Ministry of Human Resources Development

Government of India

AGENDA ITEMS

62nd Meeting

of

THE CENTRAL ADVISORY BOARD OF EDUCATION

10th October, 2013

Ashoka Convention Hall,

Manekshaw Centre, Delhi

Programme for the 62nd Meeting of CABE on 10th October'2013

	Inaugural Session
11.00 am	Obituary reference of Late Shri Vinod Raina, Member CABE.
11.03 am	Introduction of newly nominated members of CABE.
11.05 am	Welcome remarks of Shri Ashok Thakur, Secretary(HE)- cum-Member Secretary, CABE.
11.10 am	Opening remarks of Hon'ble HRM Dr. M.M. Pallam Raju.
11.30 am	Remarks of Hon'ble Union Ministers.
11.50 am	Confirmation of Proceedings of the 61st Meeting of CABE held on 2nd April, 2013.
11.55 am	Action Taken Note on the Proceedings of the 61st Meeting.
	Working Session I : School Education & Literacy
12.00 am -1.30 pm	Agenda Item I : RTE ACT : An update on the three years of progress of State/UTs Agenda Item II : (a) Mid Day Meal Scheme : Safety, Quality and Hygiene under Mid-Day Meal Scheme (b) Setting up of Empowered Committee for Mid-Day Meal Scheme
1.30 pm - 2.30 pm	**Lunch Break**
	Working Session II : Higher Education
2.30 pm- 4.00 pm	Agenda Item III : Rashtriya Uchchatar Shiksha Abhiyan Agenda Item IV : Report of the CABE Committee on National Mission on Teachers and Teaching.
4.00 pm – 4.30 pm	**Tea Break**
4.30 pm - 5.00 pm	Agenda Items of other Ministries/ Departments
5.00 pm - 5.20 pm	Concluding remarks of Hon'ble HRM
5.20 pm - 5.30 pm	Vote of Thanks by Shri R. Bhattacharya, Secretary (SE & L)

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

10th October, 2013 at 11:00 AM

Venue: Manekshaw Centre, Delhi Cantt, New Delhi

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Summary Record of the Proceedings of the 61st CABE Meeting

held on 2nd April, 2013 at New Delhi

The 61st Meeting of the Central Advisory Board of Education (CABE) was held under the Chairmanship of Hon'ble HRM Dr. M.M. Pallam Raju on 2nd April, 2013 at New Delhi. The meeting was attended by the Vice Chairmen, Hon'ble Ministers of State for Human Resources Development Shri Jitin Prasada and Dr. Shashi Tharoor, Education Ministers and representatives of 16 States and Union Territories, Members of CABE, heads of various autonomous organizations, Vice Chancellors of Universities and senior academics. Smt. Shanta Sinha, Chairperson, National Commission for Protection of Child Rights(NCPCR), Shri Ashok Thakur, Secretary(HE) cum Member Secretary, CABE, Shri R. Bhattacharya, Secretary Department of School Education and Literacy, Dr. T. Ramasami, Secretary, Department of Science & Technology, Ms. Nita Chowdhury, Secretary, Ministry of Youth Affairs and Sports were also present in the meeting along with other senior officials of the Central and State Governments.

2. Before commencing the meeting, Hon'ble HRM, Dr. M.M. Pallam Raju unveiled the logo and slogan of Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The present logo has been selected on the basis of a national level competition and has been designed by Shri Surender Kumar, resident of Paschim Vihar, New Delhi. The logo symbolizes and affirms the commitment of the Programme to provide equitable access to quality secondary education. The slogan "Padhe Chalo – Badhe Chalo" has been drafted by Shri Ashish Dhar Dwivedi, resident of Kidwai Nagar, Kanpur, Uttar Pradesh. The slogan "Padhe Chalo Badhe Chalo" calls upon the students to continue their education at secondary stage after completing the elementary education.

3. Hon'ble HRM Dr. M.M. Pallam Raju in his inaugural address highlighted the thrust and focus of the Ministry of HRD in the XII Five Year Plan in keeping with the vision of a Faster, More Inclusive and Sustainable Growth. He said that the Ministry will continue to focus on the three E's of Expansion, Equity and Excellence. He highlighted the monitorable targets for education sector as postulated in the XII Five Year Plan document and emphasized on the strategies that will be employed to achieve the goals.

4. Thereafter, the agenda items were discussed and based on the deliberations, the following resolutions were taken :

i. CABE appreciated the proposal to develop a National Higher Education Qualification Framework which would facilitate the mobility of students in higher education. It was resolved that a CABE Committee will be constituted to examine the formulation of a National Higher Education Qualification Framework (NHEQF) which will submit its recommendations within a period of six months.

ii. CABE appreciated the completion of All India Survey on Higher Education and thanked all the State Governments for their efforts in compilation of data which has revealed that the Gross Enrolment Ratio (GER) in higher education of the country has now reached 18.8 per cent.

iii. The agenda item on use of ICT In Higher Education was deliberated in detail and CABE noted that while there have been substantial achievements in providing connectivity and development of e-content, there is a need to develop an integrated approach in usage of both connectivity and content developed under the National Mission in Education through ICT. The need for capacity building of teachers for usage of ICT in improving the quality of learning is also a matter of serious consideration. Developing a hierarchy of ICT learning along with providing 'end to end' solutions is significant if the desired impact of ICT in education is to be achieved.

iv. CABE approved the proposed introduction of NCC as an elective subject in select autonomous colleges as also the proposal of the Ministry of Youth Affairs and Sports for introduction of NSS as an elective and desired that similar other activities may also be considered for inclusion as elective subjects.

v. CABE appreciated the proposal regarding constitution of a new Education Commission.

vi. CABE noted the proposal for a National Testing Agency and desired that the proposal needs to be deliberated and worked in detail in consultation with all stakeholders.

vii. The CABE reviewed the progress and implementation of RTE Act in detail and an assessment of the ground situation in different States was noted. Along with this agenda item, the related matters pertaining to Best Practices in implementation of School Sanitation and Hygiene Education, as also Elimination of Gender and Social Gaps in School Enrolment and Retention were discussed.

viii. The other agenda items on Best Practices adopted in Mid- Day Meal Scheme, "Regulatory Mechanism for the Textbooks and Parallel Textbooks Taught in School outside the Government System" – Draft National Textbook Council Bill and National Testing Scheme were noted by the CABE.

Meeting ended with vote of thanks to the Chair.

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Agenda Item no. 1

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

Since the coming into effect of Right of Children to Free and Compulsory Education (RTE) Act, 2009, the status of implementation of RTE Act is as under:-

(i) All States/UTs have notified RTE Rules

(ii) 26 States/UTs have constituted State Commission for Protection of Child Rights (SCPCR) / Right to Education Protection Authority (REPA) as per details given below :-

Sl. No.	States/UTs having SCPCR	States/UTs having REPA
1	Assam	Andaman & N Island
2	Bihar	Mizoram
3	Chhattisgarh	Andhra Pradesh
4	Delhi	Arunachal Pradesh
5	Goa	D&N Haveli
6	Haryana	Daman & Diu
7	Jharkhand	Meghalaya
8	Karnataka	Mizoram
9	Madhya Pradesh	Himachal Pradesh
10	Maharashtra	
11	Odisha	
12	Gujarat	
13	Manipur	
12	Punjab	
13	Rajasthan	
14	Sikkim	
15	Tamil Nadu	
16	Uttarakhand	
17	West Bengal	

(iii) Andhra Pradesh, Chandigarh, Dadra and Nagar Haveli (only at district level), Delhi, Haryana, Jharkhand, Karnataka, Kerala, Madhya Pradesh (only at district level), Odisha and Rajasthan have notified the mechanism for local grievance redressal.

(iv) All States/UTs have notified Academic Authority

(v) In pursuance of Section 29(2) of RTE Act, the following is the status of curriculum renewal:-

Curriculum Renewal done & revised textbooks	**In Process**	**NCERT Textbooks Adopted**	**Neighbouring States Textbooks Adopted**
Andhra Pradesh, Bihar, Chhattisgarh, Haryana (Pr), Karnataka, Kerala, Manipur, Mizoram, Meghalaya, Nagaland, Orissa, Uttar Pradesh, Uttarakhand, Gujarat, Madhya Pradesh, Tamil Nadu, Tripura, West Bengal .	Assam, Himachal Pradesh, Maharashtra, Punjab	Chandigarh, Delhi, Goa, Haryana (Up. Pr.), Himachal Pradesh (Up. Pr) , Jammu & Kashmir, Jharkhand. Lakshadweep, Rajasthan, Sikkim	Daman & Diu and Dadar & Nagar Haveli (following Gujarat) Puducherry **(**follow curriculum of Tamil Nadu, Kerala and Andhra Pradesh)

(vii) The following advisories / guidelines have been issued since January 2012 by Govt. of India under RTE Act:-

(a) Advisory on Implementation of the provisions of section 29 of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 issued under section 35(1) of the RTE Act. Section 29 (1) of the RTE Act provides that the curriculum and evaluation procedure for elementary education shall be laid down by an academic authority specified by the appropriate Government. Section 29(2) lays down the factors which need to be taken into consideration by the academic authority notified by the States for preparing the curriculum and evaluation procedure

(b) Advisory on implementation of Sections 31 and 32 of the Right to Children to Free and Compulsory Education (RTE) Act, 2009. These Sections provide for monitoring and protection of child right under the Act by NCPCR/SCPCR and a detailed grievance redressal mechanism.

(c) Guidelines under section 35(1) of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 regarding free and compulsory education in a neighbourhood school.

(d) Section-wise Rationale/Clarification of the provisions of the Right to Children to Free and Compulsory Education (RTE) Act, 2009.

(e) Guidelines under section 35(1) of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 in respect of residential Schools.

(f) Guidelines under section 35(1) of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 in respect of Playgrounds specified under the schedule to the RTE Act.

(g) Guidelines under section 35(1) of the Right to Children to Free and Compulsory Education (RTE) Act, 2009 in respect of Section 8 and 9 of the RTE Act preventing discrimination in schools in respect of children belonging to weaker section and disadvantaged groups.

- **Supreme Court Judgment on Minority Institutions**: The Supreme Court in its judgement dated 12th April, 2012 while hearing the Writ Petitions filed by Unaided Private schools against Union of India on applicability of RTE Act to them, has upheld the Constitutional Validity of the RTE Act and has held that the RTE Act is applicable to all Schools including Unaided Private Schools and Aided Minority Schools, but however, the Act would not be applicable to Unaided Minority Schools.

- **Amendment to RTE Act:** The RTE Act has been amended to inter alia include:

(a) *Child with "disability" has been included under the definition of "disadvantaged group" i.e. (2(d)*

(b) *A child with disability as defined in the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, and a child with "severe disability" as defined in the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 shall have the right to free and compulsory education under the RTE Act.*

(c) *It further provides that "a child with 'multiple disabilities' referred to in clause (h) of section 2 of the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999, and a child with 'severe disability' referred to in clause (o) of section 2 of the same Act may also have the right to opt for home-based education."*

(vii) **Status of compliance with regard to norms and standards given in schedule to the RTE Act :-**

(a) <u>Untrained Teachers (DISE 2011-12)</u>: As per DISE 2011-12 there are about 20 percent (8.6 lakh) untrained teachers as per NCTE norms. States with large number of untrained teaches are West Bengal (1.97 Lakh), Bihar (1.86 Lakh), Jharkhand (77 thousand), Jammu and Kashmir (31 thousand), Meghalaya (14 thousand), Arunachal Pradesh (9 thousand) and Mizoram (6 thousand), Uttar Pradesh (1.43 Lakh), Chhattisgarh (48 thousand), Odisha (40 thousand), Assam (16 thousand), Tripura (10 thousand).

NCTE has given approvals for training of untrained teachers in distance mode to the States of Arunachal Pradesh (8,948), Madhya Pradesh (34,902), Jharkhand (15,967), Bihar (39,210),Chhattisgarh (45,225), Meghalaya (7,822), Manipur (6,583), Nagaland (10,863), Odisha (30,067), West Bengal (1,15,050), Uttarakhand (2374), Uttar Pradesh (1,24,000) and Assam (68,727) for training of the untrained teachers.

West Bengal still has untrained teachers for whom arrangements need to be put in place for training.

(b) <u>Status of teachers' recruitment and vacancies:</u>

The details of the Teacher's posts sanctioned post and the vacancies that exist in the State is given in the table below. The Total number of Sanctioned Post under the SSA is 19,82,894 and the vacancies under SSA has been estimated at 6,96,560. Including the vacancies that exist in the State quota, the total vacancies that exist are 11,87,761.

S.No.	State/UT	Sanctioned Post			Vacancies			Status of TET
		By State	Under SSA	Total	By State	Under SSA	Total	
1	Andaman & Nicobar Island	3311	210	3521	232	12	244	Conducted
2	Andhra Pradesh	225387	39189	264576	15892	11787	27679	Conducted
3	Arunachal Pradesh	6774	7262	14036	0	1109	1109	Conducted
4	Assam	124592	48808	173400	12613	8052	20665	Conducted
5	Bihar	190337	403413	593750	55464	205378	260842	Conducted
6	Chandigarh	2928	1390	4318	550	330	880	Conducted
7	Chhattisgarh	186768	67507	254275	53041	10314	63355	Conducted
8	Dadra & Nagar Haveli	1008	937	1945	294	485	779	Conducted
9	Daman & Diu	449	119	568	145	77	222	Conducted
10	Delhi	39607	7104	46711	3006	3968	6974	Conducted
11	Goa	6705	169	6874	0	0	0	No
12	Gujarat	175196	58688	233884	0	27258	27258	Conducted
13	Haryana	55414	13435	68849	13906	2149	16055	Conducted
14	Himachal Pradesh	42037	5856	47893	1193	2203	3396	Conducted
15	Jammu & Kashmir	53103	43471	96574	5438	2970	8408	No
16	Jharkhand	69066	120396	189462	29624	38422	68046	Conducted
17	Karnataka	170845	29055	199900	15336	4777	20113	No
18	Kerala	131613	2925	134538	0	2925	2925	Conducted
19	Lakshadweep	0	38	38	0	21	21	Conducted
20	Madhya	186210	173855	360065	16244	79110	95354	Conducted

S.No.	State/UT	Sanctioned Post			Vacancies			Status of TET
		By State	Under SSA	Total	By State	Under SSA	Total	
	Pradesh							
21	Maharashtra	297254	42091	339345	6729	26704	33433	Conducted
22	Manipur	15591	2871	18462	0	152	152	Conducted
23	Meghalaya	6877	13262	20139	0	4212	4212	No
24	Mizoram	13085	2485	15570	0	310	310	No
25	Nagaland	12922	3147	16069	7	211	218	No
26	Orissa	126459	89901	216360	23679	10084	33763	Conducted
27	Puducherry	3442	48	3490	552	11	563	Conducted
28	Punjab	81639	14090	95729	19161	2602	21763	Conducted
29	Rajasthan	160868	114132	275000	12968	13243	26211	Conducted
30	Sikkim	7161	724	7885	0	319	319	No
31	Tamil Nadu	120707	33214	153921	6800	6840	13640	Conducted
32	Tripura	24613	6980	31593	0	545	545	No
33	Uttar Pradesh	394960	423553	818513	147593	159087	306680	Conducted
34	Uttrakhand	43485	14316	57801	7746	9270	17016	Conducted
35	West Bengal	264155	198253	462408	42988	61623	104611	Conducted
TOTAL		**3244568**	**1982894**	**5227462**	**491201**	**696560**	**1187761**	

(c) <u>Favourable PTR:</u>

As per the Schedule attached to the Right to Education Act, the PTR has to be maintained at the school level. States are being repeatedly advised to redeploy the teachers as per the enrolment of children. The Ministry has also issued a Guideline to States directing that States should (i) rationalize the deployment of existing teachers to address the problems of urban-rural and other spatial imbalances in teachers placements; and (ii) initiate the process of recruitment of new teachers to fill vacant posts as per the PTR stipulated in the Schedule.

State/UT	Overall PTR of State	Number of schools with RTE Compliant PTR	
		Number	%age
A & N ISLANDS	9	318	96.36
ANDHRA PRADESH	18	67224	85.69
ARUNACHAL PRADESH	17	1823	43.69

State/UT	Overall PTR of State	Number of schools with RTE Compliant PTR	
		Number	%age
ASSAM	29	20848	50.24
BIHAR	59	10235	14.85
CHANDIGARH	37	67	60.36
CHHATTISGARH	23	34093	73.22
D & N HAVELI	43	85	30.91
DAMAN & DIU	35	59	67.05
DELHI	39	1499	53.88
GOA	15	676	65.00
GUJARAT	29	26079	77.89
HARYANA	26	9956	66.94
HIMACHAL PRADESH	15	13627	90.41
JAMMU & KASHMIR	13	19500	85.73
JHARKHAND	42	14134	35.04
KARNATAKA	21	41514	82.60
KERALA	19	4727	91.80
LAKSHADWEEP	11	46	100.00
MADHYA PRADESH	38	44880	42.03
MAHARASHTRA	25	56932	81.66
MANIPUR	13	1971	79.86
MEGHALAYA	16	6782	86.92
MIZORAM	13	2170	87.82
NAGALAND	15	1801	85.48
ORISSA	27	36704	63.29
PUDUCHERRY	12	420	96.55
PUNJAB	20	13953	68.57
RAJASTHAN	27	44885	57.71
SIKKIM	11	857	95.12
TAMIL NADU	28	27477	75.13
TRIPURA	18	3778	88.37
UTTAR PRADESH	38	59379	38.57
UTTARAKHAND	20	11087	64.00
WEST BENGAL	30	51322	63.10
Total	**30**	**630908**	**59.05**

DISE 2011-12

(d) <u>Infrastructural norms for Drinking Water and Ramps:</u>

Provision of Drinking water facilities and Toilets in schools is done in convergence with total Sanitation Commission of Department of Drinking water and Sanitation. Status as on September 2011 is given below. Data for 2012-13 is being compiled by NUEPA and will be available shortly.

State/UT	Total Govt. Schools	Number of schools with Drinking Water		Number of schools with Ramp	
		Number	%age	Number	%age
A & N ISLANDS	330	317	96.06	77	23.33
ANDHRA PRADESH	78450	66989	85.39	16318	20.80
ARUNACHAL PRADESH	4173	3197	76.61	181	4.34
ASSAM	41500	36582	88.15	27619	66.55
BIHAR	68925	64333	93.34	40236	58.38
CHANDIGARH	111	111	100.00	47	42.34
CHHATTISGARH	46562	43493	93.41	20215	43.42
D & N HAVELI	275	271	98.55	63	22.91
DAMAN & DIU	88	88	100.00	55	62.50
DELHI	2782	2782	100.00	2215	79.62
GOA	1040	1034	99.42	549	52.79
GUJARAT	33481	33476	99.99	31038	92.70
HARYANA	14874	14785	99.40	10352	69.60
HIMACHAL PRADESH	15073	14866	98.63	8755	58.08
JAMMU & KASHMIR	22746	18123	79.68	3011	13.24
JHARKHAND	40336	36306	90.01	15973	39.60
KARNATAKA	50257	49979	99.45	37045	73.71
KERALA	5149	5053	98.14	3782	73.45
LAKSHADWEEP	46	46	100.00	28	60.87
MADHYA PRADESH	106771	104379	97.76	65054	60.93
MAHARASHTRA	69722	64296	92.22	60058	86.14
MANIPUR	2468	2332	94.49	174	7.05
MEGHALAYA	7803	4619	59.20	1960	25.12
MIZORAM	2471	2231	90.29	1333	53.95
NAGALAND	2107	1538	72.99	227	10.77
ORISSA	57994	54900	94.66	29907	51.57
PUDUCHERRY	435	435	100.00	304	69.89
PUNJAB	20349	20347	99.99	17382	85.42
RAJASTHAN	77774	72913	93.75	52559	67.58
SIKKIM	901	864	95.89	33	3.66
TAMIL NADU	36575	36575	100.00	28703	78.48
TRIPURA	4275	3202	74.90	2486	58.15
UTTAR PRADESH	153934	150764	97.94	128370	83.39

State/UT	Total Govt. Schools	Number of schools with Drinking Water		Number of schools with Ramp	
		Number	%age	Number	%age
UTTARAKHAND	17323	16520	95.36	9434	54.46
WEST BENGAL	81335	79358	97.57	42932	52.78
Total	**1068435**	**1007104**	**94.26**	**658475**	**61.63**

DISE 2011-12

(e) <u>Infrastructural norms for Toilets</u>

State/UT	Total Govt. Schools	Schools with Common toilet		Schools with girls and boys toilet	
		Number	%age	Number	%age
A & N ISLANDS	330	14	4.24	271	82.12
ANDHRA PRADESH	78450	22026	28.08	37997	48.43
ARUNACHAL PRADESH	4173	775	19.63	1237	31.33
ASSAM	41500	13592	32.75	21632	52.13
BIHAR	68925	15657	22.72	35039	50.84
CHANDIGARH	111	0	0.00	111	100.00
CHHATTISGARH	46562	12107	26.00	18623	40.00
D & N HAVELI	275	32	11.64	174	63.27
DAMAN & DIU	88	3	3.41	84	95.45
DELHI	2782	37	1.33	2745	98.67
GOA	1040	243	23.37	715	68.75
GUJARAT	33481	9490	28.34	23937	71.49
HARYANA	14874	1386	9.32	13005	87.43
HIMACHAL PRADESH	15073	2281	15.21	12313	82.08
JAMMU & KASHMIR	22746	4789	21.39	5175	23.12
JHARKHAND	40336	4471	11.08	27398	67.93
KARNATAKA	50257	815	1.62	49185	97.87
KERALA	5149	409	7.97	4462	87.00
LAKSHADWEEP	46	5	10.87	36	78.26
MADHYA PRADESH	106771	29041	27.20	73701	69.03
MAHARASHTRA	69722	16542	23.73	49772	71.39
MANIPUR	2468	1	0.04	2467	99.96
MEGHALAYA	7803	1923	24.64	2891	37.05
MIZORAM	2471	768	33.57	1394	60.93
NAGALAND	2107	561	26.64	1344	63.82
ODISHA	57994	24989	43.09	22348	38.54
PUDUCHERRY	435	15	3.45	419	96.32

State/UT	Total Govt. Schools	Schools with Common toilet		Schools with girls and boys toilet	
		Number	%age	Number	%age
PUNJAB	20349	2647	13.02	17638	86.74
RAJASTHAN	77774	16416	21.11	58626	75.38
SIKKIM	901	174	19.40	707	78.82
TAMIL NADU	36575	10500	28.71	23411	64.01
TRIPURA	4275	1482	34.67	2018	47.20
UTTAR PRADESH	153934	16840	10.94	124788	81.07
UTTARAKHAND	17323	3039	17.60	13661	79.13
WEST BENGAL	81335	31179	38.33	42452	52.20
Total	**1068435**	**244249**	**22.88**	**691776**	**64.80**

DISE 2011-12

(f) Norms for working days and instruction hours

Most of the states/UTs have followed the RTE stipulation of 200 working days and 800 instructional hours at primary and 220 days and 1000 hours at upper primary in their notifications and have specified the number of working days and working hours either more than or equal to the minimum specified. However, there are some exceptions like Goa has 210 working days and 925 instruction hours at upper primary level, Meghalaya and Mizoram both have 600 instruction hours for primary and upper primary and Rajasthan has not yet specified instruction hours.

(viii) **School Management Committees (SMCs):**

All States/UTs have issued Notifications for setting up School Management Committees. Except for 9 States/UTs whose specification is not clear on the proportionate representation from disadvantaged group and weaker section, in the SMC, almost all have notified the 3 main points on constitution such as 3/4th representation of parents/guardians; 50% representation of women; and proportionate representation from disadvantaged group and weaker section.

Delhi, Goa and West Bengal (for primary) are yet to set up SMCs.

(xi) **Implementation of Continuous and Comprehensive Evaluation (CCE) :**

The RTE Act provides the Continuous and Comprehensive Evaluation of Children at the Elementary Level with the provision of no detention up to Class VIII. States/UTs are at various stages of implementation of CCE. The details may be seen at **Annexure-1**. Development of Exemplar material on CCE: NCERT has developed Exemplar material on CCE in classrooms which has been shared with the States/UTs in the Education Secretaries' Conference held on 25.06.2013.

In pursuance to the recommendation of 59th meeting of CABE held on 06.06.2012, a Sub-Committee was constituted under the chairpersonship of Smt. Geeta Bhukkal, Hon'ble Minister of Education, Haryana for assessment and implementation of Continuous and Comprehensive Evaluation (CCE) in the context of the no detention provision in the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The Sub-Committee has, so far, met four times and is expected to submit its report shortly.

Agenda No. 2

Safety, Quality and Hygiene under Mid-Day Meal Scheme

Chapter 4 of the MDM guidelines is exclusively dedicated to the Quality and Safety aspects under the Mid-Day Meal Scheme. The guidelines specifically emphasize the Standard Operating Procedure (SOP) for storing of the food grains, quality of the food grain, inclusive of leafy vegetables, preparation of hygienic food after washing the food grains and other ingredients, use of iodized salts, cooking in the kitchen-cum stores for ensuring safety of the children etc.

The recent tragic incident in Bihar has revealed that the above guidelines need to be further revamped so as to avoid any untoward incident. This Department has therefore issued guidelines on 22nd July 2013 to ensure quality, safety and hygiene under Mid-Day Meal Scheme. These guidelines emphasis the following:

i) Setting up of Management Structures at various levels.
ii) Testing of the meal by at least 1 Teacher.
iii) Safe storage and proper supply of ingredients in the schools.
iv) Capacity building of Stake holders particularly the cook-cum helpers.
v) Use of Agmark or branded ingredients such as pulses edible oils and condiments, double fortified salts etc. under the Mid-Day Meal.
vi) Creating awareness about Mid-Day Meal Scheme.
vii) Constitution of Vigilance and monitoring committee under the Chairmanship of Member of Parliament for reviewing and monitoring the scheme.
viii) Convening regular review meeting at the District level by the State Government.
ix) Under taking Social Audit of the Scheme through reputed Institutes.
x) Testing of the food samples through reputed Institutes recognized by the CSIR or National Accreditation Board.
xi) Preparation of Emergency Medical Plan to tackle any untoward incident.
xii) Constitution of Joint Review Mission by the State Governments for Monitoring the Implementation of the Scheme in poorly performing Districts.

A copy of the above guidelines is enclosed at Annexure-I.

Agenda 2(b)

Setting up of Empowered Committee for Mid-Day Meals Scheme

Ministry of Human Resource Development has constituted an Empowered Committee for Mid-Day Meal Scheme under the Chairmanship of Hon'ble Minister of Human Resource Development. The Terms of Reference of the Committee are under:

(i) Access, Safety, Hygiene and Quality aspects in the implementation of the MDMS.

(ii) Mechanisms for ensuring convergence with Ministry of Family Welfare, Food & Public Distribution, Drinking Water & Sanitation, Rural Development and Panchayati Raj etc.

(iii) Governance mechanisms in place and their effectiveness in the implementation of MDMS.

(iv) Review mechanisms in place to ensure effective monitoring and evaluation of the scheme.

(v) Mechanisms in place for community participation in the Scheme and its effective monitoring.

The Committee consists of Education Ministers from Andhra Pradesh, Bihar, Rajasthan and Meghalaya, representatives of leading Nutritional Institutes such as National Institute of Nutrition, Nutrition Foundation of India, Food Safety Standards Authority of India (FSSAI); reputed NGO's catering food under ICDS/MDMS such as Swami Shivanand Memorial Institute (SSMI), AkshayaPatra, Nayak Foundation, Nandi Foundation: Commissioner (Food Security) and Principal Adviser in the Office of the Supreme Court Commissioner; Secretaries in the Union Ministries such as Women and Child Development, Health and Family Welfare, Food and Public Distribution, Rural Development, Social Justice & Empowerment, Tribal Affairs, Drinking Water and Sanitation, Minority Affairs, Panchayati Raj etc. In addition,

social sector Institutes such as Baba Amte Foundation, Center for inclusive, AdivasiVikasSamiti etc. have also been included. Representatives from National Commission for Child Rights and MP Madarsa Board have also been included.

The Empowered Committee shell meet once in 3 months. With the setting up of this committee, it will become possible to monitor the scheme more closely and also to review the Action Taken by the State Governments for Monitoring the Scheme at various levels.

A copy of the notification of the Empowered Committee is enclosed at Annexure-II.

Annexure - I

F.No. 1-4/2013-Desk (MDM)
Ministry of Human Resource Development
Department of School Education & Literacy
Mid Day Meal Division
****

Shastri Bhavan, New Delhi
Dated 22nd July, 2013

To

The Principal Secretaries / Secretaries (Education) and Nodal Departments for MDM Scheme of all the States / UTs

Subject: Guidelines to ensure quality, safety and hygiene under the Mid Day Meal Scheme – reg.

Sir / Madam,

I write this to reiterate the Chapter 4 of the MDM Guidelines, which deal with the quality and safety aspects of the Mid Day Meal Scheme. The States / UTs may please take immediate action on the following points:

i) Setting up of the Management Structure at various levels.

It has been observed that proper monitoring of the Scheme at the State level and below is not being carried out because of the lack of a dedicated structures for MDMS at various levels. This is also affecting the Minimum mandatory inspections by the State official (25%). The Management, Monitoring and Evaluation (MME) component of the Scheme provides funds for setting up of appropriate structures at various levels starting from State to School. A few States viz. Tamil Nadu, Uttar Pradesh, Madhya Pradesh, and Odisha etc. have set up the requisite structures at different levels for effective monitoring of the Scheme. Other States / UTs are requested to set up similar exclusive monitoring structures for the Mid Day Meal Scheme for effective monitoring and implementation of the Scheme. The role and responsibilities of the concerned authorities at different levels should be clearly defined for rigorous monitoring of the Scheme.

ii) Tasting of the meal by at least one teacher

The issue of tasting the food by the teacher is absolutely critical. The MDMS guidelines in this regard should be strictly followed. The teacher should keep a record of having tasted food in a register, to be maintained for the purpose. It could be further strengthened by ensuring that one of the SMC members should also taste the food on a rotation basis along with one of the teacher's

before it is distributed to the children. All the States / UTs should issue necessary instruction to all the teachers to ensure tasting of meals before serving to the students.

iii) Safe storage and proper supply of ingredients to schools.

Central Assistance is provided for construction of kitchen-cum-stores for the safe storage of foodgrains, mid day meal ingredients and fuel items. It has been observed that the foodgrains etc. are not stored in the kitchen-cum-stores. In some cases, the foodgrains are stored at residence of the Head Teacher or Gram Pradhans, which is in violation of the MDM Guidelines. Sufficient funds have been made available to all the States for construction of kitchen-cum-stores. The Ministry has circulated design of the kitchen-cum-store to all the States / UTs for safe storage of food, cooking of mid day meal in hygienic environment and a place for washing hands by the students. The States / UTs are requested to ensure completion of kitchen-cum-stores expeditiously so that the foodgrains etc. are stored properly in the kitchen-cum-stores, in storage bins, to avoid moisture and pest infestation. The storage bins should be procured from the funds available under the Scheme and properly labelled for safe storage to avoid any contamination.

iv) Capacity building

The training of cook-cum-helpers, district resource persons for managing safety of foodgrains and hygienic cooking needs to be further strengthened. The schools of home science in different universities could be used for this purpose. Similarly, the inspection of the MDM centres needs to be rationalised. The capacity of the staff in carrying out inspections needs to be upgraded. The district system should ensure that the inspection reports ara discussed in the District level Steering-cum-Monitoring Committee meetings and action taken on the reports.

v) Cooking of mid day meal

The MDM Guidelines provide for cooking cost @ Rs. 3.34 for primary classes and Rs. 5.00 for upper primary classes, per child per day for purchase of pulses, seasonal / green leafy vegetable, salt and condiments, edible oils and fuel. The State Governments of Maharashtra, Odisha, Punjab are procuring and supplying ingredients, through the State PSUs. Others States may consider similar mechanisms for supply of quality Agmark pulses, edible oils and condiments for MDMS to ensure quality nutritional MDMS for the children. Similarly, **only "double fortified salt" should be used for cooking mid-day meals. The cooks further need to be advised to carry out cooking with** the lid on to avoid loss of nutrients.

vi) Awareness about Mid Day Meal Scheme.

It has been observed that the stakeholders particularly children and community members are not aware about their entitlements and role under the Scheme. As per the MDM Guidelines, the Logo should be painted on outside wall of the school at a prominent place. The entitlements should also be displayed at prominent places for the awareness of children/parents and community members. The guidelines also envisage that the entitlements and other benefits of the Scheme should be publicised through TV, radio, print media etc. All the States / UTs are requested to take steps for wide publicity of the entitlements and benefits of the Scheme. It is also requested that MDM month, preferably November, may be organized to see the preparedness and availability of the foodgrains and funds at various levels. The Ministry of HRD has developed two films on mid day meal Scheme. These could also be used by States as part of the strategy for creating greater awareness about the entitlements under the Scheme.

vii) Convening of Monitoring Committee under the Chairmanship of Member of Parliament.

The District Magistrate as the Member Secretary is also responsible for convening the meeting of the District level Vigilance and Monitoring Committee at least at quarterly intervals under the Chairmanship of the senior most Member of Parliament of the district for review of Mid Day Meal Scheme. The meeting of the Committee should be convened at least once in each quarter and minutes must be circulated along with Action Taken Note to all the members as well as uploaded on the website.

viii) Convening of regular review meetings at District level.

The above activities need to be monitored regularly at the district level for effective implementation. The meeting of the District Task Force should be convened on a fixed day of the month under the Chairmanship of District Magistrate and if District Magistrate is not available the next higher officer should chair the meeting. The representative of the various Departments such as Civil Supplies, Education, Health, Social Welfare, Panchayats, Rural Development, Drinking Water and Sanitation should be invited for proper convergence of the Scheme.

ix) Social Audit

Ministry has conducted social audit of the Scheme on pilot basis in two districts viz. Chittoor and Khammam of Andhra Pradesh during 2012-13. The findings have been very useful for enhancing the effectiveness of the Scheme. It has been decided to extend social audit study in other 5 States during the current

year. The States may engage reputed Institutes in their State for carrying out such an audit in their respective States and take corrective steps as per their suggestions. The Govt. of Andhra Pradesh has offered all help in this regard.

x) Testing of food samples by reputed institute.

The Govt. of NCT of Delhi has engaged the services of Sriram Institute for Industrial Research, Delhi to collect the samples from fields for testing of the food samples on parameters such as microbiological-presence or absence of e-coli, chemical parameters such as moisture content, fats, proteins and calorific value of the meal. The said laboratory has provided useful reports for enhancing the effectiveness of the Scheme. The States / UTs may consider engaging CSIR institutes / National Accreditation Board for Laboratories recognized labs for carrying out sample checking of MDM, to ensure quality meal to the children.

xi) Emergency Medical Plan

The MDM Guidelines envisage that all necessary steps should be taken to avoid any untoward incident in the school. If any such accident does occur in the school, it should be responsibility of the Head Master to inform District Education Officer / District Health Officer / District Magistrate without any delay. All the States / UTs should issue necessary instructions for linkages with primary health centre / community health centre / district hospital to ensure early treatment of the children. The District authorities should ensure that prompt medical attention is provided to children in the nearby medical facility or by deputing a doctor to the school.

xii) The MHRD has engaged independent monitoring institutes for monitoring of the Scheme. Similarly, Joint Review Missions visits the States and offer their recommendations. The States / UTs are requested to take immediate corrective actions on these recommendations and submit an Action Taken Note.

The States may take immediate necessary action on the above issues to enhance the effectiveness of the Mid Day Meal Scheme, the flagship programme of the Govt. of India.

Yours faithfully,

(Dr. Amarjit Singh)
Additional Secretary(EE.I)
Tel.: 011-23381096

Annexure - II

F No.15-8/2013-Desk(MDM)
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
Mid Day Meal Division
****

Shastri Bhavan, New Delhi
Dated 22nd August, 2013

ORDER

Subject: Setting up of Empowered Committee for Mid Day Meal Scheme

The Government of India has decided to set up the Empowered Committee for Mid Day Meal Scheme under the Chairmanship of Minister of Human Resource Development with following Terms of Reference:

i) Access, safety, hygiene and quality aspects in the implementation of the MDMS.
ii) Mechanisms in place for ensuring convergence with Ministry of Health and Family Welfare, Food & Public Distribution, Drinking Water & Sanitation, Rural Development and Panchayati Raj etc.
iii) Governance mechanisms in place and their effectiveness in the implementation of MDMS.
iv) Review mechanisms in place to ensure effective monitoring and evaluation of the scheme.
v) Mechanisms in place for community participation in the Scheme and its effective monitoring.

2. The Empowered Committee will consist of following members:

i) MoS dealing with Elementary Education
ii) Education Minister, Andhra Pradesh
iii) Education Minister, Bihar
iv) Education Minister, Rajasthan
v) Education Minister, Meghalaya
vi) Director, National Institute of Nutrition, Hyderabad
vii) Director, Nutrition Foundation of India, New Delhi
viii) Representative of Swami Sivananda Memorial Institute, New Delhi

ix) Representative of UNICEF (Ms. Urmila Sarkar, Chief, Education)

x) Shri N.C. Saxena, Ex-Secretary, Planning Commission, Commissioner Food Security, Office of Supreme Court Commissioner

xi) Prof. Shantha Sinha, Ex-Chairperson, National Commission for Protection of Child Rights

xii) Ms. Tulasi Munda, Adivasi Vikas Samiti, Serenda, Odisha

xiii) Shri Biraj Patanaik, Principal Advisor to Office of Supreme Court Commissioner on Food Security

xiv) Shri Haleem Khan, Ex-Chairman, MP Madarsa Board, Bhopal, Madhya Pradesh

xv) Ms. Annie Namala, Centre for Inclusive, New Delhi

xvi) Dr. Sheetal Amte, Baba Amte Foundation, Anand Van, Chandrapur, Maharashtra

xvii) Representative of Akshay Patra Foundation, Bangalore

xviii) Representative of NAIK Foundation, Bhiwandi Road, Thane

xix) Representative of Naandi Foundation, Hyderabad

xx) Secretary, Department of School Education & Literacy, MHRD

xxi) Secretary, Ministry of Women and Child Development

xxii) Secretary, Ministry of Health and Family Welfare

xxiii) Secretary, Department of Food & Public Distribution, Ministry of Consumer Affairs

xxiv) Secretary, Ministry of Rural Development

xxv) Secretary, Ministry of Social Justice and Empowerment

xxvi) Secretary, Ministry of Tribal Affairs

xxvii) Secretary, Ministry of Drinking Water and Sanitation

xxviii) Secretary, Ministry of Minority Affairs

xxix) Secretary, Ministry of Panchayati Raj

xxx) Chief Executive Director, Food Safety Standards Authority of India (FSSAI)

xxxi) Additional Secretary(EE.I), Department of School Education & Literacy – Member Secretary

Contd.../-

3. The Committee shall have the power to constitute Sub-Committee(s) on specific subject(s). The Empowered Committee shall meet at least once in three months. The Committee shall co-opt any expert as special invitee as may be deemed necessary.

4. The secretariat support to the Committee will be provided by the Elementary Education Bureau-I of the Department of School Education & Literacy, Ministry of HRD.

5. The non-official members of the Committee will be paid TA/DA as per GOI's norms.

6. This issues with the approval of Hon'ble Minister of Human Resource Department, Government of India.

(Gaya Prasad)
Director (MDM)
Tel: 011-23384253
Fax: 011-23382394
E-mail: gaya.prasad@nic.in

Copy to:

1. All members of the Empowered Committee of Mid Day Meal Scheme
2. All Education Secretaries of the States / UTs
3. All Directors of the States / UTs
4. All Bureau Heads in the Department of School Education & Literacy
5. All Divisional Heads in EE.I Bureau / All Sections

Copy for information to:

1. Private Secretary to Minister of Human Resource Development
2. Private Secretary to Minister of State (JP)
3. Private Secretary to Minister of State (ST)
4. Principal Private Secretary to Secretary, Department of School Education & Literacy.
5. Sr. Principal Private Secretary to Secretary, Department of Higher Education.

(Gaya Prasad)
Director (MDM)
Tel: 011-23384253
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E-mail: gaya.prasad@nic.in

Agenda no. 3

Rashtriya Uchchatar Shiksha Abhiyan

i. The Central Advisory Board on Education (CABE), constituted a Committee headed by the then Minister of State in HRD, Dr. (Mrs.) D. Purandeswari, which examined the issue of reforms in state higher education system and submitted its report on 19th October, 2012. It recommended and proposed details of the Scheme which have been accepted by the CABE.

ii. The CABE gave in-principle approval to the RUSA in its meeting on 8th November 2012.

iii. Draft scheme of RUSA was sent to the State Governments for their suggestions. In addition the MHRD put the document in the public domain for wider consultation (websites of the Ministry, UGC and AICTE) and received feedback, which has been incorporated. As a part of the RUSA consultative process with States, the MHRD had written to State Governments seeking their views on the draft scheme. Eight States responded and supported the Scheme.

iv. Further the Ministry organised consultations with all States/UTs, which were held on 12th January, 2013 in Mumbai; 4th February, 2013 in Bhopal; 8th February, 2013 in Delhi; and 2nd March, 2013 in Bangalore. The participants included State Principal Secretaries of Higher Education, Vice Chancellors of universities, principals/heads of colleges, professors, state officials, and education experts. All States have supported the Scheme.

Mumbai

Tamil Nadu	Goa	Maharashtra	Gujarat

Bhopal

Andhra Pradesh	Himachal Pradesh	Madhya Pradesh	Gujarat
Odisha	Uttar Pradesh	Chhattisgarh	

Delhi

Rajasthan	Punjab	Nagaland	West Bengal
Mizoram	Tripura	Meghalaya	Manipur
Sikkim			

Bangalore

Karnataka	Andhra Pradesh

v. The Parliamentary Standing Committee in its 252nd report on action taken by the Government on observations/recommendations contained in the 246th report on the Demand-for-Grants, which had 30 MPs from across parties representing various states appreciated the Ministry's plan to roll out RUSA to implement its reform agenda.

vi. A presentation on the scheme was made by the Ministry to the Parliamentary Consultative Committee on Human Resource Development on 3rd July, 2013. The scheme was welcomed by the Member of Parliaments representing various political formations from various states. Suggestions made during the discussions have been included in the scheme.

vii. RUSA has been further discussed at a meeting of State Education Secretaries on 22nd and 23rd July, 2013 and suggestions made during the meeting have been

incorporated.

viii. The Expenditure Finance Committee (EFC) met on 11th September, 2013 and approved RUSA for implementation in the 12th Plan.

ix. The Note for Cabinet Committee on Economic Affairs (CCEA) has been prepared and submitted for consideration.

Agenda Item no. 4

Report of the Committee Constituted by the Central Advisory Board of Education (CABE) on the National Mission on Teachers and Teaching (NMTT)

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SECTION I

Teachers, Teaching and Teacher Professional Development

1.1 Context and Challenges

1.1.1 The quality of an education system cannot transcend the quality of its teachers. This statement conveys a profound truth but also masks and understates the underlying complexity at the operational level. Indeed, research evidences demonstrate that of all the factors that critically influence the quality of education, effectiveness of the classroom teacher is by far the most significant one. Therefore, every education system, to be effective, must adopt strategic and systemic approaches to attract, develop, retain talented educators, and ensure that they are nurtured to possess right kind of values and attitudes, supported to acquire necessary knowledge and skills and ensure that they serve students of all socio-economic backgrounds with equal commitment and dedication.

1.1.2 Teacher has been given an exalted status as a person who can "*shape the destiny of the nation in her classrooms*" by the Education Commission (1964-66). The National Policy on Education (NPE) 1986/1992 reiterates that "… *no people can rise above the level of its teachers."* Such exhortations are an expression of the recognition accorded by the Indian society to teachers as central figures in shaping the lives of the people of the nation and instrumental in the eternal quest for knowledge of self as well as the surrounding environment.

1.1.3 There are, undoubtedly, many teachers who constantly strive to uphold the high ideals of the teaching profession, show genuine commitment to learners, in particular and to the society they serve, in general. Many also demonstrate high levels of self-motivation for involving themselves in professional development activities as part of their work life. Yet, not all seem to exhibit the desired levels of self-esteem as members of the teaching profession. This, in fact, is one of the biggest challenges facing the contemporary education system in India. It is imperative to ensure that teachers consistently engage in teaching and research, meet rising levels of societal expectations from schools, ~~and~~ colleges and universities and become role models for younger generation, attracting more talented individuals to teaching profession.

1.1.4 In the existing scenario in the country, while there is serious shortage of qualified teachers, one also finds inadequate opportunities for continuous professional development of teachers at all levels, declining social and professional status and working conditions of teachers, and growing erosion in the professional identity of teachers and the status of teaching as a profession.

1.1.5 Even while it is recognized that the quality of education is essentially dependent on the quality of teaching, *there are no benchmarks and standard setting instruments to guide and assist teachers to improve their performance.* This is indeed a very serious issue as it also hinders creating an objective system of recognition and incentives for meritorious work.

1.1.6 In the absence of any defined professional standards, we continue to subject teachers to pre-packaged programmes of in-service education each year leaving teachers feeling over-trained, and still as inadequately prepared to tackle the challenges posed by their classrooms every day. Clearly defined and broad-based professional standards for teachers, teacher educators and teachers in higher education need to be set out with defined key areas to expand the depth and breadth of knowledge, skills and understanding and to design a comprehensive and sustainable system of continuing professional development for all teachers.

1.1.7 Teacher at the school stage are now identified through a *Teacher Eligibility Test (TET)* after acquiring necessary academic and professional qualifications. While this marks a positive step for improving teacher quality, the performance of those who undertook these tests in not encouraging, reflecting us to re-examine current approaches to the preparation of teachers. Similarly, the *National Eligibility Test (NET*) conducted by the University Grants Commission (UGC) or its similar counterparts are adopted to determine the eligibility for appointment as teachers at the entry level in the higher education system. Yet the outcomes have not been quite satisfactory. Further, entry of poor quality incumbents to teaching profession also tends to undermine the social status as well as credibility of teaching as a profession.

1.1.8 Teaching in Indian classrooms, by and large, focus on transferring information, taking textbook knowledge as given and to be accepted unquestioningly. Schools and colleges hardly challenge the students by engaging them with fundamental questions underlying the curricular content. Teachers, in general, do not involve themselves or their students in critical examination of knowledge and analytical and problem solving activities. *Transmission of information remains the prime focus of teaching and it does not lay adequate emphasis on developing abilities for inquiring, questioning, creativity, objective analysis, problem solving and decision making.*

1.1.9 It is often found that poor language proficiency and communication skills are major handicaps for many teachers seriously affecting their ability to engage in effective teaching-learning processes and interaction with their students. This is as true of teaching in regional languages as in English. This important asset that enables teachers to be effective has to become an integral component of teacher preparation.

1.1.10 Teaching and teacher education are intimately related. Commissions and Committees have consistently pointed out that teacher education institutions have become far removed from the reality of the system they are to serve. Teacher education institutions should in reality function as dynamic centres of progressive education movements, thus facilitating the whole task of educational reconstruction, apart from enhancing quality of classroom teaching. They have to be active centres not only of research but also of practical experiments directed to the improvement of educational methods, curricula and organizational dynamics of the educational institutions. *The current scenario, however, leaves much to be desired and there is an urgent need to recast the teacher education system in order to impact quality of education, in general and of teaching, in particular*.

1.1.11 Existing teacher education programmes also provide little scope for aspiring student-teachers to reflect on their own experiences of learning and understanding subject knowledge. *In general, disciplinary knowledge is viewed as independent of professional training in pedagogy.* Apart from equipping prospective teachers with conceptual and pedagogical aspects, existing programmes also need to be reformulated to develop necessary attitude, disposition, habits and interests needed for becoming an effective teacher. Teacher education programmes have to offer adequate opportunities for aspiring teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

1.1.12 In the existing arrangements, *very little attention is paid to developing an objective system of evaluation for judging the effectiveness of teaching*, providing feedback to the teacher both at school and higher education levels. Even the fragile framework adopted by the universities for personal promotion of teachers is essentially information-oriented, excessively quantitative and lacks comprehensiveness.

1.1.13 With unprecedented expansion of the system, the number of teachers has outrun institutional facilities leaving many teachers with little opportunity to improve themselves professionally. Impact and evaluative studies of in-service education and training of teachers under different schemes and programmes

are not focused on bringing reforms in continuing professional development of teachers. The study of "Impact of In-service Teacher Training under SSA on Classroom Transactions" (NCERT, 2012) reveals variations in terms of coverage, duration of in-service education policy and impact on teachers and students learning. It is important that *in-service education and training of teachers cannot be viewed merely as 'events' but a 'process of lifelong engagement with learning'.*

1.1.14 A large network of Institutions, namely, District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), Institutes of Advanced Studies in Education (IASEs) – supported Cluster Resource Centres (CRCs) and Block Resource Centres (BRCs) – have been established during the last two decades for professional development of practising school teachers. However, *effectiveness of their functioning and their impact on quality of schools and on classroom practices have continued to remain major areas of concern.*

1.1.15 The scheme of Academic Staff Colleges (ASCs) was initiated by the UGC in 1986-87 for the professional development of teachers in the higher education system. At present, there are 66 ASCs in the country, conducting orientation programmes for newly appointed teachers and refresher courses of three weeks' duration for in-service teachers. The working of the ASCs has been reviewed from time to time to assess the quality of the programmes and also to support continuation of their existence. Yet, these Staff colleges have not been able to fully meet the professional development needs of teachers as is emerging from the various reviews. The UGC has proposed to revamp the ASCs during the 12th Plan period as Faculty Development Centres (FDCs), whose number will be increased to 100, including the already existing 66 ASCs. As there is no pre-service professional qualification requirement for teaching in higher education, continuing professional development of faculty is gaining importance in order to address the increasing challenge of providing quality education.

1.1.16 Continuing up-gradation of *professional and academic capabilities of teacher educators is also a serious concern* as their quality influences the quality of teachers whom they prepare. It is expected that the proposals under 12th Plan will lay special emphasis on professional renewal of teacher educators.

1.1.17 *The attempt to improve the quality of education will succeed only if it goes together with steps to promote equality and social justice.* This can only be achieved when the knowledge and experience of teachers from disadvantaged groups are brought to the fore-front in school teaching-learning processes with primacy to their socio-cultural context.

1.1.18 Strong policies for affirmative action and creation of an inclusive environment exist in the education sector at all levels and stages of education. Yet, instutionalisation of these policies particularly for attracting and providing an inclusive work environment to teachers has remained a big challenge. Ending various subtle forms of discrimination based on perceived differences on language, ethnicity, caste and disabilities also persist, thwarting the establishment of an inclusive space for teaching-learning to take place. Though the reservation policy in the admission and recruitment has addressed this issue to some extent, it demands more initiatives to prepare teachers from disabled, disadvantaged and minority communities to join teaching profession and feel comfortable in the institutional environs where they have to work.

1.1.19 While the policy for elementary education emphasizes an inclusive education framework and includes strategies for sensitization of teachers to the specific needs of children belonging to SC/ST and minorities, teacher education institutions have remained largely away from this ethos. Establishment of teacher education institutions in SC/ST and minority dominant areas would to some extent create more conducive and inclusive teacher education institutions. This would facilitate the entry of talented persons, particularly persons from SC/ST and minority concentration areas, into the teaching profession leading to better participation of SC/ST and minority groups in the teaching profession. To attract and retain teachers from the disadvantaged groups, improved facilities must be provided; especially a secure and decent accommodation for the persons with disability and women teachers in the rural areas is critical.

1.1.20 *Issues related to teachers belonging to the disadvantaged groups and persons with differential ability are not specific only to school education but are equally serious issues in higher education. Further within an institution they cannot be viewed as confined to specific individuals. Rather meeting their needs and promoting their development is integral to achieving excellence among teachers and also for facilitating a common framework for teacher development issues across* school and higher education sectors.

1.1.21 The boundary between conventional face-to-face and Open and Distance Learning (ODL) need to be dismantled such that the two approaches are integrative rather than segregating. This has significant implications for the existing teacher education curriculum and the pedagogical aspects of curriculum transaction. ODL has great potential for giving a major thrust to teacher professional development activities, but the system has to be gradually developed in order to grasp the true spirit of adopting a blended mode of education uniquely structured to meet the demands of teacher preparation.

1.2 The Need for a Mission on Teachers and Teaching

In view of the concerns outlined above, addressing of issues related to teachers and teaching in a comprehensive and interrelated manner becomes important. It is in this context that the Honourable President of India, in her Address to both the Houses of parliament on 12th march, 2012, had announced as under: *"The teacher is at the core of the education system. My Government intends to launch a National Mission for Teachers aimed at improving teacher education and faculty development*". In pursuance of this announcement, the Ministry of Human Resource Development held meetings with different stakeholders on 17th April, 2012 to work out the contours of launching the proposed National Mission. This was also discussed with the State Secretaries of Higher & Technical Education in a meeting held on 13th April, 2012.

A Concept Note on the proposed National Mission on Teachers and Teaching was presented and discussed in the 59th Meeting of the CABE held on 6th June, 2012. It was resolved in the meeting to constitute a CABE Committee under the Chairpersonship of Dr. D. Purandeswari, Minister of State, MHRD to develop a Framework and Processes to be adopted by the Mission. In view of Dr. Purandeswari moving to another Ministry, Shri Shashi Tharoor, Minister of State, MHRD was entrusted with the responsibility. The composition of the CABE Committee is given in Annexure I, along with its Terms of Reference. The Terms of Reference, however, are also stated below:

1.3 Terms of Reference (ToRs)

"The CABE Committee would *inter allia* recommend to the CABE, formulation of a suitable framework and the processes to be adopted by the National Mission on Teachers and Teaching with special reference to the following:

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

(ii) Ensuring that all the existing set of teachers are provided with continuing professional development opportunities, and that teachers are properly supported with appropriate working conditions and adequately remunerated to ensure high levels of teacher performance, morale and motivation;

(iii) Development of guidelines/frameworks for the improvement of the existing institutional structures and processes involved in the continuing professional development of teachers, with a view to ensuring that teachers at all levels would receive high quality professional development opportunities that prepare them for carrying out their duties in diverse social, economic, cultural, and technological contexts;

(iv) Formulating strategies for attracting and retaining talented youth into the teaching profession; significantly raising the social and professional status of teachers; ensuring that teachers are properly supported with appropriate working conditions and incentives for performance that are needed to sustain high levels of teacher motivation and morale; giving teachers a sense of belonging and leadership in their profession and involving them more in policy dialogues and in participatory action research within their own teaching environments;

(v) Enhancing quality of teaching, teacher education and teacher training and use of technology.

(vi) Formulating guidelines for recruitment of and provision of necessary facilities for differently-abled teachers in schools, colleges and other educational institutions to make education inclusive across all levels; and

(vii) Formulating strategies for attracting and retaining teachers from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs) and Minority communities".

1.4 Structure of the Report

The Report has been structured as follows:

Part I: Towards a Framework and Processes to be adopted by the National Mission on Teachers and Teaching

This Part of the Report is developed in the following sections:

Section I: Teachers, Teaching and Teacher Professional Development – Context and Challenges

Section II: Vision, Goals and Objectives of the Mission

Section III: Programmatic Perspective for the Work of the Mission

Section IV Operational Framework of the Mission

Section V Organizational Structure and Implementation Framework

Part II: Report of the Sub-Groups

- Managing Demand and Supply of Qualified Teachers and Attracting Talented Youth to Teaching Profession

- Continuing Professional Development of Teachers

- Attracting and Retaining Teachers from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Differently-abled

- Improving Quality of Teacher Education and Use of Information and Communication Technology (ICT) in Schools and Higher Education

SECTION II

Vision, Goals and Objectives of the Mission

2.1 The Vision

The National Mission on Teachers and Teaching is envisaged to address comprehensively all issues related to teachers, teaching, teacher preparation and professional development of teachers.

2.2 Goals and Objectives

(a) With the fast pace of expansion of the education system in the country both at school and higher education stages, improving quality has come to occupy centre stage in educational development. Needless to say that teacher holds the key for success of any effort in this direction. Attention, therefore, has naturally to be focused on the work and working conditions of teachers in classrooms, schools, colleges and universities, their initial preparation and continuous professional development, ensuring that best talent in the country are made available to shape the future generations.

(b) As an *immediate* concern, the Mission would address, on the one hand, current and urgent issues such as supply of qualified teachers, attracting talent into teaching profession and raising the quality of teaching in schools and colleges.

(c) As a long term goal, it is also envisaged that the Teacher Mission would pursue building a strong professional cadre of teachers by setting performance standards and creating top class institutional facilities for innovative teaching and professional development of teachers.

(d) The Mission would also focus in a holistic manner dealing with the whole sector of education without fragmenting the programmes based on levels and sectors as school, higher, technical, etc. It is considered that programmes dealing with teachers in all sectors and levels of education should grow and function in a mutually supportive manner.

(e) The long pending problem of shortage of qualified university teachers will be a concern of priority to be addressed through the NMTT. This crucial task will have to be carried out in a time bound manner so as to resolve this acute problem. An assessment of vacancies of teachers across the country in all categories of higher educational institutions needs to be made on priority basis.

(f) A critical review of recruitment procedure along with eligibility criteria being followed by various university authorities should also be made in consultation with all stakeholders.

SECTION III

Perspective Framework for the Work of the Mission

A programmatic framework for the work of the Mission is rooted in the five focus areas which impinge on the vision, goals and objectives of the Mission. These include:

(i) Demand and supply of qualified teachers for school and universities/colleges

(ii) Continuous professional development of teachers

(iii) Continuous professional development of teachers and teacher educators

(iv) Professional status and working conditions of teachers

(v) Attracting to and retaining talented youth in the teaching profession

(vi) Attracting and retaining teachers from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Differently-abled

(vii) Enhancement of Quality and use of technology

The deliberations of the Sub-groups on the above areas are given in Part II of the Report. Some of the areas which may engage the attention of the Mission are outlined here.

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

a) Meeting the immediate requirement of teacher shortage

School Level

The report on 'Restructuring and Reorganization of the Centrally-sponsored Scheme of Teacher Education notes three categories of States in this regard, namely:

Category A States include those in which there is low percentage of untrained teachers and sufficient capacity to prepare teachers vis-a-vis the demand for teachers.

Category B States include those in which there is high percentage of untrained teachers and low teacher preparation capacity vis-a-vis the teacher demand.

Category C States include States of the north-eastern region (other than Assam). Under this category, there is a large percentage of untrained teachers and inadequate training capacity. It is also a group of States where the problem of teacher vacancies is not of a high magnitude.

In view of Section 25 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, there is an urgent need to find credible solutions to teacher shortages in the States. The report on 'Restructuring and Reorganization of Teacher Education' referred to above suggest the following measures to ensure adequate supply of teachers and teacher educators for different States.

Table 1: Strategies for Providing Teachers and Teacher Educators

Classification	*Strategies to ensure adequate supply of teachers and teacher educators*
Category A: Andhra Pradesh, Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamil Nadu and	(i) Fill up teacher vacancies ensuring only trained persons are deployed through a transparent system of recruitment. (ii) Expedite filling up posts of teacher educators in the Districts Institutes of Education and Training (DIETs). (iii) Ensure similar pay for teachers with same professional qualification. (iv) Monitor quality of self-financed teacher education institutions by the NCTE.

Uttarakhand	(v) Redesign distance education courses for untrained teachers fully utilizing inputs of educational technology.
Category B: Assam, Bihar, Chhattisgarh, Jharkhand, Orissa, Uttar Pradesh and West Bengal	(i) In the short run, fill up the posts from other States through wide publicity through advertisement (ii) States may relax professional qualification as an interim measure but not the academic qualification. (ii) Build additional capacity in the long run by operationalising DIETs, revitalising other State-run educational institutions and increasing intake with additional investments. (iv) Train untrained teachers by allowing them to have professional qualification through other modes ensuring no compromise with quality
Category C: Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Nagaland Sikkim and Tripura	(i) Combined capacity for M Ed. intake in these seven States is only 95. In the short run, M.Ed. qualification in these states may be relaxed to work as teacher educators but in the long run expand the capacity of preparing teacher educators, as a responsibility of the universities in the north-eastern region. (ii) Remove the bottlenecks in the training of untrained teachers through carefully approved relaxations.

The above Report also suggests that in the short run, high deficit States will have no option but to recruit a large percentage from among persons not having professional qualifications. However, to ensure quality, only persons who qualify through the Teacher Eligibility Test (TET) should be appointed and institutions may be identified which can enable such persons to acquire the necessary professional qualification through open and distance learning (ODL) mode programmes available at the national and state levels. The quality of ODL programmes in teacher education needs to be ensured with periodical monitoring of material development as well as the delivery framework.

State-wise base line assessment may have to be initiated at the earliest to have a complete picture of teacher shortage at various levels, available potential stock with requisite qualification, assessment of infrastructure required, understanding teacher training capacity and assessment of additional capacity, extent of ad-hoc teachers, etc.

University Level

a) The Central government should fund centrally-funded institutions and fill up the vacancies in a time-bound manner. The State government should clarify the reasons for large number of vacancies in the State universities and colleges and urgently design and implement modalities to fill vacancies as per the approved

norms. They may also simplify the recruitment policies, possibly decentralizing at the university level, and benefit from a central pool of experts prepared by the UGC to serve on the Selection Committees.

b) As an immediate measure, the Central government may also partly assist State governments in meeting the shortage of teachers. Its implication in cost terms with 50:50 funding formula for recruitment of 1 lakh teachers will be Rs. 9,000 crore for the Centre and Rs. 9,000 crore for the States for 5 years (say, during 12th plan). States may be given a quota of teachers on the basis of GER and severity of shortages.

c) Engaging bright students pursuing doctoral studies or those who have just finished the doctoral programme through incentives to join as Teaching Assistants in the last year of their doctoral programme. Such Teaching Assistants may be paid a consolidated amount which is attractive enough to retain them in the teaching profession.

d) Some of the temporary teachers with Ph. D. qualification may be recruited into the teaching positions after rigorous screening and scrutiny.

e) Joint appointments, Adjunct Faculty, Emeritus Professorships, National Professorships may be put into operation on a large scale.

f) The UGC may fund in perpetuity certain percentage of posts that would be sanctioned to each university during the 12th Five-Year Plan Period. This is important to overcome the eventuality of teacher shortage recurring due to poor fiscal conditions of certain states as the system is likely to exp[and significantly during the next few years to accommodate additional enrolment.

g) Extension of retirement age of teachers in State Universities to 65 years in tune with the policy adopted for the Central Universities. If this is not possible due to some difficulties of the State governments, there should be a provision of re-appointment of teachers retiring at the age of 60 years on the basis of the last basic pay drawn plus commensurate allowances.

h) Engaging promising Ph.D. and Post-doctoral students as Teaching Assistants with attractive pay through a nationally formulated policy for making such appointments.

b) Overcoming Large Gaps in Teacher Supply in Long Term

School Level

a) The scheme of teacher education was revised in the Tenth Five Year Plan with emphasis on operationalizing sanctioned Districts Institutes of Educational Training (DIETs) and Colleges of Teacher Education (CTEs) for improving the quality of teacher training programmes. The scheme has built up a large infrastructure base with 571 DIETs/District resource centres (DRCs), 106 CTEs and 32 Advanced Studies in Education (IASEs) up to 2009-10. The performance of teacher education programmes has, however, not been satisfactory and most of these institutions suffer due to faculty shortage, particularly quality faculty. Further, poor focus on learning outcomes by such institutions has diluted their impact and minimized their contribution in the field of teacher education. There is an immediate need to lay down performance standards and benchmarks for such institutions with clear accountability for them to function effectively.

b) There is a need to augment the enrolment capacity of the existing teacher education institutions keeping in view that they possess their requisite human and physical infrastructure to carry on with the additional load of enrolment.

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

d) In the event of the existing institutions not able to make up the turnout of teachers to meet the demand, the state governments should initiate establishing institutions of teacher education. In case, some states also suffer from non-availability of academically qualified persons to join teaching profession, the state should strengthen the state open school system in this regard.

University Level

a) The All India Survey on Higher Education initiated by the Ministry of Human Resource Development would be an important reference to assess the availability and shortage of teachers in specific subject areas.

b) As per Selected Educational Statistics, 2009-10, total number of teachers in the higher education system is 6.5 lakh and total enrolment of students is 158 lakh, giving a student : teacher ratio of 24:1. (UGC Annual Report 2010-11 notes 6.82 lakh teachers in colleges and 1.34 lakh teachers in university departments and university colleges against a total student enrolment of 170 lakh giving a student : teacher ratio of 21:1.

c) Assuming a student : teacher ratio of 20 : 1, additional teacher requirement will be 2.23 lakh. If this ratio is maintained at 15: 1 additional teacher requirement will be 4.18 lakh. In addition to this, the 12th plan additional requirement of teachers is estimated to be 5 lakh and 6.6 lakh teachers under alternative assumptions; the 12th plan estimates are around 8 lakh teachers.

d) A small sample analysis from 80 UGC Colleges with Potential for Excellence suggests that permanent and ad-hoc (temporary) teachers are in the ratio of 60 to 40. It shows that high proportion of ad-hoc teachers are working and their services need to be regularized and monitored.

e) It is also known that posts are not being filled up because there is centralized recruitment at the State-level. Even universities do not get clearance from the respective State governments for filling up the vacancies. Under the circumstances, colleges take recourse to expanding through self-financing courses which have revenue-generating potential from which they pay the salaries of temporary teachers.

f) Private colleges have no norms about student : teacher ratio and salary to their faculty; nor do they follow stipulated criteria in this regard. Many of the private colleges, as per reports, do not pay salary as per 6th Pay Commission recommendations.

c) Restructuring the processes of teacher recruitment

School Level

a) It should be possible to have placement cells in the institutions of teacher education where prospective schools could interact with the students and identify good prospective teachers for their schools. This methodology is likely to enhance quality inputs of the institutions to present the quality of the products they turn out.

b) Procedural delays in matters such as assessing the academic requirements before the start of the academic session and issuing public notifications in time can be a solution to the problem.

c) The tendency of appointment of ad-hoc teachers, even against permanent positions available, needs to be discouraged.

University Level

a) It is seen that the appointments of teachers in the university in a particular state remained largely confined to the persons belonging to the state. Whereas this is understandable to some extent, it should not preclude the possibility of recruiting quality teachers from other states through open recruitment on all India basis.

d) Improving the mobility of teachers for meeting their shortage in the system: There has been great reluctance among teachers to move from one university/college to another. World over, progress in higher education is accompanied by high levels of mobility of teachers and researchers between different institutions. Government should examine this issue and facilitate such inter-institutional mobility by creating suitable conditions and even offer incentives such movements.

School Level

a) At the school level the mobility of teachers is generally restricted because of the language in which instruction has to be imparted in each state. The north-east region of the country had been facing shortage of teacher in certain school subjects as system within the state has not been producing teachers in requisite numbers. Teachers from the Kendriya Vidyalayas for a long time were filling this vacuum. However, with time, it is desirable that each state has interest in ensuring the availability of teachers from within the state. The question of mobility of teachers at the school level is essentially one of intra-sate movement.

University Level

a) At the University level the mobility of teachers should be a distinct possibility through creation of appropriate facilities like, provision of residential accommodation and transit hostel facilities. This task will be further facilitated in making ample support for the admission of children of the teachers willing to serve in any part of the country.

3.1 (ii) **Continuous Professional Development of Teachers**

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

School Level

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

b) The open and distance learning institutions could adopt to offer professional development programmes to the faculties of teacher education in different areas relating to curriculum, pedagogy and assessment.

c) Revamp SSA's 20-day training programme & follow similar principles for high school teachers involving conducting analyses of teacher professional needs at district levels to decide priorities. The DIETs must offer a calendar of courses in a year which teachers can choose from. Also, In-service faculty must be identified on the basis of rigorous criteria and seen on par with professional teacher educators.

d) Ensure long term continuous engagements with the teachers with mechanisms for feedback and course correction

Offer different modes of professional development (besides 'training')

(i) *Early tenure coaching* – Experienced teachers, principals or specialists could be identified as coaches for observing classes of new teachers and offering them feedback

(ii) *Peer learning* – School leaders need to help plan schedules in way that teachers can spend enough time planning together, observing one another's classes and providing feedback

(iii) *Learning communities outside the school* – Set up voluntary professional teacher networks (e.g. Rajasthan, Uttarakhand and Karnataka) and ICT enabled online subject teacher groups (e.g. RMSA Karnataka)

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

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

(vi) *Sabbaticals* for research/ advanced studies; Seminars, exposure visits, access to professional journals and e- learning communities etc.

Strengthen district/block/cluster-level institutions for teacher development

(i) SSA in-service programmes should be channelled through the DIET

(ii) DIETs need to be fully staffed and equipped with the necessary infrastructure/resources

(iii) The academic support structure at the block and cluster level needs to be linked to the DIET to offer a holistic system of continuing development to teachers

Tying professional development to career growth

Once a system for continuous in-service has been in place for a few years, a system of periodic re-certification of teachers needs to be considered.

University Level

a) *Induction Programme*: Each College should design an induction programme for new faculty that helps faculty learn about the culture of the Institution, its processes, their own roles & responsibilities, expectation from the faculty and that which the faculty can have from the institutions etc.

b) *Building Motivation and Attitude*: One of the biggest requirements of today is to build attitudes for becoming an academic, living life as a scholar and developing motivation to become an empathetic teacher. This is best done during induction and by developing well designed films and online material for the same. This will

also help in understanding the role of teacher as a professional. Such digital and visual content could be developed by the best communication & digital experts in the field whether in the private or public domains. For example, some of the best advertising agencies could be asked to make films on 50 most respected academics of India – some talking about their research and others teaching. These will become exemplars for others.

c) *Faculty Development Programmes*: These are most effective when it comes to teaching related processes, pedagogy, understanding the development of curriculum & teaching material, understanding about course & programme development, sharing of best practices as well as getting a peep into what is happening in their own fields. *Centres for Teaching & Learning* may be established at large institutions to help faculty improve their individual teaching effectiveness (e.g., recording individual teacher's class and then getting feedback on the teaching effectiveness from experts), for development of teaching material and for developing insights into how to enhance student learning. This is strongly recommended predominantly for improving teaching skills and developing student centric methods of learning. Depth of discipline is built by contributing to advances in their fields by engaging with research projects, reading & writing research papers and publishing them, organizing workshops by experts in focused domains, attending national and global conferences etc. Both are needed at Research institutions while the former, at least, should become important for Stand Alone teaching Institutions and Comprehensive Teaching Universities.

d) *Communicating & Giving/taking Feedback*: Becoming a good academic is as much about communicating well as about ways & means of what is being communicated. Programmes that help faculty communicate better and overcome language deficiencies must be developed. This is also where ICT can be of immense help and modules that provide on-line lessons may be developed. Taking written feedback from the students is a very good practice that must be encouraged in every institution. The Heads of Departments, Deans & Principals must discuss the feedback with every faculty each year as part of the evaluation system.

e) *Cost of Faculty Development*: It must be recognized that building quality teachers requires resources and that fees must be reflective of costs. Colleges must be asked to provide transparency in charging of fees and fees must include a small component for faculty development unless the government or the society provides the same for each College.

f) *Benchmark practices & performance*: Comprehensive nationwide benchmarks must be developed and updated each year for every category of institution separately – for research institutions, for comprehensive teaching universities and stand alone teaching institutions. These benchmarks should be largely on

processes, practices and broad performance measures. Each College must be asked to define their own objectives and their five year goals of improvement. They should be held responsible for those goals by linking financial grants to achievement of objectives.

g) *Autonomy to allow colleges to develop their own curricular agenda*: There is a direct correlation between motivation to teach and the ability to design own courses. Institutions where faculty design and teach from a curriculum & courses that they have developed and then approved by some higher committee of the institution are places where teaching is also taken seriously. Nothing can be more de-motivating than having to teach a curriculum & a set of courses that are imposed by an external and faceless agency. Same is true for setting of examinations, evaluating own students and invigilating. Indian institutions have deteriorated to a level where the above have become a challenge. Slowly we should build capabilities in institutions and selectively allow better institutions that show academic promise to achieve this academic autonomy. A committee may be setup to evaluate institutions, centres, departments to have this privilege.

h) *Building Teachers out of Good Researchers*: A scheme that allows researchers in various government and private research institutions (.e.g., CSIR & DRDO Labs) may be developed to provide joint appointment to select researchers in these Labs with very minimal teaching loads (e.g., one course in a year). This will help change the research environment at academic institutions and bring fresh talent into academia.

i) *Building Good Researchers out of Good Teachers*: Every fresh PhD entering academia should become eligible for a Post-Doctoral fellowship if admitted to a good institution within India and abroad. An expansion of this programme will significantly enhance the research capabilities of faculty in India and will go long ways in creating high quality academic in India. In our country, Assistant Professors carry the largest teaching load while Full Professors carry the least. This should be reversed. Assistant and Associate professors should carry less loads while all others should take a greater share of the teaching responsibility.

j) *Changes in the Regulatory Framework are required for developing quality teachers*: The NET programme should be critically evaluated to ascertain its effectiveness. The practice of not hiring PhDs as faculty in the same University immediately upon completion of doctoral work is a good practices that must become a norm in every institution. However, talented individuals should not face difficulty in entering teaching profession due to this.

k) *Transparency in Performance*: Putting up individual and institutional performance data on a portal could be the first step in achieving transparency in performance

assessment. Each institution must develop its own five year goals that include individual and institution goals including learning outcomes for students and research contribution. Funding for institutions must be linked to achieving such outcomes. Post promotion review (particularly after becoming full professor) is essential to ensure that faculty keep themselves active as far as learning and performance is concerned. It has been seen that after reaching full professorship, many academics stop performing as a teacher or a researcher. Stories abound in every institution of academics who misuse their tenured status and this must be strongly discouraged. Individual performance evaluation should be developed with an aim to providing feedback on teaching, research and service to the academic community. This should also include an evaluation of the "teaching attitude."

l) *Streamline Mentoring and Performance Assessment during probationary period*: The probation period, at least in the research institutions, should be at least five to six years as opposed to two years in most cases. This will help in building a habit of doing quality work and improve accountability amongst faculty.

m) *Teaching Related Resources*: Massive investment is required in academic infrastructure – libraries, laboratories, computing resources, learning material in Indian languages, access to internet based resources at the workplace, modest offices spaces that allow faculty to read & write at the workplace (common rooms are not substitutes for a learning environment) etc. It appears that a number of colleges do not provide learning resources to their faculty and instead expect the faculty to provide the same for themselves. This must stop. It is the responsibility of the schools to provide a learning environment for the teachers.

n) *Recognizing and Rewarding Performance*: There must be special recognition grants (both for teacher & teaching development as well as research) given to a set of institutions that achieve certain merit driven goals on student outcomes and faculty output. This in turn must be allocated to individual faculty who meet high individual goals. This will also help in aligning individual and institutional goals. Promotion must be based on merit and all should compete with themselves to get promoted as opposed to wait for a promotion when a vacancy arises (this later is a purely bureaucratic construct that de-motivates academics). However, where merit is missing, time bound promotion does more harm. It can be done away with.

o) *Mandatory Accreditation*: Accreditation of institutions should be made mandatory with clear identification of strengths and weaknesses. It is equally important to focus on institutions that despite all efforts do not improve the quality of teachers, teaching and learning either through accreditation or through evaluation by an expert committee. Such institutions should be closed down as they harm the interest of providing quality education to students.

(b) Effective use of information and communication technology and open and distance learning technologies for continuous professional development of teachers

School Level

a) Open and distance learning has come to occupy a significant place in provision of teacher education at the school stage. There is a need to examine and re-strategise the use of ODL as supportive to conventional mode of teaching and teacher education. The use of ODL for professional development and pedagogical reorientation of teachers at the tertiary level is also significant.

b) E-enrichment teaching learning materials need to be developed and made available to the teachers for enriching their classroom practices. It has to be emphasised that such materials are an aid to the teacher and not a substitute for them. There also needs to be an orientation of effective use of ICT materials by the teacher so that his face to face communication finds the required support in such materials.

University Level

a) The **e-pathshala** initiative of the University Grants Commission is an important intervention for development of e-learning materials in a variety of subjects. The programmes are being produced at the centre for educational communication (CEC) and other media centres. The need is to ensure that university teachers give their appropriate time to develop the materials and in cases video-graph their lectures for wider transmission.

b) Generating a wide spectrum of e-course where an online resources has the potential of going a long way in improving the quality of teaching. This can be further augmented through permitting access to internet in the institutions of higher education.

(c) Linking participation of teachers in continuous professional development with career progression

School Level

a) The Chattopadhyaya Commission 1982-85 had introduced participation in in-service programme of three weeks duration by every teacher to have the benefit of crossing an efficiency bar in service profile of the teacher. The career progression was linked to the crossing the efficiency bar. It needs to be looked into why such a provision has not been continued.

University Level

a) Various ways in which a teacher could be engaged in continuous professional development have been indicated earlier. The research publications, participation in higher level academic seminars and conferences, success in terms of citation of the research work should all be a part of the benefit that a faculty member could seek in professional elevation.

(d) Organizing professional development programme to develop excellence and creativity

School Level

a) At the school level there should be a provision of secondment of teachers and teacher educators to national and state level apex institutions in the field of education. Likewise the professional working in institutions other than teaching should have stint with the teacher education institutions. Such a provision can go a long way in developing wider perspectives in which education operates and can be a basis for developing excellence and creativity.

University Level

a) The university faculty needs to be provided support for periodic working in specialised institutions of research, interact with people who are in the frontier areas of knowledge, benefit from the resources available there in. Such

arrangements can be useful in developing deeper perspectives about the areas of research and enhance academic interaction with their counterparts.

3.1 (iii) **Continuous Professional Development of Teacher Educators**

a) Redefine structures and processes for preparation and development of teacher educators.

(i) Curriculum, duration and structure of the M.Ed. programme need to be revamped based on National Curriculum Framework for Teacher Education (2009) and the new model curricula proposed by NCTE.

(ii) At least 100 institutions across the country spread over all states that could be capable of running such a revamped programme must be identified and prepared to deliver such programmes.

(iii) Recruitment criteria and processes must be redefined.

(iv) A group of at least 500 outstanding teacher educators should be developed in every state within a reasonable period of time

b) *Create a separate cadre for teacher educators in each state* as recommended by the 12th five-year plan. This will help to strengthen their professional status and move towards treating teacher education institutions as institutions of higher education.

c) Facilitate and strengthen voluntary professional networks of teacher *educators* including physical and ICT-enabled virtual forums for professional interaction and development.

3.1 (iv) **Professional Status and Working Conditions**

a) Apart from shortage in the supply of teachers, one finds inadequate opportunities for continuous professional development of teachers at all levels, declining social and professional status and working conditions of teachers, and growing erosion in the professional identity of teachers and the status of teaching as a profession.

b) There is a total absence of standard setting for performance of teachers at various levels and suitable systems of recognition and incentives for meritorious work.

3.1 (v) **Attracting and Retaining Youth in the Teaching Profession**

a. Motivating students to decide on a teaching career early

School Level

a) Inability to attract talented professional into teaching is a serious matter that requires immediate attention. This would probably demand revising service conditions and incentives offered to teachers based on their performance and responsibilities. On strategy could be to make teacher preparation a demanding professional activity and design programmes in teacher education to catch young persons early into a programme leading to a career in teaching.

b) Most professional programmes attract students after their senior secondary. Experiments in this country of inducting them into four years integrated programmes of teacher education have stood the test of the times. There is a need to professionalize teacher education through such programmes. This will have added advantages in achieving the following:

(i) Better quality of entrants to teacher education institutions

(ii) Breaking the Isolation of teacher education from the School system as well as from the larger higher education system

(iii) Developing Comprehensive Colleges of Education

(iv) Mainstreaming integrated programmes of teacher education

(v) Pre-service teacher education to be developed in multi-disciplinary settings

c) *Recruitment Followed by Training*

The policy of *recruitment first followed by training later,* has the potential of directly inducting into the system persons with the better academic background. Presently, generally a young person joins a teacher education institution only after he/she has exhausted other avenues.

University Level

a) The following suggestions are offered to maintain steady flow of talent in teaching profession at the higher education stage:

(i) There may be shortage of faculty partly due to the fact that there are no qualified candidates; hence there may be a need to increase the potential supply of candidates willing to take up teaching jobs. There are many suggestions given in the Report of different Committees listed in report of the sub-group I. They need to be examined without further delay for implementation.

(ii) Enabling conditions and working environment for the faculty members to engage in the pursuit of teaching, research, publication, consultancy and extension activities with dedication and commitment. Fund may be earmarked for adequate infrastructure - physical space, equipments, furniture, stationery, internet connectivity and library and journal connectivity through network of libraries for the teachers of university departments and colleges.

(iii) An integrated PG and doctoral programme of five years with full scholarship may be offered in university departments and select colleges under the scheme fully supported by the UGC, support to 10,000 students during 12th plan may be planned.

(iv) A meticulously designed fool proof system of testing abilities and certification to identify the best possible candidates to pursue teaching and research as a career;

(v) Ensuring steady availability of qualified faculty at the middle and senior levels

(vi) Augmenting the intake capacity in professional/technical higher education; issue of flight to industry

(vii) Issue of quality faculty in private higher educational institutions

(viii) Appointment of faculty on flexible salary structure

(ix) Filling faculty positions with persons of foreign nationalities in areas of shortage

(x) Joint appointments, Adjunct Faculty, more number of UGC Emeritus Professorships, more number of National Professorships.

(xi) Making higher education a lucrative career option with better pay, promotion, and job satisfaction through performance-linked and incentive-based career progression.

(xii) Ending dichotomies between Central and State Universities in respect of central funding.

(xiii) Adoption of National Level Selection of Faculty, processes and procedures

(xiv) Revisiting National Eligibility Test (NET)/ State Eligibility Test (SET) to identify talented to join teaching and research.

b. Incentives to talented persons to join teaching profession

School Level

a) In furtherance to (viii), make admissions to teacher training programmes rigorous, highly selective and pay for these programmes tuition and fees or give students a living stipend while in training.

b) Government should closely monitor the demand for teachers and regulate supply to match it so that teachers who complete this training are guaranteed jobs in the profession.

c) Offer competitive compensation in terms of salaries so that the financial rewards from teaching suffice to attract and retain top students given the dynamics of the national markets in other professions.

d) Offer opportunities for advancement and growth in a professional working environment and bestow enormous social prestige on the profession.

University Level

a) The interface between university and industry and related institutional frameworks should be enhanced so that there can be a regular flow of expertise from university to industry and vice versa.

c. Facilitating Teaching Jobs in the Country for those Professionals intending to return from abroad

School/University Level

a) Teaching profession in India seriously suffers due to lack of mobility among teachers. The issue should be examined comprehensively to facilitate horizontal mobility among teacher across institutions as well as vertical mobility from one level to another.

b) The scheme of pool officers conceived sometime ago by the UGC in facilitating professionals intending to return from abroad. The attachment norms to the pool need to be made respectable and lucrative till they find appropriate opportunities to move to regular faculty positions in the universities or institutions of higher learning.

d. Setting benchmarks for identifying and encouraging excellence in teaching similar to those generally done for research

School/University Level

a) It is generally seen that in the universities the teacher gets rewarded in elevation to higher positions essentially on the merit of research contributions of the individual. This is indeed an important criteria for a university teacher to be known amongst the best in his field. However, the performance of the individual as a teacher receives little consideration for promotions. Just as we have evidence of the scholarship of the individual in terms of research publications, citation indexes, patents, it would be equally important to design corresponding benchmarks like, innovations in teaching, students' perception about the teacher. Teacher appraisal system will need to be worked out, which should be open, participative and data based.

e. Policies and strategies for retaining talented in the teaching profession

School Level

a) Finally, TET/ SELT should be made compulsory for teacher recruitment as the necessary culmination for each of the alternate pathways that are developed and should be open to all candidates including those who either do not have either diploma or a bachelor's degree qualification or have them from non-NCTE recognized institutes. Given the proliferation of low-quality teacher training institutes, it is important that suitable outcome measures be developed for rating and improving teacher training programmes and it may be possible to rate teacher training institutions on the basis of the TET/SLET scores of their graduates.

University Level

a) UGC conducts National Eligibility Test (NET) for lecturership/assistant professorship and Junior Research Fellowships (JRF) in order to ensure minimum standards for the entrance in the teaching profession and research. Experience has shown that this test needs to be reviewed in regard to its design and methodology so that it becomes a more effective instrument of identifying talented teachers for the higher education system.

3.1(vi) **Attracting and retaining teachers from Scheduled Castes (SCs), Scheduled Tribes (STs), Other Backward Classes (OBCs), Minorities and Differently-abled**

a. Reforms in recruitment procedures for adequate representation of disadvantaged communities and groups in teaching profession

School Level

a) Mandated reservation policy is adopted in government institutions with respect to appointment of teachers belonging to SC/ST/OBC/Physically Challenged. But there is no such mandate for institutions in the private sector. There is a need for focussing on this aspect and to ensure that teachers from these categories join the system. At the same time, there has to be sensitization programmes for all in regard to the support needed by this category of persons and a pro-active approach to nurture them.

University Level

a) The UGC has a scheme of establishing model degree colleges in 400 educational backward districts, including districts where the concentration of the above categories is large to ensure availability of opportunities for higher education. The establishment of such institutions and the status of such institutions to attend to these categories need to be studied for incorporating mid-course corrections to the scheme.

b. *The UGC may also take special steps for creating appropriate facilities and inclusive environment for teachers from disadvantaged communities*

c. Special measures and incentives should be introduced to promote professional growth and career progress for teachers from disadvantaged communities

School/University Level

a) In the first instance, it will be an important exercise to undertake to mapping the persons belonging to the disadvantaged categories in the institutions they are serving and to study their experiences, strengths and weaknesses.

b) It might be useful to develop a charter of entitlements especially for the differently abled. Often, infrastructural arrangements on campuses, for example, toilets, ramps, tactile numbering, display boards etc. As well as transport facilities fall woefully short and are inhibitory factory for their participation in education.

c) There are several schemes in place to facilitate participation of the disadvantaged groups. Scholarships for persons with disability are granted by various sources: Central Government, state government and private trusts but there is inadequate publicity due to which many genuine cases, which require funding are left unattended. Appropriate mechanisms need to be evolved so that the benefits reach the groups.

d. Financial incentives coupled with guidance facilities to be introduced to attract persons from disadvantages communities and groups to join teaching profession

3.1 (vii) Enhancement **of Coverage and Quality through use of Technology**

a. Devising and Institutionalizing models and strategies for promoting the use of ICT

MHRD already has two Mission mode projects for strengthening use of ICT in School and University level. These Schemes will be further intensified during the Twelfth Plan with an objective to make these programmes more effective, efficient and sustainable. At the University level, These include:

(i) Digital Infrastructure Initiatives: (i) upgrade connectivity for universities and colleges to 10GBPS and 1 GBPS respectively; (ii) build computer labs in all institutions as required and increase availability of laptops and low-cost access devices for faculty and students; (ii) provide smart classrooms; (iii) set up classrooms with interactive video-conference facilities linking Meta-universities and affiliating universities; (iv) set up 100 server farms for cloud computing.

(ii) Content Initiatives: (i) develop virtual labs, to promote creation of user-generated content; (ii) establish a single national-level consortium for propriety content; (iii) create open access content repositories including interoperable institutional repositories; (iv) create platforms to facilitate user generated content and related networks; iv) create a single portal for access to all content; (v) continue current initiatives of DTH channels to telecast digital educational videos.

i. Governance Initiatives: (i) rollout institutional Enterprise Resource Planning (ERP); (ii) computerize examination wings of all universities (ii) provide robust online linkage of all affiliating universities with their affiliated colleges; (iii) create online data collection system; (iv) library automation; (v) automation of grants management.

Training and Capacity Building Initiatives: (i) train faculty in instructional design content creation; (ii) implement massive capacity building efforts for adopting technology-mediated pedagogy in the classrooms.

b. ICT Penetration through curriculum reforms

School/University Level

a) The use of ICT should aim at improving the teaching learning processes in classrooms at all levels. The present tendency of teaching about ICT independent of the teacher using ICT for transacting curriculum needs to be looked into. The whole gambit of putting into action all inputs from educational technology including instructional technology has the potential of influencing quality of education.

b) Efforts have to be made to use it significantly, to enhance the capacity for reaching students through remote and distance learning platforms, particularly meant for quality upgradation of teachers.

c. Mobilizing resource of ICT integration into education and capacity building of teachers

d. Promoting adoption of open source software and learning materials in using ICT in education

School/University Level

a) Significant steps have been taken in technical education sector to integrate ICT in teaching learning process and enhance the reach of established institutions of learning to wider network of students. And E-learning platform called A-VIEW has been designed with state of the art software for distance education and collaboration. It permits two way video interactions making the lectures a live experience. Utilizing of this support by a network of institutions in higher education can be a valuable input for teaching and learning.

SECTION IV

Operational Framework of the Mission

4.1 In Section I of this report, the context and challenges in respect of teachers, teaching and teaching professional development were outlined. These challenges had led to formulation of broad goals and objectives which were outlined in Section II. Section III gave a perspective of the various concerns relevant to managing the demand and supply of teachers and attracting talented youth to teaching profession: continuing professional development of teachers; attracting and retaining of teachers from SCs/STs/OBCs/Minorities and Differently-abled; and improving the quality of teacher education and use of ICT in schools and higher education. This section deals with the expected outcomes in each of the areas mentioned above and to suggest strategies for programmes to be initiated to operationalize the National Mission on Teachers and Teaching. These aspects are outlined area-wise.

4.2 Managing Demand and Supply of Qualified Teachers

School Education

4.2.1 There is no authentic data available for the requirement of teachers in different states of the country although certain indicators are available in broad terms. Most of this data is actually based on the projected population of school going age children and working out the requirement of teacher based on a defined teacher: pupil ratio. Such estimations are useful in those stages of education where subject specificity is either not important or is not required because in such situations, teachers are not appointed specific to subject(s) to be taught but to carry on the institutional responsibility of a range of curricular areas relevant to a particular stage of education. In today's context this may be true with regard to primary teachers but does not hold reason for upper primary, secondary and senior secondary stages of school education. The knowledge domains of higher education specific requirement of teachers in each areas become significant depending upon the student population in those knowledge domains seeking higher education. *Efforts should be made to create a comprehensive teacher data base – levelwise and statewise – giving details of each teacher in the system in a cumulative fashion, irrespective of government or private institutions.*

4.2.2 The National Council for Teacher Education (NCTE), a statutory body of the Government of India, for planned and coordinated development of teacher education, brought out in 2011 a study entitled *"Demand and Supply Estimates of Intake Capacity of Teacher Education Courses Across the States and Union Territories (2009-10 to 2016-17)"*. As is evident from the title of this study, it focuses on the intake capacity of teacher education courses and refers to teacher requirement in stage specific domains namely, early childhood education, primary education, upper primary education, secondary education, senior secondary education. The situation as on 2012-13 is summarized below:

4.2.3 There is a need for estimates of teachers required for all curricular areas of school education which data currently is not available, thus leading to a situation of availability of teachers in some areas and non availability of teachers in other areas of school curriculum. *The Mission may recommend that a study in this direction may be undertaken by the concerned institutions so that a proper estimates of demand and supply of teachers to handle all curricular areas of school education could be planned.*

4.2.4 An assessment of vacancies of teachers across the country in all categories of higher educational institutions also needs to be made on a priority basis. Also, a critical review of recruitment procedures along with eligibility criteria followed by the university authorities should also be made in consultation with all stakeholders. *The Mission should have such a study initiated in order to have the comprehensive database for assessment of faculty demand-supply position in higher education.*

4.2.5 *The Mission recommends the following steps in meeting the immediate requirements of teacher shortage at the school stage:*

- Wherever possible the posts may be filled drawing qualified persons from other States through wide publicity
- States may relax professional qualification as an interim measure but not the academic qualification
- The DIETS as well as other State-run institutions need to be revitalised and their intake increase, with additional investments.
- Untrained teachers to be encouraged to acquire professional qualification through distance mode.

4.2.6 The Mission recommends the following long-term strategies to meet the demands of teachers

- Enhancement of the capacity of universities to produce teacher educators and strengthen the capacity of teacher training institutions – particularly in Eastern and Northeast states.
- Baseline assessment surveys to be conducted state-wise at regular intervals to have a complete picture of teacher demand-supply at various levels

- Estimation of the size of ad hoc teacher recruitment
- Introduction of a system of professional training after recruitment (based on TET) in selected states, to begin with
- Strengthen teacher education institution monitoring system under NCTE
- Creation of placement cells in institutions of teacher education where schools could recruit teachers – this will introduce quality consciousness and competition.

Higher Education

4.2.7 The Mission recommends the following to meet the immediate requirement of teacher shortage

- Simplify recruitment policies, decentralization at the university level, central pool of experts to serve on the Selection Committees.
- As an urgent solution, Central government may also partly assist State governments in meeting the shortage.
- Engaging promising Ph.D. and Post-doctoral students as Teaching Assistants
- Joint appointments, Adjunct Faculty, Emeritus Professorships, National Professorships may be put into operation on a large scale.
- Extension of retirement age of teachers in State Universities to 65 years

4.2.8 *In order to overcome large gaps in teacher supply - devising long term strategies are recommended as follows:*

- *Increasing Demand for Teacher is estimated as* : for student-teacher ratio of 20 : 1, additional teacher requirement will be 2.23 lakh; for ratio of 15: 1, requirement will be 4.18 lakh. Overall expected requirement - the 12th plan estimates are around 8 lakh teachers.
- *The issue of temporary and ad hoc teachers which is* currently very large needs to be addressed for appropriate solution

- *Restructuring of the processes of teacher recruitment*
- Decentralization at the State and university levels
- Private colleges – norms for recruitment, teacher-student ratio, teacher salary, and so on, to be rationalize.
- Improving the mobility of teachers for meeting their shortage in the system

4.3 Attracting and Retaining Talent in the Teaching Profession

School Education

- Motivating students to decide on a teaching career early
- Design programmes in teacher education to catch young persons early into a programme leading to a career in teaching – integrated First Degree Programmes such as B.El.Ed.
- Introduce 'recruitment first followed by training later' – potential of directly inducting persons with better academic background.
- Incentives to talented persons – highly selective – pay for their tuition and fees or give students a living stipend while in training
- Setting benchmarks for identifying and encouraging excellence in teaching similar to those generally done for research
- Rating and improving teacher training institutions on the basis of the TET/SLET scores of their graduates

Higher Education

- *Motivating students to decide on a teaching career early*
- Improve enabling conditions and working environment for the faculty
- An integrated PG and doctoral programme of five years with full scholarship

- Augmenting the intake capacity in professional/technical higher education – addressing the issue of flight to industry
- Issue of quality faculty in private higher educational institutions
- Appointment of faculty on flexible salary structure
- Improve job satisfaction through performance-linked and incentive- based career progression.
- Revisiting National Eligibility Test (NET)/ State Eligibility Test (SET) to identify talented to join teaching and research
- *Facilitating Teaching Jobs in the Country for those Professionals intending to return from abroad*
- *Setting benchmarks for identifying and encouraging excellence in teaching similar to those generally done for research*

4.4 Continuous Professional Development of Teachers

School Education

4.4.1 In order to enhance institutional capacities for in-service education of teachers on continuing basis, the Mission recommends as follows:

- Teacher Education Institutions become bi-model giving both pre-service and in-service education within defined geographical areas around the institution
- Open and Distance Learning (ODL) institutions may offer professional development programmes to teachers and teacher educators in different areas relating to curriculum, pedagogy and assessment
- Ensure long term continuous engagements with the teachers with mechanisms for feedback and course correction
- Early tenure coaching –Experienced teachers, principals or specialists could be identified as coaches for observing classes of new teachers and offering them feedback.

- Learning communities outside the school -= Set up voluntary professional teacher networks (e.g. Rajasthan, Uttarakhand and Karnataka) and ICT enabled online subject teacher groups (e.g. RMSA Karnataka)
- Sabbaticals for research / advanced studies; Seminars, exposure visits, access to professional journals and e-learning communities
- Strengthen district/block/cluster-level institutions for teacher development as Resource Centres and network them for Synergy
- Typing participation in professional development activities to career growth – teachers and teacher educators
- E-enrichment Teaching Learning Materials need to be developed and made available to the teachers for enriching classroom practices – orientation of effective use of ICT materials by the teacher
- Professional development programme to develop excellence and creativity – provision of secondment of teachers and teacher educators to national and state level apex institutions
- Create opportunities for continuous professional development of teacher educators
- Facilities and strengthen voluntary professional networks of teacher educators –ICT enabled virtual forums for professional interaction and development
- Standard setting for performance of teachers and teacher educators at various levels and suitable systems of recognition and incentives for meritorious work.

Higher Education

- Designing and Implementing Induction Programme in every university and college
- Building Motivation and Attitude: Presenting Exemplars
- Strengthening Faculty Development Programmes:
  - Establish Centres for Teaching & Learning
  - Support engaging in research projects, reading & writing research papers, attending national and global conferences, participation in workshops in domains of expertise

- *Assessing and Supporting Cost of Faculty Development*
- *Establish Contextualised Benchmarks for Assessment of practices & performance*
- *Autonomy to allow colleges to develop their own curricular agenda*
- *Building Teachers out of Good Researchers*- Joint appointment between research centres and teaching institutions
- *Building Good Researchers out of Teachers*: Support for Post-Doctoral Work to every young teacher
- *Transparency in Performance*: putting up individual and institutional performance data on a portal.
- *Streamlining Mentoring and Performance Monitoring during probationary period*
- *Teaching Related Resources*: Investment in academic infrastructure – libraries, laboratories, computing resources, learning material in Indian languages, access to web resources at the workplace
- *Recognizing and Rewarding Performance*: Rethink on CAS, Recognize good teaching as well as research
- *Mandatory Accreditation* of Institutions

4.5 Recruitment of Teachers from Marginalised Sections - SC, ST, OBC, Minorities and Differently-abled

School Education/Higher Education

- Exercise to map the persons belonging to the disadvantaged categories in various institutions
- Useful to develop a charter of entitlements especially for the differently abled.
- Creating appropriate facilities and inclusive environment for teachers from disadvantaged communities
- Special measures and incentives to promote professional growth and career progress for teachers from disadvantaged communities
- *Providing Financial incentives coupled with guidance facilities*

4.6 Enhancement of Coverage and Quality through use of Technology

School Education

- Devising and Institutionalizing models and strategies for promoting the use of ICT – Strengthening implementation of the National Mission in this direction
- ICT Penetration through curriculum reforms
- Mobilizing human resource for ICT integration into education and capacity building of teachers
  - For instance improved institutional networking for use of E-learning material
  - Culture to adopt open source software and learning materials in using ICT in education
- Initiatives for Content Development and Use:
  - Develop virtual labs, to promote creation of user-generated content;
  - Create open access content repositories including interoperable institutional repositories;
  - Create platforms to facilitate user generated content and related networks;
  - Create a single portal for access to all content;
  - Continue current initiatives of DTH channels to telecast digital educational videos.

Higher Education

- *Devising and Institutionalizing models and strategies for promoting the use of ICT* – Strengthening implementation of NMEICT
- *ICT Penetration through curriculum reforms*
- *Mobilizing resource of ICT integration into education and capacity building of teachers*
  - *For instance improved institutional networking for use of A-VIEW*

- *Culture to adopt open source software and learning materials in using ICT in education*

4.6 ICT and ODL for continuous professional development of teachers

- Strengthen the **e-pathshala** initiative of the University Grants Commission - for development of e-learning materials in a variety of subjects.
- Generating a wide spectrum of e-course where an online resources – in multiple languages
- *Linking participation of teachers in continuous professional development with career progression* - Framework to be Designed and Supported
- *Organizing professional development programme to develop excellence and creativity*
- Support for periodic working in specialised institutions of research, interact with people who are in the frontier areas of knowledge

SECTION V

Organizational Structure and Implementation Framework

It has to be recognized at the outset that the work of the Mission will overlap with the activities being carried out by the existing Departments of MHRD and other bodies such as UGC and AICTE. Therefore the Mission will have to have a unique structure and implementation framework which complements the ongoing work of these bodies, create and implement additional programmes to fill existing gaps, and significantly create value enhancement in the overall performance of the sector through building synergy among different institutional mechanisms. It is with this consideration in view that the following structure for the Mission and the implementation framework has been suggested.

5.1 Executive Committee

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

Specifically, the Executive Committee will be responsible for:

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

Composition of the Executive Committee:

The Union Minister of Human Resource Development (HRM) will chair the Executive Committee. Members of the Executive Committee will include Secretaries of Higher Education, School Education and Literacy, and other allied Departments as members such as Planning and Expenditure. The Committee will also include representatives of

heads of UGC, AICTE, NCTE, DEC, NCERT and NUEPA along with selected experts from university and school education sector as well as representatives of national level professional organizations of teachers.

5.2 Project Approval Board:

Constitution :

The Project Approval Board (PAB) shall be co-chaired by the Secretary (HE) and Secretary (SE&L) and the members will include renowned experts from academia and administration, apart from representatives from Department of Expenditure, Planning Commission, UGC, AICTE and other allied Departments of the Government of India.

Functions:

Functions of the PAB will be two-fold; The PAB will have full authority for sanctioning Projects to State level and other bodies for implementing the new programmes to be initiated under the Mission. Secondly, it will also facilitate coordinated implementation of new Projects and the existing/ongoing Schemes and Projects under implementation; specifically, the PAB will perform the following functions:

- Sanction of new Projects/Schemes and evaluation of Project progress
- Coordination to ensure smooth flow of resources
- Enabling execution and integration of deliverables
- Creating a feedback system among ongoing and new Projects/Schemes under the Mission
- Initiating Research and Evaluation Activities in the areas of Teachers, Teaching and Teacher Professional Development
- Making recommendations to the Executive Committee on matters of importance

5.3 Mission Secretariat

The Mission Secretariat to be located within the MHRD will support and coordinate all activities under the Mission's purview including the ongoing and new schemes/projects. The Secretariat will also be responsible for organizing the meetings and activities of the Executive Committee and the PAB. All the documentation, coordination and day to day support to all these committees shall be extended by the Mission Secretariat. This office shall play an important role as an interface between various committees and the MHRD.

5.5 Role of National Bodies and Resource Institutions

The Scope of work the National Mission as proposed above is vast and cuts across different subsectors of education and demands continuous technical resource support from national level bodies which are already engaged in promoting and implementing programmes related to teachers, teaching and professional development. Some of the

illustrative functions that these bodies would be required to perform in support of the Mission are enumerated as follows:

5.5.1 Role of UGC

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

- development of a comprehensive policy and programmatic response for ensuring improved institutional structures and processes for continuing professional development of faculty in colleges and universities;

- the designing and implementation of strategies and programmatic interventions for continuing professional development of faculty in colleges and universities with a view to ensuring that all faculty in colleges and universities receive high quality training that equip them with the knowledge and skills required for carrying out their professional duties in diverse social, economic, cultural, and technological contexts;

- improving the systems/procedures for assessing faculty performance based on professional standards set for faculty of colleges and universities and for building capacity for ensuring that these standards are met in through systematic assessment;

- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for continuing professional development of faculty in colleges and universities with a view to improving the overall quality of various programmatic interventions.

5.5.2 Role of AICTE

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

- implementing policies and programmes designed to facilitate the recruitment/provision, allocation/deployment and utilisation of teachers to meet the demands of the technical education institutions and universities;

- the designing and implementation of strategies and programmatic interventions for continuing professional development of faculty in technical education institutions and universities, including institution-based on-the-job training and open and distance learning with face-to-face engagement, with a view to

ensuring that all faculty in technical education institutions and universities receive high quality training that equip them with the knowledge and skills required for carrying out their professional duties in diverse social, economic, cultural, and technological contexts;

- improving the systems/procedures for assessing faculty performance based on professional standards set for faculty of technical education institutions and universities and for building capacity for ensuring that these standards are met in through systematic assessment;

- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for continuing professional development of faculty in technical education institutions and universities with a view to improving the overall quality of various programmatic interventions.

5.5.3 Role of NCTE

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

- implementing policies and programmes designed to facilitate the recruitment of teachers to meet the demands of the school education system;

- development of a comprehensive policy and programmatic response for ensuring improved institutional structures and processes for pre-service and in-service teacher education and training programmes;

- improving the systems/procedures for assessing teacher performance based on professional standards set for teachers for ensuring that these standards are met in through systematic assessment;

- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for improving teacher education programmes and institutions with a view to improving the overall quality of various programmatic interventions.

5.5.4 Role of NCERT

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

- the designing and implementation of strategies and programmatic interventions for continuing professional development of in-service teachers, including school-based on-the-job training and open and distance learning with face-to-face engagement, with a view to ensuring that teachers and head teachers receive high quality training that equip them with the knowledge and skills required for carrying out their duties in diverse social, economic, cultural, and technological contexts;

- improving the systems/procedures for assessing teacher performance and teacher effectiveness based on basic professional standards set for teachers, and for building capacity for ensuring that these standards are met in schools through systematic school supervision;

- developing and putting in place a mechanism to monitor the implementation of programmatic interventions for continuing professional development of in-service teachers with a view to improving the overall quality of various programmatic interventions.

5.5.5 Role of NUEPA

Formulation of policy responses and planning and coordination of programmatic interventions required for the establishment of effective teacher management and development system at the school and higher education levels, with special focus on:

- improving the preparation, recruitment/provision, allocation/deployment and utilisation of teachers/faculty to meet the demands of the school and higher education systems;

- enhancing capacity of supervisory and school/institutional leadership to facilitate teacher development and management, including school-based teacher management and development;

- the establishment of a comprehensive teacher management information system (as an integral part of the EMIS) required to support teacher management and development efforts at the state and national levels;

- developing and putting in place a mechanism to monitor the implementation of the various components of the National Mission with a view to improving the overall quality of various programmatic interventions.