

**Ministry of Human Resource Development
Department of School Education and
Literacy**

**Minutes of the
Conference of Education Secretaries of
States held on 31st July – 1st August, 2008
at Vigyan Bhawan, New Delhi**

**Ministry of Human Resource Development
Department of School Education and Literacy**

Record note of discussion of Conference of Education Secretaries of States held on 31st July – 1st August, 2008 at Vigyan Bhawan, New Delhi

1. A two days Conference with the Education Secretaries of the State Governments and UTs was organized by the Department of School Education and Literacy at Vigyan Bhawan, New Delhi on 31st July – 1st August, 2008. The issues concerning implementation of Sarva Shiksha Abhiyan (SSA), Mid-Day Meal Scheme (MDM), Teacher Education Scheme (TE), Secondary Education (SE) and Adult Education (AE) were taken up for discussion in the meeting. Representatives from various organizations like National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Educational Consultants India Ltd. (Ed. CIL), National Institute of Open Schooling (NIOS), Kendriya Vidyalaya Sangathan (KVS), Indira Gandhi National Open University (IGNOU), Central Board of Secondary Education (CBSE) etc. also participated in the conference. List of participants is given at *Annexure-I*.

1.2 Sh. A. K. Rath, Secretary, Department of School Education and Literacy while welcoming the participants mentioned that education sector as a whole and the programmes of Department of School Education and Literacy have been given higher financial allocations and States are also contributing their share. In this scenario, it is imperative that every effort is made to implement the flagship programmes of SSA and MDM in an effective manner to achieve the objectives of the programme during the Eleventh Plan, with greater emphasis on quality and outcome. He emphasized the need for innovation in implementing the

programmes. He cited the example of Tamil Nadu where the State's activity based learning strategy has made significant strides in primary schooling. It was suggested that other States can study this programme and consider implementation in their States with such modifications and innovations as may be necessary.

1.3 With regard to the implementation of Mid-Day Meal Programme Secretary (SE&L) informed that some State Governments/UT Administrations are yet to make adequate provision in the State/UT Budget for 2008-09 for receiving Central Assistance under various components of the MDM Scheme. Further, the States/UTs are also required to make minimum mandatory contribution towards cooking cost in their Budget-2008-09 as State share under the scheme. He once again reiterated the decision of the Mid Day Meal Programme Approval Board (MDM-PAB) that the Department of School Education and Literacy is committed to provide mid day meal to every child who attends the school. He suggested the urgent need for close and intense monitoring of the scheme so that the objective of increasing enrollment and retention of children in schools, is achieved through overcoming the class-room hunger by providing them hot cooked, nutritious and hygienic mid day meal. He also requested the States/UTs to pay special attention to settle pending FCI Bills as well as comply with Audit paras in respect of the MDM Scheme. He advised the States/UTs to adhere to various stipulations laid down by the Union Ministry of Food and Public Distribution for effective management of foodgrains supply under MDM Scheme.

1.4 Addressing the issues concerning Teacher Education Secretary (SE&L) stated that the subject of teacher education assumes added importance in view of the renewed emphasis on providing quality education at the school level. He requested the administrators of the teacher education to get actively involved in its implementation in a serious way and remove the bottlenecks and deficiencies. He

also informed the participants that the NCERT has been recently requisitioned to undertake a comprehensive evaluation of the Schemes on Teacher Education and requested them to give their suggestions/comments which would form valuable inputs in the evaluation study. He also informed that, the Education Department and SCERT of Orissa would be organizing, in collaboration with Ministry of Human Resource Development (Department of School Education and Literacy), a National conference on Teacher Education in the near future. The Conference would act as a platform for intensive discussion on the entire gamut of Teacher Education and would also supplement the efforts of NCERT in its evaluation study.

1.5 Secretary (SE&L) stated that 11th Five Year Plan has accorded importance to secondary education and briefly mentioned about the existing initiatives in secondary education and the schemes to be undertaken during the current plan which include Rashtriya Madhyamik Shiksha Abhiyan, setting up on 6,000 Model Schools – one in every block of the country and introduction on National Merit-cum-Means Scholarship.

1.6 On the literacy front, Secretary (SE&L) stated that the 11th Plan has committed to achieving 80% literacy, reducing gender gap in literacy to 10% and reducing social and regional disparities in literacy. The 11th plan allocation is Rs. 6000 crore, lower than what the Department had sought, but nonetheless higher than the allocations for the previous plan periods. It is important that we make the best use of the higher allocations in order to enhance literacy levels in the country. In June-July 2008, NLM had organized a series of discussions and programme reviews with State Education Secretaries/Directors of Adult/Mass Education. A National Consultation on Literacy and Continuing Education had been organised and an interdepartmental meeting was also held with different Ministries in order to formulate a revised strategy for the 11th Plan.

Thereafter, Agenda items were taken up for discussion. Record of the discussion on various sessions of the conference is given below:-

2. Sarva Shiksha Abhiyan (SSA)

2.1 Session on Quality Issues

2.1.1 Prof. Krishan Kumar of NCERT gave an overview of the steps and programmes initiated by the NCERT to improve the overall quality of elementary education. He referred to the NCF-2005 which is being followed by most of the States and mentioned that defective curricula cannot be sustained if the objective of inclusiveness in education is to be achieved. He emphasized improvement in teacher recruitment process. He also referred to the systematic quality index developed by the NCERT and mentioned that the Source Book by the Council will shortly be implemented. He mentioned TC funding made available to the Council will go a long way in building institutional capacity of the Council to undertake quality improvement programmes.

2.1.2 Dr. Krishna Kumar highlighted some curricular concerns, urging all the states to revise their syllabi in light of NCF 2005, making modifications befitting their state-specific scenario. He indicated that some of the problems have their origins in an academically indefensible syllabus in terms of the expectations that we have from children. He pointed out that to improve quality of teacher training, NCERT has designed guidelines for in-service programs for teachers. NCERT has evolved a Systemic Quality Index which is useful to bring in holistic quality improvement, since piecemeal improvements do not have a strong impact. Also NCERT has developed a Sourcebook on Learning Assessment which will be a

move away from emphasizing Minimal Levels, towards emphasizing the highest achievement that a child can make. There will also be an emphasis on the area of Arts, based on an internationally proven link between children's aesthetic development and their cognitive development. TC Fund will be utilized for institutional capacity building for quality education.

2.1.3 **Secretary, D/o SE&L**, invited feedback from States to highlight their initiatives for improving quality of education.

2.1.4 **Secretary, Rajasthan** pointed out that for more than 1 lakh schools in the state significant strides have been taken in the education of girl children, improving quality education, enhancement of learning achievement, teacher attendance and student attendance etc.

2.1.5 **Secretary, Tripura** indicated the initiative being taken to ensure teacher accountability.

2.1.6 **Secretary, Gujarat** stated that in spite of innovative efforts like Ashram Shala experiment, the drop out rate is still very high. Hence this issue has been flagged by the state.

2.1.7 **Secretary, Karnataka** pointed out that the focus of JRM is towards improving quality. But as per NCERT study, quality in Karnataka has been decreasing, which is matter of serious concern and introspection. The whole focus of the state is to engage in a critical self-appraisal to understand what is missing and why this shift has still not happened.

2.1.8 **Secretary, Bihar** indicated that Bihar has made a steady progress in bringing out-of-school children into mainstream. To ensure the accountability of

teachers a Panchayat cadre has been created to recruit the teachers and revision of textbooks is in progress.

2.1.9 **SPD, Uttarakhand** said that her State had stressed on the administrative reforms to ensure performance-based payments to ensure accountability of teachers.

2.1.10 Representative from **Andhra Pradesh** pointed that many inputs have been given, but still not much has been seen in terms of outcomes. More autonomy needs to be given to the states for realistic program implementation.

2.1.11 **Secretary, Jharkhand** indicated that old teachers appointed by the government are still not accountable as compared to the ones appointed by the community.

2.1.12 **Secretary, Haryana** pointed out that there are 5000 schools in Haryana with 2 teachers only, out of which one teacher is busy with administrative work. This needs to be addressed by supporting it with greater number of teachers. Innovative material needs to be given to the children for improving learning levels. Project-based learning has to be established. The approach to teacher training must change completely. Haryana is experimenting with training programs of shorter duration focused on specific issues, since single 10-day training was found to be too burdensome for teachers.

2.1.13 **SPD, Madhya Pradesh** highlighted that for quality improvement, *Sampoorn Sikshit Gram Yojana* has been introduced in MP, which was able to ensure 100% enrolment, 90% retention and 90% getting A-grade. The evaluation of the program is in progress by some external agency. A provision of financial

reward has been made for schools showing best results and high-achieving children.

2.1.14 Ms. Vrinda Sarup, Joint Secretary Department of School Education and Literacy summed up the discussions and urged the State Education Secretaries to ensure that BRC/CRCs are brought into the regular educational system. She also stressed the need to effectively implement early reading and mathematics programmes in 25 States who have committed to and received funds for the purpose in their 2008-09 PAB meetings. Similarly, there are 18 States who have also been allocated funds for Science and Mathematics improvement programmes at upper primary level. She urged all state authorities to design comprehensive quality improvement plans by focusing on learning enhancement and take the help of NCERT and other educational resource agencies to strengthen the related processes. She also highlighted that other than the LEP funds there were several other components in SSA such as teacher training, teacher/ school grants, REMS, remedial teaching, innovation, textbooks, etc. which can be creatively used for the cause of quality improvement through an integrated holistic planning and effective management.

2.1.15 This discussion was followed by several presentations related to indicators for systemic readiness, children's learning and learning outcomes. Dr. Avtar Singh, NCERT shared the major findings of the NCERT's national study on learning achievement.

2.1.16 In Class III learning achievement it was observed that there was an improvement from BAS to MAS in both Mathematics and Language. In Mathematics the mean achievement has improved from 58.25% in BAS to 60.92% in MAS showing an improvement by 2.67 percentage points. In Language the improvement is by 4.41 percentage points from 63.12% in Bas to 67.53% in MAS.

Standard deviations in learning achievement of each subject also were found to have reduced from BAS to MAS. It was also observed that performance of boys, girls, children in rural and urban, and children from SC, ST and OBC has improved from BAS to MAS. Children from Madhya Pradesh, Punjab and Tamilnadu improved their performance by visible margins with Tamilnadu improving by 21.65% points in Mathematics and 13.05% points in Language from BAS to MAS. On the other hand children from Karnataka, Mizoram and Puducherry performed poorly than their BAS performance and called for special attention from State authorities.

2.1.17 In class VII, it was observed that mean achievement of children has increased by 8% in Mathematics, 6% in Social Science and 2% in Science during MAS from BAS. Achievement of OBC children increased significantly in all four subjects during MAS from BAS. In Class VIII, mean achievement of children has increased by 2% in Mathematics, 3% in Language and marginally in Social Science and Science during MAS from BAS. Achievement of OBC children increased significantly in all four subjects.

2.1.18 In class VII, performance of students from Gujarat has improved by a margin of nearly 20% points in Mathematics, 6% points in Language, 6% points in Science and 18% points in Social Science. On the other hand there was reduction in mean achievement of Mizoram student's performance from BAS to MAS. In class VIII, students from Punjab and Rajasthan showed significant improvement in learning achievement in all subject areas whereas students from West Bengal and Karnataka showed reduction in learning achievement in all subject areas and called for special attention.

2.1.19 Joint Secretary, D/o SE&L urged all the State authorities to strive for quality improvement especially early reading, early numeracy in primary and

Science & Mathematics learning in Upper Primary on priority basis through Learning Enhancement Programmes to address the emerging issues in SSA.

2.1.20 After this, a presentation on Systemic Quality Index (SQI) was made by Mr. R. N. Sahu, NCERT. SQI was presented as a composite index that consisting of indicators, which have impact on health of school education and outputs like students' learning achievement. From the analyses of class V learning achievement studies it was found out that piecemeal solutions do not help to achieve quality education whereas comprehensive improvement strategies do. Quality education can be attained by improving all indicators simultaneously.

2.1.21 The SQI counted two major factors: School Related Factors and Teacher related factors. The presentation highlighted the following pattern based on school resources and learning achievement.

- Goa, Pudducherry, Sikkim, A & N, D & NH had high resources but low achievement
- Delhi, Kerala, Haryana, Chandigarh, Maharashtra, D&D had high resources but medium achievement
- West Bengal, Karnataka, Gujarat had medium resources but high achievement
- Meghalaya, Nagaland, Arunachal, J & K and Assam had low resources and low achievement

2.1.22 Joint Secretary, D/o SE&L reminded all the State authorities to look into the matter and strengthen all the factors affecting SQI to enhance own achievements in education.

2.1.23 SPD, Tamilnadu, shared his efforts towards strengthening all systemic indices to scale up Activity Based Learning (ABL) programme in all Primary schools and Active Learning Methodology (ALM) in all Upper Primary schools of the State under SSA. He pinpointed the key managerial aspects that contributed to the success of implementing ABL across Tamil Nadu:

- Need to demonstrate successful working models to the teachers.
- Articulate vision to all levels of stake-holders, especially Teacher Associations as well as community members.
- Faith in teachers as the removal of exams has also removed the fear of exams, there is now great participation, democracy, and joy in learning under ABL.
- Continuous on-site support in which resource teachers went and stayed at the schools for 2-3 days at a time to give support to teachers.
- The role of BRTs has changed drastically from data collection, to primarily one of providing support to schools.
- Multi-grade Multi-level teaching has been one of the greatest strengths of the system, allowing for greater flexibility.
- Political will has been another key to ABL's success: The government issued an order to scale up ABL in one shot.
- Community support and involvement was also very important. The teachers' response has been overwhelming; Learning Achievement has shown tremendous improvement.

2.1.24 In the discussion that followed, state authorities from **Assam** agreed that BRPs/CRPs often got bogged down with data compilation, and expressed a wish to reduce this. State authorities from **Puducherry** indicated that they are implementing ABL based on CBSE syllabus in English medium, and **Chhattisgarh Education Secretary** also mentioned that they were implementing ABL in 8000 schools. **Haryana** authorities also indicated their efforts to involve the child in the learning process to a greater extent.

2.1.25 Dr. K. K. Vashishtha, NCERT indicated that along with the systemic revamping to scale ABL, it was necessary to keep in mind both the process and

product so that performance of students is carefully tracked and supported on a continuous basis.

2.1.26 **Secretary, Tripura** indicated that there was a need to trust teachers, not simply find fault with them. Accordingly his State has strengthened the teacher training and academic support to schools in an organised manner. **Secretary, Rajasthan** observed that this cannot become a panacea for all ills – there has to a larger systemic orientation. There are deeper challenges in the ABL model that need to be thought through – for example, how can a student be passed to Class 4 without acquiring Class 1 competencies? Regarding BRC/CRCs, there is concern whether these systems will survive the SSA program. **SPD, Tamil Nadu** clarified this by saying that remedial teaching is not only at the end of Class 4 but is built into the system, since no one can move a child to the next level without the child first acquiring the basic competencies.

2.1.27 **Secretary, Tamil Nadu** highlighted the salient features of the State's attempt to scale up ABL. He indicated that carefully selected teachers are deployed as BRTs, selected from among the best, most competent and dedicated teachers. Moreover, BRTs are recruited through the open market, to continue as Teacher Educators for the project period, but after that they are given job security that they will be placed in schools.

2.1.28 After some congratulatory words from **Secretary, Deptt. of School Education & Literacy** on Mr. Vijaya Kumar's noteworthy performance **Joint Secretary** drew the attention of the States to the Learning Enhancement Programs being undertaken by various states, and encouraged States to take support from NCERT especially for implementing their mathematics and reading improvement programs. JS also indicated that expertise of Mr. Vijaya Kumar would be welcomed to strengthen the performance of National Resource Group (SSA) by

inviting him as Resource Person. **Dr. Dharam Prakash (NCERT)** gave a brief overview of the roll out of the Mathematics Improvement program developed by NCERT which would be on trial in 4 states (Uttarakhand, AP, Haryana, Meghalaya), and invited other states to participate as well. **Dr. Manjula Mathur (NCERT)** explained the NCERT's Early Reading Program, and highlighted the various materials and capacity-building initiatives that NCERT has made available to the States to improve their reading pedagogy.

2.1.29 Dr. A. B. L. Srivastava, TSG shared the findings of the MHRD's study of the average time spent by students on curricular, co curricular and other activities inside and outside the classroom. The study was conducted in 5 States. Activities of students and teachers were observed in classrooms for 5 to 6 days in each of about 100 sampled schools in each state. The study findings indicted that students' time spent on different activities in Mathematics and Language aggregated over grades and states show that only 22% time was spent in Language class and 30% time in Maths. class in active learning. 50% time in Language class and 42% time in Maths class was found to be off task. Similarly in case of teachers it was found that only 24% of teacher's time in Language class and 29% time in Maths. class were student centric whereas 60% time of teacher in Language class and 52% time in Maths. class were off task.

2.1.30 Joint Secretary, D/o SE&L drew the attention of all State Authorities to study this issue carefully through Time on Task studies and design strategies to enhance active learning of students across the states. MHRD's study tools can be used for such studies.

2.2 Session on Kasturba Gandhi Balika Vidyalayas (KGBV)

2.2.1 Initiating the discussion on KGBV, Ms. Vrinda Sarup, Joint Secretary, Department of School Education, while complimenting States on the quick operationalization of the KGBV programme, stated that a few States like A.P., Bihar, J & K, Maharashtra, UP, West Bengal and D & N Haveli were lagging behind in implementation and sought to know the difficulties being faced by these States in opening these KGBVs. She also highlighted the status of construction of KGBV buildings in spite of grant of additional funds on revised norms, wherein construction work has not started in Maharashtra, Assam and D & N Haveli, while it was found to be particularly slow in A.P., J & K, Gujarat & U.P.

2.2.2 Another issue was on the low enrolment of muslim girls in KGBVs. It was also felt that community mobilization in blocks with substantial muslim population is needed.

2.2.3 Secretary, SE & L observed that KGBV scheme is the flagship scheme of SSA and the Government of India is giving maximum importance to its successful implementation. Therefore, it is mandatory on the concerned States to take necessary steps as per the guidelines of the scheme, particularly when related to minority girls.

2.2.4 SPD, Maharashtra pointed out that initially 16 KGBVs were opened and now the State Government has adopted a different strategy and will operationalise these schools in next two months as model schools. As regards slow civil works, it was pointed out that the real problem was the 16 NGOs involved with the KGBVs, who do not wish to transfer their land title. Joint Secretary, Department of School Education informed that KGBV is a formal school and the State Government is the best judge to deal with the situation by safeguarding Government interests.

2.2.5 SPD, UP informed that out of 323 sanctioned KGBVs, 290 have been made functional and construction funds released to 216 KGBVs. He agreed that enrolment of muslim girls is a weak area and the State Government is working on this issue. For this, 3000 Urdu teachers are being oriented to motivate muslim girls to join KGBVs. Out of 113 KGBVs that are in minority areas, about 20 are still to be operationalised and the State is making every effort to operationalise the same. The enrolment constraint being faced by the State Government is that the muslim girls prefer urdu medium in Madarsas, some of which are not even recognized by the Madarsas Board. Realising this, the State has opened primary schools for girls in minority pockets.

2.2.6 SPD, West Bengal informed that 52 out of 59 KGBs have been operationalised and the remaining 7 would be operationalised within 2-3 weeks. In minority blocks, 18 KGBVs have been sanctioned out of which 15 are operational. It was also informed that number of muslim girls is small.

2.2.7 Secretary, J & K informed that out of 79 KGBVs sanctioned, 42 have been operationalised and the remaining 37 would be operationalised by September, 2008. Construction work in 17 KGBVs have started and the remaining KGBVs will start in a couple of months. This has been possible after convincing the local community.

2.2.8 SPD, Bihar informed that 340 out of 350 KGBVs sanctioned have been made operational. 40 more KGBVs have been sanctioned for Bihar and by end of October, 2008, all 390 KGBVs will be made operational. Civil works in 31 KGBVs are complete and work in remaining 319 is in progress. 2347 muslim girls are enrolled in these schools which constitutes 12.57% of enrolment, which is fairly good but the State Government would like to further improve it with the assistance of the local community.

2.2.9 SPD, Assam informed that all 15 sanctioned KGBVs are operational in the State and 11 freshly sanctioned KGBVs which are in minority areas would be made operational within 45 days.

2.2.10 SPD, Andhra Pradesh's representative informed that out of 342 KGBVs sanctioned, 223 KGBVs are operational and the remaining 119 and 53 newly sanctioned KGBVs would be made operational this year. Civil works are in progress in 94 KGBVs out of which 21 buildings are complete.

2.2.11 The representative of D & N Haveli informed that all formalities relating to opening of the lone KGBV sanctioned are complete and the school will be functional w.e.f. 4.8.2008.

2.2.12 Joint Secretary, D/o SE&L brought to the notice of all participants the findings of the National Evaluation Report, 2008 of KGBVs, in particular, the fact that regular school girls are being admitted in these KGBVs, which is not according to the scheme. In Meghalaya, the State Government has been asked to take effective steps on the issues reported in the National Evaluation during the PAB meeting. Joint Secretary, D/o SE&L informed that in the absence of a communication from the State Government on the corrective steps taken, further release of KGBV funds to Meghalaya are likely to be affected.

2.2.13 On NPEGEL scheme, Joint Secretary, D/o SE&L informed that the guidelines have been changed to focus on planning the scheme with the block in focus and to target interventions to the pockets with most disadvantaged girls. Secondly, clear outcomes should also be delineated, in order to have effective results of the NPEGEL investments. She pointed out that in the annual plans of 2008-09, most districts/States have not taken cognizance of the revised guidelines

and have struck to a cluster approach. While 'clusters' are important for calculating the funding norms under NPEGEL, the planning, execution and outcomes should have a block focus. Per cluster the grant is Rs. 60,000/- and the States should plan for educationally disadvantaged girls in the blocks. Joint Secretary, D/o SE&L requested the State Project Directors of SSA to guide their gender coordinators and district officials on this perspective, as most of them seem to lack this understanding.

2.2.14 There were a few issues raised by the States relating to insufficient toilets sanctioned for KGBVs. Joint Secretary, D/o SE&L informed that the number of toilets has not been specified and the State Government can plan according to need and fund availability. Several States raised the issue of cost of food, which at Rs. 25/- per day was found to be woefully less in view of present day inflation. Joint Secretary, D/o SE&L informed that similar demands have been received from other quarters as well, and the Department of SE&L will take action in the matter.

2.3. Session on Prime Minister's 15-Point Programme for the welfare of minorities.

2.3.1 Minority Concentration Districts

2.3.1.1 Ms. Vrinda Sarup, Joint Secretary, D/o SE&L apprised the participants that there are 121 Minority Concentration Districts which have been notified by Ministry of Minority Affairs under the Prime Minister's New 15-Point Programme for the welfare of minorities. Under this programme, there are 7 indicators of SSA, against which progress is measured in these Minority Concentration Districts. These indicators are construction of Primary Schools, construction of Upper Primary Schools, opening of new Primary Schools, Opening of new Upper Primary Schools, construction of Additional Classrooms,

appointment of teachers and opening of KGBVs. She urged the Education Secretaries and Project Directors to closely monitor progress of these indicators in Minority Concentration Districts, which fall in their States, to ensure that the States are at pace with the expectations of the programme. She also stated that these are Minority Concentrated Districts with large infrastructure gaps, which need to be plugged on priority.

2.3.1.2 Thereafter, the progress of the last two years in the 121 MCDs was undertaken with the States. The attention of the states was drawn to following backlogs.

Item	Target 2006-07	Achievement till 31.03.07	% Achievement	Target 2007-08	Achievement till 31.03.08	% Achievement
	1	2	3	4	5	6
Opening of New PS	3802	3515	92.45	2322	1463	63.00
Opening of UPS	1189	1114	93.69	3666	3017	82.29
Construction of PS	4427	2447	55.27	2078	1725	83.01
Construction of UPS	1189	961	80.82	2018	1948	96.53
No. of Additional Classrooms	75967	51602	67.92	36891	36597	99.20
Teachers to be Appointed	26532	24276	91.49	21381	15352	71.80
KGBVs	106	136	128.30	313	219	69.96

Item-wise gaps in certain states against targets, was also highlighted as follows:-

Construction of Primary school	64%	Bihar (1738), AP (17), Jharkhand (128), Mah. (292), Meghalaya (28), Utrkhand (29), Manipur (101), UP (29)
--------------------------------	-----	---

Construction of Upper primary School	91%	UP (155), AP (14), Ar. Pradesh (14) Uttarakhand (40), Meghalaya (11)
Construction of ACR	78%	Assam (10073), UP (1659), Mah. (1360), Manipur (143), Gujarat (69), Bihar (1565), Karnataka (57), WB (25), Jharkhand (1111),),
Opening of New Primary schools	81%	Jharkhand (140), Manipur (125), Kerala (124), Karnataka (29), Uttarakhand (17)
Opening of New Upper Primary Schools	85%	Manipur (70), Goa (42), HP (32), Ar. Pradesh (8)
Teachers	83%	UP (5198), Rajasthan (463), WB (312), Manipur (195), Haryana (126), Uttarakhand (109)
KGBV	70%	UP (65), J & K (15), Bihar (8), WB (6)

- In response, Bihar, Jharkhand, West Bengal, Kerala, Jammu & Kashmir shared the updated progress.
- SPD, Bihar stated that the gap in the construction of primary schools has reduced from 1738 to 1182
- SPD, Jharkhand stated that construction of primary schools have picked up and they hope to achieve the target by October' 2008.
- SPD, West Bengal contested the slow progress in West Bengal and agreed to send updated information.
- SPD, Assam informed that number of incomplete ACRs at 10,073 seems higher and he will monitor and send the updated information.
- Secretary Education, Kerala informed that 124 MLG schools will continue as MLG and will not be upgraded as these are schools with very low enrolment & therefore, it is not financially viable to provide 5 teachers as per State Government's policy for opening of schools. However State Govt. is committed to continue supporting them from their state budget after SSA.

- The States were also advised to assess the gaps in 338 towns/cities with Minority Concentration population and fill them on priority from the approvals accorded in AWP&B 2008-09.
- The States were also advised to undertake community mobilization and advocacy in minority concentration areas for enhancing the participation of children at elementary level.

2.3.2 Opening of Schools and providing Access

2.3.2.1 The progress revealed that in some schools sanctioned upto 2007-08 are yet to fully open. At primary level these States are West Bengal, 6000; Bihar, 1572; Jharkhand, 989; Gujarat, 730; Karnataka, 485; Orissa, 474; Tamil Nadu, 372; Uttrakhand, 345; Manipur, 265 and Kerala, 124. At Upper Primary level the balances are in Madhya Pradesh (10960), West Bengal (3324), Orissa (1890), Bihar (1134), Uttar Pradesh (1125), Meghalaya (591), Tamil Nadu (364), Jharkhand (308), Arunachal Pradesh (234) and Manipur (141).

2.3.2.2 Responding to the backlog of opening of 124 New schools, Secretary Education, Kerala said that though Government of India had directed the State Government to upgrade 124 alternative and Innovative Education centres (AIE) functioning under SSA as formal Lower Primary Schools, this could not be done as these schools have low enrolment and it is financially unviable to convert the MLGs with full fledged primary schools. The State Government has written to GOI that they will continue MLGs after SSA is over. Therefore, the target for opening, new 124 primary schools should be dropped by GOI with respect to Kerala SSA.

2.3.2.3 Principal Secretary, Education, West Bengal and SPD Gujarat informed that they will check the position and respond in writing thereafter.

- Intervening, Joint Secretary, D/o SE&L requested the States to send in writing the progress achieved by each State. She further advised the States to open schools and furnish reports to Government of India by 30th September, 2008.
- Joint Secretary, D/o SE&L also mentioned that barring Punjab, Kerala, Arunachal Pradesh, Puducherry, and Chandigarh, other States have not assessed situation in villages with more than 40% of SC population. **The States should assess the gap and then prioritize opening of schools in these villages under SSA.**

2.3.2.4 Out of school children and EGS/ AIE implementation

- (a) Considering that there has been a decline in out of school children numbers from 76 lakh to 45 lakhs; the States were advised to monitor the children who have been mainstreamed, so that their regular participation is ensured.
- (b) States with low progress under AIE were Delhi (2%), Madhya Pradesh (28%), Orissa, (31%), Jharkhand (35%), West Bengal (37%), Bihar (40%), Andhra Pradesh (44%) and Haryana (46%).
- (c) It was pointed out that madrasas/maktabs supported under SSA have reduced in U.P., Haryana compared to previous year SPDs of UP and Haryana clarified that of late, their experience is that madrasas/ maktabs are reluctant to seek assistance under SSA. Joint Secretary, D/o SE&L clarified about SSA assistance to madrasas.

2.4. Session on Infrastructure Provision – Civil Works

2.4.1 Sh. K.R.Meena, Director, D/o SE&L, MHRD made a presentation on infrastructure provisioning in SSA. During the presentation, he mentioned that MHRD has analyzed the DISE data for 2006-07 and the analysis shows that the gap in classrooms, drinking water and toilets is more than the previous year (2005-06). He requested the States revalidate/ check the DISE data pertaining to 2006-07. He mentioned that for maintaining the quality of civil works, third party evaluation should be started by all defaulting States during the current year itself.

2.4.2 Another issue was on the availability of technical manpower. He mentioned that some States/UTs like Delhi, Chandigarh, Punjab and Manipur have not deployed any technical man power for the implementation of SSA civil works. SPD, Punjab mentioned that final selection of technical manpower is being made and will be deployed soon.

2.4.3 Shri Meena also requested States to carry out the environmental assessment for SSA civil works using existing available technical manpower and local engineering departments like PWD and this issue was discussed in the review meeting held with the State Project Engineers recently.

2.4.4 He mentioned that 74% completion rate has been achieved upto 30th June 2008. However many states have not started works (J&K-33%, Orissa-15%, West Bengal-36%, Sikkim-33%, Kerala-22% and Dadar nagar Haveli-50%). He also mentioned that West Bengal has not started 32% of additional classrooms, 24% of primary schools, Delhi's completion rate is only 53% and progress of toilets is slow. SPD, Delhi mentioned that the implementation of toilet construction work is now proposed to be carried out by PTA as the engineering department is not carrying out this work. The work has now been started and will be completed during the current year. Joint Secretary, D/o SE&L mentioned that 1/4th of the budget has been already released to Bihar and the construction of

school building work is very slow. Secretary Bihar mentioned that upto 2006-07, 61% completed and during 2007-08 16% completed. He added that the State Govt has decided to acquire land for building schools.

2.5. Session on Financial management

2.5.1 Ms. Vrinda Sarup, Joint Secretary, Department of School Education and Literacy highlighted the following key issues relating to Financial Management.

- **Internal Audit System**

Currently internal audit is being conducted in 28 States/UTs. Joint Secretary, D/o SE&L emphasized the need for strengthening the internal audit in all States/UTs, particularly in view of the persistent recommendations of various Joint Review Missions. The States/UTs should therefore ensure that the internal audit system is strengthened immediately.

- **External Audit by CA Firms**

Terms of Reference for the appointment of CA firms prescribed in Annex-XVI of the Manual on Financial Management and Procurement was modified to cover audit of schools/VECs receiving more than Rs. 1 lakh per year in a cycle of 3 years. Joint Secretary, D/o SE&L reiterated is modified provision in the TOR and requested the States/UTs to adhere to the modified TOR while engaging CA Firms for audit of SSA accounts for 2007-08. However, SPD, SSA, Assam represented that due to the large number of approximately 3000 VECs to be covered in a year, it would be impossible to cover 1/3rd of VECs in a year. Joint Secretary, D/o SE&L

clarified that in case large number of VECs are involved a sample size of 10% of such VECs may be taken up for Annual Audit by CA firms.

- **Procurement Audit**

The CA Firms engaged for the annual audit of SSA accounts are also required to conduct Procurement Audit on a sample basis and a certificate to this effect is furnished in the annual audit report. In order to guide the auditors in the Procurement audit process in a systematic manner, all key aspects of the procurement process are provided in a procurement audit checklist developed by the Ministry. The States/UTs should ensure that the procurement audit checklist is invariably used by the CA firms for the conduct of procurement audit.

- **Audit Compliance**

Timely audit compliances of observations raised in the reports of CA audit, C&AG performance audit, IPAI financial review and State AG audit are to be ensured by all States/UTs.

- **Annual Audit Certificates for 2006-07**

The CA Firms annual audit reports for 2006-07 in respect of Andhra Pradesh and Manipur have not been received in the Ministry. The States have stated that the annual audit is still in process and the audit report will be submitted within 2 months. Joint Secretary, D/o SE&L emphasized that the pending audit reports should be submitted by 30th September 2008.

2.5.2 Chief Controller of Accounts, MHRD made a presentation on the web-based monitoring system in SSA. Government of India in partnership with Canara Bank has introduced a web-based financial monitoring system. Currently the system is operational in Andhra Pradesh, Delhi, Karnataka, Tamil Nadu and

Puducherry. The system is being further extended to 8 more States. Under this system, the Canara Bank who has developed the software provides access to watch the cash balances available in the Bank accounts at State and District level to the management of SSA at Central, State and Districts.

2.5.3 The web portal broadly consists of tracking funds as under: -

- (i) Daily status of transfer of funds to State Headquarters.
- (ii) Utilization at State Headquarters.
- (iii) Receipt of State contribution.
- (iv) Transfer of funds to districts.
- (v) Details of other Receipts.
- (vi) Cash Balance at State level and district level on daily basis.

2.5.4 The States/UTs have been encouraged to introduce this system. Secretary (SE&L) urged States/UTs to adopt this system, as the software developed by Canara Bank can be used free of cost by any State and any bank. He urged States to adopt the system by end Sept'2008 & request CCA/Canara Bank for training of its finance staff & bankers.

2.5.5 The CCA highlighted the reasons for delay in release of Government of India's share of funds to the State Implementing Societies. The major problems are:

- (a) Non-availability of pre-receipted stamp receipt
- (b) Delay in signing of indemnity bond. It has been clarified by the CCA that one bond for a year is only needed.
- (c) Delay in submission of utilization certificates or incorrect submission of utilization certificates.
- (d) Not spending 50% of the recurring grant earlier released.
- (e) Non-accounting of interest earned.

2.5.6 The Financial Advisor of MHRD highlighted the need for the refund of unspent balances lying in the closed DPEP accounts and also in the pre-project

funds for SSA. He emphasized the need for refund of these unspent balances by 30th September 2008, failing which release of SSA funds will be withheld.

2.5.7 National Informatics Centre (NIC) also made a presentation on a web portal introduced in all the States/UTs to cater to the need of programme MIS including both physical and financial parameters, on a quarterly basis. Secretary (SE&L) urged the States to complete their training and upload note as of 31.3.2008 at once, and thereafter to regularly update the web portal, every quarter.

2.5.8 The above web portal developed by NIC was then formally inaugurated by Secretary (SE&L).

3. Session on Mid-Day Meal (MDM) Scheme

3.1 Shri Anant Kumar Singh, Joint Secretary, Department of School Education and Literacy, apprised the participants regarding the new procedure in settlement of FCI Bills by this Department. In the earlier, procedure due to certain problems this Department could not make timely payment to FCI, because of which arrears were piling up. The abnormal delay in the payment of FCI bills caused heavy interest burden on the commercial operations of FCI. Therefore, a decision has been taken to make payment upfront to FCI on receipt of bills by this Department without waiting for receipt of lifting confirmation from States/UTs. At the same time, the States/UTs will have to give bill-wise lifting confirmation to this Department within one month. The excess payment, if any made to FCI, would be adjusted from the future bills of FCI. He urged the State/UT Governments to pay serious attention to this issue. He also highlighted the need for dedicated staff for the management and monitoring of MDM and advised States/UTs to ensure payment of adequate wages to the Cooks, through convergence with wage-employment schemes, particularly in schools having small number of children.

3.1.2 Joint Secretary, D/o SE&L emphasized the urgent need to settle the pending audit paras in respect of C&AG Audit of 2000 and C&AG Performance Audit 2007 of MDM Scheme. Despite several reminders, there is no response from the States/UTs providing clarification on the queries raised by the C&AG. There are 19 States/UTs from where the revised Action taken Note is awaited viz., Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Himachal Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Meghalaya, Mizoram, Nagaland, Orissa, Rajasthan, Sikkim, Tamil Nadu, Uttar Pradesh, Chandigarh and Delhi.

3.1.3 The presentation made by Shri K. Ravi Ramachandran, Deputy Secretary (MDM) highlighted the salient features of the scheme with reference to calorific values of the food, its extension to the Upper Primary Classes with effect from 01.04.2008, norms of assistance for various components viz cooking cost, transportation cost, MME, Kitchen sheds, Kitchen devices etc. The presentation also focused on critical issues under MDM currently engaging the attention of the Department. The summary of the review of performance of scheme during 2007-08 was also highlighted in the presentation. The gist of the discussions is summarized below:-

3.2 Provision in the State Budget 2008-09

3.2.1 18 States, namely, Arunachal Pradesh, Gujarat, Himachal Pradesh, Kerala, Maharashtra, Manipur, Meghalaya, Mizoram, Nagaland, Punjab, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar, Chandigarh, Delhi, Lakshadweep and Puducherry have not made sufficient provision towards the reimbursement of Central Assistance. Of the above States 11 States, viz., Arunachal Pradesh, Himachal Pradesh, Kerala, Manipur, Meghalaya, Punjab, Tripura, West Bengal, A&L Island, Lakshadweep and Puducherry have not, so far, made minimum mandatory State/UT contribution in their budget for 2008-09.

3.2.2 State of Andhra Pradesh, Uttar Pradesh, Gujarat, Meghalaya and Punjab clarified that they have made adequate budget provision in their State Budget both for reimbursement of central assistance as well as minimum mandatory share. They were requested to intimate the details about the same in writing. Other States were advised to make adequate provision in their budget at the R.E. stage through supplementary.

3.3 Unspent Balance as on 31.03.2008

3.3.1 Andhra Pradesh, Assam, Bihar, Chhattisgarh, Goa, Gujarat, Haryana, Jharkhand, Kerala, Karnataka, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, Uttrakhand, West Bengal, Daman & Diu, Dadra and Nagar Haveli, Puducherry and Chandigarh had not provided information about unspent balance lying with them at the close of the FY 2007-08.

3.3.2 However Arunachal Pradesh, Delhi, Dadra and Nagar Haveli, Himachal Pradesh and Jammu & Kashmir submitted their information about the unspent balance during the Conference. Principal Secretary, Andhra Pradesh informed that after the reconciliation of accounts, which will be over within a week's time, the State will send the information about the unspent balance. Other States were requested to provide this information immediately because the Central Government will not be able to release any central assistance for 2008-09 unless the above information is furnished.

3.3.3 Joint Secretary, D/o SE&L invited special attention of the representatives from States/UTs to take into account the aspect of outstanding committed liabilities of 2007-08 while reporting unspent balance as on 31.03.08

otherwise they will not be able to reimburse the expenditure incurred during 2007-08 (presumably on credit basis).

3.4 Review of performance during 2007-08 upto 31.12.2007

3.4.1 Many States did not furnish the information on utilization of resources during the period 01.04.07 to 31.03.08 even after lapse of 4 months due to which the performance of the States/UTs during 2007-08 (12 months) could not be reviewed. However, on the basis of information furnished by the States/UTs during PAB meetings in April/May 2008, the implementation was reviewed during 01.04.07 to 31.12.07 (9 months).

3.5 Level of unspent balance as on 31.03.07 & 31.12.07.

3.5.1 Arunachal Pradesh, Goa, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Andaman and Nicobar Islands, Delhi, Lakshadweep, Puducherry, Chhattisgarh, Karnataka, Kerala and Dadra and Nagar Haveli had shown nil opening balance. The States/UTs were informed that the Nil unspent balance at the end of a financial year indicates that entire allocation for the concerned financial year has been utilized. In other words it means that all the enrolled children availed MDM on all working days. This is most unlikely situation because 100 percent attendance in schools cannot be sustained throughout the year. The States/UTs were advised to review this position and report the correct information.

3.6 Food grains lifting during 1.04.2007 to 31.03.2008

3.6.1 The States were apprised about the level of lifting of food grains both for primary as well upper primary during the last financial year based on the information collected from FCI records. Seven States/UTs, namely, Andhra Pradesh (61%), Dadra & Nagar Haveli (61%), Bihar (49%), Jammu & Kashmir (64%), Haryana (58%), Lakshadweep (0%) and Punjab(60%), had lifted less than 65% of allocated food grains. In fact, Lakshadweep did not lift any food grain during this period. It is not clear as to how the MDM is being managed by that UT without lifting food grains from FCI.

3.6.2 Of the remaining States, 19 States/UTs lifted between 65-85 percent of foodgrains, whereas the remaining 9 States/UTs lifted between 85-100 percent of foodgrains. All the States were requested to ensure timely lifting of foodgrains, so that all the students attending school are provided the mid day meal.

3.7 Food grain utilization (Primary) from 01.04.07 to 31.12.2007

3.7.1 Against the benchmark for food grains lifting is 85 percent approximately during 01.04.07 to 31.12.07, the corresponding level of utilization was only 65-85 percent in 11 States [viz. Lakshadweep (0%), Daman & Diu (38%), Dadra & Nagar Haveli (39%), Punjab (42%), Haryana (45%), Rajasthan (46%)]. In fact, 18 States had utilized only 50-64 percent of their lifted foodgrains. Lakshadweep again showed 0% utilization. Since the UT was not represented in the Conference, necessary clarification could not be obtained about their performance about lifting and utilization of food grain figure.

3.7.2 Joint Secretary, D/o SE&L invited the attention of the States/UTs to the fact that the low utilisation of food grains under the Scheme shows either

- there has been over budgeting by the way of over estimating the number of beneficiary children or over quoting number of school working days in the Annual Work Plan & Budget 2007-08 [OR]
- there has been under performance in implementation of the Scheme in the form of interruptions in serving meals to the children or quantity served was less than the prescribed quantity.

3.7.3 He stated that both of the above situations are major causes of concern. He requested the representatives of the States/UTs to critically examine the reasons for low utilisation and take the necessary corrective measures immediately. He also reiterated that States/UTs need to monitor on regular intervals the utilisation of resources and take necessary measures for mid course corrections to ensure effective utilisation of resources under the Scheme.

3.8 Food grain utilization (Upper Primary) from 01.10.2007 to 31.12.2007

3.8.1 The coverage of MDM Scheme was extended to upper primary classes in Educationally Backward Blocks (EBBs) with effect from 01.10.07 in 25 States/UTs in the country.

3.8.2 11 States, namely, Arunachal Pradesh, Assam, Bihar, Himachal Pradesh, Jharkhand, Manipur, Meghalaya, Mizoram, Tripura, Uttrakhand and Punjab had not utilized food grains for upper primary during the period from 1.4.2007 to 31.12.2007. It shows that the extension of coverage to upper primary stage was not operationalised in these States by 31.12.07.

3.8.3 Arunachal Pradesh, Assam, Bihar, Jharkhand, Manipur, Mizoram, Tripura, Uttrakhand and Punjab informed that MDM has been introduced in upper

primary classes from July, 2008. Assam is to introduce MDM in upper primary classes w.e.f the first fortnight of August, 2008.

3.9 Cooking cost utilization (Primary) from 01.04.2007 to 31.12.2007

3.9.1 Against the benchmark for food grains lifting is 85 percent approximately during 01.04.07 to 31.12.07, 11 States, namely, Lakshadweep (0%), Arunachal Pradesh (0%), Manipur (0%), Andaman and Nicobar Islands (0%), Dadra & Nagar Haveli (39%), Maharashtra (41%), Punjab (42%), Sikkim (43%), Bihar (46%), Haryana (48%), and Jammu & Kashmir (49%) had utilized less than 50% of the cooking cost.

3.9.2 Arunachal Pradesh and Andaman & Nicobar Islands showed 0 % utilization of cooking cost against the food grain utilization of 54 and 61 percent, respectively. Thus, there is a mismatch between utilization of food grains and cooking cost. Jharkhand clarified that it has sent revised information about cooking cost utilization because their previous report indicated 110% utilization.

3.9.3 During discussion it emerged that one of the main reason for low utilisation of cooking cost is on account of delay in fund flow to school level due to cumbersome process involved in release of cooking cost from State machinery. Because of this delay, the school level functionaries are put to hardship in running the programme uninterruptedly and are forced to borrow funds from local market or borrow from local *kirana* shops. This affects the quality of implementation very adversely. Hence, he requested the representatives from States/UTs to immediately reexamine the process involved in the fund flow systems adopted in their respective States/UTs and device a smooth, transparent system to ensure timely delivery of cooking cost at school level.

3.10 Cooking Cost Utilisation (Upper Primary) from 01.04.07 to 31.12.2007

3.10.1 Arunachal Pradesh, Maharashtra, Manipur, Meghalaya, Punjab, Tripura, Uttrakhand, Dadra & Nagar Haveli had utilized 0% of cooking cost under upper primary classes from 1.10.2007 to 31.12.2007. The utilization by Jammu and Kashmir and Gujarat ranged between 12-14 percent. Except Nagaland (52%), Jharkhand (60%) and Orissa (100%), the remaining States/UT showed utilization of cooking cost between 20-50 percent.

3.10.2 The low utilization of cooking cost in upper primary was attributed to the fact that the States could not introduce Mid-Day Meal Scheme in Upper Primary classes due to some administrative reasons. States/UTs informed that the Scheme is now being introduced in the Upper Primary during 2008-09 and the trend of utilization will improve.

3.11 Mismatch in utilisation of food grains and cooking cost

3.11.1 On analysis of utilisation of food grains and cooking cost, it has been noticed that in 7 States/UTs (viz. Manipur, Andaman & Nicobar Islands, Arunachal Pradesh, Jammu & Kashmir, Sikkim, Maharashtra and Andhra Pradesh) utilisation of food grains is more than that of cooking cost in substantial scale. Whereas in 5 States/UTs (viz. Daman & Diu, Jharkhand, Orissa, Chandigarh and Delhi), the utilisation of cooking cost is more than that of food grains. In fact, almost in the case of all the States/UTs, the utilisation of food grains does not commensurate with that of cooking cost.

3.11.2 Joint Secretary, D/o SE&L stated that ideally the utilisation of food grains and cooking cost should be synchronous and the mismatch in utilisation indicates lack of monitoring and poor quality of implementation. He requested the

representatives of States/UTs to periodically monitor the utilisation position and ensure that there is no misuse/diversion of resources.

3.12 Utilisation of Central Assistance towards Management, Monitoring and Evaluation (MME) during 01.04.07 to 31.12.07:

3.12.1 In 15 States/UTs viz. Goa, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Maharashtra, Manipur, Meghalaya, Orissa, Rajasthan, Andaman & Nicobar Islands, Lakshadweep, Dadra & Nagar Haveli and Delhi, the utilisation is 0%. In as many as 17 States/UTs, the utilisation is less than 60%.

3.12.2 Joint Secretary, D/o SE&L expressed concern about the large scale under utilisation of funds under MME component. He stated that this is the important component to strengthen institutional arrangements including manpower for monitoring the implementation of the Scheme. Effective utilization of funds under MME will improve the quality of overall implementation and monitoring. He requested the representatives of States/UTs to immediately look into this important aspect.

3.13 Pendency of confirmation of lifting figures supplied by FCI :

3.13.1 The list of FCI pending bills upto the year 2007-08, awaiting confirmation of lifting figures from States was placed under agenda item No. 8.

3.13.2 From the pending bills upto the year 2006-07, confirmation for lifting figures has already been sent by Jharkhand, Manipur, Uttrakhand and Delhi for bills aggregating to Rs. 59.09 crores. The remaining bills amounting for Rs.62.78 crores pertained to viz Arunachal Pradesh(28 bills) Assam(3 bills), Bihar (114 bills) Chhattisgarh (1bill), Gujarat (2 bill), Jammu & Kashmir (11bills)

MP(1bill), Maharashtra(2bills), Meghalaya (1bill), Nagaland(1 bill), Punjab (3 bills), Sikkim(3 bills), West Bengal (2 bills). These States were advised to confirm the food grain lifting figures within a fortnight. The States were also requested to confirm the lifting figures for bills relating to the year 2007-08.

3.14 Timely Construction of Kitchen Sheds

3.14.1 Andhra Pradesh, Chhattisgarh, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh, Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, Puducherry, Andaman and Nicobar Islands, Chandigarh and Lakshadweep did not furnish the details of progress as on 31.03.2008 in respect of Kitchen sheds and Kitchen devices.

3.14.2 Chhattisgarh, Gujarat, J&K, Manipur, Uttrakhand, Dadra & Nagar Haveli, Daman & Diu had utilized 0 % of the allocation for construction of kitchen shed (primary) as on 31.12.2007. Andhra Pradesh and Uttar Pradesh utilized between 10-20 percent of their allocated resources. The utilization by Assam, Sikkim, Kerala, Karnataka and Madhya Pradesh ranged between 23-35 percent. Orissa, Rajasthan Tamil Nadu and Haryana utilization ranged around 45-46 percent. Himachal, Jharkhand and Tripura had utilized their resources between 51-75 percent. Remaining States had shown utilization above 76 percent. In fact, Arunachal Pradesh, Bihar, Maharashtra, Meghalaya, Mizoram, Nagaland and Punjab had utilized 100 of the Kitchen shed funds. Jammu & Kashmir, Jharkhand, Haryana, Dadra and Nagar Haveli mentioned that the central assistance of Rs.60,000 is too inadequate for the construction of kitchen sheds as per the design provided by this Department. They requested for enhancing this amount to Rs. 1.00 lakh or above.

3.14.3 Joint Secretary, D/o SE&L informed that the design of the Kitchen shed is only suggestive. The State have already been given flexibility vide letter No. F.1(3)/2008-Desk (MDM) dated 23rd January, 2008 to vary the size of the kitchen depending upon the strength of children, geographical conditions and availability of building material. The States may prepare their own prototype design with cost estimates to cater to their varying needs. The States were also advised to meet additional cost for construction of kitchen shed by convergence with the Schemes of other Ministries viz Rural Development etc.

3.15 Introduction of School Health Programme(SHP) in the District Plan:

3.15.1 Joint Secretary, D/o SE&L states that as per the Union Health Ministry, the School Health Programme(SHP) has been introduced in 26 States for monitoring the health of school children and to provide them with Vitamin A, Folic Acid, Iron, De-worming tablets etc.

3.15.2 Of the 9 States, where SHP is yet to be introduced, Secretary, Jharkhand reported that SHP has already been introduced. The remaining 8 States viz. Bihar, Himachal Pradesh, Nagaland, Punjab, Tripura, Andaman & Nicobar Islands, Lakshadweep and Puducherry informed that they are already in touch with the Ministry of Health and Family Welfare and the programme would be introduced very shortly. They were advised to take immediate action in this regard under intimation to this Department.

3.16 Revision of norms of assistance for Cooking Cost.

3.16.1 During the meeting several States/UTs expressed difficulty in providing cooked meal with the specified nutritious content within the present cooking cost norms [Rs. 2.00 per child per day (pcpd) and Rs. 2.50 pcpd] which

was fixed in 2004. On account of high rate of inflation and increase in wages component, the field level functionaries face severe hardship to provide meal of reasonably good quality. Due to the financial constraints, the quality of meal is compromised at times.

3.16.2 Secretary (Education), Govt. of Uttar Pradesh suggested that cooking cost may be enhanced to at least Rs.3.25 pcpd for Primary and Rs.3.75 pcpd for Upper Primary Stages. Principle Secretary (Education) Govt. of West Bengal endorsed the above proposal and requested to enhance it to Rs. 2.75 and Rs.3.50 per child per day for cooking cost for primary and upper primary, respectively. Principle Secretary (Education), Govt. of Madhya Pradesh furnished a detailed cost working for cooking cost norms based on the presently prevailing market rates according to which the suggested cooking cost works out to be Rs. 3.50 pcpd for primary and Rs. 4.50 pcpd for upper primary.

3.16.3 Himachal Pradesh, Jammu & Kashmir also informed that the cooking cost norms for hill area states should be revised upward because they have to incur higher fuel and other costs. Sikkim, Tripura and Arunachal Pradesh also asked for the higher amount of cooking cost. Arunachal Pradesh specifically mentioned that their cooking cost is higher because it has to air lift essential commodities from Assam.

3.16.4 Joint Secretary, D/o SE&L informed that a National level Committee has been constituted under his chairmanship to, inter alia, review the cooking cost norm and design a suitable mechanism to factor in cost inflation in the cooking cost norm. Members of the Committee include representatives from States of Rajasthan, Madhya Pradesh, Haryana, West Bengal and Assam. Joint Secretary, D/o SE&L requested all the States/UTs to send their recommendations/suggestions/workings to this Department immediately so that

the Committee can deliberate upon the same and take appropriate decision in this regard.

3.17 Review of Management Structure at State level:

3.17.1 Many States expressed difficulty in getting the funds released by the Central Govt. under MDM Scheme from the State Finance Department. Due to cumbersome process involved, there is inordinate delay in delivery of funds to school level. Due to this delay, the school level functionaries are forced to either borrow from the local *kirana* shops or borrow money from the local market on interest or disrupt the feeding programme. In view of this, the States/UTs requested the Central Govt. to explore means to route the funds under MDM Scheme through registered society as in the case of SSA societies. Secretary (SE&L) directed this Department to study this proposal of routing the funds under MDM Scheme through registered societies.

3.18 Revision of norms of assistance for Transportation Cost

3.18.1 North East and Hill Area States expressed difficulty in meeting transportation cost of food grains with the present norm of Rs.125 per quintal. Secretary (SE&L) accepted the proposal in principle and directed the above mentioned Committee headed by Joint Secretary, D/o SE&L to examine the proposal and make suitable recommendation. The States were advised to send their detailed proposals to the Committee immediately along with actual transport cost as well as the quantum of assistance provided by the Union Ministry of Food and Public Distribution under PDS Scheme.

3.19 **Serving of MDM during vacations in the Left Wing Extremism (LWE) affected districts [33 districts of 8 States]**

3.19.1 Joint Secretary, D/o SE&L informed that there is a proposal to provide mid day meal during vacation period to the children studying in schools situated in LWE affected areas i.e. 33 districts in 8 States (Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Uttar Pradesh) and requested the concerned State Governments to study this proposal and send their comments/feedbacks to this Department to take further necessary actions in this regard.

3.19.2 Secretary (SE&L), in his concluding remarks, stated that the main reason for failure on the part of States/UTs in furnishing the periodical reports or for furnishing incomplete/incorrect information is due to lack of qualified/technical manpower at various levels to collect, collate and analyze the information from the field level. Hence, he requested the States/UTs to immediately position suitable critical manpower at appropriate levels to monitor the implementation of the Scheme. Funds available under MME component could be effectively utilized for this purpose. However, the States/UTs were also advised to avoid creating any permanent liability in this regard.

3.19.3 Wages to cooks employed under MDM Scheme is another important aspect which needs special attention. Poor payment to cooks would reflect in poor quality of meal. Hence, he requested States/UTs to pay a reasonable wage to the cooks.

4. **Session on Teacher Education (TE)**

4.1 Initiating the discussion, Shri Anant Kumar Singh, Joint Secretary (EE.I) stated that the Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986. The Scheme has been continuing in its modified form since then. He further stated that a proposal to revise the Scheme for the 11th Plan was considered by the Expenditure Finance Committee (EFC) in Nov., 2007 which recommended comprehensive evaluation of the Scheme. EFC also recommended that till such evaluation, the existing Scheme may continue without any change in the existing norms and parameters of the Scheme. With these preliminary interventions, he requested Director (Teacher Education), MHRD to make presentation on the Scheme. In the presentation the following issues were highlighted:

- (a) Background of the Scheme, including the various components of Central assistance provided under the Scheme;
- (b) Status of recurring Central assistance provided under the Scheme to the states/UTs for 2008-09;
- (c) Details of proposals which are required to be submitted by the states/UTs to the Ministry;
- (d) State-wise details of non-functional DIETs, untrained teachers and vacant faculty position in DIETs; and
- (e) Comprehensive evaluation of the Scheme being carried out by NCERT.

4.1.2 The representative of NCT of Delhi emphasized the need to enhance the pay scale of academic posts in DIETs/CTEs/IASEs so as to attract competent and qualified faculty in these institutions. In this context, he cited the fact that there were a large number of vacancies in the institutions because of the non attractive pay scales.

4.1.3 Director, SCERT, Orissa was of the view that there was urgent need to make revision of the Centrally Sponsored Scheme of Teacher Education in order to make it more vibrant. Apart from upward revision in the norms of non-

recurring assistance, he added that in the densely populated district, there could be more than one DIET. Similarly, College of Teacher Education (CTE) should be sanctioned for two contiguous districts rather than three. Further, he stated that capacity building programmes should be organized on a regular basis and pedagogy and management should be accorded due priority in the programmes.

4.1.4 Serious concerns were expressed by various States about mushrooming growth of private B.Ed colleges. This led to distortion in the demand and supply position of teachers resulting in different problems (including quality of teachers and their employment) for the States. They requested that NCTE should consider demand and supply aspect while according recognition to private teacher training institutions. In this regard, Chairperson, NCTE informed that the NCTE has already undertaken the project on Demand and Supply of Teachers and Teacher Educators for the XI and XII Plan period. He, however, stated that the project was running behind schedule for want of requisite information from many of the state nodal officers.

4.1.5 The representative of Himachal Pradesh reiterated the necessity of matching the demand and supply position of teachers. He further observed that separate cadre for faculty of DIETs should be created. Funding from the Central Government should be made contingent upon creation of separate cadre.

4.1.6 Director, SCERT, Haryana was of the view that the teachers were not attaching the desired level of seriousness and importance to various in-service training programmes. She suggested that some incentives could be given so as to make training attractive and purposeful. The training should be intensive in nature and quality should be the cornerstone. She further observed that BRCs and CRCs are functioning parallel to DIETs and, therefore, DIETs are finding it difficult to achieve their objectives.

4.1.7 The representative of Sikkim stated that they impart one year training programme to untrained teachers (as there are large number of untrained teachers in the State). However, they are finding it difficult to organize the programme on a regular basis because teachers are not being relieved from their positions. In this context, he requested for appointment of substitute teachers and correspondingly requisite funding from the Central Government. JS(EE.I) clarified that this does not come under the purview of the Scheme.

4.1.8 Secretary, Department of School Education, Government of Chattisgarh stated that they are giving 20% extra remuneration in addition to the normal pay scale to academic personnel of DIETs. He requested that the proposal of the State Government for reimbursement of the expenditure involved in this may be decided early. Joint Secretary, D/o SE&L assured of an early decision from the Ministry.

4.1.9 Prof. Pranati Panda, NUEPA was of the view that systemic reforms in the Centrally Sponsored Scheme of Teacher Education were required. With a view to achieving the objective, problematic areas as well as solutions thereof have to be identified. She also mentioned that during the last 10-15 years, no innovation has taken place in DIETs/CTEs/IASEs. She emphasized the importance of orientation programmes for teacher educators as well as strengthening the pre-service and in-service training programmes.

4.1.10 Chairman, NCTE stated that Teacher Education Resource Group (TERG) has thoroughly reviewed the Scheme. He further stated that TERG findings include lack of involvement of concerned agencies, less attention to in-service programmes, non-availability of finance on time, unsatisfactory utilization of funds, functioning of DIETs/CTEs/IASEs in isolation, partial compliance with Memorandum of Understanding (MOU), large number of vacancies, academic

staff not properly qualified, no faculty improvement programme and absence of cadre of teacher educators. He added that a High Power Committee has also been constituted to draft the National Curriculum Framework for Teacher Education.

4.1.11 JS(SE) observed that the service conditions of faculty of DIETs/CTEs/ IASEs need to be made more attractive. Some of the incentives could be special pay, capacity building programmes in reputed institutions, etc. He also emphasized the importance of matching demand and supply position of teachers. In this context, forward planning with regard to teachers' requirement cannot be over emphasized. He also mentioned that curriculum of pre-service programme need to be enriched and updated.

4.1.12 On the issue of comprehensive evaluation of the Scheme being undertaken by NCERT, Joint Secretary, D/o SE&L requested representatives of all States/UTs to forward their comments on the implementation of the Scheme, the shortcomings noticed, as well as remedial measures to Prof. K. Dorasami, Head, DTERT, NCERT in writing. He also requested Education Secretaries of States/UTs to fill up the vacant posts immediately on contract basis if the regular appointment is to take time. It would improve the performance of DIETs/CTEs/IASEs. He further pointed out that all States/UTs should send their proposal for non-recurring Central assistance, in terms of the existing provisions of the Scheme, if the Central assistance is not already availed of, to Ministry of Human Resource Development (Department of School Education and Literacy) by 31st August 2008. On the subject of evaluation of the Scheme, Prof Dorasami, NCERT informed the participants that study teams would be visiting the teacher training institutions and would also be holding discussions with the various stakeholders.

5. Session on Secondary Education (SE)

5.1. Shri Satish Nambudiripad, Director (Sch 1) made a presentation on the proposed Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Model School Scheme. The presentation covered the salient features of the above mentioned two schemes, as also the steps required to be taken by the States for their implementation.

5.1.2 **Secretary (SE&L)** stated that these schemes were going to be flagship programmes of the Government of India and it was therefore, extremely important to understand the process and procedures underlying the schemes. He invited suggestions particularly on the following aspects with reference to the schools to be set up by the State Governments with Government of India assistance:

- ◆ School level infrastructure
- ◆ Implementing agency – whether the scheme should be implemented through the existing society of SSA or a new society should be set up by the State Govts.

5.1.3 **Principal Secretary (Education), Government of Andhra Pradesh** emphasized the following points,

- ◆ The model schools may remain islands of excellence as has happened with the Jawahar Navodaya Vidyalayas, without impacting the quality of government schools in the neighbourhood.
- ◆ The model schools are envisaged as day scholar schools making them inherently inequitable, as only children from the neighbourhood of the school would be benefited.
- ◆ He made an alternative suggestion to place the entire budget of RMSA and model school scheme at the disposal of State Governments based on a set of objective criteria to improve quality of all existing government schools.

- ◆ In the draft approach paper for RMSA, it has been indicated that around Rs.40.00 lakh would be provided for strengthening of an existing government secondary school. He felt that the amount was grossly inadequate as at least Rs.80.00 lakh to Rs.1.00 crore is required for strengthening of an existing school.
- ◆ The RMSA scheme envisages support only to government secondary schools. He stated that while Andhra Pradesh might benefit from this criterion, as a high proportion of school in that State is run by the State government. Many states like Maharashtra, Uttar Pradesh and Gujarat might be at the receiving end as most schools in those States were aided schools and therefore would be excluded from the scheme. He suggested bringing aided schools under the ambit of the RMSA scheme.
- ◆ As regards the 2500 model schools under the State Governments to be run on Kendriya Vidyalaya template, he was apprehensive that teachers in those schools might demand parity with teachers in Kendriya Vidyalayas.
- ◆ He felt that individual component of the RMSA scheme should be left to the State specific criteria and funds allocated accordingly.

5.1.4 **Principal Secretary, Government of West Bengal** suggested a cost sharing of 85:15 between the centre and the State governments. She informed that detailed mapping up to elementary stage has already been completed in the State and as most of the elementary schools are also secondary schools, mapping of secondary schools will not be a problem. Filling up of data capture format prepared by NUEPA is also at full swing. She pointed out that State government has gone further and has provided a legal framework for mapping of school infrastructure in the form of West Bengal (Mapping and Planning of Schools) Bill. She also mentioned that a decentralized structure for management of schools already existed in the State in the form of school management committees. On her query on membership to various committees envisaged under RMSA i.e. whether

nominated or elected members. **JS (SE)** clarified that elected members, would be preferred.

5.1.5 Principal Secretary, Education, Government of Rajasthan endorsed the views of Government of Andhra Pradesh and requested for complete flexibility for the State governments in implementation of RMSA. He wanted to know as to when the fund for preparatory activities would be available. As regards the 2500 model schools under State Government, he wanted to know whether conversion of existing schools would be permitted.

5.1.6 Secretary (SE&L) clarified that a new school would be preferred unless there is a very compelling reason. To a question from Rajasthan as to how much money will be allocated to a State in the first year; Secretary said that such issues will ultimately be decided by Project Approval Board (PAB) on merit of the proposals.

5.1.7 JS (SE) stated that every EBB was ultimately going to have one model school under government sector. Land as per the Kendriya Vidyalaya norm, which is 5 acre for rural areas, would therefore be required for setting up of these schools. He therefore, requested all State governments to identify appropriate land in all EBBs for setting up of model schools.

5.1.8 Education Secretary, Government of Kerala stated that the State would be deprived of any model school under government sector as Kerala had already attained 100% literacy and did not have any EBB. He also pointed out that because of the advanced stage of educational development in the State; Kerala has suffered under SSA as well. As a way out, he suggested that population should also form a basis for such criteria and not educational backwardness alone while drawing up such schemes so that States like Kerala are given their due share

5.1.9 JS (SE) clarified that ultimately all the blocks in the country, whether educationally backward or not, were going to have one model school each. The only question is about its management and under which scheme they would be made operational. Model schools in blocks other than EBBs were to be established under PPP.

5.1.10 Education Secretary, Kerala made similar observation about KGBVs and the proposed Girls' School Scheme, which were denied to the State because of State's advancement in the field of education.

JS (SE) replied that the Girls' Hostel Scheme was conceived more as an intervention to achieve gender equity. Fortunately, the State of Kerala would not require much intervention in this area of equity, its status in gender equity was commendable.

5.1.11 Representatives of Government of Gujarat and Uttar Pradesh expressed reservations about the RMSA scheme envisaging support only to government schools. It was pointed out that only an insignificant proportion of schools in those States (300 out of 7,500 in Gujarat and 500 out of 15,000 in Uttar Pradesh) are full fledged government schools. A vast majority of schools are government aided and would therefore be out of the ambit of RMSA.

5.1.12 JS (SE) clarified that interests of States having fewer government schools as also educationally advanced States like Kerala would be kept in mind and a flexible approach would be adopted for them. One option that could be considered by States like Gujarat and U.P. was to upgrade government upper primary schools to secondary level in pockets of low access. For States like Kerala, more emphasis would be given in filling up the gaps in quality.

5.1.13 Education Secretary of Madhya Pradesh suggested adoption of different funding pattern for different group of States as in the case of NHRM under the Ministry of Health and Family Welfare. He suggested that States may be grouped in terms of educational development and backward States may be provided with higher level of central assistance.

5.1.14 **Education Secretary Mizoram** informed that the State has already constituted a implementing society by converging 5 departments. The data capture survey is also likely to be completed in August, 2008 and their perspective plan is also ready. **Education Secretary of Manipur** said that the State had only one EBB, which is in a remote area and opening a Secondary School there may not be practical / worth while as sufficient number of children may not be available, there

5.1.15 **Secretary (SE&L)** invited the suggestions of the States on the implementation structure. **JS (SE)** stated that the general hierarchy of the secondary education departments in the States should be fully involved with the implementation of the scheme. The Director (Secondary Education) should also be the Mission Director for RMSA with an Additional Director exclusively in-charge of the programme.

5.1.16 Supporting the views of JS (SE), Education Secretary, Kerala said that there was currently lack of communication between the SSA mission and the General Education Department. He further wanted a directive from the Government of India regarding the structure to be put in place at the State level. However, reacting to his views, Education **Secretary of West Bengal** said that her State had a different view and requested for complete flexibility in the matters of implementation rather than Govt of India laying down normative prescriptions.

She suggested setting up of a project office on the line of SSA for implementation of RMSA. **Secretaries of Rajasthan and Uttar Pradesh** preferred implementation through Mission Mode. **Secretary Chhattisgarh** informed that they had two departments; Education and the Tribunal, which deal with education. He also pointed out there was no separate Directorate for secondary education in Chhattisgarh. It was therefore necessary to provide States with complete flexibility to devise implementation strategy best suited to them.

5.1.17 **Education Secretary, Government of Karnataka** suggested that a separate parallel structure for implementation of RMSA might neither be necessary nor desirable. What was necessary was to keep the fund flow separate as has been done under SSA.

5.1.18 Responding to the queries of various States regarding the school mapping programme, representative of NUEPA clarified that the software for the programme was almost ready and Orientation workshops would be organized as soon as States were able to collect at least 40% of data.

5.1.19 Rounding up the discussions **JS(SE)** emphasized on the following issues,

- ◆ **Implementing agency for the schemes:** He clarified that implementing the scheme through existing hierarchy of secondary education department did not mean that a separate mechanism for fund flow could not be devised. Fund flow for RMSA and model school schemes could be kept separate through separate account and separate body for managing the account, if considered necessary.
- ◆ All States should complete data collection for the secondary school mapping exercise by the end of August, 2008.

- ◆ The secondary school mapping system should adopt the GIS format from the beginning.
- ◆ State should remain ready for setting up of 2500 schools on Kendriya Vidyalaya template for which approval process is at final stage.
- ◆ All States should identify land in each educationally backward blocks for setting up these schools.
- ◆ The schools should be called model schools and not KV template schools. In that case there would be no apprehension of teachers demanding parity with teachers of Kendriya Vidyalayas.
- ◆ Funds for preparatory activities of the above two schemes would be released after the schemes are formally launched.
- ◆ State Plan should cover the district wise Plan and should have two targets – for the full five year plan period and for the current year..
- ◆ Draft schemes have already been circulated to all States. All State governments are advised to keep the project ready broadly following the procedures in the draft scheme. States which have already submitted project proposals will have to resubmit the project after approval of the scheme.

5.2 Girls' hostel scheme

5.2.1 **Director (Sch-I)** made a brief presentation explaining the essential features of the scheme. It was stated that one girls' hostel with 100 beds is envisaged in each of the educationally backward block. The hostels will be constructed and managed through the State Government. The hostels will be located in KGBV complex wherever possible; otherwise a State government school may be selected for construction of the hostel.

5.2.2 **JS (SE)** requested the State Governments to assess the feasibility of locating the hostel in KGBVs and also to select suitable State government schools wherever it is not possible to locate the hostels in KGBVs. He also advised the State to set up appropriate implementing agency for constructing the hostels. As the scheme is at an advance stage of approval, he also suggested that the project proposals could be sent along with the proposals for RMSA so that these could be considered in the same PAB.

5.2.3 **Education Secretary, Punjab** enquired as to whether vacant seats could be filled up by students of colleges/ higher educational institutions. Secretary (SE&L) clarified that the idea behind the scheme was to help school going girls and therefore, seats should not be diverted. Besides it should not be a problem to fill up a 100 bedded hostel at block headquarters with school going girls.

Secretary, Education, 5.2.4 Madhya Pradesh wanted to know whether the new scheme be utilized to start 'Integrated Hostels' wherever KGBV schools are yet to be opened (constructions taken up). To queries why this scheme cannot be utilized for expanding the KGBV scheme to higher classes, it was clarified that eventually, it was envisaged that KGBV could be upgraded to high school depending on viability.

5.2.5 **Principal Secretary, Education, West Bengal** asked whether the Hostel construction could be taken up vertically up in places where land availability would be an issue to which Secretary said that that might be possible and would have to be examined on merit.

5.3 National Merit-cum-Means Scholarship:

5.3.1 JS (SE) stated that scheme had already been launched and August 16-17, 2008 had been fixed as the dates for holding selection test. He advised all States

to stick to these dates. For this year, the selection test would be held only for class IX. States were required to work out district quota, and also to keep examination centres and answer books etc. ready for the selection test. Names of the beneficiaries should be finalised and handed over to the Nodal Officer of SBI by 30.9.2008. The next test would be held in November for students of Class VIII.

5.3.2 Principal Secretary (Education), Uttar Pradesh informed that U.P. would be holding selection test on 31.8.2008 and not on 16-17 August, 2008. He also said that the amount required by the state, as per the tender received, was Rs. 8.7 lakhs whereas the GOI would be providing only Rs. 6.5 lakhs as per the Scheme. JS (SE) clarified that the States were expected to have a stake in the programme and whatever is required over and above the unit cost decided by the scheme would have to be met by the State Govt's interventions.

5.4 Incentive to SC/ST girls to pursue secondary education:

5.4.1 JS(SE) informed that this scheme had also been launched. All States were therefore requested to draw list of, (i) all SC/ST girls joining class IX this year school-wise and (ii) all girls passing out of KGBVs and jointing class IX this year. The list should be finalised and submitted to MHRD by 31.8.2008. **JS (SE)** also requested the States to put in place appropriate mechanism for transfer of funds to the beneficiary as per the provisions of the scheme. Those State Secretaries who spoke were in favour of direct crediting of the amount to the accounts of the beneficiaries.

5.5 ICT @ School:

5.5.1 **Shri P.K. Mohanty, Deputy Educational Adviser** made a brief presentation on the scheme. It was mentioned that although the grant had been released in 2007-08, the project had not started in the following States,

5.5.2 Andhra Pradesh, Assam, Gujarat, J&K, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Rajasthan, Tripura, Uttarakhand, Uttar Pradesh, and Puducherry

5.5.3 **Secretary (SE&L)** expressed concern that only Karnataka, Kerala, Punjab, Tamil Nadu and West Bengal has sent computer education plan for 2008-09.

5.5.4 **JS (SE)** requested the State Governments to expedite the proposal for 2008-09. He also pointed out that UCs were still awaited from several States such as Arunachal Pradesh, Orissa, Sikkim and Delhi. Several States/ UTs such as Bihar, Chhattisgarh, Meghalaya, Mizoram, Daman & Diu, and Dadar & Nagar Haveli did not make provisions for State share in their own budget. He requested all States to make provision for State share in their budget so that implementation of the scheme was not hampered.

5.5.5 **Education Secretary, Tripura** felt that the amount sanctioned under the scheme was insufficient. **JS (SE)** clarified that most States were able to manage within the amount sanctioned under the scheme. If the amount was inadequate, the concerned State Government would have to fill up the gap.

5.5.6 Principal Secretary, Andhra Pradesh stated that 5000 schools had already been sanctioned under the scheme for the State. Principal Secretary, West Bengal stated that the State had found the Scheme to be a very useful and beneficial one and that all higher secondary schools were covered in the last year and another 2500 schools were expected to be covered this year.

5.5.7 **Secretary (SE&L)** emphasized the need to send proposals in time as sanction towards the end of the year does not have any meaning as the amount would remain unutilized.

5.6 Inclusive Education:

5.6.1 **JS(SE)** pointed out that proposals were still awaited from 14 States and 6 UTs for 2008-09 such as Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Himachal Pradesh, Jharkhand, J&K, Karnataka, Meghalaya, Nagaland, Sikkim, Tripura, Uttarakhand, Uttar Pradesh, Chandigarh, D & NH, Daman and Diu, Delhi, Lakshadweep and Puducherry.

5.6.2 Request for second instalment of 2007-08 had also not been received from 9 States and 3 UTs [Arunachal Pradesh, J&K, Karnataka, Kerala, Meghalaya, Mizoram, Punjab, Tamil Nadu, West Bengal, and from UTs of A&N Islands, Delhi and Pudducherry]

5.6.3 To a query from **Rajasthan** regarding the possibility of revising rates under various heads under the Scheme, **JS (SE)** clarified that the IEDC was under revision and the new scheme of IEDSS would take care of this aspect.

5.6.4 All States were requested to send proposals expeditiously.

5.7 National Award to Teachers:

5.7.1 JS (SE) mentioned that recommendations were awaited from Uttarakhand and UTs of Chandigarh and Daman & Diu. These States/UTs were requested to send nominations latest by 11.8.2008 , else it would not be possible to consider

their nominees this year. He reminded the States that the last date for receiving nomination was 31st December.2007.

5.7.2 JS (SE) stated that in the past there had been several instances of last minute complaint against some of the nominated teachers causing considerable inconvenience. It had therefore been decided to place names of all the recommended teachers on the website of the MHRD. State Governments were also advised to place the names of the recommended teachers on their respective websites.

5.8 Open Schooling:

5.8.1 Shri M.C. Pant, Chairman, NIOS made a brief presentation on open schooling. He mentioned that the objective was to cover around 15% of total enrolment at secondary stage through open schooling.

5.8.2 Thirteen States so far had established State Open Schools (Rajasthan, Madhya Pradesh, Haryana, Andhra Pradesh, Karnataka, Punjab, West Bengal, Tamil Nadu and Kerala, Jammu & Kashmir, Delhi, Assam, Chhattisgarh)

5.8.3 Nine States were in the process of setting up of State Open Schools (Bihar, Goa, Jharkhand, UP, Gujarat, Himachal Pradesh, Maharashtra, Orissa, Uttarakhand).

5.8.4 Seven States did not have open school nor had initiated any proposal (Arunachal Pradesh, Sikkim, Manipur, Mizoram, Meghalaya, Nagaland, Tripura).

5.8.5 Chairman, NIOS stated that open schools were quite cost effective. Cost of educating a student through open school was 1/10th of the cost in formal schooling.

Besides, open schools generally became financially viable within a short period. Only small seed money was required to be provided initially. The open school in Rajasthan was a case in point, which had started generating surplus within first few years.

5.8.6 Another advantage of the open schooling system was the scope to provide vocational education and job oriented training. NIOS was at present imparting 80 vocational courses.

5.8.7 Chairman, NIOS also mentioned about the project 'HUNAR' launched by NIOS for providing free skill training to Muslim girls in the age group 11-14 years. This project had been a huge success.

5.8.8 **JS (SE)** requested all States to set up State Open Schools and also to make arrangements for conducting examination at secondary and higher secondary level. Every State should develop curriculum with a core element, for which NIOS would provide support.

5.8.9 **Principal Secretary, Andhra Pradesh** stated that it was important to consider whether the students appearing under Open School System should be allowed to skip subjects like English, Mathematics and Science. **Chairman, NIOS** clarified that under their examination system complete flexibility in choice of subjects was provided. **Principal Secretary, Andhra Pradesh** felt that such unqualified flexibility might adversely impact the quality of students passing out from Open School and also limit their career option. **Chairman, NIOS** clarified that students desiring to pursue Science courses could opt for Mathematics/ Science and therefore career options were not limited in reality.

5.10 Issues pertaining to Kendriya Vidyalayas and Navodaya Vidyalayas

5.10.1 **Commissioner, KVS** summed up the important issues pending with various State Governments, particularly about availability of land for construction of permanent buildings of KVS. A detailed note on the cases pending with State Governments was circulated in the meeting. All States were requested to take necessary action.

5.10.2 **JS (SE)** mentioned that there were similar land related issues with Navodaya Vidyalayas also, and requested the State Secretaries to facilitate land transfer. He also informed that central government proposed to set up 20 new Jawahar Navodaya Vidyalayas in Districts with higher SC/ST concentration.

5.11 Issues pertaining to CBSE:

5.11.1 A brief presentation was made by **Chairman, CBSE** He flagged the issues requiring attention of State Governments so far as affiliation of schools to CBSE are concerned,

- Prompt Issue of NOC to unaided Private Schools by State Govts
- Frequent/unwarranted inspection of schools by some States
- Intimation of issue of NOC at pre secondary level by the States
- Relaxation of land norms by CBSE

5.11.2 He also mentioned the two issues being emphasized by CBSE

- ◆ **Examination reform:** Some of the measures taken by CBSE are
 - Only one paper per subject.
 - Time for reading question papers.

- Emphasis on continued evaluation.
 - Introduction of grading system.
- ◆ **Mathematics and Science Education:** The major innovation has been introduction of Mathematics laboratory approach.

5.11.3 Many of the States have already adopted the above measures. Other States were requested to adopt the same. He also invited from States for the proposed meets on Maths & Science Education that CBSE is holding in Hyderabad in the 1st week of August

5.12 Vocational Education

5.12.1 **Dr. Poonam Aggarwal, Joint Director, PSSCIVE**, made a presentation on the scope for vocationalisation of secondary education, which also highlighted some of the provisions of the proposed revised scheme.

5.12.2 JS (SE) stated that the scheme was being revised and State Governments would have a very important role in implementation of the revised scheme.

5.13 Improvement of Teaching of Science and Mathematics in School:

5.13.1 **Professor Hukum Singh of NCERT** made a presentation on the subject. The presentation highlighted new approach to the teaching of Science and Mathematics as envisaged under NCF 2005. It also discussed various methods of popularizing Science and Mathematics such as (i) Science Exhibitions, (ii) Quarterly Journal “School Science”, (iii) Science Park and (iv) Mathematics Laboratory. It also brought out various strategies and methods for teaching science and mentioned future challenges in this area.

6 Session on Adult Education

6.1 Smt Anita Kaul, Joint Secretary (AE) & Director General (NLM) made a presentation on Literacy and Continuing Education. She stated that literacy is an integral component of the goals of Education for All (EFA). A literate environment and society is essential for ensuring universalisation of elementary education, eradicating poverty, improving general health and well being, assuring gender equality and achieving sustainable development, peace and democracy. Literacy confers a wide range of social, economic, political and human benefits.

6.1.2 Currently, literacy programmes are going on in 95 districts; projects for residual literacy are running in 120 districts. Post Literacy programmes are under implementation in 175 districts and Continuing Education in 328 districts. Evaluations, reviews and field visits point to the following problems in the ongoing programmes:

- In many cases TLCs/ PLP and CE were sanctioned without adequate appraisal of level of preparedness of the district to undertake the programme.

- While some SRCs did exemplary work in the development of material, SRCs in general were not equipped to meet the time schedules required for production and printing of the three-level primers as well as the post literacy and continuing education material for **all** districts in the State.
- Volunteers were often lured by false promises – this was indeed a very shortsighted approach, which has now resulted in demands for payments to literacy instructors. Given the sheer numbers involved it is unviable to propose a system of ‘paid instructors’ for the basic literacy programme. Nonetheless, a system of volunteer recognition with opportunities for continuing education for volunteers would require to be built into the programme.
- Mission-mode management was missing. Management was more by assertion of official authority, rather than commitment to the cause of eradication of illiteracy.
- There were too few full time staff, who were, moreover, inadequately trained for monitoring and supervision; poor mobility for the full time staff led to a situation where the learning centres were rarely visited, and learners and volunteers did not feel cared for.
- Systems for maintaining accounts were poor. Misclassification of expenditure, led to endless accounts and audit problems, ultimately resulting in delayed release of funds either as subsequent installments for the ongoing programme or for sanction of the next phase of the literacy programme. The reason ‘non-settlement of accounts’ became one of the more familiar and standard catchphrases of NLM for the non-release of subsequent installments of funds.

- External evaluation, which was a mandatory requirement of the TLC and PLP, pending which subsequent installments for the ongoing programme or the next phase could not be sanctioned, would often get inordinately delayed. During this period all literacy work came to a standstill. By the time the evaluation report for a district was finalized and submitted, and the post literacy or continuing education ‘project’ approved and sanctioned, a large number of learners had lost their ‘fragile’ literacy skills.
- Long gaps between TLC, PL and CE defeated the very objective of the programme, leading to large scale relapse to illiteracy and loss of interest.
- In CE programmes delays in incurring non-recurring expenditures released in the 1st year of the project led to a situation of extension of the 1st year activities, without release of recurring expenditures for the subsequent years. Thus CE programme stagnated at activities of the 1st or 2nd year even 5-6 years after sanction.

6.1.3 Given this situation it was necessary to redesign the programmes. JS (AE)/ DG (NLM) made several suggestions for basic literacy, including inter-alia:

- Given the resource constraints, volunteer based approach as the predominant strategy for basic literacy. It would be important to ensure that volunteers are made to feel part of a larger movement for social change.
- Residential camps of 4 month duration for adolescents and young adults which would make possible literacy learning to be contextualized and designed as per learners’ requirement, help recede differences of religion, caste and social position and build an attitude of harmony and cooperation,
- Part-residential-camps-part-volunteer based approach, would provide for one week residential camps designed for group-specific learners, such as

members of self-help groups, women's groups, adolescent groups or gram panchayats, or persons who have joined together in a common cause. This approach would provide for basic literacy in one-week camps conducted every month for the same group of people for a period of 10 months. The 10 one-week camps would enable learners to acquire literacy skills of pre-determined levels, simultaneously, providing opportunity for discussion and debate on issues relevant to their living and working conditions. After the one week "camp" the participants would spend the remaining three weeks in the month in self- study in their homes, returning the following month for continuation of guided learning.

- Resident instructors from outside the village for extremely isolated and remote areas where no educated person was available for providing basic literacy.

6.1.4 Simultaneously, continuing education would be institutionalized and would take responsibility for (i) conducting regular classes as per timings suitable to learners to upgrade their literacy and numeracy skills, (ii) arranging short duration training programmes on specific themes, for example, health, particularly reproductive health, gender and women's empowerment, new developments in agriculture and animal husbandry, self help groups, panchayati raj, etc. (iii) providing equivalency programmes to enable young adults and adolescents to continue their education up to grade III, V and VIII, and even beyond, wherever possible.

6.1.5 In order to make this happen, the institutional framework would have to be strengthened and the ZSS restructured, making the blocks the critical level of project management. The Centres would have one coordinator – to be identified by the GP from among its own members or from outside.

6.1.6 At the end of the presentation , Shri AK Rath, Secretary, SE&L invited the State Education Secretaries to make their comments and suggestions.

6.1.7 Smt. Bhupinder Kaur Education Secretary, Uttarakhand emphasized the need to link literacy with vocational training. She stated that Chandigarh has already experimented with literacy-linked vocational training. NIOS offers vocational courses. A tie up can be made with NIOS in respect of literacy-linked vocational training for participants of the literacy programme. Mahila Samakya (MS) is another agency which organizes issue based discussions, and a linkage could be established with MS. Similarly, linkage could be established with ICDS which has provision/undertakes life skills education/awareness for adolescent girls under Kishori Shakti programme.

6.1.8 Ms Anita Karwal, Education Secretary Gujarat stated that the old scheme of things did not work because of its 'voluntary' nature. The literacy initiative based entirely on volunteers and voluntarism would be impractical. The implementation approach must be left to the state with lot of flexibility including payment, involvement of NGOs and even outsourcing. In the revised programme, she stated, there appears to be a greater role of preraks and volunteers hence there should be greater linkage with other programmes. Instead of appointing new volunteers they could be picked up from the existing resources of NSS, NYK, etc. She suggested that an award for literacy be constituted on the lines of Nirmal Gram Puruskar being given under the Total Sanitation Campaign. The new programme could be launched in a project mode, selectively, and not all districts at the same time. Rather than spreading it thin across all districts, it could be prioritized. As regards the organizational-management structure, whether under DM or ZP leadership, there has to be an emotional attachment and commitment to the programme and also community ownership at grassroots level. The ZSS needs to be revamped by including those who are interested in the programme.

6.1.9 Ms Vandita Sharma, Education Secretary Karnataka stated that the outline of the new programme presents a more systematic arrangement in respect of different components of the literacy programme such as the vision, perspective, programme components and delivery mechanisms. But on one aspect, viz., the institutional set up it looks problematic and vulnerable. The dependence on Preraks, largely voluntarism-based, as a form of institutional set up, would reduce the programme's stability. She was of the view that voluntarism doesn't really happen in the field, but there appeared to be no other option. In order to strengthen the linkages indicated in the presentation, it would be better for NLM's literacy-skill interlinked initiative to be aligned with similar programmes of different departments, rather than being a stand alone programme of the NLM. The thrust of the new programme should not be literacy as a stand alone effort, but should be linked with the socio-economic gains linked content, pedagogy and delivery system. Convergence is the heart of this approach. Linking literacy with skills and vice versa is a flexibility that should be built in the programme package of different departments/agencies and clientele groups.

6.1.10 JS (AE) & DG (NLM) clarified the widespread perception about voluntarism being elusive and payment being the only way out. As per the 2001 Census, there were 30 crores illiterates in the country. Even if we take up one third of this number as the target for the 11th plan - 10 crores we would require one crore volunteers (in the 1:10 ratio). Even if a meager Rs. 500 is paid to each volunteer per month for a period of one year, we would require Rs. 6000 crores. This in fact is the total allocation of NLM for the XI Plan.

6.1.11 Shri Nandkumar, Secretary, Chhattisgarh supplemented JS (AE) stating that the perception about dearth of voluntarism and payment as the only possible option for literacy, may not be true. In Chhattisgarh, more than 1 lakh new teachers have been recruited during last 1 year. Even if 10% among them

respond to become volunteers for literacy, @ 1 teacher teaching 10 learners, for a year, one lakh learners could be made literate. This holds good even for other teachers. He stated that Chhattisgarh would proceed with this plan. This underlines the enormous potential for volunteers among teachers. Another initiative that Chhattisgarh has undertaken is the Equivalency programme in which 96,000 persons appeared during last year, and a much larger number is being prepared to appear for Equivalency this year.

6.1.12 Shri Wani, Secretary, J&K stated that the state of J&K is committed to the literacy programme and suggested that a joint conference of Collectors and Education Dept officers should be held. He invited NLM officers to attend the meeting in J&K. He also said that the nodal agency for implementing the literacy programme should be the Education Department, and the personnel, the teachers. The experience of using retired and dedicated teachers as well as NGOs at zonal level during TLC had paid very rich dividends in districts like Anantnag.

6.1.13 Shri Avinash Joshi, SPD, Assam said that there are many programmes like SHGs, AIE Centres, Bridge Courses, Summer Courses that have lot of funds which could be utilized for the literacy programmes. Under AIE, Gram Shikshan Awards are given to GPs and a literacy component through SHGs, AIE Centres could be linked with the Award.

6.1.14 Secretary, Bihar, stated that there are various social welfare and anti-poverty programmes from which the beneficiaries are unable to take advantage and remain vulnerable to exploitation because of their illiteracy. If all such departments can earmark even 10% of their programme funds to make their illiterate beneficiaries literate, the literacy problem in states like Bihar could be solved and also convergence between literacy and the different other departments could be achieved. There can be a system of payment, not on monthly basis, but based on the number of persons made literate based on a system of

survey/authentication of illiteracy status before, and an impartial assessment and certification after the literacy initiative.

6.1.15 Ms Vandana Jena, Principal Secretary, Orissa stated that the skill development and income generation programmes need to be retained - even the apparently small skill development programmes in order to attract learners to the literacy programmes. The kind of vocational courses and package of skills imparted need not necessarily all be marketable skills or directly linked to earning, but even if it leads to expenditure savings, it would be worth it, as in the case of tailoring courses. The JSS should be utilized more effectively. Departments such as Panchayats could be sensitized to see the value added by literacy to its non-literate PRI members, and thereby to the Panchayat's own programmes. Adding literacy to PRI members through literacy camps is something that has been tried out in Rajasthan and other states and by agencies like Pratham. Mother's literacy involving SSA networks like MTAs, PTAs could be one way of addressing group specific literacy. A balance was required between basic literacy and continuing education. The idea of residential camps for adolescents is very sound. The Department of Youth Affairs & Sports conducts such camps of 4-months duration and there could be a tie-up with that Dept. NLM took an initiative earlier by writing to the Ministry/Department of Economic Affairs requesting it to stipulate that all externally funded programmes should include literacy to its non-literate beneficiaries as an integral part of that programme. This could be pursued further. Karnataka is reported to have included literacy in their World Bank funded watershed programme. It is also important to extend the scope of the literacy effort to include Equivalency, and not confine or restrict the literacy initiative only to basic literacy.

6.1.16 Shri Sudhir Bhargava, Principal Secretary, Rajasthan stated that Rajasthan has been trying out convergence of literacy with different programmes

like NRHM, ASHA, locating CECs in primary school buildings, mandating trainees of Pre-school Teacher Training as well as a large number of urban youths to be engaged in literacy work as Volunteers. Rajasthan has also been trying out a variety of methods to tackle illiteracy. Linking literacy with vocational training especially for neo-literate women is one of them, and 8 lakhs women have been covered through this type of vocational training programmes.

6.1.17 Secretary, MP stated that literacy was strategised as an emotive issue and enormous energy was infused through the Padhna Badhna Andolan taken up in MP in the late 1990s. However, the '*guruji*' involved in the program are now demanding regularization of their services. Hence he suggested that the system of paid preraks must be discontinued. All programmes must realize the value addition of literacy. Convergence is a critical component of the new programme being outlined by NLM. Group specific approaches are needed like using SHGs to tackle illiteracy among its members. NREGS could be another programme where the lunch time could be used to impart literacy to the non-literate workers. The central thrust of the new programme must be to include literacy to add value to different other social intervention programmes. Convergence must be the basic approach and the literacy agency must provide TLMs for all such programmes.

6.1.18 Shri R.P. Singh, Principal Secretary, Uttar Pradesh said that if the national target is to be achieved then commensurate investment should be made. There are a number of competing programmes in the districts. Literacy programmes should be made more attractive. He also suggested that NLM should set a target and performance based incentive should be given.

6.1.19 Shri J.B. Tubid, Education Secretary, Jharkhand observed that the literacy programme has now stagnated. To revive the programme, the delivery mechanism, especially in respect of implementing agency, the DM-dependent ZSS must give way to greater space and involvement of PRIs and NGOs. The

vocational thrust must be group needs specific. Also, the literacy initiative must be according to specific target group, area and occupation-specific. The literacy centres must impart vocational training literacy and other life skills in order to make it interesting and demand driven. The Mission Leader, preferably, should not be the DM, but it could be a teacher or a person from other walks of life, but selected by the PRI.

6.1.20 Ms. Nandita Chatterji, Education Secretary, West Bengal informed that in West Bengal, there has been a concerted effort to link literacy with equivalency and convergence with State Open School. Similarly, literacy status of the family, including the adults, has been ascertained in the SSA survey.

6.1.21 At the end Shri A.K. Rath, Secretary (SE&L) thanked all for their participation and valuable comments. He expressed appreciation for the active role of the State Governments in participating and implementing the schemes of the Department of School Education and Literacy, Government of India, and urged all to work with renewed vigour to fulfil the objectives of the programmes.

1st August 2008

9.00 AM – 9.15 AM	Assembly
9.15 AM – 11.30 AM	Session on MDM
	(i) Issues related to provisions in the State Budget 2008-09 & Unspent balance as 31.3.2008
	(ii) Review of performance during 2007-08
	(iii) Progress of infrastructure development
	(iv) Issues related to Enrollment, No. of children attending school, No. of children availing MDM etc.
	(v) Issues relating to FCI/lifting of food grains by State Governments
	(vi) Dedicated manpower for MDMS
	(vii) Pending ATN in respect of C&AG Audit Para 2000 & 2007
11.30 AM – 11.45 AM	Tea Break
11.45 AM – 1.30 PM	Session on Adult Education and Literacy
	(i) Presentation on the concept of the literacy programme
	(ii) Merger of the existing schemes like TLC, PLP and CEP within single umbrella programme
1.30 PM – 2.00 PM	Lunch
2.00 PM – 3.45 PM	Session on Secondary Education
	New Schemes in Secondary Education
	Rashtriya Madhyamik Shiksha Abhiyan
	(i) Implementation strategies
	(ii) Role of the State Governments in implementation
	(iii) Preparatory activities on part of the State Government
	Model schools
	(i) Implementation strategies
	(ii) Role of the State Governments in implementation
	(iii) Suggestions regarding establishment of schools

	under PPP Mode
	National Means-cum Merit Scholarship Scheme
	(i) Implementation strategies
	(ii) Role of the State Governments in implementation
	Incentive scheme for SC/ST girls to pursue secondary education
	(i) Implementation strategies
	(ii) Role of the State Governments in implementation
	Girl's hostel scheme
	(i) Implementation strategies
	(ii) Role of the State Governments in implementation
	Review of existing centrally sponsored schemes in secondary education
	• ICT @ school
	• Integrated Education for Disabled Children
	• Vocational Education
	• Issues requiring attention of the State Government in respect of Kendriya Vidyalayas and Navodaya Vidyalayas
3.45 PM – 4.15 PM	Science and Mathematics in secondary schools – presentation by NCERT
4.15 PM – 5.15 PM	Session on Teacher Education / DIETs
\	
	(i) Strengthening of infrastructure of Teacher Training Institutions (TTIs)
	(ii) Building academic capacity in the TTIs
	(iii) Annual Plan of activities in the TTIs/SCERTs
5.15 PM to 5.45 PM	Concluding Session

**Ministry of Human Resource Development
Department of School Education and Literacy**

**Conference of Education Secretaries of States held on 31st July – 1st
August, 2008 at Vigyan Bhawan, New Delhi**

LIST OF PARTICIPANTS

1. Shri A.K. Rath, Secretary, Deptt. of SE & L, MHRD *Chairman*
2. Ms. Anita Kaul, Joint Secretary, D/o SE&L, MHRD
3. Ms. Vrinda Sarup, Joint Secretary, D/o SE&L, MHRD
4. Shri Subhash Khuntia, Joint Secretary (SE), D/o SE&L, MHRD
5. Shri Anant Kumar Singh, Joint Secretary (AE), MHRD
6. Shri Y. P. Mittal, Economic Adviser, D/o SE&L, MHRD
7. Prof. K.K. Vashishtha, Head, DEE, NCERT, New Delhi
8. Prof. Avtar Singh, Prof. & Head, NCERT, New Delhi
9. Prof. Hukum Singh, Head, NCERT, New Delhi.
10. Dr. Sandhya Paranjpe, Prof. DEE, NCERT, New Delhi
11. Dr. Manjula Mathur, Prof. & Head, CIET, NCERT, New Delhi
12. Prof. Vasudha Kamat, Joint Director, NCERT, New Delhi
13. Dr. Yogesh Kumar, Reader, DEE, NCERT, New Delhi
14. Dr. S.K. Singh Gautam, Professor, DEE, NCERT, New Delhi
15. Dr. Dharam Parkash, Professor, DEE, NCERT, New Delhi
16. Shri Rudra N. Sahoo, Consultant, DEME, NCERT, New Delhi
17. Dr. Mamta Agarwal, NCERT, New Delhi
18. Dr. Gagan Gupta, NCERT, New Delhi
19. Shri Ashok Ganguli, Chairman, CBSE, New Delhi
20. Prof. M.L. Koul, Project Director, DEP-SSA, IGNOU, New Delhi
21. Dr. M.K. Dash, Programmer Officer, IGNOU, New Delhi
22. Prof. A. Narender Reddy, Asstt. Professor, NUEPA, New Delhi

23. Dr. Savita Kaushal, Asstt. Professor, NUEPA, New Delhi
24. Prof. S. M. I.A. Zaidi, NUEPA, New Delhi
25. Dr. N. K. Mohanty, NUEPA, New Delhi
26. Sh. R. L. Jamuda, Commissioner, KVS, New Delhi
27. Shri M. C. Pant, Chairman, NIOS, New Delhi
28. Shri Vineet Joshi, Director, CTSA, New Delhi
29. Ms. Neelam Rao, Director, MHRD
30. Shri K.R. Meena, Director, MHRD
31. Ms. Sarita Mittal, Director, MHRD
32. Shri S. S. Shokeen, Joint Director, MHRD
33. Shri D.K. Gautam, Deputy Secretary, MHRD
34. Shri H. C. Bhatia, US and OSD to Secretary (SE&L), MHRD
35. Ms. Rajni Taneja, US, IFD, MHRD
36. Shri Arun Sharma, US, MHRD
37. Shri Shri A.K. Tewari, US, MHRD
38. Shri Ravi Chand, US, MHRD
39. Shri Sushil Kumar, US, MHRD
40. Shri S.R. Dogra, US, MHRD
41. Dr. C. B. S. Venkata Ramana, Pr. Secretary (SE), Govt. of Andhra Pradesh
42. Sh. P. Bhanumurthy, Director, School Education, Govt. of Andhra Pradesh
43. Dr. N. Upendar Reedy, Coordinator, SSA, Andhra Pradesh
44. Shri Hage Khoda, Commissioner Education, Arunachal Pradesh
45. Shri Avinash Joshi, MD, SSA, Assam
46. Dr. Binay K. Nath, Director (EE), Assam
47. Shri Sanjeev Kumar Sinha, Addl. Comm.-cum-Secy., Bihar
48. Shri Rajesh Bhushan, SPD, BEP, Bihar
49. Shri S.K. Setia, SPD, SSA, Chandigarh
50. Ms. Mamta Sharma, Lecturer, SIE, Chandigarh
51. Shri Nand Kumar, Secretary (Edu.), Chhattisgarh
52. Ms. Maninder Kour Dwivedi, SPD, SSA, Chhattisgarh
53. Shri Dinesh Joshi, Asstt. Director, Daman & Diu

54. Dr. D.M. Dumralia, Chief Executive Officer/SPD, Dadar & Nagar Haveli
55. Shri S.B. Patil, SPEC, SSA, Dadar & Nagar Haveli
56. Dr. V.P. Singh, SPD, SSA, NCT of Delhi
57. Sh. Chandra Bhushan Kumar, Director, NCT of Delhi
58. Dr. Celsa Pinto, Jt. Secretary, (School Edn.), Goa
59. Shri P.R. Nadkarni, SPD, SSA, Goa
60. Shri Rajan Gupta, Secretary Education, Haryana
61. Shri Pranab K. Das, SPD, Haryana
62. Ms. Anita Karwal, Secretary (Pry. Edn.), Gujarat
63. Ms. Meena Bhatt, SPD, SSA, Gujarat
64. Shri Sanjay Nanden, Commissioner, MDM, Gujarat
65. Shri Anand Sharma, Director, Ele. Edn., Haryana
66. Ms. Kalpna Rashmi, HPSPP, SSA, Haryana
67. Shri Anurag Rastogi, Director (SE), Haryana
68. Shri P.C. Dhiman, Principal Secretary (Edu.), Himachal Pradesh
69. Shri Vikas Labroo, SPD, SSA, Himachal Pradesh
70. Dr. Sunil K. Chaudhary, Mission Director, SSA, Himachal Pradesh
71. Shri Bansi Lal Shukla, Coordinator(P), SSA, Himachal Pradesh
72. Shri G.A. Peer, Secretary (School Education), Jammu & Kashmir
73. Shri A.K. Raina, SPD, SSA, Jammu & Kashmir
74. Shri M.R. Ahmad, Jt. Director, DSE, Jammu & Kashmir
75. Shri N.A. Kakpore, State Coordinator, SSA, Jammu & Kashmir
76. Shri J.B. Tubid, Secretary, HRD, Jharkhand
77. Dr. Rajeev Arun Ekka, SPD, Jharkhand
78. Shri A.K. Pandey, Director, SE, Jharkhand
79. Shri Pramod Kumar Sinha, Specialist, MRE, JEPC, Jharkhand
80. Ms. Vandita Sharma, Secretary, Pri & Secy. Edn., Karnataka
81. Shri S. Selvakumar, SPD, Karnataka
82. Shri James Varghese, Secretary Gen. Edn., Kerala
83. Shri Mohammed Hanish, Director, Kerala
84. Shri Madan Mohan Upadhyay, Pr. Secretary, Madhya Pradesh

85. Shri Manoj Jhalani, Commissioner (RSK), Madhya Pradesh
86. Shri Sanjay Kumar, Secretary (SS), Maharashtra
87. Shri Maul Mahavir, Dy. Commissioner, Maharashtra
88. Shri Narendra Kawade, SPD, Maharashtra
89. Shri Shambhu Singh, Mizoram
90. Smt. L.R. Sangma, Secretary Education, Meghalaya
91. Shri W. Synrem, SPD, SSA, Meghalaya
92. Shri L. Tochnong, Principal Secretary, HRD, Mizoram
93. Shri Sangthanmawu, Joint Director, Mizoram
94. Shri Lal Hma Chhuana, Mizoram
95. Dr. H.S. Pahuja, Under Secretary, ASPD/SSA, Mizoram
96. Shri Banuo Z Jamir, Principal Secretary (School Edn.), Nagaland
97. Shri K.J. Lohe, SPD, SSA, Nagaland
98. Ms. Vandana Kumari Jena, Principal Secretary, School & Mass Edn., Orissa
99. Shri D.K. Singh, SPD, Orissa
100. Shri Pravat Kumar Mishra, Asstt. Director (MIS), OPEPA, Orissa
101. Shri G.C. Joshi, Secretary, Education, Puducherry
102. Shri C. Krisanaraj, Chief Edl. Officer, Puducherry
103. Shri Parthasarathy, SPD, SSA, Puducherry
104. Shri Krishan Kumar, D.G.S.E./SPD, Punjab
105. Shri Sudhir Bhargava, Principal Secretary, School Edn., Rajasthan
106. Ms. Shubhra Singh, Commissioner & SPD, SSA, DPEP, Rajasthan
107. Shri S.D. Dhakal, Director, HRDD, Sikkim
108. Dr. D.P.S. Rana, Director cum SPD, HRDD, Sikkim
109. Shri M. Kutralingam, Principal Secretary, School Education, Tamil Nadu
110. Shri R. Venkatesan, OSD/SSA, Tamil Nadu
111. Shri B. Sinha, Commissioner-cum-Secretary, School Edn., Tripura
112. Shri H.L. Chakraborty, SPD, Tripura
113. Shri R.P. Singh, Secretary, Basic Edn., Uttar Pradesh
114. Sh. P. Krishna Mohan , Director (SE), Uttar Pradesh
115. Ms. Veena, SSA, Lucknow, Uttar Pradesh

116. Dr. Bhupinder Kaur, SPD, SSA, Uttarakhand
117. Dr. M.S. Bisht, JP(P), SPO, Uttarakhand
118. Mrs. Pushpa Manas, Director (SE), Uttarakhand
119. Shri J. P. Kalu, Research Officer, Uttarakhand
120. Dr. N. Chatterji Secretary, School Edn., West Bengal
121. Shri Prabhat Kumar Mishra, West Bengal
122. Director, SCERT, Manipur
123. Shri Binay Pattanayak, Chief Consultant, TSG, Ed.CIL, New Delhi
124. Shri Birkhe Ram, Chief Consultant, TSG, Ed.CIL, New Delhi
125. Shri ABL Srivastava, Chief Consultant, TSG, Ed.CIL, New Delhi
126. Dr. Anupriya Chadha, Sr. Consultant, TSG, Ed.CIL, New Delhi
127. Shri K. Girija Shankar, Sr. Consultant, TSG, Ed.CIL, New Delhi
128. Shri Asadullah, Sr. Consultant, TSG, Ed.CIL, New Delhi
129. Dr. Anamika Mehta, Consultant, TSG, Ed.CIL, New Delhi
130. Ms. Kiran Dogra, Consultant, TSG, Ed.CIL, New Delhi
131. Ms. Suzana Andrade, Sr. Consultant, TSG, Ed.CIL, New Delhi
132. Dr. Vikash Shukla, Sr. Consultant, TSG, Ed.CIL, New Delhi
133. Ms. Amita Singla, Consultant, TSG, Ed.CIL, New Delhi
134. Shri Altab Khan, Consultant, TSG, Ed.CIL, New Delhi
135. Ms. Kalpana, Consultant, TSG, Ed.CIL, New Delhi
136. Shri Ravi Kant Baghel, Consultant, TSG, Ed.CIL, New Delhi
137. Shri Adil Rasheed, Consultant, TSG, Ed.CIL, New Delhi
138. Ms. Jyoti Prakash Mohanty, Consultant, TSG, Ed.CIL, New Delhi
139. Shri Amit Saxena, Consultant, TSG, Ed.CIL, New Delhi