleges

Priority for proposals will be given on the basis of College Population Index, the districts with lower CPI will get preference. Amongst similarly placed districts, following criteria will be used to prioritize, districts will be divided in A, B and C categories:

- High proportion of socially and economically backward population
- Low GER for female students
- Low GER (SC/ST)
- Sanctioned under the Model Degree College scheme
- Antiquity
- Special attributes/handicaps

The Model Degree College must contain the following:

- Girls Hostels and girls toilets
- New hostels wherein 50% of capacity would be used for socially and economically weaker sections
- Converting existing buildings into fully disabled friendly environs (e.g. ramps, tactile pathways)
- Special facilities/equipments of disabled (e.g. computers, lab equipment's)

New colleges (professional)

The State can form proposals on the basis of number of colleges in the district:

- District with 0 professional college – Category A
- District with 1 professional college – Category B
- Districts in category A will be given priority over B, within category B, priority will be given on the following basis:
 - Areas where new professional colleges will be opened keeping in mind the following:
 - Spatial distribution of institutions (districts without colleges)
 - High proportion of socially and economically backward population
 - Low GER for female students
 - Low GER (SC/ST)
- **States which are over-saturated (in terms of institutional density and vacant seats) will not be considered.**

Research, innovation & quality improvement

Priority will be given to those State Universities which have either already implemented or given the commitment to earliest implementation of the reforms to enable institutions to emerge as autonomous research-driven institutions

- Establishing industry linkages
- Improving Student-teacher ratio
- Plans for providing structures and facilities that support research institutions such as research hubs/parks etc.
- Adoption of meta university concept to offer cross university education and allow credit transfer to students
- Procuring high Quality e-resources
- Upgrading library and laboratory facilities
- Setting up incubation centres, innovation hubs
- Attracting top rate international faculty and providing competitive Faculty compensation
- Attracting top quality researchers and students
- Offering merit based scholarships, fully funded doctoral fellowships, post-doctoral fellowships

Research, innovation & quality improvement contd..

- Exposure visits for both faculty and students
- Support faculty and students exchange to world class institutions
- Scaling up industry-academia partnership
- Promote inter-disciplinary and trans-disciplinary research centers
- Developing research and entrepreneurial activities
- Support to setting up Science Parks and cutting edge Technology and Instrumentation facility
- Support different types of research programs – Base Research, Key Technology (R&D), High end (R&D),
- Develop a network of top quality University – Convergence model
- Outreach and Public Engagement Facility
- Staff Excellence and Organizational Stewardship
- Job Skills Training and Leadership Development and Capacity Building
- Outsourcing/Professionalization of non-academic services
- Support in bifurcating Undergraduate programs and Post-Graduate and Research Program
- Identify a few departments or fields of critical importance to the university and move them into a position of world leadership while working to prevent others from losing such stature.

Equity initiatives

- Enrolment of SC/ST/OBCs against specified percentages of reservations in the State The number of institutions that have or plan to create:
- Creation of equal opportunity cells
- Providing of remedial classes, language labs etc.,
- Financial aid and scholarships for socially and economically backward students
- Equity and gender sensitization campaigns
- Innovative schemes/programmes to enhance equity and inclusion

Faculty recruitment support

Faculty Recruitment Support will be given keeping the following under consideration:

- All state universities will be eligible
- Commitments of States to take over the liability of faculty positions at the end of the scheme
- Priority will be given to those states where more recruitment has taken place in Universities in the last 3 years
- Faculty positions vacant
- Student teacher ratio
- For the purpose of support under the scheme, priority will be given to new institutions. Second priority shall be given to those states which have a faculty student ratio between 15:1 to 20:1. States with more than 20:1 ratio will have to first commit to sanction and fill positions to bring down the ratio to 20:1.

Faculty improvement programme

Priority will be accorded to Academic Staff Colleges considering the following:

- % Vacancy in permanent staff positions
- No of refresher courses and number of teachers trained in the past two years.
- Extent of employment of technology-enabled innovative teaching and learning practices.

Vocationalisation of H.E

The States will be provided funding considering the following:

- Strengthening governance, management and financing for VE-modernization of management and governance policies, procedures and instructional structures , design and implementation of an effective mechanisms for monitoring and evaluation of the projects, support for project coordination, implementation and management
- Developing educational standards and core curriculum as the basis for the institutional to design new program, preparation of teacher-training programs for design and delivery of a competency based and modularized curriculum
- Enhancing skills delivery including development and delivery competency based training and continuous skills upgradation
- Counseling for choice of training and career planning
- Infrastructure support towards the creation and delivery of new programs
- Curriculum reforms with backward and forward linkages so as to integrate with school curriculum and demands in job markets

Institutional restructuring & reforms

- This amount will be given to States which have already undertaken sectoral and governance reforms or have committed to undertake them as a part of the prerequisites for RUSA.
- The amount would be utilized for setting up/strengthening State Higher Educational Councils and setting up State Resource Centres.

Leadership Development of Educational Administrators

Support will be provided to States and Institutions with the following criteria:

- All State Universities and Colleges (Government and Government aided) will be eligible.
- All such institutions will be provided support under this scheme which has in place governance pre-requisites as required under RUSA.
- This scheme will support leadership development in positions such as Department Heads, Deans, Registrars, Principals, Vice Principals, Pro-Vice Chancellors and Vice-Chancellors.
- In addition capacity building initiatives will be provided to state level policy makers and members of governing bodies at the institutional level
- Preference will be given to those institutions which have a good NAAC accreditation (Grade A)
- Preference will be given to those faculty/educational administrators who are below the age 50 who have demonstrated leadership skills in their respective institutions.

Leadership Development of Educational Administrators

- Women faculty will be highly encouraged to participate in this program.
- All those undergoing Leadership Development training under this scheme should be provided appropriate leadership positions at the Institutional level following the required due process.
- All such participants undergoing such trainings would be tracked periodically to ensure that the learning's from such programmes are implemented at the institutional level for providing good leadership and better institutional governance.

Others

- Capacity building & preparation, Data collection & planning
 - To be given to those States that comply with prerequisites

- Management Information System
 - The MIS would be centrally designed, developed and implemented.
 - It would cover all participating bodies and institutions.
 - A common tool would be developed to generate standardized information that would help in monitoring progress of reforms, utilization of resources etc.
 - Universities and colleges will be provided adequate infrastructural support to install the MIS and required training to the personnel for using the system.

State Plans

Template

State Plan

- **Table of Contents**
- **Executive Summary**
- **Chapter 1: Introduction**
 - ✓ Mission
 - ✓ Vision
 - ✓ Goals
- **Chapter 2: Background**
 - ✓ Demographic Profile of the State Higher Education Profile
 - ✓ Private sector plan
 - ✓ SWOT Analysis
 - ✓ Academic Information

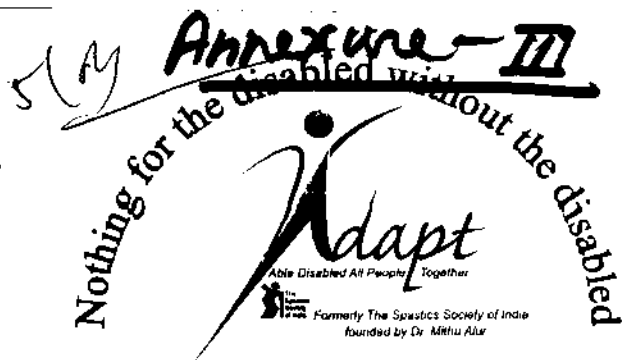
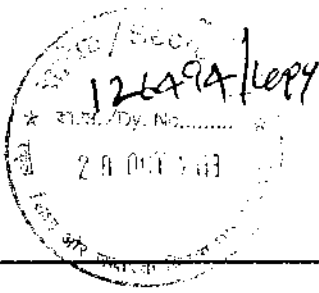
State plan contd..

- **Chapter 3: Analysis of past performance**
 - ✓ Summary
 - ✓ Detailed Analysis
- **Chapter 4: Preparation of the State Plan**
 - ✓ Methodology
 - ✓ Stakeholder Consultation
- **Chapter 5: Five-year Perspective Plan**
- **Chapter 6: Snapshot of the Annual Plan**
 - ✓ Priority Areas
 - ✓ Strategy
 - ✓ Sources of funds
 - ✓ Major targets and financial outlays
 - ✓ Prerequisites: Essential commitments from the State
 - ✓ Current level and targets for the next year

State plan contd..

- **Chapter 7: Detailed Plan**
 - ✓ Overview of the major initiatives
 - ✓ Private sector participation
 - ✓ Detailed component-wise allocations
- **Chapter 8: University-wise plans and financial impact**
 - ✓ Outlays for all universities and colleges
 - ✓ University wise break up
 - ✓ College wise break up
 - ✓ Detailed Allocations for Universities
- **Annexures**
 - ✓ Annexure I: State Baseline
 - ✓ Annexure 2: Evaluation of State Development Proposal

Thank you



Founder Chairperson: Mithu Alur, Ph.D.

24th October 2013

Mr. Rajarshi Bhattacharya
Secretary
Department of School Education & Literacy
Ministry of Human Resource Development
Shastri Bhawan, Dr. Rajendra Prasad Road
New Delhi

email recd.

PPS to AS (SE)

Dear Mr Bhattacharya,

PPS to JS (AD)

I have written some of my suggestions on Higher Education to Mr Thakur as I did not get a chance to give them in the afternoon of the 62nd CABE Meeting. I am attaching a copy to keep you informed.

Cum 29/10

I am also writing about a few common issues that are very contextual and relevant for both the NAC and the CABE for you to consider.

DS-CDN

It is a well known fact that it is *Civil Societies* that have made the most significant contribution to the education of CWD, as well as given direction of 'how' to mainstream them into regular schools. The needs of People with multiple handicap, orthopaedic and locomotor, intellectual challenge, ADHD, epilepsy, autism, Aspergers' syndrome as well as children and people from disadvantaged sections of society are being covered at the National and Asian Resource Centre for Inclusion in Mumbai. I would like to invite you to visit *the National and Asian Resource Centre for Inclusion* in Bombay and have asked the CEOs to extend this invitation as well.

Uylichy 30/10

The National Resource Centre for Inclusion was constituted 14 years ago in Mumbai to address inclusive education at the macro, mezzo and micro levels and should be inspected by MHRD and considered for technical resource support on Inclusive Education. You do have technical support being given in areas of special education by Ed CIL I know. I am pleased that after our last NAC meeting the Ministry has addressed some of the points raised.

Chandraavel

FOR PN-E Section Pl. by S.O. (PN-E) 30/10/13 US (CAM)



ADAPT - Chairperson's Secretariat & Head Office:
Upper Colaba Road, Mumbai - 400 005
Tel.: +91-022-2215 0555 / 2218 6813 Fax: +91-022-2218 5338

ADAPT - Centre for Special Education:
Upper Colaba Road, Mumbai - 400 005
Tel.: +91-022-2215 0555 / 2218 6813 Fax: +91-022-2218 5338

ADAPT- National Resource Centre for Inclusion:
K.C. Marg, Bandra Reclamation, Bandra (W), Mumbai - 400 050 INDIA
Tel. +91-022-2644 3666, 2644 3688 Fax: +91-022-2643 6848

ADAPT - Skills Development Centre:
Near Diamond Garden, Sion - Trombay Road Chembur, Mumbai - 400 071
Tel.: +91-022-2520 9413 / 2520 8968 Fax: +91-022-2520 6810

ADAPT- Rights Group:
K.C. Marg, Bandra Reclamation, Bandra (W) Mumbai - 400 050 INDIA
Tel. +91-022-2644 3666, 2644 3688 Fax: +91-022-2643 6848

ADAPT - Community Services:
Sultan Noorani Memorial Karuna Sadan, Urban Health Centre,
Dharavi 60 feet road, room no.109, 110, Dharavi, Mumbai 400 017
Tel: +91-022-2407 4455

ADAPT - Mithu Alur Foundation:
Upper Colaba Road, Mumbai - 400 005
Tel.: +91-022-2215 0555 / 2218 6813 Fax: +91-022-2218 5338

Ugam Community Services:
Colaba, Dharavi: Mahim, Sion

The NRCI has also developed valuable Resource Material for Inclusion (which has enabled 100 disabled children to be put into regular mainstream schools) entitled '*Culturally Appropriate Policy and Practice (CAPP)*' with UNICEF / CIDA. Like the CCE Exemplar material this could also be validated and used as it's the only indigeous material available. I have suggested that this could be merged with Professor Tony Booth's Index for Inclusion and we would have an indigenous Indian Index for Inclusion.

The above suggestions have been made at the NAC Meeting as well as the CABE meeting and I believe and am confident that the present senior Administrators and policy makers in MHRD can put these issues on an implementation track.

With best wishes,

Yours sincerely,

Mithu Alur

Dr. Mithu Alur

Founder Chairperson, The Spastics Society of India, now called ADAPT; Member, CABE, (Central Advisory Board of Education) HRD Ministry, New Delhi; Member, National Advisory Council (NAC), HRD, Ministry on RTE Implementation; Member, National Monitoring Committee on Education of SC/ST/Persons with Disabilities, MHRD, New Delhi; Chairperson, Task Force on PWD

- Enclosures:1. Recommendations missed out at 62nd CABE Meeting on Higher Education, RUSA the National Mission on Teachers and Teaching
2. Recommendations on Draft Report of National Mission on Teachers and Teaching

Recommendations missed out at 62nd CABE Meeting on Higher Education, RUSA the National Mission on Teachers and Teaching

Key	
Marked in Red	Recommendations
Black	Content from the Agenda

Page 37: Agenda 4, Section III, Perspective Framework for the Work of the Mission. Absence of Comprehensive data base for states. As well as in Agenda Item Page 96 on the Draft Report of National Mission on Teachers and Teaching about the Absence of Dissagregated Data

3.1 (i) Demand and Supply of Qualified Teachers for School and Universities/Colleges

b) *Overcoming Large Gaps in Teacher Supply in Long Term*

School Level

- c) It is important to put in place authentic and comprehensive data base for states in order to effectively plan the requirement and to initiate steps to fill the positions timely.

Recommendation:

As I have reiterated at several meetings, consultations, that there is a significant absence of disaggregated data of excluded CwD. Robust data is still missing. It is difficult to monitor whether needs of CWD are being accurately identified and more importantly whether these are being met.

To do accurate gap provisioning for them and effective budgetary allocation we must know what their needs are where they live etc. Therefore the question of quality of disaggregated data collected at present needs to be examined, so as to make meaningful allocations of resources for promoting inclusion and enhancing enrolment and retention of CwD.

- a) *This need is further strengthened by the fact that the Model Rules of the RTE requires the State Government/Local Authority to undertake school mapping and identification of all children and in particular 'disadvantaged' children within a period of one year from the appointed date and every year thereafter.*
- b) *This needs to be done in an effective manner with validated tools so that no child is excluded. What is not spelt out is the tool for identification of Why children are OUT OF SCHOOL particularly in relation to any functional difficulty they might be having.*
- c) *Such a tool and process has been developed by the UNSC and adopted by UNICEF as a global standard for identifying children's functional difficulties, the degree of their difficulty and possible support needs, that will facilitate their participation in school education it is called the Multiple Indicator Cluster Survey (MICS). This tool has been piloted amongst the 15 MICS countries by UNICEF (India is not a MICS country).*

The tool is known as the 12-domain questionnaire and compliant with WHO's standards for measuring equalization of opportunities for all children, and their participation in education happens.

I recommend that India becomes a MICS country too and proper measuring and equalization of opportunity according to WHO standards is done accurately mapping the needs of CWSN children.

Agenda Item no. 4, Section III, Perspective Framework for the Work of the Mission

Page 40, 3.1 (ii) Continuous Professional Development of Teachers

(a) *Enhancing institutional capacities for in-service education of teachers on continuing basis*

School Level

a) Teacher education institutions have remained by and large pre-service institutions. The national policy on education emphasized that pre-service and in-service teacher education are inseparable. Therefore, teacher education institutions should become by modal and discharged commitments towards inservice education of teachers of schools within the defined geographical areas around the institution. This will require the professional updating of the faculty of the institutions to perform this important role. There should be programmes where continuous professional development of teacher educators can be provided and should be availed of by the faculty of these institutions.

Recommendation:

3.1 Make regular teachers inclusive.

RTE can never be operationalised unless the teacher education is addressed. The need to make the general educational system inclusive is critical. Reculturation and transformation of colleges is needed. Faculty must be well equipped to address differences in the classroom, inclusive education is about transformation of classrooms, restructuring system, changing the role of Lecturers, creating a code of practice for actualizing RTE, creating an inclusive education culture/policy in every college and university.

There should be a Task force for School Preparedness and Teacher preparation of CWD ...it is not enough to provide physical infrastructure. Academic accessibility curricular and Examination modifications is needed.

Agenda Item no. 4, Section III, Perspective Framework for the Work of the Mission

Page 41 (iv) Resource centres – The district, block and cluster centres need to build a repository of curricular material and resources (print and digital) to help teachers in preparing for their classes and working on self-guided study.

(v) *Demonstration classes* – Teachers who are good at their subject and pedagogy could be asked to conduct demonstration classes for other teachers to observe and learn. ICT can also be used here to develop such a repository of demonstration classes and be shared with all the teachers.

Recommendations:

It is a well known fact that it is *Civil Societies* that have made the most significant contribution to the education of CWD, as well as given direction of 'how' to mainstream them into regular schools. The needs of People with multiple handicap, orthopaedic and locomotor, intellectual challenge, ADHD, epilepsy, autism, Aspergers' syndrome as well as children and people from disadvantaged sections of society are being covered at the National and Asian Resource Centre for Inclusion in Mumbai. **The National Resource Centre for Inclusion was constituted 14 years ago in Mumbai to address inclusive education at the macro, mezzo and micro levels** and should be inspected.

- 1. Modules for teacher preparation already exist in the teacher training department. Copyrighted tailor made courses in inclusive education in collaboration with the Tata Institute for Social Sciences; The Podar Institute of Education and the Helen 'O' Grady Institute are being run.**
- 2. Need-based training modules conforming to the RTE for State Government and Non government agencies and specifically tailor made for ICDS, SSA, ZIET (Zonal Institute of Education and Training), BMC, Ali Yavar National Institute for Hearing Handicapped, RCI etc are also being run.***
- 3. Training programmes for the Asia Pacific Region entitled Community Initiatives in Inclusion (CII), has trained over 200 Master Trainers from 16 countries in the Asia Pacific Region.¹***
- 4. NRCI has been a research organization and has over 4000 books; 92 National & international journals & 252 newsletters. Other material available in the library are 133 CDs containing films; documents and media clippings; 51 papers presented at various national and international events; 31 articles published including seven peer reviewed international refereed articles in National and International journals. Seven books authored / edited by Dr Alur on Inclusion and CAPP I, II and III are resource materials that could be used for training in inclusive education.***

Presently The Institutional Review Board (IRB), an independent ethics committee, and a Research Action Committee (RAC) has approved four research studies, that are focusing on various aspects of inclusion.

The IRB or the ETHICS Committee comprises of leading doctors, researchers, parents of persons with disability and persons with disability. At present there are four researches being conducted: 1. A Retrospective Study – A historical account of an organization (The Spastics Society of India): Investigating / Examining 40 years of policy and practices developed in India for Children with disability (Cerebral Palsy, multiple and motor disability), 2. A prospective study tracking changes (if any) in adaptive behaviour in a child/adult with Cerebral Palsy following a holistic intervention, 3. A Narrative Exploratory Study of Inclusion of Children with Disability into regular mainstream schools 4. Impact of inclusion in a community based preschool program

¹ Bangladesh, Pakistan, Nepal, Mongolia, Tonga, Vietnam, Indonesia, Sri Lanka, China, Tajikistan, Papua New Guinea, Malaysia, Myanmar, Jordan, Cambodia and India.

As a Demonstration and Resource Centre, the NRCI Model could give Resource Support to the Universities and Programmes mentioned in the agenda such as RUSA and the National Mission, become the apex body, working with MHRD/SSA in connection with the Universities mentioned.

Recommendation

The NRCI has also developed valuable Resource Material for Inclusion (which has enabled 100 disabled children to be put into regular mainstream schools) entitled 'Culturally Appropriate Policy and Practice (CAPP)' with UNICEF / CIDA.

I recommend this is validated .Professor *Tony Booth's Index for Inclusion should be merged with the CAPP I II III and become the Indian Index for Inclusion².*

Agenda Item no. 4, Section V. Organizational Structure and Implementation Framework (These areas directly concern the Nation Mission on Teacher Education and RUSA.)

Page 65, 5.1 Executive Committee

The Executive Committee will be the highest body setting the contours of operations within and the MHRD and coordination with other allied Ministries of Government of India. It is envisaged that this body shall play a pivotal role in policy making and formulate overarching principles and strategies for the activities of the Mission. This body would also suggest new proposals for impacting the quality of teaching and teacher professional development. The Executive Committee shall set up committee of experts for various dimensions of the Mission. Specifically, the Executive Committee will be responsible for:

1. Providing directions for programme formulation and implementation framework for the Mission.
2. Periodic review of outcomes and general monitoring of the Mission as a whole.
3. Coordination between various Central Ministries and between Centre, States and NGOs, etc.
4. Addition / alteration of powers and functions of any committee or authority under this Mission.
5. Decisions regarding delegation of powers (financial or otherwise) to various committees/ authorities / functionaries involved in the Mission or its projects

Composition of the Executive Committee:

The Union Minister of Human Resource Development (HRM) will chair the Executive Committee. Members of the Executive Committee will include Secretaries of Higher Education, School Education and Literacy, and other allied Departments as members such as Planning and Expenditure. The Committee will also include representatives of heads of UGC, AICTE, NCTE, DEC, NCERT and NUEPA along with selected experts from university and school education sector.

² CAPP is a set of indigenous instructional resource material at three levels for the implementation of inclusive education. It acts as a guide to teachers, parents and policy makers on 'how to' include children with disabilities into mainstream schools. CAPP I is the whole policy approach and looks at the macro level of policy, legislation, at the local, state, national, and global level. It is directed at policy makers, educational administrators, Teacher Educators and Civil Society, which includes NGO's working in the field of disability and education, teacher unions and human rights organizations. CAPP II or the whole community approach is focused on a mezzo level of community, workers and local administrators and bureaucrats. CAPP III outlines the whole school approach and focuses on the micro level of classroom and school values, policies and practice.

CAPP II has been acknowledged as a training tool by the Ministry of HRD who has obtained copies of it and disseminated to DIETs to conduct training in inclusive education. It has been used extensively to train teachers of the Government's ICDS programme.

Recommendation:

5.1 The Composition of the Executive Committee should have an expert on Inclusive Education, otherwise the recommendations will not include the 'How' of Inclusive education. The present subgroups are lacking in experts on Inclusive education and therefore there are gaps in the recommendations and the needs of PWD learners have not been addressed giving practical solutions.

Page 67, 5.5.1 Role of UGC

Planning and coordination of programmatic interventions required for ensuring that all faculty in colleges and universities are provided with continuing professional development opportunities to upgrade their professional competence and career advancement, with special focus on:

- development of a comprehensive policy and programmatic response for ensuring improved institutional structures and processes for continuing professional development of faculty in colleges and universities;
- the designing and implementation of strategies and programmatic interventions for continuing professional development of faculty in colleges and universities with a view to ensuring that all faculty in colleges and universities receive high quality training that equip them with the knowledge and skills required for carrying out their professional duties in diverse social, economic, cultural, and technological contexts;
- improving the systems/procedures for assessing faculty performance based on professional standards set for faculty of colleges and universities and for building capacity for ensuring that these standards are met in through systematic assessment;
- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for continuing professional development of faculty in colleges and universities with a view to improving the overall quality of various programmatic interventions.

Recommendations:

UGC REFORMS

Government departments and NGOs dealing with special schools think that "Special Education is Inclusive Education," so they turn to special educationists to operationalise the Right of Children to Free and Compulsory Education (RTE) Act. We also need to move away from specialisation. The RTE is about inclusive education; it's not about special education. Inclusive education is not special education. It does not refer only to children with special needs, it refers to all children facing some sort of barrier to learning and participation in the classroom. Inclusion is improved access to education. Inclusive education is really education for all — children from poor socio-economic backgrounds (which the RTE is addressing), the girl child facing cultural barriers and children with special needs facing systemic institutional barriers. It is high-quality education individualised to each child's needs.

Teachers must be well equipped to address differences in the classroom. Inclusive education is about transformation of schools, school preparation, restructuring system, changing the role of teachers, creating a code of practice for actualizing RTE, and an inclusive education policy in every school.

RTE can never be operationalised unless the teacher education is addressed. The need to make the general educational system inclusive is critical.

- Reviewing UGC Higher Education training, there is a focus on special education. UGC's Teacher Preparation in Special Education (TEPSE) Scheme which is launching special education teacher preparation programme is *preparing special teachers to teach children with disabilities in special schools*. An amount of 14.13 crores have been released under HEPSN, TEPSE and FAVCT schemes of UGC (as mentioned in earlier CABE meetings).
- All agencies such as UGC, NCERT, NCTE, and DIET, SCERT and other private courses continue to promote special education only. They need to include principles of Inclusive Education and modules on inclusive education.
- There is a need to establish *Disability Units in Universities as* well as setting up scholarships for students with disability, as there are for people from the scheduled castes and tribes. Higher Education should like other countries across the world include a special subject of *Disability Studies to move away from the current medical entrenchment of dysfunctioning individual to the social model of an enabling environment.*
- *Equal Opportunity Cells should have disability sensitized personnel. A Disability Coordinator is needed to encourage persons with disability, scholarships etc in Higher Education. This should be in partnership on the PPP mode with existing resource centres.*

Page 68, 5.5.3 Role of NCTE

Formulation of policy responses and planning and coordination of programmatic interventions required for setting and enforcing standards for teacher education curriculum, teacher education institutions, teachers and teacher educators, with special focus on:

- implementing policies and programmes designed to facilitate the recruitment of teachers to meet the demands of the school education system;
- development of a comprehensive policy and programmatic response for ensuring improved institutional structures and processes for pre-service and in-service teacher education and training programmes;
- improving the systems/procedures for assessing teacher performance based on professional standards set for teachers for ensuring that these standards are met in through systematic assessment;
- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for improving teacher education programmes and institutions with a view to improving the overall quality of various programmatic interventions.

Role of NCTE

The present teacher training courses are run by NCTE, and other private courses continue to support special education and segregation, without an understanding that IE is education for all people facing barriers to learning and not merely a part of special education.

Recommendation:

- *The D.Ed. and B.Ed. syllabus as per the Model syllabus prepared by NCTE for Teacher Education Programmes needs to make IE compulsory rather than optional (has been mentioned at earlier CABE'S before)*

Page 68, 5.5.4 Role of NCERT

Planning and coordination of programmatic interventions required for ensuring that all in-service teachers are provided with continuing professional development opportunities to upgrade their professional competence and career advancement, with special focus on:

- the designing and implementation of strategies and programmatic interventions for continuing professional development of in-service teachers, including schoolbased on-the-job training and open and distance learning with face-to-face engagement, with a view to ensuring that teachers and head teachers receive high quality training that equip them with the knowledge and skills required for carrying out their duties in diverse social, economic, cultural, and technological contexts;
- improving the systems/procedures for assessing teacher performance and teacher effectiveness based on basic professional standards set for teachers, and for building capacity for ensuring that these standards are met in schools through systematic school supervision;
- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for continuing professional development of in-service teachers with a view to improving the overall quality of various programmatic interventions.

The Role of NCERT

NCERT is an important agency for disseminating Inclusive education and how it should be done. This can be done in the following ways.

1. They can work with the National Resource Centre Faculty in beginning short courses.
2. The methods mentioned in the NCERT's CCE package need to be reoriented to adopt an inclusive approach and to address the needs of CWD and other children who are at risk of failure and exclusion due to not understanding their needs.
3. The Future Plan of Evaluating Systems by NCERT though impressive needs a section on IEP for children with disabilities and integrating it with classroom assessments.
4. NCERT should launch collaborative research study. National Resource Centre for Inclusion have placed nearly a hundred children in regular schools. A collaborative study could be started with the objective to develop a Code of Practice for inclusion under the RTE guidelines.

Recommendation:

- Make it mandatory for Lecturers to do IGNOU Distance Learning Course on mental health and other related areas. **All teacher education modules in the distance education mode need to have a component on inclusive education.**

Other UNIVERSITY REFORMS Needed

- Skills training should be imparted to PWD to equip them for gainful employment. Set up Innovative and Inclusive Skills Development Centres, Polytechnics & NIOS Centres, Teacher Training Curriculum Development and School Management Courses including PWD's under PPP mode together with private organisations who have proven ability
- New extension Activities and Outreach Programmes for which the University needs funding- can look at awareness activities for teachers, staff and students; seminars on disability studies, disability cells, repair and maintenance unit for assistive devices, library and study centres for students with disabilities in some points in the city.
- There is a proposal to establish Schools of Education (SoE) in 40 University Departments based in the Central Universities to open schools of Education, Centre for School Preparedness and Inclusive Education. **A new recommendation is to include a Centre for Inclusive Education and School Preparedness.**

Concluding Comments

The RTE must move away from the focus on special education to inclusive education. All courses need to be reviewed, and the philosophy of inclusion becomes a part of new revised curriculum. It is not a question of lack of knowledge as lot of contribution has been made in terms of knowledge base. What is missing is the serious intent to operationalize and bring in child with disabilities who have been neglected for years and years. We need to move away from specialization. As a country we cannot afford it (at least in the foreseeable future!).....it is also not necessary. A good teacher is an inclusive teacher.

Guidelines on restructuring the existing systems to introduce inclusive education, and on how to comply with RTE, have already been provided.

In conclusion therefore I recommend the following:

- a) UGC: All agencies such as UGC, NCERT, NCTE and DIET. SCERT make IE compulsory and a common module in every course. Clearly convergence will be needed to operationalise RTE.
- b) Central Universities: 40 University Departments based in the Central Universities are opening schools of Education. A new recommendation that is a Centre for School Preparedness and Inclusive Education also needs to be included.
- c) As a Demonstration and Resource Centre, the National and Asian Resource Centre for Inclusion, Mumbai (NRCI Model) could give Resource Support to the Universities and Programmes mentioned in the agenda and become the apex body, working with MHRD/SSA. /Higher Education.
- d) The National Mission on Teachers needs to include Training Courses for Inclusive Education. Indigenous Resource Material such as the CAPP I II III could be validated like the CCE Exemplar Package around the States by MHRD. Professor *Tony Booth's Index for Inclusion should be merged with the CAPP I II III and become the Indian Index for Inclusion. NCERT could do this with NRCI.*
- e) NCTE: The present teacher training courses run by NCTE needs to introduce IE (referred to at the recent CABE meeting by Professor Govinda on the recommendations of the Justice Verma Committee on teacher education.) The D.Ed. and B.Ed. syllabus as per the Model syllabus prepared by NCTE for Teacher Education Programmes needs to make IE compulsory rather than optional.
- f) IGNOU: All teacher education modules in the distance education mode need to have a component on inclusive education.
- g) There is a structural deficit in the Districts, at the Blocks, Cluster and Village level. For the RTE to be actualized certain activities like collating, compiling, and storing data about all CWD's on the district level has to be done, thereafter a need-based analyses is needed after which appropriate intervention can take place.

The Justice Verma Report suggested strengthening the BRC's and CRC's and developing the institutional linkage with the DIETs. It is critical to address the identified needs of children who are failing in that Block or Cluster. This can only be done if the *needs are identified*. This must be done first at the BRC/DRC level. For this, first of all, as suggested in the earlier part of the note, mapping needs according to MICS (Multiple Indicator Cluster Survey) and Capacity MUST be strengthened through what has earlier been recommended to MHRD through the composite support team as being practiced at the National Resource Center for Inclusion (NRCI).

Dr. Mithu Alur

22nd October 2013

**Recommendations on Draft Report of
National Mission on Teachers and Teaching**

**REPORT
Committee Constituted by CABE
On the National Mission on Teachers and Teaching**

(Draft for Discussion)

**Page no 87: Report of Sub Group III
Attracting and Retaining Teachers from Scheduled Castes (SCs/ Scheduled Tribes (Sts/ Other
Backward Classes (OBCs) / Minorities and Differently Abled**

Key	
Marked in Red	Recommendations
Black	Content from draft Report

Comment: Here the discussion is mainly for Disabled or PWD Teacher Educators, nothing to do with CWSN Disabled Learners: undoubtedly a major gap emerging.

3. Overview: Page 91

I agree with what has been mentioned on page 91, para 1

“It is important to work towards ensuring that issues of exclusion and disadvantage are addressed (a) in the curriculum, syllabus and TLMs developed in the regular classroom transaction and special training for age appropriate admission (b) in the classroom practices adopted by teacher, resource persons and educational administrators at various levels through development and appropriate training designs, (c) by reconceptualizing all incentives and provisions from the perspective of child rights and entitlements, and (d) by ensuring that issues of social inclusion are addressed in training programmes for members of SMCs, VECs, PRIs and enable them to address such issues in their school development plans.”

Recommendation:

There are no detailed guidelines here of how to deal with the teaching of the disabled learners and that is why a Task Force on School Preparedness and Teacher Education with experts practicing inclusive education on the committee is needed.

3.1.6: Higher and Technical Education and 3.2.2: Higher Education (Page 93, 94 and 95)

Recommendation on UGC's scheme of TEPSE and HEPSEN:

- *Reviewing UGC Higher Education training, there is a focus on special education. UGC's Teacher Preparation in Special Education (TEPSE) Scheme which is launching special education teacher preparation programme is preparing special teachers to teach children with disabilities in special schools. An amount of 14.13 crores have been released under HEPSEN, TEPSE and FAVCT schemes of UGC.*
- All agencies such as UGC, NCERT, NCTE, and DIET, SCERT and other private courses continue to promote special education only. They need to include principles of Inclusive Education and modules on inclusive education.
- There is a need to establish Disability Units in Universities as well as setting up scholarships for students with disability, as there are for people from the scheduled castes and tribes. Higher Education should like other countries across the world include a special subject of Disability Studies to move away from the current medical entrenchment of dysfunctioning individual to the social model of an enabling environment.
- Equal Opportunity Cells should have disability sensitized personnel. A Disability Coordinator is needed to encourage persons with disability, scholarships etc in Higher Education. This should be in partnership on the PPP mode with existing resource centres.

3.2.1: School Education (Page 94)

Much still remains to be done to ensure availability of adequate number of trained teachers able to teach children with special needs (CWSN).

Recommendations:

This is correct. Now that the RTE has become law, it is imperative to ensure it does not remain another piece of legislation gathering dust, but is put into action. Make regular teachers inclusive. The training of regular teachers is imperative for instilling the concept of inclusive education; regular teachers need to be sensitized and empowered to address the differing needs or the diversity of pupils in their classroom.

What makes our task easier is that there are about 14 lakh children with special needs in regular school (DISE, 2010). This will not only make them better teachers, improving the quality of teaching, but will also improve retention and reduce school 'drop-outism'.

It is not enough to provide physical infrastructure. Reculturation and transformation of schools is needed. Universal design means academic accessibility through classroom reforms and examination modification.

Just as the subject of teacher and teacher preparation is being addressed in a mission mode, similarly the subject of school preparation requires a mission mode approach.

3.2.2: Higher Education (Page 95, Para 2)

It is also suggested that wherever possible there may be sharing of the resource persons to meet the need of CWD and involve community for creating awareness towards the issues of children.

Recommendations:

It is a well known fact that it is *Civil Societies* that have made the most significant contribution to the education of CWD, as well as given direction of 'how' to mainstream them into regular schools. The needs of People with multiple handicap, orthopaedic and locomotor, intellectual challenge, ADHD, epilepsy, autism, Aspergers' syndrome as well as children and people from disadvantaged sections of society are being covered at *the National and Asian Resource Centre for Inclusion in Mumbai.*

The National Resource Centre for Inclusion was constituted 14 years ago in Mumbai to address inclusive education at the macro, mezzo and micro levels and should be inspected.

- 1. Modules for teacher preparation already exist in the teacher training department. Copyrighted tailor made courses in inclusive education in collaboration with the Tata Institute for Social Sciences; The Podar Institute of Education and the Helen 'O' Grady Institute are being run.*
- 2. Need-based training modules conforming to the RTE for State Government and Non government agencies and specifically tailor made for ICDS, SSA, ZIET (Zonal Institute of Education and Training), BMC, Ali Yavar National Institute for Hearing Handicapped, RCI etc are also being run.*
- 3. Training programmes for the Asia Pacific Region entitled Community Initiatives in Inclusion (CII), has trained over 200 Master Trainers from 16 countries in the Asia Pacific Region.¹*
- 4. NRCI has been a research organization and has over 4000 books; 92 National & international journals & 252 newsletters. Other material available in the library are 133 CDs containing films; documents and media clippings; 51 papers presented at various national and international events; 31 articles published including seven peer reviewed international refereed articles in National and International journals. Seven books authored / edited by Dr Alur on Inclusion and CAPP I, II and III are resource materials that could be used for training in inclusive education.*

Presently The Institutional Review Board (IRB), an independent ethics committee and a Research Action Committee (RAC) has approved four research studies, that are focusing on various aspects of inclusion.

¹ Bangladesh, Pakistan, Nepal, Mongolia, Tonga, Vietnam, Indonesia, Sri Lanka, China, Tajikistan, Papua New Guinea, Malaysia, Myanmar, Jordan, Cambodia and India.

The IRB or the ETHICS Committee comprises of leading doctors, researchers, parents of persons with disability and persons with disability. At present there are four researches being conducted: 1. A Retrospective Study – A historical account of an organization (The Spastics Society of India): Investigating / Examining 40 years of policy and practices developed in India for Children with disability (Cerebral Palsy, multiple and motor disability), 2. A prospective study tracking changes (if any) in adaptive behaviour in a child/adult with Cerebral Palsy following a holistic intervention, 3. A Narrative Exploratory Study of Inclusion of Children with Disability into regular mainstream schools 4. Impact of inclusion in a community based preschool program

The 62nd CABE Agenda mentions 'Demonstration and Resource Centres'

Recommendation

The NRCI Model (detailed above) could give Resource Support to the Universities and Programmes such the National Mission.

Recommendation

The NRCI has also developed valuable Resource Material for Inclusion, (which has enabled 100 disabled children to be put into regular mainstream schools) entitled 'Culturally Appropriate Policy and Practice (CAPP)' with UNICEF / CIDA.

I recommend this is validated .Professor *Tony Booth's Index for Inclusion should be merged with the CAPP I II III and become the Indian Index for Inclusion².*

3.2.2: Higher Education (Page 95, Para 4)

Efforts have been made to strengthen BRCs so that the RCI recognized programmes could be transacted through the BRC.

Recommendations:

There is a structural deficit in the Districts, at the Blocks, Cluster and Village level. For the RTE to be actualized certain activities like collating, compiling, and storing data about all

² CAPP is a set of indigenous instructional resource material at three levels for the implementation of inclusive education. It acts as a guide to teachers, parents and policy makers on 'how to' include children with disabilities into mainstream schools. CAPP I is the whole policy approach and looks at the macro level of policy, legislation, at the local, state, national, and global level. It is directed at policy makers, educational administrators, Teacher Educators and Civil Society, which includes NGO's working in the field of disability and education, teacher unions and human rights organizations. CAPP II or the whole community approach is focused on a mezzo level of community, workers and local administrators and bureaucrats. CAPP III outlines the whole school approach and focuses on the micro level of classroom and school values, policies and practice. CAPP II has been acknowledged as a training tool by the Ministry of HRD who has obtained copies of it and disseminated to DIETs to conduct training in inclusive education. It has been used extensively to train teachers of the Government's ICDS programme.

CWD's on the district level has to be done, thereafter a need-based analyses is needed after which appropriate intervention can take place.

The Justice Verma Report suggested strengthening the BRC's and CRC's and developing the institutional linkage with the DIETs. It is critical to address the identified needs of children who are failing in that Block or Cluster. This can only be done if the needs are identified. This must be done first at the BRC/ DRC level. For this, first of all, as suggested in the earlier part of the note, mapping needs according to MICS (Multiple Indicator Cluster Survey: has been explained in the next section) and Capacity MUST be strengthened through what has earlier been recommended to MHRD through the composite support team as being practiced at the National Resource Center for Inclusion (NRCI).

3.2.3: Challenges: Absence of Reliable Data Base (Page 96, para 1)

Promoting participation of persons from the disadvantaged groups require robust Data base to guide planner and policy makers. Unfortunately, only routine data regarding SC/ ST are available. Even these are only on standard parameters with no disaggregation based on contexts and conditions on which the teachers have to perform. It is observed that many persons with visual impairment and locomotor disabilities are entering into teaching profession. But there is practically no data available on the participation level of differently abled and minority community groups in teaching profession, whether at school or at university level. Only NCERT survey data on the faculty members with disabilities states that there are 10, 471 teachers with disabilities in 17 states/ UTs. The complete data on persons with disabilities and minority community groups in teaching profession whether at school or at university level should be gathered in comprehensive manner.

Recommendations:

Absence of Disaggregated Data:

As I have reiterated at several meetings, consultations, that there is a significant absence of disaggregated data of excluded CwD. Robust data is still missing. It is difficult to monitor whether needs of CWD are being accurately identified and more importantly whether these are being met.

To do accurate gap provisioning for them and effective budgetary allocation we must know what their needs are where they live etc. Therefore the question of quality of disaggregated data collected at present needs to be examined, so as to make meaningful allocations of resources for promoting inclusion and enhancing enrolment and retention of CwD.

- a) *This need is further strengthened by the fact that the Model Rules of the RTE requires the State Government/Local Authority to undertake school mapping and identification of all children and in particular 'disadvantaged' children within a period of one year from the appointed date and every year thereafter.*
- b) *This needs to be done in an effective manner with validated tools so that no child is excluded. What is not spelt out is the tool for identification of Why children are OUT OF SCHOOL particularly in relation to any functional difficulty they might be having.*

- c) *Such a tool and process has been developed by the UNSC and adopted by UNICEF as a global standard for identifying children's functional difficulties, the degree of their difficulty and possible support needs, that will facilitate their participation in school education it is called the Multiple Indicator Cluster Survey (MICS). This tool has been piloted amongst the 15 MICS countries by UNICEF (India is not a MICS country).*

The tool is known as the 12-domain questionnaire and compliant with WHO's standards for measuring equalization of opportunities for all children, and their participation in education happens.

I recommend that India becomes a MICS country too and proper measuring and equalization of opportunity according to WHO standards is done accurately mapping the needs of CWSN children.

3.2.5: Higher Education: (Page 99, Para 1 and 4) on reasonable accommodation for employment

Recommendations:

The leading edge of thinking and practice is steadily shifting beyond legal obligation and well meaning philanthropy towards a solution based culture which shifts the emphasis from the person's disability to the changes in the environment to enable that person to contribute their skills and productivity.

The key issue is accessible workspaces through universal design and reasonable accommodation. Universal design actually means addressing pedagogy, teacher training and spending money strengthening the knowledge base of regular teachers through short and regular courses on inclusive education. Faculty must be well equipped to address differences in the classroom. Thus people with mobility problems need ramps, toilet with bars and wheelchair access. People with speech problems need a voice synthesizer, computers, to communicate, people with hearing problems need signage and people with visual impairment need Braille symbols and auditory signals.

Academic accessibility is needed which means curricular and Examination modifications.

3.2.5: Higher Education: (Page 99, Para 3)

Recommendations

NCERT is an important agency for disseminating Inclusive education and how it should be done. This can be done in the following ways.

- 1. They can work with the National Resource Centre Faculty in beginning short courses.*
- 2. The methods mentioned in the NCERT's CCE package need to be reoriented to adopt an inclusive approach and to address the needs of CWD and other children who are at risk of failure and exclusion due to not understanding their needs.*
- 3. The Future Plan of Evaluating Systems by NCERT though impressive needs a section on IEP for children with disabilities and integrating it with classroom assessments.*

- E
4. *NCERT should launch collaborative research study. National Resource Centre for Inclusion have placed nearly a hundred children in regular schools. A collaborative study could be started with the objective to develop a Code of Practice for inclusion under the RTE guidelines.*

3.3.1: Inclusive Practices: Point no. 2 (Page no. 100)

Recommendation:

The word, 'disability' needs to be included in the last line.

*Dr. Mithu Alur
21st October 2013*



केन्द्रीय शिक्षा सलाहकार परिषद की समिति की बसठवीं बैठक
Committee of Central Advisory Board of Education
(Sixty-Two Meeting)

दिनांक 10 अक्टूबर, 2013
मानेकसा सेंटर, परेड रोड, नई दिल्ली

एजेण्डा क्रमांक 01

“निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार अधिनियम, 2009” अंतर्गत तीन वर्षों की प्रगति :-

1. राज्य द्वारा समस्त नियमों को अधिसूचित किया गया – परिशिष्ट 01।
2. छ.ग. राज्य बाल अधिकार आयोग को स्थापना एवं संचालन किया गया – परिशिष्ट 02।
3. कठिनाईयों के निराकरण के क्रियान्वयन की व्यवस्था प्रचलन में।
4. पाठ्यचर्चा को NCF 2005 के क्रम के 2007-08 में परिवर्तित किया गया एवं पांच वर्षों के अंतर्गत इसके नवीनीकरण की व्यवस्था की गई है।
5. RTE Act. के अंतर्गत मान एवं मानकों की स्थिति निम्न है :-

(अ) अप्रशिक्षित शिक्षक :-

राज्य में 45223 अप्रशिक्षित शिक्षक हैं, जिनमें से 43835 अप्रशिक्षित शिक्षक को दूरस्थ शिक्षा अंतर्गत प्रशिक्षित करने की कार्यवाही प्रचलन में है। उक्त कार्यवाही की स्वीकृति NCTE द्वारा दी गई है। यह राज्य के माध्यमिक शिक्षा मण्डल के माध्यम से क्रियान्वित की जा रही है।

(ब) शिक्षकीय अमले संबंधी पद स्थापना का विवरण निम्नानुसार है :-

स्वीकृत पद			कार्यरत पद			रिक्त पद		
राज्य	एस.एस.ए.	योग	राज्य	एस.एस.ए.	योग	राज्य	एस.एस.ए.	योग
183403	66685	250088	147378	63662	211040	36025	3023	39048

(स) अनुकूल PTR :-

राज्य में वर्तमान में प्राथमिक स्तर पर यह 1:25 एवं उच्च प्राथमिक स्तर पर 1:22 है।

(द) अधोसंरचना संबंधी मापदंड पेयजल रैम्प इत्यादि :-

राज्य में कुल 46951 शालाएं संचालित हैं। जिनमें से 44512 विद्यालय में पेयजल एवं 24081 विद्यालय में रैम्प हैं।

(इ) शौचालय की व्यवस्था :-

राज्य में बालिका शौचालयों की संख्या 44721 एवं बालक शौचालयों की संख्या 33985 है।

(फ) कार्य के घण्टे एवं दिवस :-

प्राथमिक स्तर :-

- (1) कुल कार्यदिवस – 200
- (2) कुल कार्य के घण्टे – 800 घण्टा प्रति वर्ष

उच्च प्राथमिक स्तर :-

- (1) कुल कार्यदिवस – 220
- (2) कुल कार्य के घण्टे – 1000 घण्टा प्रति वर्ष

1. शाला प्रबंध समिति :-

समस्त प्राथमिक एवं उच्च प्राथमिक शालाओं में शाला प्रबंध समिति गठित की गई है, उक्त समिति का कार्यकाल 2 वर्ष 6 माह रखा गया है।

2. सतत समग्र मूल्यांकन :-

सतत समग्र मूल्यांकन प्रणाली समस्त प्राथमिक एवं उच्च प्राथमिक विद्यालयों में लागू की गई है। इसके अंतर्गत 02 संज्ञानात्मक एवं 03 सहसंज्ञानात्मक मूल्यांकन की व्यवस्था वर्षभर है।

Status of implementation of RTE/SSA

शिक्षा का अधिकार अधिनियम के तीन वर्ष -छत्तीसगढ़ के संदर्भ में

केन्द्र सरकार द्वारा शिक्षा का अधिकार अधिनियम 2009 पारित किये जाने के पश्चात् छत्तीसगढ़ शासन द्वारा भी शिक्षा का अधिकार अधिनियम के अन्तर्गत राज्य शासन के नियमों को 15.11.2010 को गजट के प्रकाशन के साथ ही अधिसूचित कर दिया गया है। इस अधिसूचना को छत्तीसगढ़ शासन द्वारा अपने आदेश क्रमांक F-13-47/20-30/10 रायपुर दिनांक 15.11.2010 द्वारा छत्तीसगढ़ राज्य निःशुल्क और अनिवार्य बाल शिक्षा का अधिकार नियम, 2010 संसूचित कर दिया गया है।

1. **विद्यालयों हेतु न्यूनतम कार्य दिवस एवं शिक्षकों के न्यूनतम कार्यघण्टों का निर्धारण:-** छत्तीसगढ़ शासन द्वारा अपने आदेश क्रमांक F-13-47/20/ 2/ रायपुर दिनांक 07.12.2010 के द्वारा समस्त प्राथमिक शालाओं हेतु न्यूनतम 200 दिवस/800 निर्देश घण्टे एवं उच्च प्राथमिक शालाओं हेतु न्यूनतम 220 दिवस /1000 निर्देश घण्टे का निर्धारण कर दिया गया है।
2. **ना रोकना ना निष्काशन :-** छत्तीसगढ़ शासन द्वारा अपने आदेश क्रमांक F-13-47/20-3/part-4/ 2011 रायपुर दिनांक 18.07.2011 के द्वारा किसी भी विद्यालय में बालको को प्राथमिक शिक्षा पूर्ण किये जाने तक किसी भी कक्षा में अनुत्तीर्ण किये जाने एवं शाला से निष्काशित किये जाने पर प्रतिबंध लगा दिया गया है।
3. **प्राथमिक शिक्षा चक्र :-** छत्तीसगढ़ राज्य में प्राथमिक शिक्षा कक्षा पहली से आठवी तक दो स्तरों में कक्षा 1 से 5 तक प्राथमिक एवं 6 से 8 तक उच्च प्राथमिक के रूप में प्रदाय किया जा रहा है।

4. **बोर्ड परीक्षा का समापन** :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20-3/2011/part-4/ रायपुर दिनांक 23.08.2011 के द्वारा छत्तीसगढ़ राज्य में प्रारंभिक शिक्षा की अवधि में किसी भी स्तर पर बोर्ड परीक्षा नहीं लिए जाने के आदेश दिये हैं। प्रारंभिक शिक्षा पूर्ण करने पर प्रत्येक बालक/बालिका को शासन द्वारा निर्धारित प्रमाण पत्र संबंधित विद्यालय के द्वारा जारी किया जायेगा।
5. **अनुवीक्षण एवं कॅपिटेशन फीस पर प्रतिबंध** :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20-3/part-4/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा राज्य में संचालित किसी भी विद्यालय में बालक /बालिका को प्रवेश देते समय कॅपिटेशन फीस संग्रहित करने एवं बालक/बालिका या उसके माता पिता अथवा उसके संरक्षक को किसी भी अनुवीक्षण प्रक्रिया से नहीं गुजारा जायेगा।
6. **शारीरिक/मानसिक दंड पर प्रतिबंध** :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20-3/part-4/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा प्रारंभिक शिक्षा से संबंधित किसी विद्यालय में प्रविष्ट किसी भी विद्यार्थी को शारीरिक दंड अथवा मानसिक उत्पीड़न पर प्रतिबंध लगा दिया गया है।
7. **प्राइवेट ट्यूशन पर प्रतिबंध** :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20-3/part-4/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा प्राथमिक एवं उच्च प्राथमिक शाला के शिक्षको द्वारा निजी ट्यूशन या निजी शिक्षण क्रियाकलाप किये जाने पर प्रतिबंध लगा दिया गया है।
8. **आकादमिक प्राधिकारी का चयन** :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20-3/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा राज्य शैक्षणिक अनुसंधान एवं प्रशिक्षण परिषद रायपुर को राज्य प्राथमिक शिक्षा हेतु आकादमिक प्राधिकारी घोषित किया गया है।

9. सक्षम प्राधिकारी की घोषणा :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-73/20-3/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा राज्य में जिला स्तर पर शैक्षणिक गतिविधियों के संचालन हेतु राज्य के समस्त जिला शिक्षा अधिकारियों को सक्षम प्राधिकारी घोषित किया गया है।
10. असुविधाग्रस्त समूह के बालक की पहचान :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-73/20-3/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा राज्य में असुविधाग्रस्त समूह के बालक को परिभाषित कर दिया गया है।
11. दुर्बल वर्ग के बच्चों की पहचान :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-73/20-3/ 2011 रायपुर दिनांक 23.08.2011 के द्वारा राज्य में दुर्बल वर्ग के बच्चों को परिभाषित कर दिया गया है।
12. शाला प्रबंधन समिति का गठन :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-47/20/ 2010/3 रायपुर दिनांक 10.08.2011 के द्वारा राज्य के समस्त प्राथमिक एवं उच्च प्राथमिक शालाओ में शाला प्रबंधन समिति गठित किये जाने के आदेश समिति के गठन से संबंधित आवश्यक निर्देशों के साथ जारी कर दिया गया है।
13. राज्य सलाहकार परिषद :- छत्तीसगढ़ शासन द्वारा आदेश क्रमांक F-13-13/20-3/ 2010/ रायपुर दिनांक 23.03.2012 के द्वारा राज्य में शैक्षणिक गतिविधियों के संचालन हेतु राज्य सलाहकार परिषद का गठन कर दिया गया है।
14. बाल अधिकार संरक्षण आयोग का गठन :- छत्तीसगढ़ शासन द्वारा महिला एवं बाल विकास विभाग के अन्तर्गत आदेश क्रमांक 1456/4163/2009/WCD/50 रायपुर दिनांक 16.06.2010 के द्वारा राज्य में बाल अधिकार संरक्षण आयोग का गठन कर दिया गया है। श्री यशवंत जैन को बाल अधिकार संरक्षण आयोग का अध्यक्ष बनाया गया है। आयोग द्वारा अपना कार्य प्रारंभ कर दिया गया है।

15. पाठ्यचर्या :- छत्तीसगढ़ में NCF 2005 के अनुसार पाठ्यचर्या का नवीनीकरण वर्ष 2007-08 में किया जा कर नवीन पाठ्यपुस्तकों का प्रकाशन वर्ष 2008-09 से किया जा रहा है। RTE ACT 2009 लागू किये जाने के फलस्वरूप एक्ट में दिये गये प्रावधानों एवं क्रियाकलाप आधारित शिक्षण एवं सतत एवं व्यापक मूल्यांकन की प्रणाली को विस्तारित रूप से लागू किये जाने के फलस्वरूप पाठ्यचर्या एवं पाठ्यक्रमों में आवश्यक सुधार करने की प्रक्रिया वर्ष 2012-13 में प्रारंभ की जा रही है। पाठ्यचर्या एवं पाठ्यक्रमों में आवश्यक संशोधन के पश्चात् वर्ष 2013-14 में पाठ्यपुस्तकों में आवश्यक संशोधन किये जायेंगे।

16. निजी शालाओं में कमजोर एवं वंचित समूह के बच्चों हेतु 25 प्रतिशत आरक्षण :- छत्तीसगढ़ शासन, स्कूल शिक्षा विभाग द्वारा अपने आदेश क्रमांक F-15-47/20/2010/2 रायपुर दिनांक 12.04.2010 के द्वारा राज्य के समस्त मान्यता प्राप्त निजी शालाओं में उनकी दर्ज संख्या के न्यूनतम 25 प्रतिशत सीटों पर कमजोर एवं वंचित समूह के बच्चों को प्रवेश देना अनिवार्य कर दिया है। इस संबंध में विस्तृत दिशा निर्देश भी जारी कर दिये गये हैं। वर्ष 2011-12 में इस नियम के अन्तर्गत 7109 बच्चों को विभिन्न शालाओं में प्रवेश दिलाया गया।

शाला प्रबंध समिति के कार्यकाल :- छत्तीसगढ़ शासन, स्कूल शिक्षा विभाग द्वारा अपने आदेश क्रमांक F-13-47/2010/20-3 नया रायपुर दिनांक 25.07.2013 के द्वारा शाला प्रबंध समिति के कार्यकाल को एक वर्ष बढ़ाकर 2 वर्ष एवं 6 माह कर दिया गया है।

छत्तीसगढ़ राज्य बाल अधिकार संरक्षण आयोग की**स्थापना एवं संचालन**

छत्तीसगढ़ राज्य में बच्चों के अधिकारों के समुचित संरक्षण तथा देखभाल के लिये छत्तीसगढ़ राज्य बाल अधिकार संरक्षण आयोग का गठन किया गया है। राज्य शासन द्वारा बाल अधिकार संरक्षण आयोग अधिनियम केन्द्रीय 2005 में प्रदत्त शक्तियों का उपयोग करते हुए आयोग के गठन के नियम वर्ष 2009 में लागू किये हैं, जो असाधारण राजपत्र में 19 जून 2010 को प्रकाशित हुए हैं। छत्तीसगढ़ राज्य बाल अधिकार संरक्षण आयोग इन्हीं नियमों के प्रकाश में कार्यशील हुआ है। आयोग के अध्यक्ष के पद पर राज्य शासन द्वारा श्री यशवंत जैन को 15 दिसम्बर 2010 को नियुक्त किया गया। आयोग के कार्यालय का औपचारिक शुभारंभ 24 जनवरी 2011 को किया गया। 2 जून 2011 को श्री रजनीश शुक्ला को आयोग का सदस्य नियुक्त किया गया है। श्री प्रतीक खरे जुलाई 2011 से आयोग के सचिव के रूप में वर्तमान में पदस्थ हैं।

आयोग का स्वरूप**स्वीकृत पद संरचना**

1. अध्यक्ष - 1 पद
2. सदस्य - 1 पद

अध्यक्ष एवं सदस्य हेतु स्वीकृत स्टाफ

क्र.	पदनाम	पद संख्या
1	निज सचिव	1
2	निज सहायक	1
3	वाहन चालक	1
4	सहायक प्रेस-03	1
5	भूतद	4
	योग	8

कार्यालय हेतु स्वीकृत अमला

क्र.	पदनाम	पद संख्या
1	सचिव	1
2	सहायक संचालक विधि	1
3	अधिकारी / पंजीयक	1
4	स्टेनोग्राफर	1
5	सहायक ग्रेड 02	2
6	सहायक ग्रेड 03	3
7	वाहन चालक	1
8	भृत्य	3
9	चौकीदार	1
	कुल	14

आयोग द्वारा राज्य में बाल अधिकार संरक्षण की दिशा में पूरी सक्रियता से कार्य किया जा रहा है। शिक्षा के अधिकार अधिनियम के प्रभावी क्रियान्वयन हेतु विभाग के साथ समन्वय करते हुए अनेकों सेमीनार एवं कार्यशाला के साथ ही शिक्षा के अधिकार अधिनियम के प्रचार प्रसार हेतु ब्रोशर आदि का वितरण व प्रदर्शनी कराई गई है। आयोग द्वारा बाल अधिकारों के उल्लंघन तथा अनिवार्य व निःशुल्क बाल शिक्षा का अधिकार अधिनियम 2009 के प्रावधानों के उल्लंघन की शिकायतों को सुविधा जनक रूप से दर्ज कराने के लिए दिनांक 28 दिसंबर 2011 से आयोग के कार्यालय में एक टोल फ्री टेलीफोन नं. 1800-233-0055 का प्रारंभ किया है। इस सुविधा का शुभारंभ छत्तीसगढ़ के मुख्यमंत्री माननीय डॉ. रमन सिंह द्वारा उक्त नम्बर डायल कर किया गया। आयोग को कुल टेलीफोन पर सामान्य जानकारी तथा शिकायतों के संबंध में 28 दिसम्बर 2011 से 31 मार्च 2012 तक कुल 199 काल्स प्राप्त हुये जिनका समाधान किया गया। इसके अतिरिक्त आयोग में कुल 117 प्रकरण पंजीकृत हुये जिसमें से 83 प्रकरणों का निराकरण किया गया है एवं 34 प्रकरण वर्तमान में लंबित हैं।

एजेण्डा क्रमांक-2

मध्याह्न भोजन योजना के अन्तर्गत सुरक्षा, गुणवत्ता एवं पौष्टिकता

1. विभिन्न स्तर पर प्रबंधन हेतु स्तरवार उनके कार्य एवं उत्तरदायित्व का स्पष्ट उल्लेख की कार्यवाही की गई है।
2. शिक्षकों एवं शाला प्रबंधन समिति द्वारा परोसने के पूर्व भोजन को चखने के निर्देश दिये गये है। इस संबंध में पंजी का संघारण प्रत्येक स्कूल में किया जा रहा है।
3. रसोईयां/निरीक्षणकर्ता एवं अन्य स्टाफ की क्षमता वृद्धि के संबंध में प्रशिक्षण दिया गया।
4. खाद्यान्न का सुरक्षित भण्डारण के निर्देश जारी किये गये है।
5. समस्त जिला स्टाफ के साथ राज्य स्तरीय बैठक का नियमित आयोजन किया जा रहा है।
6. मध्याह्न भोजन योजना के मानिट्रिंग एवं खाद्यान्न वितरण के लिये राज्य के द्वारा आनलाइन साफ्टवेयर विकसित किया गया है।
7. राज्य स्तरीय संचालन एवं मानिट्रिंग समिति की मुख्य सचिव की अध्यक्षता में छैमाही बैठक कीव्यवस्था है।
8. तेल/दलहन/मसालों का केन्द्रीकृत वितरण की कार्यवाही प्रचलन में है।
9. सामाजिक अंकेक्षण की व्यवस्था हेतु कार्यवाही प्रचलन में है।
10. शिकायत निवारण पद्धति हेतु सभी जिलों में काल सेंटर की स्थापना की जा रही है।

राज्य में कुकिंग कास्ट की राशि केन्द्र द्वारा निर्धारित राशि से अधिक है। इसके लिये राज्यांश की राशि को बढ़ाया गया है।

कृषिग कोस्ट	केन्द्रांश	निर्धारित राज्यांश	राज्यांश	कुल	विशेष
प्राथमिक	2.50	0.83	1.42	3.92	राज्य द्वारा प्रति छात्र 0.59 पैसे अधिक प्रदाय किया जा रहा है। (3.65) पूर्व में
माध्यमिक	3.75	1.25	1.30	5.05	राज्य द्वारा प्रति छात्र 0.06 पैसे अधिक प्रदाय किया जा रहा है। (4.70) पूर्व में

- समस्त स्कूलों की दीवारों पर निर्देश लेखन का कार्य जारी है। आकस्मिकता होने पर आवश्यक मोबाइल नंबर भी लिखे जा रहे हैं।
- राज्य में रसोईयां मानदेय की राशि केन्द्र द्वारा निर्धारित राशि 1000 रु प्रति माह से बढ़ाकर 1200 रु प्रति माह रखी गई है। इसमें राज्य द्वारा राज्यांश 250 रु के स्थान पर 450 रु दिया जा रहा है।
- मध्याह्न भोजन योजना में सुरक्षा की दृष्टि से एहतियात बरतने हेतु निर्देश जारी किये गये हैं।

एजेण्डा क्रमांक- 03

राष्ट्रीय उच्चतर माध्यमिक अभियान

यह केन्द्र सरकार की एक महत्वाकांक्षी योजना है। इसमें विश्वविद्यालय एवं महाविद्यालयों को केन्द्र सरकार द्वारा 65 प्रतिशत एवं राज्य शासन द्वारा 35 प्रतिशत अनुदान राशि आबंटित की जायेगी। चतुर्वेदी कमेटी रिपोर्ट में निहित अनुशंसा के अर्न्तगत 75 प्रतिशत केन्द्र शासन से 25 प्रतिशत राज्य शासन से अनुदान दिया जाना प्रस्तावित है। 04 फरवरी 2013 को भोपाल में आयोजित बैठक में अनुसूचित क्षेत्रों के लिये केन्द्र सरकार की ओर से 80 प्रतिशत एवं राज्य सरकार की ओर से 20 प्रतिशत तथा आदिवासी क्षेत्रों हेतु केन्द्र सरकार की ओर से 85 प्रतिशत एवं राज्य सरकार की ओर से 15 प्रतिशत अनुदान दिये जाने हेतु राज्य सरकार द्वारा अभिमत प्रस्तुत किया गया।

इस perspective plan से thrust area में स्थित संस्थानों में governance, academic reforms, तथा examination reforms जैसे कार्य करवाये जायेंगे। योजना से सहायता प्राप्त करने हेतु विश्वविद्यालय तथा महाविद्यालयों को perspective plan प्रस्तुत करना होगा। उपरोक्त योजना के क्रियान्वयन हेतु राज्य उच्च शिक्षा परिषद का गठन किया जा रहा है। तथा विश्वविद्यालय एवं महाविद्यालयों द्वारा perspective plan को एकरूपता से बनाये जाने हेतु कार्यशाला का आयोजन किया जावेगा। सभी विश्वविद्यालयों एवं महाविद्यालयों के perspective plan को संग्रहित कर राज्य का perspective plan बनाया जायेगा जिसे केन्द्रीय मानव संसाधन विभाग को विचार करने एवं अनुमोदन हेतु भेजा जायेगा।

एजेण्डा क्रमांक- 04

शिक्षक एवं शिक्षा पर गठित राष्ट्रीय मिशन द्वारा प्रस्तुत रिपोर्ट :-

- निःशुल्क एवं अनिवार्य शिक्षा के अधिकार अधिनियम 2009 के समुचित क्रियान्वयन हेतु छत्तीसगढ़ राज्य को कैटेगिरी बी राज्यों के साथ शामिल किया गया है जहाँ अप्रशिक्षित शिक्षकों की संख्या बहुत अधिक है साथ ही शिक्षक प्रशिक्षण हेतु पर्याप्त संख्या में संस्थायें उपलब्ध नहीं हैं। शिक्षकों की कमी को पूर्ण करने के लिए राज्य सरकार द्वारा भारत सरकार से इस बात की छूट ली गई है कि अप्रशिक्षित शिक्षकों की नियुक्ति भी स्कूलों में की जा सकेगी बशर्ते ऐसे व्यक्ति शिक्षक पात्रता परीक्षा उत्तीर्ण हों। साथ ही अप्रशिक्षित सेवारत शिक्षकों को दूरस्थ शिक्षा के माध्यम से प्रशिक्षित करने का कार्य भी एन.सी.टी.ई. की अनुमति से राज्य में वर्ष 2012 से प्रारंभ किया जा चुका है। इस प्रशिक्षण

कार्यक्रम के अंतर्गत राज्य को 45 हजार शिक्षकों को प्रशिक्षित करने की जिम्मेदारी भारत सरकार द्वारा दी गई है। अप्रशिक्षित सेवारत शिक्षकों के प्रशिक्षण में राज्य के सामने सबसे बड़ी कठिनाई ये है कि वर्ष 2007 से 2010 के मध्य इग्नू में सर्व शिक्षा अभियान से लगभग 28 हजार शिक्षकों को व्यावसायिक अर्हता प्राप्त करने हेतु पंजीकृत कराया गया था परंतु निरंतर पत्राचार के उपरांत भी इनके प्रशिक्षण की स्थिति की जानकारी इग्नू द्वारा उपलब्ध नहीं कराई जा पा रही है।

- राज्य में 01 शिक्षा महाविद्यालय, 01 उन्नत शिक्षा प्रशिक्षण संस्थान है इसके अतिरिक्त 123 बी.एड. निजी महाविद्यालय स्थापित हैं। इनके माध्यम से राज्य में लगभग 13 हजार छात्रों के लिए बी.एड. प्रशिक्षण की सुविधा उपलब्ध है साथ ही 16 डाईट एवं 02 बी.टी.आई. तथा 19 निजी प्रशिक्षण संस्थाओं के माध्यम से 2770 डी.एड. छात्रों के प्रशिक्षण की व्यवस्था उपलब्ध है। वर्तमान में राज्य में बी.एड. प्रशिक्षण संस्थानों की संख्या आवश्यकतानुसार है परंतु राज्य में अभी भी डी.एड. प्रशिक्षण संस्थानों की आवश्यकता है।
- राज्य के शासकीय शिक्षक प्रशिक्षण संस्थाओं में शिक्षकों की नितांत कमी है। इस कमी को दूर करने के लिए राज्य में शिक्षक प्रशिक्षण संस्थाओं में नियुक्ति हेतु पृथक कैंडर का निर्माण किया जा चुका है तथा इस कैंडर में नियुक्ति की कार्यवाही प्रगति पर है। पृथक कैंडर के निर्माण से राज्य के शिक्षक प्रशिक्षण संस्थानों में जहाँ एक ओर अकादमिक सदस्यों की कमी की पूर्ति हो सकेगी वहीं दूसरी ओर सेवाकालीन शिक्षक प्रशिक्षण कार्यक्रम की गुणवत्तापरक गतिविधियाँ संचालित की जा सकेंगी।



GOVERNMENT OF HARYANA



Sh. Bhupinder Singh Hooda
Chief Minister, Haryana



Smt. Geeta Bhukkal
Education Minister, Haryana

Speech of

Smt. Geeta Bhukkal

Hon'ble Education Minister, Haryana

on

10th October, 2013

at

**Ashoka Convention Hall,
Manekshaw Centre, New Delhi**

at the 62nd meeting of the
Central Advisory Board of Education (CABE)





Government of Haryana

Speech of

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

on 10th October 2013 at the

62nd Meeting of the Central Advisory Board of Education (CABE)

Ashoka Convention Hall, Manekshaw Centre, New Delhi

Hon'ble Dr. M. Mangapati Pallam Raju, Minister for Human Resource Development, Government of India, Dr. Shashi Tharoor and Sh. Jitin Prasada, Ministers of State for Human Resource Development, Hon'ble Education Ministers from various States, Members of CABE, other dignitaries and Officers.

At the onset, I compliment Dr. M. Mangapati Pallam Raju for organizing this conference and for providing forum at the national level for focusing attention on the important issues pertaining to education.

I would take this opportunity to congratulate the Hon'ble Minister for taking significant and innovative steps to strengthen education, laying emphasis on Right to Education

as an integral element of education, for taking adequate steps to ensure quality, safety and hygiene under Mid- Day Meal Scheme, to enhance the access, equity and to add quality in the whole system of Education.

RTE ACT: An update on the three years of progress of State/UTs

In the State of Haryana, the Right of Children to Free and Compulsory Education Rules-2011 have been framed and notified on 3rd June 2011 under the RTE Act, 2009. The State Council of Educational Research and Training, Haryana, Gurgaon (SCERT) has been notified as the Academic Authority for the implementation of these rules. All work related to curriculum and evaluation is being done by the SCERT, Gurgaon. 15014 Govt. Schools have been declared as neighbourhood schools as per RTE norms within a radius of 1 kilometre for primary classes and 3 kilometres for upper primary classes. The State adheres to minimum number of instructional days and hours in an academic year. Providing of academic calendar for admission, holidays, working days, school time-table and extra-curricular activities is in place. Libraries have been established in all Primary and Middle schools. No fee or funds are charged from children up to class eight and schools have been compensated for this financial loss by the state government.

School Management Committees (SMCs) were constituted in all schools on 22-03-2011 and now on 24-03-2013 have been reconstituted across the State. These are functioning well. Funds are being directly transferred to SMC's accounts for decentralization of powers and for their strengthening. Regular meetings of SMC members are being organized and school uniforms, school bags, stationery are being sent to them and reimbursement of school fee and funds are granted to them and they provide it to students. Color and design of uniforms and bags are also decided by the SMCs concerned.

Now there is no-detention policy in place upto class 8th. Age-appropriate admissions are taking place. Board Examinations for 8th class have been abolished. Corporal punishment, Private tuitions, screening of students and capitation fees are banned. Teacher recruitments are taking place to meet with required teacher-pupil ratio in schools. A separate recruitment mechanism-"Haryana School Teachers' Selection Board" has been constituted to facilitate timely recruitments. Rationalization of Primary teachers (PRTs) as per RTE norms has been done for improving the quality of education as well as maintaining the proper teacher-pupil ratio.

Workshops and trainings have been conducted for all district functionaries and Non-Government Organizations, Heads of Private Schools, Block level functionaries and Associate

Block Resource Coordinators (ABRC's). Training of members of Municipal Committees, members of Zila Parishads, Panchayat Samitis and Local Bodies have been conducted. Training of SMC members was also conducted. Training of elected members of Panchayati Raj Institutions has been conducted with the convergence of Development & Panchayat Department. Members of religious institutions in Mewat district were trained about RTE with the convergence of Non-Government Organizations and National Commission for Protection of Child Rights. Modules on RTE implementation have been incorporated in both, in-service training and induction training of teachers. D.Ed curriculum has been updated to accommodate additional training needs of an inclusive, joyful and multi-grade class-room of RTE including modules on CCE and special training.

The State Commission for the Protection of Child Rights (SCPCR), Haryana has been constituted by the Women and Child Department, Haryana. A Toll Free No.1800-3010-0110 has also been installed at the Directorate level to receive complaints from SMCs, NGOs, parents and students.

For the purpose of special training to such children who are enrolled during various enrolment drives, the D.Ed. intern students are deployed in schools. Masti Ki Bagiya, a special innovative programme was organised during summer vacations for this purpose.

The State of Haryana has launched the "Parvesh Utsav" programme on 24-03-2013 in all Govt. Schools for the enrolment, retention and transition of students for the classes I to VI, IX and XI. During this programme, the target is to bring 100% children of the age group of 6-18 years in the main stream of education. Hon'ble C.M. inaugurated this programme from Tohana (Fatehabad) and other Ministers and MLAs inaugurated from their respective constituencies.

A class readiness programme has also been introduced for activity based learning in joyful and child oriented environment in government schools for one and half months i.e. April and May. A 'Shiksha Setu' card is also provided to each child. This card is an information tool for parents that explain financial and learning entitlements of the children. To maintain the minimum working days norm under RTE, the current academic year has been started from 24 March, 2013.

"Shirkat-e-Taleem" programme a participatory educational review programme was organized in Mewat district from 22-08-2013 to 27-08-2013, as a follow up to the "Dastak-e-Taleem" which preceded the launch of national "Shiksha-ka-Haq" Abhiyan on 11/11/2011. All the schools of Mewat were visited by Block Education Officer(BEO)s from all over Haryana and the actual information regarding the schools in terms of RTE compliance and other parameters has been

compiled which is being used for future planning for Mewat district.

I would like to draw the attention of this esteemed gathering about the initiative taken by my State in Comprehensive Continuous Evaluation (CCE). We commissioned a research project in collaboration with the Jameel Abdul Latif Poverty Action Lab (J-PAL) South Asia, an institute affiliated with MIT, USA which is renowned for its scientific action research methodologies. The objective was to monitor and gauge the implementation process of CCE and to know its impact on learning levels as also to see whether CCE takes away the mental stress and burden which had been there under earlier processes.

For scientific analysis, the selected schools were divided into four groups to see the impact of CCE alone, CCE with Remedial Education or (RE), transaction of curriculum under earlier conventional method and also the transaction of curriculum under earlier conventional method coupled with RE.

The interim results have shown that Schools with CCE stowed no adverse impact on learning level of students as perceived by people on implementation of CCE in place of examination. However, it is only the Schools which implemented CCE with RE-LEP together have shown visible

impact on learning level of students as the gaps were simultaneously identified and taken care for additional inputs which resulted in homogeneous learning levels among all students to whom we are providing inclusive education.

What needs to be done is to remove the public perception linked to RTE that it now means that children will not be assessed for their competencies so neither the teachers nor the students will have the motivation to teach or learn. Unfortunately, we have done away with traditional system of assessment but have not been able to substitute it with required CCE as conceived in scheme of things. The results are clearly visible in the available national reports on learning outcomes which show a downward trend at Primary level and Board results where pass percentage has dipped as children are facing first public examination at Class 10th level. There is general public opinion in the State that some external examination system needs to be introduced which also meets with RTE provisions. The state is working on that subject.

**Mid Day Meal Scheme: Safety, Quality and Hygiene under
Mid Day Meal Scheme**

The State Government has assigned the duty to ensure Safety, Quality and Hygiene of Mid Day Meal to the Monitoring Officers at Directorate/ at Districts/ Block levels.

It is mandatory for every School Head to taste the Mid Day Meal before serving the same to the students. Instructions have also been issued in the matter.

Regarding safe storage and proper supply of ingredients to schools, almost all the schools have already been provided funds for the purchase of containers for the proper storage of food grains. Remaining schools will be provided funds this year i.e 2013-14 and instructions regarding proper supply of ingredients have been issued.

Capacity building of stake holders particularly the Cook cum Helpers is of utmost importance. In this regard the first phase of the training of Master Trainers at Division level and training of SHG members has been successfully completed in the month of May & June 2013. Instructions have already been issued to all District Elementary Education Officers to purchase branded and good quality pulses, oil etc. and to use Agmark and branded ingredients such as pulses, edible oils and condiments and double fortified salts etc under the Mid Day Meal.

Awareness about Mid Day Meal Scheme is being created and regular advertisements on Radio are being aired. Advertisements are also published in major newspapers with regards to the Helpline no. (0172-6531244) and email

Address (mdmhry@gmail.com) for receiving the complaints and suggestions.

Vigilance and Monitoring committees under the Chairmanship of Member of Parliament have been constituted for reviewing and monitoring the Scheme. In this regard instructions have been issued to all the Deputy Commissioners in the state. Deputy Commissioners are requested to convene a meeting on Quarterly basis under the chairmanship of Member of Parliament.

Regular review meetings are being held at District Level by the State Government. In this regard instructions have been issued to all the District Elementary Education Officers in the state to convene a meeting on Monthly basis under the chairmanship of District Magistrate with various departments such as Civil Supplies, Health, Social Welfare, Panchayats, Rural Development, Drinking Water and Sanitation etc. Social Audit of the Scheme is regularly being done in the month of March.

Food samples for testing purposes through reputed institutes recognised by the CSIR or National Accreditation Board is being done and instructions have also been issued to all the District Elementary Education Officers in the state that Mid Day Meal food samples should be got tested through reputed institutes recognized by the CSIR or National Accreditation

Board, at least once in a month or whenever desired by Head Master/ Mid Day Meal in charge of concerned school.

Regarding preparation of Emergency Medical Plan to tackle any untoward incident, instructions have been issued to all the District Elementary Education Officers in the State that they will ensure the display of emergency numbers of nearest health centre, community health centre, district hospital, Deputy Commissioner and also the numbers of District Elementary Education Officers & Block Education Officers on a board in every school.

Regarding constitution of Joint Review Mission by the State Government for monitoring the Implementation of the Scheme in poorly performing districts action is under process.

One issue that I would like to raise here is the amount of Honorarium given to cooks and helpers. It would be appropriate to examine whether their honorarium could be linked to MNREGA wage rates on the number of hours to be put in for this work. In fact MDM is contributing toward human resource development of the country and this work could be validly included in the list of works approved under the scheme. I would urge the MHRD to explore the possibility of such convergence which will be in interest of the nation's

children and women from the vulnerable and marginalised sections of the society.

Here I would also like to make a few comments on NVEQF and RMSA even though it is not directly a part of CAFE agenda. Since the RMSA has provided expanded access to children for Classes IX-X, now they are completing these levels and expansion needs to take place at next level of school education for them to complete school education and to move to higher education or become adults and join the world of work. Moreover, since RUSA is in offing, it would be appropriate to extend coverage of RMSA to classes XI-XII. Otherwise an artificial break will be created at senior secondary education level. MHRD is requested to consider this issue. Similarly the next transition level for NVEQF trainees after Level IV needs to be made available before beginning of next academic session to enable smooth transition of these students. Absence of such facility will adversely impact the adoption of NVEQF stream in future.

Higher Education Department:

It is heartening to see that the focus of this meeting is on quality issues in Higher Education. In Haryana, Higher Education is passing through a unique phase marked by rapid expansion in terms of number of students as well as the institutions. The mission of the State Government is to

provide quality access to higher education on equitable basis to all eligible students. This is reflected in all spheres of academic development including manpower, infrastructure and budgetary allocation.

The focus of the State Government is to improve access through optimal utilization of the existing infrastructure, upgradation wherever possible and create new institutions both in public as well as private sector. The mandate of regional equity has been central to this expansion.

Haryana, today, has a well-formed institutional framework of Universities established by an Act of Parliament (Central University) or of a State Legislature (State Universities). Further, there are Deemed Universities which are institutions accorded the status of a university with authority to award their own degrees through central government notification. Recently, Private Universities have been established in the State under the Haryana Private Universities Act, 2006. Lastly, there are numerous colleges affiliated to the State Universities which fall into the categories of Government, government-aided and unaided.

As on date, 06 State Universities, 01 Central University, 03 deemed to be Universities and 14 Private Universities serve the youth in the state. There are 95 Government degree and post-graduate colleges (including 22 women's colleges) 97

government aided colleges, 40 self-financing degree colleges, 12 self-financing law colleges, 01 self-financing sports college and 456 self-financing B.Ed colleges. In addition, there are exclusive Universities and Colleges for Technical Education, Medical Education and Agricultural Education.

Sir, I feel proud to say that as a result of extensive taken by the state the Gross Enrolment Ratio (GER) is about 20.13% as compared to the national GER of 19.40%.

The challenges which higher education in Haryana is facing today i.e. Access, Relevance, Quality, Governance/ Management, and Financing have been addressed by the state to a great extent in the 11th Plan period.

The endeavour of the State Government during the 12th Five Year Plan would be to consolidate the steps already initiated and use innovative strategies. The vision is to realize the State's human resource potential to its fullest with equity and inclusion.

Academic reforms like Semester System of examination, external as well as internal evaluation, compulsory computer education for all students, language labs in Government Colleges are some initiatives taken in this direction. However, our journey has begun and we constantly strive to achieve what is best in the vicinity.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA):

The proposal of Government of India for introduction of RUSA is a very welcome initiative which would definitely address many core issues pertaining to Higher Education especially Quality, Relevance, Autonomy and Accountability in view of the expansion that has taken place in recent years in the sector. We have the experience of implementing Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Sarv Shiksha Abhiyan (SSA) with us. While designing this initiative for the higher education sector, we should learn from its experience to maximise the desired output. A few issues, I would like to flag here for your consideration. There is a need to ensure that RUSA strengthens the existing governance structure and does not become a parallel set-up at its cost. RUSA needs to evolve as a gap-filling initiative for the sector and the inputs should be designed to supplement the existing efforts not substitute them in any manner. Since the capacities of implementing departments exist in current set of activities, there is a natural tendency to focus on them. However, this is the key area of challenge that new programme has to address and overcome. There is an urgent need to build capacities in quality delivery both in areas of educational course transaction as well as research programmes. Presently, an effective quality assurance mechanism which leads to delivery of high learning outcomes

in education and research does not exist. The NAAC system or the NET examination which were introduced as two major quality assurance systems for educational institutions and individuals respectively need to move to the next generation of reforms to keep pace with changing times. We are in a dynamic global world and our reference points and goal posts need to continually evolve and so do the systems to achieve them. We hope that RUSA will be designed to cater to these requirements.

Today we live in a "small and flat" world. We know what 'best' means in any area of study or achievement. We have global rankings of institutions and global testing systems for individuals. RUSA should bring this knowledge to each teacher in each college and university of this country. It should help in evolving a national shared vision on the subject because today's world requires the human resources which compete not locally but globally; who not only have information but can also process it; who have the knowledge and also the skills to apply that knowledge to real life situations. This is the loud and clear message that we keep getting from the employers across sectors of economy. The young person who spends 4, 6 or 10 years in higher education sector must come out with these qualities so that economy and society looks at her/him as a useful human resource. This understanding needs to percolate down to all

institutions striving to deliver education, and certify educational achievements. Otherwise we will be facing a situation where persons having graduate /post-graduate /doctoral degrees are put to short duration courses for gaining employment where they could have entered after secondary education and acquired relevant skills. RUSA needs to put in place mechanisms to ensure that educational delivery across the country meets with the required standards of quality and relevance.

Sir, one of the prerequisites for the States under RUSA is the constitution of State Higher Education Council. I am pleased to inform you that Haryana has already established the State Higher Education Council in 2010. It is chaired by Hon'ble Chief Minister himself. This is an apex advisory body to take policy decisions for the improvements in the system of Higher education, to provide access to higher education to all segments of society, to oversee its development with perspective planning, to keep a watch on the standards, to promote academic excellence by providing academic input for policy formulation and, to guide the growth of higher education in accordance with the socio-economic requirements of the state. This Council consists of the Vice Chancellors of the State Universities, Private Universities, some eminent academicians and Principals of Government Colleges.

The State Universities in Haryana enjoy academic, financial and administrative autonomy. However, it is a fact that there are budgetary constraints too. The GOI may consider increasing the funding ratio from 65:35 to 75:25.

The Government of Haryana shall be extending all cooperation for the implementation of RUSA in the State. However, it will be in the fitness of things if the Government of India, MHRD organises at least 2-3 workshops for each State or group of States so that messages and fundamentals of RUSA are known to the implementers at the last mile.

National Mission on Teachers and Training (NMTT):

The National Mission on Teachers and Training is a welcome initiative and expected to improve higher education teaching quality in India. The CABE committee, constituted on the subject deserves all accolades for presenting a very comprehensive report touching all critical aspects and giving a mechanism to address the same.

Government of Haryana is already seized of the matter and has taken necessary decisions in the recruitment policies, capacity building of teachers for better qualifications, pedagogic skills, and technology enabled teaching. High quality pre-service training, induction training and in-service training are some of the issues that have been at the centre-stage. State has taken both short-term and long-term

measures in this respect and I would like to share a few here. A formal system of engaging visiting faculty has been evolved to meet with shortage of staff because the regular recruitments invariably takes very long time to mature. Due to a large available pool of qualified aspirants, the selection process becomes very lengthy and there is also a tendency to move the entire recruitment process for judicial scrutiny. Since the students teaching time has to be optimally utilized, this adhoc system has been put in place in school as well as higher education sector. Recruitment drive continues throughout the year in aided colleges and Universities. To rope in quality teachers, qualifying of Haryana Teacher Eligibility Test and National Eligibility Test has been made mandatory for relevant categories of teachers. The course - curriculum of pre-service courses are continuously updated. A system of one-year long internship has been introduced after D.Ed course which gives them desired exposure and teaching skills. The state government has also launched another unique initiative of establishing the "Haryana Institute of Education, Training and Research" to formally provide for the pre-service and in-service training needs of Higher Education Sector, parallel to such structure in the School Education sector. The Foundation Stone of the building has already been laid by Hon'ble Chief Minister.

Liberal grants are being given to colleges to organise seminars and conferences for teachers to update their subject knowledge. Orientation and Refreshers courses are being organized by the academic staff colleges regularly. However, it has been observed there is a general inertia among staff in position and when a teacher gets all scales and promotions; he does not want to improve/update his knowledge. There is a need to introduce a system of mandatory continuous professional development through periodic In-service training.

The challenges of technology interventions to enhance effectiveness of classroom transactions and how to equip teachers in its use as proposed by the Mission will certainly go a long way to make our teachers tech-savvy and contemporary compatible also.

The State of Haryana has already initiated the proposal for professionalizing the teacher education sector by offering it as an equal option at completion of school education when a child is making a career choice. A four year integrated BA/B.Sc/B.Com along with B.Ed course has been designed for this purpose. It is also proposed to add the option of post-graduation in due course of time so that children do not enter this sector as last option available but make it their first choice. A beginning has been made with the state level institute at Jhajjar with setting up of "Prarambh -School for

Teacher Education". The state is creating capacity in the Universities for preparation of teacher educators and establishment of Schools of Education in Universities. Starting of the Integrated Course mentioned above in Universities from next year is one such endeavour.

Enhancing the availability of teachers to meet the demands of the education systems would involve an analysis of the present policies and institutional/organizational structures at the local, district, state and national level for teacher development and management; and the development of a comprehensive policy and strategy to address issues relating to the preparation, recruitment and deployment of teachers.

I would urge the need for focus on quality issues once again here. We are saddled with large presence of private institutions in teacher education sector which are unfortunately not quality oriented. Mission needs to evolve appropriate systems to ensure that good quality teachers are prepared for teaching our future generations.

Towards the end I thank you for providing this opportunity to share our views and concerns on school and higher education.

Jai Hind



GOVERNMENT OF MANIPUR

SPEECH

OF

SHRI M. OKENDRO,

HON'BLE EDUCATION MINISTER, MANIPUR

**IN THE 62nd MEETING OF
CENTRAL ADVISORY BOARD OF EDUCATION
MINISTRY OF HUMAN RESOURCE DEVELOPMENT,
GOVT. OF INDIA**

ON

10th OCTOBER, 2013

AT

**MANEKSHAW CENTRE, PARADE ROAD,
NEW DELHI**

*Shri MM Pallam Raju, Hon'ble Union HRD Minister,
Shri Shashi Tharoor, Hon'ble Union HRD Minister of State,
Shri Jatin Prasada, Hon'ble Union HRD Minister of State,
My colleagues Hon'ble education Ministers from the State Governments,
Shri Ashok Thakur, Secretary, Higher Education, Ministry of HRD, Govt. of India
Shri R. Bhattacharya, Secretary, School Education & Literacy, Ministry of HRD,
Govt. of India
Officials from State Govts, UGC, AICTE, CBSE, etc.
Ladies & Gentlemen,*

I convey our sincere appreciation to the Ministry of HRD, Govt. of India for the various initiatives HRD Ministry has taken to steer the crucial education section in the country since the last few years. The welfare of our students who constitute the huge majority of our youths and therefore the hope of the future of India needs all our sincere and collaborative efforts to ensure that they get the best in their preparation amidst the increasing challenges from global growth and concerns in social, economic, political and all other spheres of life. I will briefly highlight a few points in this august meeting of the Central Advisory Board on Education (CABE) today.

1. Mid Day Meal Scheme : Safety, Quality and Hygiene under MDM Scheme and Setting up Empowerment Committee for MDM Scheme

I may highlight with reference to the Agenda Item 2 of the CABE Meeting today that my State Govt. has issued necessary orders to ensure Safety, Quality and Hygiene under the Mid-Day Meal scheme on 5th August 2013 serving copies to all concerned for compliance. In addition, Capacity Buildings of all Head Master/Mistress of schools covered under the scheme have also been conducted throughout the Districts/Zones covering more than 3000 participants from different schools.

Further, with reference to the Setting up Empowerment Committee for MDM Scheme, my State Govt. has set up 2 (two) Committees. The State Level Steering and Monitoring Committee (SLSMC) headed by the Chief Secretary of the Government of Manipur to supervise and regularly monitor the scheme through periodical meeting of the Committee. At the District Level, the District Level Committees are under the chairmanship of Hon'ble MPs with MLAs, and Zilla Parishad Members on 24th July 2013. While the State Level Steering and Monitoring Committee (SLSMC) headed by the Chief Secretary is function regularly, the District Committees need to be properly activated and made effective to meet their objectives. We will ensure this through strict action at the State Govt. level.

2. Urgent need for Central Govt. intervention to support State Govts. and expeditious launch of RUSA :

I must specifically mention that the State Govts. are eagerly waiting for the early launch of RUSA (Rashtriya Uchchatar Shiksha Abhiyan) by the Central Govt.

My State Govt. had submitted our strong support and urgent need for Central Govt. intervention in Higher & Technical Education to help the State Govts. Our experience in the Central Govt. intervention in School & Secondary Education in the form of SSA and RMSA has greatly assisted us in bridging the existing gaps in School & Secondary Education infrastructure, teaching faculty, improving quality and introduction of modern technology, etc.

In Manipur, most of the Colleges are under-staffed with inadequate Teaching Faculty. To cite a specific problem faced presently by the Colleges in Manipur, the enrolment of students had increased from 12,152 in 2008-09 to 41,608 in 2012-13 in Manipur but the sanctioned posts of College Lecturers have stagnated at 1264 since the last 20 years, which has vacancy of 301 posts at present. As per the mandate of the UGC/Manipur University, there is a need for 2130 posts of Govt. College Lecturers which necessitates creation of 866 posts. Despite the efforts of the Dept., the State Govt. has been unable to increase the no. of posts so far due to its acute financial constraints. We are hopeful that RUSA will help the State in tackling such crucial issues.

The existing Higher Education Institutions (HEIs)/Colleges in Manipur suffer hugely due to inadequate infrastructures. There is a serious and urgent need for creation of new / additional infrastructures and expansion and renovation of existing infrastructures. Here, my State had submitted that RUSA must take into consideration the comparative backwardness of Colleges in the State when RUSA is launch. The first & primary focus of RUSA must be accorded to ensuring a level playing ground amongst different States through adequate provisions to enable the backward Colleges to catch up with the more advanced Colleges initially. This is an essential necessity primarily more prominent for least developed Colleges in the NE States, where most Govt. Colleges are also falling short of the required basic infrastructures. RUSA must have special provisions for Infrastructural Development of existing Higher Education Institutions (HEIs)/Colleges to meet such basic needs and fill up the existing gaps. Most of the Colleges in Manipur need additional class-rooms, administrative buildings, library rooms, lab rooms, proper boundary fencing, concrete internal roads to the Colleges class-rooms, parking lots/two-wheeler sheds/cycle-sheds, students recreation rooms, Conference-cum-Seminar Halls, etc. These are basic requirements now as Colleges have to undergo mandatory assessment & accreditation.

3. Need for inclusion of Manipur under Model College Scheme :

Ministry of HRD in collaboration with UGC had identified 374 Districts which are declared Educationally Backward Districts (EBDs) for the purpose of establishment of Model Colleges. However, no District of Manipur was included in the EBD list. The no. of 44 Districts in the NE States may not reflect the correct picture with reference to the need for Higher Education Institutions (HEIs)/Colleges in the NE Region. The yardstick for listing such EBDs may be based on no. of Colleges *vis-a-vis* the population of the District but this does not take into consideration the vital aspect of the functioning of the College and its performance in meeting the higher educational needs of the students of

the District. For example, the fact is that some Districts like Tamenglong which always figures as the most backward District in the country for any Central Scheme has only 1 (one) College in the entire District. Similarly, Ukhrul District also has only 1 (one) College. Churachandpur which is widely acknowledged as the most advanced Hill District in Manipur has only 2 (two) Govt. Colleges both located at the District HQ and all the remaining 6 (six) Sub-Divisions do not have any College, private or Govt. Similarly, Senapati District has only 1 (one) Govt. College. Therefore, there is a very serious need for setting up new Model Colleges in many parts of Manipur, primarily at Thanlon in Churachandpur District, Tamei in Tamenglong District, Senapati in Senapati District, Phungyar in Ukhrul District, Sugnu in Thoubal District, etc. in Manipur. Therefore, the new Scheme for Model Colleges must cover the Districts of Manipur to provide improvement of Higher Education through upgrading the existing Colleges or new Colleges as new Model Colleges in unserved Districts/Sub-Divisions/remote & interior areas.

4. Support to new Scheme for NE Region being formulated by UGC :

I appreciate UGC and the Ministry of HRD for their initiative to formulate a new Scheme for NE Region to improve GER in Higher Education Institutions (HEIs) including overall improvement of Hr. Education in the Northern Eastern States and inviting all stakeholders in the North-East, particularly the State Hr. Education Secretaries and Vice-Chancellors of Universities for a detailed discussion at Guwahati on 27th Sept. 2013. We had submitted various suggestions both during the course of the meeting at Guwahati on 27th Sept., 2013 and thereafter in writing and look forward to their inclusion in the new Scheme being formulated. In formulating the new Scheme for NE States, we had made proposals pertaining to :

- (i) the new Scholarship Schemes for NE Region on the line of J & K,
- (ii) Need for Increasing the no. of Higher Education Institutions (HEIs) in uncovered Districts/Sub-Divisions/remote & interior areas,
- (iii) Provision for Infrastructural Development of existing Colleges,
- (iv) Upgradation of existing Education Institutions into fully Residential Institutions,
- (v) Provision for Sports Infrastructural Development of existing Colleges,
- (vi) Provision of Solar-powered energy for Higher Education Institutions (HEIs)/ Colleges in NE Region,
- (vii) Coverage of both Aided Colleges and Private Colleges,
- (viii) Necessity for involvement of State Govt. at planning and implementation stages as also need for having a dedicated Engineering Work Agency for infrastructure projects,
- (ix) Provision of Teaching Faculty Support,

- (x) Provision of Transportation Support,
- (xi) Support for setting-up modern Science Equipments / Laboratories or upgradation existing Science facilities,
- (xii) Support for setting-up modern Libraries or upgradation existing Library facilities.
- (xiii) Provision for Canteen, Toilets (separately for boys & girls students) and Drinking Water Facilities in Higher Education Institutions (HEIs)/Colleges in NE States.
- (xiv) Annual Incentive Awards for Outstanding Teachers and Students,
- (xv) Incentive Schemes for Outstanding Teachers and Meritorious Students,
- (xvi) Provision of Modern Teaching Aids like ICT equipments, LCD Projectors, Smart Boards, IT Equipments, Desktops/Laptops for Class-room teaching,
- (xvii) Support for Women Education,
- (xviii) Special Provision for Construction of College Guest Houses in Higher Education Institutions (HEIs)/Colleges located at remote/interior places in NE States,
- (xix) Support for Common Health Care Centres, Banking facilities/ATM booths in Higher Education Institutions (HEIs)/Colleges in NE States,
- (xx) Special focus on Govt. of India's Look-East Policy and need for tuning Higher education to meet its resultant requirements,
- (xxi) Special Assistance to NE States in implementation of Central/UGC Pay-Scales, entitlements, etc. for initial periods, etc.

I look forward to prompt and positive consideration on the above proposals of great importance and urgency to address the long-felt need of the people of Manipur in particular and the students and the youths of the NE States in general.

I am confident that a systemic improvement and paradigm shift towards proactively taking on the socio-economic and political problems that had made the youth and students community in the NE Region a good breeding ground for insurgency and militancy can stem the growth of insurgency in Manipur in particular and in the NE States in general, prevent the huge drain of wealth of a poor economy like Manipur due to the present on-going pursuit of education in far-off places outside and build up a strong base for a more self-reliant NE Region including Manipur that can be proud of achieving its huge human potentials.

I trust and believe that under the dynamic leadership of the Govt. of India, Ministry of HRD and its genuine concern for the improvement of education and ensuring quality education in the country to build up our youth and students, the initiative and active participation of all stakeholders being taken up concertedly will result in bringing up the essential educational foundation we need to put in place and provide our youths and students with the best education we can with the due importance and urgency it deserves.

Thank you all.

T. THIAGARAJAN
MINISTER FOR ELECTRICITY
[School Education, Sports, Art & Culture,
Science, Technology & Environment, Forest]
Government of Puducherry



Annexure - VII

☎ Off. : 0413-2232270 2225120
Fax : 0413-2222839
Res. : 0413-2202271, 2633414
e-mail : trpondy@gmail.com

Date :

Minority Affairs,
Hon'ble Union Minister ~~of Human Resource Development~~, Hon'ble Union
Minister of State for Human Resource Development, Hon'ble Ministers for Education of
all States, Respected Secretary to Government Human Resource Development, other
officers, Ladies and Gentlemen.

At the outset I convey the best wishes of our Hon'ble Chief Minister
Thiru. N. Rangasamy to you all. I express my heartfelt thanks to the Hon'ble Union
Minster for having invited me to this meeting to share the views of our Union Territory
on the issues included in the agenda.

I am indeed happy to bring to your kind notice that the Union Territory of
Puducherry has been performing well over the years in the field of Education.
Particularly after the Right of Children to Free and Compulsory Education Act was
enacted in the year 2009, our Government has been taking all out efforts to implement the
act in true spirit. Immediately after the act was brought into force, necessary rules were
framed as early as in October 2011. As it may be seen from the Agenda notes, our Pupil
Teacher Ratio is one of the best in the country. As a result of the various welfare
measures undertaken by our Government, we could achieve 99.9% enrolment at primary
level. Our Government has been taking steps to arrest the drop out in the schools. At
present, the drop out at primary level and upper primary level is 0.37% and it is our
intention to bring it to 0 %.

①
14/10
S. Chandrasekar



Date :

I am proud to inform your goodself that our Union Territory of Puducherry is one of the few States/Union Territory to have complied with 9 no. of parameters of infrastructure as stipulated in the Right to Education Act. And, on behalf of our Government, I assure your goodself that we will comply with all the requirements of infrastructures soon.

Our Government has issued the G.O. providing for 25% of seats for students belonging to socially and economically backward classes in non minority private schools. A proposal has been submitted to Ministry of Home Affairs seeking approval for the constitution of SCPCR. And till such time, in order to protect the interests of the children, G.O. has been issued for the constitution of REPA. Also, a Toll Free number has been installed to facilitate lodging and disposal of compliants. I am happy to inform that the scheme of Continuous Comprehensive Evaluation has been successfully implemented in all schools and School Management Committees constituted in all schools have also been activated.

As your good self knows, our Government has taken steps to prepare food under Midday Meals Programme in central kitchens which have modern facilities for preparation of food. The food thus prepared is being transported to schools in covered vessels. Our teachers have been instructed to ensure that the food meant for children is tasted before it is distributed. We procure Diet articles from Government Organizations which supply only branded items. The School Management Committees are involved both at the level of preparation and distribution to ensure quality food are served and it is safe. The State Level Monitoring Committee with Chief Secretary as Chairman, reviews

T. THIAGARAJAN

MINISTER FOR ELECTRICITY

**[School Education, Sports, Art & Culture,
Science, Technology & Environment, Forest]
Government of Puducherry**



☎ Off. : 0413-2232270, 2225120
Fax : 0413-2222839
Res. : 0413-2202271, 2633414
e-mail : ttrpondy@gmail.com

Date :

the Mid-Day Meals Programme every three months. Also, a Toll Free number is installed to facilitate lodging complaints by the public. And meeting the financial requirements from the UT Budget egg is being provided twice in a week. Though food is prepared by experience cooks, it is proposed to engage professional Catering Assistants to enhance the quality of the food being served to the students. To conclude, I would like to mention that the Mid Day Meals Programme which is being implemented in our Union Territory since 1930 has never attracted adverse comments from any quarters.

Once again I extend my heartfelt thanks to the Hon'ble Union Minister of Human Resource Development for having invited me for this meeting and for having given this opportunity to put forth our views.