STATE EDUCATION MINISTERS' CONFERENCE

AGENDA ITEMS
&
BACKGROUND NOTES

5th June, 2012
At 11.00 A.M.
The Banquet Hall,
Hotel Ashok,
New Delhi

MINISTRY OF HUMAN RESOURCE DEVELOPMENT
GOVERNMENT OF INDIA

AGENDA & BACKGROUND NOTES FOR THE

STATE EDUCATION MINISTERS' CONFERENCE

5th JUNE, 2012 AT 11.00 A.M.

Venue: Banquet Hall
Ashok Hotel, New Delhi

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MINUTE TO MINUTE PROGRAMME

11.00 -11.10   Inaugural Address by Hon'ble HRM

11.10- 11.15   Agenda Item 1 Confirmation of the Minutes of the State Education Ministers' Conference held on 22nd Feb. 2012 and Submission of Action Taken Report

11.15 -11.35   Presentation on Agenda Item 2- Common Entrance Test for Admission to Engineering Programmes

Presentation on Agenda Item 3- IIITs Bill and Establishment of IIITs on PPP mode

11.35-13.30   Discussion on Agenda Item 2 & 3

13.30-14.30   Lunch

14.30-15.00   Presentation on Agenda Item 4- Two Years of RTE –SSA

Presentation on Agenda Item 5- Revised Teachers Education Scheme

Presentation on Agenda Item 6- Shakshar Bharat

15.00 -16.50   Discussions on Agenda Items

16.50-1700   Concluding Remarks

The State Education Ministers' Conference was held on 22nd February, 2012 under the Chairmanship of Shri Kapil Sibal, Hon'ble Minister of Human Resource Development. List of the participants is at **Annexure-I.**

1.   Hon'ble HRM in his opening remarks welcomed his colleague in the Ministry, Dr. D. Purandeshwari, Education Ministers of States, Secretaries of the Departments of Science and Technology, School Education and Higher Education, academics and officials of the Ministry of HRD and State Governments present in the Conference. HRM said that the reform initiatives are being implemented with the co-operation and support of the States. On the vocational front, a Committee was set up in 2011 under the Chairmanship of the Education Minister of Bihar, Sh. P.K. Shahi with the objective to strengthen vocational education throughout the country. The Report of the Committee has given valuable inputs into the National Vocational Education Qualification Framework (NVEQF) which is the main architecture of Vocational Education. He mentioned that substantial progress in different sectors of education has been made which include Right to Education, launch of Sakshaar Bharat and examination reforms at secondary level. In higher education, focus is on improving access with equity and excellence. HRM highlighted the need to ensure that our children are empowered to compete at every level. He said that what is of utmost importance today is to reduce the burden of children as they move out of school into the university system. Before the commencement of the proceedings, he condoled the demise of Dr. V.S. Acharya, Karnataka State Higher Minister who had demised recently on 14th February, 2012.

1.1.   Thereafter the Minutes of the previous meeting held on 8th June, 2011 were confirmed and Action Taken Report on the same was noted by the Hon'ble Ministers participating in the Conference.

2.   **Agenda Item 1: Common eligibility test for higher education in science & engineering**

2.1.   **Dr. T. Ramasami, Secretary, Department of Science & Technology**
        Dr. T. Ramasami, Secretary, DST described the consultation process adopted by him and said that the concept of having an alternate admission system for looking at science and engineering subjects was proposed at the IIT council. At that time, it was recognised that some co-relation exists between the performance at State Boards and the final performance of an

individual in the IIT system. Hence, a provision to include the State Board performance into admission system was felt necessary. Although a proposal was initiated to standardize the syllabus and curriculum so that all the State Governments will have the same system, but this, was not found feasible and it was decided to continue with the present diversity in the different State systems. The proposed system is a result of certain harmonization without losing the identity of each State Board in their present form. What is proposed in the new system is that all the State Boards will continue to have their own syllabi and their own testing protocols. While arriving at the formula, major State Boards with varying range of students appearing in the board exams such as West Bengal, Central Board and one of the smaller Board with a range of 25000 examinees, another with about six lakh and one more with ten lakh students taking exams were considered. All of them seemed to have a very simple algorithm which can be co-related. Indian Statistical Institute analysed the data of six years of about thirty lakh students coming from this process and it was found that a common co-relation exists regardless of the size of the Board. He then explained the formula of working out the percentile. In terms of benefits, all States in the country will retain their own state board systems and can now get a certain objective national test feed into the selection process. Certain institutions, such as the IITs, presently do not take into account performance in the school, as a result the students tend not to take school board exams seriously and focus only on the entrance examination. Now in the present analysis, the students will have to give importance to their board exams because certain percentage weightage will be assigned to it. Some percentages have been suggested but probably these can be finalised after discussion. He thanked all those who gave tremendous support in developing this particular formula. He stated that this was the outcome of a collective exercise of this committee and he believed that this august body should discuss and advice on the move forward. He visualised that this common test is best way forward which could reduce the number of board and competitive examinations which are far too many.

2.2. Prof. Sanjay G. Dhande, Director, IIT Kanpur.

Prof. Sanjay G. Dhande said that the main issue which the Government is trying to address is the menace of multiple entrance examinations. He said that the whole phenomena of entrance examinations started in mid-sixties, particularly when the National Institutes came into existence and entry was on an All-India basis. In the secondary and tertiary education, there is lot of stress on students as they have to appear in variety of entrance examinations, causing hardships and stress to students.

He referred to the earlier Committees and the systems of entrance examinations that emerged from their recommendations. These are the Khandelwal

Committee, the Chandi Committee and the Acharya Committee. Subsequently the Ramaswami Committee was formed which went through a very rigorous methodology.

The Ramasami Committee is probably the first important exercise in the history of the country that enables one to compare the scholastic level of students from different States. According to the suggested formula, the percentile score is more important than percentage. He then explained in detail the proposed methodology envisaged for the new entrance examination.

2.3 Shri C. Damodar Raja Narasimha, Hon'ble Dy. Chief Minister, Andhra Pradesh

He stated that the Govt. of Andhra Pradesh welcomes the reforms initiated by the Union Government in streamlining the process of admission to Engineering Colleges in the country with the objective of doing away with the multiplicity of entrance examinations. He suggested a longer time frame for adoption of the National Curriculum from 2014 instead of 2013, which will give considerable space and preparatory time for the parents and students.

With regard to the conduct of new examination, in addition to National Language and English, he suggested that the option of regional language should also be incorporated as almost 40% of the +2 students write their examinations in the regional languages.

2.4. Shri Hemant Biswas Sharma, Hon'ble Education Minister of Assam

While welcoming the proposal for Common Entrance Examination, Shri Hemant Biswas Sharma, stated that it will re-emphasise the need of school education and also in some way, curb the racket of tuitions and coaching. He pointed out that students will have two syllabi one at the plus two stage and the other for aptitude and advance subjects for the entrance examination. He opined that by 2014 it would be possible to adopt some of the syllabi which is prepared for the common entrance test into the school curriculum as presently aptitude tests are not conducted in remote schools of rural areas. He requested to incorporate the syllabi for Entrance Examination in the National Curriculum for plus two, so that rural students can be prepared for the same in next two years.

Hon'ble HRM responded that there is no separate syllabus for the Entrance Examination. As far as rural and remote areas are concerned, the examination committee/professional committee will set the examination papers, taking into account

students from both rural and urban areas. He felt that 2014 is too distant and was of the view to implement the system in 2013 itself.

The Hon'ble Minister of Education of Assam felt that the very fact that some marks will be given for the Board exam result will be beneficial for the students of remote states such as Assam, Arunachal Pradesh etc.. He extended wholehearted support to the proposal. HRM thanked the Minister and said that the system will improve year after year. The new examination should make a beginning in 2013.

2.5 Shri P.K. Shahi, Hon'ble Education Minister of Bihar endorsed the view of Honourable Dy. Chief Minister from Andhra Pradesh that one regional language should be included in the Exam. He also referred to the need for reduction of 40% weightage in Board examinations. HRM clarified that the new examination could commence in 2013 and as this system moves forward, it shall respect all the regional languages and efforts will be made to include them. In response to the request to bring down weightage for school examination, from 40%, HRM stated that though weightage of 40% is proposed, the States/ institutions are free to decide on it.

Prof. Sanjay G. Dhande, Director, IIT Kanpur clarified that no formula has been indicated by which the 40% weightage will be given for Board Exam Result and it would depend on the academic Institution. He, however, was of the view that that 40% weightage looks to be meaningful and sufficient.

2.6. Shri Brij Mohan Agrawal, Hon'ble Education Minister, Chhattisgarh,

Shri Brij Mohan Agrawal, Hon'ble Education Minister, Chhattisgarh demanded wide publicity of the proposed Rules and Regulations, before implementation and said that suggestions/ modifications may need to be incorporated. He mentioned that in Chhattisgarh, 32% people are tribals and detailed discussion is needed on how students from such States will be able to participate and take admission in the proposed Common Examination. He felt that adequate attention is not being paid to such remote areas, particularly Chhattisgarh and Odisha. Prof. Sanjay G. Dhande, Director, IIT Kanpur informed that when the Rules & Regulations are framed, this will be taken into consideration.

2.7. Shri Ishwar Dass Dhiman, Hon'ble Education Minister, Himachal Pradesh, desired that concerns especially of students in backward areas, remote areas, affected

areas should be taken into account while moving forward. Shri Ishwar Dass Dhiman felt that it is injustice to equate children with rural background with those of urban background and said that children in cities go to coaching centres whereas children in remote areas are deprived of this opportunity. As a solution, to enable equality, these coaching centres should be closed. With regard to reservation, he pointed out that all States cannot be considered equal in terms of development, some have language problem, and others have geographical disadvantage. He requested for more time to examine the pros & cons and to obtain feedback from States and suggested that the new proposal be approved only after detailed examination.

Prof. Dhande clarified that examination and admission are two separate processes. He said that this new process has made an attempt to ascertain if it could reduce examination stress in children. In so far as admission is concerned, full freedom has been envisaged to all States Educational Institutions. Only one suggestion has been made i.e. to give at least 40% weightage to Board exam, so that the State Boards, will get their due recognition. He again said that regional languages will be given due importance.

HRM clarified that efforts will be made to hold examination in regional languages as well. He also clarified that there will be more examination centres so that examinees from remote areas are not put up disadvantage. He agreed to the general perception that children of rural areas are neglected, but there is a need to change this situation by bringing in percentile system applicable for all Boards.

2.8.   Mr. Jenab Abdul Gani Malik, Hon'ble Minister of Higher Education, J&K

Hon'ble Minister of J&K supported the proposal and felt that the new system will provide improved access to rural students. He felt that it is better than the existing system and that in the coming months more improvements can be put in place.

While supporting the proposal, he stated that nothing has been stated about reservation etc. HRM clarified that the existing reservation policy will be applicable for the proposed examination. Responding to this, Shri Baidyanath Ram, Education Minister, Jharkhand, demanded to consider differential cut-offs such as 50% marks for general category, 40% for SC/ST students. HRM clarified that it is not the matter of 40% marks, but 40% weightage for Schools Boards results, which will help in arriving at aggregate marks as this will also benefit poor students from rural areas.

2.9   Shri Baidyanath Ram, Hon'ble Education Minister of Jharkhand was concerned that the new system gives equal weightage to students of urban areas to that of rural areas. Responding, HRM clarified that in order to settle this issue, the percentile system has been envisaged which will equalise the different Board marks. Shri Baidyanath Ram requested that the process of equalisation on percentile basis be elaborated. HRM clarified that the concerns expressed by him have been taken into account, and also the percentile formula was prepared in consultation with Indian Statistical Institute to bring in uniformity.

2.10 Dr. T Ramasami. Secretary, Department of Science & Technology clarified that there will a separate percentile, for SC/ST/OBC groups for inclusion and compliance of all provisions of the Constitution both in letter & spirit. Based on the last seven years data of 28 School Boards, it is seen that the inclusion of the Board Examination system in admission process helps in uniform distribution and inclusion of students from small towns and villages of far flung areas. The present entrance examination systems like IIT-JEE are still in favour of metros, whereas the Board Examination are more uniform, throughout the country.

In response to Karnataka Education Ministers' demand for wider discussions, on the proposal, HRM informed that the Department will circulate the draft rules and take suggestions into account before attempting to start the proposed Examination in 2013. Shri Vishweshwara Hegde Kageri, Hon'ble Education Minister of Karnataka also informed that the State is changing the syllabus from the next year and requested for one more year extension i.e. 2014-15 for the implementation.

2.11   HRM requested Prof. Dhande to clarify the issue. Prof. Dhande clarified that for the last fifteen years, this postponement is going on and more and more students are suffering every year. Thus, the time has come for all of us to initiate the change and be appealed to commence this new system of entrance examination in 2013. He further stated that the syllabus for this test will be based on the core curriculum of all the States. He also mentioned that there was a meeting of COBSE, the Council of Boards of Secondary Education, of all the States in which, 11 States were represented and they all supported the new examination pattern. So he felt that the new examination system could be implemented in 2013. Shri Baidyanath Ram, Education Minister, Jharkhand informed that the new examination pattern is acceptable but for making necessary preparation, some more time is required.   The Education Minister of

Jharkhand also desired to know as to what would be the image of IITs after implementation of this proposal.

2.12 Smt. Archana Chitnis, Hon'ble Education Minister, Madhya Pradesh

Smt. Archana Chitnis stated that IITs are an established brand with tremendous credibility and   IIT students have an enviable reputation in India and abroad. She desired to know whether HRM had any discussions with experts about allowing IITs to join the new entrance examination or to keep it as a separate entity. If so, what is the opinion of experts?   It was clarified by Prof. Sanjay Dhande that some faculty members had said that IITs will gradually be integrated into the new system.

Hon'ble Smt. Archana Chitnis suggested that it would be desirable to have separate examination for one or two years and integrate IIT into it subsequently. HRM responded that there would not be any problem, as IIT themselves have agreed for 15% weightage in the first year.

Dr. T. Ramasami, Secretary, Department of Science & Technology further informed that in fact the IIT faculty will be setting the test for the main as well as the advanced examinations and that the process of integration of IIT Joint Entrance Examination has been considered. He further pointed out that the way entrance examinations are presently conducted, the children do ignore the State Board Examinations and take only the Entrance Examination. After a detailed discussion with all the faculty members and the IIT Council, this suggested combination of giving weightage to the board exam has been accepted.

Smt. Archana Chitnis desired to know who will set the question paper and who will be conducting the examination. HRM explained that while the academic matters will be handled by IIT, however, CBSE will be responsible for conduct of the examination. Smt. Archana Chitnis supported the proposal in concept and said that the percentile is not answer to all questions as two States may have different academic standards. Smt. Archana Chitnis also desired to know the per child cost for conducting this examination. HRM informed that whatever is the cost, the Centre will bear the expenses.

Prof. Sanjay G. Dhande further clarified that for all the Entrance Examinations taken together i.e. around 11 lakh in AIEEE, 6 lakh in JEE and other examinations put together, the number of examinees is around 20 lakh which will go upto 25 lakh within the next 20 years. As the two organisations, CBSE and IITs, have the capacity to

conduct examinations for 12-15 lakh students, they could jointly carry out this task. Smt.Archana Chitnis also suggested that further discussions should be held before finally approving the proposed pattern of examination. HRM agreed to the suggestion and informed that it will be implemented with the consent of the States**.**

2.13   Sh. D.P. Savant, Hon'ble Education Minister of Maharashtra welcomed the National Common Eligibility Examination for engineering students. He said that he had some apprehensions in the beginning but after the deliberations made over here and the clarifications and detailed information given by Dr. Ramasami and Prof. Dhande, there are no questions and no queries from his side and he wholeheartedly supports the new Examination Pattern from 2013. HRM thanked him for his support.

2.14   Dr. R.C. Laloo, Hon'ble Education Minister of Meghalaya

While welcoming the Common Entrance Examination for Science and Engineering, he demanded that the prevailing state quota of seats for his state by the Ministry of Human Resource Development should not be disturbed and the State should be allowed to follow the existing procedure for selection of students for studies in different Engineering and Science Colleges in the country.

2.15 Shri Lalsawta, Hon'ble Education Minister of Mizoram

Hon'ble Education Minister of Mizoram while welcoming the proposal for reforms to relieve the burden of the students said that the State would like to continue the use of allocated seats from State. Regarding the Common Entrance Examination, he said that the State would like to have more details before joining the Common Entrance Test, but at the moment, it might be good if the State is allowed to continue with the present system of making selections from the State. HRM categorically informed that the quota for the North Eastern States will continue, and it will not be disturbed by the proposed examination.

2.16. Shri Pratap Jena, Hon'ble Education Minister of Odisha

While congratulating the Minister for various reforms initiatives, Hon'ble Education Minister of Odisha, welcomed the efforts being made to bring reforms to eradicate the differences between the students of the urban areas and the rural areas. While welcoming the examination reforms, he pointed out that when the Board realises that their percentile will enable the students in getting admission, then there could be manipulation in examination system at the Board level as well as in question paper

setting so that their children will fare well in the Board exams. He said that Odisha has made all out efforts to implement the reforms measures, but he felt that the overall objective of the reforms should be to provide better quality of education. In response to Odisha Minister's suggestion to give more weightage to the students of rural areas, HRM clarified that that the percentile system will take care of this aspect. Prof. Dhande further clarified that as regards giving weightage to Boards, the matter was discussed in a meeting with the Chairmen of the State Boards. They said that the transparency in the State Boards is increasing because of RTI. The second point they mentioned was that, if the State Board marks are going to be important for the process of admission, immediately there would be a positive feedback which will help the State Boards to improve. The State Boards are also interested in eradicating the malpractices, but unfortunately they are not getting empowered, because examinations are not having any importance in admission. So the issue raised by Hon'ble Minister has as much importance to all of us and the Department is addressing it.

Shri Pratap Jena also requested that the concept note be sent to all the States who should be given some time for more discussions at the State level and the State will give their observations and suggestions again.

2.17 Dr. D. Purandeshwari, MOS informed that this present meeting is basically to get the consent of all the State Governments to the reforms that are proposed by ushering in a Common Entrance Examination system. The procedure and the modality of the same will be decided after discussions with the State Governments and the State Governments will be taken into confidence before the relevant Rules and Regulations are framed. As regards the suggestion of Odisha Education Minister to send the concept paper to all the States, MOS (HRD) agreed to the suggestion and informed that the concept papers have already been placed on the Ministry's website.

2.18 Shri Brij Kishore Sharma, Hon'ble Education Minister, Rajasthan congratulated the HRM for bringing in the Common Entrance Examination and said that whatever reforms are taken into consideration by the Centre, the State will fully support it.

2.19 Shri N.K. Pradhan, Hon'ble Education Minister, Sikkim welcomed and extended support on behalf of Government of Sikkim for the proposal placed by the

Ministry and hoped the new system of Entrance Examination will go a long way in bringing about important changes in the overall education system.

2.20 Shri Matbar Singh Kandari, Hon'ble Education Minister, Uttrakhand welcomed the proposal and congratulated HRM for bringing in the Common Entrance Examination and expressed confidence that with the new pattern, there will be no commercialisation of education and it will be possible to get rid of donation as it will be a transparent process. In this context, he desired to know whether, there will be quota for each State.

Dr. D. Purandeshwari, MOS (HRD) clarified that there is nothing like a quota for the State Govt. as this is for children belonging to the entire country to be given an opportunity to get access to institutions such as the IITs. She further clarified that the proposed examination system will give equal opportunity to all children irrespective of rural or urban or any other bias, as such it had nothing to do with quota for States.

Shri Matbar Singh Kandari Hon'ble Education Minister of Uttarakhand, pointed out that in the educationally backward States, there is a concern as to how their students will benefit from this new pattern of examination. Prof. Dhande clarified that the percentile formula is a big breakthrough from the point of view of educationally backward areas. He, however, agreed with the Hon'ble Minister from Uttarakhand that at the time of implementation, it could be further improved. He felt that the percentile itself is an answer to many problems.

2.21.   Shri Palaniappan P, Hon'ble Minister for Higher Education, Tamil Nadu pointed out that there is strong evidence that a significant majority of people of Tamil Nadu considered CET as an additional and unnecessary burden on the students aspiring for admission to professional courses. The State of Tamil Nadu favours the elimination of CET on account of several disadvantages faced by different vulnerable sections of student population such as rural households, Tamil medium, and under privileged categories. The syllabus for the Entrance Test could be common, but standards across school boards differ. Students, therefore, are at a disadvantage. They believe that admission should be based on the quality of examination at ten plus two and this is established from the increase in the number of rural students availing

admission to professional degree courses in the State. The percentage of rural students admitted into engineering courses during 2005 and 2006, when the common entrance test was conducted was 56.72% and 58.26% respectively. The Tamil Nadu Govt. was not in favour of Common Entrance Test and after the abolition of CET, this trend has reversed and the percentage of rural students has gone to 68.79% in 2011. Keeping this in mind, the issue of CET was taken up on the floor of the Tamil Nadu Legislative Assembly and it was unanimously decided that the State is not in favour of CET as it will be disadvantageous to the interest of students. Therefore, the Govt. of Tamil Nadu is not in favour of CET.

Dr. D. Purandeswari, MOS (HRD) responded that the Centre appreciates that Tamil Nadu has done away with the CET and is giving admission to the students based on Class 12 marks but that is for State Universities and State Institutions and not for IITs and central institutions. For IIT, students will again have to take a common national level exam. In the new pattern of examination, the IITs are made accessible to children coming even from the rural areas by simplifying the entrance exam process across all Boards. She clarified that this reform is to make it accessible for children across Boards to compete, whether they belong to the rural areas or to the urban areas.

Shri Palaniappan said that we need to ensure a level playing field to students from rural areas and poor families. MOS(HRD) clarified that the proposed exam will give an opportunity to the children coming even from the rural areas.

Dr. T. Ramasami pointed out that though the State of Tamil Nadu has eliminated the CET for the State, students seeking admission to any institution outside the state will have to take anywhere between seven to fourteen examinations in other places, in spite of the fact that there is no CET in Tamil Nadu. The proposed formula provides an opportunity for the country as a whole to include the weightage of State Board Examinations and provides an opportunity for normalizing the board scores and bringing one co-relation through a statistically, scientifically established way. He requested for the state of Tamil Nadu to welcome such a change.

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Shri Palaniappan P, Hon'ble Minister of Tamil Nadu Minister felt that the percentile formula in the new proposal needs careful and detailed study and agreed to examine the proposal in consultation with his Hon'ble Chief Minister and send response in due course.

Shri V. Umashankar, PS to HRM clarified that there are approximately 150 entrance examinations in India for Engineering. There is a need for reducing the multiplicity of these examinations which is possible with the co-operation of the States. The decision to fix the weightage has been given to the States. If a State wants to give 100% weightage to the State Boards, they are perfectly free to do that, whereas some other State may decide to give 40 % weightage and other States may decide National examination to be the basis. In response to the query raised by the State Minister whether Colleges outside MHRD would be joining the Examination, Shri Umashankar clarified that discussion has not been held with such institutions. At present, Central Institutions under HRD Ministry would be joining and for institutions under other Ministries, dialogue is open with them.

2.22. Shri Rabiranjan Chattopadhya, Hon'ble Education Minister, West Bengal

The Minister said that the State Govt. is yet to receive a copy of the Ramasami Committee recommendations. After receiving the copy, his Government will discuss the matter and give its opinion.   He reiterated that as the examination is on All India basis, the syllabus particularly in Physics, Chemistry and Mathematics should also be on all India pattern. Secondly, the medium of examination should be in English Hindi and Regional languages.   MOS (HRD) informed that the Ramasami Committee recommendations are on the website of the Ministry. She clarified that initially the examinations will be conducted in Hindi and English but of course, later on, with wider consultations with the States, examination could be conducted in the regional languages as well.

2.23 Shri N.G. Pannir Selvam, Hon'ble Education Minister, Puduchery

He informed that earlier the State had Joint Entrance Test, but it proved to be disadvantageous to rural students. It was, therefore, abolished and at present students are admitted in the institutions functioning in the Union territory based on marks scored in plus two examination. He stated that the proposed Common Entrance Test will be examined in detail and they will convey their views shortly.

MOS (HRD) clarified that this exam will be for the central institutions which are under the Ministry of Human Resource Development and only those State Government who want, may adopt this process for their own Universities, but the Ministry will not come in the way of the State Governments. The Centre will not tamper or interfere with the State Institutions and States are free to follow their own pattern. This exam is largely to facilitate children seeking admission into the centrally funded institutions.

2.24   Ms. Vrinda Swarup, Principal Secretary U.P.

Ms. Vrinda Swarup appreciated the proposal of the Centre and said that the proposal is in the right direction. The IIT entrance process is being broad based and School Boards, which were earlier neglected in this process, are finding place. She said that the State is accommodating almost a lakh students in B. Tech seats in U.P. every year. She also suggested to consider the validity of Common Entrance Score like SAT which will again reduce pressure on children to continuously keep competing and upgrading themselves. The other critical and related issue is that there is a large private sector which subscribes to seats in the engineering side and it is with great difficulty and through Supreme Court and High Court interventions that understanding has been reached to bring private institution into the Common Entrance Exam. She also pointed out that the issue of revenue sharing will have to be worked out in detail in the proposed examination system and the states must be part of the consultative process before the detailing on this aspect. Regarding the science exam, she said that, apart from the higher-end science institutions of the Central Government which need advance levels of science, to put a common B.Sc student through an entrance exam is something which cannot be endorsed.

MOS (HRD) conveyed that for B.Sc., the State Governments can decide their own formulas and the Centre will not be interfering in that. As a principle, entrance examination in Higher education, should not be encouraged as they create one more hurdle. She said that the revenue sharing pattern between the State Governments could be worked out. She also informed that since the initiation of this dialogue, the State Governments have been taken into confidence. The very concept of introducing a common core curriculum in core subjects in Science & Mathematics is to create an

enabling atmosphere so that every child will have an equal opportunity to access these higher institutions.

Prof. Dhande said that regarding science streams, in the last five six years, a new system of Science Education has been introduced through the Indian Institute of Science Education & Research(IISERs).

3.   Agenda Item II - Vocational Education

3.1.   Presentation by Smt. Alka Bhargava, Director, D/o SEL, MHRD on National Vocational Education Qualification Framework (NVEQF)

Ms Alka Bhargava in her presentation on NVEQF gave an overview of the status of skill development in the country and the requirement for vocational Education. The target set for 2012-13 by the PMs National Council on Skill development is eighty five lakhs persons across all the seventeen plus ministries. She explained that the NVEQF has been divided into ten levels and the student will be having different options from class nine. Also in the framework a student can move from vocational to general education and vice-versa. She further stated that the vocational education which is happening in schools, would be partly skill development and partly general education so that this could pave the way for a progressive pathway for the student to follow and get skills as well as the certificate/diploma or degree at that particular level. She mentioned the development of the National Occupational Standards (NOS) but even with the development of NOS, the curriculum and the course material will have to be reviewed periodically and the training material etc. will have to be tailored accordingly after every three to five years. She concluded by drawing attention to the recommendations of the Report of Group of Ministers that that there should be a co-ordination cell for vocational education in the states consisting primarily of Departments of Education, Labour & Industry along with local industry so as to have a strategy and then implement NVEQF at all different levels across sectors.

3.2. Presentation by Dr. S.S. Mantha, Chairman AICTE on Vocational Education

In his presentation, Dr. Mantha said that currently no framework is in place for vocational education to lead students to get a diploma or a degree in vocational education. The National Vocational Education Qualification Framework aims to build skills and general education together at several certificate levels and progress to diploma and further to a degree. He explained that the principles used in NVEQF include localized approach, maximum impact skills and sectors are identified. The framework covers various sectors, vocational courses are of short duration, focused, modular, practical hands on, delivery in local languages, through full day, half day or week end programmes, network of centres, full mobility between formal, vocational streams of education and the job market with multi point entry and exist. In 2012, AICTE would be in a position to implement this Vocational Programme.

4. Agenda Item III - Community Colleges in XII Plan

4.1 Presentation made by Shri Anant Kumar Singh, Joint Secretary

In his presentation, Shri Anant Kumar Singh said that the concept of Community College was started in the beginning of the twentieth century in USA. This was basically to provide an opportunity to those who could not have full four years course, to have part of course in their locality and then move over to either a job or to a university for their graduation. He explained that it is a mix of college and polytechnic and it provides education above higher secondary but below degree level with appropriate skills keeping in view local needs, which leads to gainful employment as well as an option of horizontal and vertical mobility. He said that the Community Colleges are geared to local needs and they serve the community in all aspects. They serve the students who want employment, as also the industry and it is a win-win situation for both. Basically the need for Community College arises from the state of affairs that exist in our higher education system which is low and inequitable access & high dropout in the traditional system as also poor quality of education resulting in the lack of employable skills. He requested support for this proposal because this project needs more attention from the State Govt. only then the Community Colleges can come into existence. All these will have to be done in a time bound manner so that at least one hundred Community Colleges could be operationalised by 2013.

4.2. Shri C. Damodar Raja Narsimha, Hon'ble Minister of Andhra Pradesh informed that the scheme like Community College and Vocational Education are presently functioning in Andhra Pradesh. He felt that these two proposals are more or less the same and they are overlapping each other in so many aspects. HRM clarified that the States can open community colleges where there are industrial clusters and the locality living around that area should be the source for students in the community college in a way that the industry will support the technical side and employment will also be generated in that area. In fact the admission to the community colleges should be from the local area, not from outside because the whole purpose is to integrate the community with the industry which will make it easy for the industry to give inputs on course ware and technical skills needed for that kind of industry. HRM said that this concept that has actually been successful in many other parts of the world. Therefore it is very different from NVEQF.

Shri Anant Kumar Singh, Joint Secretary, clarified that it is not true to say that the community college and NVEQF are overlapping. For community colleges, we will have preference for local community because it is meant for community and local people will get admission and also employment because industry is a partner here and industry's needs are incorporated into the syllabus. Hon'ble Education Minister Andhra Pradesh welcomed the two programmes and extended full co-operation support for them.

4.3. Shri P.K. Shahi, Hon'ble Education Minister, Bihar stated that that as there is no major industry in Bihar whether it will affect the implementation of Community/ College Scheme. HRM replied that there is Agro -based industry in Bihar and there are also local crafts which could form the base around which Community Colleges could be developed.

4.4. Ms. Anshu Vaish, Secretary (SE&L) clarified that NVEQF is a framework for which there is no separate funding. However, as regards the funding pattern of Vocationalisation of Secondary Education, it will be in 3 parts, for civil works, for teachers' salary and for the remaining components. The approval for this scheme was only for one year, but the Department has moved a proposal for its continued implementation.

4.5 Shri Vishweshwara Hegde Kageri, Hon'ble Education Minister of Karnataka informed that the State has formed an Expert Committee on NVEQF and has already a blueprint for its implementation. Nearly 200 schools have been identified from the ninth standard. He demanded that the Centre should recognize State Government's efforts. HRM agreed to it subject to the condition that it must be conform to the Central Programme, because ultimately vocational education will also require quality that is why it is proposed to set up a whole framework.

4.6 Shri Brijmohan Agrawal, Hon'ble Education Minister of Chhattisgarh informed that in their State there are about 250 Schools, where industrial education is being taught. The State Government has sent a proposal to the Ministry, but nothing has been heard. HRM said that if any such proposal has been received, the Ministry will consider it. The Minister said that as regards setting up of Community Colleges, Chhattisgarh has a large industrial belt and the curriculum should be based on Chhattisgarh's requirements.

4.7 Shri Ashok Thakur, Special Secretary clarified as to how to take the NVEQF further. He said that the Chairman, AICTE has already informed all Hon'ble Ministers about the detailed curriculum and course work for several areas where jobs are possible, for example, IT, construction, hospitality etc. He suggested that states may like to convene a meeting with their Vice Chancellors, with School Education Boards and the Technical Education Boards to adopt the NVEQF. He felt that upto 500 seats can be offered to each institution, and he requested the Hon'ble Ministers to take it up with the Universities and School Education Boards of their state.

HRM mentioned that the Vocational Courses in the states must align itself with the National Occupational Standards, otherwise they will not be able to get recognition. He further clarified that persons above 35 years can also join Community College at different levels. If any private person has a skill which can be equivalent to level three he will get a certificate of level three, but it will have to be assessed based on National Occupational Standards.

Shri Anant Kumar Singh said that in community college, there will not only be two year course but also equivalent diploma course and shorter courses.

4.8 Shri Matbar Singh Kandari, Hon'ble Education Minister, Uttarakhand informed that prior to 2006, Central Government had started Vocational Education but it ended due to non-receipt of finances. He stated that if vocational education is to be implemented, Centre should provide necessary financial assistance so as to continue it. He felt that in hilly area where there is no scope for employment and large scale migration is taking place, community college for horticulture should be opened. HRM informed that it depends on the State Government what sort of community college is required and if it is to develop horticulture, it should encourage the same.

4.9. Shri Iswar Dass Dhiman, Hon'ble Education Minister, Himachal Pradesh

Shri. Iswar Dass Dhiman spoke about the need for providing funds for vocational education.

4.10 Regarding the NVEQF, **Thiru N. R. Sivapathy**, **Hon'ble Minister of School Education of Tamil Nadu** informed about the efforts made by Tamil Nadu for the welfare of school children. According to him, there are twelve Vocational Courses under the Vocational Scheme in Higher and Secondary Education. About one lakh eighty six thousand students have been enrolled in the vocational courses across the State. There are many important industries in the State such as automobile, textile, light engineering, and foundries. Efforts have already been made to integrate the vocational courses to the requirement of these industries. The Hon'ble CM of Tamil Nadu is very keen on ensuring employment opportunities to the students who come out of the vocational courses. The Minister informed that the framework will be taken up with the CM and views of the State Government will be communicated in due course. HRM replied that Ministry is eagerly awaiting the response of the State so that some of the Community Colleges could be set up in Tamil Nadu. He requested the Hon'ble Minister to quickly give the response.

4.11 Shri Lalsawta, Hon'ble Education Minister Mizoram pointed out that there should be co-ordinated efforts on the part of the Departments of Labour and Employment and HRD in the

Central as well as the State Governments, as also the Universities. If the Universities are not aware and well conversant with NVEQF, such projects are likely to fail. Therefore appropriate instructions should be issued to Labour & Employment, Ministry at the Centre as well as Labour Employment Department of the States and the State Universities.

4.12. In order to familiarise different stakeholders with NVEQF, HRM felt that the Education Ministers could call a meeting of the Universities so that they could be informed about their responsibility because some of the students will move from school to the University whereas others will move from the Polytechnic or Community Colleges to the University system. Therefore, unless we bring the Universities on board, that kind of mobility will not happen. He also informed that the HRD Ministry is working with the Labour Ministry at the Central level on the NVEQF and that there is no contradiction or conflict between the programmes of the two and when the Cabinet Note is submitted to the Govt. of India, the HRD Ministry will make sure that the Labour Ministry is fully on board on the National Vocational Educational Framework and that the same should be ensured by the State Governments.

Some of the Hon'ble State Ministers desired to know whether the programmes of vocational and community college could be offered to private institutions. HRM clarified that the private sector/ private colleges can adopt National Occupational Standards. However, HRM clarified that funding is not possible to private institutions as it is not a scheme for funding private sector. Hon'ble Ministers also wanted to know whether to regulate Vocational Education, is it necessary to have separate Vocational Education Board in the States? HRM expressed his opinion that vocational education should be mainstreamed; that is the only way that it could lose the stigma that it has suffered from so far. Therefore, setting up a separate Vocational Education Board will only perpetuate the situation of stigmatizing vocational education. If it is treated as part of mainstream education, one could have a Vocational Education Cell in the State Boards just as CBSE is doing it at the central level. It will be a better way to approach this issue.

4.13 Thiru N. R. Sivapathy, Hon'ble Minister of School Education Tamil Nadu informed that in Tamil Nadu there are more than 165 Community Colleges working in collaboration with Tamil Nadu Open University and more than 60,000 students are on

the roll of Vocational Education Programme. School dropouts at 10th benefit in a large scale through this programme. The university offers 15 diploma level programmes in various areas such as fashion design, electrician, health assistants, four wheeler mechanic, animation, beautician, etc and one certificate level programme in Acupressure and such programmes are on the anvil. This reported that tile certification is being introduced in the university other state universities in Tamil Nadu are also introduced to community colleges. He welcomed NVEQF and Community College Scheme.

5. Agenda Item IV - Curricular renewal for Elementary Education of equitable quality

5.1 Presentation made by Smt. Rukmani, Pratham regarding Age Appropriate Learning

Smt. Rukmani explained the methodology adopted by her team in assessing Age Appropriate Learning. In this respect, she had a mixed experience in her assignment particularly in relation to RTE, which says that there is an age-grade appropriate learning. The study revealed that if we are able to create a child friendly classroom, the learning potential of child is also higher. The study has revealed that there is a need to have clear and achievable learning goals. These goals need to be clearly understood by parents and teachers.

She said that 60% of rural children's mothers themselves have not been to school and as such, parents should be involved at all stages. On the teaching side, while large number of new teachers will be recruited specifying minimum qualification, but it is not sufficient to ensure good teaching which means that in addition to the effort on recruitment and on training, strong system of support & monitoring of the teachers, throughout the year, is also required.

5.2 Ms. Anita Kaul, Additional Secretary, MHRD

Ms. Anita Kaul said that ever since the National Policy on Education was brought into force in 1986, there have been discussions on age appropriate learning and a Committee was set up under the Chairmanship of Prof. Yash Pal in 1993 which had brought out the importance of age appropriate learning. It says a lot is taught in our classrooms but very little is learned. The burden of learning is misconstrued to be only the physical burden of the textbooks, but actually what is even more difficult for the

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child is the burden of incomprehension when things much beyond their age are taught in schools. She said that the report that Pratham has presented has lot of examples of age inappropriate material, for example, dense description of Karl Marx and Sun Yat Sen. She also quoted certain examples from Class 3 textbooks. In this context, she highlighted some other important factors. One such fact is that of subject balance; unfortunately we do not have a balance in the subjects that are introduced at different classes – for example some states are even introducing Sanskrit in class-IV itself. The other factor that is causing concern is that some states have started outsourcing the publication of text books to private publishers and when that happens, sometimes there are compulsion by the private publishers to prescribe more text books and more subjects than are actually necessary.

6. Agenda Item V - Grievances Redressal Under RTE Act

6.1. Presentation made by Vikram Sahay, Director on Grievance Redressal Mechanism.

One important aspect of the RTE Act is that we need to have an Independent Monitoring Mechanism. While section 31 talks about the National Commission for Protection of Child Rights which is at the national level and the State Commission for Protection of Child Rights which are at State capitals, it was considered necessary that we also have a grievance redressal mechanism at a decentralized level, that is at the level of the local authority and the responsibility of each public authority in this regard.

Shri Vikram Sahay, in his presentation discussed important provisions of RTE Act on Grievance Redressal Mechanism, Independent Monitoring Mechanism and provisions relating to National Commission for Protection of Child Rights**.**

 6.2. While opening discussion after presentation, **Ms. Anshu Vaish, Secretary (SE&L**) said that it is not to state that all our teachers are not qualified and the textbooks are not age appropriate but there is a concern which needs to be addressed. Further, she said that under SSA, funds are earmarked per school for SCPCR but no State has availed this so far.

6.3.   **Shri Vishweshwara Hegde Kageri, Hon'ble Education Minister of Karnataka** said that the State has commenced implementation of Karnataka NCF 2000 guidelines and by 2013

the textbooks for class I & VIII will be according to NCF 2005.   He said that most of the problem arises due to the fact that teachers do not take up the teaching profession as their first choice.   The terms and conditions of service, housing allowance, other problems faced by teachers need to be addressed, otherwise, they shall not be able to give their best performance. He informed that Karnataka has implemented activity based learning in 1st, 2nd and 3rd standards.   He requested the Centre to give due attention for age appropriate textbooks.

6.4. **Thiru N. R. Sivapathy, Minister of School Education, Tamil Nadu** mentioned that his State started child friendly method of teaching in 2002-03 known as Activity Based Learning (ABL)   which makes the classrooms enjoyable. The State Govt. is in the process of simplifying the ABL and to make it more age appropriate so that textbooks are integrated with the cards used in ABL. The research teacher is continuously working on the cards in the ABL to make it not only age appropriate but also help the child to read and write the subjects of the respective classes. Tamil Nadu has also introduced the active learning methodology for classes 6, 7 and 8 in order to reduce the load of books and enable the children to learn with joy as prescribed by NCF 2005.   The state is introducing the trimester system from class 1st to 8th along with the ABL. In order to implement the Right to Education Act, 2009, Tamil Nadu has issued guidelines along with a booklet giving answers to frequently asked questions. Regarding awareness of Sarva Shiksha Abhiyan, a meeting was   conducted with representatives from all teachers associations,   principals of private schools, parent teachers association etc. to create awareness over the various provisions under RTE Act throughout the State.   The Minister informed that Tamil Nadu Education system is functioning exceptionally well.

6.5 HRM replied that there are many issues that must be addressed by all States as also by the Central Government. There are (i) formulate an Age Appropriate Curricula and Syllabi in keeping with NCF 2005; (ii) maintain subject textbook balance not by textbook learning, it should be subject learning. (iii) to ensure language spoken at home and text book language (iv) initiate text book content reform which is not being done, (v) Review pre- service teacher education and in-service teacher training (vi) undertake reforms in production of textbooks.   HRM said that Tamil Nadu of course is far ahead because of that we got inspiration from Tamil Nadu.

6.6 Shri Rajendra Darda, **Hon'ble Education Minister, Maharashtra** said that Maharashtra aspires to improve the performance of the School System and to provide community owned quality Elementary Education in a mission mode. It also envisages the bridging of gender and social gaps. With regard to the quality of Elementary Education, Maharashtra believes that a multifaceted approach is required to look into

the complex issue. The State has taken a number of initiatives and quality will improve if school has a holistic approach of development with respect to the four points- the physical environment; the learning environment; the administrative and professional environment; and the social environment. He mentioned that the elementary cycle of eight years has already been accepted by Government of Maharashtra**.**

Shri Rajendra Darda, **Hon'ble Education Minister of Maharashtra** further said that the State system is already well geared in Continuous & Comprehensive Evaluation which has been accepted by the state. Regarding improvement in curriculum, he said that textbook references and materials are being improved. He also informed about the progress of developing and printing bilingual textbooks in different tribal languages. With regard to the Grievance Redressal system, he said that the "Shiksha ka Haq Abhiyan" will play a catalytic role in bringing out the aspiration of the community. He concluded by reiterating commitment to improving quality in education and to the effective implementation of Right to Education Act, 2009.

6.7   Dr.S. Sailajanath S., **Hon'ble Education Minister, Andhra Pradesh** said that the main problem encountered by the State is quality of education in primary sector. The State is in the process of thinking how to make child friendly learning. The SCERT is also working very well and the state is improving the quality of paper in printing of textbooks.

6.8 Shri Hemant Biswas Sharma, Hon'ble Education Minister, Assam

Hon'ble Education Minister of Assam mentioned the initiatives taken by his state in pursuance to the NCF and that they have already developed textbooks according to NCF 2005. Regarding CCE, since there was no teacher recruitment and 11,000 schools were with single teachers and 5,000 schools were without any teacher, it was not possible to adopt CCE. Since Supreme Court has cleared the teacher recruitments by next year the State can clear the backlog for which the state needs big support from the Central Government. The State is in agreement with age appropriate learning and is committed to implement RTE. During the last six months, there has been good progress.

6.9   Shri Matbar Singh Kandari, Hon'ble Education Minister, Uttarakhand explained the measures adopted by the State such as child centric courses have been developed and new textbooks have been written. Text books for primary level have already been prepared and Maths book of NCERT for standard 6 to 8 have been adopted.   Further age appropriate curriculum/syllabus has been prepared and textbooks have been written in Hindi. HRM congratulated the Uttarakhand Government for all those initiatives.

7.   HRM in his concluding remarks requested Smt. Archana Chitnis, Hon'ble Education Minister, Madhya Pradesh to chair a Group of Ministers to look into Community Colleges and he suggested to have seven Ministers in the said Group of Ministers. **HRM** also requested all Hon'ble Ministers who wish to be part of this Group for Community Colleges, to inform him so that the Community Colleges could be set up at the earliest.

The Meeting ended with vote of thanks to the Chair.

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Agenda Item 2 Joint Entrance Examination for Admission to Engineering Programmes in Centrally Funded Technical Institutions

The proposed Common Entrance Examination for admission to undergraduate programees in engineering has its genesis in the 'in-principle' approval accorded by the Council of IITs in its meeting held on 14.9.2011. This was based on the recommendations of Ramasami Committee Report which suggested a common national examination with weightage to State Board results normalized on the basis of percentile formula for admission to engineering institutions. This was also endorsed 'in-principle' by the State Ministers in the State Education Ministers' Conference held 22nd February, 2012 with the proviso that the States may adopt the same pattern of admission to the engineering institutions affiliated to State Universities **or** continue with their present system, as they may deem fit.

2.   The Government has also been in touch with IITs to understand and appreciate their views on the subject. Apart from constituting a Core Committee of senior academics who have interacted with the faculties of some of the IITs, the Human Resource Development Minister, in his capacity as the Chairman of the Council of IITs, held meetings with the Chairmen, Board of Governors and Directors of IITs on April, 11, 2012. A meeting was also held with the All India IIT Faculty Federation on the same day. Differing observations were made by the IIT faculty in regard to different options and dependability of proposed normalization of the Board marks through percentile formula, the weightage to be given to the Board level examination, the eligibility criteria, the methodology of selection and the year of the introduction of the proposed changes. It was also mentioned that since the Senates of IITs should be the prime movers of any change in the admission process, the Council should take into account their inputs.

3.   Pursuant to the aforesaid discussion, the proposed reforms were discussed further by the Senates of IITs between 25th April- 5th May, 2012. The observations/ resolutions received from the Senates of seven older IITs in this regard were submitted to the IIT Council.

4.   From the views expressed by the various Senates of IITs, following broad points emerge:-

(i)   The recommendations of the IIT Senates differ widely with IIT Guwahati expressing complete support for the proposal approved by the IIT Council and IIT Bombay proposing to retain the present system with minor modifications at the other extreme. The recommendations of the other IITs span the range of qualified support to the proposal (IIT Madras, Kharagpur, Roorkee and Delhi) to substantial modification sought to the proposal (IIT Kanpur).

(ii)   By and large, the middle ground of opinions expressed by IIT Senates recommend that the Class XII Board results along with the National Test (Mains) be considered as screening or gating with the National Test (Advanced level) being solely used for ranking purposes for admission to undergraduate programmes. Some Senates have also proposed that a limited number of candidates (say 50,000) from the screening be eligible to appear in the Advanced test to be conducted by the IITs.

(iii)   The details of the Advanced test will be finalized in due course of time by discussion amongst the IITs so that it can be implemented from the year 2014.

5.   The Council of IITs in its meeting held on 12th May, 2012 considered the recommendations of the IIT Senates and deliberated in considerable detail various alternatives in a free and frank manner. A strong body of opinion amongst the members of the Council was that the importance of the schooling system has to be recovered in the larger interest of the nation by giving due weightage to the performance of the students in Class XII Board examinations and at the same time maintaining the credibility and integrity of the intake process in IITs. After detailed deliberations following consensus emerged:-

a)   A Joint Entrance Examination for admission to the undergraduate programmes in engineering   would be

conducted in two parts, JEE-MAIN and JEE-ADVANCED to be held on the same day.

b) The School Board marks normalized on percentile basis plus the marks obtained in the JEE-MAIN examination, with equal weightage, would be used by IITs for purposes of gating/screening. Only a fixed number of candidates (five times the number of the seats for admission in the IIT system) screened on the basis of merit assessed on the basis of cumulative score of normalized School Board marks and performance in JEE-MAIN examination would be eligible to be considered for admission.

c) The ranking for admission to undergraduate programmes in IITs would be based entirely on the performance in the JEE-ADVANCED examination from amongst the candidates screened through the process outlined in (b).

d) Admission to other Centrally Funded Technical Institutions (CFTIs) would continue to be governed by the proposed policy of ranking based on 40% weightage to normalized Class XII Board marks, 30% weightage to performance in JEE-MAINS and 30% weightage for performance in JEE-ADVANCED.

e) States would have the autonomy to determine to own relative weightages to normalized Class XII Board marks, performance in JEE-MAINS and JEE-ADVANCED.

f) Both JEE-MAIN and JEE-ADVANCED tests shall be objective and multiple choice type as the suggestion to have a subjective test for JEE-ADVANCED was not considered practical due to problems in conduct of test and evaluation of a large number of papers.

g) The proposed changes will be effective from the year 2013 and both IITs and CBSE would work jointly. It was agreed that the Joint Admission Board (JAB) of the IIT system would have complete control over the academic components of the National Test such as paper setting, evaluation and preparation of the merit list, etc.; the CBSE will provide the administrative and

logistic support for the conduct of examination across the country. An appropriate mechanism shall be put in place within a fortnight.

h) The objective would be to switchover to a system by 2015 in which the normalized Class XII Board Marks and performance in JEE-MAINS would also be counted towards the finalization of the final merit list as agreed to in principle by IIT Council in its Meeting dated 14th September, 2011. This would be done after the credibility and the integrity of the process to be put in place in 2013 is established through the conduct of the admission process in the mode decided upon.

i) Process of establishing co-ordination between COBSE & JAB-IITs for implementation of the core curriculum in sciences and maths across the CBSE, ICSE and State Boards shall be put in place immediately.

j) The Rules for the conduct of the JEE shall be finalized at the earliest.

6. Based on the above, a detailed proposal for implementation of the admission procedure to be adopted by Centrally Funded Technical Institutions (CFTIs), as also by the States and other institutions wanting to be the part of the JEE, has been attempted, is at **Annexure.**

7. State Education Ministers may kindly deliberate upon the proposal for holding of the Joint Entrance Examination in accordance with the scheme conceived from the year 2013.

Additional Agenda - Joint Entrance Examination for Admission to Engineering Programmes

On 28th May, 2012, the Joint Council of IITS, NITs and IIITs decided to approve conduct of a common examination process for admission to the Centrally Funded Technical Institutions in the country with effect from 2013. There was a strong body of opinion amongst the members of the Council that the importance of the schooling system has to be revived in the larger public interest by giving due weightage to the performance of students in the Class XII Board examinations and at the same time maintaining the credibility and integrity of the entire admissions process. After detailed deliberations following consensus emerged:-

(i)   A Joint Entrance Examination for admission to the undergraduate programmes in engineering would be conducted in two parts, JEE-MAIN and JEE-ADVANCED.

(ii)   The Class XII Board/equivalent marks normalized on percentile basis through an appropriate formula plus the marks obtained in the JEE-MAIN examination, with equal weightage, would be used by IITs for purposes of gating/screening. Only a fixed number of candidates (five times the number of the seats for admission in the IIT system or a pre-fixed cut-off) screened on the basis of merit assessed on the basis of cumulative score of normalized School Board marks and performance in JEE-MAIN examination would be eligible to be considered for admission. The ranking for admission to undergraduate programmes in IITs would be based entirely on the performance in the JEE-ADVANCED examination from amongst the candidates screened through this process.

(iii)   For all other Centrally Funded Institutions, there would be 40% weightage for performance in Class XII Board marks normalized on percentile basis through an appropriate formula, 30% weightage for performance in JEE-MAIN and 30% weightage in JEE-ADVANCED and a combined merit decided accordingly.

(iv)   JEE-MAIN tests shall be multiple choice objective type paper whereas the nature and modalities of the JEE-ADVANCED shall be determined by the Joint Admission Board of IITs.

(v)   The proposed changes will be effective from the year 2013 and both CFTIs and CBSE would work jointly.

(vi)   The Joint Admission Board (JAB) of the IIT system would have complete control on matters such as paper setting, evaluation and preparation of the merit list, etc. over the JEE-ADVANCED and CBSE would provide the administrative support for conduct of the examination. For the conduct of the JEE-MAIN examination an expanded Joint Admission Board shall be constituted including the NIT system, other CFTIs and State Government representatives in an appropriate manner. CBSE will provide the administrative and logistic support for the conduct of JEE-MAIN examination across the country.

(vii)   The process of establishing co-ordination between COBSE & JAB-IITs for implementation of the core curriculum in sciences and maths across the CBSE, ICSE and State Boards shall be put in place immediately.

(viii) Those students who have appeared in the Class XII Board examinations in 2012 and wish to improve upon their performance can appear again for the Board examinations in 2013. CBSE and State Boards would make appropriate arrangements to facilitate this through a special dispensation.

(ix)   The transparency processes established by the IIT system presently and in AIEEE-2012 shall be adopted for the JEE-MAIN and JEE-ADVANCED too.

The State Education Ministers' are requested to kindly deliberate upon the proposal for participation of their States in the common national test. The proposal envisage, inter-alia, that the States would have the freedom to join in the process and have the autonomy to determine their own relative weightages to normalized Class XII Board marks, performance in JEE-MAIN and JEE-ADVANCED.

Procedure for implementation of the Joint Entrance Examination

The Joint Entrance Examination for admission to undergraduate programmes in engineering would be conducted in two parts, JEE-MAIN and JEE-ADVANCE to be held on the same day. The first MAIN paper – usually scheduled in the morning hours – will be an examination of 180 minutes. The main objective of the first paper will be test the foundational understanding of the candidate in Physics, Chemistry and Mathematics as learnt in the 10+2 years. The second paper ADVANCE in the afternoon will also be a paper of 180 minutes duration. It will have the same syllabus as the MAIN paper. The questions will test the problem-solving abilities of students besides the skills of problem formulation and incisive thinking. The syllabus for the MAIN and ADVANCE test will, however, be the same and this common syllabus will be prescribed by the Academic Group of the JEE each year.

2. The School Board marks normalized on percentile basis plus the marks obtained in the JEE-MAIN examination, with equal weightage, would be used by IITs for purposes of gating/screening. Only a fixed number of candidates (five times the number of the seats for admission in the IIT system) screened on the basis of merit assessed on the basis of cumulative score of normalized School Board marks and performance in JEE-MAIN examination would be eligible to be considered for admission.

3. **Language of the Question Papers**

Candidates can opt for question papers either in English or in Hindi .The option has to be exercised while filling Application Form. It cannot be changed later. However, those candidates who will opt question paper medium as Hindi, Bilingual question papers both in Hindi & English will be provided to them for offline testing. The examination shall also be conducted in a State's language, if the State participates in JEE, in respect of the candidates who are bonafide residents of that state (pursuing/ pursued class XII or equivalent class from that State) and have opted for the State language.

4. **Eligibility Criteria** :

The minimum academic qualification for appearing in JEE 2013 is that the candidate must have passed in final examination of 10+2 (Class XII) or its equivalent referred to as the qualifying examination Those appearing in 10+2 (Class XII) final or equivalent examination in 2013 may also appear in JEE 2013 provisionally.

5. **Board Marks** - The JEE result will specify the Board Marks. The percentile rank of a student in the Board, he or she appears in, will be the marks out of hundred for the Board marks component. The rank should be given up to 9 decimal places to enable tie breaking. The formula to be used for the percentile rank is to be

$$(c\ell + 0.5 f_i)/N * 100$$

where $c\ell$ is the count of all scores less than the score of interest, f_i is the frequency of the score of interest (the number of students with the same score), and N is the number of examinees in the sample.

The percentile rank of students are to be based on the scores obtained from adding the marks obtained in the Board examination in the following subjects: a) Physics, b) Chemistry, c) Mathematics, d) one language subject, e) best subject among the electives taken by the student.

6. **Application Forms** – Candidates will submit common application form for a) taking the JEE and b) for admission to the participating CFTIs and other institutions. Application will result in allotment of a reference JEE number. After obtaining this number, a candidate has to apply for counseling/admission in specific participating CFTIs/ other participating technical institutions quoting this number. This will enable the linkage between applications.

7. **Ranking for IITs** - The ranking for admission to undergraduate programmes in IITs would be based entirely on the performance in the JEE-ADVANCED examination from amongst the candidates screened through the process outlined in para 2 above.

8. **CFTI Rank Assignment** - In addition to the marks in the three components, a CFTI Rank will also be provided to each candidate. The rank will be determined by using the following weightages: Board marks – 40%, Main Test – 30%, Advance Test – 30%. The tie of marks, if any, amongst the candidates would be resolved through an appropriate rule framed in this regard.

9. **Other Participating Institutions –** It would be open to the States and other participating institutions to use the results of JEE and to adopt the same pattern of admission, with appropriate weightage for State Board results, normalized on the basis of percentile formula, which would not be less than 40% (and could go even up to 100%) and the JEE scores for the Main Test. (The Advance Test score could also be added if the Institute so wishes like the CFTIs) . The medium of question paper will also be as per the participating State's request, in addition to Hindi & English.

10. **JEE Apex Board (JAB):** In order to conduct the examination of a large number of students in an efficient manner, an apex body called JEE Apex Board will be constituted, comprising of representative Directors of IITs, NITs, a Director of IIIT, Chairpersons of UGC, AICTE and CBSE and a nominee of MHRD, after due notification by the Ministry of HRD after the adoption of the same by the Councils of IITs, NITs and competent authorities of other CFTIs. The Board will have an eminent academician as Honorary Chairperson and a full time Executive Director who will be responsible for smooth conduct of the JEE. This Board would act as a permanent secretariat which will coordinate the activities of the JEE Academic Group, JEE Delivery Group and JEE Interface Group which would be constituted every year by the JAB. The JAB will have the final authority for setting up the policies, rules, regulations of conducting the JEE. It is proposed that the permanent secretariat to the JAB will be provided by the CBSE by using the existing infrastructure/ manpower of the AIEEE with a small number of post creations, as per the need. This secretariat will be responsible for serving the JAB as well as other Groups created for the purpose. This will also be responsible for Administration, Finance, Court Cases, RTI, etc.

11. **JEE Academic Group**: The activities of paper setting of MAIN and ADVANCE for JEE 2013 are academic exercises. Hence, a group of specialists primarily from the IITs headed by Convener (Academic) will be constituted. This group is called JEE Academic Group (JAG). The Group will have two sub-groups – one for MAIN and the other for ADVANCE.

12. **JEE Delivery Group**: The delivery processes such as collection of application forms, collection of fees, coordination with zonal offices, delivery of test papers etc will be the responsibility of JEE Delivery Group (JDG). It will be headed by Convener (Examination).

13. **JEE Interface Group**: The coordination with school boards, the handling of several legal issues, ensuring strict security of the organization and evaluating the school board performance of students in a normalized manner shall be handled by a group – JEE Interface Group (JIG). The implementation of arriving at the normalized school performance shall be coordinated by JEE Interface Group. It will be headed by Convener (Interface).

14. The detailed Terms of Reference and composition of the JAB, JEE Academic Group, JEE Delivery Group and JEE Interface Group would be notified by the Ministry of Human Resource Development.

15. The JEE test will be conducted at least twice in a year so that students who wish to attempt more than once can be allowed to do so in a year. The first JEE will be held in April, 2013 and the second JEE examination will be held in November/ December, 2013. The third JEE will be held in April, 2014.

AGENDA ITEM -3 FINALIZATION OF THE PROPOSED LEGISLATION FOR ESTABLISHMENT OF INDIAN INSTITUTES OF INFORMATION TECHNOLOGY (IIIT) AS INSTITUTIONS OF NATIONAL IMPORTANCE

To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD), Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis. The major objective in establishing IIITs is to set up a model of education which can produce best-in-class human resources in IT and harnessing the multi-dimensional facets of IT in various domains. These institutions are conceived as self-sustaining, research-led institutions contributing significantly to the global competitiveness of key sectors of the Indian economy and industry with application of IT in selected domain areas.

2.   The Central Government has already established four Indian Institutes of Information Technology (IIITs) at Allahabad, Gwalior, Jabalpur and Kancheepuram. IIIT, Allahabad for IT and Informatics, IIIT, Gwalior for IT and Management; IIITs, at Jabalpur and Kancheepuram for IT, Design and Manufacturing. These IIITs have been set up under the Societies Registration Act and are governed by their Memorandum of Association and Rules.

3.   While the existing four IIITs established by the Central Government are funded by the Government of India, the funding pattern of the new IIITs will be different in as much as they will be set up under a Public Private Partnership model wherein Central Government, State Governments and Industry will be stakeholders. The capital cost of each IIIT is Rs. 128.00 crore to be contributed in the ratio of 50: 35: 15 by the Central Govt., the State Govt, and the industry respectively. In the North-Eastern states, the industry participation for capital expenditure will be kept at 7.5% and Central Government participation at 57.50% while State Governments' at 35%.   In addition, Rs. 50.00 crore for faculty development   programme will be provided by the Central Government. During the first four years of setting up each IIIT, the Central Government will provide assistance towards recurring

expenditure to the extent of Rs.10 crore, year-wise requirement of which will vary depending on growth of the institutes and requirement of funds. Each IIIT will meet its entire operating expenditure on its own within 5 years of commencement out of students' fees, research and other internal accruals. The concerned State Governments will provide 50-100 acres of land, free of cost. In addition to sharing 15% of the capital cost (7.5% in the case of North Eastern states), the participating companies are expected to contribute towards research labs and projects, internship, faculty chairs etc. from time to time. It has been envisaged that initially the 20 new IIITs may be registered as societies under the Societies Registration Act, 1860.

4.   To ensure uniformity and autonomy in governance, as also to declare them as institutions of national importance, a Bill, namely, Indian Institutes of Information Technology (IIIT) Bill, 2012 is under finalization. The IIIT Bill, 2012 will be a novel experiment as both the Central Government institutions and institutions set up in partnership with the State Government and industry are sought to be covered under a single legislation. The proposed legislation may provide for a governance structure wherein the Board of Governors, the principal executive body of the Institute, will have representation from various stakeholder and its Chairperson being appointed by the Institute from a panel of names recommended by Search-cum-Selection Committee consisting of an eminent academician nominated each by the Central and the State Government and a nominee of the Central Government or the industry partner as the came may be. Similarly, the Director, who shall be the principal executive officer of the Institute, shall be appointed by the Board of Governors for a term of five years from a panel of names recommended by the duly prescribed Search-cum-Selection Committee. While the Senate would be the principal academy body, each Institute shall also have a Research Council to identify and promote potential areas for research. Provisions have also been stipulated for periodic review of the performance of the Institute, besides submission of such returns or information with respect to the polices and activities of the Institute, as they may be required to furnish to the Central/ State Government. The Right to Information Act, 2005 shall also be applicable to all such Institutes.

5.   The Central Government has already approved an outlay of Rs. 2808.71 crores [Rs. 2558.71 crores for non-recurring, Rs. 200 crores for recurring expenditure and Rs. 50 crores for faculty development expenditure] for setting up of 20 new IIITs in Public Private Partnership (PPP) mode in December, 2010.

6.   In this regard, this Ministry had invited proposals from all the State Governments for setting up of the 20 IIITs. So far 15 State Governments, viz. Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tripura, West Bengal, have identified land for setting up of the 20 IIITs on PPP model. The State Governments of Assam, Himachal Pradesh, Madhya Pradesh, Rajasthan and Tripura have also identified industry partners. The State Governments of Gujarat, Karnataka and Kerala have intimated that they have received responses from industries and are in the process of identifying the proposed industry partners. It is observed that the industry partners are yet to be identified /finalized by the State Governments of Bihar, Chhattisgarh, Haryana, Maharashtra, Orissa, Punjab and West Bengal.

7.   State Education Ministers may kindly deliberate upon the implementation of the Scheme and the parameters of governing structure and accord 'in-principle' approval to the proposed legislation for establishment of Indian Institutes of Information Technology (IIIT) as Institutions of National Importance.

AGENDA ITEM-4 IMPLEMENTATION OF RTE-SSA

I. INTRODUCTION

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21-A and the RTE Act became operative on 1.4.2010.

The Constitutional validity of the RTE Act, which was challenged by several private managements, has been upheld by the Supreme Court vide its judgement dated 12 April 2012.

II. RECAP OF IMPORTANT DEVELOPMENTS IN 2010-11

1. **RTE Rules:** The Central RTE Rules were notified in the Official Gazette on 8th April 2010. The Central Rules are applicable to Union Territories without Legislature. Model RTE Rules were also circulated to facilitate States to formulate their State RTE Rules. The Central and Model RTE Rules are available on the website: www.ssa.nic.in)

2. **Harmonisation of SSA with RTE:** MHRD had set up a Committee to consider the issue of harmonizing the SSA vision, strategies and norms with the RTE mandate. The Committee held seven meetings between September 2009 and January 2010, during which it had interaction with State Secretaries of Education, educationists, representatives of teachers' unions, voluntary agencies and civil society organisations. The Report of the Committee, titled *Implementation of RTE Act and the Resultant Revamp*

of SSA was finalised in April 2010 and is available on the website: www.ssa.nic.in. The Committee made, *interalia,* the following suggestions:

a. It is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. This includes strategies and approaches on (a) school access, including its physical and social dimensions, (b) age appropriate enrolment of out-of-school children through special training, (c) gender as a systemic issue, rather than an add-on, (d) inclusion of children from marginalised communities including SC, ST, Muslim Minority, most under privileged, children affected by civil strife and children with special needs; (e) improving the curriculum and evaluation process; (f) making teachers and teacher training relevant; (g) role of civil society organizations in operationalising RTE; (h) provision for adequate infrastructure; (i) governance and (j) financial mechanisms.

b. To undertake such harmonization certain norms / unit cost under SSA need revision, and new interventions need to be incorporated to fulfill the RTE mandate.

c. In view of the large financial requirements and burden on the States, the current funding pattern of SSA, which is on the sliding scale, should be revised.

d. RTE requires the entire education department to be geared in a unified manner to take up the task on a long term basis. This would require the unification of the existing SSA structures with the regular education department.

3. **Revision of SSA Framework:** Based on the Report of the *Committee on Implementation of RTE Act and the Resultant Revamp of SSA,* the SSA Framework of Implementation was revised to correspond with the provisions of the RTE Act. The revised norms included sanctioning additional teacher posts as per the pupil teacher ratio prescribed under the RTE Act, additional classrooms, teaching learning equipment to

enable States to move to an eight year elementary education cycle, enhancement of academic support for better school supervision, expansion of Kasturba Gandhi Balika Vidyalayas (KGBVs). In addition, new interventions were approved under SSA for providing uniforms, transportation and residential facilities. Further, based on the experience of ten years of SSA implementation certain other norms, such as in-service teacher training costs, and costs for the education of children with special needs were also revised.

4. **Revision of Fund Sharing Pattern:** The fund sharing pattern between the Central and State Governments for implementation of RTE-SSA programme was also revised. The fund sharing pattern was originally approved for the 11th Plan in a sliding scale, namely 65:35 in the first two years of the 11th Plan, 60:40 in the third year, 55:45 in the fourth year, and 50:50 in the fifth year. The fund sharing pattern in the sliding scale was revised to a fixed sharing pattern in the 65:35 ratio between the Centre and States for a five year period from 2010-11 to 2014-15.

5. **13th Finance Commission award:** The 13th Finance Commission earmarked funds for a five year period form 2010-11 to 2014-15 specifically for elementary education.

6. **Constitution of NAC:** Government notified the constitution of the National Advisory Council (NAC) for RTE on 8th July, 2010. NAC has constituted the following Taskforces:
   i. Task Force on Child Entitlements.
   ii. Task Force on Teacher Recruitment, Deployment, Education and Development.
   iii. Task Force on Curriculum & Pedagogy.
   iv. Task Force on Community Mobilization and Public Awareness.
   v. Task Force on Research and Evaluation.
   vi. Task Force on Equity and Inclusion.

7. **Academic Authority for Curriculum Framework:** Section 29 of the RTE Act prescribes that the Curriculum and evaluation procedure for

elementary education shall be laid down by an academic authority to be specified by the appropriate Government, by notification. Consequentially, the Central Government had authorised the National Council of Educational Research and Training as the academic authority to lay down the curriculum and evaluation procedure for elementary education, and to develop a framework of national curriculum under clause (a) of sub-section (6) of Section 7 of the Act.

8. **Academic Authority for Teacher Qualifications:** Section 23(1) of the Act states that "Any *person possessing such minimum qualifications as laid down by an academic authority authorized by the central government by notification shall be eligible for appointment as a teacher."* Consequentially, the Central Government has issued notification dated 5th April, 2010 authorizing the National Council for Teacher Education (NCTE) as the academic authority to lay down the minimum qualifications for a person to be eligible for appointment as a teacher.

9. **Revision of Teacher Education Syllabus***:* NCTE has prepared a model syllabus for D.Ed and B.Ed programmes in consonance with the National Curriculum Framework – 2005 prepared by NCERT and the National Curriculum Framework for Teacher Education, 2009 prepared by NCTE. The model syllabus is on the NCTE website: www.ncte.india.org

10. **Public Service Announcements:** A series of five films were developed by the Department of School Education and Literacy with support from UNICEF as part of the Department's advocacy for the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The tag line '*Ab padhna pakka'* conveys the Government's promise to fulfill children's right to education.

III.   **DEVELOPMENTS IN 2011-12**

11.   **RTE-The First Year***:* The year 2011-12 began with the release of a document titled: *RTE – The First Year.* This document gives a state-wise position of the status of elementary education with reference to certain

enrollment, teacher-related, and infrastructure parameters, and will serve as a benchmark to assess progress in the years to come. The booklet *RTE: The Second Year* was released on completion of the 2011-12.

12. **Enhanced fund allocation:** The Central outlay for implementation of the combined RTE-SSA programme was enhanced to Rs. 19,838 crore in 2010-11 representing a 51% increase over the allocation for 2009-10. For the year 2011-12, the Central allocation was Rs. 21,000 crore. For the year 2012-13, budget allocation of Rs. 25,555 crore has been made representing a 21% increase over the allocation for 2011-12. In addition, the 13th Finance Commission committed Rs 24,068 crore over five year period.

13. **Teacher Eligibility Tests:** The CBSE conducted two Central TETs on 26 June 2011 and 29 January, 2012 across 84 cities in India and two cities abroad. Approximately one lakh fifty five thousand applicants cleared the TET. Several States, including Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Jharkhand, Madhya Pradesh, Manipur, Nagaland, Punjab, Rajasthan, Uttar Pradesh and Uttarakhand have also conducted the State level TET.

14. **Shiksha ka Haq Abhiyan:** In October 2011, the National Advisory Council (NAC) for RTE took a decision to launch a country wide campaign for RTE. The proposal of the NAC was discussed in a meeting of State Education Ministers. The Prime Minister of India addressed a letter to the children of the country, which was read out on the occasion of National Education Day, 11th November 2011, at a special function organized at Nuh, Mewat, Haryana. The event on 11th November 2011 was the starting point for a year-long campaign for raising public awareness about RTE and mobilizing communities to ensure that all schools become RTE compliant schools. States have prepared detailed plan of action for the implementation of the programme in their Annual Plans for 2012-13.

15.   **State RTE Rules*:*** By November 2011, the number of States/UTs that had notified the State RTE Rules/ adopted Central Rules had increased to 33. Only Goa remains to notify the state rules.

16.   **Notifications to reiterate child centred provisions of RTE Act*:*** States took steps to issue several notifications reiterating the child centred provisions of the RTE Act. 32 States/UTs issued notifications prohibiting corporal punishment and mental harassment; 32 States/UTs issued notifications prohibiting screening for admission and capitation fees; 31 States/UTs issued notifications prohibiting expulsion and detention; 33 States/UTs issued notification banning Board examinations till completion of elementary education; 30 states have ban private tuition, 29 states have notified minimum working days and instructional hours, 21 states have constituted SCPCR/REPA and 31 States/UTs notified academic authority under RTE Act.

1V.   <u>PROGRESS IN EDUCATIONAL INDICATORS:</u>

1. **Universalisation of elementary education**

There has been substantial spatial and numerical expansion of primary and upper primary schools; access and enrolment at the primary stage of education have reached near universal levels; the gender gap in enrolment has narrowed, and the percentage of children belonging to scheduled castes and tribes enrolled is proportionate to their population. Nonetheless, there remains an unfinished agenda of universalising education at the upper primary stage. The number of children, particularly children from disadvantaged groups and weaker sections, who drop out of school before completing upper primary education, remains high, and the quality of learning achievement is not always entirely satisfactory even in the case of children who complete elementary education. Nonetheless, eEfforts to universalize elementary education gained momentum during the last few years as per progress indicated below:

Table 1: Progress since 2006-07			
	2006-07	**2009-10**	**2010-11**
Primary schools	7.79 lakh	8.10 lakh	8.27 lakh
Upper Primary schools	4.17 lakh	4.94 lakh	5.35 lakh
Primary Enrolment	132 million	133 million	135 million
Upper Primary Enrolment	47.5 million	54.5 million	57.8 million
Elementary Enrolment	180 million	188 million	192.8 million
GER Primary	111	115	118.6
NER Primary	93	98	99.8
GER Upper Primary	64.7	75.8	81.2
NER Upper Primary	48.4	58.3	61.8
Teachers in Govt. Schools	3.6 million	3.9 million	4.19 million
Out of School Children*	11.3 million	8.1 million	--

*Source: DISE, * IMRB Survey*

2. Schooling facilities

The country has witnessed substantial increase in the number of primary and upper primary schools and improvement in the school infrastructure. The table below indicates the sanctions issued under SSA till 2009-10 prior to the RTE Act becoming operational, and the sanctions issued in the period 2010-12 after RTE came into force to address the issue of gaps in infrastructural facilities.

Table 2:			
Item	**Sanctioned till 2009-10**	**Achieved till 2009-10**	**Sanctioned in 2010-12**	**Cumulative progress**
Opening new PS	1,70,412	1,57,759	39,502	1,81,522

Opening new UPS	1,62,017	1,45,243	11,952	1,52,818
Construction of PS	1,64,195	1,54,113	28,197	1,69,363
Construction of UPS	98,820	95,429	6,742	99,666
Construction of ACR	11,05,797	10,77,727	4,97,992	14,34,899
Toilets	3,34,924	319,547	2,48,605	4,99,472
Drinking water	1,98,162	1,92,486	24,924	2,10,335
Teachers	12,82,419	10,30,201	6,82,788	12,26,441

The average student classroom ratio (SCR) which was 36 in 2006-07 has come down to 31 in 2010-11. There has been substantial increase in the availability of basic facilities in schools including, increase in percentage of schools having drinking water facility from 83.1 percent in 2006-07 to 92.6 in 2010-11. Girls' toilets are now available in 57 percent in schools against 42.58 in 2006-07. The percentage of schools having ramp has increased from 26.61 percent in 2006-07 to 57.1 percent in 2009-10. The details of improvement in school infrastructure are given in Table below

Table 3: School infrastructure

Indicator	2006-07	2010-11
Average SCR	36	31
% Schools with drinking water	84	92
% Schools with girls' toilet	42.5	57
% Schools with ramps	26.6	57.1

3. **Enrolments**

Enrolments at elementary level increased from 179 million in 2006-07 to 188 million in 2009-10 and further to 192.8 million in 2010-11. In 2006-07, 126 million children were enrolled in government schools. This figure increased to 130 in 2010-11. In addition, another 17 million are enrolled in

government aided schools, and 42 million are attending private unaided schools in 2010-11.

GER at primary level is high at 118.6%, and NER has improved significantly from 92.7% in 2006-07 to 99.8% in 2010-11.

GER at upper primary level has shown considerable improvement of 11.8 percentage points in the four years between 2006 and 2009, and further improvement of 5.4 percentage points in 2010-11. With the RTE stipulations in regard to the entry level at age 6, no detention, expulsion, 8-year elementary education cycle, and maintenance of record of children, a definite improvement is to be expected in the years to come.

3.1 Enrolment – Gender

The percentage of girls in the total enrolment at primary and upper primary level was 48.0 and 46.5 respectively in the year 2006-07; this increased to 48.41 and 48.38 at primary and upper primary levels respectively in 2010-11. The annual average growth rate of enrolment for girls is considerably higher as compared to boys.

Table 4: Sex-wise enrolment by stages (in crore)									
Academic year	Primary (Grades I-V)			Upper Primary (Grades VI-VIII)			Elementary (I-VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2006-07	6.84	6.34	13.19	2.54	2.21	4.75	9.38	8.55	17.93
2007-08	6.95	6.47	13.41	2.70	2.39	5.09	9.64	8.86	18.50
2008-09	6.94	6.50	13.44	2.80	2.54	5.34	9.73	9.04	18.77
2009-10	6.88	6.47	13.35	2.83	2.62	5.45	9.71	9.09	18.80
2010-11	6.98	6.55	13.52	2.99	2.80	5.78	9.96	9.34	19.31

Source: DISE

Gender parity index (GPI) has also shown significant increase, particularly at the upper primary level. The primary level GPI improved marginally from

0.93 in 2006-07 to 0.94 in 2010-11. However, GPI at upper primary level increased from 0.87 in 2006-07 to 0.94 in 2010-11. Year-wise details are given in Table 4 below: -

Table 5: Percentage girls to total enrolment and GPI in enrolment				
Academic Year	% Girls to total enrolment		Gender parity index (GPI)	
	Primary	Upper Primary	Primary	Upper Primary
2006-07	48.0	46.5	0.93	0.87
2009-10	48.4	48.1	0.94	0.93
2010-11	48.4	48.3	0.94	0.94

Source: DISE

3.2 Enrolment - Social categories

Data for the year 2010-11 suggests that the percentage enrolment of SC, ST and Muslim children corresponds with their percentage share in population. The details of percentage enrolment and population are given in Table below.

Table 6: Percentage enrolment and population by social category		
	% population share (Census 2001)	% enrolment share (DISE 2010-11)
SC	16 %	19 %
ST	8 %	11 %
Muslim	13 %	13 %

4. Dropout rates

Cohort dropout rate denotes the percentage of class 1 children who discontinue schooling before completing the relevant stage of education. DISE calculates the average annual dropout rate which is based on two years data for the same set of schools, grade-wise as well as for entire primary cycle. The chart below indicates the average annual dropout rate

at primary level. There has been significant decline in the overall annual average dropout rate between the years 2009-10 and 2010-11

Annual average dropout rate (Primary)
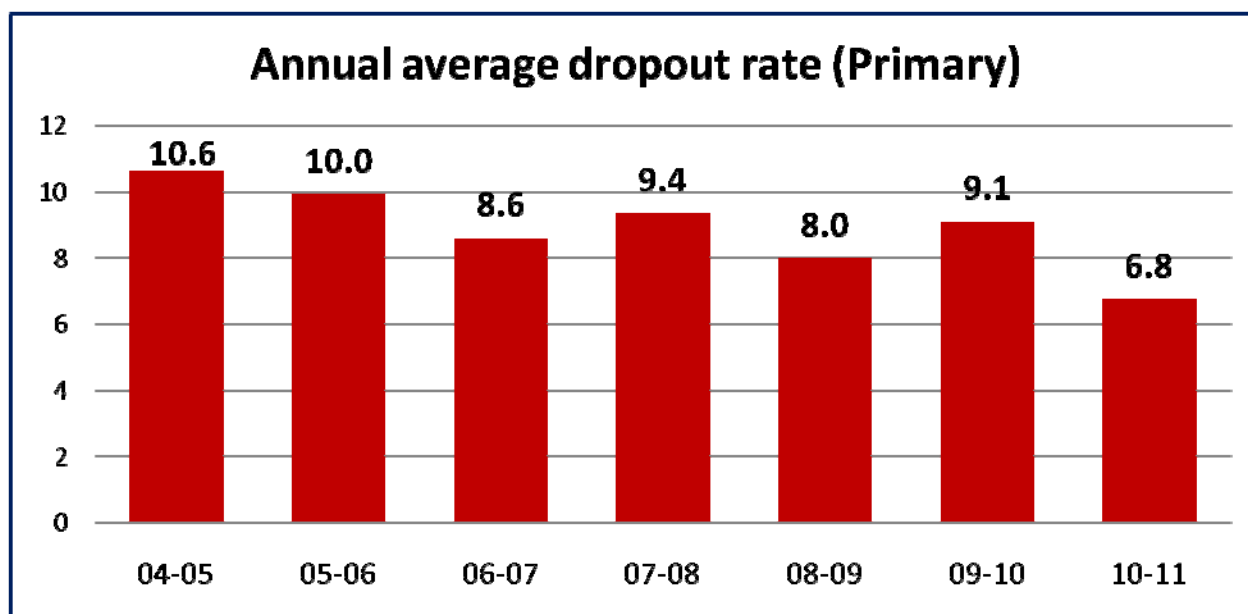
5. Out of School Children:

Census 2001 estimated that 3.2 crore children in the 6-14 age are out of school. This represented 28.2% of the population in the 6-14 age groups. An independent national sample survey conducted in 2005 estimated the number of out of school children at 1.3 crore. A second independent national sample survey conducted in 2009 acknowledged the steady decline in the number of out of school children, and reported 81 lakh children out of school. The details of reduction in out of school children by gender and social category from 2005 to 2009 are given in the Table below.

Table 7: Percentage out of school children (6 – 14)					
Year	Percentage out of school children to total corresponding population				
	Total	Girls	SC	ST	Muslim
2005	6.9%	7.9%	8.1%	9.5%	10%
2009	4.2%	4.6%	5.9%	5.2%	7.7%

Source: IMRB

Decline in the percentage of out of school children has taken place across gender and all social categories; nonetheless Muslim, SC and ST children

need greater and focused attention. The percentage of out of school children aged 6-14 years has decreased from 6.94 percent in 2005 to 4.28 percent in the year 2009. This decrease is sharper in rural areas, where it drops from 7.08 percent to 4.53 percent compared to urban areas where it has moved from 4.34 percent to 3.18 percent only.

Chart 3 below also shows that the States like Uttar Pradesh, Bihar, Rajasthan and West Bengal account for 72 percent of the total out of school children in the country as per the independent survey of IMRB 2009.

Chart 3: Percentage Distribution of OoSC
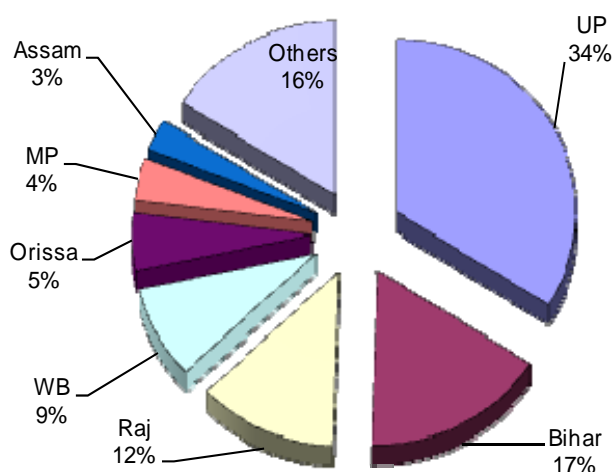
6. Teachers in position

There has been substantial increase in the availability of teachers at elementary level in the past few years. The total number of teachers in Government schools increased from 3.6 million in 2006-07 to 3.9 million in 2009-10, and further to 4.19 million in 2010-11. This has resulted into the improvement of Pupil Teacher Ratio (PTR) from 36:1 in 2006-07 to 32:1 in 2010-11 at the primary level and 29:1 at the upper primary level.

The norm of 50% of all teachers recruited under SSA to be female teachers has resulted in increase in percentage of female teachers from 41.86 in 2006-07 to 45.51 in 2010-11.

The real challenge, however, lies in imbalance in teacher deployment. The number of schools with adverse PTR remains high, though it has reduced from 46% primary and 34% upper primary schools in 2009-10 to 42.44% primary and 31.32% upper primary in 2010-11. Even in States with an overall comfortable PTR, there are many schools with adverse PTR. Moreover, there are 7.7% percent single teacher schools with enrolment of more than 15 children, functioning in the country. This is undoubtedly an improvement over 10.5% single teacher schools in 2006-07. However, there are large inter-state variations: Arunachal Pradesh (26.6%), Assam (14.1%), Madhya Pradesh (14.7%), Manipur (10.1%), Orissa (11.9%), and Rajasthan (14.7%). There is therefore need to immediately fill up existing vacancies, and rationalize teacher deployment.

7. **Un-trained Teachers: -**

One of the biggest challenges confronting States is training the large number of untrained teachers. The status regarding number of untrained teachers has been reviewed by the State Governments in light of the teacher qualifications laid down by the NCTE. At present, around 8.1 lakh teachers do not possess the qualifications laid down by the NCTE, the states having larger number of un-trainee teachers being Bihar (1,73,167), Uttar Pradesh (1,36,088), West Bengal (1,68,138), Jharkhand (73,281), Chhattisgarh (33,714), Andhra Pradesh (37,245), Orissa (33,401), Madhya Pradesh (27,222) and Assam (19,033).

The Department has had several rounds of consultations with the State Governments do develop a strategy for enabling these teachers to acquire 2-year Diploma In Elementary Education (D.El.Ed) qualification through the Open Distance Learning (ODL) mode and seek approval of the NCTE. The NCTE has given permission to the States of Uttar Pradesh and Madhya Pradesh for training of the untrained teachers through SCERT, Lucknow

and IGNOU, respectively. The NCTE has also received proposals from the following State Governments:

States	Training to be conducted by
Assam	SCERT, Assam and KK Handique Open University, Assam
Bihar	Nalanda Open University, Patna
Chhattisgarh	State Board and SCERT, Chhattisgarh
Jharkhand	National Institute of Open Schooling (NIOS)
Orissa	State Board and SCERT, Orissa
West Bengal	West Bengal Board of Primary Education, NIOS, IGNOU

The State Governments of Assam, Orissa and Chhattisgarh have presented their proposals before the NCTE Committee and the NCTE has vide its letter dated 7th May, 2012 given permission to them for conducting the 2-year D.Ed programme in ODL-cum-contact mode for the untrained teachers.

Teachers in the North Eastern States who have completed 6-month CPE course are required to undergo 18-month module in open distance-cum-contact mode, which has been prepared by IGNOU on the basis of a revised 2-year D.El. Ed programme approved by the NCTE. In respect of the other untrained teachers, the State Governments would need to offer a 2-year D.Ed programme in ODL mode by the SCERT/State Open University/State Board/IGNOU. This programme would entail revision of the teacher education curriculum in accordance with NCF, 2005/NCFTE, 2009, development of study material for the open distance course, identification of study centres with requisite infrastructural facilities, appointment of qualified mentors for the contact sessions, and seeking approval by the NCTE.

8. **RTE Compliant Schools**

The schedule to the RTE Act provides the norms and standards for infrastructure and teachers. This includes norms for PTR, classroom

for every teacher, girls' toilet, boys' toilet, drinking water, ramp, library, playground and boundary wall/green fencing. Progress against these requirements is indicated in Chart 4.

RTE infrastructure compliant schools
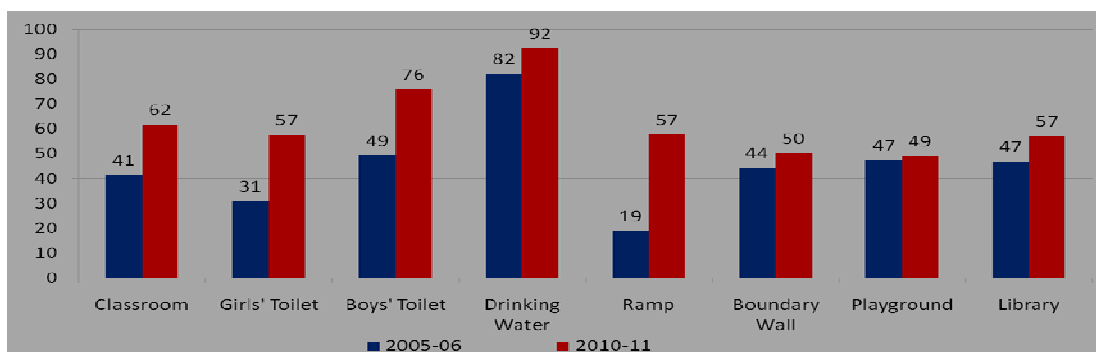
➢ Facilities to be provided by March 2013 in all schools.

➢ Need to make all schools RTE compliant

10. Improving Quality

Two rounds of National Learners' Achievement Surveys have been completed by NCERT and these surveys have revealed improvements in the overall learning levels. A comparative table of the progress in respect of the two rounds is given below: -

Subject	Class III		Class V		Class VIII	
	Round – I 2003-04	Round – II 2007-08	Round – I 2001-02	Round - II 2005-06	Round -I 2002-03	Round – II 2007-08
Mathematics	58.25%	61.89%	46.51%	48.46%	39.17%	42.71%
Language	63.12%	67.84%	58.57%	60.31%	53.86%	56.57%
EVS	NA	NA	50.30%	52.19%	NA	NA
Science	NA	NA	NA	NA	41.30%	42.73%
Social Science	NA	NA	NA	NA	46.19%	48.03%

NA: Not applicable.

There have been improvements in learning levels in rural and urban areas in almost all the subjects and for almost all categories of children as is shown in the following tables: -

Class III								
Group	**Mathematics**				**Language**			
	Round I		**Round II**		**Round I**		**Round II**	
	Mean%	SD	Mean %	SD	Mean %	SD	Mean %	SD
Boys	58.54	24.72	62.16 ⋒	23.06	62.94	21.88	67.71 ⋒	20.31
Girls	57.95	25.06	61.62 ⋒	23.04	63.31	22.22	67.96 ⋒	20.15
Rural	58.15	25.05	62.10 ⋒	23.03	62.82	22.07	67.79 ⋒	20.23
Urban	58.52	24.48	61.10 ⋒	23.35	63.87	21.97	67.99 ⋒	20.24
SC	54.6	25.72	60.02 ⋒	23.53	60.42	22.59	67.01 ⋒	20.72
ST	59.43	23.6	60.14 ⋒	23.08	64.65	21.62	67.12 ⋒	20.35
OBC	57.15	25.45	62.37 ⋒	23.21	62.55	22.53	68.08 ⋒	20.11
General	60.92	24.19	64.16 ⋒	22.27	64.44	21.28	68.73 ⋒	19.82
Total	58.25	24.89	61.89 ⋒	23.01	63.12	22.05	67.84 ⋒	20.23
⋒ improved								

Class V						
Group	EVS		Mathematics		Language	
	Round I	Round II	Round I	Round II	Round I	Round II
Boys	50.59	52.15 Ი	46.9	48.54Ი	58.94	60.27Ი
Girls	49.99	52.23 Ი	46.09	48.37Ი	58.79	60.35Ი
Urban	51.44	51.99 ⇔	47.32	47.88⇔	61.63	62.33⇔
Rural	49.80	52.25 Ი	46.15	48.63Ი	57.67	59.72Ი
SC	48.53	51.64 Ი	44.97	48.02Ი	57.10	59.83Ი
ST	49.52	50.79 Ი	44.12	45.79Ი	58.19	57.22Ʊ
Others	50.99	52.89 Ი	47.45	49.88Ი	59.54	62.45Ი
Ი improved, ⇔ no improvement, Ʊ significantly declined						

Class VIII								
Group	Language		Mathematics		Science		Social Science	
	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II	Cycle I	Cycle II
Boys	53.07	56.41 Ი	38.97	42.93 Ი	41.17	42.94 Ი	46.15	48.24 Ი
Girls	56.30	56.72 ⇔	39.80	42.50 Ი	41.68	42.52 Ი	46.33	47.81 Ი
Rural	53.65	56.37 Ი	39.34	43.16 Ი	41.67	42.89 Ი	46.66	48.18 Ი
Urba	54.11	57.13	38.98	41.21	40.86	42.01	45.64	47.42

n		⇧		⇧		⇧		⇧
SC	50.35	56.21 ⇧	37.00	41.39 ⇧	38.46	41.95 ⇧	42.81	47.48 ⇧
ST	50.23	52.12 ⇧	37.76	40.11 ⇧	41.53	40.61 ⇧	45.76	45.75 ⇔
OBC	52.87	57.38 ⇧	37.33	42.87 ⇧	39.25	43.41 ⇧	44.10	48.71 ⇧
General	56.91	57.59 ⇔	41.55	44.43 ⇧	43.60	43.27 ⇧	48.93	48.46 ⇔
Total	53.86	56.57 ⇧	39.17	42.71 ⇧	41.30	42.73 ⇧	46.19	48.03 ⇧

NCERT has commenced the third round of Achievement Survey which covers the period after the RTE Act coming into force. The findings of the third round conducted recently for class V indicate that there is enhancement in the level of achievement in most States as per the following details:

- In Language there has been an improvement in learning achievement in 24 States/UTs. However, in six States/UTs, namely, Gujarat, West Bengal, Tripura, Jharkhand, Puducherry and Mizoram there have been a decline.

- In Mathematics, 14 States have improved learning levels. However the States of West Bengal, Assam, Karnataka, Meghalaya, Maharashtra, Sikkim, Gujarat, Himachal Pradesh, Haryana, Jharkhand, Goa, Andhra Pradesh, Mizoram, Kerala, Chandigarh and the Union Territory of Puducherry have shown a decline in learning levels.

- In Environmental Studies, 24 States/UTs have shown an improvement in learning level. There is a decline in six States/UTs, viz., Puducherry, West Bengal, Gujarat, Kerala, Jharkhand and Goa.

- Further, it may be noted that the overall difference in achievement between boys and girls as well as urban and rural students has reduced, though the difference in social categories remains significant.

VI. <u>THE WAY FORWARD</u>

While there has been significant progress in the overall endeavour to universalize elementary education, States need to expedite action in order to achieve the RTE mandate within the time frame prescribed under the Act in the following areas of concern:

Meeting the physical norms and standards

i. Opening new primary and upper primary schools sanctioned under SSA in habitations unserved by schools as per the State RTE norms. This includes steps required to be taken to upgrade alternate education centres running in the country.

ii. Expediting the construction of new school buildings, additional classrooms and other infrastructure facilities, including toilets, drinking water, ramps, kitchen sheds etc. sanctioned under SSA as well as other programmes (TSC, DWM, MDM) so that all schools meet the RTE norms and standards.

iii. Rationalising the deployment of existing teachers, and completing the recruitment of teachers against vacant State sector posts as well as teacher posts sanctioned under SSA by conducting TET, so that all schools meet the PTR norms prescribed under the RTE Act.

Meeting the quality standards for teachers

i. Instituting steps for training of teachers without professional qualifications in accordance with the norms and guidelines laid down by NCTE.

ii.   Revising the D.Ed and B.Ed syllabus as per the Model syllabus prepared by NCTE for Teacher Education programmes.

Instituting reform in classroom processes

i.   The RTE Act provides that the curriculum and evaluation process should be in accordance with 8 factors, namely: (a) Conformity with Constitutional values; (b) All round development of the child; (c) Building up the child's knowledge, potentiality and talent; (d) Development of physical and mental abilities to the fullest extent; (e) Learning through activities, discovery and exploration in a child friendly and child-centred manner; (f) The child's mother tongue serving 'as far as practicable' as the medium of instruction; (g) Making the child free of fear, trauma and anxiety and helping the child to express views freely and, (h) Comprehensive and continuous evaluation of the child's understanding and knowledge and the ability to apply it.

Government has issued an Advisory to States to:

- ❖ Formulate age-appropriate curricula and syllabi in keeping with NCF-2005

- ❖ Maintain subject balance

- ❖ Initiate Textbook Contents Reform

- ❖ Textbook language

- ❖ Undertake Textbook Production Reform

- ❖ Ensure continuous and comprehensive assessment for Learning

Shiksha ka Haq Abhiyan:

It would be impossible for RTE as well as SSA to succeed without people's support and ownership. The RTE mandate for age-appropriate admission of every out-of-school child, special training for each child to enable her to cope in school, promoting child-friendly child centered and activity based learning processes, which is free of anxiety, trauma and fear sets the agenda for proactive community participation. The *Shiksha ka Haq Abhiyan* is viewed as an opportunity for all schools in the country become RTE compliant. Through the Abhiyan the RTE message will be taken to every school, and enable the school management committees and indeed the entire village community to jointly identify school-wise requirements, and ensure that the requirements are met. States have been advised to incorporate proposals for the *Shiksha ka Haq Abhiyan* in their Annual Work Plans and Budgets for 2012-13.

AGENDA ITEM – 5 REVISION OF THE CENTRALLY SPONSORED SCHEME (CSS) OF RESTRUCTURING AND REORGANISATION OF TEACHER EDUCATION

A   Background

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986. The National Policy on Education (NPE) envisaged teacher education as a continuous process with pre-service and in-service training being its inseparable components. It emphasized the significance and need for a decentralized system for the professional preparation of teachers, and it was in this context that District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

2   The Scheme has continued with modifications in the 8th, 9th and 10th Five Year Plan periods. It was last revised in 2002 and comprising of three components : (a) establishment of DIETs/DRCs, (b) up-gradation of Secondary Teacher Education Institutions into CTEs and IASEs, and (c) strengthening of SCERTs.

3   The revised Scheme is guided by the following factors :

(a)   To integrate teacher education with overall education development in the States in keeping with the mandate of RTE;

(b)   The need for expansion of capacity of teacher education institutions, especially in some of the deficit States of East and North-Eastern Region;

(c)   Address the problem of large number of untrained teachers and the possibility of large number of persons being recruited (because of the Pupil Teacher Ratio (PTR) specified in the RTE Act) without possessing the prescribed professional qualification;

(d)   Expanding institutional capacity to provide in-service training for secondary school teachers in light of the Rashtriya Madhyamik Shiksha Abhiyan;

(e) To link elementary teacher education with the higher education system

(f) To develop and put in place a mechanism to monitor the implementation of the Scheme on various physical and financial parameters with pre-defined outcomes for improving the overall quality of various activities of the teacher education institutions.

4   The Central Government has approved the revision of the Scheme for the XII Plan, with an estimated outlay of Rs 6308.45 crore to be shared between the Centre and the States in the ratio of 75:25 (90:10 for the NE Region). A comparative chart indicating the components under the revised Scheme and the existing Scheme is at **Annexure I**.

B   Financial Sharing between Centre and States

5   Under the existing Scheme, 100% Central assistance is given to the State Governments for various recurring and non-recurring components (other than for SCERTs in which 50% funding is by the States), subject to the financial limits and other conditions specified in the Scheme. This is being revised to ensure that State Governments also have a fair degree of financial stake in implementation of the Scheme and the institutions for which financial assistance is provided (SCERTs, DIETs, CTEs and IASEs) which in any case are State-owned institutions.

6   Under the revised Scheme the Centre and States should share the funds in the ratio of 75:25 for all the components for which Central assistance is sanctioned to the States. In respect of 8 States of the North East Region (including Sikkim), the sharing ratio will be 90:10. In respect of the posts in DIETs, CTEs, IASEs and the Block Institutes of Teacher Education (BITEs) created before their up-gradation, the salary outgo will continue to be the liability of the State Government. For posts created and filled up after up-gradation and for all posts in new DIETs, the salary expenses would be shared between the Centre and the States in the ratio of 75:25 (90:10 for NER States including Sikkim).   Similarly, all other components of recurring and non-

recurring expenses would be shared between the Centre and the States in the ratio of 75:25 in respect of DIETs/ CTEs/ IASEs/SCERTs/BITEs (90:10 for NER States including Sikkim). Central assistance would be released to the State Governments only after the State Government commits to spend its mandatory share under the various components and has spent the State share against the previous releases of Central assistance.

C Strengthening of SCERTs / SIEs

7 At present there are SCERTs in 25 States and SIEs in Assam, Arunachal Pradesh, Jammu and Kashmir (2), Sikkim, Andaman and Nicobar Is., Uttar Pradesh and Chandigarh. Central Assistance is currently provided to SCERTs on a 50:50 sharing basis, subject to a maximum of Rs 1.00 crore per SCERT for the duration of the entire plan period.

8 SCERTs are visualized as lead academic institutions at state level providing support to DIETs, CTEs, IASEs and also engaging in educational research and training. They should function along the lines of NCERT at the state level, engaged in providing advice to state governments on policy issues, support to implementation and appraisal of programmes and to undertake programmes for quality improvement in school education and teacher education.

9 Under section 29(1) of the RTE Act, the State Government has to appoint an academic authority to lay down the curriculum and evaluation procedure which would be followed by all schools in the elementary level. Given their existing mandate, most of the States have notified the SCERTs as the academic authority to perform this function. The scope of its functioning must encompass curriculum development, preparation of proto type teaching learning material and text books for all levels of school education and teacher education. The existing curriculum and syllabus of the teacher education courses will have to be revised in light of the National Curriculum Framework (NCF – 2005) and the National Curriculum Framework for Teacher Education (NCFTE), 2009.

10 The SCERT should be the nodal agency in the state and establish proper coordination and collaboration with various statutory bodies like Board of Textbooks, Board of Secondary Education and Board of Elementary Education. Along with its in-service responsibilities, the SCERT should attempt at evolving meaningful, short term

and long term teacher education programmes on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators. Besides these, doctoral and post graduate programmes in education/teacher education for early primary to secondary stages should be offered by SCERT. Designing and implementing such programmes would also help them in visualising the relevant inputs for in-service teacher education. Adequate opportunities for continuously updating the capacities of SCERT faculty should be created so that they can discharge their responsibilities effectively.

11   In view of the proposed role of SCERT, details of functions of the divisions should be worked out in such a way that discharging them will be necessarily in the context of the overall school and teacher education programmes. Staff requirement for these departments should be accordingly worked out. It is recommended that adequate faculty positions be created with sufficient technical and support staff. The technical staff should have capacity to provide support in organizing the activities related to science, mathematics and language labs, art and craft, physical education and yoga, ICT, etc. A new organizational structure of SCERT has been suggested Each State will have to assess its needs in terms of faculty and infrastructure depending upon actual demand for various facilities and their current availability. The components of Central assistance to be provided to the SCERTs are as under.

(i)   Non-recurring central assistance for strengthening of physical infrastructure (civil works, hostel facilities, repairs and renovations, etc) of the existing SCERT based on the State SORs and Rs 30 lakh for equipments to enable it to upgrade its facilities in accordance with the proposed infrastructural and equipment norms.

(ii)   Non-recurring Central assistance of Rs.50 lakh per SCERT for establishment of Special Cells/Laboratories for Science, Mathematics, Social Studies, Educational Technology/Computer and Language/English education during XII Plan.

(iii)   Rs.20.00 lakh per SCERT as recurring assistance for undertaking specific projects for academic activities such as curriculum/material development (including for pre-service teacher education courses such as D.Ed.), training, research, execution of functions envisaged under section 29(1) of the RTE Act.

(iv)   Rs 10 lakh per SCERT per year for conducting various programmes for capacity building of faculty of the SCERTs;

(v) Salaries of faculty and staff of SCERTs in respect of additional posts sanctioned and filled up after the introduction of the revised Scheme, in accordance with the suggested organizational structure for SCERT. This would be subject to the condition that the State Governments create a separate cadre of teacher educators;

(vi) Each SCERT/SIE will prepare modules for the training programme of 5-days duration, for training of educational administrators, including Head Teachers, which would be imparted to 40 participants in the DIETs by the SCERT/DIET faculty or resource persons specially hired for the purpose and four such training programmes would be conducted in each DIET every year. Rs. 40,000/- have been provided per cycle of 40 participants each for training programme for educational administrators for 5 days.

(vii) An amount of Rs. 200 per participant per day has been provided for 14-days Orientation/Induction Training of Teacher Educators.

D   Strengthening and expansion of Colleges of Teacher Education (CTEs)

12   CTEs conduct pre-service and in-service training for secondary school teachers. They also provide extension and resource support service to secondary schools. The present scheme provides Central assistance up to a maximum of Rs 1 crore per CTE.   The NCERT Report has recommended that, in view of the important role that these institutions are expected to perform, especially in the context of the RMSA, the existing CTEs should be strengthened in terms of organisational structure, academic programmes, human resources, financial support, etc. More CTEs may be set up wherever required. However, there should be a clear rationale for setting up new CTEs. These institutions, in order to improve the quality of secondary education, shall conduct training need analysis and base line surveys for organizing training programmes. Following assistance would be available in respect of CTEs under the revised Scheme:

(i) New CTEs would be set up as per the existing norm of one CTE for three contiguous districts. This norm would be relaxed only in exceptional cases. Central assistance for salary of staff of CTE would be limited only to the posts sanctioned and filled up after up-gradation of the secondary teacher education institution into a CTE.

(ii) Only Government/aided secondary teacher education institutions would be up-graded as CTEs. For selecting institutions for up-gradation, the State Government should devise clear norms from the viewpoint of ensuring that

only institutions with proven quality are upgraded as CTEs.

(iii) Non-recurring Central assistance to existing CTEs for strengthening and upgrading their infrastructure in accordance with the infrastructure norms of CTEs outlined in the MHRD Guidelines, 1989, based on the specifications and State SORs. Equipment grant upto Rs 20 lakh per CTE will also be made available.

(iv) Recurring Central assistance for expenditure on salary (for posts sanctioned and filled up after up-gradation), Rs 25 lakh for programmes and activities, and contingency grant of Rs 15 lakh per year for meeting day-to-day expenses (including recurring expenses on vehicle up to Rs 3 lakh per annum, if not already provided for to the institution).

(v) In respect of new CTEs, non-recurring Central assistance for upgrading the infrastructure of the existing secondary teacher education institution in accordance with the infrastructure norms of CTEs outlined in the MHRD Guidelines, 1989 based on the specifications and State SORs. An amount of Rs. 30 lakh will also be available for equipments in a new CTE. Recurring assistance specified in (iv) above would be available to the new CTEs after they are established.

13   To avail Central assistance, State Governments must ensure that all the posts of academic and non-academic staff in the CTE are filled on or before 31st March, 2013 and thereafter, the vacancy should not be more than 5% of the sanctioned strength.

E   Strengthening and expansion of Institutes of Advanced Studies in Education (IASEs)

14   The present Scheme provides for up-gradation of an existing government/government-aided secondary teacher education institution/a Department of Education in a University conducting B.Ed and/or M.Ed programme into an IASE to perform the following functions:

(a)   Pre-service Secondary teacher education programme (B.Ed.)
(b)   Programme for preparing teacher educators (M.Ed.)
(c)   In-service training of teacher educators (mainly DIET faculty)
(d)   Short-term courses for teacher educators of CTEs
(e)   Develop resource material for teachers and teacher educators

(f) Conduct advanced level fundamental and applied research and experimentation in education

(g) M.Phil and Ph.D (subject to availability of necessary faculty and facilities)

15   The criterion for setting up an IASE in a State under the existing Scheme is : (a) State with 20 districts or less – 1 IASE; (b) States with 21-40 districts – 2 IASEs; and (c) States with more than more than 40 districts – 3 IASEs. An IASE eligible for recurring and non-recurring central assistance up to Rs.2.25 crore for the entire plan period.

16   IASEs will be additionally required to set up units/centres that would undertake in-depth work in specific areas including research and material development in areas of Curriculum Studies, Pedagogic Studies, Assessment and Evaluation, apart from the responsibility of educating teachers and teacher educators. This will ensure the development of a professional cadre of teacher educators with specialized skills. These Institutions would also act as Regional Resource Centres, each catering to state-owned teacher education institutions in the vicinity as a resource Centre for these institutions for various activities, including development of curriculum and learning material, educational planning and administration, development of modules for training of educational administrators.

17   The Departments of Education in State/Central Universities would be up-graded as IASEs. Following assistance to IASEs would be available in the revised Scheme:

(i) Non-recurring Central assistance to existing IASEs for strengthening and upgrading their infrastructure in accordance with the infrastructure norms of IASEs outlined in the MHRD Guidelines, 1989, based on the specifications and State SORs. Equipment grant upto Rs 20 lakh per IASE will also be made available.

(ii) Recurring Central assistance for expenditure on salary (in respect of posts sanctioned and filled-up after up-gradation), Rs 25 lakh for programmes and activities, and contingency grant of Rs 15 lakh per year for meeting day-to-day expenses (including expenses on vehicles up to Rs.3 lakh, if not already provided for to the Institution).

(iii) In respect of new IASEs, non-recurring Central assistance for upgrading infrastructure of the Department of Education in accordance with the

infrastructure norms of IASEs outlined in the MHRD Guidelines, 1989, based on the specifications and State SORs. An amount of Rs. 30 lakh will also be available for equipments in a new IASE. Recurring assistance specified in (ii) above would also be available to the new IASEs after they are established.

F   Continuation of Support to District Institutes of Education and Training (DIETs)

18   DIETs are nodal institutions for improving the quality of elementary education in the district. They were mandated to transact pre-service and in-service training programmes for elementary school teachers. In certain small districts of the country, which do not require a full-fledged DIET, there is provision for establishing a District Resource Centre (DRC) The following modifications are made in the existing norms of Central assistance to DIETs:-

(i)   Condition for Central assistance –Central assistance would be released to the State Governments in respect of the existing DIETs/DRCs only if the State creates a cadre of teacher educators and fills up all the vacancies by 31st March, 2013 and thereafter, the vacancy should not be more than 5% of the sanctioned strength. In respect of new DIETs (established in XII Plan), all the sanctioned posts should be filled up within a period of 1 year of establishment.

(ii)   At present, the criterion for eligibility of a district for setting up of a fresh DIET/DRC is that the said district should have been in existence as on 1.4.2002. In the revised Scheme, DIETs will be established in all districts created up to March, 2011. Non-recurring Central assistance to be provided for establishment of a DIET (by upgrading an existing elementary teacher education institution or, where no such institution exists, by establishing a new institution) in the newly created districts on the basis of a Plan prepared by the State Government in respect of the proposed DIET in accordance with the infrastructural norms for establishment of a DIET given in the MHRD Guidelines, applying the specifications and State SOR. In respect of a district where a new DIET has to be established, the proposal would be considered only after the State Government has allotted land, along with necessary permissions, for its establishment. In respect of a DIET which is established by up-grading an existing teacher education

institution, it will be entitled to non-recurring assistance upto Rs 30 lakh as equipment grant. In respect of a newly established DIET, the equipment grant would be upto Rs 40 lakh per DIET. After the DIET is established, it will be entitled to recurring Central assistance in the same manner as would be available to existing DIETs.

(iii) Additional non-recurring assistance to existing DIETs for up-grading their facilities at par with the MHRD guidelines based on the specifications and State SORs and an amount of Rs. 20 lakh for equipments.

(iv) The existing District Resource Centres (DRCs) can be upgraded into full fledged DIETs, on need basis. Recurring assistance for civil work based on the specifications in the MHRD Guidelines, 1989 and the State SORs will be made available for such up-gradation, and non-recurring assistance upto Rs 10 lakh per DRC for equipments would be available.

(v) Salaries for all posts created and filled up after up-gradation (for an upgraded DIET) subject to State contribution in respect of all posts sanctioned prior to up-gradation, and for all posts in respect of new DIETs.

(vi) Central assistance in respect of programmes and activities, on the basis of the actual needs and capacity of the institution, subject to a maximum of Rs 30 lakh per DIET per year. Proposal for central assistance should be based on an Annual Plan of activities which would be prepared by each DIET on the basis of the actual needs and capacity of the institution, giving the physical and financial implications of each activity, subject to a maximum. These Plans would be collated for the State as a whole in the State Annual Work Plan. In respect of in-service training programmes conducted by DIETs from resources provided under the SSA/RMSA, the Annual Plan should clearly indicate the specific programmes and coverage so funded.

(vii) Contingency grant of Rs 15 lakh per DIET per year to meet day-to-day expenses, (including recurring expenditure upto Rs 3 lakh for vehicle facility if not already provided to the DIET);

(viii) Recurring assistance of Rs 5 lakh per DIET for undertaking programmes for Faculty Development.

G   Establishment of Block Institutes of Teacher Education (BITEs) in SC/ST and Minority Concentration Districts

19   There are a large number of districts having high concentration of SC/ST and Minorities where there is an urgent requirement of setting up elementary pre-service teacher training institutions to ensure preparation of elementary school teachers from amongst persons from the community. While the policy for elementary education has a foundation for inclusive education and includes strategies for sensitization of teachers to the specific needs of children belonging to SC/ST and minorities, the establishment of these institutions would ensure access to good quality teacher education facilities for rural and remote areas and facilitate the entry of talented persons, particularly persons from SC/ST and Minority concentration areas, into the teaching profession. This would help ensure the participation of SC/ST and minority groups in the teaching profession and also overcome the shortage of locally based teachers in these areas to be employed in elementary schools.

20   It is proposed to establish 196 Block Institute of Teacher Education (BITEs) - one such Institute in a block of each of the SC/ST/Minority concentration districts (other than the block in which a DIET is sanctioned), for which Central assistance would be provided. The BITE may be a pre-service elementary teacher education institution. The BITE would be established in the block having the highest concentration of SC/ST/Minority, depending upon the criterion for which the district has been identified for setting up the BITE. The revised Scheme envisages the following strategy:

(a) Possibilities should be explored for approaching well performing elementary teacher education institutions for admitting eligible persons from the SC/ST/Minority communities to the teacher education course; the Government would meet the cost of tuition and other fees in respect of persons so admitted;

(b) Identify an existing elementary teacher education institution in the district, other than a DIET, which can be up-graded as a BITE. Non-recurring Central assistance would be available for civil works for up-gradation of an existing elementary teacher education institution into a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed institution and for a 50-seater hostel, in accordance with State SORs. Equipment grant of Rs 10 lakh would also be made available. Recurring grant will be made available for salaries in respect of posts sanctioned and filled up after up-gradation of the institution in a BITE and of Rs 5 lakh per year as contingency grant.

(c) Explore the possibility of using unused capacity or for increasing the capacity of the DIET in the district for admitting eligible persons from these communities to the teacher education course;

(d) Establish a new BITE (in a block other than the one where the DIET is established). Non-recurring Central assistance would be available for civil works for construction of a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed institution and for a 50-seater hostel, in accordance with State SORs. Non-recurring assistance upto Rs 20 lakh for equipments would also be available. Recurring assistance would be available for salaries in respect of the posts sanctioned and filled up, including Rs 5 lakh as contingency grant.

H   Professional Development of Teacher Educators

21   Continuous up-gradation of professional and academic capabilities is necessary not only for practicing teachers but also for teacher educators. Therefore, special emphasis would be given in the XI and XII Plan periods for professional renewal of teacher educators. Refresher Courses for teacher educators in government and government aided teacher education institutions (DIETs, DRCs, CTEs and IASEs) needs to be put in place. 50 lead institutions would be identified and supported to offer specially designed refresher courses to Teacher Educators. These institutions would develop and impart 21-days refresher modules in 2 cycles each year, consisting of 40 participants each. Accordingly, around 4,000 teacher educators would be covered each year. Central assistance upto Rs 2 lakh per course of 21-days duration would be made available to an Institution, for conducting upto two refresher courses every year.

I   Technology in Teacher Education

22   The central aim of introducing technology in teacher education is to develop and promote openness for new thinking in an atmosphere of innovation through introduction of methods that are interactive, non-threatening and self paced – and move away from mechanical text-based, chalk and talk methods. Integrating ICT into teacher education is also necessary for bridging the digital divide between Government and private teachers, rich-poor, urban-rural, by providing opportunities to effectively use technology to further educational objectives. This will entail hardware support, namely provisioning for satellite transmission facilities in the

DIETs. It will also entail provisioning for software support for developing content and orientation of teacher educators and teachers. Following assistance would be made available:

    (i)   One-time assistance upto Rs 5 lakh per DIET for hardware support;

    (ii) Development of 50 teacher modules @ Rs 10 lakh per module (to be developed by the Central Government);

    (iii) Upto Rs 70,000 for hub/switch;

    (iv) One-time training/orientation of teacher educators upto Rs 1 lakh per DIET;

    (v) Cost of additional support, including maintenance upto Rs 2 lakh per DIET per year.

J   Public-Private Partnership (PPP) in Teacher Education

23   A large number of initiatives have been taken by private not-for-profit organizations in the education sector in providing quality, particularly at the elementary stage. Collaboration of such organizations with teacher education institutions would be extremely useful. Accordingly, SCERTs and DIETs need to be given the mandate to involve not-for-profit organizations for conducting innovative field based programmes relating to teacher education, collaboration in in-service and pre-service teacher education, undertaking impact assessment studies and designing & developing locally relevant material for teachers and student-teachers of teacher education institutions.

24   Under the revised Scheme, SCERTs and DIETs would have the mandate to involve private non-for-profit organizations in their activities. The framework for such involvement would be developed by the Ministry of HRD.

K   Monitoring Mechanism

25   In view of the specific mandate of the RTE Act relating to teacher preparation and teacher training and the targets under the RMSA for teachers and teacher training at the secondary level, an institutional mechanism will be developed for monitoring the effectiveness of the Scheme. It is accordingly proposed to:

    a. Develop a database of the teacher education institutions;

    b. Develop a computerized Management Information System (MIS) of these institutions along with performance indicators of physical and financial progress of the various outputs and outcomes of the Scheme;

    c. Develop a portal, linked to the MHRD portal, containing (a) and (b) above;

    d. Develop a set of performance indicators of DIETs, CTEs and IASEs for assessing their quality and suggesting for their improvements. SCERT,

Tamil Nadu has developed a set of performance indicators for DIET effectiveness. It is proposed to utilize the same for developing national level set of performance indicators for DIETs, CTEs and IASEs.

e. Identify independent and well reputed institutions (Universities, etc) engaged in teacher education and entrust them with the responsibility to periodically evaluate the performance of these institutions (on sample basis), based on the performance indicators mentioned at (d) above.

f. Entrust SCERTs/SIEs with the responsibility of monitoring the performance of all the DIETs/DRCs and CTEs in the State.

g. Establish a Technical Support Group at the level of the Ministry, which would provide support to the Ministry for collection, collation and analysis of information received through the MIS, assist in appraisal of Annual Work Plans of the State Governments, analyze the Reports received from the Monitoring agencies, etc.

26   For developing and putting in place a comprehensive monitoring mechanism, an additional expenditure incurring expenditure upto 2% of the approved Annual Work Plan and Budget of the State to be earmarked as Monitoring, Management and Evaluation (MME) cost.

Preparation to be made by the States for the Revised Teacher Education Scheme

1   **State Councils for Educational Research and Training (SCERTs)**

(i)   Fill up vacant posts.

(ii)   Reorganize the SCERT in accordance with the Model Structure proposed by the NCERT

(iii)   Develop training material and conduct 5-day training of educational administrators, including Head Teachers in the DIETs.

(iv)   Prepare 14-day module for conducting induction course for newly appointed teacher educators.

(v)   Assess the infrastructural gaps and prepare a proposal (physical and financial) for infrastructure strengthening and up-gradation based on State SOR.

(vi)   Assess the need for establishment of Special Cells/Labs for Science, Mathematics, Social Studies, Educational Technology/Computer and Language/English Education and prepare proposal for their establishment

(vii)   Plan for undertaking specific projects for academic activities (curriculum and material development, etc) including functions envisaged u/s 29 of the Rte Act

2   **Colleges of Teacher Education (CTEs)**

(i)   Assess the infrastructural gaps and prepare a proposal (physical and financial) for infrastructure strengthening and upgradation based on State SOR.

(ii)   Sanction posts as envisaged in the MHRD Guidelines and fill up vacant posts.

(iii)   Assess the requirement of upgradation of existing secondary teacher training institutions into CTEs depending on the need for in-service training of secondary school teachers

(iv)   Make an assessment of the current activities being undertaken vis-a-vis those mandated for the CTEs under the MHRD Guidelines and prepare action plan for undertaking the activities envisaged therein.

3   Institutes of Advanced Studies in Education (IASEs)

(i)   Assess the infrastructural gaps and prepare a proposal (physical and financial) for infrastructure strengthening and upgradation based on State SOR.

(ii)   Sanction posts as envisaged in the MHRD Guidelines and fill up vacant posts.

(iii)   States to assess the requirement of upgradtion of existing secondary teacher training institutions into IASEs depending on the need for in-service training of secondary school teachers

(iv)   Make an assessment of the current activities being undertaken vis-a-vis those mandated for the IASEs under the MHRD Guidelines and prepare action plan for undertaking the activities envisaged therein.

(v)   Establish units/centres to undertake in-depth work in specific areas such as research and material development in Curriculum Studies, Pedagogic Studies, Assessment and Evaluation

(vi)   Department of Higher Education in the State Government to prepare proposals for upgradation of Departments of Education in State Universities as IASEs.

4   District Institutes of Education and Training (DIETs)

(i)   States which do not have a DIET in districts created upto 31st March, 2011 to prepare a plan for establishment of a DIET in those districts, either by up-gradation of an existing elementary teacher education institution or (where there is no such institution present) for establishment of a new institution. In such case the first step would be locate suitable land for construction of the DIET.

(ii)   Prepare plan for up-gradation of a DRC into a DIET on need basis

(iii)   Create a cadre of teacher educators and take steps to fill up all the vacant posts

(iv) Make an assessment of the current infrastructural gaps in DIETs/DRCs and prepare a plan for strengthening and up-gradation of infrastructure based on State SOR.

(v) Prepare a plan for re-organization of the DIET structure based on the revised guidelines

(vi) Prepare DIETs to undertake in-service training of secondary school teachers.

(vii) Prepare 5-year perspective Plan and Annual Plans for conducting various activities in the DIETs. Each DIET should prepare an Annual Plan of in-service training programmes and other activities it proposes to conduct, based on the needs of the district, including programmes for faculty development, action research, etc. The plan should contain physical and financial details of the activities.

5 Block Institutes of Teacher Education (BITEs)

The Government proposes to establish 196 BITEs in 196 SC/ST/minority

concentration districts as pre-service teacher education institutions imparting 2-year

D. Ed programme. The revised Scheme envisages the following strategy:

(i) Possibilities should be explored for approaching well performing elementary teacher education institutions for admitting eligible persons from the SC/ST/Minority communities to the teacher education course; the Government would meet the cost of tuition and other fees in respect of persons so admitted;

(ii) Identify an existing elementary teacher education institution in the district, other than a DIET, which can be up-graded as a BITE. Non-recurring Central assistance would be available for civil works for up-gradation of an existing elementary teacher education institution into a BITE based on the specifications mentioned in the norms and standards of the NCTE for a D.Ed institution and for a 50-seater hostel, in accordance with State SORs. Equipment grant of Rs 10 lakh would also be made available. Recurring grant will be made available for salaries in respect of posts sanctioned and filled up after up-gradation of the institution in a BITE and of Rs 5 lakh per year as contingency grant.

(iii)   Explore the possibility of using unused capacity or for increasing the capacity of the DIET in the district for admitting eligible persons from these communities to the teacher education course;

(iv)   Establish a new BITE (in a block other than the one where the DIET is established).

6   Making provision in the State Budget

(i)   The revised Scheme envisages a Centre-State fund sharing ratio of 75:25 (90:10 for NER States, including Sikkim) for all recurring and non-recurring components of the Scheme

(ii)   In respect of salary, for posts created prior to up-gradation (whether or not abolished), 100% expenditure to be met by the State Government;

(iii)   For posts created after up-gradation, expenditure to be shared under the new funding pattern

(iv)   Provision in the State Budget to be made for the expected State liability

(v)   Central assistance to be provided only after such provision is made

Comparative Chart of Revised Scheme and Existing Scheme

S. No.	Proposed Revised Scheme	Existing Scheme

1	**SCERT**
	
	(i) New 'Model" Staffing pattern as suggested by the NCERT
	
	(ii) Financial Outlay:
	
	  (a) For strengthening of infrastructure based on State SORs and equipment grant of Rs 30 lakh
	  (b) Establishment of Special Cells : Rs 50 lakh
	  (c) Specific Projects : Rs 20 lakh p.a.
	  (d) Faculty Development : Rs 10 lakh p.a.
	  (e) Training of educational administrators and teacher educators
	  (f) Salary of faculty/staff in respect of additional posts filled up and sanctioned in accordance with the suggested organizational structure.
	
	(iii) Financial Sharing b/w Centre and States : 75:25 (90:10 for NER, including Sikkim)
		(i) Every State has its own organizational structure
		
		(ii) Financial Outlay : Rs 2 crore for entire Plan period, covering following components :
		
		  (a) Strengthening of physical infrastructure;
		
		  (b) Establishment of Cells for English and Computer education;
		
		  (c) Specific projects on training, curriculum and material development, etc.
		
		(iii) Financial Sharing b/w Centre and States : 50:50

2	IASEs	
	(i) Financial Outlay :	(i) Financial Outlay :
	(a) Recurring expenditure on salary (for posts sanctioned and filled-up after upgradation), Rs 25 lakh for programmes and activities, Rs 15 lakh as contingency grant (including Rs 3 lakh for vehicle)	(a) Recurring expenditure on salary (for posts sanctioned and filled up after up-gradation) programmes and activities : Rs 2.25 crore for entire Plan period
	(b) Non-recurring grant for strengthening and upgradation of infrastructure based on State SORs and equipment grant of Rs 20 lakh	(b) Non-recurring grant : Rs 70 lakh for Plan period for civil work and equipment
	(c) Establishment of new IASEs - Grant for infrastructure strengthening and upgradation based on State SORs and Rs 30 lakh as equipment grant and recurring grant as per (a) above.	(c) Establishment of new IASEs : Rs 1.0 crore for Plan period for civil work and equipment
	(ii) Financial Sharing b/w Centre and States : 75:25 (90:10 for NER, including Sikkim)	(ii) Financial Sharing b/w Centre and States : 100% by Centre subject to monetary limits.
3	CTEs	
	(i) Financial Outlay :	(i) Financial Outlay :
	(a) Annual Recurring	(a) Recurring and non-recurring

	expenditure on salaries (for posts sanctioned and filled-up after upgradation), Rs 25 lakh for programmes and activities, contingency grant of Rs 15 lakh (including Rs 3 lakh for vehicle) (b) Non-recurring grant for strengthening and upgradation of infrastructure based on State SORs and equipment grant of Rs 20 lakh (c) Establishment of new CTEs - Grant for infrastructure strengthening and upgradation based on State SORs and Rs 30 lakh as equipment grant and recurring grant as available to existing CTEs. (ii) Financial Sharing b/w Centre and States : 75:25 (90:10 for NER, including Sikkim) (iii) Norms for opening up new CTE : Need basis to be determined by the State Government, subject to approval by the TEAB	expenditure : Rs 1 crore for entire Plan period (b) Recurring grant for salaries (for posts sanctioned and filled up after up-gradation), in-service training, school improvements, etc. (c) Non-recurring grant : Part of overall Rs 1 crore for civil work and equipments (d) Establishment of new CTEs : Rs 1.0 crore for entire Plan period (recurring and non-recurring) (ii) Financial Sharing b/w Centre and States : 100% by Centre (iii) Norms for opening up new CTE : 1 CTE for 3 contiguous districts.
4	**DIETs** (i) Financial Outlay (a) Recurring expenditure for salaries (for posts	(i) Financial Outlay (a) Recurring expenditure for salaries (for posts sanctioned and filled up after upgradtion),

sanctioned and filled up after up-gradation), programmes and activities (Rs 30 lakh), faculty development (Rs 5 lakh), contingency (Rs Rs 15 lakh, including Rs 3 lakh for vehicle facility) ;

(b) Basis for financial approvals for programmes and activities : Each DIET to prepare its Annual Work Plan based on financial and physical parameters which would be collated in State Annual Plan

(c) Non-recurring expenditure on existing DIET (for infrastructure strengthening, renovation), based on State SOR and Rs 20 lakh for equipments.

(d) Non-recurring expenditure on new DIET : For civil works based on State SORs, and equipment grant of Rs 30 lakh for upgraded DIET and Rs 40 lakh for a newly established DIET.

(ii) Financial Sharing Pattern : 75:25 (90:10 for NER, including

programmes and activities – Rs 23.50 lakh for programmes and activities per DIET, Rs 5 lakh for faculty development, Rs 5.5 lakh for contingency;

(b) Basis for financial approvals for programmes and activities : Financial limits under the Scheme

(c) Non-recurring expenditure on existing DIET (for infrastructure strengthening, renovation, etc) – Rs 20 lakh per DIET

(d) Non-recurring expenditure on new DIET : Rs 1.75 crore for civil work and equipments

(ii) Financial Sharing Pattern : 100% centre (other than existing committed

	Sikkim)	State liability)
	(iii) Norms for establishment of new DIET: DIET in each district created upto 31.03.2011	(iii) Norms for establishment of new DIET: 1 DIET in each district created upto 1.04.2002
	(iv) Staffing pattern of existing DIET : As suggested by NCERT; however, organizational structure can be flexible to be decided by the respective State Government	iv) Staffing pattern of existing DIET : As in 1989 Guidelines
	(v) To be provided vehicle facility	(v) No such provision
	(vi) Functions of DIET : Pre-primary to secondary for in-service training;	(vi) Functions of DIET : elementary level
	(vii) DRCs to be upgraded as DIETs	(vii) No such provision
New Components		
5	**Establishment of Block Institutes of Teacher Education (BITEs)** To be established as a pre-service elementary teacher education institution in 196 SC/ST/Minority concentration districts. Non-recurring grant for civil work as per State SORs and Rs 10 lakh for equipments. Recurring grant for salaries (based on actual) and of Rs 5 lakh per annum for contingency. Centre State sharing ratio to be 75:25 (90:10 for NER States, including Sikkim)	
6	**Professional Development of Teacher Educators** 50 lead institutions in the country to conduct orientation courses for teacher educators for 21 days @ Rs 2 lakh per course.	
7	**Technology in Teacher Education – hardware and software support in every DIET for satellite transmission facilities** To provide for hardware and software technology support (EDUSAT	

	facilities) to DIETs.
8	**PPP in teacher education** Enable SCERTs and DIETs to involve not-for-profit organizations for conducting innovative field based programmes in teacher education, collaboration in in-service and pre-service teacher education, undertake impact assessment studies, etc.
9	**Monitoring mechanism** To earmark 2% of the approved Annual Work Plan to develop and put in place an institutional monitoring mechanism at the Centre and State level.

AGENDA ITEM – 6 IMPLEMENTAION OF SAAKSHAR BHARAT

INTRODUCTION

1.   Saakshar Bharat, a flagship programme of the Government, was launched by the Prime Minister on 8th September, 2009. Saakshar Bharat strives to create a literate environment that bolsters and sustains a literate society and provides ample opportunities for continuous improvement in the levels of adult literacy. The programme aims at raising the overall literacy rate, reducing the gender gap and minimizing the regional, social and gender disparities in literacy levels throughout the country. The principal focus of the programme is on women, besides SCs, STs, minorities and other disadvantaged groups. The programme has four broad objectives, namely, imparting functional literacy to non-literates; basic education through equivalency to formal education system; imparting relevant vocational skills and promoting a literate society by providing opportunities for continuing education to adults in the age group of 15 and above.

SAAKSHAR BHARAT– PROGRESS DURING 2011-12

Coverage

2.   A district, including a new district carved out of an erstwhile district, that had an adult female literacy rate of 50% or below, as per 2001 Census, is eligible for coverage under the Saakshar Bharat programme. In addition, all Left Wing Extremism Affected districts, irrespective of their literacy rate, are also eligible for coverage under the programme. Since 2001, several eligible districts have been bifurcated or trifurcated. This has raised the total number of eligible districts to 410, out of which 35 are Left Wing Extremism Affected districts.

3.   Saakshar Bharat programme covered 167 districts during 2009-10. By the end of 2010-11, number of districts covered under this programme had increased to 282. During 2011-12, another 90 districts were sanctioned, increasing the total number of districts covered to 372. This includes all 365 districts that were having adult female literacy rate of 50% or below as per 2001 Census and 7 Left Wing Extremism Affected districts. The programme covers 25 States and 1 Union Territory. It covers about 1.61 lakh Gram Panchayats in 372 districts. One Adult Education Centre is required to be set up in each Gram Panchayat. By the end of March 2012, about 91 thousand Adult Education Centres (AECs) were set up in about the same number of Gram Panchayats. There were 15.92 lakh literacy centres functioning with an enrolment of about 17.39 million learners in different States covered under the programme.

Operational Developments

CapacityBuilding

4.   Training always formed an important part of adult education programmes as a large number of functionaries at different levels were involved. In Saakshar Bharat, training of literacy functionaries at different levels namely, Resource Persons, Master Trainers and Volunteer Teachers is given top priority.Since the programme does not engage professional teachers but relies mainly on Volunteers, with little or no previous teaching experience, they are given intensive high quality training in local language, both at the time of induction as well as during the course of the literacy programme. A cascading approach to training is being adopted so that the trainees of today are trained to be

potential trainers of tomorrow. As the key focus of the programme is on women and other disadvantaged groups, the literacy educators are especially sensitized on gender, social, and cultural issues. Special attention is given to training in numeracy.

5.   In order to ensure better quality training, under Saakshar Bharat, reputed training institutions like NIRD, Hyderabad and Uttarakhand Academy of Administration, Nainital are involved for training of elite group of Resource Persons, who in turn will train Master Trainers and Volunteer Teachers. The academic staff of State Resource Centres and programme staff of Jan Shikshan Sansthans are encouraged to organize capacity building programmes for their own staff from time to time involving professional training institutions in their respective states.

Monitoring the Progress of the Programme

6.   Implementation of the Saakshar Bharat Programme is being monitored regularly at different levels. Saakshar Bharat being a flagship programme, the Delivery Monitoring Unit in the Prime Minister Office, monitors it to inform Prime Minister on a quarterly basis about the performance of the programme. Saakshar Bharat is also monitored under the Result Framework Document (RFD) by the Cabinet Secretariat.

7.   National Literacy Mission Authority monitors implementation of the programme on a regular basis by organising interactive-cum-review meetings with SLMAs in specific States and by organising review meetings with all SLMAs on a quarterly basis. Progress is also monitored on a monthly basis by collecting monthly progress reports. Review meetings in Madhya Pradesh on 11.04.2011, in Maharashtra on 29.04.2011 and in Tripura for North Eastern States on 13.05.2011 were held under the Chairmanship of Secretary (SE&L). In Tripura, the implementation of the programme in the States of Arunachal Pradesh, Assam, Manipur, Meghalaya, Nagaland and Sikkim was reviewed. DG(NLMA), concerned officers from Ministry and TSG also participated in these review meetings. Review meetings were also held at Kohima (22-23 July, 2011), Karnal (18 July, 2011), Raipur (1-3 October, 2011), Hyderabad (19-20 November, 2011), Rishikesh (25-27 November, 2011), Rai Bareilly (3 December 2011,) and Bhubaneswar (5 December, 2011) to review physical and financial progress of the states of Nagaland, Haryana, Chhattisgarh, Andhra Pradesh, Tamil Nadu, Karnataka, Uttarakhand, Uttar Pradesh and Odisha.

8.   Quarterly progress of the programme is reviewed in respect of all States. The first quarterly review of 2011-12 was held on 4-5 July, 2011 in New Delhi, in which all the SLMAs had participated. Half yearly review was organised in Delhi from 12-14 October, 2011. Issues relating to, inter alia, revision of targets to be achieved by 2011-12 and strategies for acceleration of the programme were discussed. Third quarterly review was held in Delhi during January 6-7, 2012 in which State Education Secretaries and Directors of Adult Education participated. An appraisal meeting of Saakshar Bharat was held on 28-29th April, 2012 in Shimla which was attended by State Education Secretaries, Directors, SLMAs and all other stakeholders.

9.   State Resource Centers have also been assigned the task of providing support in the implementation of Saakshar Bharat Programme in selected areas termed as 'Islands of Success'. Review of the progress of Saakshar Bharat Programme in these areas is conducted every month. DG(NLMA), other officers of the Ministry and TSG participate in these review meetings

INNOVATIONS AND TECHNICAL DEVELOPMENTS
WePMIS – A Web Based Planning and Monitoring Tool

10. The National Informatics Center (NIC) has developed WePMIS, Web Based Planning & Monitoring Information System, a customized web based system for Planning, Monitoring & Impact Analysis for Saakshar Bharat. It is a work flow based application, networking the major stake holders of the scheme and facilitates physical and financial planning, monitoring, reviewing the progress and evaluating the impact of the Mission from the grassroot level. As a part of the System, a public portal has also been developed through which the information regarding the Scheme and its implementation in States at various levels is disseminated to citizens.The information in public domain will also facilitate citizen feedback and correction through public participation and social audit. The portal provides one click information about all the prospective and enrolled learners.

11. NIC had conducted a National Workshop on Web based Planning and Monitoring System (WePMIS) developed for the implementation of the Saakshar Bharat Mission 2012 scheme. The Workshop was conducted for participants of 26 States at ISTM, New Delhi in two sessions of 2 days each. These were held in September and October, 2011 and over 75 personnel were trained to be Master Trainers for the WePMIS application. NIC officials from all the States also attended the workshop and are now available as support persons for use of the application in their respective states.

Fund Flow Mechanism and Accounting System

12. In the implementation of Saakshar Bharat nearly 200,000 implementing agencies are involved. Each implementing agency has to maintain its own accounts and furnish utilization status to designated agency. Funds are expended by the implementing agencies as per approved financial norms for each component of the mission. For efficient management of the mission and optimal utilization of funds, it is imperative to have necessary management controls without impeding the functioning of the mission. When funds are transferred at such a grand scale, it is hard to keep track of the funds released and their utilization. Funds often remain idle with a particular implementing agency while another agency may be starved of funds.

13. The Mission, therefore, wanted to devise a comprehensive, transparent financial management system that enhanced accountability, ensured uninterrupted availability of funds, facilitated regulation and robust monitoring of the flow of resources and their utilization by the implementing agencies. Such a system ought to have interface with the banks to obtain real time expenditure so that movement of funds could be tracked at each successive stage starting with the initial release from the NLMA till its utilization for the intended purpose at the ground level.

14. Under the revised fund flow system developed by Saakshar Bharat, funds are individually authorised to 200,000 implementing agencies from State to village level on the basis of already sanctioned financial plan. Preparation of the financial plans as per approved financial norms, apportioning of funds and authorization are all ICT enabled. All activities under Saakshar Bharat have been categorized under two dozen sub-heads and the implementing agencies at different tiers are authorized to undertake specific set of activities. The National Literacy Mission Authority remits funds to a single State implementing agency. The State Governments also release their part of the share to the same agency. All the funds are retained in the bank account of this agency and is accessed and withdrawn by all implementing agencies in the state to the extent, authorization issued in their favour on the basis of pre-defined authorization system. Once the authorized amount has been expended or partially expended, a fresh authorization is issued. System provides for online information on authorizations issued, not issued, utilized, unutilized etc.

15. Using the various MIS reports available on line, NLMA is in a position to monitor expenditure vis-à-vis the grant. Effective monitoring and management of the programme ensures accomplishment of objectives of the scheme effectively.

16. With a view to impart training in Fund and Accounts Management System to the officials of SLMA, DPs, BPs and GPs , workshops –cum training have been organized for Andhra Pradesh, Arunachal Pradesh, Manipur, Nagaland, Himachal Pradesh, Uttarakhand, Jharkhand, Karnataka and Tamil Nadu. Approximately 35-40 officials have been trained in each training programme and participants were taught to make live data entry in Personal Computers attached with internet.

17. **Environment Building, Motivation and Mobilisation**

   For environment building and mobilisation, an effective communication strategy was required for creating sustainable demand for literacy, making visible the importance and relevance of literacy and making literacy campaign participatory and voluntary. A strategic communication group was formed under the Chairpersonship of MOS, Dr. Purandeswari. The group approved a comprehensive communication strategy for mobilisation and environment building which entailed a multi media approach. Implementation of the approved communication strategy was undertaken by the Strategic Communication Implementation Group under the Chairpersonship of Joint Secretary(AE) and DG(NLMA). Publicity Materials in the form of audio and video spots have been produced and are being used for publicity of the programme. Publications *Mai Bhi Padhungi"*&*"Let us Teach and Learn"*, Picture Postcards, posters, calendars, Brochures on Saakshar Bharat and other print material have been brought out. Advertisements have been inserted in National and Regional News Papers. Electronic Media has been used to telecast video spots, spots on learner assessment on television and broadcast on All India Radio. As a part of interpersonal media campaign "Meet the GP and BP Pradhans" Campaign was undertaken to accelerate the pace of implementation at the operational level. A nationwide mobilization campaign was undertaken by NLMA through BGVS across the country to mobilize people in favour of Saakshar Bharat Programme. Interpersonal media activities were also undertakenthrough Song & Drama Division of M/o I&B covering 11 States. The activities included drama, dance-drama, puppetry, ballets, operas, folk and traditional recitals etc. The National Literacy Mission Authority participated in the Republic Day Parade held on 26th January, 2012 with 'Saakshar Bharat Tableau'. The tableau was awarded first prize.

18. **Way forward and targeted approach for 2012-13 with an emphasis on the following:**
   - Making 20 Million Learners literate;
   - Operationalization of Flagship Systems through Capacity Building;
   - Brand Equity;
     a. Assessment by State Board of Examination
     b. Equivalency
     c. Prior Learning
     d. Model AECs
   - Enhanced Visibility;

AGENDA ITEM:IMPLEMENTATION OF SAAKSHAR BHARAT
Andhra Pradesh

19. As per 2001 Census as well as 2011 Census, there are 23 districts in the State of Andhra Pradesh. Adult female literacy rate in 2001 was 50 % or below in 19 districts of the

State. Of these 19 districts, 18 were covered under Saakshar Bharat during 2009-10 and the remaining one district was sanctioned in 2010-11. In these 19 districts, 79.5 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 40 lakh learners by March 2012 was indicated.

20. Progress reported upto the month of March, 2012 is indicated below:

(i) **Opening of Bank Accounts** : District 19/19, Block 945/945, GP 18,921/18,921

(ii) **Authorisation of Funds** : District 19/19, Block 945/945, GP 18,921/18,921

(iii) Operationalisation of programme : all 19 districts.

    in low female literacy districts

(iv) Survey and identification of potential : 18,921 GPs covered, 160.25 lakh non-literates learners Identified

(v) Setting up of Adult Education Centres :

    (a)   Renewal of Old CE Centres : 14194/14194
    (b)   Setting up of New AECs : 4727/4727

(vi) Training of Functionaries
    (a)   Resource Persons : 1890/1890
    (b)   Master Trainers : 37842/37842
    (c)   Volunteer Teachers : 1,02,919 Phase-I
                        1,60,012 Phase-II

(vii) Distribution of Literacy Primers : Phase I – Basic Primer 15.80 lakh
                                      Bridge Primer – 12.00 lakh
                    Phase – II – Basic Primer – 24.82 lakh

(viii) Assessment of Learners
    (a) 20th August, 2011 : No. of learners appeared, 10,07,007
    (b) 18th March, 2012 : No. of learners appeared, 16,41,426

(ix) Teaching Learning Activity
    (a) Starting of literacy Classes/Centres : First phase completed - 1,45,688
                                        : Second Phase - 1,60,006
    (b) Enrollment of Learners : First phase - 14,78,930

                                  : Second Phase - 23,56,903

(x) Utilisation of Funds
    (a)   Receipt of Central Share : Rs.218.21 Crores
    (b)   Receipt of State Share : Rs.72.74 Crores
    (c)   Total Funds Received : Rs.290.95 Crores
    (d)   Expenditure up to : Rs.194.53 crores   31.03.2012

Arunachal Pradesh

21. As per 2001 Census, there were 13 districts, which has increased to 16 as per 2011 Census in the State of Arunachal Pradesh. Adult female literacy rate in 2001 was 50% or below in 12 districts of the State. Of these 12 districts, 5 were covered under Saakshar Bharat during 2009-10 and the remaining 7 districts were sanctioned in 2010-11. In

these 12 districts, 1.18 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 0.57 lakh learners by March 2012 was indicated.

22. Progress reported upto the month of March, 2012 in respect of 12 districts is indicated below:

(i) Opening of Bank Accounts	:	District 12/12, Block 105/105, GP 1499/1499
(ii) Authorisation of Funds	:	District 12/12, Block 105/105, GP 1438/1499
(iii) Operationalisation of programme in low female literacy districts	:	12 districts.
(iv) Survey and identification of	:	1408 GPs covered – 1.70 lakh non-literates potential learners identified.

(v) Setting up of Adult Education Centre   :

    (a) Renewal of Old CE Centres   :   Nil
    (b) Setting up of New AECs   :   1499/1499

(vi) Training of Functionaries
    (a) Resource Persons   :   20
    (b) Master Trainers   :   55
    (c) Volunteer Teachers   :   100

(vii) Distribution of Literacy Primers   :   1,18,320
(viii) Assessment of Learners
    (a) 20th August, 2011   :   14339 No. of learners appeared
    (b) 18th March, 2012   :   31,123

(ix) Teaching Learning Activity
    (a) Starting of literacy Classes   :   1122
    (b) Enrollment of Learners   :   40,936

(x) Utilisation of Funds
    (a) Receipt of Central Share   :   Rs. 3151.24 lacs
    (b) Receipt of State Share   :   Rs. 94.85 lacs (Balance to be received - Rs.4.12 lacs)
    (c) Total Funds Received   :   Rs. 3246.09 lacs
    (d) Expenditure upto 31.03.2012   :   Rs. 768.0lacs

Assam

23. As per 2001 Census, there were 23 districts in the State of Assam which has increased to 27 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 12 districts of the State. Of these 12 districts, 5 districts were covered under Saakshar Bharat during 2009-10 and the remaining 7 districts were sanctioned in 2010-11. In these 12 districts, 13.62 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 30,000 learners in Islands of success areas by March 2012 was indicated.

24. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 12/12, Block 36/102, GP 300/1796
(ii) Authorisation of Funds	:	District 12/12, Block 0/102, GP 0/2424
(iii) Operationalisation of programme in low female literacy districts	:	5 districts.
(iv) Survey and identification of learners	:	**1416** GPs covered, **9.16 lakh** potential non literates identified
(v) Setting up of Adult Education Centres	:	
(a) Renewal of Old CE Centres	:	NIL
(b) Setting up of New AECs	:	1054/1796
(vi) Training of Functionaries		
(a) Resource Persons	:	130
(b) Master Trainers	:	698
(c) Volunteer Teachers	:	4293
(vii) Distribution of Literacy Primers	:	42,930
(viii) Assessment of Learners		
(a) 20th August, 2011	:	43,021
(b) 18th March, 2012	:	22,917
(ix) Teaching Learning Activity		
a. Starting of literacy Classes	:	4293
b. Enrollment of Learners	:	42930
(x) Utilisation of Funds		
(a) Receipt of Central Share	:	Rs. 2305.67 lakh
(b) Receipt of State Share	:	Rs. 256.18 lakh
(c) Total Funds Received	:	Rs. 2561.85 lakh
(d) Expenditure upto 31.03.2012	:	Rs. 469.94 crore

Bihar

25. As per 2001 Census, there were 37 districts in the State of Bihar which has increased to 38 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 37 districts of the State. Of these 37 districts, 3 districts were covered under Saakshar Bharat during 2009-10 and 34 were sanctioned in 2010-11. The new district of Arwal bifurcated from Jehanabad which is also leftwing affected was sanctioned in 2011-12. In these 38 districts, 108.20 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 52.40 lakh learners by March 2012 was indicated.

26. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 38/38, Block 127/534, GP 801/8472
(ii) Authorisation of Funds	:	District 37/38, Block 39/534, GP 329/8472
(iii) Operationalisation of programme in low female literacy districts	:	38 districts.
(iv) Survey and identification of potential learners	:	**7855** GPs covered, Non-literates identified *Compilation in process.*
(v) Setting up of Adult Education Centres	:	
(a) Renewal of Old CE Centres	:	617/617
(b) Setting up of New AECs	:	7710/7855

(vi) Training of Functionaries
    (a) Resource Persons : 1329
    (b) Master Trainers : 21220
    (c) Volunteer Teachers : 4,16,684
(vii) Distribution of Literacy Primers : 50 lakh primers distributed
(viii) Assessment of Learners
    (a) 20th August, 2011 : Not Conducted
    (b) 18th March, 2012 : 48,21,096
(ix) Teaching Learning Activity
    a. Starting of literacy Classes : 4,08,108

    b. Enrollment of Learners : 41,33,110

(x) Utilisation of Funds
    (a) Receipt of Central Share : Rs. 9005.97 lakh
    (b) Receipt of State Share : Rs.300.99 lakh
    (c) Total Funds Received : Rs. 12007.96 Lakh
    (d) Expenditure upto : Rs. 4250.00 lakh
         31.03.2012

Chhattisgarh

27.   As per 2001 Census, there were 16 districts in the State of Chhattisgarh, which has increased to 18 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 12 districts of the State. Out of these 12 districts, 8 were covered under Saakshar Bharat during 2009-10 and the remaining 4 were sanctioned in 2010-11. Two Left Wing Extremism Affected districts of Kanker and Rajnandgaon, irrespective of their literacy rate were also covered during 2010-11. In these 14 districts, 18.84 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 7.20 lakh learners by March 2012 was indicated.

28.   Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts : District 14/14, Block 130/130, GP 7864/8494
(ii) Authorisation of Funds : District 14/14, Block 130/130, GP 0/8413
(iii) Operationalisation of programme in low female literacy districts : 14 districts.
(iv) Survey and identification of : **8413** GPs covered, **23,60,339**Non-literates potential learners identified
(v) Setting up of Adult Education Centres:
    (a) Renewal of Old CE Centres : 4720/4763
    (b) Setting up of New AECs : 3693/3731
(vi) Training of Functionaries
    (a) Resource Persons : 341
    (b) Master Trainers : 9811
    (c) Volunteer Teachers : 179760
(vii) Distribution of Literacy Primers : 18,84,999
(viii) Assessment of Learners
    (a) 20th August, 2011 : 5,31,722
    (b) 18th March, 2012 : 8,99,640
(ix) Teaching Learning Activity
    a. Starting of literacy Classes : 1,87,977

	b. Enrollment of Learners	:	13,39,681

(x) Utilisation of Funds
    (a) Receipt of Central Share   : Rs. 6731.82 lakh
    (b)   Receipt of State Share   : Rs. 2250.10 Lakh
    (c)   Total Funds Received   : Rs. 8981.92 Lakh
    (d)   Expenditure upto   : Rs. 8083.00 lakh
                                    31.03.2012

Gujarat

29. As per 2001 Census, there were 25 districts, which has increased to 26 as per 2011 Census in the State of Gujarat. Adult female literacy rate in 2001 was 50% or below in 13 districts of the State. All 13 districts were covered under Saakshar Bharat during 2009-10. In these 13 districts 24.35 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 8.00 lakh learners by March 2012 was indicated.

30. Progress reported upto the month of March, 2012 is indicated below:

    (i) Opening of Bank Accounts   : District 13/13, Block 118/121, GP 6530/7733

    (ii) Authorisation of Funds   : District 13/13, Block 118/121, GP 6530/7733

    (iii) Operationalisation of programme in   : all 13 districts.
                              low female literacy districts

    (iv) Survey and identification of   : 6664 GPs covered, 11,89,726 lakh non-literates potential learnersidentified.

    (v) Setting up of Adult Education Centres:
        (a)   Renewal of Old CE Centres   : 7733/7693
        (b)   Setting up of New AECs   : –

    (vi) Training of Functionaries
        (a)   Resource Persons   : 507
        (b)   Master Trainers   : 19314
        (c)   Volunteer Teachers   : 47,542

    (vii)   Distribution of Literacy Primers   : Distributed 9.6 lakh

    (viii)   Assessment of Learners
        (a)   20th August, 2011   : 1,46,131 No. of learners appeared
        (b) 18th March, 2012   : 2,44,429 lakh

    (ix) Teaching Learning Activity
        (a) Starting of literacy Classes   : 23,775
        (b) Enrollment of Learners   : 6,47,855

    (x) Utilisation of Funds
  (a)   Receipt of Central Share   : Rs.3839.24 lakh
  (b)   Receipt of State Share   : Rs.2350.00lakh
  (c)   Total Funds Received   : Rs.6189.24lakh
  (d)   Expenditure upto   : Rs.1536.00lakh
      31.03.2012

Haryana

31. As per 2001 Census, there were 19 districts in the State of Haryana, which has increased to 21 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 10 districts of the State. Of these 10 districts, 1 was covered under Saakshar Bharat

during 2009-10, 4 were sanctioned in 2010-11 and the remaining 5 districts were sanctioned in 2011-12. In these 10 districts, 13.42 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 50 Thousand learners in Karnal district by March 2012 was indicated.

32. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 10/10, Block 44/60, GP 1329/2987
(ii) Authorisation of Funds	:	District 5/10, Block 44/60, GP 0/2987
(iii) Operationalisation of programme in low female literacy districts	:	5 districts.
(iv) Survey and identification of potential learners	:	**159** GPs covered, **40,941** non-literates identified.
(v) Setting up of Adult Education Centres	:	
(a) Renewal of Old CE Centres	:	120/380
(b) Setting up of New AECs	:	176/2607
(vi) Training of Functionaries		
(a) Resource Persons	:	96
(b) Master Trainers	:	159
(c) Volunteer Teachers	:	128
(vii) Distribution of Literacy Primers	:	80,000
(viii) Assessment of Learners		
(a) 20th August, 2011	:	2,061
(b) 18th March, 2012	:	27,276
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	40
(b) Enrollment of Learners	:	421
(x) Utilisation of Funds		
(a) Receipt of Central Share	:	Rs.1358.80 Lakh
(b) Receipt of State Share	:	Rs.360.42 Lakh (*Balance of Rs.92.51 lakh to be received*)
(c) Total Funds Received	:	Rs.1719.22.36 Lakh
(d) Expenditure upto 31.03.2012	:	Rs.110.39 Lakh

Himachal Pradesh

33. As per 2001 Census as well as 2011 Census, there are 12 districts in the State of Himachal Pradesh. Adult female literacy rate in 2001 was 50% or below in Chamba district of the State. This district was covered under Saakshar Bharat during 2010-11. In this district 0.54 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 0.50 lakh learners by March 2012 was indicated.

34. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 1/1, Block 7/7, GP 141/283
(ii) Authorisation of Funds	:	District 1/1, Block 7/7, GP 0/283
(iii) Operationalisation of programme in low female literacy districts	:	1 district.
(iv) Survey and identification of	:	283 GPs covered - 1,35,824 non-literates

identified.

potential learners
- (v) Setting up of Adult Education Centres:
  - (a) Renewal of Old CE Centres : Nil
  - (b) Setting up of New AECs : 283/283
- (vi) Training of Functionaries
  - (a) Resource Persons : 75
  - (b) Master Trainers : 566
  - (c) Volunteer Teachers : 7148
- (vii) Distribution of Literacy Primers : 50,000
- (viii) Assessment of Learners
  - (a) 20th August, 2011 : 6,837 No. of learners appeared
  - (b) 22nd April, 2012 : 36,382
- (ix) Teaching Learning Activity
  - (a) Starting of literacy Classes : 7148
  - (b) Enrollment of Learners : 47,497
- (x) Utilisation of Funds
  - (a) Receipt of Central Share : Rs.217.96 lakh
  - (b) Receipt of State Share : Rs. 48.78 lakh
  - (c) Total Funds Received : Rs.266.74 lakh
  - (d) Expenditure upto 31.03.2012 : Rs. 145.41lakh

Jammu & Kashmir

35. As per 2001 Census, there were 14 districts in the state of Jammu & Kashmir which has increased to 22 districts as per Census 2011. Adult female literacy rate in 2001 was 50% or below in 13 districts of the State. All 13 districts were covered under Saakshar Bharat during 2010-11 and funds were released in 2011-12. In these 13 districts, 11.17 Lakh non-literates were to be covered by 31.03.2012. During half yearly review, no target of learners to be covered by March 2012 was indicated.

36. **Progress report has not been received from the State.**

- (i) Opening of Bank Accounts : Nil at District, Block & GP
- (ii) Authorisation of Funds : Nil
- (iii) Operationalisation of programme in low female literacy districts : Nil
- (iv) Survey and identification of potential learners : No information given.
- (v) Setting up of Adult Education Centres:
  - (a) Renewal of Old CE Centres : Nil
  - (b) Setting up of New AECs : Nil
- (vi) Training of Functionaries
  - (a) Resource Persons : Nil
  - (b) Master Trainers : Nil
  - (c) Volunteer Teachers : Nil
- (vii) Distribution of Literacy Primers : Nil
- (viii) Assessment of Learners
  - (a) 20th August, 2011 : 1,47,361 No. of learners appeared
  - (b) 18th March, 2012 : 200
- (ix) Teaching Learning Activity
  - (a) Starting of literacy Classes : Nil
  - (b) Enrollment of Learners : Nil

(x) Utilisation of Funds
  (a) Receipt of Central Share   : Rs.887.24 lacs
  (b) Receipt of State Share   : Nil   (Rs. 295.75 Lakhs yet to be received)
  (c) Total Funds Received   : Rs.887.24 lacs
  (d) Expenditure upto   : Nil
 31.03.2012

Saakshar Bharat Programme not yet started in the State.

Jharkhand

37.   As per 2001 Census, there were 18 districts in the State of Jharkhand which has increased to 24 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 17 districts of the State. Of these 17 districts, 4 districts were covered under Saakshar Bharat during 2009-10. Remaining 13 districts were sanctioned in 2010-11. A leftwing affected districts of East Singhbhum was covered irrespective of its literacy rate during 2010-11. Two bifurcated districts of Latehar (2010-11) and Ramgarh (2011-12) which are also leftwing affected have also been covered. In these 20 districts, 37.50 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 3.00 lakh learners by March 2012 was indicated.

38.   Progress reported upto the month of March, 2012 is indicated below:

  (i) Opening of Bank Accounts   : District 20/20, Block 189/189, GP 1144/4103
  (ii) Authorisation of Funds   : District 18/20, Block 178/189, GP 1144/4103
  (iii) Operationalisation of programme   : 4 districts.
       in low female literacy districts
  (iv) Survey and identification : **1144** GPs covered, **15.27 lakh** non-
       of potential learners   literates identified.
  (v) Setting up of Adult Education Centres :
      (a) Renewal of Old CE Centres : 1144/1144
      (b) Setting up of New AECs   : 2721/2959

  (vi) Training of Functionaries
      (a) Resource Persons   : 190
      (b) Master Trainer   : 4976
      (c) Volunteer Teachers   : 9232
  (vii) Distribution of Literacy Primers : 75,000
  (viii) Assessment of Learners
      (a) 20th August, 2011   : 4,84,994
      (b) 18th March, 2012   : Nil
  (ix) Teaching Learning Activity
      (a) Starting of literacy Classes : 21,312

      (b) Enrollment of Learners : 2,35,056

  (x) Utilisation of Funds
      (a) Receipt of Central Share : Rs. 3169.18 lakh

      (b) Receipt of State Share   : Rs. 1000 lakh (Balance of Rs. 56.39 lakh

to be received)

(c)	Total Funds Received	:	Rs. 4169.18 Lakh
(d)	Expenditure upto 31.03.2012	:	Rs. 627.80Lakh

Karnataka

39. As per 2001 Census, there were 27 districts in the state of Karnataka which has increased to 30 districts as per Census 2011. Adult female literacy rate in 2001 was 50% or below in 17 districts of the State. Of these 17 districts, 16 districts were covered under Saakshar Bharat during 2009-10, the remaining one district was sanctioned in 2010-11. In these 17 districts 40.91 Lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 15 lakh learners by March 2012 was indicated.

40. **Progress reported upto the month of March, 2012 is indicated below:**

(i)	Opening of Bank Accounts	:	17/17 at District, 107/107 at Block & 3,507/3,507 at GP
(ii)	Authorisation of Funds	:	17/17 at District, 107/107 at Block & 3,507/3,507 at GP
(iii)	Operationalisation of programme in low female literacy districts	:	All 17 districts
(iv)	Survey and identification of potential learners	:	3,500 GPs covered, 56.79 lakh non-literates identified
(v)			Setting up of Adult Education Centres :
	(a) Renewal of Old CE Centres	:	3,170
	(b) Setting up of New AECs	:	337
(vi)	Training of Functionaries		
	(a) Resource Persons	:	302
	(b) Master Trainers	:	6,330
	(c) Volunteer Teachers	:	1,77,351
(vii)	Distribution of Literacy Primers	:	in 21,50,704 GPs
(viii)	Assessment of Learners		
	(a) 20th August, 2011	:	4,86,282 No. of learners appeared
	(b) 18th March, 2012	:	7,04,415
(ix)	Teaching Learning Activity		
	(a) Starting of literacy Classes	:	1,71,016
	(b) Enrollment of Learners	:	17,09,953
(x)	Utilisation of Funds		
	(a) Receipt of Central Share	:	Rs.6407.33lakh
	(b) Receipt of State Share	:	Rs.2481.00lakh
	(c) Total Funds Received	:	Rs.8888.33lakh
	(d) Expenditure upto 31.03.2012	:	Rs.5308.72lakh

Madhya Pradesh

41.   As per 2001 Census, there were 45 districts in the State of Madhya Pradesh which has increased to 50 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 37 districts of the State. Of these 37 districts, 10 districts were covered under Saakshar Bharat during 2010-11 and the remaining 27 districts were sanctioned in 2011-12. In these 37 districts, 51.46 lakh non-literates were to be covered by 31.03.2012. During half yearly review, *no target was given to Madhya Pradesh*.

42.   Progress reported upto the month of March, 2012 is indicated below:

   (i)   Opening of Bank Accounts　　　　:   District   10/37,   Block   38/256,   GP 1066/18616

   (ii) Authorisation of Funds　　　　　:   District 0/37, Block 0/256, GP 0/18616

   (iii) Operationalisation of programme in　:   Nil districts.
      low female literacy districts

   (iv) Survey and identification of potential learners covered – *Survey not conducted*

   (v)   Setting up of Adult Education Centres:
     (a)   Renewal of Old CE Centres　　:   17146
     (b)   Setting up of New AECs　　　:   1470

   (vi) Training of Functionaries
     (a)   Resource Persons　　　　　:   Nil
     (b)   Master Trainers　　　　　　:   Nil
     (c)   Volunteer Teachers　　　　　:   Nil

  (vii) Distribution of Literacy Primers　　:   Nil.

 (viii) Assessment of Learners
     (a)   20th August, 2011　　　　　:   Not conducted
     (b)   18th March, 2012　　　　　　:   Not Given

  (ix) Teaching Learning Activity
     (a) Starting of literacy Classes　　:   Not Started
     (b) Enrollment of Learners　　　:   Nil

  (x)   Utilisation of Funds
     (a) Receipt of Central Share　　　:   Rs. 4887.62 lakh
     (b) Receipt of State Share　　　　:   Rs. 891.00 lakh (Balance of Rs.738.21 lakh
                                        to be received)
     (c) Total Funds Received　　　　:   Rs. 5778.62 lakh
     (d) Expenditure upto　　　　　　:   Nil
        31.03.2012

Maharashtra

43.   As per 2001 Census as well as 2011 Census, there are 35 districts in the State of Maharashtra. Adult female literacy rate in 2001 was 50 % or below in 9 districts of the State. Of these 9 districts, 8 were covered under Saakshar Bharat during 2009-10, the remaining 1 district was sanctioned in 2010-11. One left affected district of Gondiya was also covered during 2010-11. In these 10 districts, 16.47 lakh non-literates were to be covered by 31.03.2012. During half yearly review, *no target was given to Maharashtra.*

44.   Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 10/10, Block 85/93, GP 7071/7318
(ii) Authorisation of Funds	:	District 10/10, Block 79/93, GP 6261/7318
(iii)Operationalisation of programme in low female literacy districts	:	Nil
(iv)Survey and identification of potential learners	:	***Survey not conducted***.

(v) Setting up of Adult Education Centres:

(a) Renewal of Old CE Centres	:	NIL
(b) Setting up of New AECs	:	NIL

(vi)Training of Functionaries

(a) Resource Persons	:	223
(b) Master Trainers	:	373
(c) Volunteer Teachers	:	NIL

(vii) Distribution of Literacy Primers	:	2,16,455

(viii)   Assessment of Learners

(a) 20th August, 2011	:	57,010 – Appeared
(b) 18th March, 2012	:	57,505

(ix)Teaching Learning Activity

(a) Starting of literacy Classes	:	NIL
(b) Enrollment of Learners	:	NIL

(x) Utilisation of Funds

(a) Receipt of Central Share	:	Rs. 2261.81 Lakh
(b) Receipt of State Share	:	Rs. 753.94 lakh
(c) Total Funds Received	:	Rs. 3015.75 lakh
(d) Expenditure upto 31.03.2012	:	Rs. 94.14 lakh

Manipur

45.   As per 2001 Census as well as 2011 Census, there are 9 districts in the State of Manipur. Adult female literacy rate in 2001 was 50 % or below in 4 districts of the State. All these 4 districts were covered under Saakshar Bharat during 2009-10. In these 4 districts, 0.78 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 70 Thousands learners by March 2012 was indicated.

46.   Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 4/4, Block ***Not Applicable***, GP 235/257
(ii) Authorisation of Funds	:	District 4/4, Block ***Not Applicable***, GP 257/257
(iii)Operationalisation of programme in low female literacy districts	:	all 4 districts.
(iv)Survey and identification of potential learners	:	**257** GPs covered, **77,263** non-literates identified.
(v) Setting up of Adult Education Centres	:	

	(a) Renewal of Old CE Centres	:	Nil
	(b) Setting up of New AECs	:	257/257
(vi)	Training of Functionaries		
	(a) Resource Persons	:	24
	(b) Master Trainers	:	260
	(c) Volunteer Teachers	:	7709
(vii)	Distribution of Literacy Primers	:	In 34,260 GPs
(viii)	Assessment of Learners		
	(a) 20th August, 2011	:	21,016
	(b) 18th March, 2012	:	70,410
(ix)	Teaching Learning Activity		
	(a) Starting of literacy Classes	:	7,709
	(b) Enrollment of Learners	:	77,263
(x)	Utilisation of Funds		
	(a) Receipt of Central Share	:	Rs.743.48 Lakh
	(b) Receipt of State Share	:	Rs.30.18 Lakh
	(c) Total Funds Received	:	Rs. 773.66 lakh
	(d) Expenditure upto 31.03.2012	:	Rs. 31.17 lakh

Meghalaya

47. As per 2001 Census as well as 2011 Census, there are 7 districts in the State of Meghalaya. Adult female literacy rate in 2001 was 50 % or below in 2 districts of the State. Both the districts were covered under Saakshar Bharat during 2010-11. In these 2 districts, 0.73 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 0.25 lakh learners by March 2012 was indicated.

48. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	Districts 2/2, Blocks12/12, GP 592/592
(ii) Authorisation of Funds	:	Districts 2/2, Blocks 8/12, GP 239/592
(iii) Operationalisation of programme in low female literacy districts	:	2 districts.
(iv) Survey and identification of potential learners	:	592 GPs covered, 32,925 non-literates identified.
(v) Setting up of Adult Education Centres:		
(a) Renewal of Old CE Centres	:	Nil
(b) Setting up of New AECs	:	592/592
(vi) Training of Functionaries		
(a) Resource Persons	:	10
(b) Master Trainers	:	312
(c) Volunteer Teachers	:	6258
(vii) Distribution of Literacy Primers	:	50,000
(viii) Assessment of Learners		
(a) 20th August, 2011	:	9,800 No. of learners appeared
(b) 18th March, 2012	:	Nil
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	592

(b) Enrollment of Learners	:	27500	

(x) Utilisation of Funds

(a) Receipt of Central Share	:	Rs. 362.02 lakh	
(b) Receipt of State Share	:	Rs. 35.72 lakh(Balance to be received - Rs.4.5 lakh)	
(c) Total Funds Received	:	Rs. 397.74 lakh	
(d) Expenditure upto 31.03.2012	;	Rs. 145.00lakh	

Nagaland

49.   As per 2001 Census, there were 8 districts in the state which has increased to 11 as per 2011 Census in the State of Nagaland. Adult female literacy rate in 2001 was 50% or below in 2 districts of the State. Both these districts were covered under Saakshar Bharat during 2010-11. In these 2 districts 0.94 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 0.50 lakh learners by March 2012 was indicated.

50.   Progress reported upto the month of March, 2012 is indicated below: SLMA has given progress in respect of 4 districts including the two bifurcated districts.

(i) Opening of Bank Accounts	:	District 2/2, Block 15/19, GP 254/254
(ii) Authorisation of Funds	:	District 2/2, Block 14/19, GP 0/254
(iii)Operationalisation of programme in low female literacy districts	:	2 districts.
(iv)Survey and identification of potential learners	:	254 GPs covered - 2,67,804 non-literates identified.
(v) Setting up of Adult Education Centres	:	
(a) Renewal of Old CE Centres	:	Nil
(b) Setting up of New AECs	:	254
(vi) Training of Functionaries		
(a) Resource Persons	:	64
(b) Master Trainers	:	1338
(c) Volunteer Teachers	:	7895
(vii) Distribution of Literacy Primers	:	30,000
(viii) Assessment of Learners		
(a) 20th August, 2011	:	Not conducted
(b) 18th March, 2012	:	36,904
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	7896
(b) Enrollment of Learners	:	78958
(x) Utilisation of Funds		
(a) Receipt of Central Share	:	Rs.327.10 lakh
(b) Receipt of State Share	:	Rs.21.81lakh (Balance of Rs.14.53 lakh is yet to be released)
(c) Total Funds Received	:	Rs.348.91lakh
(d) Expenditure upto 31.03.2012	:	Not available

Odisha

51.   As per 2001 Census as well as 2011 Census, there are 30 districts in the State of Odisha. Adult female literacy rate in 2001 was 50 % or below in 19 districts of the State. Of these 19 districts, 3 districts were covered under Saakshar Bharat during 2009-10 and the remaining 16 districts were sanctioned in 2011-12. In these 19 districts, 27.76 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 1.80 lakh learners by March 2012 was indicated.

52.   Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 3/19, Block 44/212, GP 820/3852
(ii) Authorisation of Funds	:	District 3/19, Block 44/212, GP 820/3852
(iii)Operationalisation of programme in low female literacy districts	:	3 districts.
(iv)Survey and identification of potential learners	:	**817** GPs covered, **9.89 lakh** non-literates identified

(v) Setting up of Adult Education Centres:

(a) Renewal of Old CE Centres	:	817
(b) Setting up of New AECs	:	0/3032

(v) Training of Functionaries

(a) Resource Persons	:	124
(b) Master Trainers	:	1633
(c) Volunteer Teachers	:	9518
(vii) Distribution of Literacy Primers	:	1,91,000
(viii) Assessment of Learners		
(a) 20th August, 2011	:	51,646
(b) 18th March, 2012	:	1,31,094
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	8584
(b) Enrollment of Learners	:	1,06,703
(x) Utilisation of Funds		
(a) Receipt of Central Share	:	Rs.1314.27 lakh
(b) Receipt of State Share	:	Rs.438.09 Lakh
(c) Total Funds Received	:	Rs.1752.36 Lakh
(d) Expenditure upto 31.03.2012	:	Rs.551.52Lakh

Punjab

53.   As per 2001 Census, there were 17 districts in the State of Punjab which has increased to 20 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 6 districts of the State. All these 6 districts were covered under Saakshar Bharat during 2010-11. In these 6 districts, 8.70 lakh non-literates were to be covered by 31.03.2012. During half yearly review, ***no target was given to Punjab***.

54.   Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 6/6, Block 38/38, GP 2735/2735
(ii) Authorisation of Funds	:	District 6/6, Block 38/38, GP 0/2735
(iii) Operationalisation of programme in low female literacy districts	:	6 districts.
(iv) Survey and identification of –	:	**2733** GPs covered, Non-literates identified

	potential learners		11,68,354

(v) Setting up of Adult Education Centres:
    (a)   Renewal of Old CE Centres   :   NIL
    (b)   Setting up of New AECs   :   2735
(vi)Training of Functionaries
    (a)   Resource Persons   :   74
    (b)   Master Trainers   :   549
    (c)   Volunteer Teachers   :   2664
(vii) Distribution of Literacy Primers   :   Under printing at district level
(viii) Assessment of Learners
    (a) 20th August, 2011   :   27,365
    (b) 18th March, 2012   :   32,170
(ix)Teaching Learning Activity
    (a) Starting of literacy Classes   : 5424

    (b) Enrollment of Learners   :   46,028
(x) Utilisation of Funds
    (a)   Receipt of Central Share   :   Rs. 1561.33 lakh
    (b)   Receipt of State Share   :   *Balance of Rs. 520.44 lakh to be received*
    (c)   Total Funds Received   :   Rs. 1561.33 lakh
    (d)   Expenditure upto   :   Rs. 52.28 lakh
        31.03.2012

Rajasthan

55.   As per 2001 Census, there were 32 districts in the State of Rajasthan which has increased to 33 districts as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 31 districts of the State. All these 31 districts, were covered under Saakshar Bharat during 2009-10. In these 31 districts, 60.68 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 8.00 lakh learners by March, 2012 was indicated.

56.   Progress reported upto the month of March, 2012 is indicated below:

(i)   Opening of Bank Accounts   -   District 31/31, Block 228/228, GP 8846/8873
(ii) Authorisation of Funds   -   District 31/31, Block 228/228, GP 8843/8873
(iii) Operationalisation of programme   - all 31 districts.
     in low female literacy districts
(iv) Survey and identification   :   **9,021** GPs covered – **10.50 lakh**non-literates
     of potential learners
(v) Setting up of Adult Education Centres:
    (a)   Renewal of Old CE Centres   :   8843
    (b)   Setting up of New AECs   :   Nil
(vi)Training of Functionaries
    (a)   Resource Persons   :   517
    (b)   Master Trainers   :   9696
    (c)   Volunteer Teachers   :   1,49,373
(vii)   Distribution of Literacy Primers   :   Basic Primer–10.00 lakh
                      Bridge Primer – 10.00 lakh
(viii)   Assessment of Learners
    (a) 20th August, 2011   :   Not conducted
    (b) 18th March, 2012   :   10,27,558

(ix) Teaching Learning Activity
    (a) Starting of literacy Classes   : 1,55,392
    (b) Enrollment of Learners   : 14,74,739
(x) Utilisation of Funds
    (a) Receipt of Central Share   : Rs. 12521.71 lakh
    (b) Receipt of State Share   : Rs. 4173.91 lakh
    (c) Total Funds Received   : Rs.16695.62 lakh
    (d) Expenditure upto   : Rs. 2575.68 lakh
        31.03.2012

Sikkim

57.   As per 2001 Census as well as 2011 Census, there are 4 districts in the State of Sikkim. Adult female literacy rate in 2001 was 50% or below in 2 districts of the State. These 2 districts were covered under Saakshar Bharat during 2009-10. In these 2 districts 0.21 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 5000 learners by March 2012 was indicated.

58.   Progress reported upto the month of March, 2012 based on State Resource Centre Report is indicated below:

(i)   Opening of Bank Accounts   : District 2/2, Block 10/10, GP 74/74
(ii) Authorisation of Funds   : District 2/2, Block 4/10, GP   0/74
(iii)Operationalisation of programme   : 2 districts.
    in low female literacy districts
(iv)Survey and identification of potential   : 74 GPs covered – 19,373 non-literates identified.
    learners
(v) Setting up of Adult Education Centres:
    (a)   Renewal of Old CE Centres   : Nil
    (b)   Setting up of New AECs   : 74
(vi) Training of Functionaries
    (a) Resource Persons/ MTs   : 18 (RP), 22 (MT)
    (b) Volunteer Teachers   : 598
(vii) Distribution of Literacy Primers   : Distributed to 6805 literacy classes
(viii) Assessment of Learners
    (a) 20th August, 2011   : 3,937 No. of learners appeared
    (b) 18th March, 2012   : 6547
(ix) Teaching Learning Activity
    (a) Starting of literacy Classes   :   567
    (b) Enrollment of Learners   : 6,805
(x) Utilisation of Funds
    (a) Receipt of Central Share   : Rs.62.63 lakh
    (b) Receipt of State Share   : Rs. 6.20 lakh
    (c) Total Funds Received   : Rs.68.83lakh
    (d) Expenditure upto   : Rs. 44.70lakh
        31.03.2012

Tamil Nadu

59.   As per 2001 Census, there were 30 districts in the State of Tamil Nadu which has increased to 32 districts (Kushangiri & Tirupur) as per Census 2011. Adult female literacy rate in 2001 was 50 % or below in 7 districts of the State. Of these 7 districts, 5 were covered under Saakshar Bharat during 2009-10, the remaining 2 districts were

sanctioned in 2010-11. In these 7 districts, 17.46 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 12 lakhs learners by March 2012 was indicated.

60.   Progress reported upto the month of March, 2012 is indicated below:

(i)   Opening of Bank Accounts :   District 7/7, Block 92/92, GP 0/3152
(ii) Authorisation of Funds :   District 7/7, Block 92/92, GP 0/3152
(iii) Operationalisation of programme :   7 districts.
(iv) Survey and identification of :   **3152** GPs covered. **20,50,460** non-literates
      potential learners   identified.
(v)   Setting up of Adult Education Centres:
    (a) Renewal of Old CE Centres :   2747
    (b) Setting up of New AECs :   405
(vi) Training of Functionaries
    (a) Resource Persons :   360
    (b) Master Trainers :   10931
    (c) Volunteer Teachers :   1,32,941
(vii) Distribution of Literacy Primers :   11.62 lakh
(viii) Assessment of Learners
    (a) 20th August, 2011 :   5,87,503- Appeared
    (b) 18th March, 2012 :   8,42,488
(ix) Teaching Learning Activity
    (a) Starting of literacy Classes :   1,32,851
    (b) Enrollment of Learners :   17,77,562
(x)   Utilisation of Funds
    (a) Receipt of Central Share :   Rs. 2231.69 lakh
    (b) Receipt of State Share :   Rs. 691.98 lakh
    (c) Total Funds Received :   Rs. 2923.67 lakh
    (d) Expenditure upto :   Rs. 2614.85lakh
       31.03.2012

Tripura

61.   As per 2001 Census as well as 2011 Census, there are 4 districts in the State of Tripura. Adult female literacy rate in 2001 was 50% or below in 1 district of the State. This district was covered under Saakshar Bharat during 2009-10. In this district 0.33 lakh non-literates were to be covered by 31.03.2012. During half yearly review, no target of learners to be covered by March 2012 was indicated.

62.   Progress reported upto the month of March, 2012 is indicated below:

(i)   Opening of Bank Accounts :   Nil at Block & GP
(ii) Authorisation of Funds :   Nil
(iii) Operationalisation of programme in :   Nil
      low female literacy districts
(iv) Survey and identification of :   130 GP, 43848 identified potential learners
      potential learners
(v)   Setting up of Adult Education Centres :
    (a) Renewal of Old CE Centres :   130
    (b) Setting up of New AECs :   Nil
(vi) Training of Functionaries

(a) Resource Persons	:	Nil
(b) Master Trainers	:	Nil
(c) Volunteer Teachers	:	Nil
(vii) Distribution of Literacy Primers	:	Nil
(viii) Assessment of Learners		
(a) 20th August, 2011	:	Not Conducted
(b) 18th March, 2012	:	Nil
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	Nil
(b) Enrollment of Learners	:	Nil
(x) Utilisation of Funds		
(a) Receipt of Central Share	:	Rs.82.68 lakh
(b) Receipt of State Share	:	Rs. 9.19 lakh
(c) Total Funds Received	:	Rs.91.87lakh
(d) Expenditure upto 31.03.2012	:	Nil

Saakshar Bharat programme not yet started in the State

Uttar Pradesh

63. As per 2001 Census there were 70 districts in the state which has increased to 71 as per 2011 Census in the State of Uttar Pradesh. Adult female literacy rate in 2001 was 50% or below in 66 districts of the State. Of these 66 districts, 26 were covered under Saakshar Bharat during 2009-10, the remaining 40 districts were sanctioned in 2011-12. In these 66 districts 182 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 3 lakh learners by March 2012 was indicated.

64. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts	:	District 47/66, Block 355/791, GP 21637/50390
(ii) Authorisation of Funds	:	District 26/66, Block 317/791, GP 13616/50390
(iii) Operationalisation of programme in low female literacy districts	:	26 districts.
(iv) Survey and identification of potential learners	:	12490 GPs covered, 47,63,587 non-literates identified.
(v) Setting up of Adult Education Centres:		
(a) Renewal of Old CE Centres	:	12029
(b) Setting up of New AECs	:	4636
(vi) Training of Functionaries		
(a) Resource Persons	:	793
(b) Master Trainers	:	3845
(c) Volunteer Teachers	:	73,195
(vii) Distribution of Literacy Primers	:	7,75,000
(viii) Assessment of Learners		
(a) 20th August, 2011	:	10,54,320
(b) 18th March, 2012	:	4,41,343
(ix) Teaching Learning Activity		
(a) Starting of literacy Classes	:	1,90,885
(b) Enrollment of Learners	:	19,08,854

(x) Utilisation of Funds
    (a) Receipt of Central Share   :   Rs.22030.46lakh
    (b) Receipt of State Share   :   Rs.4500.01lakh(Balance to be received, Rs.2843.48lakh)
    (c) Total Funds Received   :   Rs.26530.47.lakh
    (d) Expenditure upto 31.03.2012   :   Rs. 3130.71lakh

Uttarakhand

65.   As per 2001 Census as well as 2011 Census, there are 13 districts in the State of Uttarakhand. Adult female literacy rate in 2001 was 50 % or below in 6 districts of the State. Of these 6 districts, 5 districts were covered under Saakshar Bharat during 2009-10 and the remaining 1 district was sanctioned in 2010-11. In these 6 districts, 4.01 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 2.25 lakh learners by March 2012 was indicated.

66.   Progress reported upto the month of March, 2012 is indicated below:

    (i) Opening of Bank Accounts   :   District 6/6, Block 35/35, GP 2715/2731
    (ii) Authorisation of Funds   :   District 6/6, Block 35/35, GP 2715/2731
    (iii) Operationalisation of program in low female literacy districts   :   in all 6 districts.
    (iv) Survey and identification of potential learners   :   **2729 GP**, **5,15,125**non-literates identified
    (v) Setting up of Adult Education Centres:
        (a) Renewal of Old CE Centres   :   959
        (b) Setting up of New AECs   :   1426
    (vi) Training of Functionaries
        (a) Resource Persons   :   212
        (b) Master Trainers   :   1132
        (c) Volunteer Teachers   :   9423
    (vii) Distribution of Literacy Primers   :   1,71,871
    (viii) Assessment of Learners
        (a) 20th August, 2011   :   64,356
        (b) 18th March, 2012   :   75,638
    (ix) Teaching Learning Activity
        (a) Starting of literacy Classes   :   9423
        (b) Enrollment of Learners   :   1,39,698
    (x) Utilisation of Funds
        (a) Receipt of Central Share   :   Rs. 3826.77 lakh
        (b) Receipt of State Share   :   Rs. 899.44 Lakh (Balance of Rs. 376.15 lakh to be received)
        (c) Total Funds Received   :   Rs. 4726.21 Lakh
        (d) Expenditure upto 31.03.2012   :   Rs. 1873.37Lakh

West Bengal

67. As per 2001 Census, there were 18 districts in the state which has increased to 19 as per 2011 Census in the State of West Bengal. Adult female literacy rate in 2001 was 50% or below in 9 districts of the State. All 9 districts were covered under Saakshar Bharat during 2009-10. In these 9 districts 37.42 lakh non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 5.00 lakh learners by March 2012 was indicated.

68. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts : District 9/9, Block 144/144, GP 1356/1366

(ii) Authorisation of Funds : District 9/9, Block 144/144, GP 1356/1366

(iii) Operationalisation of programme in low female literacy districts : all 9 districts.

(iv) Survey and identification of potential learners : 1366 GPs covered, 50,42,079 non-literates identified.

(v) Setting up of Adult Education Centres:
   (a) Renewal of Old CE Centres : 1346
   (b) Setting up of New AECs : Nil

(vi) Training of Functionaries
   (a) Resource Persons : 34
   (b) Master Trainers : 1373
   (c) Volunteer Teachers : 108438

(vii) Distribution of Literacy Primers : 12,60,325

(viii) Assessment of Learners
   (a) 20th August, 2011 : 1,28,196
   (b) 18th March, 2012 : 11,35,562

(ix) Teaching Learning Activity
   (a) Starting of literacy Classes : 87,731
   (b) Enrollment of Learners : 11,85,453

(x) Utilisation of Funds
   (a) Receipt of Central Share : Rs.1415.69 lakh
   (b) Receipt of State Share : Rs. 471.90 lakh
   (c) Total Funds Received : Rs.1887.59 lakh
   (d) Expenditure upto 31.03.2012 : Rs. 992.23lakh

Dadar & Nagar Haveli

69. As per 2001 Census as well as 2011 Census, there is 1 district in the UT of DNH. Adult female literacy rate in 2001 was 50 % or below in that district. This district was covered under Saakshar Bharat during 2010-11. In this district, 26,475 non-literates were to be covered by 31.03.2012. During half yearly review, a target of covering 15,000 learners by March 2012 was indicated.

70. Progress reported upto the month of March, 2012 is indicated below:

(i) Opening of Bank Accounts : District 1/1, Block *Not Applicable*, GP 11/11

(ii) Authorisation of Funds : District 1/1, Block *Not Applicable*, GP 11/11

(iii) Operationalisation of programme in   :   1
     low female literacy districts

(iv) Survey and identification of potential :   11 GPs - 21781 non literates
                                                 Identified learners covered

(v) Setting up of Adult Education Centres:

       (a)   Renewal of Old CE Centres   :   Nil
       (b)   Setting up of New AECs   :   11
(vi) Training of Functionaries
       (a)   Resource Persons/ MTs   :   61 (RP)
       (b)   Volunteer Teachers   :   580

(vii)   Distribution of Literacy Primers :   15000
(viii)   Assessment of Learners
       (a) 20th August, 2011   :   Not Conducted
       (b) 18th March, 2012   :   3597
(ix) Teaching Learning Activity
       (a) Starting of literacy Classes   :   580

       (b) Enrollment of Learners   :   5841

(x) Utilisation of Funds
       (a) Receipt of Central Share   :   Rs. 17.95 Lakh
       (b) Receipt of State Share   :   Rs. 5.98 Lakh
       (c) Total Funds Received   :   Rs. 23.93 Lakh
       (d) Expenditure upto   :   Rs. 1.28 Lakh
                                      31.03.2012

AGENDA ITEM- 7 SETTING UP MODEL SCHOOLS UNDER PUBLIC-PRIVATE PARTNERSHIP (PPP) MODE

The Model School Scheme was launched in November 2008 in pursuance of the announcement of the Prime Minister in his Independence Day speech of 2007. Under the scheme, 6000 model schools are to be set up as benchmark of excellence at the rate of one model school per block. Out of these, 3,500 schools are to be set up in educationally backward blocks (EBBs) through State/UT Governments and the remaining 2,500 schools are to be set up in Public-Private Partnership (PPP) mode in blocks which are not educationally backward. The component for setting up of model schools under PPP mode has been initiated in the current Financial Year.

2. The component for setting up of model schools through State/UT Sector is operational since launch of the scheme. Up to 31.03.2012, a total of 1,956 model schools in as many EBBs of 22 States have been approved and financial sanctions worth Rs.1790.76 crore have been issued for setting up of 1587 schools in 21 States. Out of these, 438 schools had become functional by March, 2012 (Details at Annexure I).

3. The component related to setting up of model schools under PPP mode was approved by the Government in November, 2011. (Copy of the scheme is at Annexure II). Salient features of the scheme are as follows:

(i) 2,500 schools are proposed to be rolled out as follows:
   a. 2012-13 : 500
   b. 2013-14 : 1,000
   c. 2014-15 : 1,000

(ii) The schools will be set up by private entity which may be a Trust or a Society or a section – 25 Company.

(iii) The schools will be set up in the headquarters of the blocks other than EBBs and would have classes from VI to XII.

(iv)   The land will be procured by private entity on its own as also the school infrastructure to be provided and managed by the private entity.

(v)   The affiliation will be normally with CBSE.

(vi)   Out of maximum number of 2,500 students in a school, the Government would sponsor 980 students @ 140 students per class. No fees will be charged from the Government sponsored students up to class VIII. From class IX, a nominal fee of Rs. 25 for SC/ST/Girls'/BPL students and Rs. 50 for other sponsored students will be charged.

(vii)   Per capita recurring support equivalent to the comparable average recurring cost incurred by Kendra Vidyalaya Sangathan for a student in the corresponding year (for the Government sponsored students) as well as infrastructure grant will be provided by the Government.

(viii)   A Concession Agreement will be signed between the eligible private entities and the Central Government, initially for 10 years.

4.   The **State Government** would facilitate availability of land and may provide financial support beyond the initial 10 year period, uniforms, text books and also mid-day meal to these schools. The State Governments would also be expected to provide transport subsidy or free transport for students. For these activities, a separate State support agreement between the State Government and the private partner may be drawn up. However, such an agreement would not be mandatory.

5.   An Inter-Ministerial Committee (IMC) under the Chairpersonship of Secretary, Department of School Education and Literacy has been constituted for framing Request for Proposal (RFP) and related guidelines and also to devise modalities for technical evaluation of bids for selection of private entities to set up these schools.

6.   Initiating the process for identifying eligible private entities for further shortlisting, the Department invited Expression of Interest from private entities and based on the response received, terms for Request for Qualification(RFQ) and Proposals (RFP) are being finalized.

State-wise status of model schools sanctioned and fund released for construction

Rs. in crore

S.No.	State	2009-10		2010-11		2011-12		Total	
		Schools sanctioned	Amount released	Schools sanctioned	Amount released	Schools sanctioned	Amount released	Schools sanctioned	Amount released
1	Punjab	21	23.78		23.78			21	47.56
2	Mizoram	1	1.36					1	1.36
3	Chhattisgarh	20	22.65	52	58.89	2	2.32	74	83.86
4	Tamil Nadu	18	20.25			26	10.44	44	30.69
5	Karnataka	74	83.80					74	83.80
6	Madhya Pradesh	33	37.37			168	195.01	201	232.38
7	Jammu & Kashmir	19	25.82					19	25.82
8	Himachal Pradesh	5	6.78					5	6.78
9	Bihar	105	18.85		100.06			105	118.91
10	West Bengal	20	3.58		19.07			20	22.65
11	Gujarat			74	69.29			74	69.29
12	Uttar Pradesh			148	56.13		115.67	148	171.80
13	Rajasthan			91	91.71	43	49.92	134	141.63
14	Haryana			36	12.55			36	12.55
15	Nagaland	11	7.47					11	7.47
16	Assam			24	39.09	38	63.45	62	102.54
17	Andhra Pradesh					355	412.09	355	412.09
18	Jharkhand					40	46.43	40	46.43
19	Orissa					111	128.85	111	128.85
20	Maharashtra					43	29.27	43	29.27
21	Meghalaya					9	15.03	9	15.03
	Total	327	251.71	425	470.57	**835**	**1068.48**	**1587**	**1790.76**

State-wise status of model schools functional and fund released for running schools

<u>*Rs. in crore*</u>

S.No.	State	2010-11		2011-12	
		Schools functional	Amount released	Schools functional (comulative)	Amount released
1	Punjab	21	4.96	21	1.90
2	Karnataka	74	0.64	74	0.00
3	Chhattisgarh	15	0.27	72	6.27
4	Tamil Nadu	18	3.37	18	1.23
5	Gujarat	12	0.31	12	0.30
6	Madhya Pradesh			201	7.73
7	Jharkhand			40	2.48
	Total	140	9.55	438	19.91

Scheme for setting up of 2,500 Model Schools under Public-Private Partnership (PPP) mode

1.   The concept of Model school

1.1   A model school will have infrastructure and facilities at least of the same standard as in a Kendriya Vidyalaya (KV) and with stipulations on pupil-teacher ratio, ICT usage, holistic educational environment, appropriate curriculum and emphasis on output and outcome. The standards of a model school will be at par with KVS and the target for performance in Board examinations should also be at par with the average performance of the Kendriya Vidyalaya Sangathan (KVS).

1.2.   Some of the key features of a model school will be:

(i)   Education provided in a Model school should be holistic and integral touching upon physical, emotional and aesthetic development in addition to academics.

(ii)   Either brand new schools may be established or existing schools may be converted into Model schools.

(iii)   Necessary infrastructure will be provided in such schools not only for satisfying teaching needs, but also for sports and co-curricular activities. There will be sufficient scope for sports, recreation and outdoor activities. Facilities like play ground, gardens, auditorium etc. will be provided in Model schools. A good library with books and magazines for students and teachers will be provided

(iv)   These schools will have adequate ICT infrastructure, Internet connectivity and full time computer teachers. Special emphasis may be given on teaching of Science, Maths and English. If required, bridge-courses may be introduced for weak students.

(v)   These schools will be provided with Arts and Music Teachers besides subject specific teachers as per the usual norms. These schools will also create facility for activities emphasizing Indian heritage and art & craft.

(vi)   The Teacher Pupil Ratio should not exceed 1:25 and the classrooms will be spacious enough to accommodate at least 30 students. However, classroom-students ratio will not exceed *1:40*.

(vii)   The schools will have to follow the National Curriculum Framework 2005 and its subsequent versions as adopted by Government of India from time to time. At the same time, the curriculum should cast the local culture and environment and learning should be activity based.

(viii)   The school curricula should include the material/items that inculcate leadership qualities, team spirit, participation abilities, development of soft skills and ability to deal with real life situations.

(ix)   Health Education and health check up will be introduced in these schools.

(x)   These schools will have facilities to cater to disabled children and should have special teachers.

(xi)   Field trips and educational tours will be an integral part of the curriculum.

(xii)   Each school should have one counselor to address the educational, emotional and behavioral requirements of students.

(xiii) The schools may provide for NCC training for students to inculcate the value of nationhood among them, as also to make them appreciate a disciplined way of life.

(xiv)   Selection of students will be though independent selection test.

(xv)   Selection of Principals and Teachers will be through an independent process to be developed in consultation with State Governments.

(xvi)   Model schools will have appropriate pace setting activities so that schools in the neighborhood can benefit.

2.   **Objective of the scheme**: To provide access to high quality school education at the block level through these schools of excellence, so that every block in the country will have at least one such school which would be a model for all other schools in the block. All round development of the children of the school will be the goal.

3.   **Benefits of PPP:** Some of the reasons for adopting the PPP approach for setting up model schools are as follows:

(i)   Possibility of setting up much larger number of schools than what the public outlay can support, through contribution to capital expenditure from private partners;

(ii)   Functional efficiency of private entities enabling early delivery of quality education;

(iii)   Risk of project completion and delivery of agreed outputs will be borne by the private entity;

(iv)   Public funds would be expended only upon delivery of agreed outcomes; and

(v)   Private sector efficiency in the context of a long-term agreement is expected to optimize on life-cycle costs and improve on quality of education, including the school infrastructure.

4.   **Location of the schools**: Location of the school would be headquarters of the blocks which are not educationally backward. In blocks where a model school has already been set up or being planned to be set up under Corporate Social Responsibility (CSR), no model school is to be set up.

5.   **Proposed framework:** The school infrastructure will be provided by the private entity which is legally competent to run an educational institution. This private entity could be a trust or a society or a not for profit company. *The Government will*

contribute to recurring cost on per capita basis for the students sponsored by the Government.   Besides, additional 25% support will also be provided in respect of sponsored students towards capital cost.   The initial period of the contract for such provision of quality education would be 10 years for each school, which is extendable as per mutual agreement.

6   Land: Land may be procured by the private entity on its own. However, the State Government will be requested to assist the private entity in securing the required land. The state governments will also be requested by the Central Government to make available required land on lease basis to private entity wherever possible subject to the condition that the lease period should be for a minimum period of 25 years. *The minimum requirement of land will be 3 acres except for hilly and difficult areas.*

7.   Stage of schooling: Like the model schools in EBBs, these non-EBB schools would have classes from VI to XII.

8.   Affiliation to the Board: The schools will be affiliated to Central Board of Secondary Education (CBSE).   In exceptional circumstances, affiliation by other national Boards may also be considered.

9.   Norms for infrastructure: Irrespective of whatever Board the school is affiliated to, the school would have to adhere to all norms of CBSE with reference to infrastructure, teaching resources and pedagogy.

10   Medium of instruction: The medium of instruction will be as per the norms of the affiliating National Board.

11.   No. of Students: The Government would sponsor 140 students in each class totaling 980 for the school. *In case, any private partner is unable to get adequate number of sponsored students in a particular class, the ceiling per class may be relaxed within the* overall limit of 980 sponsored students. In addition, the school management can take students directly on payment of fee as appropriate. Total number of students however would not exceed 2500 in the school. However, there will be flexibility with regard to the number of students in each class subject to the limit prescribed.

12.   Admission: As far as filling of Government quota is concerned, the model schools to be set up in PPP mode would follow the extant policy with regard to admission, i.e. the admission policy applicable to State sector model schools would also apply to PPP model schools. Students from the same block who have studied up to Class V will be eligible for admission. The admission test to be conducted would be a holistic one which will test the intrinsic potential and capabilities of the child.

The modalities of admission to the management seats will be left to the management to decide. However, the process would have to be transparent. The students from the management quota and the government quota will be mixed together in each class and should not form separate sections.

13.   Reservation: Within the Government quota, reservation for SCs, STs and OBCs should be as per the State norms. There would be a reservation of 33% for girls. There will also be reservation as per the state government norms for the disabled children. There will be no reservation for any category under the management quota.

14.   Management seats: Ideally, the ratio of Government sponsored seats to management seats is envisaged to be 50:50 which implies that the private entity could directly admit 140 students in each class resulting in a total student's strength of 1960 in the school.   However, to make the school financially more viable, the private sector can be allowed to fill up to 60% of the seats leaving 40% for Government sponsored quota.   In this case, the private sector can add 210 students in each class under management quota implying a maximum class size of 350 and the total strength of the school would be 2450.

It is possible that in some areas, which are comparatively backward and where affordability of fee for management seats is limited, the private sector could be asked to run the school with only government quota for the first three years and then bring it down to 60% in <u>the next</u> five years. In the opposite cases where the demand for management quota is very high, the private entity can be allowed to increase the management quota <u>to</u> 60% <u>subject to the condition that the Government quota in absolute number remains at 140 in each class, i.e., a maximum of 980 for the school as a whole</u>. It will be desirable to have fee paying students in the interest of viability of the schools. However, there will be no mandatory provision in respect of any minimum percentage of such students.

15.   Fees: <u>No fees will be charged from the Government sponsored students upto class VIII</u>.   Students sponsored by the Government <u>in classes IX to XII</u> will pay a nominal fee, which will be Rs. 25/- for SC/ST/Girls/BPL students and Rs.50/- for other select students. The private-partner may charge appropriate fee from the students under the management quota.   School premises may be used by the private partner for vocational education or any approved educational activity (excluding coaching). However, the additional revenue generated by the private-partner will have to be ploughed back to the school since this will go towards improving the quality of schools. However, it will not reduce the financial support to be provided by the Central Government.

16   Financial support from the Government:

16.1 : Recurring support :

(i)   Financial support will be provided to each school management for every student under Government quota on a half yearly basis in advance against security to the extent of an equivalent amount valid for a period of 2 years. The amount due every year would be equivalent to the comparable average recurring cost incurred by KVS for a student *in the corresponding year (*excluding expenditure on employees' pension, maintenance of teachers' quarters, KVS Headquarters, regional offices, Zonal Institute of Education & Training etc).

(ii)   Normally, the figures for the current year will not be available and there will be a likely lag of 2 years. <u>Because of this likely lag of two years in computing the accounts of KVS, the recurring support for a particular year (say n^{th} year) would be fixed provisionally on the actual admissible expenditure incurred in KV schools two years earlier {(n-2)th year} plus 10% thereof calculated at the rate of a provisionally increase of 5% per annum. Necessary adjustments would be made in future payments</u>.

16.2: Infrastructure support :   In addition to the aforesaid, a sum equal to 25% of the monthly recurring support for each sponsored student shall be disbursed by way of infrastructure grant which may be used for defraying rentals, interest, debt repayment, etc. The annual infrastructure grant shall not exceed an amount equal to 10% of the capital investment in the school, as certified by an approved valuer.

17. Graduated support based on location: The *entire* support to be provided by the government will vary between locations having regard to the differential costs and the likely availability of students. The following graduated support would be provided for different locations:

- 75% in cities with population exceeding 30 lakh.
- 90% in cities with population exceeding 10 lakh
- 100% in towns with population exceeding 1 lakh
- 105% in towns with population exceeding 20000
- 115% in towns/villages with population less than 20000
- 125% in NE, J&K and Tribal areas.

 18.   Conditions for financial support: The support will be provided on the basis of fulfillment of certain performance parameters with due weightage to the following:

a)   Results in Board Examinations
b)   Results of Learning Achievement Surveys to be conducted in schools for different classes every year.
c)   Availability of infrastructure including class rooms, laboratories, computer rooms, toilets, drinking water etc. and the quality of infrastructure.
d)   State of maintaining of infrastructure
e)   Students attendance,
f)   Teachers attendance,
g)   Performance in co-curricular activities including sports, games, art and music.
h)   Qualification of the teachers
i)   Status of refresher training of the teachers.
j)   ICT usage in the school.
k)   Reduction in drop out rates
l)   Test on spoken English used by the children

Whereas incentives may be provided for excellence in any of these items, stiff penalties will be imposed for not meeting the standards of any of the parameters. The payment would be based on "no service no fee" principle. Whether the parameters have been achieved would be certified by an independent third party monitoring agency.

19.   Phasing and duration of the Govt. support:

In the first year, Classes 6 to 8 will be started together and thereafter one higher class would be added in each year till the school reaches Class 12. State support would be provided in the first year for 420 students and this would increase every year by 140 till year 5th when it would reach 980.

Initially the period of concession would be 10 years and the scheme would be extendable by mutual consent. However, the children who are already sponsored by Government and are in the school at the end of 10 year-period, will continue to receive Govt. support till they complete their education in the same school.

20   **Roll out plan:**   The phasing would be as follows:

a)   2012-13   :   500
b)   2013-14   :   1000
c)   2014-15   :   1000

21.   Bidding process:

(i)   Bidding would take place for each of the 2500 blocks. Each bidder would have to provide details about its financial and technical capability. The evaluation of bids would be based on the track record in the field of education, the financial standing and the commitment and preparedness to provide necessary infrastructure and governance structure. In the first stage, the bidding would take place with an understanding that not more than 60% of the seats would be from the management quota. However, if no satisfactory response is received in the first round, this can be varied in the second round.

(ii)   It will be specified in the bid document that the school premises would be permitted to be used for vocational education and training and for other genuine educational purposes outside school hours. However, the private entity must indicate its desire to this effect in the bid document by   elaborating on its strategy including how the additional revenue generated on this account will be ploughed back to the school for improving the overall quality.

(iii)   Ceiling of 20 schools per state and 50 schools overall in the country will be fixed for any single private entity to run model schools. However, if sufficient number of private entities does not come forward at the bidding process, this condition can be relaxed appropriately in the subsequent rounds of bidding.

(iv)   A Committee will be set up under the Chairpersonship of Secretary, Department of School Education and Literacy to frame the Request For Proposal which will also detail the modalities for the technical evaluation of the bids.

22.   Eligibility for selection: The following entities may be eligible to be selected:

> ➢ An entity running at least one CBSE school from where at least two consecutive batches have passed out from class 10 will qualify for upto 3 schools;
> ➢ Those who have not come up to the Board examination level will qualify for one school
> ➢ An entity would qualify for 3 schools if it has a track record of running educational institutions for at least 5 years and if it makes an interest-bearing deposit of Rs. 25 lakh for each school, to be released in 3 annual installments after commissioning
> ➢ A corporate entity would be eligible for one school for every Rs. 25 crore net worth subject to interest-bearing deposit of Rs. 50 lakh each for upto 3 schools and Rs. 25 lakh per school thereafter.

23. **Concession agreement:** The private partner will have to enter into a concession agreement with the Central Government. The Concession agreement would basically be between the Government of India and the private entity. The concession agreement would be enforced by regular inspections, audit and monitoring for quality assurance. There would be stiff penalties for violation of the agreement or for shortfalls in key performance indicators coupled with incentives for better performance.

Detailed arrangements would be spelt out in the concession agreement for regular reporting of outcomes which will be closely monitored by the government through extensive use of IT and UID systems besides appropriate tests, inspections and surveys. Since payment to the private entity will be based on output parameters, a close monitoring thereof would be ensured. Detailed arrangements for regular monitoring would be spelt out and enforced as part of the concession framework.

24. **Role of State Government:** The State Government would facilitate availability of land for the school. It may also consider providing financial support beyond the initial 10 year period which is committed by the Central Government. It would also be requested to provide uniforms, textbooks and mid day meals as applicable in government schools. The State Government may also consider providing transport subsidy or free transport for students to come from different parts of the blocks to the school and back.

For issues concerning the States, such as land, admission test for children, teacher training, continuance of support beyond 10 years, provision of uniform, textbook, transport subsidy etc, a separate State support agreement between the State Govt. and the private partner may be drawn up. However, it would not be mandatory for the private entity to sign an agreement with the State Government.

25. **Special responsibilities of Model Schools**

25.1. Networking responsibility: A model school would have the responsibility to have network with all the other secondary schools in the block. Whereas quarterly meetings of all the school principals are envisaged, the school would also organize teachers' in-service training. Therefore, the school must provide training facilities. It may be stipulated that the training room should be made available for at least 75 working days in a year to the Government to organize in-service training of teachers. However, the school can charge a reasonable fee for the use of its campus and facilities.

25.2. Special teaching for weaker students: In order to ensure the optimal level of learning achievement, intensive supportive teaching at the beginning of Class VI will be arranged so as to enable students for smooth transition to Class VI. Since many of the students selected under government quota may have studied in the regional medium up to Class V, whereas the medium of model school could be English, intensive coaching in English language will be made available by such school for students in classes 6 and 7 so that they can fully integrate.

26. **Name of the school:** The name of the school should be started with two words to be selected by the private entity (not associated with any caste, community or religion) followed by the words "Rashtriya Adarsh Vidyalaya". However, once the

Government stops sponsoring children through government quota to the schools, the words "Rashtriya Adarsh Vidyalaya" will no longer be used by the private entity.

27.   Management of the school: The management of the school will rest with the private entity with full autonomy in decision making. However, the school management committee will have representatives from parents, local bodies, state government and educational experts. The Central Government will have the discretion to nominate a representative if it so desires. There would be state level coordination councils for model schools and there will be parent teachers associations stipulated to meet on a quarterly basis in every school.

28.   Model School Organization: A separate organisation called "Model School Organization" would be set up to administer both types of model schools, i.e. those under state government and those under PPP. This organization will be responsible for guidance, school inspection, regulatory issues and quality aspects.

29.   Evaluation: There shall be an independent third party assessment on a continuous basis of the quality parameters as laid down. The assessing body will be selected in consultation with State Governments. While doing the evaluation, input will be taken from Block Panchayat also. The physical and financial progress of the project will be shared with the Block Panchayat concerned.

30.   Corporate Social Responsibility (CSR): It is possible that several private firms would be ready to set up schools and run them as part of their Corporate Social Responsibility(CSR). In Blocks where a Model School has already been set up or being planned to be set up under CSR no Model School need be set up.

SCHEDULE OF SPACE REQUIREMENT FOR CENTRALLY SPONSORED SCHOOL
FOR ESTABLISHMENT OF NEW SCHOOLS IN KV TEMPLATE

S. No.	Description of Space	From Class VI to XII (02 Sections in each class)			From IX to XII (02 Sections in each class)		
		No. of Rooms	Dimension (in Cms.)	Total Area (Sq.M.)	No. of Rooms	Dimension (in Cms.)	Total Area (Sq.M.)
A)	**TEACHING SPACES**						
1	Upper Primary Class Rooms	6	700 x 700	294.00	…	…	…
2	Secondary and H.S. Class Rooms	8	700 x 700	392.00	8	700 x 700	392.00
3	Computer Room	2	700 x 1060	148.40	2	700 x 1060	148.40
4	a) Physics Lab.						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
	b) Chemistry Lab.						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
	c) Biology Lab.						
	(i) Laboratory	1	700 x 880	61.60	1	700 x 860	61.60
	(ii) Store cum Teacher's Room	1	700x360	25.20	1	700x360	25.20
5	Resource Room (for Upper Primary & Secondary/H.S.)	1	700 x 700	49.00	1	700 x 700	49.00
6	Activity Room	1	700 x 1060	74.20	1	700 x 1060	74.20
7	Art Room	1	700 x 1060	74.20	1	700 x 1060	74.20
8	SUPW / Work Shop	1	700 x 1060	74.20	1	700 x 1060	74.20
9	Library	1	700 x 1420	99.40	1	700 x 1420	99.40

	Total (A)			**1465.80**			**1171.80**
B)	**ADMINISTRATIVE SPACES**						
1	Principal's Room	1	700x700	49.00	1	700 x 700	49.00
2	Office	1	700 x 700	49.00	1	700 x 700	49.00
3	Staff Common Room	1	700 x 700	49.00	1	700 x 700	49.00
4	Examination Room	1	700 x 340	23.80	1	700 x 340	23.80
	Total (B)			**170.80**			**170.80**
C)	**SERVICE & SUPPORT SPACES**						
1	General Store	1	700 x 700	49.00	1	700 x 700	49.00
2	NCC/Scout / Guide Room	1	700 x 700	49.00	1	700 x 700	49.00
3	P.E.T Room	1	700 x 700	49.00	1	700 x 700	49.00
4	Medical Room	1	700 x 340	23.80	1	700 x 340	23.80
5	Math Lab.	1	700x700	49.00	1	700x700	49.00
	Total (C)			**219.80**			**219.80**
	Grand Total (A+B+C)			**1856.40**			**1562.40**
	Add conversion factor 60% approx			1113.84			937.44
	Total plinth area (subject to vary as per site conditions and architectural planning)			**2970.24**			**2499.84**

AGENDA ITEM-8 NATIONAL VOCATIONAL EDUCATION QUALIFICATIONS FRAMEWORK (NVEQF)

The Ministry is in the process of developing the NVEQF, which would lead to equivalency between vocational and general education. The NVEQF would set common principles and guidelines for a nationally recognized qualification system, covering schools, vocational education institutes and institutes of higher education with qualifications ranging from secondary to doctorate level (1-10), leading to international recognition of national standards. The framework will be a competency based modular approach with provision for credit accumulation and transfer. Eventually all organised/unorganised and industrial/non industrial sectors are proposed to be brought into its ambit. Sector Skill Councils (SSC) have been set up by the National Skill Development Corporation (NSDC) in IT, Retail, Security, Automobile and Energy sectors. SSC is to be set up in agriculture also. Linkage between education providers and employers would be a pre-requisite for improving the employability of the vocational pass outs.

India has a rich tradition of craftsman and artisans. Recognition of Prior Learning under the Framework would enable the skills of these master craftsmen to be recognized and certified, enabling further honing of skills and/or engagement as master trainers. Testing and certification of knowledge and skills that an individual has acquired in previous training and through work experience, will enable him to achieve particular levels of competencies, thus mainstreaming his expertise. Bridge courses to fill literacy and numeracy competency gaps, if any, would be provided by National Institute of Open Schooling (NIOS)/State Open Schools, Indira Gandhi National Open University (IGNOU)/State Open Universities. This would enable preservation of our rich heritage.

The Framework would bring about uniformity in standards of vocational courses being offered, by registration of NVEQs and accreditation of programs and institutions. NVEQ levels will be introduced in secondary and higher secondary schools, Polytechnics, Universities & Colleges for seamless

pathways and progression. There would be a shift from the present fragmented to a unified vocational education governance. This would pave the way for imparting locally relevant education leading to skill development and enhancement of employability, arresting drop outs and also bringing back school drop outs into the fold of formal and informal VE

The reforms are envisaged to bring about a perception change in the way society views vocational education and restore its relevance in enhancing the employability of the country's youth.

The processes leading to the present stage in the development of the NVEQF are summed up as follows:

1. The working document for NVEQF has been prepared by the Coordination Committee constituted for the purpose. 10 NVEQ levels, starting from Class IX have been laid down.
2. A Group of State Education Ministers in charge of vocational education was constituted for development of the NVEQF and laying down a road map for its implementation. The report was submitted to and approved by Hon'ble HRM. The report has been sent to Education Ministers and Secretaries of all States and UTs for perusal and needful.
3. The draft NVEQF was presented and endorsed by the Central Advisory Board of Education (CABE) and the State Education Ministers in the meetings held on 7th and 8th June 2012 respectively.
4. National Occupation Standards (NOS) have been prepared by NSDC for the automobile, retail, security and IT sectors. The course content and curriculum are being prepared by Pandit Sunderlal Sharma Central Institute of Vocational Education and CBSE on IT and automobile.
5. The draft Note for seeking approval of Cabinet on NVEQF has been sent for inter Ministerial consultations.

2. Vocational Education in Secondary Schools (levels 1-4 of the NVEQF)

The Centrally Sponsored Scheme (CSS) "Vocationalisation of Secondary Education" was launched in 1988, to be implemented through State/UTs and

NGOs /VA in the formal and non-formal sector respectively in Classes XI-XII. The Scheme envisaged selection of vocational courses on the basis of assessment of manpower needs. The main objectives of the scheme, as spelt out in the National Policy on Education 1986, were to provide diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and to provide an alternative for those pursuing higher education. Vocational Education was made a distinct stream intended to prepare students for identified occupations spanning several areas of activities. Since inception of the scheme, 9,619 schools with about 21,000 sections have been created with an intake capacity of about 10.03 lakhs students. About 150 vocational courses were being offered.

The weaknesses in the existing scheme included no provision for vertical and horizontal mobility for students of vocational stream, grossly inadequate linkage of schools with industry, paucity of trained teachers, low quality teaching learning and instructional material, absence of constant updating of curriculum and course content not in tune with requirement of industry. The revised scheme aims to address these gaps to strengthen vocational education in Classes XI-XII. The following components have been approved for implementation in the remaining period of the XI Plan i.e. 2011-12:

i. Strengthening of 1000 existing vocational schools and establishment of 100 new vocational schools through State Governments.
ii. Assistance to 500 vocational schools under PPP mode.
iii. In-service training of 7 days for 2000 existing vocational education teachers and induction training of 30 days for 1000 new vocational education teachers
iv. Development of 250 competency based modules for each individual vocational course.
v. Establishment of a Vocational Education Cell within the Central Board of Secondary Education (CBSE)
vi. Assistance to 150 reputed NGOs to run short duration innovative vocational education programmes.
vii. Pilot programme of the NVEQF in Class IX in Haryana and West Bengal

An Executive Council under the chairmanship of the Minister of Human Resource Development, with representation from all concerned Ministries, organisations and 5 States, in rotation, has been constituted.

AGENDA ITEM-9 UGC REGULATIONS ON PREVENTION OF DISCRIMINATION AND ESTABLISHMENT OF OMBUDSMAN

i) The UGC(Prevention of caste based Discrimination/ Harassment / Victimization and Promotion of Equality in Higher Educational Institutions) Regulations, 2012 intends to give effect in letter and spirit to the provisions of the Constitution and other Statutory provisions and policies for prevention of discrimination on the grounds of caste and to safeguard the interests of the students belonging to the Scheduled Castes (SCs) and Scheduled Tribes (STs).

The Regulations also seek to provide for advancement of Scheduled Castes and Scheduled Tribes students through setting up of Equal Opportunity Cells in each HEI.

The Regulations provide for each Higher Educational Institution (University/ College/ Deemed to be a University; as defined in UGC Act, 1956) to take measures to:

a. Prevent breach of policy of reservation in admission

b. Prevent discrimination in matters of admission such as accepting/ processing/ handling of documents of such students at the time of admission,

c. Prevent discrimination by demanding money in excess of that specified in declared admission policy,

d. Prevent discrimination by denying or limiting access to any benefit arising from enrolment in the HEI.

e. Prevent discrimination in evaluation

f. Prevent harassment or victimization or unfavourable treatment of SC/ST student by announcing in derogatory manner the names of the Students, passing derogatory remarks, earmarking separate seats to such students, differential treatment in sports/ academic infrastructure etc.

g. Prevent discrimination through segregation of such students in common facilities, targeting such students through ragging, financial extortion or forceful expenditure from such students etc.

The Regulations seek to establish Equal Opportunity Cells and appoint Anti Discrimination Officer in each HEI to give effect to the Regulations. The Anti Discrimination Officer will take up complaints against acts specified as discrimination or harassment in these Regulations. The Ombudsman of the HEI has been designated as the appellate authority of the Anti Discrimination Officer.

ii) **The UGC(Establishment of Mechanism for Grievance Redressal) Regulations, 2012** aim to ensure transparency in admissions and to prevent unfair practices in Higher Educational Institutions with the paramount objective of providing a mechanism to students for redressal of their grievances.

The Regulations provide for each Higher Educational Institution (University/ College/ Deemed to be a University; as defined in UGC Act, 1956) to take measures to:

a. Constitute a Grievance Redressal Committee by the VC of the University consisting of a Senior Professor, three senior teachers and a student representative based on academic merit. The Committee will redress grievances relating to:

1. Irregularities in admission process, demand of excess money than what is specified in the prospectus
2. Harassment and Victimization of students
3. Delay in conduct of examinations or declaration of results beyond that specified in academic calendar
4. Non provision of student amenities as promised by the Institution
5. Breach in policy of reservation
6. Denial of quality education as promised as the time of admission or required to be provided
7. Non transparent or unfair evaluation practices.

The appeals arising out of decision of Grievance Redressal Committee shall be made to the Ombudsman who will be appointed by each University. The Ombudsman shall be a person who has been a judge not below the rank of a District Judge or a Retired Professor who has at least 10 years experience as a Professor for redressal of grievances of students under these Regulations.

In case of State Universities, the Ombudsman shall be appointed by a Search Committee headed by the Nominee of the Governor of the concerned State as the Chairman, two VCs from Public Universities, VC from Private University and Secretary, Higher Education (as the Convener).

Non compliance with these Regulations can entail withdrawal of declaration of fitness to receive grants under section 12B of the UGC Act, withholding of grant by UGC, informing the general public that the institution does not possess the minimum standards for redressal of grievances, recommending to the affiliating University for withdrawal of affiliation etc.

AGENDA ITEM- 10   IMPLEMENTATION OF ACCOUNTING STANDARDS IN EDUCATIONAL INSTITUTIONS OF DEPARTMENT OF HIGHER EDUCATION AND DEPARTMENT OF SCHOOL EDUCATION & LITERACY

The Ministry of Human Resource Development had constituted a Working Group consisting of representatives of the Institute of Chartered Accountants of India (ICAI) and officers of the Ministry, University Grants Commission and Kendriya Vidyalaya Sangathan to formulate a uniform accounting standard for educational institutions. The Report of the Working Group (copy enclosed) was submitted on 18th January, 2012 to the Hon'ble HRM. The main recommendations of the Working Group are:-

i) All educational institutions should be mandated to apply accrual basis of accounting.

ii) Accounting standards issued by the ICAI should be made mandatory for educational institutions.

iii) Fund based accounting be introduced for Earmarked/Designated Funds.

iv) All educational institutions should follow a common format for presentation of its general purpose financial statements to ensure proper accountability, financial discipline, end use of funds and to meet the needs of stakeholders.

v) MHRD in coordination with ICAI should organize capacity building programme to train the staff of educational institutions.

2.   It has been decided with the approval of HRM to implement the new system for accounting and financial reporting from the financial year 2013-14. While accepting the recommendations of the Committee on Accounting Standards for Educational Institutions, it has also been decided to organize

national consultations separately for the higher education sector and school sector.

3.   Further steps are being taken up by the office of Chief Controller of Accounts to obtain the approval of Comptroller and Auditor General of India through the office of Controller General of Accounts for acceptance of the accounting standards now prepared for implementation in all centrally funded institutions in both the Department of Higher Education and Department of School Education & Literacy.

4.   In the meantime, the process for national consultations has started for dissemination of the accounting standards to all educational institutions and organizing appropriate consultations in order to create awareness about the proposed changes and obtain comments on the modalities of implementation etc. by the target date. Similarly, UGC, AICTE, NVS, KVS, CBSE, State Universities, State Boards of Secondary Education etc., are also organising consultations with their affiliate institutions.

5.   Capacity building programmes in association with ICAI to train the staff of the educational institutions have also started.

6.   Recognising the need for bringing about a greater degree of uniformity in accounting measurements, the trend all over the world now is towards formulation of accounting standards to be adopted in preparation of accounting information and its presentation in financial statements. It is expected that the uniform accounting standards now formulated will provide greater transparency, uniformity and present a more clear picture of disclosures.

AGENDA ITEM -11 COMMUNITY COLLEGES IN XII FIVE YEAR PLAN

A Community College is different from both a College and a Polytechnic granting an 'associate degree' after 2 years of enrolment and passing the requisite programme. With the continuing demand-supply mismatch, where some colleges have cut-offs as high as 100% and setting impossible exclusion targets while others struggle to get the minimum number of students, it is imperative to ensure a seat for a local student seeking higher education in a College / Institution in the district in which he / she resides, based on local need, employer satisfaction and student interest. Thus, the concept of Community College should be such that anybody who wants to go to Community College must be allowed and academic excellence should not be a barrier, although the level to which a student enrolls has to be decided on individual evaluation.

Community Colleges granting 'associate degree', which could be introduced through Regulations and that Autonomous Colleges recognized by UGC to have Potential for Excellence could commence operations as a Community College as well. Community Colleges may have a few or many disciplines based on the needs and employment potential. Some incentives from the Government could be provided to the institutions acting as Community Colleges in shifts when normal Colleges do not utilize their laboratories / classrooms (infrastructure). These could be mandatorily accredited by the accrediting agencies on satisfaction of set norms and with mandatory disclosures.

Community Colleges could be operationalized from existing Colleges / Polytechnics near industries and /or where employment opportunities exist to take advantage of the local industry need and opportunity of employment. However, it would be better if Community Colleges are started on a pilot basis (about 100 or so) in 2012-13 and then after evaluation scaled up gradually rather than set them up in one go. Accordingly, in 2012-13, 80 Colleges from the UGC list of 12B recognized institutions and 20 Polytechnics in the Government System may be identified by UGC-AICTE in consultation with the

respective State Governments for implementing the Community College Programme. Expression of Interest (EOI) may be floated thereafter by the three-Member Committee, UGC-AICTE-DEC, which can set up a mechanism for screening applications and for assistance based on set norms.

As a result of this, it is expected that around one lakh additional students can get access through these 100 Colleges / Polytechnics and the number would rise as implementation progresses. This is expected to ensure an increase in effective GER.