

## **Record of Proceedings of the 60<sup>th</sup> meeting of Central Advisory Board of Education (CABE) held on 8<sup>th</sup> November, 2012 at New Delhi**

---

The 60<sup>th</sup> meeting of Central Advisory Board of Education was held on 8<sup>th</sup> November, 2012 under the Chairmanship of Shri M.M. Pallam Raju Hon'ble Minister of Human Resource Development, Government of India. List of participants is at **Annexure-I**

At the outset, Shri Ashok Thakur, Member Secretary (CABE) and Secretary, Department of Higher Education, Government of India welcomed Shri M.M. Pallam Raju, Hon'ble Chairman of CABE and Minister of Human Resource Development, Shri K. Rahman Khan, Hon'ble Minister of Minority Affairs, Dr. Shashi Tharoor, Hon'ble MOS(HRD), Dr. Narendra Jadhav, Member (Education), Planning Commission, Honourable Ministers of State Governments & UTs, distinguished Members of CABE, Shri Rajarshi Bhattacharya, Secretary, Department of School Education and Literacy, Heads of various Autonomous Organisations, academics, senior officers of Central and State Governments. He also extended a hearty welcome to the new members of the reconstituted CABE and thanked the outgoing members of the CABE who contributed immensely to the deliberations of the CABE. He made a special mention that four members of the earlier CABE i.e. Professor U.R Ananta Murthy, Dr Mithu Alur, Ms Teesta Setalvad and Dr. Vinod Raina continue to serve the present CABE. He said that in the last meeting of the CABE held on 6<sup>th</sup> of June 2012, important issues were discussed which include NVEQF, extending Right to Education to secondary level, Law to Prohibit Unfair Practices in School Education, Reforms in Affiliation System in the Higher Education, National Book Promotion Policy, Protection and Preservation of Endangered Languages, etc. He briefly outlined the agenda of the Meeting and said that the XI Five Year Plan has just ended and the XII Five Year Plan is about to be rolled out with a number of new initiatives. He expressed confidence that CABE will be able to discuss and arrive at a conclusion on important issues under its consideration. Thereafter, once again welcoming all the delegates, Member Secretary (CABE) requested the

Chairman, Hon'ble HRM to give his keynote address and set the tone of the meeting.

## **2. Shri M.M. Pallam Raju, Hon'ble HRM**

Hon'ble HRM, in his opening remarks, extended a warm welcome to his distinguished colleague in the Council of Ministers, Shri K Rahman Khan, Honourable Minister for Minority Affairs, distinguished Education Ministers from the various States of India, Chairperson NCPCR, Smt. Shanta Sinha and all CABE members to the 60<sup>th</sup> meeting of the Central Advisory Board of Education. He also introduced the Vice Chairperson of the Committee, Dr. Shashi Tharoor and took the opportunity to thank his predecessor, Chairman, Shri Kapil Sibalji, and also Vice Chairpersons, Shri E. Ahmed, and Dr. (Smt.) D. Purandeshwari.

Hon'ble HRM said that in a country, as diverse and as large of ours, the task of developing national policies, while at the same time respecting and incorporating regional aspirations and an inclusive agenda of growth, is indeed really challenging. It is in this context, that we have always emphasized on a participatory approach, in which all of us, be it central government, or state governments, academics, autonomous institutions, private sector, and all other stake-holders, work together towards a common goal, which is empowering the children, and youth of India, through education and knowledge. As all of us are aware, CABE is the highest advisory body to advise central government and governments, in the field of education. Hon'ble HRM said that he would like to continue the tradition of having regular meetings of CABE which has served as a forum of wide-ranging consultations, and has helped in developing consensus on various issues, within all the sub sectors of education ranging from elementary, adult, secondary, higher, technical, vocational, and open and distant education. He also mentioned that Planning Commission in its Approach Paper to the XII Five-year plan, has recognized education as a single most instrument for social and economic transformation. The Approach Paper mentions that a well-educated population, adequately equipped with knowledge and skills, is not only essential to support economic growth, but is also as a pre-condition for growth to be inclusive, since it is

the educated and skilled person, who can stand to benefit most from the employment opportunities which growth will provide. Thus, collectively we have to decide policies and programmes for realizing India's human resource potential, to its fullest in the education sector, with equity and excellence.

Hon'ble HRM also mentioned that the committees which were formally formed during the 58<sup>th</sup> meeting of CABE, have submitted their reports which are before us for consideration. The report of the CABE Committee on curbing unfair practices in school education sector, along with the draft legislation is before us today. The proposed legislation defines the various practices of the school education sector, which will be treated as unfair, including charging excessive fee, lack of transparency in conducting the admission test for the standard 11<sup>th</sup>, recruiting teachers without qualifications, giving teachers and other administrative staff lesser salary than shown in the school records, recruiting teachers with low salary, exploitation of teachers through various means, not admitting special children, and discrimination of students, especially those belonging to SC/ST, OBC and weaker sections of society. The draft provides for mechanism of redress of complaints while prescribing the quantum of punishments for acts that violate the provisions of the proposed legislation.

Another CABE Committee on University Reforms has also submitted its report which emphasizes on the launch of Rashtriya Uchatar Shiksha Abhiyan, which would have a special focus on incentivizing state governments and state institutions.

The Committee on Extension of the Right of Children to free and compulsory Education Act, 2009, to pre-school education and secondary education, has also submitted its status report. The major issues that were identified by the committee, for further discussion are, the entry age for pre-school under the extended framework, qualifications and capacity-building of teachers for pre-school, ensuring focus on child-centred pedagogy, play way method and holistic development as critical elements of pre-school education, and need for effective co-ordination with ICDS.

Regarding extending RTE to secondary levels, assessment of the existing infrastructure, age of children in the secondary education, and duration of secondary education, 9<sup>th</sup> to 10<sup>th</sup>, or 11<sup>th</sup> to 12<sup>th</sup>, appointment of additional teachers as per new PTR norm, which would be fixed if RTE is extended, consultation with all partners like state governments, on various issues, like the norms of opening schools, school infrastructure, teacher recruitment, etc. NCERT, or curriculum, and NCTE for qualification of teacher appointment, teacher eligibility test, teacher training institute, role of regulatory mechanism of the private sector, sharing of financial responsibility between the centre and states, are some of the key issues. HRM said that all these issues need to be discussed comprehensively before we decide to extend RTE to pre-school and secondary education.

Since the coming into effect of the Right to Children to free and compulsory education, the RTE ACT 2009, all states and Union Territories have notified RTE Rules, and 24 states/UT's, have constituted the SCPCR/REPA. However, there is a need to take a number of measures for filling up the vacancies of teachers, as also provision of infrastructure. In this context, some of the state education ministers have also been requesting, extending the time period prescribed, for implementation of the act. We would consider the same, along with the review, of the progress of the RTE.

As regards teacher education, Justice J S Verma Committee, has given its report, which was sent to all the state governments. We will be having a detailed presentation on the measures to be taken by central and state governments, in this regard. Skill development and vocational education has been a key intervention in the education sector. In this context, we would be discussing reform measures, in the polytechnic sector. There are four strands of reform, that have been identified in the process of consultations, relating to the content and curriculum reform, faculty development and enrichment, reforms and assessment, and certification methods, reforms in regulatory measures, and institutional incentives.

As regards, higher education, HRM said that the consolidation of the initiatives undertaken during the XI Plan period, strengthening of the state

institutions, faculty development, strengthening research and innovation in Basic Sciences, and Social Sciences, skill building, vocational education, and strengthening academia, industry linkages, should be the critical focus areas.

In conclusion, HRM mentioned that education should lead to building of an “inclusive” just and fair society, and it is in this context, that he has been emphasizing on value education. Education in his view, should lead to character building of our youth, and also inspire them to work towards the task of nation-building, in addition, to their work for employment, or self-growth.

Hon’ble HRM then invited Shri K Rahman Khan, Hon’ble Minister of Minority Affairs, to give his speech.

### **3. Shri K. Rahman Khan, Hon’ble Minister of Minority Affairs**

Shri K. Rahman Khan, Hon’ble Minister of Minority Affairs thanked the Chairman and Honourable Minister for giving him the opportunity to address such a highest policy-making body on education. He mentioned the historic steps taken by the UPA Government, by enacting the Right to Free Education Act, which is long-cherished desire of everybody, that every child in the country should get compulsory education. He said that while deliberating any future initiative or policy, we should keep the constitutional obligation before us, and also keep in view of the aspirations of the vulnerable sections of the society, who for various reasons, are deprived to get education. Our Constitution recognizes this and has made provision through Article 30 of the Constitution, that the minorities of this country, whether religious or linguistic, have the fundamental right to establish education institution of their choice to administer them. Even in the RTE Act, when it was first enacted, this factor was missed that any legislation should be subject to this provision of the Constitution, and that is why the RTE Act had to be amended and a provision was brought about that this Act is subject to rights enshrined in the Article 30 of the Constitution. Although education is a Concurrent Subject, it’s the duty of the centre, that there should be uniformity in implementation of the Act and the Rules. Though the states have been given the power to make the rules, but the Rules cannot be in violation of the

Constitution or violation of the Act. He said that his Ministry is entrusted with the responsibility of protecting these rights under the Constitution of the minorities, and that is why he is making a fervent appeal, that the provisions of Article 30 of the Constitution should be kept in view while making any Rule.

He gave examples that different states are enacting the rules and defining, which is not in their domain, such as what is a minority? Who is a minority? Why the minority?, and what should be the number of students? etc. While the States can make any rule(s) that they want in order to effectively implement the RTE, but, while doing so, they cannot overrule the constitutional provision, that is what his fervent appeal to all those who are assembled in the CABE meeting.

He also said that education should be meaningful and while implementing the RTE Act, we should see that there should be a balanced growth of education sector and Right to Education must see that every child gets “quality education”, i.e. not only education, but “quality education”. Otherwise, there will be a discrimination, if few students will be going to good schools under RTE, and a large chunk of students will be deprived of that quality education. He said that unless, our government schools are also entrusted with the accountability and responsibility, that they have to give quality education, and they have to build the infrastructure, then only there’ll be a balance growth of education sector and the Right to Education will be implemented in the true spirit. We may enact law, but enactment alone is not going to solve the problem. We have to persuade, we have to carry on, we have to campaign and we have to create awareness. He requested that the CABE may like to constitute a sub-committee to look into educational empowerment of minorities.

**4. Shri Amit Khare, Joint Secretary (Planning) (MHRD)** then moved the agenda item regarding confirmation of minutes of the 59<sup>th</sup> meeting. With the permission of Honourable Chair, the minutes of the 59<sup>th</sup> meeting of CABE were confirmed with one amendment which was proposed by Honourable Education Minister of Haryana. The amendment being that Honourable Education Minister, Haryana, “also emphasized the need for moral education, as a subject, since female

foeticide is very rampant in Mewat region, of Haryana, which is an educationally backward district”.

**5. A presentation of Teacher Education was made by Dr. Amartjit Singh, Additional Secretary (MHRD)**

Dr. Amarjit Singh started the presentation giving the example of the 2008 case involving the Western Regional Committee (WRC) at Bhopal of National Council of Teacher Education giving permission to 291 colleges of teacher education for starting the B.Ed programme in Maharashtra, despite advice on the contrary from the state government and the NCTE. Later, the High Court quashed the orders of the WRC. Upon appeal in the Supreme Court by the institutions in question, a High powered Commission headed by Justice J.S. Verma was setup in May 2011. The terms of reference, principally were to review the regulations of NCTE from the viewpoint of ensuring the quality of teacher education institutions, the quality and practices of teacher training in various teaching and educational institutions, the practice of appointment of members of NCTE and the regional committees, whether the provisions for withdrawal of recognition were adequate or the Act needed to be amended to enforce the quality in teacher education institutions and to evolve monitoring standards for teacher performance and audit of teachers and finally to review the cases of those 291 institutions whether they deserved the recognition or they didn't deserve.

The Commission decided there were 3 broad categories of issues (a) quality of teacher education, (b) the regulatory functions of NCTE and (c) the review of the recognition of those 291 cases which were under the preview of this commission. Three volumes of the report were sent to members of the CABE committee about a month back. The report of the Commission was presented to the Supreme Court on 29<sup>th</sup> of August, 2012, which observed that the recommendations of the Commission deserved to be accepted and they have asked the Central Government and the NCTE to file an affidavit within a period of 2 months, which means by the 10<sup>th</sup> of December, 2012 on what action the Government of India and NCTE proposed to take on the findings of the Commission.

The first recommendation was to have a pre-service test for entry into teacher education institutions. The Commission said that in view of a large number of TET tests where majority of the teachers were failing (in CBSE 92% teachers failed, in Gujarat 97% of teachers failed) it would be better to give TET-like tests before entry into the teacher education institutions.

The second recommendation was regarding the need for enhancing teacher education capacity in the eastern part of the country and in the North Eastern region.

The third major recommendation was that given that present day teacher education institutions are stand-alone institutions, and that there is very limited interaction with other subjects, teacher education institutions should be set up in a multi and inter disciplinary academic environment.

The fourth recommendation was that teacher education should be a part of higher education. Further, teacher education programmes should be redesigned and aligned with the NCFTE – National Curriculum Framework for Teacher Education.

Another recommendation was that face-to-face training for teachers should be emphasized, and distance learning modes can be used for subsequent learning programmes. Some other recommendations were the need to increase institutional capacity, increase duration and have 4 year BL Ed programme, 2 year B.Ed. programme and broad based norms for teacher educators. The faculty development programmes should be more broad based and carried out in a more structural and diverse manner. The Commission also recommended that the government should think of setting up a National Level Academic body for research and analysis of teacher education programmes on an on-going basis. The Commission also expressed great dissatisfaction with the in service teacher education. They recommended that the government should setup an expert group to develop the policy framework for in-service training. On the basis of the recommendation of this expert group, national and state action plans should be developed so that the in service teacher education programme is effective and adds value to the

capacity of the teachers. They also felt that the institutional structures, BRCs, CRCs, and SCERTs, should be strengthened; made more effective and autonomous. For example the BRC, CRC today are outside the ambit of DIETs in many of the states, so can DIET be made the nodal authority for BRCs and CRCs and provide the necessary inputs to the BRCs and the CRCs at the district level. Further, the in service teacher programme should be universal. Today, the private teachers are somehow left out of it and the coverage may not be full as it is desired. The participation should be obligatory for all the teachers at the district level. There also seems to be a disconnect with what the teachers need and what the in service training programme does, so there should be a link between the two. For example, they recommended the teachers going to DIETs should be encouraged to do studies on the local history, local flora and fauna, local handicrafts and other local traditions of that district so that they can construct their own knowledge which is relevant to that district. On teacher performance and audit, the major recommendation was assessment should take into account the fact that teacher performance cannot be delinked from the school assessment. The Commission recommended that the board of professional ethics for teachers should be considered in carrying out this assessment. Prior to the evaluation by an independent institutional mechanism, the school should do a self-evaluation and on that basis the independent team should visit the school, interact with the school management, teachers, parents and community leaders. In these, senior teachers would go as inspectors and would act as mentors, thus making it a morale building, learning exercise for the teachers.

The Commission also felt that the norms and standards and teacher education curriculum needs an on-going review which currently is lacking. For this, a standing committee should be considered which constantly reviews the norms and standards. Another suggestion was to develop a framework for inspection of institutions where emphasis should be on the process of teaching and learning in the institutions. The NCTE is already working on this recommendation. The Committee also recommended that the process of appointment of the members of the NCTE and the regional councils should be transparent. In view of the fact the age of retirement of the academic is 65, the Committee has recommended that the government should consider the age of the Chairperson and the Vice Chairperson

should also be 65 years and he/ she be given a tenure of up to the age of 65 years. The Commission also recommended that the powers should be given to the NCTE to issue directions and review and revise the orders of the regional councils, which does not exist at the moment.

As far as the action for implementation, the same has been split into four sections. The recommendations which require immediate action; where action is required, in the short-term, where action is, would be taken in the medium term, and where we cannot proceed without the state governments' active support and collaboration. As far as immediate action is concerned, the Ministry proposes to constitute an expert body to develop a comprehensive policy on in -service teacher education, so that it is more in line with the needs of the teachers, and the students.

He also mentioned that the Government of India has already approved Rs. 6300 crores for the teacher education project and had requested UGC to start schools of education in all the central universities. For those state universities which still do not have schools of education, the states could take up this aspect alongwith the development of a framework on school audit and teacher performance and strengthen the BRCs, and CRCs and their institutional linkage with the DIETs.

**6. Next presentation was by Shri Vineet Joshi, Chairman, (CBSE)** on the draft legislation on the prohibition of unfair practices in schools. CABE in its meeting on 7th June 2011 decided to constitute a committee which was headed by the then MoS Dr. Purandeshwari and had the Hon'ble ministers from Delhi, Karnataka, Tamil Nadu, Maharashtra, Meghalaya, Gujarat, and West Bengal in addition to participation from other states as well as the private independent schools. The first committee meeting was held on 18<sup>th</sup> of January, 2012 and it was decided to constitute a drafting committee headed by Prof. R. Govinda, Vice Chancellor of NEUPA. Thereafter the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> meetings were held on 18<sup>th</sup> July and 9<sup>th</sup> of October and last meeting was held which was also chaired by the honourable HRM on the 31<sup>st</sup> October, 2012. The rationale for this draft legislation is that there is a public concern that the schools are resorting to unfair practices like charging capitation fees, demanding donations, not issuing receipts in respect of payments

made, admitting through non-transparent methods, falsely claiming through misleading advertisement, engaging unqualified or ineligible teachers and forcibly withholding the certificates. As of now, in the absence of any central law, prompt and effective deterrent action is constrained, therefore, it was thought proper that to protect the interest of students and parents, a legislation be drafted providing measures against such unfair practices. The draft legislation proposes prohibition of accepting admission fee and other charges, without receipt; and further these fee and charges should be announced by the schools at least sixty days in advance. It prohibits admission without specified interse, merit for selection of students, prohibition of capitation fee, and other unfair practices, refusal to return the certificates, and refunding the fee, which the school has promised, issuing advertisements which are not based on facts, especially with regard to school being affiliated or being recognized. The draft legislation also proposes, that the schools will mandatorily, free of cost, publish an information notice, which will have a number of details like a component of fee deposits and other charges, and the amounts payable thereon, the percentage of tuition fee, and other charges which will be refundable; the time within which these charges will be refundable, and the manner in which they will be refundable; the number of seats, available in different classes, conditions of eligibility for admission to different classes and the process of admission and selection of candidates to different classes; details of teachers, their educational qualifications, the salaries being paid to them; and whether they are on regular basis, or on contract basis. It also talks about mandatory publication of broad outline of the curricula followed, including the textbooks, which the school is going to follow, the code of conduct for the students, and there's a general clause, that any other information which maybe specified by the appropriate governments, later on.

The schools will publish this mandatory information on their website, or on their notice board, and will also draw the attention of the prospective students, and parents, through information, which will be displayed prominently at the school. The draft legislation also mentions a number of unfair practices, like demanding or charging capitation fee, indulging in any kind of sexual harassment, imposing or collecting any fee or an amount, other than the specified fees, and during the mid-

session, denying admission or expelling on grounds of HIV/ AIDS, or any other serious ailment or on account of disability; insisting for private coaching; insisting for purchase of books, uniforms, stationery, etc., from a particular shop; subjecting students to physical punishment, or mental harassment; withholding students from appearing in any examination, expelling a student on account of poor academic performance, or detaining him arbitrarily. Then, the draft legislation, also provides as to how these prohibitions are going to be adjudicated, appropriate governments will be notifying within a period of six months, the authority, who will be adjudicating these disputes, and who will be also able to impose the penalties, on the schools.

The notified authority will also ensure that every school within its jurisdiction establishes a grievance redressal mechanism, but this authority will not admit any application, unless it is satisfied that the applicant has availed of the opportunity that was available to it, through the grievance redressal mechanism, of the school, and it also provides that the authority, if it feels that the applicant had made a genuine complaint it will also award a relief to him or her.

The penalties have also been prescribed for the offences mentioned earlier. Penalties for doing contrary to the information notice can be up to Rs.10 Lakh; for demanding or accepting capitation fee, it can be for ten times the capitation fee charged, and for other unfair practices, up to Rs 10 lakhs, refusal to return or withholding documents, up to Rs. 1 lakh, and false or misleading advertisement, up to Rs. 10 lakh. Appropriate authorities have also been given the power to call for information from different schools as also to make rules under this legislation and the rules are to be laid before the Parliament, or the State Legislature.

**7. Ms. Vrinda Swarup, Additional Secretary (MHRD)** made a brief presentation on the update to the RTE implementation, across the country. She mentioned certain critical amendments to the RTE Act. The RTE has expanded the definition to cover all categories of disability, and brought it in sync with other legislation, which is more encompassing. It has also introduced some special provisions (as the Honourable Minister for Minority Affairs had mentioned), that the RTE implementation will be subject to Articles 29 and 30 of the Constitution.

Since the last meeting of the CAGE held on the 6<sup>th</sup> of June, 2012 few guidelines and advisories have been put out under the RTE Act. One is to clarify to the states on the issue of playgrounds. Schools, especially those in congested areas, which do not have space for playgrounds, have been asked to link up with available parks or grounds, or with other schools having these facilities, to ensure facilities for physical education and training to children.

There is a special advisory that has been issued on how to prevent discrimination in schools. This advisory has been sent to the state governments that would further elaborate in greater detail for its applicability across schools. Another advisory has been put out for residential schools.

The Additional Secretary then listed out the achievements under RTE. In terms of eight of critical infrastructure parameters which are listed in the schedule of the Act, the picture is best in terms of drinking water supply, but there is still a long way to go on the pupil teacher ratio. However, teacher recruitment is rapidly taking place. In terms of four of critical facilities, viz. drinking water, girls and boys toilets, and ramps, which are essential for barrier-free access, only 44% schools in the country meet this criteria. However, many states are rapidly bridging these gaps.

With regards to teacher availability, it is recommended to have each school with a teacher pupil norm of 1:30, 1:35, for primary and upper primary. Though the national average is 31 and 29, many states like Bihar, Jharkhand, UP, need to improve their PTRs. At upper primary level, again we have very high PTR's in the same three states, and it's hoped that the recruitment process in all these three states will take care of this. There are almost 8 lakh untrained teachers who need to be trained by 2015.

As regards the CAGE Sub-committee on extension of Right to Free and Compulsory Education Act to pre-school and secondary education, of the 3 main tasks that were assigned to these committee, one was to examine the feasibility of bringing pre-school education and secondary education under the ambit of the RTE Act, second

to prepare a draft legislation covering the two sectors within the RTE framework, and third to estimate the resources required. There were 3 meetings of the committee and there was general agreement about the desirability of extending the RTE to cover pre-school and secondary education. In fact, section 29 of the RTE Act already highlights the need for pre-school education to be brought in, however it leaves it to the consideration of the state to decide on the way it can be implemented. Similarly it was thought that improvement in the completion rate at elementary level, particularly due to SSA, and also the challenges of the global knowledge system demands that secondary education should also be brought in under RTE. The committee created two sub-groups, one on extension of RTE to pre-school, and the other on secondary level. The pre-school committee group was chaired by Smt Archana Chitnis, Honourable Minister of School Education, Madhya Pradesh, and the secondary group was chaired by Smt Gita Bhukkal, Honourable Minister of Education, Haryana. The groups have prepared the draft framework for the legislation. The draft framework for pre-school education covers five dimensions. The first is about defining the boundaries of pre-school education and the entry age. A second area was on content, curriculum, and methods of transaction that should happen. The third issue was on entitlements, for a three or four year old child which should be more holistic and inputs should be related more to development rather than learning alone.

The fourth issue is related to role of providers, that is state and the private sector. While state is the significant provider of non-formal pre-school education through the ICDS Programme, in terms of the formal pre-school education, it is essentially the private sector, but they do operate in very different way. Bringing them together, and defining the nature of the role that should be specified for the state and the private, is another area.

The fifth dimension was on the teacher's qualification. Considering that the nature of the inputs and support to be provided at the pre-school level for children of the age group three to six years, teachers will be more of care-givers than simply teachers.

Similarly for the secondary education sector, the initial work of framework development has been completed. Here the major issue was related to the duration of secondary education, whether the age group of secondary education that is being considered, should be 15 to 16, or 15 to 18 years. Even the definition of 'child' also came for discussion, whether the age should be up till 18 or 16 years. Second issue related to appointment of additional teachers, if the RTE is to be extended to secondary level. The third major area is in terms of specification of norms of opening school, or school infrastructure. The issue of private providers also requires thought. The fourth issue is related to sharing of financial responsibility between the centre and the states. The group felt that extending RTE to the secondary level, which requires greater investment than the primary, elementary level, because of the specialised education that has to be provided, will bring new set of responsibilities in terms of financing, and it needs to be really discussed in greater detail.

The Additional Secretary (SE) concluded by saying that both the groups and the larger committee therefore, felt that there is need for much wider consultation with different stake-holders before extending the RTE Act to cover pre-school and secondary education.

At this stage Hon'ble HRM invited the Honourable Members for their comments and requested Smt. Shanta Sinha to speak.

**8. Smt. Shanta Sinha, Chairperson, National Commission for Protection of Child Rights (NCPCR):**

Hon'ble Smt. Shanta Sinha said that she had been attending the CAGE Committee meetings earlier also and she appreciated the move towards specifics, from generalities. Every state has something innovative to offer on how they may implement the RTE Act and the Commission is planning to put together all the positive implmentational aspects. By the next CAGE Committee meeting, we would be able to share the on-ground happenings. She mentioned that as we are working against very heavy odds like child labour, child trafficking, child marriage, abuse and violence of children, a convergence of education with protection issues is required.

Some of these issues have to be dealt with by all the sections and all ministries, particularly HRD, WCD and M/o Labour & Employment coming together.

She also remarked that the Justice Verma Committee report was not very clear about training of teachers for physical disabilities. There is a huge demand for special educators, and a deliberation upon how to create these special educators, is required.

She also appreciated the move towards looking at retention of children in schools as opposed to only enrolment, as was the case until the previous CAGE meetings. She highlighted the guidelines for eliminating corporal punishment in schools prepared by the NCPCR in consultation with experts, based on the complaints that the Commission has been receiving as also on the public hearings of the Commission and the studies conducted by it. NCPCR has defined corporal punishment to include physical punishment, mental harassment and also discrimination in schools as part of corporal punishment. A culture of non-violence must exist in the schools and support for it must come from one and all within the system and also from the society, including the parents. It cannot be a power relation between adult and children and she expressed the hope that this august gathering takes the documents circulated by NCPCR seriously.

**9. Dr. Mithu Alur, Founder Chairperson, Spastics Society of India (ADAPT):**

Dr. Alur agreed with Dr Sinha that the NCTE document and presentation has not touched children with disability. She regretted this neglect of disability and said that inclusive education is actually about regular schools and we have 1.5 million regular schools but unfortunately NCTE has definitely not addressed teacher education for children with disabilities. There are B.Ed. and D.Ed. courses but no courses on inclusive Ed. She pointed out that unless the systemic barriers are removed, inclusive education would not be possible. A structural shift is necessary that special inclusive education all comes under MHRD and universities should have disability coordinator or an inclusive Ed module. These could be short modules of

actually how to bring in all marginalised children and not just children with disability. She also said that the NCPCR must include children with disability

**10. Shri Mantri Prasad Naithani, Hon'ble Education Minister, School, Uttarakhand**

Hon'ble Minister Shri Mantri Prasad Naithani, said that Uttarakhand State has been created only in the year 2000 and being a new State the ground situation is quite different there. He stated that the State is not being given the funding in the ratio of 90:10 which is being given to other hilly states of the country. Given the economic state of Uttarakhand, he emphasised the need for funding in the ratio of 90:10 for the State of Uttarakhand to enable the State to undertake all activities under the RSMA and SSA in proper perspective. He mentioned that the ground realities in the State are quite different vis-a-vis other States. He then referred to the problems in BRC and CRC project. Referring to physical education in the state, he mentioned that there are no employment opportunities for students who have done B.Ed, CPED, DPED. He requested that CABE should make Yoga compulsory as it will reduce the unemployment of diploma holders in physical education.

He then talked about the TET and mentioned that thousands of boys and girls who did B.Ed prior to 2009 are unemployed. Now it is very difficult for them to qualify TET for getting basic employment. He stressed the need for grant of relaxation in such pre 2009 cases so that they may be considered for employment against the vacant posts in Schools. The Minister then sought regulations to control Public Schools.

**11. Dr. Vinod Raina, (Educationist)**

Dr. Vinod Raina said that he has been involved with drafting the RTE Act and as a field worker, he has also been associated with its implementation. As regards the first presentation on the Justice Verma Committee, he said that estimates suggest that 80 to 85% of teacher education institutions are in the private sector. Only about 10 to 15% teachers education institutions happen in the government sector. What

Justice Verma report tells us is that only 15% of these 303 institutions were found to be institutions which could be allowed to function and 85% were not found to be worthy of being continued. Now it might be easy to say that these should be taken up on a case by case basis and those not found good should be closed down, but this has to be compared with another challenge that in 5 years' time, seven million school teachers must have the requisite qualifications otherwise they can't function as teachers. Now putting this together, on the one hand, there are a large number of teacher education institutions which should not be allowed to function, and on the other hand, teacher educators for about about 2 to 3 million teachers will be required in the next 2.5 years. Otherwise there won't be sufficient teachers under the RTE Act. Thus, there is an urgent need to increase both, the capacity as also quality, of teacher educators.

As regards the extension of the time lines under RTE, Dr. Raina was of the firm view that they should not be extended.

He also said that in many ways, the unfair practices bill that has been proposed about the schools should also extend to the teacher education institutions. He also said that the need today is regulatory mechanisms to enforce what laws exist. These regulatory mechanisms should be in place for teacher education as also for ensuring the implementation of non-discrimination and the RTE compliance in 8 parameters. Although NCPCR and SCPCR are there, but they are not at this point in time, catered to take us to 13 lakh schools, and teachers, whose numbers is just too large. He underlined institutional regulatory mechanisms, which are free from corruption, to tackle teacher education, RTE compliance, and private schools. Dr. Raina mentioned the amendment which has made religious institutions like madaras's and Vedic schools, out of the RTE ambit and said that while we can't reopen this, he pointed that the RTE act is the fundamental right of the child, which is not the fundamental right of the school. He urged that children who are in such religious institutions, even though these institutions are outside the RTE, they must be in a RTE compliant school in addition to the religious school where they might be getting religious education. Particularly, if they are amongst them children from disadvantaged groups which are in great numbers particularly in Madrasas, then

they should not be made to lose their entitlements and a procedure for the same should be ensured.

Dr. Raina also raised an issue about pupil teacher ratio under RTE, which should not be gauged at the Block or District level but at the level of schools. Data is also required not just about sanctioned facilities, but also about functionality. He said that the Supreme Court is receiving affidavits from Chief Secretaries about compliance of Supreme Court's order on toilets and so on but the need is to focus on data as to how many are really functional. On the 9 parameters of the RTE not more than 10% schools are compliant and we need to make them compliant by 31<sup>st</sup> March 2013. He suggested that the quality parameters under RTE can be put in place by requesting the court to give space that we will do it in a certain specified time instead of amending that Act.

He emphatically requested Hon'ble HRM and all Education Ministers not to extend the timelines under RTE.

## **12. Shri Rajendra Darda, Hon'ble Education Minister, (Maharashtra)**

Hon'ble Education Minister, Shri Rajendra Darda congratulated Hon'ble HRM on taking over the very important Ministry and said that he is sure in time to come, we will be getting lot of guidance from HRM.

Maharashtra has more than 1 lakh schools and there is always a public concern that many schools are resorting to the unfair practices such as charging of capitation fee and demanding donation. Though there is an Act against capitation fee, but it was not actually working. He said that he was sure that the enactment of this new law of prohibition of unfair practices would help students and teachers and it's a really well drafted document. He raised a concern that in certain cases, while the fee charged for the first one-two years is proper, there are huge increases over the next few years. He pointed out that in Maharashtra, a fee regulation bill has been passed which is awaiting the final sanction from the central government.

As far as the teacher training institutes are concerned, Maharashtra has 1440 D.Ed. colleges which produce around 90,000 teachers every year but the vacancy every year is only of 10 to 12 thousand teachers. That is why Maharashtra is opposing NCTE not to recognise more teacher education institutions and now the High Court has given decision in our favour and finally Supreme Court too, has constituted Justice Verma Committee. He supported all the recommendation of the Justice Verma Committee and said that taking cue from the Verma Committee, Maharashtra has decided to examine all 1440 teacher education colleges.

As far as the RTE is concerned, Maharashtra is doing reasonably well. The PTR ratio is 29:1, however, there are 19% schools where this ratio is higher. He suggested that we should wait before extending the RTE to the pre-primary and the secondary levels.

### **13. Shri P.K. Shahi, Education Minister (Bihar)**

Hon'ble Education Minister, Shri P.K. Shahi started by saying that he wants to put forth his views on one respect of Justice Verma Committee report relating to face to face teaching. He stated that contrary to other States, Bihar is not having full system in place to train the teachers. Therefore, it will not be possible to achieve teacher's training within the given time schedule as it involves opening up a large number of Teacher Training Institutes in the State. He also put forth his views on the presentation on unfair practices made before CAGE.

He then stated that State did not get any funding last year under RMSA. Regarding the proposal to extend RtE upto Class Xth, he stated Rs.20000 crore would be required by the State of Bihar alone. He then made a request to consider special funding ratio for States like Bihar. He also made a strong plea for extending the RTE deadline for completion of school infrastructure by March end 2013. He also said that various items listed on higher education may be taken up separately.

Hon'ble Minister was categorical in the problems associated with implementation of the lines of RTE Act.

#### **14. Shri Ram Govind Chaudhary, Education Minister, (Uttar Pradesh)**

Hon'ble Education Minister Shri Ram Govind Chaudhary started with the Polytechnic Apprenticeship Scheme saying that there are no industries or mills etc. in rural areas in eastern or northern districts of the States and as such there is little scope for students to go for internship. In UP, only NOIDA and Ghaziabad are industrial townships. He desired that the schemes for providing dresses and mid day meals need to be relooked.

Referring to the policy that no student will fail upto Class 8<sup>th</sup>, he stated that this will make the teacher happy but will weaken the primary education and when base is not sound then it will affect the secondary and higher education as well. He requested CABE to consider the consequences of this policy seriously. He then made another request to raise the funding for UP in the ratio of 80:20 given the size of the State.

Hon'ble Minister said it would be better to relax the time lines of RTE Act to avoid litigation.

#### **15. Dr. Mary E John, Senior Fellow, Centre for Women's Development Studies:**

Dr. Mary E John pleaded that the suggestion for cash transfer schemes for uniform should not be considered as the experience with cash transfer scheme for the girl child, etc, has been dismal, and even the government was re-thinking on the virtue of such schemes. As regards Justice Verma Commission, and its findings regarding the business status of the teacher education, and given that upwards of 95% of all teacher education, in our country, is under/in private hands and most of these teachers are not able to qualify in the Teachers Eligibility Test, the government needs to consider expansion within the university system, not just in terms of the numbers, but also in terms of standard setting of teacher education. The fact that barely 5% of teachers being trained through our government university system was

unacceptable. She also sought clarity on the status of Para teachers in terms of upgradation, regularization, etc.

**16. Smt. Aditi Jain Anil, Chairperson, Pragyavataran Educational Society and Gaia Schools NS:**

Smt. Aditi Jain Anil also pointed out that there were international bodies which provide services of experts to institutionalise any kind of vocational training at no cost, except boarding and lodging. She also called for the inclusion of environmental studies in the early learning area.

**17. Smt. Kiran Walia, Hon'ble Education Minister, NCT of Delhi**

Hon'ble Education Minister, Dr. Kiran Walia said that she would like to highlight issues of skill education and the need to incorporate the same in the curriculum. She also emphasised upon the need to clarify whether a child should start going to regular schools at the age of three years or later, given that many experts feel that children at that age are not ready for regular schools but only play schools. She also stated that though there were significant implementation hurdles, she was not in favour of extending the dates for compliance of RTE.

She recommended that the case for recognition for aided schools that are providing reasonably good education be considered. These schools are presently given recognition on a year-by-year basis on which account they face harassment.

She also called for the need for evaluative examinations for certain primary level classes. She also clarified that she was strongly against corporal punishment, however there was a need for certain SOPs to ensure that we don't go off balance, in either direction.

**18. Shri Rabi Narayan Nanda, Hon'ble Minister of School and Mass Education, Odisha**

Honorable Minister congratulated HRM for holding the most important portfolio for development of the country. He said that inspite of Odisha being one of the poor State, it is doing fairly good in implementing this RTE Act, and also the PTR ratio, as on today, is at par with national average. However, as Hon'ble Minister from Uttar Pradesh and from Uttarakhand have said there is scope for improvement. He urged that emphasis be placed on students who were yet to receive uniforms, and that discrimination not be done on the basis of BPL/APL for the same.

He also reiterated the requirement for boundary walls for school, especially keeping in areas marked by Naxal activities and close to the highways. He further welcomed the extension of the RTE Act, but pointed to the need for a good atmosphere and provisions such as desks, and cycles and not only good buildings under the RMSA, Rashtriya Madhyamik Shiksha Abhiyan, to interest people to join governemtn schools. He also welcomed the steps proposed to tackle unfair activities like donations or a capitation fees in private schools. He also called for the provision of funds under the RMSA and SSA for private schools started in states like Odisha and West Bengal 30-40 years back when the governments were unable to provide schools, to allow them to undertake building renovations, provision of uniforms, etc.

**19. Dr. S. Sailajanath, Hon'ble Education Minister, Andhra Pradesh**

Hon'ble Education Minister Dr. S. Sailajanath emphasised on the equal importance of good schools and good teachers for the provision of quality education. He also pointed out that though a number of schools may be sanctioned by the central government to operate in the state, upon review by the state government, it's found that many do not even have a building. Hence, the final permission is only given to select schools. He welcomed stringent laws to check unfair practices, and also extension of the RTE Act. He pointed out that while availability of teachers was not an issue in Andhra Pradesh, provision of uniforms was and asked for flexibility on the matter. He also asked for the provision of compound walls for KGBVs. For

children in tribal areas, he sought permission for satellite or branch schools to be established as in certain cases where there are only 3-4 children. He also sought permission for states to start residential schools from 6<sup>th</sup> onwards, especially for children in hill areas with small populations of 10-15 houses with 10 children. He urged experts to think on the issue of enabling government schools to compete with private schools in the provision of services. He also pointed out the issue of corporal punishment vis-a-vis the need for discipline.

## **20. Shri Arun Kapur, Member CAGE & Director, Vasant Valley Foundation**

Shri Arun Kapur called for the provision of the first professional degree, diploma in Teacher Education, to be offered only in face-to-face mode, while emphasising upon the need to incorporate technology in provision of quality teacher training, and also allowing for people from outside the area to become teacher educators. He called for the government to move fast to create an environment for innovative teacher education programmes. At the same time, he warned against short-cut method like bringing down qualification requirements to meet the 2015 deadline for teacher qualification and meeting teacher requirements. He also suggested the use of technology for special education and teacher education curriculum.

He emphasised upon the need to put in place a deadline for ensuring that all children are put in schools, as opposed to only ensuring RTE-compliance by schools. He also pointed out that that the society was becoming over-schooled yet under-educated, so emphasis on quality is also crucial.

## **21. Shri Bosiram Siram, Hon'ble Education Minister, Arunachal Pradesh**

Hon'ble Education Minister, Shri Bosiram Siram pointed to the problems faced by teachers in accessing schools in interior areas, especially given the lack of accommodation facilities. He also brought to notice the fact that as part of the mid-day meal, only rice was being provided to students due to lack of cooking facilities. He pointed to the problem of training the teachers who were appointed before the

enforcement and RTE and who lack the requisite qualification. He called for the need to ensure that discipline was maintained in schools and that some examination system was put in place, and also of provision of internships or excursion to students performing well in examinations in order to motivate them. He also asked for the practical problems being faced by individual states to be studied.

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

Hon'ble Minister, Smt. Gita Bhukkal detailed the steps taken by the State Government of Haryana in implementation of RtE and other initiatives, especially on moral and character building. She mentioned that for SC, BC and poor students, bank accounts have been opened so that on admission in schools, monthly deposits could be made in their accounts to ensure free education. She then referred to the importance of teachers training and state's initiatives in this regard. Haryana State has introduced bio metric attendance system to ensure that students and teacher come in time. She then mentioned that she does not agree with those who oppose TET. She felt that training of teachers is quite important for providing quality education. She ended her speech making a reference to mid-day meal scheme stating that the State is providing quality meals and enrolment in schools has risen up due to this fact.

**23. Shri N.R. Sivapathi, Hon'ble Minister of School Education, Tamil Nadu**

Hon'ble Minister Shri Sivapathi informed that Tamil Nadu had issued 15 government orders for effective implementation and monitoring of RTE Act. Further for monitoring of RTE Act, a high-level committee has also been formed at the state level as also district-level committees. He also pointed out the various measures taken by the state government to ensure the successful implementation of the Act.

**HIGHER EDUCATION PRESENTATIONS:**

**24. Shri R.P. Sisodia, Joint Secretary, (HE):**

Shri Sisodia said that the higher education sector is presently passing through a very critical phase. Pointing to the need to re-align our priorities, and lay out a reform agenda, he unveiled the flagship scheme proposed for the Twelfth Plan, Rashtriya Madhyamik Shiksha Abhiyan (RUSA). Given the fact that by 2020 the average age is going to be 29, the need has arisen to ensure that youth who are presently studying in schools or colleges become productive individuals. From 30 universities in 1950-51, there are now 634 universities in the country. Similarly, the number of colleges has increased from 695 to 33,000. In absolute terms, today, the number of students who are going to higher education, is second largest in the world. Still the GER for the age group of 18-23 years in 2005-06 was only 11% which has increased to about 19% and the target for 2020 is 30.

Looking at the enrolment pattern in 2011-12, it's seen that the largest enrolment takes place in the state institutions, be it universities or colleges. Most of the private colleges are also affiliated to state universities. However, it is observed that central universities get a larger share of resources. Further, the plan allocations in state plans is actually either stagnating in most states, or it is coming down, and that's a cause of concern.

Under the Rashtriya Madhyamik Shiksha Abhiyan, the funding from the central government to the state governments will be on the basis of the state plans. Thus, it would be a norm-based, outcome-dependent centrally-sponsored scheme. The proposed funding ratio is 65:35, and 90:10 for special category states. Key components of this scheme are going to be creating new universities and colleges while giving sufficient flexibility to the state. Expansion through increase of intake, quality improvement is going to be a necessary in built component of the entire effort. State governments would also be expected to create accreditation agencies, remove bans on the recruitment that are there in some of the states, create new faculty positions.

Central grants would be made available to state on the basis of certain pre-qualifying criteria to ensure that the reform process reaches down to the last mile. For this, state annual plans will be evaluated on the norms and parameters that will

be fixed in consultation with the states. States will be required to create state higher education councils comprising of the academics and experts in the field, where they don't exist. Other conditions include filling faculty positions, affiliation reforms. Similarly there will be prerequisites for institutions to be eligible to receive grants.

**25. Shri S.S. Mantha, Chairman (Acting), All India Council for Technical Education, (AICTE)**

Shri Mantha called upon the need for looking at the area of polytechnics which were essentially created for the mid -level industry requirements at one point of time but over a period of time have become feeder mechanisms for engineering colleges, or degree programmes.

He pointed to several other concerns, like the need for upgradation, and of improving quality. He informed that there are two types of courses under polytechnics -- a three year programme after 10<sup>th</sup> class and a 4 year programme after 10<sup>th</sup> class, which is a 'sandwich programme' where one year is spent on training in the industry. Now while the industries have taken to that programme very well, the response of students has not been so.

He also spoke of proposed reforms like content development, curriculum reforms, requirement of quality staff, facilities in polytechnics, establishing production centres, increasing industry interactions through mandatory internships, mandatory training in industry for faculty, finishing schools for students, faculty development. He also informed of the four NITTR's, Teacher Training Institutions for polytechnic teachers.

**26. Professor Gopinath Pradhan VC, IGNOU**

He informed that IGNOU was active in providing inputs to meet the requirement of quality teachers. For differently-abled students, IGNOU has started a programme under sign language which will produce adequate number of trainers to meet the requirements of the society. Further, IGNOU was also looking at

technology-enabled teaching through online programmes, for instance the Pan African Project offering online programmes to African students. He suggested that audio systems be included in the policy formulation.

**27. Prof. Souvik Bhattacharya, Vice Chancellor, Jadavpur University**

He expressed concerns regarding the proposal to route the flow of funds to the higher education council of each state as this might in certain cases, take away the autonomy of state universities. Instead, he suggested that well-performing state universities be directly funded from the central funding source, or maybe some intelligent web-based or automated system. He cited the example of Jadavpur University, which despite having a Scopus H index of 79, which competes with some of the IIT's, receives far lesser grants.

He expressed his pleasure at the UGC's move to consider universities which have potential for excellence as Institutes of National Importance, and sought clarification on the time-line for this. He also welcomed the move for good institutes to have a population of 20,000 students, while cautioning upon the requirements for an additional support to create such a system with additional student intake.

**28. Shri Basab Banerjee, Head Standard & QA NSDC**

Shri Basab Banerjee informed that along with the National Vocational Education Qualification framework (NVEQF), the industry is getting involved through the sector-scale councils, and this is going to be a transformational agenda for the polytechnics, because the employers, through the sector-scale councils, are going to lay down the standards, on which the curriculum is going to be created. They would also be a part of the accreditation and certification mechanism.

**29. Dr. Vinod Raina, (Educationist)**

Dr. Raina cautioned upon the modality of transferring central funds to the states under RUSA. As seen in the SSA, it tends to bring up a parallel bureaucracy,

which is the project bureaucracy. This has been a major problem of SSA and a separate committee, had to be set up called 'Harmonisation of SSA with RTE', on how to dismantle the parallel systems. He called for greater autonomy to be allowed to the higher education sector.

As regards skills, he mentioned that the cultural method of transmission of knowledge and skills in India has been down the family line. So to convert a cultural process into an organised knowledge system would have to be done in a systematic manner, finding people willing to devote the time to train people who are not their own heirs. He called for greater thought on how to go about achieving this while citing the fact that such initiatives had been previously taken up mostly by NGOs. He also informed that the Knowledge Commission had identified 3000 such vocations.

### **30. Shri Himanta Biswa Sarma, Hon'ble Education Minister, Assam**

Hon'ble Education Minister Shri Himanta Biswa Sarma pointed to the issues faced by Assam with regards to the requirement of face-to-face transmission of the first professional degree as the state lacked the requisite teaching institutes. He also called for a mechanism for the accreditation and audit of schools at the secondary and elementary level under the RMSA, especially given the fact that after the introduction of the CEE, no board level examination is taking place up to class VIII. So the state government has no mechanism to assess the health of an institute because from class I to VIII there is no examination by board and suddenly at class X, the students appear in the board exam and the blame goes to the secondary stream, there being no accounting or audit for the elementary level.

He also called for the anomalies in funding provided to central universities vis-a-vis state universities to be corrected. For this he called for due priority to be given to the Rasthriya Uchch Shiksha Abhiyaan(RUSA) under the XII Plan, though he did voice his concerns regarding the availability of funding for the scheme at the central level. He also called for speedy redressal of issues and strengthening of the RMSA and hoped that new initiatives like the community colleges, polytechnics, etc be adequately included in the 12<sup>th</sup> Plan.

### **31. Shri Rajendra S.Pawar, Chairman, NIIT**

Shri Rajendra S.Pawar expressed hope that adequate funding would be provided for the proposed schemes. He also emphasised upon liberalisation, autonomy and academic freedom as the need of the hour. He also deliberated upon the role of technology appreciating the good work done with NPTEL and NMEICT, even if it was at the very nascent stages. He suggested looking at a blended model of taking what we have in real estate and faculty and using technology innovative to leverage it to reach out to more students with better quality.

He also called for freedom to experiment with curriculum linking to industry as in the case of the polytechnics or the NSDC idea. If industry wants a change then the systems should have the flexibility to do.

### **32. Shri Prem Narain, Secretary, Ministry of Women & Child Development**

Shri Prem Narain, Secretary, WCD, Government of India, raised the issue of review of curriculum at all levels and particularly at the primary and secondary level, especially with regards to gender sensitisation, good habits and practices, importance of nutrition, etc and called for an expert committee to be appointed to look into this.

He also pointed to the fact that education is in a continuum starting from pre-school that is the early childhood well into primary, secondary and then the higher education. In Government of India, the responsibility of early childhood care and learning education rests with the Ministry of Women and Child Development. He mentioned the recent restructuring of the Integrated Child Development Services Scheme to take this ECCE on a very large scale.

He also discussed the issue of proper infrastructure particularly in the primary and secondary levels, especially keeping in mind how girls' education has been

affected due to shortage of sanitation facilities in schools. He also emphasised upon the need for ensuring the security of children, especially girls.

He mentioned that absenteeism of teachers particularly in the primary and secondary schools was another problem affecting the quality of education. As regards women studies, he suggested that these could be taken up even at the BA, B.Sc. level.

He also called for counselling services to be provided to meet the children's needs, while informing that the provision of counsellors at ICDS at the block level was being looked at by his Ministry in the XII Plan.

### **33. Sh. Ashok Thankur, Secretary, Department of Higher Education**

Sh. Ashok Thankur, Secretary, Higher Education, Government of India mentioned that the provision of funds to state universities and colleges was alarmingly low in earlier Five Year Plans. In this sense, he pointed out that the XII Plan will be a paradigm shift from the earlier Five Year Plan which basically concentrated on the top end institutions like the IITs, NITs, central universities. Thus, the RUSA scheme is the need of the hour. He also assured that the concerns raised by the states and the experts shall be addressed, and the present aim was to only seek an in-principle approval from the states.

### **34. Dr. Vipul:**

He pointed to the strong exclusionary forces acting to prevent access to education for under-privileged children, and cited the example of the ICDS which though is one of the largest pre-school programmes in the world, doesn't include children with disability. In order to correct this, there is a need for inter-departmental, inter-ministerial convergence. He called for insuring proper disbursement of funds at the state level. He informed about a new state of institute education research training to be opened in District Jheel of Haryana covering all B.Ed. colleges in the state and the main universities will be free for their research work and the quality education.

He also expressed concern at the fact that not even a single university of India is within the top 200 universities of all over the world.

He pointed to the lack of sanitation facilities in schools for girls, and their security as being major concerns. He spoke of the initiative of opening a new University – Bhagat Singh University only for the women in Haryana. To address such issues, he called for character building and moral education to be imparted to children.

### **35. Prof. Dinesh Singh, VC, Delhi University**

Prof. Dinesh Singh pointed to the enormous in-breeding taking place in institutions. He also expressed concern that institutions of higher education were being alienated from the needs of society, and pointed at the need to understand and recognize the challenges facing India, and civil society, as therein lies many a solution.

He called for devising ways and means by which we could recognize value, and accord credit to that which existed in the society. He also suggested the need for a certain degree of blending, some of the greatest scientific and mathematical theories and discoveries have come out of systems in society, that have been totally removed from regular institutions. Finally, he called for technology to be brought in numerous ways to meet the country's needs.

### **36. Dr. Krishan Lal, President, INSA:**

Dr. Krishan Lal made a suggestion on imparting multi-skill training in polytechnics, pointing to the experience of countries at the front, like Germany, Switzerland, etc whose greatest strength are their multi-skilled technicians. Additionally, on behalf of Indian National Science Academy he said that all the Science Academies are placing a lot of importance on education, particularly the relationship between education and front-ranking research. In this connection, at international level, there are various forays of Academies, from both the developing and developed world. Prior to the political summit or forum for G8+5 countries, there

is a summit of Presidents of Academies, which sets the scientific agenda. He informed that that the next meeting of this G Science will be hosted by India in March 2013. Also, as this is Year of Science, the INSA has instituted 100 popular lectures by top scientists for remote and rural areas.

He suggested undertaking a study on the magnitude of problem of vacancies in all teaching institutions. He ended by mentioning that to improve education, the INSA from this year, has launched awards for Science teachers, and the first batch of 9 teachers, will receive their awards in December.

### **CONCLUDING REMARKS BY CHAIRMAN**

The Chairman, Hon'ble HRM thanked the committee members for their suggestions. He said that he was enthused by everybody's resolve towards the cause of strengthening primary education, and sticking to the deadlines. He expressed his intent to continue the trend of regular meetings of CABE.

He called for the creation of an enabling environment for the education and skilling of the young population, and expressed hope for such an environment emerging out of the deliberations of the CABE meetings. Higher education is an area where there is a need to move faster, because there is a need to expand the width and depth of the content. To ensure accessibility to these courses, as well as for capacity-building of teachers, technology has to be leveraged towards creating that environment. He called for the adoption of an open-minded approach to initiate new ideas, and to take the agenda forward.

He thanked some of the other Ministries for their suggestions, and also called for greater cohesion, and working together with the Ministry of HRD, especially for meeting the challenges of minorities and weaker sections of differently-abled children, towards incorporating sanitation, respect for ecology and environment in our curriculum.

**At the end of the meeting, the following resolutions were adopted:**

1. CABE discussed the recommendations of the Justice Verma Commission, and endorsed the recommendations of the Commission. CABE also approved and suggested action plan for implementation of the recommendations of the Commission.

2. CABE noted the progress under the rollout of the RTE Act, 2009, which shows substantive efforts by the states, and UT's, to implement its various provisions. CABE took note of the support extended by the Sarva Shiksha Abhiyan, an augmentation of school infrastructure in order to meet the gaps in the opening of neighbourhood schools, recruitment of teachers, and improving quality of schooling. The Bihar Education Minister pointed out to the need for extending the RTE deadline, for completion of school infrastructure, by March-end, to 2013. While some other members of CABE did not support such an extension. CABE took the view that, redoubled efforts should be made by states and Union Territories to achieve RTE standards, for school infrastructure in 2012 -13, as over 12000 new schools remain to be opened, over 2 lakh additional classrooms, and large number of toilets, drinking water facilities, and ramps are under construction, under SSA, as also by other national programmes, for sanitation, and drinking water supply. The CABE would review the progress, again in its next meeting.

3. CABE reiterated the need for the initiative to curb prevalent, unfair practices of the school education sector, including charging of capitation fees, misleading and non-transparent processes adopted by schools, for admission of students, in higher classes, appointment of ineligible and unqualified teachers, and unanimously, endorse the proposed legislation.

4. The report of the committee on extension of RTE to pre-school, and secondary school was discussed, and the issues identified by the sub-committees, and the recommendations of the sub-committees for further and wider deliberation with stake-holders, was endorsed by CABE.

5. The report of the CABE Committee on University Reforms was discussed. CABE accepted the recommendations to incentivize the state universities and institutions, and endorsed, in principle, the proposed Rastriya Uchchar Shiksha Abhiyan. CABE decided that other issues, such as the National Higher Education Framework, roles of states and mandatory accreditation, and reform in polytechnics sector be discussed in the next meeting.

CABE also noted the proposals put forward by the Ministry of Youth Affairs and Sports, on the need for credits under National Service Scheme, and the note of Ministry of Child and Welfare Development, relating to gender issues, and protection of children.

Chairman, Hon'ble HRM thanked the involved participation of all the participants and commended the level of the commitment exhibited by all the members.

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

\*\*\*\*\*

**ANNEXURE-I****LIST OF PARTICIPANTS OF THE 60<sup>TH</sup> MEETING OF  
CENTRAL ADVISORY BOARD OF EDUCATION (CABE)  
(8TH NOVEMBER, 2012)**

<b>S. No.</b>	<b>NAME, DESIGNATION &amp; ADDRESS</b>
<b>CHAIRMAN</b>	
1.	Dr. M.M Pallam Raju, Minister of Human Resource Development
<b>VICE CHAIRPERSON</b>	
2.	Dr. Shashi Tharoor, Minister of State in Ministry of Human Resource Development
<b>REPRESENTATIVES OF THE GOVERNMENT OF INDIA</b>	
3.	Shri K. Rahman Khan, Minister of Minority Affairs
4.	Dr. Narendra Jadhav, Member, Planning Commission
<b>REPRESENTATIVES OF STATES/UTs (MINISTERS)</b>	
5.	Dr. Sailajanath S., Minister for Primary Education, SSA, Adult Education, Govt. of Andhra Pradesh.
6.	Shri Bosiram Siram, Education Minister, Govt. of Arunachal Pradesh.
7.	Shri Himanta Biswa Sarma, Education Minister, Govt. of Assam.
8.	Shri P.K. Shahi, Education Minister, Govt. of Bihar.
9.	Smt. Kiran Walia, Education Minister, Govt. of NCT of Delhi.
10.	Smt. Geeta Bhukkal, Education Minister, Haryana.
11.	Shri Rajendra Darda, Minister School Education, Maharashtra.
12.	Prof. R.C. Laloo, Education Minister, Govt. of Meghalaya.
13.	Shri Lal Sawta, Education Minister (Sch.Edu. & Hr.Tech.Education), Mizoram
14.	Shri Nyeiwang Konyak, Minister of School Education & SCERT, Nagaland
14.	Shri Rabi Narayan Nanda, Minister School and Mass Education, Orissa.
15.	Shri Brij Kishore Sharma, Education Minister, Rajasthan.
16.	Shri N.R. Sivapathi, Minister of School Education, Tamilnadu.
17.	Shri P. Palaniappan, Minister for Higher Education, Tamilnadu.
18.	<i>Shri Mantri Prasad Naithani</i> , Minister of School Education, Uttarakhand
19.	Shri Ram Govind Chaudhary, Basic Education Minister, U.P.
<b>CABE MEMBERS</b>	
20.	Ms. Mary E. John, Senior Fellow, CWDS, 25, BhaiVirSingh Marg, New Delhi.
21.	Shri Rajendra Pawar, Chairman, NIIT, 85, Sector-32, Gurgaon.
22.	Shri S.P Singh, Former Vice Chancellor, Guru Nanak Dev University, 49-GF, Rajguru Nagar, Ludhiana, Punjab.
23.	Shri Satyavrat Shastri, Ex-Vice Chancellor, C-248, Defence Colony, New Delhi.
24.	Shri P.A. Inamdar, 963, Nanapeth, Pune-411002 (President Maharashtra Cosmopolitan Education Society)
25.	Smt. Aditi J. Anil, Pragyavataran Educational Society (Gaia - the Green School), H.No. 37, Sector-15 A, Noida-201301.
26.	Dr. Mithu Alur, Founder Chairperson, Spastic Society of India (ADAPT).

27.	Shri Arun Kapur, Director, Vasant Valley Foundation, New Delhi.
<b>EX-OFFICIO MEMBERS</b>	
28.	Smt. Shantha Sinha, Chairperson, National Commission for Protection of Child Rights, 5 <sup>th</sup> Floor, Chanderlok Building, 36, Janpath, New Delhi-110001
29.	Dr. Ved Prakash Tyagi, President, Central Council of Indian Medicine, New Delhi.
30.	Shri S.L. Garg, President, Institution of Engineers India , Kolkata.
31.	Prof. Krishan Lal, President, Indian National Science Academy, New Delhi.
32.	Shri Basab Banerjee, NSDC, Shaheed Jeet Singh Marg, New Delhi-110016.
33.	Shri S.S. Mantha, Chairman, All India Council for Technical Education, Chanderlok Building, Janpath, New Delhi-110001
34.	Prof. Krishan Lal, President, Indian National Science Academy, New Delhi.
35.	Prof. Gopinath Pradhan, Chairman, DEC & VC, IGNOU, New Delhi.
36.	Shri Rajarshi Bhattacharya, Secretary, Deptt.of School Education & Literacy, Ministry of Human Resource Development, New Delhi.
<b>MEMBER SECRETARY</b>	
37.	Shri Ashok Thakur, Secretary, Department of Higher Education, Ministry of Human Resource Development, New Delhi.
<b>PERMANENT INVITEES</b>	
38.	Shri Prem Narain, Secretary, Ministry of Women and Child Development, Shastri Bhavan, New Delhi.
<b>VICE CHANCELLORS OF UNIVERSITIES</b>	
39.	Prof. Furqan Qamar, Vice Chancellor, Central University of Himachal Pradesh.
40.	Prof. A.S. Brar, Vice Chancellor, Guru Nanak Dev University, Amritsar, Punjab
40A	Prof. Souvik Bhattacharyya, Vice Chancellor, Jadhavpur University, Kolkata, W.B.
41.	Prof. Dinesh Singh, Vice Chancellor, University of Delhi, Delhi-110007.
<b>GOVERNMENT OFFICIALS / OTHER ORGANISATIONS</b>	
42.	Shri Nilanjan Sanyal, Additional Secretary, Ministry of Women & Child Development
43.	Shri Mukul Chatterjee, Joint Secretary, Deptt. of Sports, Min. of Youth Affairs & Sports, Shastri Bhavan, New Delhi.
44.	Shri Arvind Manjit Singh, Joint Secretary, Ministry of Culture, New Delhi
45.	Ms.Ghazala Meenai, Joint Secretary, M/o Social Justice & Empowerment, New Delhi
46.	Shri R.L. Singh, DDG (T), DGE&T, Ministry of Labour & Employment.
47.	Dr. C. Chandramohan, Senior Adviser(Education & Sports), Planning Commission.
48.	Ms. Surekha Sahu, Director, Ministry of Social Justice & Empowerment, New Delhi
49.	Shri Sohan Kumar Jha, Executive Director, Central Social Welfare Board, New Delhi
50.	Shri Amit Singla, Director Education, Govt. of NCT of Delhi.
51.	Prof. C.B. Sharma, Director, DEP-SSA, IGNOU, New Delhi.
52.	Prof. Vibha Joshi, Director, School of Education, IGNOU, New Delhi.
53.	Dr. K. Bhavanarayana, Asstt. Commissioner, Navodaya Vidyalaya Samiti, Noida.
54.	Dr. S.K. Pulist, Deputy Director (VCO), IGNOU, New Delhi.
55.	Prof. S.V.S. Chaudhary, School of Education, IGNOU, New Delhi.
56.	Shri Gopal Sadhwani, Deputy Secretary, Ministry of Tribal Affairs, New Delhi.
57.	Shri Khader Sharief, Addl.P.S.toMinister of Minority Affairs, CGO Complex, N.Delhi.
58.	Shri H.R.P. Yadav, Director, The Institution of Engineers (India), New Delhi.

59.	Shri A.K. Arora, Scientist 'F', Deptt. of Electronics & Information Technology, N. Delhi.
60.	Prof. J.P. Khurana, General Secretary, National Academy of Sciences, India.
61.	Shri Dhir Jhingran, National Coordinator (RTE), <i>National Commission for Protection of Child Rights (NCPCR)</i> , 5th Floor, Chanderlok Building, 36, Janpath, New Delhi
<b>MHRD OFFICIALS</b>	
62.	Ms. Vrinda Sarup, Additional Secretary, MHRD.
63.	Dr. Amarjit Singh, Additional Secretary, MHRD.
64.	Shri Amit Khare, Joint Secretary (Policy & Administration), MHRD, New Delhi.
65.	Shri R. P. Sisodia, Joint Secretary, MHRD.
66.	Ms. Radha Chauhan, Joint Secretary, MHRD.
67.	Shri Upamanyu Basu, Director (CU), MHRD, New Delhi
68.	Shri Sanjay, Director, MHRD, New Delhi
69.	Shri Harpreet Singh, Director (HE), MHRD, New Delhi
70.	Shri R. Srinivasan, Director, MHRD, New Delhi.
71.	Ms. Bindu Sreedathan, Director, MHRD, New Delhi
72.	Shri Vinod Kumar, Director (EAD), MHRD, New Delhi.
73.	Shri Virender Singh, Deputy Secretary, MHRD, New Delhi
74.	Shri Pramod Kumar Saha, Deputy Secretary (Languages), MHRD, New Delhi
75.	Shri Alok Mishra, Deputy Secretary, MHRD, New Delhi
76.	Ms. D.S. Nagalakshmi, Under Secretary, MHRD, New Delhi
77.	Shri V.V. Johnson, Under Secretary, MHRD, New Delhi
78.	Smt. Geeta Arora, Under Secretary, MHRD, New Delhi
<b>STATES / UTS OFFICIALS</b>	
79.	Shri Rajeshwar Tiwari, Principal Secretary, Secondary Education, Govt. of Andhra Pradesh, Hyderabad.
80.	Shri M.G. Gopal, Principal Secretary Higher & Technical Education, Govt. of Andhra Pradesh, Hyderabad.
81.	Ms. M. Vasundhara, State Fin. Controller, Rajeev Vidya Mission, Govt. of Andhra Pradesh
82.	Shri G. Vijaya Shanker, Finance Accounts Officer, Sarva Shiksha Abhiyan, Andhra Pradesh
83.	Shri K. Narayan Reddy, Planning Coordinator, SSA, Andhra Pradesh.
84.	Shri J.K. Panggeng, Parliamentary Secretary Education & Law & Justice, Govt. of Arunachal Pradesh.
85.	Shri Dinesh Kumar Chaturvedi, OSD(EDN), Deptt. of Education, Government of Arunachal Pradesh.
86.	Shri N. M. Hussain, Secretary Secondary Education, Govt. of Assam
87.	Shri Hemanga K. Sharma, Commissioner & Secretary Higher Education, Govt. of Assam
88.	Dr. Atul Bora, Director of Technical Education, Assam.
89.	Shri Amarjeet Sinha, Principal Secretary, Department of Education, Govt. of Bihar, Patna.
90.	Dr. Yogesh Sheohare, Deputy Director, SCERT, Chhattisgarh, Raipur.
91.	Ms. Sangeeta Singh, Principal Secretary Primary Education, Govt. of Gujarat.
92.	Shri Arun Gupta, Director General & Spl. Secy. Secondary Education, Govt. of Haryana
93.	Shri Hemant Verma, Deputy Director, Higher Education Department., Haryana.

94.	Shri Arun Joshi, Deputy Director, Higher Education Department., Haryana, Panchkula
95.	Shri N.N. Pandey, Principal Secretary (HRD), Jharkhand.
96.	Shri K.K. Sahu, Deputy Director, Deptt. of Science & Technology, Jharkhand.
97.	Shri G. Kumari Naik, Secretary, Primary & Secondary Education, Govt. of Karnataka.
98.	Shri Sanjay Singh, Principal Secretary, Department of School Education, Govt. of Madhya Pradesh, Bhopal.
99.	Shri A.D. Kale, SPD, MPSP, Govt. of Maharashtra.
100.	Smt. Vijay Sheela Sardesai, <i>Chief Consultant, SSA, Maharashtra</i>
101.	Shri P. Vaiphei, Commissioner & Secretary (Hr. & Tech. Education, Adult Edn. & SCERT), Govt. of Manipur.
102.	Shri P.S. Thangkhitwi, Principal Secretary, Education, Govt. of Meghalaya.
103.	Dr. Lalnunthara, PS to Education Minister, Mizoram.
104.	Shri B.T. Nashem Konyak, Director of School Education, Nagaland.
105.	Shri Chander Gaind, Special Secretary, Higher Education, Govt. of Punjab, Chandigarh
106.	Dr. Jagdeep Singh, Additional Director, Higher Education, Govt. of Punjab, Chandigarh
107.	Dr. Sarat Kumar Kantha, Dy. Director (Administration), Directorate of Technical Education & SCERT, Govt. of Odisha.
108.	Ms. Veenu Gupta, Principal Secretary School Education, Rajasthan.
109.	Shri B.P. Tomar, PS to Education Minister, Rajasthan.
110.	Dr. T.S. Sridhar, Addl. Chief Secretary, Higher Education Deptt., Govt. of Tamilnadu
111.	Ms. D. Sabitha, Principal Secretary, School Education, Govt. of Tamilnadu.
112.	Shri P. Muthiah, Asstt. Director, Tamilnadu Bhawan, New Delhi.
113.	Shri R.K. Vaish, Chief Resident Commissioner, Govt. of Tripura
114.	Dr. Rakesh Kumar, District Coordinator (Inclusive Education), SSA, Ghaziabad, U.P. Pradesh.
115.	Dr. Pravesh Kumar Yadav, Basic Shiksha Adhikari, Distt. Ghaziabad, U.P.
116.	Dr. Ashwani Kumar Goyal, RHEO, Bareilly, U.P.
117.	Dr. Kishor Kumar, Reader History, Km. Mayawati Govt. Girls P.G.College, Badalpur, G.B. Nagar, U.P.
118.	Dr. Alok K. Srivastava, Associate Professor of Botony, M.B.D. Govt. PG College, Lucknow, U.P.
119.	Shri I.B. Badoni, PRO, Minister Education, Uttarakhand
120.	Shri V.K. Singh, Education Secretary, U.T. Chandigarh.
121.	Shri Diwan Chand, Secretary, Education, Dte. of Education, Govt. of Delhi
122.	Ms. Anita Satia, Director, SCERT, Govt. of NCT of Delhi
123.	Dr. Sunita S. Kaushik, Additional Director, Directorate of Education, Delhi
124.	Shri Udit Prakash, SPD SSA/Addl. Director (Edu.), Delhi.